

Resumen

En las últimas décadas, los roles de género han sido estudiados desde diferentes ciencias y paradigmas, así como su expresión en diversas sociedades y generaciones. Sin embargo, la investigación sobre la expresión de los roles de género en mujeres jóvenes españolas es escasa, siendo necesario realizar más estudios al respecto, pues se trata de una generación con características diferenciales importantes en comparación a las generaciones anteriores. En el presente trabajo se lleva a cabo un análisis cualitativo con el objetivo de analizar cómo se expresan los roles de género en mujeres jóvenes españolas, concretamente aquellos relacionados con el área interpersonal y comunicación. Para llevar a cabo el estudio, se utilizó la técnica de focus group, en la que participaron 5 mujeres de entre 20 y 25 años. Los resultados muestran mayor facilidad para escuchar a los demás en comparación a la expresión de las emociones. Este estudio sirve como exploración inicial, siendo conveniente seguir explorando como el contexto modula la expresión de los roles de género en las relaciones interpersonales.

Palabras clave: roles de género, relaciones interpersonales, comunicación, empatía, socialización.

Abstract

In recent decades, gender roles have been studied by different sciences and paradigms and their expression in various communities and throughout generations. However, there is little literature about the expression of gender roles in young Spanish women. Thus, more research would be necessary since this is a peer group with significant distinguishing traits compared to previous generations. Qualitative data analysis is conducted to examine how gender roles are shown in young Spanish women, specifically those related to the interpersonal communication field. Five women between the ages of 20 and 25 were selected to perform this investigation. The procedure used for this purpose was the focus group technique. The results denote greater ease of listening in contrast to emotional expression. This research can be used as an initial exploration. Nevertheless, it would be

convenient to continue studying how the context modifies the expression of genre roles in interpersonal relationships.

Keywords: Gender roles, interpersonal relationships, communication, empathy, socialization.

INTRODUCTION

Gender is a cultural construct associated with the male and female sexes (Rubin, 1975). Four components that make up gender identity are defined (Spence, 1993): (a) Masculinity and femininity traits: characteristics and behaviour appropriate to biological sex (Rocha, 2011), (b) Gender stereotypes: socially shared beliefs about roles, traits and characteristics that distinguish women from men, (c) Gender roles: set of behaviour and expectations associated with a particular gender, and (d) Gender role attitudes: evaluation of socially established gender roles. Two types of traits are distinguished (Parsons and Bales, 1955): on the one hand, instrumental traits, stereotypically masculine, and on the other hand, expressive traits, stereotypically feminine, which include traits such as attention to the needs of others, empathy or sensitivity. Empathy is an affective response according to the situation of the other (Hoffman, 1977), that is, putting oneself in the other's place.

OBJECTIVE

To explore how gender roles are expressed in the interpersonal and communication areas of young Spanish women.

HYPOTHESES

Young Spanish women express more easily the roles of listening and supporting others compared to expressing roles in relation to gender roles in the interpersonal and communication area.

RESULTS

**TOPIC 1:
LISTEN TO OTHERS**

SUBCATEGORY	Facility in listening to others							Empathise							Difficulty listening to others						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CONTEXT																					
Participant 1	X	X	X	X			X	X	X	X	X	X	X	X							
Participant 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
Participant 3	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
Participant 4	X	X					X	X	X	X	X	X	X	X			X	X			
Participant 5	X	X					X	X	X	X	X	X	X	X			X	X			

**TOPIC 2:
SELF-EXPRESSION**

SUBCATEGORY	Ease of self-expression							Search for reciprocity							Search for safe spaces							Difficulty in self-expression							Fear of judgement						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CONTEXT																																			
Participant 1	X	X					X	X	X	X	X	X	X	X									X	X									X		
Participant 2	X			X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X			X	X			
Participant 3	X	X					X	X	X	X	X	X	X	X									X	X	X	X									
Participant 4	X		X	X	X	X									X	X	X	X	X	X	X	X			X	X	X	X							
Participant 5	X	X					X	X							X	X	X	X	X	X	X		X	X	X	X	X	X	X						

**TOPIC 3:
STEREOTYPES**

PARTICIPANT	P1	P2	P3	P4	P5
Stereotypes of men	X			X	X
Stereotypes of women					

CONTEXT	
1	Male friends
2	Female friends
3	Male work/study partners
4	Female work/study partners
5	Father
6	Mother
7	Couple

DISCUSSION

The results are consistent with the existing literature, with women express emotional sensitivity and a tendency to care for and support others (Baston et. al, 1987), as well as high levels of empathy, contributing to prosocial behaviour (Hoffman, 1987; Retuerto, 2004). Diverse studies suggest the same direction, women obtaining higher scores in empathy (Mestre, 1998), in emotional expression (Paladino, 2004) and in social skills focused on the communication process (Betancouth et. al., 2017). The present study shows results consistent with the literature, although the context is important for certain roles to be manifested or not, specifically in the case of expression. The results show gender stereotypes about men, in terms of social skills and empathy, considering men to be less empathetic and with different ways of expressing themselves, which is supported by the literature (Mestre, 1998; Paladino, 2004).

CONCLUSION

Spanish young women show more facility in listening to others compared to expression.

Reciprocity in interpersonal relationships and contexts perceived as safe modulate the emergence of emotional expression.

LIMITATIONS

The sample is limited and discourse saturation has not been reached.

METHODOLOGY

Sample

- N= 5.
- Women.
- Between 20-25 years old.
- UJI students.

Instruments

- Focus group.
- Gender roles questionnaire.

Data analysis

Thematic analysis (TA) (Braun and Clarke, 2006)

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