



**PSYCHOLOGICAL CHARACTERISTICS OF GENDER SOCIALIZATION
OF CHILDREN IN AN ORPHANAGE**

***CARACTERÍSTICAS PSICOLÓGICAS DA SOCIALIZAÇÃO DAS
CRIANÇAS DE UM ORFANATO COM BASE NO GÊNERO***

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ABSTRACT

Objective: The purpose of the article is to offer substantiation for the psychological characteristics of gender socialization of children in orphanages.

Methods: In the course of the experiment, the following parameters are assessed and analyzed: the gender criterion for participation in the testing; age criterion for participation in the testing; orphans' inner gender self-experience; ideas and attitudes of orphans with regard to social and cultural gender stereotypes about behavior and qualities; gender personality types and degree of expression of masculine and feminine characteristics in orphans; the role of gender characteristics in the structure of orphans' personal self-concept; content characteristics of social roles and personal identity in orphans.

Results: The results of the study are recommended to be used in orphanages in the process of children's gender socialization.

Keywords: Psychological characteristics; Gender; Socialization; Children; Orphanage
Psychological characteristics; Gender; Socialization; Children; Orphana

RESUMO





Objetivo: O objetivo do artigo é oferecer fundamentação para as características psicológicas da socialização de gênero de crianças em orfanatos.

Métodos: No decorrer do experimento são avaliados e analisados os seguintes parâmetros: o critério de gênero para participação no teste; critério de idade para participação na prova; autoexperiência interna de gênero dos órfãos; ideias e atitudes dos órfãos em relação aos estereótipos sociais e culturais de gênero sobre comportamento e qualidades; tipos de personalidade de gênero e grau de expressão de características masculinas e femininas em órfãos; o papel das características de gênero na estrutura do autoconceito pessoal dos órfãos; características de conteúdo de papéis sociais e identidade pessoal em órfãos.

Resultados: Os resultados do estudo são recomendados para uso em orfanatos no processo de socialização de gênero infantil.

Palavras-chave: Características psicológicas; Gênero; Socialização; Crianças; Orfanato
Características psicológicas; Gênero; Socialização; Crianças; Orfanato.

1 INTRODUCTION

Analysis of scientific research suggests that scholars subject to research various aspects of gender self-identity in children left without parental care, in particular, the specific characteristics of the development of gender identity in children deprived of parental care (Bukareva et al., 2021; Parfilova & Valeeva, 2016; Sakenov et al., 2021; Sarybaeva & Balmaganbet, 2018; Yavkina, 2019), interrelation of institutionalized children's deviations with gender identity disorders (Bettmann et al., 2017; Larin & Konopleva, 2014; Sakenov et al., 2012), of relevance are also the studies by H. Harry and D. Hafidhuddin (2020), N.R. Firghianti et al. (2019), A. Zhubandykova et al. (2020), O. Bunea (2015), A.N. Larin and I.N. Konopleva (2014), G.G. Parfilova and R.A. Valeeva (2016), R. Viscusi (2017), Z. Suingariyev et al. (2020), K. Quealy-Gainer (2020), A.D. Syzdykbayeva et al. (2020), S. Rohmatin (2020), E. Bukhteeva et al. (2019), S. Shishov et al. (2018), and P. Kubrushko et al. (2018), which outline the priorities of research in education, gender and gender role upbringing, and socialization of orphaned children. Noting the fruitfulness of these studies, it should be recognized that the psychological features of gender socialization of children in orphanages remain outside of scientists' attention, which describes the fundamental difference between our study and the existing analogues. Proceeding from this, the purpose of the current study is to provide



substantiation for the psychological features of gender socialization of children in an orphanage.

2 METHODS

The conducted study employs the following research methods:

- theoretical methods: analysis of the literature on the study of psychological features of gender socialization of children in orphanages as a method selected for the purpose of accumulation and systematization of research materials characterizing the psychological features of gender socialization of children in orphanages; the method of developing theoretical research provisions is employed as a way to systematize psychological features of gender socialization of children in orphanages;
- empirical methods: testing, interview, observation, pedagogical experiment, and the method of statistical processing of the obtained results on the psychological features of gender socialization of children in the orphanage.

The study is conducted in the Pavlodar orphanage as part of project AP08857520 (project team headed by O. Koliukh, D. Shnaider, et. al.) for the purpose of studying the psychological characteristics of gender socialization of children in an orphanage.

The sample of the study consists of 49 orphaned children, of which 27 are female and 22 are male (see Figure 1):

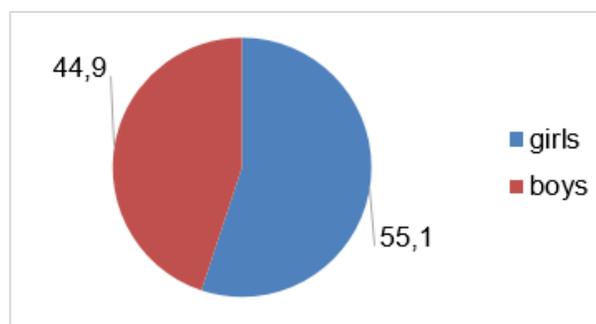




Figure 1. Gender criterion for participation in testing, in %

The age of the children recruited for the study ranges between 9 and 17 years old (see Figure 2):

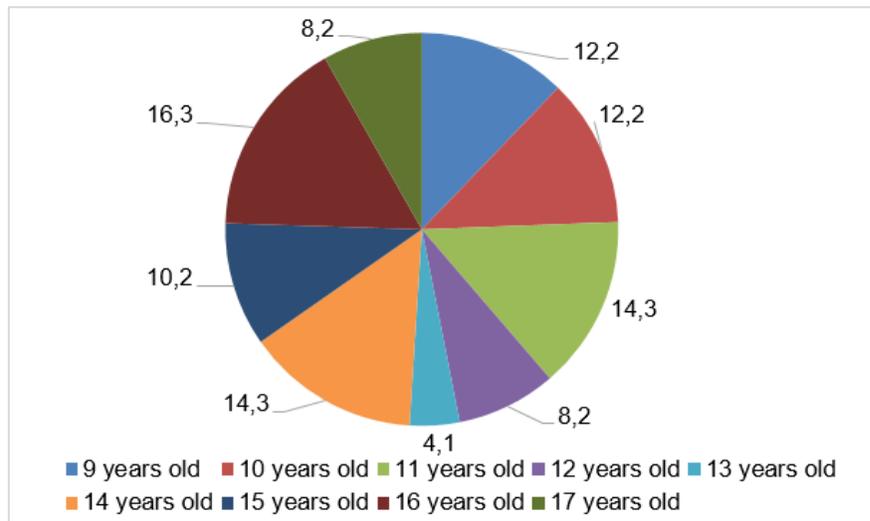


Figure 2. Age criterion for participation in testing, in %

In the process of the experiment, the following psychological characteristics of gender socialization of children in the orphanage are assessed and subjected to analysis: the gender criterion for participation in the testing; the age criterion for participation in the testing; the orphans' inner gender self-experience; ideas and attitudes of the orphans with regard to social and cultural gender stereotypes about behavior and qualities; gender personality types and degree of expression of masculine and feminine characteristics in the orphans; the role of gender characteristics in the structure of the orphans' personal self-concept; content characteristics of social roles and personal identity in the orphans.

Psychological characteristics of gender socialization of children in an orphanage are defined in this study as a process of integration of the inner gender self-experience, ideas and attitudes with respect to social and cultural gender-role stereotypes of behavior and qualities, gender-role personality types, the degree of expression of masculine and feminine elements in the structure of personal self-concept, and the content characteristics of social roles and personal identity in orphaned children.





The research is conducted using the following methods from the books “Orphaned Children: Counseling and Diagnostics of Development” (Strebeleva, 1998) and “On gender socialization of children in an orphanage during quarantine” (Sakenov et al., 2021):

- the “I am a boy / girl...” questionnaire by L.N. Ozhigova; the Bem Sex-Role Inventory (S.S. Bem);
- the “Who Am I?” questionnaire (M. Kuhn and T. McPartland)

L.N. Ozhigova’s “I am a boy / girl...” questionnaire is used to assess the characteristics of gender identity and the degree of susceptibility to gender stereotypes. The respondents’ answers give an opportunity to disclose the essence of “what kind of boy / girl am I” and determine what the respondents identify with, i.e. the social status and the character traits associated with it.

The Bem Sex-Role Inventory is employed to identify the degree of expression of masculine and feminine characteristics among the girls and boys and to determine their gender-role personality types.

The “Who Am I?” questionnaire developed by M. Kuhn and T. McPartland (Strebeleva, 1998) is used to determine the role of gender characteristics in the structure of the children’s personal self-concept, as well as to study the content characteristics of their personal identity.

3 METHODS

The conducted study provides the following results.

L.N. Ozhigova’s questionnaire identifies the characteristics of the children’s gender identity and their susceptibility to gender stereotypes, i.e. what the girls and boys identify with. The conducted assessment reveals the following peculiarities.

The children’s inner self-experience, their ideas and attitudes regarding social and cultural stereotypes about the behavior and qualities of representatives of different





genders are expressed according to their gender. The results are presented in Figures 3-6.

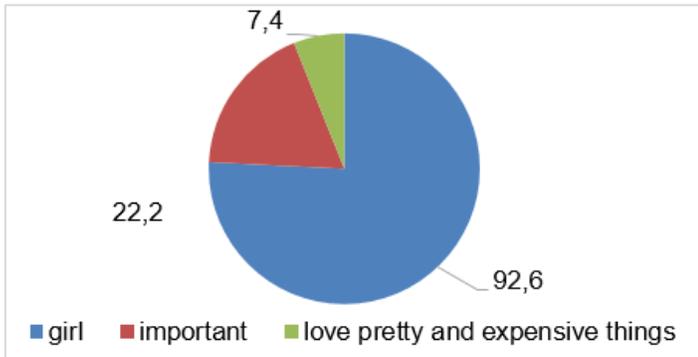


Figure 3. Inner self-experience of girls, in %

Figure 3 illustrates that the girls’ self-experience contains the characteristics “girl” (96.2%) and “love pretty and expensive things” (7.4%). For 22.2% of the girls, these characteristics are important, while the rest do not consider these criteria important. Thus, the girls’ inner self-experience matches their gender identity.

In addition, a small percentage of the girls (7.4%) are found to be under the influence of social stereotypes about girls’ behavior – the idea that girls have to have pretty and expensive things.

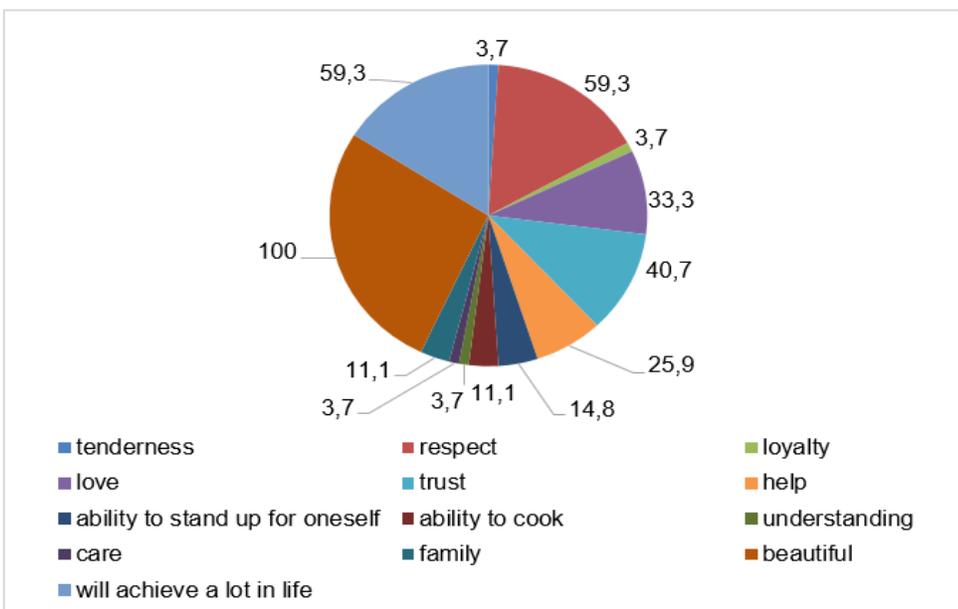




Figure 4. Ideas and attitudes with regard to social and cultural gender stereotypes about behavior and qualities among girls, in %

Figure 4 shows what ideas and attitudes with respect to social and cultural gender-role stereotypes about behavior and qualities are pronounced in the surveyed girls. The list of qualities characterizing personality and relating to its gender type is as follows.

Specifically, girls need to possess such character traits as beautiful (100%), ability to stand up for oneself (14.8%), ability to cook (11.1%), and tenderness (3.7%).

Attitudes with respect to behavior include respect (59.3%), achieving a lot in life (59.3%), trust (40.7%), love (33.3%), help (25.9%), family (11.1%), understanding (3.7%), and care (3.7%).

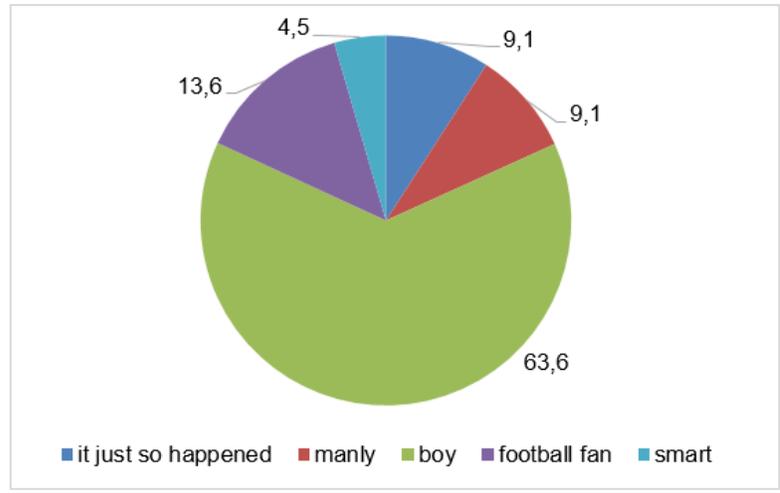


Figure 5. Inner self-experience of boys, in %

Figure 5 demonstrates that the boys experience themselves as “boy” (63.6%), “football fan” (13.6%), “manly” (9.1%), and “smart” (4.5%). This suggests that the inner self-experience of the surveyed boys corresponds to their gender identity.

However, there also are 9.1% of the boys who note that “it just so happened”. This may indicate that these children are in a difficult life situation and it is currently quite challenging for them to fulfill the social attitudes relating to stereotypes of masculine behavior and masculine qualities.



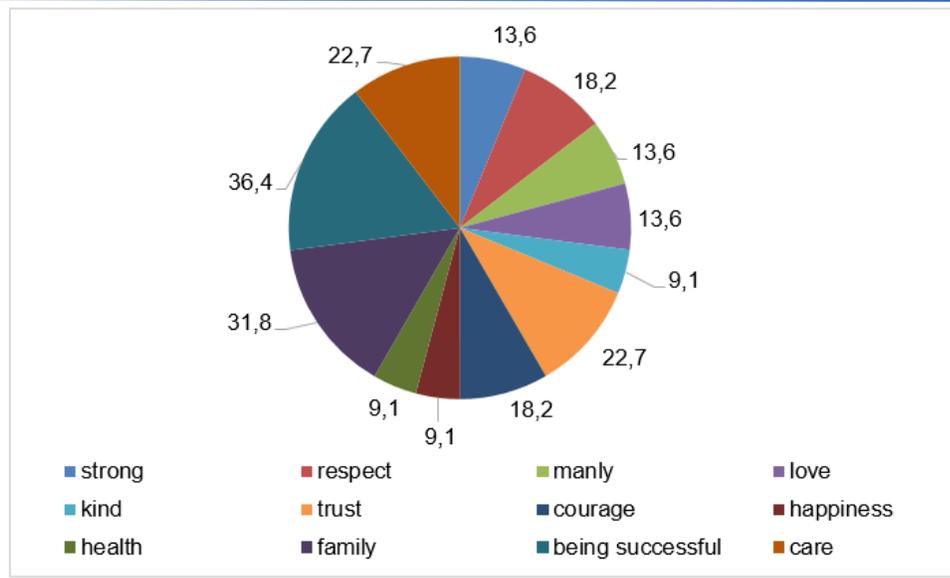


Figure 6. Ideas and attitudes with regard to social and cultural gender stereotypes about behavior and qualities among boys, in %

Figure 6 displays the ideas and attitudes regarding social and cultural gender-role stereotypes about behavior and qualities expressed in the tested boys.

The list of qualities characterizing personality and relating to its gender type is as follows. The boys need to demonstrate the character traits of being successful (36.4%), courageous (18.2%), strong (13.6%), manly (13.6%), and kind (9.1%).

Attitudes towards behavior are represented by the categories of trust (22.7%), care (22.7%), respect (18.2%), love (13.6%), health (9.1%), and happiness (9.1%).

Comparative analysis of gender-role stereotypes about behavior and qualities among the studied boys and girls brings the results presented in Figure 7.



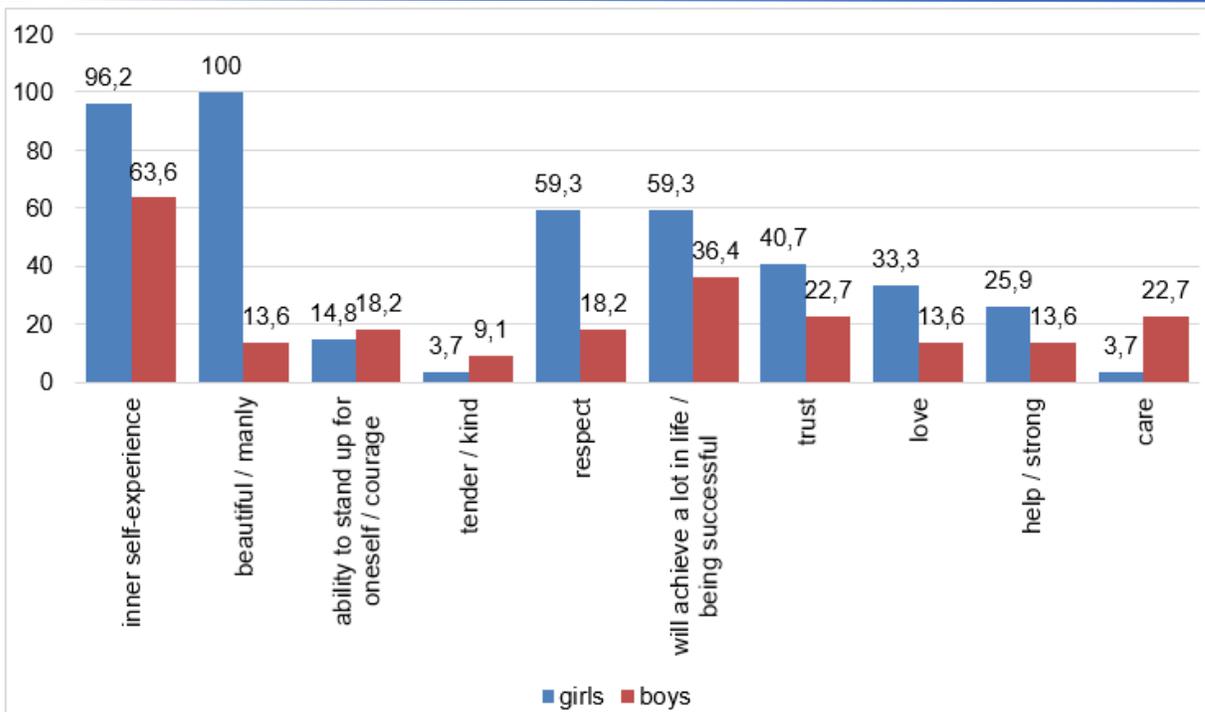


Figure 7. Comparative analysis of gender stereotypes about behavior and qualities in girls and boys, in %

Figure 7 illustrates the comparative analysis of the most pronounced criteria of gender-role stereotypes about behavior and qualities among the boys and girls. In particular, self-experience as belonging to one’s gender is more expressed in the girls (96.2%), while the boys are more focused on masculine character traits.

The criteria of character traits that need to be demonstrated by girls and boys have the following distribution. External characteristics are more prioritized by the girls: beautiful (100%). A bit stronger focus on character traits – courage (18.2%), kind (9.1%) – is demonstrated by the boys. However, the girls are much more focused on success and future projections (59.3%) than the boys.

Behavior attitudes are the most pronounced in the criteria of respect, trust, love, and care. The girls demonstrate higher importance of respect (59.3%), trust (40.7%), and love (33.3%) compared to the boys. The criterion of care is more pronounced among the boys (22.7%). However, the criterion of offering help is more strongly expressed in the girls (25.9%).





Comparative data indicate that the inner self-experience of the girls and boys, despite being expressed differently, corresponds to their gender identity. Whereas the girls are more focused on inner self-experience as belonging to their gender, boys consider masculine character traits to be more important indicators.

Ideas and attitudes about social and cultural gender stereotypes of behavior and qualities are pronounced in both the boys and the girls. However, the girls are characterized by such a masculine character trait as “will achieve a lot in life”, i.e. goal-orientedness. Boys, on the other hand, demonstrate the feminine character trait of being kind.

The degree of susceptibility to gender stereotypes is within the norm in both the girls and the boys, although it should be noted that several boys appear to be in a difficult life situation that makes it quite challenging for them to fulfill the social attitudes regarding the stereotypes of masculine behavior and qualities at the time.

The peculiarities of gender identity of the surveyed children are that the girls demonstrate feminine and masculine characteristics to an equal degree, while the boys display masculine characteristics.

1. The Bem Sex-Role Inventory (Strebeleva, 1998) assesses the degree of expression of masculine and feminine characteristics in the girls and boys and determined their gender-role personality types. The results of the testing are given in Figure 8.

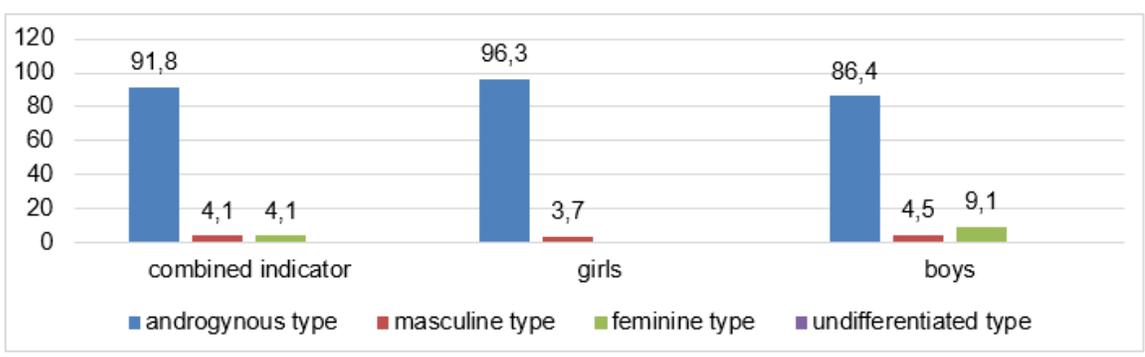


Figure 8. Gender-role personality types and the expression of masculine and feminine characteristics in girls and boys, in %

From Figure 8, it can be seen that the androgynous personality type is the most prominent (91.8%). This type is also the most pronounced in the groups of boys and girls





separately (96.3% and 86.4%). The androgynous gender-role personality type combines masculine and feminine behavioral traits, i.e. the male character traits of aggressiveness, assertiveness, and risk-taking simultaneously with the female traits of softness, tenderness, and shyness.

In the group of girls, the masculine personality type, i.e. the character traits that are considered masculine, such as striving for domination, rudeness, and risk-taking, is expressed insignificantly (3.7%). Other types are not expressed.

In the group of boys, the masculine (4.5%) and feminine (9.7%) personality types are expressed insignificantly. In the case of the feminine type, boys are characterized by character traits that are considered to be feminine: shyness, tenderness, emotionality. The undifferentiated type, which does not provide for a stable choice of behavioral strategies in the group, is not expressed.

Comparative analysis reveals minor differences between the girls and the boys. The gender-role personality type found to be the most prominent in the behavior of the boys and girls is the androgynous type.

2. The “Who Am I?” questionnaire by M. Kuhn and T. McPartland (Strebeleva, 1998), allows identifying the roles of gender characteristics in the structure of personal self-concept among the girls and boys and explores the content characteristics of personal identity. The obtained results are provided in Figures 9-11.

The data in the figures are presented not in percentages but in quantitative terms, using the method of content analysis.

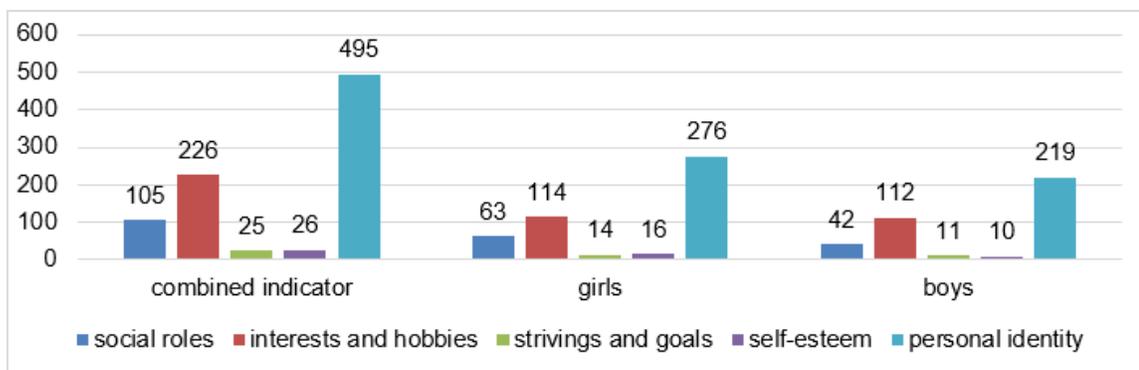


Figure 9. Roles of gender characteristics in the structure of personal self-concept in girls and boys





The question “Who am I?” is tied to the characteristics of a person’s own perception of themselves, i.e. their self-image. When answering the question “Who am I?”, both the girls and boys indicate the roles and characteristics-definitions with which they relate, identify themselves, i.e. with social status and those traits that, in their opinion, are associated with it.

Figure 9 shows that the “personal identity” category is the most pronounced one among both the girls and the boys. The category “interests and hobbies” is less pronounced. The categories “social roles”, “strivings and goals” and “self-esteem” are expressed insignificantly.

The comparative analysis demonstrates insignificant differences between the groups of boys and girls by all categories of the roles of gender characteristics in the structure of personal self-concept. The characteristic found to be the most pronounced among both the boys and the girls is “personal identity”.

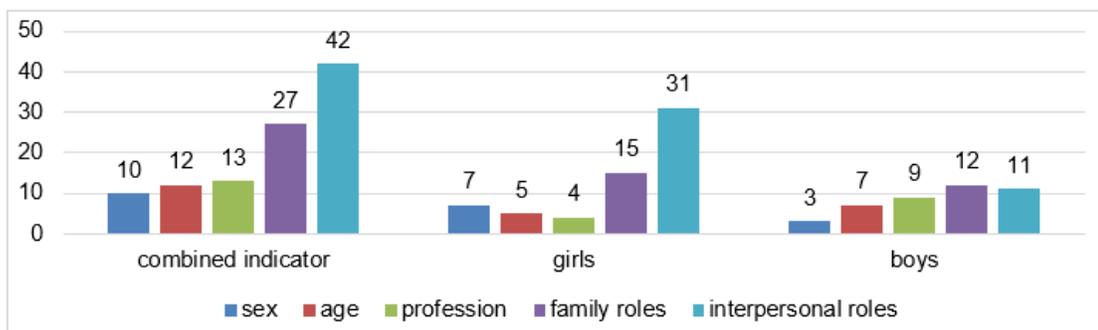


Figure 10. Content characteristics of social roles in girls and boys

Figure 10 shows the content characteristics of the category “social roles” for girls and boys. The most prominent criterion is “interpersonal roles”, while the criteria “profession”, “age”, and “gender” are insignificant. While girls have the “interpersonal roles” criterion as the most expressed, in the boys, all content characteristics of social roles are expressed approximately in equal measure.

The children’s self-descriptions also contain the characteristic that denotes gender (I am a boy / girl), in the ranking by frequency of appearance it takes the first two places.



This testifies to the importance of this characteristic in the structure of personal self-concept (10 people: 7 girls and 3 boys).

Comparative analysis shows major differences in the category “interpersonal roles”. No significant differences are found in the remaining categories.

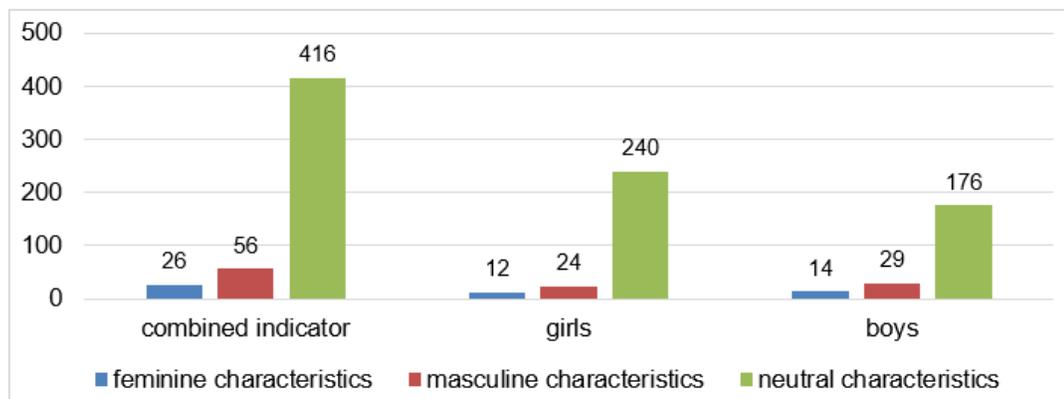


Figure 11. Content characteristics of personal identity in girls and boys

Figure 11 shows the content characteristics of the category “personal identity” of the girls and the boys. The most pronounced criterion is “neutral characteristics” and the criteria “masculine characteristics” and “feminine characteristics” are expressed insignificantly.

Comparative analysis reveals significant differences in the category of “neutral characteristics”. Despite the major differences, this criterion is prominently expressed in both the girls and the boys. All other criteria show insignificant differences.

The data obtained with the “Who Am I?” questionnaire by M. Kuhn and T. McPartland (Strebeleva, 1998) match the results of the Bem Sex-Role Inventory.

4 DISCUSSION

The novelty and originality of the study lies in the fact that in contrast to the studies conducted by G.A. Disassa and D. Lamessa (2021), G.K. Dlimbetova et al. (2019), K. Frimpong-Manso (2021), A.S. Mambetalina (2012), L. Kalashnyk (2014), A. Mombek et





al. (2017), L.G. Kulikova (2018), Z. Shavaliyeva et al. (2019), O. Fushtei (2021), our research confirms that the gender socialization of children in an orphanage must rely on such psychological characteristics of children in an orphanage as the gender and age criterion of socialization, inner gender self-experience, ideas and attitudes regarding social and cultural gender-role stereotypes about behavior and qualities, the social and cultural gender-role stereotypes about behavior and qualities themselves; gender-role personality types and the degree of expression of masculine and feminine characteristics in the orphans; the roles of gender characteristics in the structure of the children's personal self-concept; the content characteristics of orphans' social roles and personal identity.

As a result of the conducted study, we propose the following recommendations on gender socialization of orphaned children:

1. The teachers and psychologist of the orphanage need to collaboratively develop a program for the development of self-confidence and hold a series of classes in the group of boys;
2. The teachers of the orphanage, in collaboration with the psychologist, need to conduct a seminar-explanation (or webinar) on "Social and Cultural Gender Stereotypes of Behavior and Qualities" with both the girls and the boys;
3. Additional testing needs to be conducted to assess the self-esteem of the boys and the girls using the "Assessment of the level of self-esteem" questionnaire by S.V. Kovalev (link to the method: <https://docs.google.com/forms/d/e/1FAIpQLSdrz6M3hvlpX0w383C1J0cjQ-hXzdejxkffrlr0ZM9jnbVOw/viewform?vc=0&c=0&w=1&flr=0&gxids=7628>) to identify correlations and determine the degree of influence of self-esteem on the gender-role personality type and gender characteristics in the structure of self-concept;
4. Additional testing is required to assess some personal behavioral characteristics to identify the behavioral factors that affect gender socialization.





5 CONCLUSION

To draw a summary, the conducted study of the psychological characteristics of gender socialization of children in the orphanage leads to the following conclusions:

1. The children's inner self-experience, their ideas and attitudes regarding social and cultural stereotypes about the behavior and qualities of the representatives of different genders are expressed in accordance with their biological sex. Inner self-experience as belonging to one's gender is more pronounced in the girls (96.2%), while the boys are more focused on masculine character traits;

2. 9.1% of the boys find themselves in a difficult life situation and it is quite challenging for them at the time to fulfill the social attitudes relating to stereotypes of masculine behavior and masculine qualities;

3. Ideas and attitudes with respect to social and cultural gender-role stereotypes about behavior and qualities are expressed within the norm in both the girls and the boys. The girls are characterized by the masculine character trait "will achieve a lot in life", i.e. goal-orientedness, while the boys demonstrate the feminine character trait of being kind;

4. The gender-role personality type most common among both the girls and the boys is the androgynous type, which combines both masculine and feminine characteristics of behavior;

The roles of gender characteristics in the structure of personal self-concept differ insignificantly between the girls and the boys in all categories.

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