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كلية التربية
المجلة التربوية

**A survey Study of the prevalence of The Tomboy
Phenomenon among University Female students in
Saudi Arabia**

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دراسة مسحية عن انتشار ظاهرة الفتيات المسترجلات بين طالبات الجامعة في السعودية

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ملخص الدراسة :

هدفت الدراسة الى تحديد مدى انتشار ظاهرة الفتيات المسترجلات بين مجتمع الطالبات في الجامعة وذلك من خلال تطبيق استبيان على عينة الدراسة تقدر ب 2728 طالبة من طالبات جامعة الأمير سطام بن عبد العزيز بالمملكة العربية السعودية في العام الجامعي 2017، لتحديد مدى الانتشار والصفات الشكلية والسلوكية للظاهرة والاسباب والدوافع الداخلية والخارجية وراء هذه الظاهرة، من خلال تطبيق استبيان تم تطويره من خلال الباحثة تكون من خمس ابعاد وهدف الى قياس مدى انتشار الظاهرة من خلال استجابات افراد العينة، وكانت ملخص النتائج كما يلي :

1. اشار 57% من افراد العينة الكلية الى انتشار السلوكيات الذكورية بشكل يدعو لضرورة اجراء دراسات علمية بهذا الشأن للتصدى للظاهرة .
2. اتفق 73% من افراد العينة الى ازدياد هذه الظاهرة في الخمس سنوات الاخيرة بشكل ملحوظ ويدعو للعمل من اجل الكشف عن مسببات هذا الارتفاع في حجمها.
3. يرى حوالي 56% من افراد العينة الكلية انتشار اعداد المضطربات سلوكيا بنسبة (4 - 10 طالبات) في اماكن تواجدهن سواء بالمنزل او الدراسة , وهي اعداد كبيرة لا يجب الاستهانة بها نظرا لما يترتب عليها من تضاعف اعداد اخرى مرتبطة بها تسمى المعجبات .
4. اتفقت 60% من افراد عينة الدراسة على ان اهم الدوافع الداخلية لظاهرة البويات يكون في حب الظهور والاستعراض , يليها الرغبة في تقليد بعض الزميلات او المشاهير بنسبة 45,5%, وكانت نسبة الاتفاق 29,9% على شعورهن بان الذكر اقوى مع عدم تقبلها لجنسها . بينما كانت اهم الدوافع الخارجية ضعف الوازع الديني بنسبة 68% , يليها ضعف الضبط الاسري بنسبة 54% , مشاهدة الافلام الاباحية بوسائل الاعلام والانترنت بمتوسط اتفاق قدره 38% , ووجود مشكلات اسرية تجعل الفتاة تتبعد عن اسرتها وتنشغل بأفكار لاعقلانية تكون نتيجتها هذا الاضطراب .
5. اتفق نسبة 49% من افراد العينة في اتجاههن نحو البويات على حاجتهن للمساعدة اكثر منه للعقاب . في الختام , يمكن استخدام نتائج الدراسة للتغلب على مشاكل اضطراب الهوية الجنسية بين الفتيات الصغيرات. ومن ناحية أخرى يمكن أيضا السيطرة على انتشار ظاهرة الاسترجال بين الفتيات الصغيرات.

الكلمات المفتاحية:

ظاهرة الفتيات المسترجلات، اضطراب الهوية الجنسية، الصفات الشكلية، الصفات السلوكية، طالبات الجامعة.

Abstract:

The study aims to determine the extent of Tomboy Phenomenon among female university students in Prince Sattam Bin Abd Alaziz in Saudi Arabia in 2017 . The study recruited 2728 students to assess the prevalence of this phenomenon. Formal and behavioural characteristics, internal and external causes, and motives behind this phenomenon were also determined. A survey form was developed consisting of five dimensions that were aimed to assess tomboy phenomenon among participants. The results show : A total of 57% of respondents pointed out to the higher prevalence of masculine behaviours that show serious scientific studies to address the phenomenon. 73% of respondents agreed to an increase in this phenomenon in the past five years. About 56% of the total sample see the prevalence of disorderly numbers (4-10 students) in their places of residence either at home or in school, which is a large number that should not be underestimated due to the consequent multiplication of other numbers associated with it called admirers.

60% of the sample of the study agreed that the most important internal motives for the phenomenon of paints are in love of appearance and review, followed by the desire to imitate some colleagues or celebrities by 45.5%. The ratio of the agreement was 29.9% Accept them for their sex. While the most important external motives were the weakness of religion by 68%, followed by the weakness of family control by 54%, watch porn movies in the media and the Internet with an average agreement of 38%, and the presence of family problems make the girl away from her family and preoccupied with rational ideas that result in this disorder. 49% of respondents agreed to that appropriate help and remediation are needed, rather than punishment. In conclusion, the findings of the study can be used to overcome the gender Identity disorder issues among young girls. On the other hand, the prevalence of tomboy phenomenon can also be controlled among young girls.

Keywords: Tomboy Phenomenon, Gender Identity disorder, Formal Characteristics, Behavioural Characteristics, Prevalence, University Students

Introduction

Gender Identity Disorder is a psychological disorder that appears at multiple levels of cognitive, behavioural, and emotional development (Haj & Al Rashid 2015). This disorder occurs because of pressures that arise in an individual due to the inconsistency of gender role or phenotype (Wylie et al. 2014; Rajkumar 2014). Majority of the people with gender identity disorder suffered from depression as a result of society’s response to they (Masroor & Abdul Ghani 2013) especially in the arab region like Iran they suffer from lower Quality of life (Valashany& Janghorbani,2018) . Many factors have been identified that are related to the “paint” phenomenon. Amongst them, increased openness to the outside world through the internet, thus, resulting in psychological, social, and emotional vacuum. Therefore, male mannerisms compensate for the feeling of inferiority, discrimination of girls versus boys in family, poor supervision, and lack of guidance are common.

The concept of disturbance in DSM-III of Gender Identity disorder type was associated with the concept of Gender Dysphoria or sexual dysfunction in DSM-5. Sexual dysfunction is the other face of bug type Gender Dysphoria, despite disagreeing completely with one another. However, sexual dysfunction is not considered as Gender Dysphoria (Defeo 2015). A significant number of troubled behaviours among girls in Saudi Universities have been observed where these female adolescents imitated masculine behaviours that are generally known as “tomboy phenomenon”.

The problem remains with the attitudes and behaviour of girls which may change on average (Bailey et al. 2002). The concept of Tomboyism is associated with the notion of aggression. i.e., Tomboys are more aggressive as compared to normal girls (Bailey et al. 2002). Other major factors were the intensification of girls’ concerns toward the physical appearance and heterosexual attractiveness (Mohammed 2015). On the other hand, denying ownership of women, traditional balance between male and female, and men playing important roles in society sums up for the tomboy phenomenon among girls. Hence, these affected students deal with others in a manner similar to males. It is extremely important to pay attention to this phenomenon as this disorder is pervasive among

different age groups of school girls. This gender identity disorder is threatening to young farmers that support community development in all areas of Saudi Arabia. The paint phenomenon is contrary to customs, traditions, and social legitimacy of Saudi social system. University administrations must establish disciplinary regulations to control and discourage male behaviour among female students.

Tomboys lack in the interesting development in stereotypically females playing activities, because they always try to become more likely as boys. Tomboys should be more likely to adopt the habits of boys and their fathers instead of mother. This can significantly contribute to the gender identity difference, because of the comfort and interest level of tomboys. Previously, studies were also inclined and concerned towards the gender bias, which may develop because of the interest levels of girls. Therefore, the focus is on the effective gender identity rather than cognitive gender identity, which are two different types of gender identities among tomboys.

The following study holds significance since it identifies factors that strongly influence the integrity and femininity of women due to tomboy characteristics. School age is the prime time where students learn basic knowledge regarding various aspects of life. Therefore, coming in contact with the phenomenon of tomboyism at such early age can have a lifetime impact on the gender identity of women. The study also identifies the factors that lead women to adopt tomboy phenomenon to shield against several challenges.

There is a very little literature present that discusses motivational factors behind the adoption of tomboy phenomenon among women; therefore, the influence of these factors on the future aspects of women are also discussed. Femininities (and masculinities) are first constructed and then played in different ways, depending on attitudes, and behaviours adoption only (Thorne, 1993). Some habits are adopted according to body shape, while some psychologically. The study focuses on the changes developed in body shape of these girls based on their identity. Sometimes these identities are divided into the ways they dress, talk and fight, and play boys' games. However, many other attitudes are also contributing to this development not evaluated in this study. Furthermore, girls highlighting tomboy's identity refer to how they manage their body

shapes and behaviours. This concept is called embodiment, and tomboys use them to change themselves into boys like identities.

To this end, the study aims to determine the extent of Tomboy Phenomenon among female adolescent university students in Saudi Arabia. To identify and examine the extent of the phenomenon, the following questions have been developed:

- 1- What is the extent of the phenomenon of Tomboys in Saudi Arabia ?
- 2- What were the most masculine-like behaviours among the sample survey?
- 3- What were the internal and external motivations behind the phenomenon?
- 4- Did the sample look differently to the phenomenon by different motives (age, marital status, and education level and field of study?)

What is Tomboy phenomenon ?

The researches in this phenomenon are very limited, but most studies refer to girls embracing some masculine characteristics, whether that be interests, peers, or appearance. (Ahlqvist et al. ,2013)

Theoretical Outline

Tomboys show different characteristics which define why genders differ from one another, depending on the boy-like behaviour shown by the tomboys. It can be predicted that the number of causes between the sexes differ from the number of causes within the sexes; however, the tomboys and typical boys adopt a number of traits depending on a cohort of similar factors. Despite it, tomboys also show a number of factors that correspond to typical girls; therefore, tomboys expose traits that are the characteristics of one of the sexes. To this end, the tomboys predict characteristics that frequently correspond to a particular gender, which makes them similar to one group while making them different from the members of other sex.

The most common controversy that is being witnessed in the field of sex differences shows that sex differences are majorly caused by the gender cognitions, social experiences, and biological factors (Ruble & Martin, 1998). The biological hypothesis that is frequently observed suggests that the sex differences are caused by the prenatal androgens in the brain. The literature present on the congenital adrenal hyperplasia (CAH) shows that the women that are being

exposed to high levels of prenatal androgens adopt tomboyism or sex-typed toy play behaviour (Berenbaum & Hines, 1992). To this end, a hypothesis can be developed which suggests that the tomboyism among women is due to either sensitive receptors or early exposure to high levels of androgen.

In contrast, girls without CAH or tomboys do not show any morphological changes which can suggest their early exposure to androgens; for instance, the development of masculinized genitalia. The classic study presents on the topic related to the female rhesus monkeys predicted that the development of genital and behavioural masculinization can take place without any cause and independently, only depending on the timing of hormonal androgenisation (Goy et al., 1988). Similar to this, the study conducted by Udry (2000) showed that those women who were frequently exposed to the sex hormone binding globulin during the second trimester of the fetal life were observed to be more psychologically masculine than other women. However, the level of exposure of sex hormones did not impose any masculine characteristics on the women during the first and third trimesters. Therefore, it is impossible to retrospectively evaluate as if such women were highly exposed to the prenatal androgen. However, the discovery of biological markers related to androgen exposure can lead to the obvious study of tomboys.

Cognitive theories of gender development can also be studied through the phenomenon of tomboyish, also the development of sex-typed behaviour and the relations between gender cognitions (Martin & Halverson, 1981; Ruble & Martin, 1998). On the other hand, gender schemas were also found to accommodate the acquisition of children regarding sex-typed behaviour (Martin & Halverson, 1981). Hence, tomboys are required to utilize gender cognitions in a different manner as compared to typical girls. For instance, due to the sex-atypical behaviour of tomboys, they might predict flexible gender schemas. Hence, tomboys do not make any inferences and use sex as a guide like other typical girls to guide their own behaviour. However, such studies do not provide any information on the causes related to such phenomenon, rather discusses the association between such factors. Therefore, the following information is helpful in understanding the validity of the cognitive theories.

Previous Studies

The concept of human sexuality can be better understood through biological models as compared to the conventional method of social-learning. To this end, a plethora of literature has been dedicated to studying the biological aspects related to human sexuality to conform to the aforementioned claim. A study conducted by Shively (2014) evaluated the concept of human sexuality in a biological perspective. The results of the study showed that biological perspective is not perfect since it derives from animal studies. Therefore, it does not have any general applications for human behaviour. To this end, scientists have preferred to use social-learning to interpret the factors of human sexuality. A number of studies have been conducted to identify several sexual characteristics of both men and women. In the current study, tomboy characteristics among women have been considered and literature regarding the label have been evaluated.

Nevertheless, one-third or two-thirds of girls tag their gender as “sort of” or as unequivocal tomboys between the ages of 7-9. The preferences in terms of games and other plays are often male-typed among tomboys. Moreover, they favour boys more and tends to play more with boys as compared to typical traditional girls (Ahlqvist et al., 2013; Baily et al., 2002; Martin & Dinella, 2012). Despite the prevalence of tomboy phenomenon among girls in elementary school, no such phenomenon has appeared for boys. However, the derogatory connotation is being associated with any nicknames for tomboys, such as sissy (Martin, 2002). However, both boys and girls show gender flexibility in the process of gender identification (positivity determining boys/girls and showing importance towards boys/girls) as they tend to reach middle childhood. However, girls might show more gender flexibility as compared to their counterpart boys due to their self-identity of tomboys.

It has been reported by women that during their tomboy period they were aware of the advantages associated by a man in society and also desired the advantages given. (Carr, 1998). Accordingly, it seems that the gender identity changes are reflected in the identity to tomboy phenomena may emerge as a result of public concern.

Considering the distinction in the status linked to gender, this works in a dissimilar way among the girls than boys. The children when realizing that appearance and behaviour are not important to differentiate between boy and girl, they become more elastic in terms of their response to the violations of norms set for gender. So, one likely way to comprehend the change to tomboyish from PFD is to consider the processes linked to the cognitive development, which takes place between preschool and middle elementary school. This change enables the children to characterize both males and females' attributes in a more elastic way. For instance, they are more comfortable in differentiating themselves from norms set for genders. Considering the girls as tomboy's case, it can be simply because of their acceptance to wear pants and play soccer of themselves along with their peers. Therefore, it is speculated that the subgroups of tomboys and girly-girls are made by girls in them during elementary school that can save tomboys from the consequence of negative views considering the inferiority of the females as compared to males.

Coyle, Fulcher, and Trübutschek (2016) conducted a study to evaluate gender nonconformity among children. Two studies were conducted; first consisted of 48 young adults and second containing 161 young adults. Several labels, such as mama's boy, brat, tomboy, and sissy and their acceptability level among children were evaluated. The study identified that the label 'tomboy' was considered a positive label among students. Such practice motivates students to opt for such behaviours in their daily life. Therefore, the overall concept of labelling plays a significant role in motivating students and children to tame their personality according to the accepted norms of society. These labels can be used to identify the orientation of sexual behaviours among young students or children.

Another study conducted by Jamshidimanesh et al. (2016) discussed the association between sexual risk behaviours and substance use disorder. The study identified various factors that led people towards substance abuse, mainly, manly behaviour, unsafe home, school dropout, lack of awareness, fear of losing people etc. The perception of such women as compared to normal women were discussed and the findings suggested that these women were bolder as compared to other women. Moreover, such women were also

more curious about the use of drugs. Later on, such changes gradually led their tomboy behaviour to come in conflict with their gender.

Williams, Goodman, and Green (1985) also discussed the role of parent-child factors in gender role socialization in girls. Data was collected from girls and their parents in the first evaluation process. In this study, more emphasis was laid on the role of parents in gender-socialization in girls. The sexual identity development was evaluated in both tomboy and non-tomboy. The relationship of tomboys with their parents was also evaluated, and the results showed that tomboys usually preferred their fathers as a favourite parent. Moreover, it was identified that the tomboy behaviour of mothers might be responsible for girls behaving in this particular way. Such that, the study concludes that such behaviours might arise from psychosexual differentiation along with social learning explanation.

Halim, Bryant, and Zucker (2016) conducted a study to evaluate early gender development in children and links with mental and physical health. The study highlighted some special points such as research on the assessment of the mental and physical health of children and gender identification developmental trajectories. On the other hand, the study suggested that children suffering from gender dysphoria felt incompatible with their gender. Moreover, the results suggested that the children suffering from gender dysphoria might be sensitive. Such children or students are also found to have delinquent or aggressive behaviours and attention problems. These children were also found to suffer from anxiety, depression or other psychological problems.

Method and Procedures :

The study has applied a survey form, consisting of five dimensions to determine the prevalence of tomboy phenomenon among 2728 female University students in Prince Sattam Bin Abd Alaziz in Saudi Arabia in 2017 . The survey helped in identifying formal and behavioural aspects, internal and external motivation, personal attributes, and relationships with fans dealing with the phenomenon. Female students, who were characterized by masculine behaviours in colleges, were chosen by supervisors and specialists. 20 social workers and psychologists with university colleges and 2728

freshwomen University students have participated. Table 1 shows the distribution of respondents in different demographic variables. The data obtained through the survey was analysed through descriptive statistics.

Table 1: Distribution of Sample Preparation Colleges in Demographic Variables

	Category	N	Percentage
Age	16-20 years	1454	48.5
	21-25 years	1212	40.4
	Above 25	62	2.1
	Total	2728	100.0
Social Status	Single	2298	84.2
	Married	388	14.2
	Separate	31	1.13
	Widow	11	.4
Levels	Total	2728	100.0
	1-2	850	28.3
	3-4	883	29.4
	5-6	600	20.
	7-8	395	13.2
Courses	Total	2728	100.0
	Literature	1457	48.6
	Science	1271	42.4
	Total	2728	100.0

Results

The findings have identified the extent of phenomenon along with some appearances and behaviours of university students in Saudi Arabia. Table 2 has provided idealistic outcomes related to prevalence rates of tomboy phenomenon. The differences between the responses of the students in different faculties have been calculated to determine diverse aspects, in which the phenomenon is spread through the first three questions.

Table 2: Prevalence Rates of tomboy phenomenon

Percentage	N	Choices	Question
7.3	220	Not interesting	Tomboy phenomenon studied
26.3	788	May be	scientifically
57.2	1717	Yes	
8.5	256	None of them	Increased proportion of tomboy
8.2	247	Yes in the last 10 years.	phenomenon in recent years
73.7	2211	Yes, in the last five years.	
15.0	451	None of them	The number of tomboy
25.2	756	1-3	phenomenon in the vicinity of house
22.8	683	4-6	
10.8	325	7-9	
17.0	509	More than 10	

The findings showed that 57.2% of the students reported a prevalence of identity disorder among community college girls. 73.7% of the students have agreed on a dramatic increase of troubled females in the last 5 years (Table 3).

Table 3: Differences in Average Grades

Demographic variables	Age	Social situation				
tomboy phenomenon studied scientifically	Categories	16-20	21-25	More25	single	Married
	Grade averages	1343.92	1379.61	1551.6	1357.2	1398.69
Increased proportion of tomboy phenomenon in recent years	Chi-Square	* 6.803				2.356
	df	2.				3.
The number of tomboy phenomenon in the vicinity of house	Sig.	033.				502.
	Grade averages	1375.30	1348.89	1416.4	1364.2	1400.16
The number of tomboy phenomenon in the vicinity of house	Chi-Square	2.187				* 16.706
	df	2.				3.
The number of tomboy phenomenon in the vicinity of house	Sig.	335.				.001
	Grade averages	1356.53	1368.64	1470.5	1356.8	1412.48
The number of tomboy phenomenon in the vicinity of house	Chi-Square	1.375				1.865
	df	2.				3.
The number of tomboy phenomenon in the vicinity of house	Sig.	503.				601.

Level of study	Specialization				
	7	8	9	10	11
Separate	1363	140	129	1382.68	1343.66
Widow	1487.11	1319.91	.55	1.94	0.09
1-2					
3-4					
5-6					
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There were no significant differences between the average grade categories and the academic level; while, there were statistically significant

ferences between the average grade categories and the academic level (Table 4). Moreover, there were no differences between respondents on how they respond to the second question about the increase in recent years in the field of study and age variables. Furthermore, there were differences in average levels of sample responses in demographic variables and in socio-educational level. Table 4 has provided a complete description about faculty members' description of appearances and behaviours for tomboy phenomenon.

Table 4: Faculty Members Description of Appearances and Behaviors for Tomboy Phenomenon

Percentage (%)	N	Explanation	Dimensions
6.6	199	Lower Class	Social Class
69.2	2076	Middle Class	
15.1	453	Upper Class	External appearance
45	1343	Male dress	
55	1647	Masculine haircut	
63	1885	Masculine body movements like walking and laughter	Motor behaviour and sexuality
44	1309	Masculine behaviours	
33	987	Attracting towards girls' appearances	
29	881	Sexual practices like kissing other girls' mouth, touching, and hugging and stuff	
12	355	Masculine dressing and sexual intercourse	

Most of the students agreed that tomboy impression is common among middle-class families with the rate of 69.2%. Most appearances among tomboy phenomenon are followed by clothing and way of parenting behaviours. Table 5 has shown sample opinions on relations with fans and fan features.

Table 5: Sample Opinions on Relations with Fans and Fan Features

Percentage (%)	N	Explanation	Dimensions
47	1416	Special relationship with girl	Relationship with their "crush"
33	974	Neutrals, who do not know about relationship	
49	1474	Have the qualities of the feminine	Personal characteristics
34	1030	Beautiful and attractive	
26	786	Weak Profile	
22	651	Be younger	
7	202	Be from a rich family	

Most of the respondents indicated that friendly attributes by painting are characterized by femininity, beauty, and personal weakness. Table 6 has shown the motivations of the phenomenon of tomboy from the perspective of respondents.

Table 6: Total Sample Responses to Interior Motives of Tomboy Phenomenon

Percentage (%)	N	Explanation	Dimensions
60.3	1644	Showmanship	Interior motives
45.5	1241	Imitate some colleagues or celebrities	
29.9	816	Feeling that the male is stronger than female	
25.2	688	Real sexual desire towards girls	
22.9	625	Not acceptable to sex despite knowing as a girl.	
21.5	586	Feeling that I am born as a girl	
18.5	504	The desire to challenge authority	

As evidenced by the previous table of numbers and percentages of the total sample, most of the students agreed that one of the main motivations for the phenomenon of tomboy

oy is showmanship and review, which is followed by the desire to imitate some colleagues or celebrities. Table 7 has illustrated the differences between the proportions of the sample in interior motives.

Table 7: Significance of Differences between Proportions of Sample Responses

Demographic variables	Showmanship	de averages	de averages
		hi-Square	hi-Square
		Sig	Sig
Imitate some colleagues or celebrities.	Feeling that the male is stronger than the female	de averages	de averages
		hi-Square	hi-Square
		df.	df.
Real sexual desire towards girls	Feeling that I am born as a girl	de averages	de averages
		hi-Square	hi-Square
		df.	df.
Acceptable to sex despite knowing as a girl.	The desire to challenge authority	de averages	de averages
		hi-Square	hi-Square
		Sig.	Sig.

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Age	Social situation			
	Married	separate	widow	
16-20				
350.91	385.75	267.73	359.39	427.57
	3.132			13.933
	2.			3.
	209.			.003
361.10	363.47	464.50	365.36	365.61
	2.276			647.
	2.			3.
	320.			886.
354.46	362.63	636.50	354.08	407.20
	13.497			7.342
	2.			3.
	.001			062.
367.68	355.71	461.81	367.96	349.59
	1.781			1.030
	2.			3.
	411.			794.
388.16	339.76	293.41	377.97	290.46
	5.678			8.098
	2.			3.
	411.			044.
386.30	341.00	290.92	366.61	359.16
	5.402			1.504
	2.			3.
	067.			681.
367.84	367.48	228.00	361.90	394.36
	2.561			2.972
	2.			3.
	278.			396.

A survey Study of the prevalence of The Tomboy.....

Level of study	Specialization		
	literature	science	
1-2	348.31	383.06	
3-4	348.31	383.06	
5-6	348.31	383.06	
7-8	348.31	383.06	
15.586	1.838		
3.	1.		
.001	175.		
359.62	340.93	391.52	
356.57	6.200		
1.475	1.		
3.	.013		
688.			
399.21	384.67	341.38	
343.35	3.625		
6.847	1.		
3.	.057.		
077.			
382.70	341.56	390.80	
345.13	4.214		
58.91	1.		
1.778	.040.		
3.			
620.			
397.99	361.47	367.97	
359.14	087.		
4.942	1.		
3.	768.		
176.			
433.96	355.69	373.52	
336.60	688.		
19.334	1.		
3.	407.		
.000	1.677		
324.90	348.77	382.54	
374.25	1.		
85.08	195.		
396.65			
4.505			
212.			

It has been evaluated that there were no statistically significant differences between the proportions of respondents in different age categories. It occurred due to increased awareness of the phenomenon and their motivation. Moreover, there were no differences between the proportions of the sample in interior motives in different social situations. It occurred due to the similarity of this category with tomboy phenomenon in marital status (single) and knowledge of what they are feeling.

According to the findings, there were no differences between the proportions of the sample in the internal motivations for different educational levels except the first impulse (showmanship) for the first group (the school levels I and II). It occurred because of the realization that initial levels of university education for this motive is an extension. Table 8 has provided a complete description about total sample responses to external motives of tomboy phenomenon. Similarly, Table 9 has illustrated the differences between the proportions of the sample in external motivations.

Table 8: Total Sample Responses to External Motives of Tomboy Phenomenon

Percentage (%)	Number	Explanation	Dimensions
68%	2043	Weakness of divine	External motivation
54%	1610	Weak domestics	
39%	1173	Influence of media	
37%	1122	The impact of internet	
33%	985	Problems	
11%	317	Exposure to sexual abuse in childhood	
7%	195	Frequent travelling	

Statistically, significant differences have been identified between the proportions of respondents. It has occurred because of increased awareness related to the phenomenon and their motivation. There were no differences between the proportions of the sample in external motivations (Table 9). Moreover, there were no differences between the proportions of the sample in external motivation for different educational levels except primary motivation (the divine) for the fourth group. It occurs because of a higher level of category, and the increased experience by similar category of tomboy phenomenon.

Table 9: Significant Differences between the Proportions of the Sa

Sample Responses

Demographic variables	Categories	Age		
		16-20	21-25	More25
Weakness of divine	Grade averages	1327.03	1400.11	1547.22
	Chi-Square df Sig.		12.377 2.	
Weak domestics	Grade averages	1337.21	1390.10	1481.75
	Chi-Square df Sig.		6.045 2.	
Influence of media	Grade averages	1362.99	1358.18	1523.52
	Chi-Square df Sig.		4.623 2.	
The impact of internet	Grade averages	1372.59	1353.25	1394.69
	Chi-Square df Sig.		678. 2.	
Problems	Grade averages	1379.66	1341.26	1463.13
	Chi-Square df Sig.		3.698 2.	
Exposure to sexual abuse in childhood	Grade averages	1358.00	1364.91	1509.00
	Chi-Square df Sig.		10.980 2.	
Frequent traveling	Grade averages	1364.54	1355.68	1536.00
	Chi-Square df Sig.		10.034 2.	

A survey Study of the prevalence of The Tomboy.....

	Social situation				Level of study	
	I am single	Married	Separate	Widow	1-2	3-4
1357.45	1410.05	1349.29	1273.32	1314.88	1368.04	
	2.230			10.674		
	3.			3.		
	526.			.014		
1355.94	1406.11	1459.79	1296.09	1389.51	1334.23	
	2.594			5.782		
	3.			3.		
	459.			123.		
1361.97	1392.34	1304.16	1080.82	1345.42	1351.70	
	3.749			3.845		
	3.			3.		
	290.			279.		
1368.08	1360.23	1262.74	1054.82	1378.05	1340.35	
	3.137			3.725		
	3.			3.		
	371.			293.		
1370.50	1319.32	1353.29	1736.73	1400.52	1350.27	
	5.581			4.853		
	3.			3.		
	134.			183.		
1361.38	1375.98	1355.00	1639.00	1374.52	1348.87	
	7.328			2.977		
	3.			3.		
	062.			395.		
1368.64	1343.10	1250.00	1578.00	1384.12	1343.48	
	5.884			4.580		
	3.			3.		
	117.			205.		

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		Specialization	
		Of literature	Science
5-6	7-8		
1375.17	1447.17	1378.70	1348.22
		1.382	
		1.	
		240.	
1397.45	1324.92	1369.92	1357.21
		243.	
		1.	
		622.	
1382.82	1406.34	1361.36	1368.10
		088.	
		1.	
		767.	
1349.83	1411.62	1325.06	1409.71
		10.804	
		1.	
		.001	
1328.54	1373.42	1332.21	1401.51
		7.573	
		1.	
		.006	
1364.75	1377.50	1372.79	1355.00
		1.739	
		1.	
		187.	
1376.50	1351.03	1356.72	1373.41
		989.	
		1.	
		320.	

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gested that the first five causes of this disorder are related with a social circle of bad guys, divine and poor socialization, and imitation of bad habits, try to get attention, and analgesia modesty. Table 10 has provided a description about respondents' tendency towards tomboy phenomenon iterations. Similarly, Table 11 has shown the tendency of respondents towards dealing tomboy phenomenon optimally.

Table 10: Total Sample Responses in Emotional Attitude towards Tomboy Phenomenon

Percentage (%)	Number	Explanation	Dimensions
30	868	Students feel neutral toward others	Respondents' perspectives
22	659	Students feel disgusted	towards tomboy
16	486	Normal.	phenomenon in
12	356	Students feel positive	General
11	330	Students feel fear	

Table 11: Percentage of Respondents in some Metacognitive Tomboy Phenomenon

Percentage (%)	Number	Explanation	Dimensions
49	1479	They are patients, who need help	Respondents' direction on
21	619	Negative view	how to deal
17	509	It is a fad, and will fade in future	with the phenomenon
4	121	A neutral trend	

Discussion

The current study was aimed at discussing the prevalence of tomboy phenomenon among university students in Saudi Arabia. The results of the study illustrated that 73.7% of students agreed on a dramatic increase of troubled females; whereas, 57.2% of students reported a prevalence of identity disorder among community college girls. Moreover, statistically significant differences were found between academic level and average grade categories. The behaviours and appearances of such tomboy individuals were also described in the results. 69.2% of the individuals belonging to middle-class families were found to be under the impression of tomboy phenomenon. The parenting behaviours and appearances of such individuals account for their tomboy behaviour. No statistically significant differences were found between respondents divided into differed categories of age. The interior motives of the sample were also not different in varying social situations. The identified factors which led such individuals toward tomboyish were poor socialization, bad guys, trying to get attention, analgesia modesty, and imitation of bad habits. Mekhemar (2003) indicated that there is a positive correlation between sexual abuse and sexual identity disorder.

A large number of studies have predicted that tomboys tend to behave differently as compared to traditional girls or show tomboy-like behaviour and also feel different and discontent as other traditional girls (Ahlqvist et al., 2013; Martin & Dinella, 2012). Lower social self-esteem also prevails among individuals who exhibit tomboy-like behaviour (Lobel et al., 1997) also, they show lower global self-esteem if not promoted by high athleticism (Halim et al., 2016). As an alternative, in a seemingly 180° turnabout, the concept of tomboyism generally becomes fairly public when some girls avoid the identity, they adopted just some years ago. Many retrospective studies have revealed that about one third to three-quarters of the females can reminisce them being tomboys during the mid of their youth (Plumb & Cowan, 1984; Hyde, Rosenberg, & Behrman, 1977; Burn, O'Neil, & Nederend, 1996; Morgan, 1998).

The similar rate of prevalence was observed in the studies conducted on the elementary school children, which included about one-third to

one-half of the girls to be recognized themselves as tomboys (Dinella & Martin, 2003; Hall, 2008). Certainly, studies conducted on elementary girls depicted an increasing interest in the activities and behaviours, which are manly in nature. Such as, they got more involved in sports, wore jeans, converse and act like boys and also play with male boys (Paechter & Clark, 2007; Bailey, Bechtold, & Berenbaum, 2002; Sandberg & Meyer-Bahlburg, 1994). Few researches have stated that the development of active aversion takes place in the girls concerning the feminine activities along with their interest (Carr, 1998), and who may also avoid objects which are pink in colour and were signified as female activities (McHale, Shanahan, Updegraff, Crouter, & Booth, 2004). Being tomboy, it is reported that they stubbornly avoid wearing skirts or dresses by these girls (Paechter & Clark, 2007). Thus, the change in the normative suggests a significant alteration in the identity and attitude associated with gender present among many girls in a relatively short span of time.

Among serious attempts to study the tomboy phenomenon was done by Al-Abdul & Ayman (2013) on a sample of 583 Saudi University students to determine the prevalence of behaviour among them. The outcomes stated that the prevalence of tomboy phenomenon is continuously increasing among Saudi University students that need to be controlled through effective treatment plans. A study recruited females in Kuwait aged 22 years to devise treatment plans by working on solutions for the prevention of such behaviours. The results indicated a high level of sexual identity disorder symptoms in females as compared to males. The seriousness of the phenomenon cannot be overlooked, and it has become imperative to facilitate treatment before the exacerbation of this behaviour.

Some studies indicated that competition among girls in the work environment encouraged the paint phenomenon to prove their power and superiority. Ventura, Perez, and Negrete (2015) conducted a study to evaluate gender dysphoria. Gender dysphoria was considered a psychological condition that needed special care and expert care from health professionals, psychiatrists, surgeons, and endocrinologists. The study provided significant knowledge regarding gender dysphoria; however, the study recommended that there is a need to gather information regarding the prevalence of gender dysphoria. Moreover, the study recommended health

professionals to gain knowledge of the particular condition and promote an approach that addresses gender dysphoria among patients.

The study of sexual identity disorder is critical to the safety of mental health and personal safety. Meybodi et al. (2014) carried out a study with a sample of 73 patients with Iranian intelligence, requiring surgery to reset 57.5% male biology and 42.5% female biologically using Millon Clinical Multiaxial Inventory-II (MCMI-II) system. The results showed that the phenomenon of tomboy is highly prevalent among girls in Middle childhood and is characterized by attributes dominant in this phenomenon. It is necessary to make it the main focus for the study of social identity development.

Ahlqvist et al. (2014) also explained the benefits and risks of identifying an individual as a tomboy. The results were found to be consistent with the results of the current study stating that, tomboyism was associated with negative gender identification. Despite negative identification, the concept of tomboyism was associated with high egalitarian perceptions of others. The study also evaluated the development of tomboyism among girls, male-typical preferences of tomboys, implications for the theory of gender development, and description given by girls regarding their identity. Dèttore et al. (2015) conducted a study to determine gender dysphoria among adolescents. The results were found to be consistent with the findings of the current study stating, gender dysphoria arises from several origins.

Recommendation:

The study suggested a number of recommendations for health professionals addressing the issues related to the clinical decisions. However, the results of the study showed that the occurrence of gender dysphoria has decreased among adolescents. On the other hand, regarding treatment options, the study suggested that non-treatment is not a neutral option and that it can often lead to negative results. Such that, structured guidelines are essential for the treatment of adolescents suffering from gender dysphoria.

Conclusion

The study aimed at determining the extent of tomboy phenomenon among university students. The main outcomes have shown that

scientific studies are required to address the phenomenon to uncover the causes. Most of the students have also agreed that one of the main motivations for the phenomenon of tomboy is showmanship that is followed by the desire to imitate some colleagues or celebrities. The most significant external motivations mainly include the divine, media, internet, and family problems. Majority of the respondents indicated that help and proper remediation is needed, rather than punishment, to control the extent of this phenomenon. The present study revealed that there are various types of orientation in terms of gender role such as male, female, and androgynous. Maybe, this nonathletic group of tomboys possesses unique qualities, which are yet to be explored, and make them exposed to a lower degree of self-esteem. It may be because of the presence of others values these different athletic tomboys perceive in an “appropriate” or normative way while those tomboys who are nonathletic are viewed or characterized in an “inappropriate” or nonnormative way (for instance more boy like dressing).

The study also feels that evaluating the differences in tomboys and typical girls that exists in terms of their awareness level of the status disparity present among male and female is also an interesting topic, followed by their assessment of the divergence in the psychological adjustment. It is recommended that future studies should evaluate the feelings linked to the gender typicality present in typical girls and tomboy. They should then have assessed whether gender typicality feelings can provide an explanation for the relationship between tomboyism and self-esteem when no athleticism prevails.

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