

García-Villanueva, J.; Moreno-García, D.; Hernández-Ramírez, C.I. y Gamba-Mondragón, L.A. (2017). Mediciones de masculinidad y feminidad en docentes de educación física / Masculinity and Feminity Measurement in Physical Education Teachers. Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte vol. 17 (67) pp. 541-557. [Http://cdeporte.rediris.es/revista/revista67/artmediciones824.htm](http://cdeporte.rediris.es/revista/revista67/artmediciones824.htm)
DOI: <https://doi.org/10.15366/rimcafd2017.67.010>

ORIGINAL

MASCULINITY AND FEMINITY MEASUREMENT IN PHYSICAL EDUCATION TEACHERS

MEDICIONES DE MASCULINIDAD Y FEMINIDAD EN DOCENTES DE EDUCACIÓN FÍSICA

García-Villanueva, J.¹; Moreno-García, D.²; Hernández-Ramírez, C.I.³, & Gamba-Mondragón, L.A.⁴

¹ Psychologist. Tenured Professor National Pedagogy University, Campus Ajusco Mexico City (México) jvillanueva@upn.mx

² Educational psychologist. Research assistant. National Pedagogy University, Campus Ajusco Mexico City (México) daniel.mor.gcia@gmail.com

³ Educational psychologist. Consultant. National Pedagogy University, Campus Ajusco, Mexico City (México) civonneramirez@hotmail.com

⁴ Psychologist Pedagogical technical assistance. Secretariat of Public Education Mexico City (México) lagambam@sepdf.gob.mx

Spanish-English translator: Jacob Ortega Islas, jacobortegatraductor@gmail.com

Código UNESCO / UNESCO Code: 6199.04 Educación Física y deporte comparado / Physical Education and Comparative Sport

Clasificación del CONSEJO DE EUROPA / COUNCIL OF EUROPE

Classification: 17. Others: Physical education and Gender /17. Other: Physical Education and Gender.

Recibido 2 de diciembre de 2014 **Received** December 2, 2014

Aceptado 11 de septiembre de 2015 **Accepted** September 11, 2015

ABSTRACT

This research aimed to analyze the measurements of masculinity, femininity, machismo and submission features associated with the personality characteristics of a group of physical education teachers. Participated in the study 53 basic level teachers working in a program implemented by a government institution in Mexico City. The sampling was not probabilistic type. As a tool for data collection was used

the Inventory of Masculinity and femininity (IMAFE), reliable and valid instrument in Mexico, subject to testing in other countries, there aspects of traditional gender roles: machismo and submission. Data analysis undertaken using the "t-student" test and analysis of variance classification and comparison of the results obtained. It is concluded that no statistically significant differences in the four scales proposed by IMAFE and work variables sex, age and marital status in the group of physical education teachers in regard to the characteristics associated with personality.

KEY WORDS: Gender, masculinity, femininity, machismo, submission, androgyny.

RESUMEN

Esta investigación tuvo por objetivo analizar las mediciones de masculinidad, feminidad, machismo y sumisión, características asociadas a la personalidad, de un grupo de docentes de Educación Física. Participaron en el estudio 53 docentes de nivel básico que laboran en un programa implementado por una institución gubernamental en la Ciudad de México. El muestreo fue de tipo no probabilístico. Se empleó como instrumento el Inventario de Masculinidad y Feminidad (IMAFE), instrumento confiable y válido en México, sujeto a prueba en otros países, en él se incluyen aspectos de los papeles de género tradicionales: machismo y sumisión. El análisis de los datos se efectuó mediante la prueba "t-Student" y el análisis de varianza de una clasificación, así como la comparación de medias de los resultados arrojados. Se concluye que no hay diferencias estadísticamente significativas en las cuatro escalas propuestas por el IMAFE y las variables de trabajo, sexo, edad y estado civil, en el grupo de docentes de Educación Física, en lo que respecta a las características asociadas a la personalidad.

PALABRAS CLAVE: Género, masculinidad, feminidad, machismo, sumisión, androginia.

1. Introduction

Important changes have been prompted in the last years promoting the equality between men and women, however, in Mexico, the stereotypes of gender, patriarchy, and struggle of genders remain.

The debate about the "Equality" between men and women has played a central role in the education policy and schooling, starting with acknowledging school as a reproducer of a power system differentiated with respect to sex. (Scraton, 2000).

The school has a fundamental role in the development of masculinity and femininity because it is one of the spaces where values and patterns of socially

accepted behaviors are reinforced, supported and maintained (Secretaría de Educación Pública y Programa Universitario de Estudios de Género, 2010).

Several ideologies originated in the groups where the individual develops, participates and carries out their daily activities play a part in the construction of being a man or a woman, these groups can be the family, friends, religion, etcétera; such ideologies reinforce the attribution of different traits for each sex, that is to say, they determine what it is appropriate or inappropriate according to society.

Scharagrodsky (2000) points out that in educational practice teachers of Physical Education do not sympathize with the idea of equal opportunities in education, due to the anatomical and physiological differences shown by the students.

It is in this way that the interest to know the problems related to gender and Physical Education is born since it is here where the differences on the relations of physical strength and, above all, power between men and women are shown. To do this, it is important in the first place, to know the personality traits in relation to the gender from the Physical Education Teachers, that is to say, to analyze the differences in masculinity, femininity, machismo, and submission and in this way being able to have a picture of the educative practice they carry out and the ideology they convey to the students, which may or may not will continue to reproduce the gender stereotypes, considered as desirable or it will change the path towards an egalitarian society in terms of civil and legal rights.

Physical education subject could represent a learning scenario which will provide the opportunity to unlearn prejudices, aggressive behaviors, and gender stereotypes, with the intention to create an environment that provides tolerance among people, that values the difference, avoids the violence and perpetuates the equality among the humankind.

2. PHYSICAL EDUCATION AND GENDER

Education is one of the key supports in the transformation of gender cultural patterns and it has been developed since ancient times. Education plays an important role in overcoming gender discrimination problems. In addition, education works as a mechanism that reproduces certain social inequalities such as race, gender and social class. Part of the problem comes from the ways in which knowledge and attitudes are transmitted towards the students, to take a particular role within the society, distinguishing the particular function of the corresponding sex (Fierro, 1999).

The school and the teachers, in particular, must coincide in changing the gender schemes, trying to eliminate the stereotypes built upon sexual differences, which limit the capabilities from female and male students and that establish a domain over men and women. (Scharagrodsky, 2004).

Fernández (1998) points out that, in relation to the permanence or lack of this of stereotypes, the impact of certain variables, such as sex, because males more than women tend to show more stereotyped points of view about gender; education, since individuals with higher levels of education tend to be less stereotyped than the ones with a lower educative level; and age, since stereotyped point of view between men and women tends to decrease with the age. About education, to be better prepared breaks up with certain beliefs in both genders.

Physical Education is a career that has been stereotyped for a long time because it demands aggressiveness, initiative, strength, etcétera, all these traits assumed as "proper" of men, on the other hand, women must choose careers that allow them to be for others, from the others and carried out on others, that is to say, femininity lies on carrying out a maternal role, "the energy of every woman must be destined to satisfy the vital needs and wishes of others, their work, their thinking, and care comply with such mandate" which is translated in a prevalence of men in this career as a result of role genders. (Lagarde, 1996).

Physical education must promote the integration of people in the different social groups through a good personal development that faces the different social pressure of the ought to be of men and women, which is imposed through language, images, media, movies, traditions and a set of practices related to festivities, commemorations, norms and cultural representations, all of these create unequal relations between sexes, displaying rigid and unique patterns of masculinity and femininity.

Physical education teaching staff must promote an education process based on equality, even over their own values, they must be accountable for their role as teachers, so they can face their own beliefs and prejudices when acting as professionals. (Talbot, 1993).

In the last years, gender studies have included a great variety of topics around Physical education and gender, being one of the most notorious the research of Dowling (2006) and Wright (2002) about the role of the teachers as change agents or as the keepers of it; Scraton (2000) has conducted studies in teacher training in equality, contributing to comprehend the importance of gender studies in Physical education.

However, in Mexico, the studies of gender and Physical education are practically inexistent Brown and Rich (2002) talk about the predominance of the heteronormative speech that has an influence over the gender positioning of the training physical education teachers, who end up accepting the order socially established.

The lack of studies in Mexico about the teaching practice leads to wonder if there are differences in masculinity and femininity and in the Physical Education teachers. So we can think of the same opportunities and rights for men and women, first, it is necessary to explore the schemes of gender identity, functions, roles and stereotypes shown by the teachers.

2.1. TALKING ABOUT GENDER FROM THE INVESTIGATION

In this research gender is defined as the set of behaviors associated with men and women and that it is produced through the time and through various ways, that is to say, it is a social construction. (Burin y Meler, 1998).

Gender is the set of practices, symbols, representations, norms and social values, that society constructs through anatomic physiological sexual differences and that give a sense to the relations between people. Additionally, gender is not an absolute concept, because it is mixed with other determinant factors of the human subjectivity, such as race, religion and social class (Rocha, 2000).

Physiological differences between male and female bodies are attached to a series of signs and symbols that construct different meanings for each gender based upon sex as Scott (1996) mentions, gender refers to the social and cultural production, the union of signs and symbols that have a sexual dimorphism as the base. It is based on this difference that societies have to relate what it is masculine with power and overvalue it, in comparison with what it is feminine.

Lamas (2000) considers that gender is a category in which three instances are articulated:

1. Gender assignation, which is given at birth based on the genitalia.
2. Gender identity, which is established at the same time than language, placing the boy as masculine and the girl as feminine.
3. Gender role, social and cultural assignation through stereotypes that fix the behaviors expected of boys and girls.

Gender acquisition begins in the early years of life, during the childhood a body image begins to develop that allows boys and girls to distinguish the characteristics of the body and identify themselves with the image of masculine or feminine, placing themselves within one of the two genders. This allows adopting gender roles, discovering them in the first place for later being able to discriminate those that dictate the behaviors of the opposite gender.

In Mexico gender roles and stereotypes continue to be clearly delimited, despite the changes in the political reforms, that allow the free access of women in the

field of work, access to a decent life and free of violence, even with all of this, the roles and stereotypes of masculinity and femininity continue to be complemented with those of machismo and submission.

About this regard, Stevens (1973) describes machismo as the cult to virility and which characteristics show an exaggerated aggressiveness, arrogance and sexual aggression towards women. On the other hand, submission is characterized by the dependency, complacency, and shyness.

From gender category, the behaviors associated with men and women can be analyzed and project an image of what it is occurring in the society and explore the schemes of gender identity from female and male physical education teachers. Scraton (2000) argues that Physical education teachers see girls as weaker and less powerful than boys and they insist in encouraging manners, elegance, grace and feminine flexibility; through dance, gymnastics, netball, etcetera. It is worth to mention, that the teaching staff keeps a vision that is influenced by the hegemonic beliefs, attitudes, and models that rule in the society and that dictates the ought to be for men and women.

3. MATERIAL AND METHOD

The present research is a descriptive study, which has the intention to analyze the differences in the measurements of masculinity, femininity, machismo, and submission, based on age, sex and marital status of a group of physical education teachers. Quantitative research was chosen, using the *Inventario de Masculinidad y Femenidad* (Inventory of Masculinity and Femininity) (IMAFE) by María Asunción Lara Cantú to collect data, it is an instrument standardized for the population living in Mexico City.

3.1. PARTICIPANTS

Participants constituted a total of 53 physical education teachers, between men and women, with ages ranging between 25 and 50, who have a bachelor's diploma mainly in physical education. The choice of the sample was intentional non-probabilistic (Hernández, Fernández and Baptista, 2016) given that there would be a significant number of Physical Education teachers gathering for several days (given the characteristics of the Mexican educational system, on average there is a teacher of this subject per school). The teaching staff works in an educative program of elementary education implemented by a governmental institution from Mexico City. Their participation in the study was voluntary and apart from the activities for which they were gathered.

3.2. INSTRUMENTS

The instrument used for the collection of information was the IMAFE and it is standardized for the population located in Mexico City. Its aim is to measure male and female characteristics associated with personality in a reliable and valid way, tested in other countries, there are aspects of traditional gender roles included: machismo and submission.

The IMAFE is an inventory that consists of 60 items associated with personality traits in masculinity, femininity, machismo, and submission, which are answered with a Likert scale ranging from 1 to 7 (Being 1 the equivalent of never or almost never and 7 always or almost always). This instrument was created by María Asunción Lara Cantú, published in 1993 and was standardized for the population of Mexico City.

3.3. PROCEDURE

To conduct the present research, the information was collected anonymously and voluntarily. The instrument was applied to physical education teachers in an educational institution in the south of Mexico City. Instructions for filling out the test were specified in a group and personally (See Appendix).

The instruments applied were collected and folded in order to have a better management and control of the data, as well as their storage in a database made in Excel. Each one of the scores obtained by teachers on the IMAFE scales was recorded in that database.

3.4. ANALYSIS

The analysis of the data was conducted through the statistical software SPSS. The dominant population in the group of teachers was the male one (35) and most of them are married. As for the population mean, it is estimated in 36 years in the group of teachers of this research (Table 1).

Table1. Measures of central tendency in the age of the group of teachers of Physical Education

Measure	Teachers
Mean	36.6
Median	36,000
Mode	33

Descriptive studies were carried out through statistical analysis of "t-Student" to compare the means of the scales proposed by the IMAFE in regard to sex and the marital status of the teaching staff. With regard to age, the statistic was an analysis of variance of a classification. To verify the existence of reliability and validity in the sample of Physical Education teachers, it was analyzed if the items are still

distributed in an expected way, with respect to the data obtained from the sample of Lara Cantú (1993) by means of the analysis of the arithmetic mean.

4. RESULTS

As a result of the application of the "t-Student" test for the variable sex and the four IMAFE scales (masculinity, femininity, machismo and submission) there is no statistical significance in any of the scales because the mean between men and women is not Statistically different from the alpha significance level = 0.05 (Table 2).

Table 2. Results of the t-Student test applied to the gender variable and the four IMAFE scales in the group of Physical Education teachers

	SEX	Mean	Standard deviation	T	Significance
MASCULINE	MAN	5.4029	.75556	.434	.654
	WOMAN	5.3111	.67291	.451	
FEMININE	MAN	5.0514	.86343	-1.189	.804
	WOMAN	5.3444	.82049	-1.209	
MACH	MAN	2.8800	.70411	-.246	.396
	WOMAN	2.9333	.82533	-.234	
SUM	MAN	2.0686	.83164	-.434	.170
	WOMAN	2.1611	.48645	-.510	

The "t-Student" test also showed that for the marital status variable and the four IMAFE scales, the results obtained were as expected, they did not show statistical significance in any of the scales because the mean between men and women is not statistically different at the alpha significance level = 0.05 (Table 3).

Table 3. Results of the t-Student test applied to the variable marital status and the four IMAFE scales in the group of Physical Education teachers

	MARITAL_STATUS	Mean	Standard deviation	T	Significance
MASCULINE	MARRIED	5.3382	.70925	-.447	.786
	SINGLE	5.4316	.76380	-.438	
FEMININE	MARRIED	5.2441	.82872	1.065	.980
	SINGLE	4.9842	.89210	1.043	
MACH	MARRIED	2.8588	.76162	-.513	.861
	SINGLE	2.9684	.71418	-.523	
SUM	MARRIED	2.0265	.62002	-.982	.832
	SINGLE	2.2316	.89570	-.886	

The scores with respect to the estimated mean in the marital status variable and the four IMAFE scales had a high score (not statistically significant) in the teacher sample.

To know if there are differences in measures of masculinity, femininity, machismo and submission in the Physical Education teachers regarding age, it was grouped in age ranges through percentiles of the SPSS program. It is observed that the largest number of subjects corresponds to the range of 25.1 to 36 located in the age range number two (Table 4).

Table 4. Age range in the sample of Physical Education teachers

Age range	1	Less than 25	6
	2	25,1 to 36	24
	3	36,1 to 42,25	10
	4	More than 42,25	13

The results of the statistical analysis of variance of a classification for the variable age range and the four scales proposed by the IMAFE in Physical Education teachers show that there are no statistically significant differences because the value obtained from "p" in all the results of the scales is greater than the significance level = 0.05 (Table 5).

Table 5. Results of the analysis of a classification applied to the variable age range and the four IMAFE scales in the group of Physical Education teachers

		Sum of squares	GI	F	Significance
MASCULINE	Inter-groups	4.504	3	3.240	.030
	Intra-groups	22.703	49		
	Total	27.208	52		
FEMININE	Inter-groups	5.234	3	2.624	.061
	Intra-groups	32.578	49		
	Total	37.812	52		
MACH	Inter-groups	3.913	3	2.602	.062
	Intra-groups	24.557	49		
	Total	28.470	52		
SUM	Inter-groups	4.005	3	2.768	.052
	Intra-groups	23.635	49		
	Total	27.640	52		

As for the interaction of the variable age range and the machismo scale, this one shows a high score (not statistically significant) in the age range that ranges from 36.1 to 42.25 years in the teachers of the Sample (Table 6).

As for the submission scale, it has low percentages with respect to older teachers (not statistically significant) (Table 6).

Table 6. Results of the means obtained from the analysis of a classification applied to the variable age range and the four IMAFE scales in the group of Physical Education teachers

	Mean	Standard deviation	Confidence interval		Minimum	Maximum	
			Inferior limit	Superior limit			
MASCULINE	Less than 25	5.5333	.87101	4.6193	6.4474	4.40	6.40
	25,1 to 36	5.4917	.68202	5.2037	5.7797	3.70	6.60
	36,1 to 42,25	5.6400	.53375	5.2582	6.0218	4.80	6.50
	More than 42,25	4.8692	.68603	4.4547	5.2838	3.50	6.00
	Total	5.3717	.72334	5.1723	5.5711	3.50	6.60
FEMININE	Less than 25	4.8333	.88919	3.9002	5.7665	4.10	6.30
	25,1 to 36	5.0250	.80986	4.6830	5.3670	3.30	6.50
	36,1 to 42,25	5.7900	.81982	5.2035	6.3765	3.80	6.60
	More than 42,25	5.0385	.79008	4.5610	5.5159	3.80	6.20
	Total	5.1509	.85274	4.9159	5.3860	3.30	6.60
MACH	Less than 25	3.2000	.97980	2.1718	4.2282	2.30	4.90
	25,1 to 36	3.0375	.75804	2.7174	3.3576	1.90	4.40
	36,1 to 42,25	2.3600	.43512	2.0487	2.6713	1.90	3.30
	More than 42,25	2.9154	.63488	2.5317	3.2990	2.20	4.70
	Total	2.8981	.73993	2.6942	3.1021	1.90	4.90
SUM	Less than 25	2.1167	.34303	1.7567	2.4767	1.80	2.60
	25,1 to 36	1.9292	.59086	1.6797	2.1787	1.10	3.30
	36,1 to 42,25	1.8900	.48865	1.5404	2.2396	1.30	2.60
	More than 42,25	2.5692	1.03552	1.9435	3.1950	1.30	5.40
	Total	2.1000	.72907	1.8990	2.3010	1.10	5.40

The comparison between the measures and those obtained by the IMAFE standardization with the results of the variable age range shows that the scales of masculinity and femininity have a higher average in the scores of the sample teachers, but, the machismo and submission scales tend to decrease compared to the IMAFE averages (Table 7).

Table 7. Comparison by measurement scale between the means of the IMAFE scale and the variable age range of the group of Physical Education teachers

Age range	Less than 25		25,1 to 36		36,1 to 42.25		More than 42.25	
	IMAFE	TEACHERS	IMAFE	TEACHERS	IMAFE	TEACHERS	IMAFE	TEACHERS
MASCULINE	4.76	5.33	4.91	5.23	4.87	5.72	5.03	4.92
FEMININE	4.34	4.72	4.97	5.01	4.81	5.92	5.29	5.26
MACH	3.25	3.37	3.19	3.17	3.44	2.32	3.62	2.95
SUM	2.71	2.22	2.74	2.26	2.75	1.84	2.89	2.82

The comparison of the results obtained from the sample of Physical Education teachers with the data obtained in the sample of Lara Cantú (1993) shows that there are no differences in the distribution in which the inventory was designed, for which it is considered valid and reliable for its application in the Mexican population.

5. DISCUSSION AND CONCLUSIONS

The main objective of this study was the analysis of the differences in measurements of masculinity, femininity, machismo and submission in a group of Physical Education teachers. The results reported a non-statistically significant variation in what was reported in the study and the parameters established by the IMAFE scale. However, it is necessary to point out that there are tendencies in the decrease in the submission scale, at a higher age between male and female teachers compared to the machismo scale, which obtained high percentages at an older age, contradicting what Fernández mentions (1998) about the stereotyped perspective, which tends to decrease with age, one might well think of the existence of generational changes.

The variable marital status and its analysis with the four scales show that the estimated average is higher on the machismo and submission scales, referring to the fact that teachers who are single tend to be more stereotyped than those who are married, who obtained low scores (not statistically significant). It should be mentioned that the participating teaching staff reaches the level of studies in bachelor's degree, which plays an important role in the construction that maintains respect for masculinity and femininity; in the case of teachers, Scraton (2000) mentions that it is in this profession where the female teachers must test their strength to such a degree that they are accepted in the same proportion as men, even if their sexuality is questioned. This may be the cause of this slight but interesting difference in the female teaching population of the research.

The analysis of variance of a classification shows that there are no statistically significant differences in the four IMAFE scales with respect to the age range in the group of Physical Education teachers, but, there is an increasing tendency in the age range that ranges from 36.1 to 42.25 years, that is, in this stage people tend to be slightly more macho than at later or earlier ages. The scale with the lowest score is the one of submission in the four age ranges.

Another important finding was that Physical Education teachers maintain a tendency to androgyny, in the obtained scores of the IMAFE it was observed that in the scales of masculinity and femininity an inclination to equalize is reported and the stereotyped behaviors of machismo and submission tend to decrease, as mentioned by Bem in Lara Cantú (1993) "Men may display behaviors associated with femininity and women behaviors associated with masculinity," that is to say, both can exhibit behaviors of both genders, depending on the context in which each person develops.

The sensibilization of teachers during their teacher training becomes necessary according to the results of each age range, teachers have lower scores on the scales of machismo and submission but it should not leave aside the context in which they perform their work. Especially when the percentage of Physical Education teachers is still far below if compared to teachers who are dedicated to this profession. The results also detail that female teachers obtain better results in the four scales.

Physical Education teachers report lower percentages in terms of the scale of femininity and submission, and it is taken into account that these have characteristics associated with the personality such as sensitivity, understanding and cooperation; It could be suggested that it is a limitation for its exercise in the practice of teaching. With respect to the above, Wright(2002) points out that in Latin culture, language has a definite masculine bias, a cause for sexist language and limiting for a teaching with gender equality.

The results obtained regarding the characteristics associated with the personality in the Physical Education teacher reveals that there is still a lot of work to do with this population. It is necessary for physical education teachers to receive training based on gender equality, equity and coeducation in order to transform their practices and internalize new experiences, ways of communication, inclusive language, collaborative work, etcetera, that allow to make school and socialization environments flexible, with the purpose of constructing teaching and learning communities that promote the creation of a gender culture at school (Brown and Rich, 2002) in order to generate respectful, diverse and equitable relations between the sexes.

On the other hand, it is pointed out that the IMAFE test is still valid and reliable for use in the population of Mexico City, the comparison between the means allows to understand that there are no significant differences in comparison with the results of the sample of Lara Cantu (1993), which may lead to think that men and women in Mexican society attributes characteristics to people according to sex, these characteristics are loaded with stereotypes and gender roles, resulting in the fact that ought to be despite the years that have passed, of the design of the inventory continues to be up to date.

It is necessary to keep teachers away from teaching and learning practices lacking a sense of reality, they need to understand that there is neither a feminine essence nor a masculine essence, a unique way of being a woman and of being a man, but a lot and plural ways of being women and men (Lomas, 2003).

Women and men are different, in their bodies are inscribed and added the cultural ways of being a woman and of being a man in each society and in every age, and those ways have their origin not only in sexual differences but also in sociocultural differences (As the belonging of each woman and each man to one or another

social class, ethnicity or race, the different economic status and different cultural capital of people, their different lifestyles, beliefs, and ideologies ...) that condition, along with sex, the different ways of being and feeling as women and men in societies. Masculine and feminine identities are socially and historically constituted and are therefore subject to the miseries and vassals of patriarchal culture but also open to the utopias of change and equality (Lomas, 1999).

The present study is only an invitation to new research that propitiates the construction of a culture of gender, in reference to social and educational issues that allow to broaden the horizon of scientific interpretation and to evoke the discussion, the dialogue and the socialization of knowledge, with the purpose of constructing explanatory entities that reinforce the interrelation of the area of Physical Education with: the link to the care of the human body, the usual division of the game spaces, sexual diversity and hegemonic sexual identities from a perspective that proclaims respect, equity and equality between people. It is considered relevant the deep study of the participation of Physical Education teachers in the reinforcement of gender roles and stereotypes, given the activities that are part of the curriculum of this subject.

REFERENCES

- Brown, D., y Rich, E. (2002). Gender positioning as pedagogical practice in physical education. En D. Penney (Ed.), *Gender and Pysical Education: contemporary issues and future directions*. (pp. 80-100). London: Routledge.
- Burin, M., y Meler, I. (1998). *Género y Familia: poder, amor y sexualidad en la construcción de la subjetividad*. Buenos Aires: Paidós.
- Dowling, F. (2006). Pysical education teacher educators professional identities, continuing professional development and the issue of gender equality. *Physical Education and Sport Pedagogy*.11, 247-263. DOI: <https://doi.org/10.1080/17408980600986306>
- Fernández, J. (1998). *Género y Sociedad*. España: Pirámide.
- Fierro, C. (1999). *Transformando la práctica docente. Retos e interrogantes*. México: Muralla.
- Hernández, S. R.; Fernández, C. y Baptista, L. P. (2016). *Metodología de la Investigación*. México: MacGraw Hill.
- Lagarde, M. (1996). *Género y feminismo. Desarrollo humano y democracia*. Madrid. Horas y Horas.
- Lamas, M. (2000). El problema de la igualdad entre los sexos. Antología de la sexualidad humana, III.
- Lara Cantú, M. A. (1993). *Inventario de masculinidad y feminidad IMAFE*. México: Manual Moderno.
- Lomas, C. (Comp.). (1999). *¿Iguales o diferentes? Género, diferencia sexual, lenguaje y educación*. España: Paidós.
- Lomas, C. (Comp.). (2003). *¿Todos los hombres son iguales? Identidades masculinas y cambios sociales*. Barcelona: Paidós.

- Olvera, G. R. (1997). *Perspectivas actuales de la producción teórica sobre masculinidad*. (Tesis de Licenciatura). Universidad Nacional Autónoma de México, México. [PMCID:PMC191218](#)
- Rocha, S. T. (2000). *Roles de género en los adolescentes mexicanos y rasgos de masculinidad-feminidad*. (Tesis de Licenciatura). Universidad Nacional Autónoma de México, México.
- Scharagrodsky, P. A. (2000). *Cuerpo, género y poder en la escuela: el caso de la Educación Física argentina*. Argentina: La Plata.
- Scharagrodsky, P. A. (2004). Juntos pero no revueltos: la Educación Física mixta en clave de género. *Cuadernos de Psicología*. 34, (121), 59-76. DOI: <https://doi.org/10.1590/S0100-15742004000100004>
- Scott, J. (1996). *El género: la construcción cultural de la diferencia sexual*. México: Porrúa.
- Scraton, S. (2000). *Educación Física de las niñas: un enfoque feminista*. España: Morata.
- Secretaría de Educación Pública y Programa Universitario de Estudios de Género (2010). *Equidad de género y prevención de la violencia en primaria*. México: Secretaría de Educación Pública/Programa Universitario de Estudios de Género.
- Stevens, E. P. (1973). Machismo and marianismo. *Society* 10, 57-63. DOI: <https://doi.org/10.1007/BF02695282>
- Talbot, M. (1993). *A gendered psysical education: equality and sexism*. London: Falmer.
- Wright, J. (2002). Physical education teacher education: sites of progress or resistance. En D. Penney (Ed.), *Gender and Psysical Education: contemporary issues and future directions*. (pp. 190-207). London: Routledge.

Número de citas totales / Total references: 21 (100%)

Número de citas propias de la revista / Journal's own references: 0 (0%)

ANEXO

INSTRUCCIONES

A continuación encontrará una lista de palabras que describen formas de ser de las personas, por ejemplo: racional, cariñoso, flojo. Le voy a pedir que utilice esas palabras para describirse. Esto es, a cada palabra le pondrá un número entre uno y siete, según qué tan bien crea que describe su manera de ser.

Estos números del uno al siete significan lo siguiente:

1	2	3	4	5	6	7
Nunca o casi nunca soy así	Muy pocas veces soy así	Algunas veces soy así	La mitad de las veces soy así	A menudo soy así	Muchas veces soy así	Siempre o casi siempre soy así

Ejemplo:

Listo Le pondrá el número 3 si cree que algunas veces usted es listo.

Malicioso Le pondrá el número 1 si cree que nunca o casi nunca usted es malicioso.

Responsable Le pondrá el número 7 si cree que siempre o casi siempre usted es responsable.

En seguida se encuentran estas descripciones, asigne un número de acuerdo con la escala del 1 al 7 como se muestra arriba.

POR FAVOR NO DEJE NINGÚN INCISO SIN CONTESTAR

1. Seguro de mí mismo (a)	20. Indeciso (a)	40. Cobarde
2. Afectuoso (a)	21. Dispuesto (a) a arriesgarme	41. Racional
3. Enérgico (a)	22. Deseoso (a) de consolar al que se siente lastimado	42. Me gustan los niños
4. Conformista	23. Agresivo (a)	43. Rudo (a)
5. Me comporto confiado (a) de los demás	24. De personalidad débil	44. Dependiente
6. Compasivo (a)	25. Autosuficiente	45. Maduro (a)
7. Dominante	26. Cariñoso (a)	46. De voz suave
8. Simplista	27. Uso malas palabras	47. Incomprensivo (a)
9. Analítico(a)	28. Inseguro (a) de mí mismo (a)	48. Influenciable
10. Sensible a las necesidades de los demás	29. Independiente	49. Valiente
11. Individualista	30. Amigable	50. Generoso (a)
12. Sumiso (a)	31. Materialista	51. Píido (a)
13. Hábil para dirigir	32. Pasivo(a)	52. No me gusta arriesgarme
14. Comprensivo (a)	33. Competitivo (a)	53. Reflexivo (a)
15. Ambicioso (a)	34. Tierno (a)	54. Espiritual
16. Incapaz de planear	35. Autoritario (a)	55. De voz fuerte
17. Tomo decisiones con facilidad	36. Resignado (a)	56. Retraído (a)
18. Caritativo (a)	37. Atlético (a)	57. De personalidad fuerte
19. Arrogante	38. Dulce	58. Cooperador (a)
	39. Egoísta	59. Malo (a)
		60. Tímido (a)



IMAFE
 Mtra. Ma. Asunción Lara Costal
 Instituto Mexicano de Psiquiatría



Fecha:
 Edad:
 Sexo: (hombre) (mujer)
 Escolaridad:
 Ocupación:

Preferencia sexual: (HO) hombres
 (BI) hombres y mujeres
 (HE) mujeres

ESCALAS		
M	Σ _____ /15 1 5 9 13 17 21 25 29 33 37 41 45 49 53 57	_____
F	Σ _____ /15 2 6 10 14 18 22 26 30 34 38 42 46 50 54 58	_____
MA	Σ _____ /15 3 7 11 15 19 23 27 31 35 39 43 47 51 55 59	_____
S	Σ _____ /15 4 8 12 16 20 24 28 32 36 40 44 48 52 56 60	_____

D.R. © 1999 por la
 Editorial El Manual Moderno, S.A. de C.V.
 Av. Simón 208, Col. Hipódromo, C.P. 06100