

Spanish Version of the Gender Role Conflict Scale Adolescent Male

Contact Person Who Did the Translation If Known

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RELEASE FORM FOR THE TRANSLATED GENDER ROLE CONFLICT SCALE

NAME _____

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1. ____ Yes, I plan to use the Gender Role Conflict Scale translated into the cited language above in my research.
2. Please briefly describe your research project, if possible, including the nature of your sample and any other scales to be used. (Use reverse side if necessary)

3. How many subjects do you expect will complete the GRCS ? _____

4. If this research is a supervised undergraduate thesis, masters thesis or doctoral dissertation, who is supervising your research? Please give faculty member's name, address, and phone number.

Name _____

Email _____

Address _____

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Phone (If known) _____

I agree to send the results to the study to Dr. Jim O'Neil upon completion of research to be included on the Gender Role Conflict Research Program Web Page and in any future reviews of the literature on men's gender role conflict. This means sending me copies of the thesis, dissertation, convention presentation, and submitted or published journal articles that describe the research's rationale, methods, results, and discussion.

Signature _____ Date _____

Retain one copy of this release for your records and before the research is implemented return one to:

Dr. James M. O'Neil
E-MAIL: Jimoneil1@aol.com

OR

20 Vanderbilt Drive
Narragansett, R.I. 02882

ESCALA DE CONFLICTO DE ROL DE GÉNERO

(Traducción de Raúl Navarro, Santiago Yubero y Elisa Larrañaga sobre la escala original de O'Neil, 1986)

1. Edad: _____
2. Nivel Educativo (has una cruz en el cuadro situado a la izquierda de la opción que se corresponda con tu situación):

Educación Secundaria Obligatoria:

1º Curso 2º Curso 3º Curso 4º Curso

Bachillerato:

1º Curso 2º Curso

3. Procedencia:
 España Sudamérica Países árabes Países del Este Otros _____

Instrucciones: en el espacio que precede a cada una de las frases que encontraras a continuación, escribe el número que represente de manera más aproximada el grado de acuerdo o desacuerdo con cada una de las afirmaciones que te presentamos. No existe una respuesta correcta o equivocada para cada una de las afirmaciones, tan sólo queremos conocer tu propia opinión en cada una de las afirmaciones.

Muy de Acuerdo					Muy en Desacuerdo
6	5	4	3	2	1

1. _____ Conseguir estar entre los primeros de mi clase es importante para mí.
2. _____ Encuentro difícil contar a los demás que me preocupo por ellos.
3. _____ Me resulta difícil mostrar mi aprecio a otro hombre.
4. _____ Me siendo dividido entre mi ajetreado horario escolar o de trabajo y la preocupación por mi salud.
5. _____ Ganar dinero forma parte de mi idea de ser un hombre exitoso.
6. _____ Tengo dificultades para entender las emociones fuertes.
7. _____ Mostrar afecto hacia otros hombres me hace sentir tenso.

8. _____ Algunas veces evaluó mi valor personal por mi éxito escolar.
9. _____ Contar mis sentimientos me hace sentir expuesto al ataque de otras personas.
10. _____ Me parece arriesgado expresar mis sentimientos hacia otros hombres.
11. _____ Mi carrera, trabajo o estudios afectan a la calidad de mi tiempo libre o a la de mi vida familiar.
12. _____ Juzgo a otras personas por sus logros y sus éxitos.
13. _____ Me preocupan mis fallos y la manera en que éstos afectan a mi comportamiento como hombre.
14. _____ Me resulta duro hablar de mis necesidades emocionales con otras personas.
15. _____ Tengo dificultad para encontrar tiempo de descanso.
16. _____ Es importante para mí comportarme bien en todo momento.
17. _____ Me resulta duro expresar mis sentimientos con otras personas.
18. _____ Me resulta difícil abrazar a otros hombres.
19. _____ Es difícil para mí contar a otros mis sentimientos más fuertes
20. _____ A menudo tengo problemas para encontrar las palabras que describen cómo me siento.
21. _____ A veces no sé si mostrar o no mi afecto hacia otros hombres por lo que puedan pensar los demás.
22. _____ Las exigencias de mi trabajo o mis estudios me apartan de mi familia y mi tiempo libre más de lo que me gustaría.
23. _____ Me esfuerzo por tener más éxito que los otros.
24. _____ No me gusta mostrar mis emociones a otras personas.
25. _____ Mi trabajo o estudios con frecuencia interfieren con otras facetas de mi vida (hogar, familia, salud, tiempo libre).

26. _____ La intimidad con otros hombres me hacen sentir incómodo.
27. _____ Los hombres que son demasiado cariñosos conmigo hacen que me cuestione su orientación sexual (hombre o mujer).
28. _____ La sobrecarga de trabajo y estrés causada por una necesidad de éxito en el trabajo o en los estudios afecta a mi vida.
29. _____ Cuando mantengo relaciones muy próximas con otras personas, no expreso mis sentimientos más fuertes.

Factor analysis of the GRCS-A (Spanish Version)

In the following tables, we show the factor analysis of the GRCS-A in our pilot study. Data were collected in one secondary school (Cuenca, Castilla-La Mancha, Spain). 145 boys were selected to participate in the pilot study (with ages between 13-18 years old). 139 participants were valid and answered all the questions in the scale.

The results are provisional. We are interested in that you know the process that we followed to assess the factorial validity in Spain.

Making the factor analysis, varimax rotation, solution resulted eight factors. The factors accounted for 59.58% of the total variance (table 1). Items were included on the factor if they loaded significantly (>0.350).

TABLE 1
Factor loading (factor order one)

	F1	F2	F3	F4	F5	F6	F7	F8
Item 1	.233	.768	.086	.094	.013	-.037	.060	-.145
Item 2	.186	.295	.241	-.011	.054	.454	.282	-.118
Item 3	.237	.052	-.003	.222	.575	.188	.112	-.325
Item 4	.380	.153	-.080	.096	.253	.275	.076	.316
Item 5	.463	.178	.012	.290	-.108	-.182	.267	-.256
Item 6	.120	-.157	.110	.115	.056	.593	-.312	.323
Item 7	.056	-.072	.159	.416	.577	-.036	.051	.023
Item 8	.067	.658	-.003	-.163	.214	-.039	.196	.284
Item 9	.032	.316	.271	.191	.140	.172	.530	.008
Item 10	.085	.239	.250	.531	.214	.180	.154	.348
Item 11	.621	.145	.032	.126	.122	.189	.102	-.254
Item 12	.184	-.084	-.055	.035	-.066	.001	.801	.238
Item 13	.088	.194	.059	.061	-.028	.071	.191	.689
Item 14	-.036	.010	.813	.037	.077	.087	.176	-.041
Item 15	.590	.137	-.009	.047	-.123	.321	.108	-.015
Item 16	-.079	.657	.052	.225	-.130	.258	-.183	.113
Item 17	.092	.179	.697	-.087	.237	.235	-.080	.048
Item 18	-.024	.165	.198	.076	.723	.010	-.119	.150
Item 19	-.038	.122	.430	.143	.487	.326	-.021	-.038
Item 20	.005	-.039	.036	.093	.100	.796	.109	.012
Item 21	.073	.295	.111	.497	.177	.292	.011	.177
Item 22	.672	.083	.006	-.300	.055	.016	.000	.216
Item 23	.306	.642	.063	.077	.070	-.079	.016	.176
Item 24	.035	.307	.439	.214	.226	-.224	.151	-.024
Item 25	.800	.006	-.039	.073	.055	-.188	.004	.073
Item 26	.153	-.132	.013	.580	.475	.097	.136	.021
Item 27	.009	.108	.027	.718	.146	.031	.015	-.082
Item 28	.609	.107	.263	.140	.091	.120	.035	.133
Item 29	.158	-.084	.644	.408	-.030	-.154	-.190	.229
Variance	10.247	9.163	8.014	7.689	7.207	7.132	5.149	4.970

Making the second factor analysis, varimax rotation, solution resulted two factors. Items were included on the factor if they loaded significantly (>0.350). The two factors accounted for 54% of the total variance (table 2). The first factor accounted for 31.25% of the total variance, and the fifteen items that loaded on this factor measure the construct *Emotional*. The second factor accounted for 22.75% of the total variance, and the fourteen items that loaded on this factor measure the construct *Work and Achievement*.

TABLE 2
Factor loading (factor order two)

	F1	F2
Factor 1	.208	.657
Factor 2	.287	.644
Factor 3	.775	.181
Factor 4	.860	.196
Factor 5	.888	.045
Factor 6	.463	.255
Factor 7	.179	.639
Factor 8	-.022	.654

The two factors are:

FACTOR 1: *Emotional*

2. I have difficulty to telling other I care about them
3. Verbally expressing my love to another man is hard for me.
6. Strong emotions are difficult for me to understand.
7. Affection with other men makes me tense.
10. Expressing my emotions to other men is risky.
14. It's hard for me to express my emotional needs to others.
17. Hard for me to talk about my feelings with others.
18. Hugging other men is difficult for me.
19. Telling others about my strong feelings is difficult to me.
20. I often have trouble finding words that describe how I am feeling.
21. I am sometimes hesitant to show my affection to men because of how others might judge me.
24. I do not like to show my emotions to other people.
26. Being very personal with other men makes me feel anxious.
27. Men who are too friendly to me make me wonder about their sexual preferences (men or women).
29. When I am personally involved with others, I do not express my strong feelings.

FACTOR 2: *Work and Achievement*

1. Getting the top of my class is important to me.
4. I feel torn between my hectic work or school schedule and caring for my health.
5. Making money is part of my idea of being a successful man.
8. Sometimes I define my personal value by my success at school.
9. Expressing feelings makes me fell open to attack by other people.
11. My career, job, or school affects the quality of my leisure or family life.
12. I judge other people's value by their level of achievement and success.
13. I worry about failing and how it affects my doing well as a man.
15. Finding time to relax is difficult for me.
16. Doing well all the time is important to me.
22. My need to work or study keeps me from my family or leisure more than I would like.
23. I strive to be more successful than others.
25. My work or school often disrupts other parts of my life (home, health, leisure).
28. Overwork and stress caused by the need to achieve on the job or in school effects or hurts my life.

Reliability coefficients for the two subscales are 0.85 (Emotional) and 0.82 (Work and Achievement).

In addition, we made the factor analysis, varimax rotation, with four factors solution. The four factors accounted for 42.38% of the total variance (table 3).

TABLE 3
Factor loading (four factors solution)

	F1	F2	F3	F4
Item 1	.089	.252	.688	-.115
Item 2	.074	.287	.280	.368
Item 3	.572	.298	-.068	.121
Item 4	.130	.429	.177	.253
Item 5	.238	.446	.210	-.343
Item 6	.043	.116	-.126	.566
Item 7	.661	.025	.014	.140
Item 8	-.049	.131	.702	-.018
Item 9	.264	.145	.465	.215
Item 10	.495	.126	.398	.327
Item 11	.216	.653	.064	.073
Item 12	.023	.350	.099	-.068
Item 13	-.045	.153	.341	.220
Item 14	.212	-.124	.264	.473
Item 15	-.040	.655	.066	.223
Item 16	.011	-.025	.557	.180
Item 17	.149	.011	.307	.579
Item 18	.458	-.077	.206	.321
Item 19	.425	-.038	.174	.549
Item 20	.093	.153	-.099	.605
Item 21	.422	.124	.330	.296
Item 22	-.234	.658	.097	.115
Item 23	.068	.344	.656	-.077
Item 24	.359	-.016	.524	.018
Item 25	.100	.735	.028	-.159
Item 26	.760	.187	-.109	.093
Item 27	.684	.007	.127	-.109
Item 28	.183	.558	.181	.264
Item 29	.344	-.031	.170	.273
Variance	13.506	11.016	10.547	7.316

Modification is produced for five items: 5, 9, 19, 24 and 29.

The confirmatory factor analysis procedure reported the goodness-of-fit indices plus corrects in the two factors models. We need more sample because the confirmatory factor analysis was unstable. We insist in that we need more sample and these results are preliminaries. We don't include here the results.

In the next school year, we'll have the total sample (round 2000 participants). This sample will permit to do the analysis with more guarantees. We could also study the gender role conflict in women.