

Validation of Malay Gender Role Conflict Scale for Adolescents

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ABSTRACT

Background: Living in a multiracial country undergoing rapid modernization with strong influence of Western media, exposed the Malaysian adolescents to conflicting gender role messages leading to potential gender role conflict.

Objectives: This study aimed to validate the Malay Gender Role Conflict Scale for Adolescents (GRCS-AM).

Methods: The GRCS-A was translated into Malay language and administered to 91 secondary school students in Kubang Kerian in July 2012.

Results: The internal consistency coefficients of each subscale and the total scale were good with restricted affection between men 0.58; restricted emotionality 0.65; conflict between work, school, and family 0.64; need for success and achievement 0.62; and total scale 0.76.

Conclusion: The GRCS-AM is a valid and reliable tool for assessment of gender role conflict in Malaysian adolescent population.

KEY WORDS

validation, malay, gender role conflict, adolescent, GRCS-A

INTRODUCTION

Gender role conflict (GRC) is defined as a psychological state in which socialized gender roles have negative consequences for the person or others¹⁾. GRC is the consequence of adhering to masculine gender roles or, alternatively, a result of failing to adhere to firmly held beliefs about masculine roles¹⁾. The conflict has been linked to a number of negative outcomes such as harsh attitudes and behaviour toward women²⁾, decreased willingness to seek counselling^{3,4)}, increased levels of stress⁵⁾, increased experience of male body dissatisfaction⁶⁾, and greater stigma, which then led to a decreased willingness to refer friends and family members to seek help⁷⁾.

Gender role is shaped early in life as boys learn what is appropriate as a male gender role through reinforcement and punishment by parents, peers and teachers. Nair and Talif evaluated Malaysian children's literature in English language and the role of language in messages about gender identity in helping children learn about their roles in society. The relationship between gender-specific epithets revealed the possible associations Malaysian children may make between specific traits and a particular gender reflecting the role of language in constructing identity⁸⁾. However, we did not find any previous study about gender role conflict among adolescents in Malaysian.

Gender Role Conflict Scale (GRCS) has been widely used through-

out different part of the world. The internal consistency reliabilities of the factor structure of the GRCS were good to acceptable (0.71 to 0.91) for men from Korea, Germany, Canada, Taiwan, and Sweden as well as American men who are gay, African American, Asian American, and Hispanic¹⁾. Blazina *et al*⁹⁾. adapted the Gender Role Conflict Scale (GRCS-A) for use in adolescents by rewording the items to move its focus from sexual to more of personal relationship without changing its consistency from the items' original construct. It has good internal consistency coefficients ranging from 0.72 to 0.82. The GRCS-A was also significantly correlated to youths' self-reports of psychological distress. The aim of this study, therefore, was to validate the Malay version of GRCS-A for use in local male adolescent population in order to help understand male GRC in Malaysian context.

METHODOLOGY

Participants

The study protocol was approved by the Human Research Ethics Committee of USM and State Education Department. Eligible subjects gave their written informed consent after the nature of the study was

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Table 1. Factor loadings and internal consistencies of the GRCS-AM items (N = 91)

Subscale/ Item	Total GRCS-AM			
	Factor loading	Cronbach's alpha	Corrected item-total correlation	Cronbach's alpha if item deleted
Subscale RABM		0.58		
Item 1	0.49		0.28	0.55
Item 5	0.62		0.31	0.54
Item 9	0.63		0.51	0.49
Item 13	0.81		0.01	0.64
Item 17	0.58		0.27	0.56
Item 21	0.72		0.48	0.48
Item 25	0.75		0.34	0.53
Subscale RE		0.65		
Item 2	0.61		0.31	0.63
Item 6	0.66		0.23	0.65
Item 10	0.74		0.19	0.66
Item 14	0.68		0.51	0.59
Item 18	0.73		0.26	0.64
Item 22	0.56		0.46	0.60
Item 26	0.62		0.34	0.62
Item 28	0.63		0.63	0.57
Item 29	0.87		0.13	0.66
Subscale CWSF		0.64		
Item 3	0.70		0.43	0.58
Item 7	0.76		0.50	0.55
Item 11	0.55		0.35	0.60
Item 15	0.59		0.31	0.62
Item 19	0.89		0.17	0.66
Item 23	0.50		0.46	0.57
Item 27	0.47		0.26	0.63
Subscale NSA		0.62		
Item 4	0.69		0.51	0.52
Item 8	0.97		0.20	0.64
Item 12	0.62		0.32	0.59
Item 16	0.460		0.28	0.61
Item 20	0.66		0.44	0.55
Item 24	0.77		0.46	0.56

RABM restricted affection between men; RE restricted emotionality; CWSF conflict between work, school, and family; NSA need for success and achievement

explained. Data were collected from 91 male secondary school students age 13-18 (mean 15.1) from a secondary school in Kubang Kerian in July 2012. All the participants were cooperative, literate and able to understand the Malay language.

Instruments

The Gender Role Conflict Scale for Adolescents (GRCS-A) is a 29-item questionnaire rated on a 6-point Likert-type scale from 1 (strongly agree) to 6 (strongly disagree) that measures negative aspects of male gender role associated with personal restriction, devaluation, or violation of self and others in adolescent boys. It consists of 4 subscales; restricted affection between men (RABM), restricted emotionality (RE), conflict between work, school, and family (CWSF) and, need for success and achievement (NSA)⁹. The forward and back translation process of the GRCS-A was independently carried out by 2 sets of bilingual translators comprised of a psychiatrist and linguist. The forward and

back translated versions were reconciled producing a harmonized Malay Gender Role Conflict Scale for Adolescents (GRCS-AM). The meaning and the contents remained unchanged throughout the translation process. The ease of understanding and interpretations of all items were tested on a small group of male secondary school student showed the scale had satisfactory face validity. The finalized version of GRCS-AM was reviewed to ensure satisfactory face, content, semantic and conceptual equivalence. The content validity was acceptable as judged by the content experts involved.

RESULTS

Psychometric properties

The internal consistency coefficients of each subscale and the total scale were: restricted affection between men 0.58; restricted emotionality 0.65; conflict between work, school, and family 0.64; need for success and achievement 0.62; and total scale 0.76. In this analysis, three out of four subscales showed Cronbach's alpha values of greater than 0.6 which indicate good internal consistency in clinical setting. RABM subscale showed Cronbach's alpha value of less than 0.6. However, if the item was removed from the scale, the overall Cronbach's alpha showed a reduction in value. Therefore it was retained in the scale. Item from the RABM also showed very low corrected item-total correlation (0.01). If it was to be removed, the total Cronbach's alpha will be reduced to 0.64. Nonetheless, the response was retained as it reflects the meaning of restricted affection toward men (RABM).

DISCUSSION

There have been many studies about how Asian descent living in a Western culture cope with the conflicting gender role messages proscribed on one hand by the Western culture and on the other hand by their Asian cultures. For instance, endorsement of Asian cultural values is related to all gender role conflict scales except CBWF and, psychological distress is positively related to GRCS subscales among Asian American men¹⁰. A study had shown that the prevalence of psychological distress among adolescents in Malaysia was high which may lead to harmful effects upon physical and mental health¹¹. In another local study, it was found that gender moderated the negative influence of stress on adolescents' adjustment with female adolescents being more affected by stress than males¹². In addition, adolescents in Malaysia are potentially exposed to similar GRC. Malaysia's multiracial population, rapid modernization and strong Western media influence may lead to conflicting gender role messages by the different Asian ethnics, traditional vs. modern and, Asian vs. Western cultures respectively. It is important to understand the extent of GRC among Malaysian adolescents.

Blazina *et al*⁹. sustained that the GRCS-A was a psychometrically robust instrument. Four subscales of the GRCS-A were labelled (a) restricted affection between men (RABM), (b) restricted emotionality (RE), (c) conflict between work, school, and family (CWSF), (d) need for success and achievement (NSA). The four factors yielded internal consistency coefficients that ranged from 0.72 to 0.82. The construct validity of the GRCS-A was well supported. Regarding convergent validity, the GRCS-A was moderately correlated to traditional male ideology as measured by the Male Role Attitude Scale¹³. Furthermore, the GRCS-A was significantly correlated to youths' self-reports of psychological distress.

The back and forward translational process ensured the new translated questionnaire retain the concept of the original questionnaire. The GRCS-AM had good face and content validity. The internal consistency coefficients of GRCS-AM were comparable to the Korean version¹⁴. The internal consistency coefficients of RABM, RE, CWSF, NFA and total were 0.58; 0.66; 0.64; 0.62; and 0.76 for the Malay version and 0.67, 0.80, 0.74, 0.70 and 0.89 for the Korean version. In summary, the findings of this study validate the usefulness of the Malay version of the Gender Role Conflict Scale for Adolescents for local use. This instrument would enable researchers to further investigate GRC and its associated factors in future study.

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GRCS-A

Sila beri jawapan kepada soalan-soalan di bawah. Tiada jawapan yang betul atau salah - cuma jawab berdasarkan perasaan sebenar anda. Gunakan skala di bawah untuk membantu anda membuat keputusan, nombor terbaik yang melambangkan perasaan anda.

Sangat tidak bersetuju	Tidak setuju	Sedikit tidak bersetuju	Sedikit bersetuju	Bersetuju	Sangat bersetuju
1	2	3	4	5	6

1. ____ Menyatakan rasa sayang pada lelaki lain adalah sukar bagi saya.
2. ____ Saya susah untuk memberitahu orang lain bahawa saya mengambil berat akan mereka.
3. ____ Saya berasa berbelah bahagi antara kesibukan bekerja, jadual sekolah serta menjaga kesihatan saya.
4. ____ Berada di tangga teratas kelas, adalah penting untuk saya.
5. ____ Rasa sayang kepada lelaki lain membuatkan saya berasa tegang.
6. ____ Kuat beremosi sukar untuk saya fahami.
7. ____ Pekerjaan, tugas atau persekolahan member kesan kepada kualiti masa lapang atau kehidupan keluarga saya.
8. ____ Mendapatkan duit adalah sebahagian idea saya untuk menjadi orang yang berjaya.
9. ____ Menyatakan emosi saya kepada lelaki lain adalah berisiko.
10. ____ Meluahkan perasaan mendedahkan saya akan serangan oleh orang lain.
11. ____ Saya menilai kepentingan orang lain berdasarkan tahap pencapaian dan kejayaan mereka.
12. ____ Kadang –kadang saya mendefinisikan nilai peribadi saya oleh kejayaan saya di sekolah.
13. ____ Memeluk lelaki lain adalah sukar bagi saya.
14. ____ Susah bagi saya untuk bercakap mengenai perasaan saya kepada orang lain.
15. ____ Mencari masa untuk berehat adalah sukar bagi saya.
16. ____ Saya risau akan kegagalan, dan bagaimana ia akan memberi kesan kepada pencapaian saya sebagai lelaki.
17. ____ Kadang-kadang, saya ragu-ragu untuk menunjukkan rasa sayang saya kepada lelaki kerana orang lain mungkin akan menilai saya.
18. ____ Sukar bagi saya untuk menyatakan keperluan emosi saya kepada orang lain.
19. ____ Keperluan saya untuk bekerja atau belajar menyebabkan saya kurang bersama keluarga atau meng habiskan masa lapang seperti yang saya inginkan.
20. ____ Pencapaian yang baik setiap masa adalah penting untuk saya.
21. ____ Menjadi terlalu peribadi dengan lelaki lain membuatkan saya gelisah.
22. ____ Bila saya berhubungan rapat dengan orang lain, saya tidak menyatakan perasaan saya.
23. ____ Pekerjaan atau persekolahan saya selalu mengganggu sebahagian hidup saya yang lain (rumah, kesihatan, waktu lapang).
24. ____ Saya berusaha untuk menjadi lebih berjaya daripada orang lain.
25. ____ Lelaki yang terlalu mesra terhadap saya membuatkan saya terfikir akan kecenderungan seksualiti mereka (lelaki atau perempuan).
26. ____ Selalunya, saya sukar mencari perkataan untuk menggambarkan apa yang saya rasa.
27. ____ Terlebih kerja dan tekanan yang disebabkan oleh keperluan untuk pencapaian yang baik dalam pekerjaan atau persekolahan, memberikan kesan atau merosakkan kehidupan saya.
28. ____ Memberitahu orang lain mengenai perasaan saya adalah sukar.
29. ____ Saya tidak suka menunjukkan emosi saya kepada orang lain.