

Effects of Mixed Classes Lesson Physical Education and Sport and its Relationship With Physical Self-Perception Profile Esteem Tomboy Gender Identity Attitude

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The study aimed to reveal the needs and requirements of quality and Accreditation in lesson of physical education and sport in the reality of mixed classes vis-a-vis nature of the physical activity, which is more male than female and the tomboy as attitude that, schoolchildren think as Fashion Witnessed in the Arab society in general, and Algeria in particular. Our intervention interest in the context of the neglect of this aspect of personal teenage girl is contributing to the spread of this phenomenon, especially in physical education, which develop physical self-perception profile. From that our research sample within the basic study was consisted of 30 students volunteered to participate in this study, their average age =14 years of middle school education (Educational institution-hamezi mohammed-Mascara-Mascara-Algeria for academic year 2014-2015). In order to study phenomenon, we have distributed the sample base on the quiz test of ChubbyBubbles22 developed on: 2015-01-04. As new in our study, we have replaced subscales physical self-perception profile questions to test physical conditioning and attitude which was approved by some professors of Physical Education, University of Mostaganem in ((body fat, fitness health and self-esteem as Test Body Mass Index), (Physical conditioning. Endurance as Test 1000 meter Run) (Physical strength as Test Vertical Jump) as protocol study and methods in the confirmation of many authors: unfortunately, the models and measures in existence have been found wanting, somehow not capturing the essence of self-experience where this deficiency has motivated a new series of investigations.

To verify the hypothesis that support: Which differences and relationship can be observed between the variables Selected for study? For that, we have chosen the analysis of the Anova with the LSD and the correlation to compare the implementation differences and the relationship that can be observed between the variables Selected for study. Based on the results accuses, Age properties, the coeducation institutions, lack of rhythmic sports in the program of physical education and the only law instructions educational appropriate in recommendation uniforms to attend classes etc. After statistical treatment of the data, we confirm: (1) that mixed classes develop physical self-perception profile esteem tomboy gender identity due to the confrontation between the two sexes; (2) There is a strong relationship between physical tests (mal & tomboy) and (tomboy& girly girl) in the opposite of the relationship between (mal & girly girl). (3) Lack of rhythmic sports in the program of physical education and the confrontation between the two sexes spread this phenomenon.

Key words: Physical self-perception profile, tomboy, esteem gender identity attitude, mixed lesson of physical education and sport.

INTRODUCTION

The word education has its origin in the Latin word 'educatum' composed of two terms 'E' and 'Duco'. 'E' implies a process

from inward to outward while "Duco" means developing (S.S. Chandra, S.S. Chandra & Rajendra Kumar Sharma, 2004)

where Plato decrees the difference between education and teaching is in values from that we come from the reality of tomboy that, school children think as Fashion Witnessed in the Arab society in general and Algeria in particular. Where our educational institutions are mixed, lack of women's sports in the program of physical education and the only law instructions educationally appropriate in recommendation uniforms to present themselves at school our intervention comes to highlighting a taboo topic in our society. Literature informs us by (Hines, Melissa, Golombok, Susan, Rust, John, Johnston, Katie J. Golding, Jean, 2002). There have been few studies of the causality of women's behavior and interests, when they do not match the female gender role. Where in the Arab society we reveal the only study in this topic, come back from Iraq by (Sahira Razak Kazem & all, 2011) where they mention that, the phenomenon has appeared in the beginning of high school, from that, they recommend the conduct of similar studies on other stages and the practice of Women's Sports to reduce the level of this phenomenon. From the proofs our study guides us to explain this phenomenon as an attitude, not a genetic defect where (Russell Glenn Geen, William W. Beatty, Robert M. Arkin, 1984) Obviously, some girls not affected by the AGS syndrome are also tomboys, for this we begin with the definition of the Urban Dictionary, which described Tomboy. As a girl who dresses and sometimes behaves the way boys are expected to, often into more masculine things like "stronger" sports, computers, or cars where American Heritage® Dictionary Described a girl who behaves in a way that is perceived to be stereotypically boyish or masculine. While (Matthew Rottnek, 1999) defined the tomboy "as a girl who says she's a tomboy" where (D. Nicole Farris, Mary Ann Davis, D'Lane R. Compton, 2014) set that the definition has been documented in the 1553 listing in the Oxford English Dictionary, which defines a tomboy as "a bold and immodest woman".

From those definitions, we concluded with the diagnosis of (Debora Bell, Sharon L. Foster, Eric J., 2006) Understanding gender identity disorder first requires an explanation of what is meant by gender identity. As a psychological construct, gender identity has been conceptualized with respect to both cognitive and affective parameters. For this came the importance of this study, where our interests arises to the teenage girls, or the young person whose age falls within the range from 13–19. They are called teenagers because their age number ends with "teen" where (Al-Sahab B, Ardern CI, Hamadeh MJ, Tamim H, 2010) indict that the Girls usually complete puberty by ages 15–17, while boys usually complete puberty by ages 16–17 (Guillette EA & al, 2006) from that we referred to (Panteleimon Ekkakakis, 2013) that, Fox and Corbin (1989) developed the Physical Self-perception Profile (PSPP), which assesses four subdomains of physical self-concept (sport competence, attractive body, physical strength, and physical conditioning) to examined or background based on the set of (Uwe Pühse, Markus Gerber, 2005) in general that, the Discover body in the lesson of physical education and sport favorite they develop a positive physical self-perception profile. In addition, self-perception components remain central to theories and models of sport and exercise behavior. (Kenneth R. Fox Charles B. Corbin, 1989). From this introduction our intervention interest in the context of the neglect of this aspect of personal teenage girl is contributing to the spread of this phenomenon, especially in mixed of the lesson physical education, which develop Physical self-perception profile where we put the most frequent questions why they do so and what can be done to prevent such activities (Patrick B. Johnson, Micheline S. Malow-Iroff, 2008).

2. DETAILS EXPERIMENTAL

2.1. Materials and Procedures

2.1.1. Subjects

Our research sample consists of 40 students (10 male, 30 girls) volunteered to participate in this study, their average age = 14 years of middle school education (Educational institution-hamezi mohammed-Mascara-Mascara-Algeria for academic year 2014-2015). Where we have Selected 20 students girls from 30 by the intentional way by applying the test "Are you a tomboy or girly girl?" Which is Composed from 10 Questions - Developed by (Chubby Bubbles22, 2015) - The quiz is developed on 2015-01-04 -15. According to the results, we have classified our groups. For 10 girls away from the main study it has been used in calculated of Correlation Reliability coefficient where we found that the chosen tests has a high correlation stability in all comparison where $R \geq 0.7$. For physical self-perception profile via studies (Jean P.F. Florence G, 2004) (Corbin1980), (Harter, Shave son, Humber et Stanton, 1985) and (Fox, Corbin, 1998) that, Scale Realization is composed from:- Sport competence- Attractive body. - Physical strength. - Physical appearance - Physical conditioning, Endurance.

To answer questions body fat, strength, Endurance and fitness, health and self esteem (Janet Buckworth, Rod K. Dishman, 2002). From that, we had an exploratory study include the most of the professors of our institute to select physical tests Compatible with those questions (Test Body Mass Index, Test Aerobic Endurance explosive leg power Test) as new protocol and methods. Where (Susan Harter, 2012) confirms in his report that's, unfortunately, the models and measures in existence have been found wanting, somehow not capturing the essence of self-experience. This deficiency has motivated a new series of investigations.

2.2. Testing Protocol

2.2.1 Test Are you a tomboy or girly girl

1. What are you normally seen wearing?
 - A t-shirt with your favorite sports team on the back
 - I wear something new everyday
 - A dress with matching earrings
2. What do you think of video games?
 - Terraria or Minecraft?
 - Just dance!
 - It doesn't really matter
3. What is your favorite sport?
 - Any sport
 - Football
 - Volleyball
4. What is your favorite animal?
 - I love them all
 - Something similar to a snake
 - Something cute and cuddly
5. Are you being honest?
 - I am 100% honest
 - Why would I lie?

- Of course I am
 - p for myself
6. What is your favorite color?
 - Blue or something similar
 - Red
 - Pink
 7. What is your favorite type of jewelry?
 - Sparkly bracelets
 - Earrings. Studs to be exact
 - Big dangly earrings
 8. Where is your favorite place to go?
 - The local sports field
 - I don't mind as I'm with my friends
 - The mall. I love all the dresses
 9. How do you describe yourself positively?
 - I'm very sporty
 - I'm always cheerful and happy
 - I'm very sweet when you get to know me
 10. How do you describe yourself negatively?
 - I'm very fussy and bossy
 - I'm the best at everything
 - I can't speak u

Test results

For 70 % our girls sample are tomboys where 32 % of 5111, Quiz participants had this profile. Moreover, 30 % of our girls sample are a girly girl 16 % of 5112 Quiz participants had this profile!

2.2.2. Test physical (Body Mass Index, Aerobic Endurance explosive leg power Test)

Body Mass Index

BMI stands for Body Mass Index. It is a measure of body composition. BMI is calculated by taking a person's weight and dividing by their height squared.

Aerobic Endurance

➤ 1000 meter Run Test

The 1 km run test is one of the fitness tests used in the International Physical Fitness Test battery. The distance used is actually less than 1 km for girls and young boys.

➤ Distance run

1 km for boys 14-19 years old, 800 meters for girls 14-19 years old, and 600 meters for boys and girls 13 years old and under.

Explosive leg power explosive leg power

➤ The Vertical Jump

The test is a very common test for measuring explosive leg power

➤ Scoring

The jump height is usually recorded as a distance score, in cm or inches.

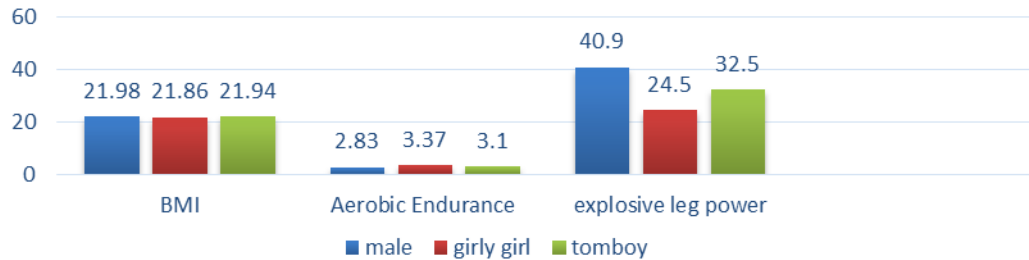
2.2.3. Statistical Analysis

Mean (\pm SD) of the tests, physical practiced in this study are shown in Table 1. The results show that major of comparisons are in the benefit of a male with a less deference with tomboy and large difference with girly girl. The Table 2and 3 shows the Anova and the LSD for the tests, physical conditioning where all comparisons are in the benefit male except in Body Mass Index, which is not significant. For the table 4, the result shows the relationship between the groups (male &tomboy and girly girl& tomboy) where Pearson correlations (r) are strong positive significant in all comparisons in the benefit of the same test in another, the relationship between the groups (male & girly girl) is not significant.

Table 1: shows the mean and de SD of the tests physical practiced in this study

| Variables | Body Mass Index | | | Aerobic Endurance | | | explosive leg power | | |
|-----------|-----------------|------------|--------|-------------------|------------|--------|---------------------|------------|--------|
| Sample | male | girly girl | tomboy | male | girly girl | tomboy | male | girly girl | tomboy |
| mean | 21.98 | 21.86 | 21.94 | 2.83 | 3.37 | 3.10 | 40.90 | 24.50 | 32.50 |
| SD | 1.27 | 1.35 | 1.26 | 0.20 | 0.19 | 0.14 | 3.81 | 4.88 | 3.24 |

fig1shows the mean and de SD of the tests physical

**Table 2:** shows ANOVA of the tests physical practiced in this study

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---------------------|----------------|----------------|----|-------------|--------|------|
| Body Mass Index | Between Groups | .044 | 2 | .022 | .014 | .987 |
| | Within Groups | 43.626 | 27 | 1.616 | | |
| | Total | 43.670 | 29 | | | |
| Aerobic Endurance | Between Groups | 1.410 | 2 | .705 | 20.121 | .000 |
| | Within Groups | .946 | 27 | .035 | | |
| | Total | 2.356 | 29 | | | |
| explosive leg power | Between Groups | 1345.067 | 2 | 672.533 | 41.278 | .000 |
| | Within Groups | 439.900 | 27 | 16.293 | | |
| | Total | 1784.967 | 29 | | | |

Table 3 shows Multiple Comparisons of the tests physical practiced in this study

LSD

| Dependent Variable | | | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---------------------|------------|------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Aerobic Endurance | male | girl girls | -.53100* | .08371 | .000 | -.7028 | -.3592 |
| | | tomboy | -.26550* | .08371 | .004 | -.4373 | -.0937 |
| | girl girls | male | .53100* | .08371 | .000 | .3592 | .7028 |
| | | tomboy | .26550* | .08371 | .004 | .0937 | .4373 |
| | tomboy | male | .26550* | .08371 | .004 | .0937 | .4373 |
| | | girl girls | -.26550* | .08371 | .004 | -.4373 | -.0937 |
| explosive leg power | male | girl girls | 16.40000* | 1.80514 | .000 | 12.6962 | 20.1038 |
| | | tomboy | 8.40000* | 1.80514 | .000 | 4.6962 | 12.1038 |
| | girl girls | male | -16.40000* | 1.80514 | .000 | -20.1038 | -12.6962 |
| | | tomboy | -8.00000* | 1.80514 | .000 | -11.7038 | -4.2962 |
| | tomboy | male | -8.40000* | 1.80514 | .000 | -12.1038 | -4.6962 |
| | | girl girls | 8.00000* | 1.80514 | .000 | 4.2962 | 11.7038 |

*. The mean difference is

At the 0.05, level significant.

Table 4 shows correlations of the tests physical practiced in this study

| Pearson Correlation | | male | girl girls | tomboy |
|---------------------|------------|--------|------------|--------|
| Body Mass Index | male | 1 | .636* | .762* |
| | girl girls | .636* | 1 | .956** |
| | tomboy | .762** | .956** | 1 |
| Aerobic Endurance | male | 1 | .125 | .769** |
| | girl girls | .125 | 1 | .730* |
| | tomboy | .769** | .730* | 1 |
| explosive leg power | male | 1 | .045 | .643* |
| | girl girls | .045 | 1 | .790** |
| | tomboy | .643* | .790** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed). * .Correlation is significant at the 0.05 level (2-tailed). N=10

3. RESULTS AND DISCUSSION

This study aims to reveal the needs and requirements of quality and Accreditation in lesson of physical education and sport in the reality mixed classes and the tomboy attitude that, schoolchildren think as fashion witnessed in the Arab society in general and Algeria in particular where we find confirmed:

I. The mixed lesson physical education and sport develop Physical self-perception profile esteem tomboy gender identity attitude

Where our find in table 1, 2, and 3 confirmed that all comparisons are in the benefit of male followed by tomboy and the girly girls at the last position except in Body Mass Index where the Anova is not significant which confirms homogeneity of the sample in the weight, the size and age from that we confirmed: our hypotheses by the results of (Rickelle richards, 2007) Health Outcomes the main health outcome was BMI status, with dietary intake and physical activity evaluated as contributing factors. Where (Linda A. Ferrera, 2005) confirm the effects of BMI on quality of life (i.e., physical, mental and social well-being) are well established, the impact of BMI measured earlier in life on future health-related quality of life of men and women for our modest study confirms that, the lesson of physical education and sport develop physical self-perception profile via studies (Jean P.F- Florence G, 2004) (Corbin1980), (Harter, Shave son, Humber et Stanton, 1985)and (Fox1990) that, Scale Realization Physical self-concept is composed from : (Janet Buckworth,Rod K. Dishman, 2002)

- Sport competence- Attractive body. - Physical strength. - Physical appearance - Physical conditioning. Endurance

Where our results find answer the questions body fat, fitness, health and self-esteem for the strength and Endurance. The table 2 and 3 (Anova and LSD) showed that, all comparisons are in the benefit of male followed by tomboy and the girly girls at the last position. Where our results are confirmed by the study (Moreno, J. A. and Cervelló, E, 2005) and the results showed the great relevance that doing physical activity has on the development of the physical self-concept. For (Boyd, K.R. & Hrycaiko, D.W., 1997) they indicated that the strongest effects obtained after applying the physical activity program were on the self-concept of physical ability of both pre-adolescent and adolescent females. Where (MAÍANO, C., NINOT, G., AND BILARD, J, 2004) we confirmed the influence of gender in adolescents' physical self-perceptions where we

agree with researchers (Marsh, 1999) who consider that a possible explanation of these differences could be attributed to the type of physical activities/programs and the internalization of postindustrial society's ideal of the body and the high value placed on it. For Physical Condition and Physical Strength, our results are on the same lines as the found of (RAICH, R. M. TORRAS, J. & FIGUERAS, M., 1996) who discovered that subjects who do sport regularly have a high interest in physical exercise where (Oweis, P., & Spinks, W.L, 2001) addition the impact physical, psychological, physical self-perceptions and mental health in conclusion we can highlight with (Alfermann, D. & Stoll, O., 2000) that, the lesson of physical education is significant improvement in physical self-perception profile.

II. The neglect of this aspect of personal teenage girl in the lack of rhythmic sports in the program of physical education and the confrontation between the two sexes are contributing to the spread of this phenomenon. Where we find in table 4, the result shows the relationship between the groups (male & tomboy and girly girl & tomboy) where Pearson correlations (r) are strong positive significant in all comparisons in the benefit of the same test in another the relationship between the groups (male & girly girl) are not significant. Where our results are on the same lines as the found (Christophe Maiano, and all, 2006) where He adds that male supremacy Due to the nature of the physical activity which is more male than female. From that, we confirm High fitness of the tomboy Returned to the increase self-proving due to the confrontation between the two sexes where (Lois Wladis Hoffman, Martin L. Hoffman, 1966) shows that, since the core of self-differs between boys and girls, it follows that their self-esteem depends upon different components and most girls derive. Moreover, in our case the spread of this phenomenon (tomboy) supports the set of (Suzanne K. Steinmetz, Marvin B. Sussman, 2013) that, the same schoolroom behaviors among girls and boys recommend different treatment from teachers. Where (Jerel P. Calzo , Andrea L. Roberts, Heather L. Corliss, Emily A. Blood, Emily Kroshus, S. Bryn Austin, 2014) recommended that, the context of physical activity should be changed were them raising "Little is known about sexual orientation differences in physical activity and their psychosocial determinants. For reasons presented, we supposed:

- A. Discrepancies in describing male as female can cause problems and confusion for a developing sense of self. (Sandra Leanne Bosacki, 2005)
- B. Competition girls males contribute to the attachment and jealousy in physical self-realization (Thomas J. Cottle, Phillip Whitten, 1978)
- C. Overlooked of the Teacher EPS for motivation growing of the girl who prefers to act more like a boy than a girl (David A. Schulz, 1984) during physical activity in adolescent girls (Neil Armstrong, Willem van Mechelen, 2008).
- D. Introduces us about the Sex education with an explanation of the psychological characteristics of the growth stages of age as the gender role in lesson of physical education and sport. (Ram Mohun Mojumdar, 2009) (Introduces us about Hygiene, sex education, prevention of injuries etc.)
- E. The unification of the contents of the programs and lessons contributes to increase Internalization where (Krasnow, Donna, Wilmerding, Mary Virginia, 2015) set in the Journal of Teaching the dance class: Strategies to enhance skill acquisition, mastery and positive self-image.

In general, our fears focus on Gender as a social construct that outlines the roles, behaviors, activities and attributes that a particular society believes are appropriate for men and women. Where (Nico Schultenkorf, Daryl Adair, 2013) confirms consequently, young women may be punished for behaving in [what is considered to be] inappropriate ways by participating in sport. Existing research, therefore, presents a mixed picture of the relationship between gender developments for causes (International Monetary Fund, 2008) we remade that, the deep social and economic transformation brought noticeable changes to the economic structure and the violation of gender equilibrium in society. Where our results are on the same lines as the found (Charles B. Corbin, Robert P. Pangrazi, 1999) Physical self-perception profile Involvement in sport and physical activity directly affects the development of a child's self-concept and perception of self-esteem and competence. Physical activities provide a wonderful area for girls to test their abilities where (Cindy Griffin, Jennifer Bone, 2013) self-concept is based on many characteristics, such as our physical appearance, talents etc..... The most serious when the child sees that it is not. According to the set of (John Bancroft, 2009) paradoxically, we therefore have less systematic information about 'tomboy' girls than we have about the much less common 'sissy' boy. For that, we invite the specialists to develop similar approach.

4. CONCLUSIONS

The first aim of this study was to examine the impact mixed classes in lessening EPS on Physical self-perception profile and its relationship with esteem tomboy gender identity attitude as fashion witnessed in the Arab society in general and Algeria in particular.

From this fact we referred to the results of (J. Michael Bailey, Kathleen T. Bechtold, Sheri A. Berenbaum, 2002) tomboys were substantially and significantly more masculine than their sisters, but they were generally less masculine than their brothers in parallel we support the hypothesis the (Sahira Razak Kazem & all, 2011) that, the phenomenon in the world Arabic becomes a social reality that must be studied, in another (Carol Sigelman, Elizabeth Rider, 2014) recommend,

the tie to detect the gender stereotypes and activity preference in self-identified tomboys and non-tomboys from Those proposals we agreed with (Marc H. Bornstein, 2005) the major factor which contributed to this intensification is girls' increasing concern with heterosexual attractiveness and physical appearance. Where (Judith M. Bardwick, 1972) many characteristic responses are acceptable in girls, ranging from the very feminine through the athletic tomboy were Girls' self-esteem remains dependent upon other people's acceptance and love; they continue to use the skills of others instead of involving their own. In addition, (D. Witt, 2015) describe motivates gender identity in:

*Power and control.*The privilege of the control.*The oppression for the role change.

Where (Mael, F, 1998) For years, a question many educators, parents, and researchers have been asking is whether or not it is academically beneficial to teach to boys and girls together or separately at school. where They argue that the absence of the opposite sex creates an unrealistic environment not duplicated in the real world. On other classes that are separated by gender, male and female students work and learn on the same level as their peers.

For all Those Reasons, we recommended:

- The unification of clothing in the educational sector for example boys blue girls pink
- Detection of this category.
- Respect the sexes in the teaching of physical education and sports programs
- Conduct similar studies
- Find a way to limit the spread of the phenomenon
- Integration the women's sports (dance rhythmic gymnastics etc.... in the program physical education and sport

5. ACKNOWLEDGMENTS

The Discover body in the lesson of physical education and sport favorite the development of the positive physical self-perception profile. Our address is to teachers of physical education and sport that, the neglect of this aspect of personal teenage girl, requires review of the self-perception components remain central to theories and models of sport and exercise behavior in the widespread of tomboy as attitude in our schoolchildren and society from that, they shall put the most frequent questions why they do so and what can be done to prevent such activities!. In the deep social and economic transformation brought noticeable changes to the economic structure and the violation of gender equilibrium in society. Our aims, which we sought through this study to mention the negative effects and to provide solutions that, can contribute to reduce this phenomenon. Because the difference between the teacher and educator lies in the consolidation of social values.

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