

Sexismo ambivalente y estilos de manejo de conflictos en estudiantes de bachillerato

Ambivalent Sexism and Conflict Handling Styles in High School Students

*Estilos de Gestão de Conflitos Ambientais e de Conflitos em Estudantes do Ensino
Médio*

Alejandro César Antonio Luna-Bernal

Universidad de Guadalajara, México

aluna642@hotmail.com

Francisco Augusto Laca-Arocena

Universidad de Colima, México

francisco_laca@ucol.mx

Resumen

El presente estudio tuvo como objetivo analizar la relación entre el sexismo (hostil y benevolente) y los estilos de manejo de conflictos (agresivo, cooperativo y pasivo) que los estudiantes de bachillerato reportan emplear al manejar sus conflictos con sus compañeros de aula hombres y mujeres. La muestra ($N = 282$) estuvo compuesta por estudiantes de bachillerato de las ciudades de Guadalajara y de Colima, México, con rango de edad de 14 a 19 años. Los participantes respondieron el *Cuestionario Conflictalk* y el *Inventario de Sexismo Ambivalente para Adolescentes*. Se llevó a cabo un análisis correlacional de Pearson entre las variables de estudio en la submuestra de hombres ($n = 126$) y otro en la submuestra de mujeres ($n = 156$). En los resultados se encontró que, en los conflictos de los hombres con las mujeres, los estilos cooperativo y pasivo correlacionaron positivamente con Sexismo Benevolente, y el estilo agresivo con Sexismo Hostil. Por otra parte, en los conflictos de las mujeres con sus compañeras mujeres, el estilo agresivo correlacionó positivamente con Sexismo Hostil. Estos hallazgos sugieren que, probablemente, los adolescentes varones que presentan mayores creencias y actitudes sexistas benevolentes tiendan a

adoptar actitudes y comportamientos más complacientes, cooperativos y/o evitativos frente a sus compañeras mujeres cuando tienen conflictos con ellas. Por el contrario, los adolescentes varones que presentan mayores creencias y actitudes sexistas hostiles posiblemente tienden a adoptar un estilo agresivo en los conflictos con sus compañeras mujeres. Por su parte, en la submuestra de mujeres, los resultados sugieren que, probablemente, las adolescentes que presentan mayores creencias y actitudes sexistas hostiles tiendan a adoptar un estilo agresivo en los conflictos con sus compañeras mujeres. Se discuten estos resultados en el marco de la Teoría del Sexismo Ambivalente y de la literatura sobre gestión de conflictos en la adolescencia.

Palabras clave: conflictos escolares, sexismo hostil, sexismo benevolente, adolescentes, estilos de conflicto, resolución de conflictos.

Abstract

This paper aims to analyze the relationship between sexism (hostile and benevolent) and conflict styles (aggressive, cooperative, and passive) that teenagers reports to use in their conflicts with their classmates men and women. The sample ($N = 282$) was composed of high school students from the cities of Guadalajara and Colima (Mexico), of 14 to 19 years old. The participants answered the *Conflictalk questionnaire*, and the *Ambivalent Sexism Inventory for Adolescents*. A Pearson correlation analysis was performed between the variables in the sub-sample of men ($n = 126$) and another in the sub-sample of women ($n = 156$). In the findings, on the one hand, cooperative and passive styles were correlated positively with benevolent sexism, and aggressive style correlated positively with hostile sexism, in conflicts between men and women. On the other hand, the aggressive style was correlated positively with hostile sexism, in conflicts among women. These findings suggest that male teenagers with greater benevolent sexist beliefs and attitudes tend to manifest greater accommodating, cooperative and / or avoidant attitudes and behaviors toward their female classmates when they have conflicts with them. By contrast, male adolescent who have higher hostile sexist beliefs and attitudes tend to show an aggressive style in conflicts with their female classmates. In the sub-sample of women, the findings suggest that teenagers with greater hostile sexist beliefs and attitudes tend to present an aggressive style in conflicts with their female

classmates. These findings are discussed within the framework of ambivalent sexism theory, and the literature on conflict management in teenagers.

Key words: School conflicts, Hostile sexism, Benevolent sexism, Conflict styles, Adolescents, Conflict resolution.

Resumo

O presente estudo teve como objetivo analisar a relação entre o sexismo hostil e benevolente e os estilos de gerenciamento de conflitos (agressivos, cooperativos e passivos) que os estudantes do ensino médio relatam empregar ao lidar com seus conflitos com seus colegas de classe masculina e feminina . A amostra (N = 282) foi composta por alunos do ensino médio das cidades de Guadalajara e Colima, no México, com idade entre 14 e 19 anos. Os participantes responderam ao Questionário de Conflictalk e ao Inventário de Sexismo Ambivalente para Adolescentes. Uma análise de correlação de Pearson foi realizada entre as variáveis do estudo na sub-amostra de homens (n = 126) e outra na sub-amostra de mulheres (n = 156). Nos resultados, verificou-se que, nos conflitos dos homens com as mulheres, os estilos cooperativos e passivos correlacionaram-se positivamente com o sexismo benevolente e o estilo agressivo com o sexismo hostil. Por outro lado, nos conflitos das mulheres com suas companheiras, o estilo agressivo correlacionou-se positivamente com o Sexismo hostil. Esses achados sugerem que os adolescentes do sexo masculino que apresentam maiores convicções e atitudes sexistas benevolentes tendem a adotar atitudes e comportamentos mais acomodados, cooperativos e / ou evitadores em relação às suas homólogas quando eles têm conflitos com eles. Por outro lado, os meninos adolescentes do sexo masculino que têm mais crenças e atitudes sexistas hostis tendem a adotar um estilo agressivo em conflitos com suas contrapartes femininas. Na sub-amostra de mulheres, os resultados sugerem que os adolescentes com crenças e atitudes sexistas mais hostis tendem a adotar um estilo agressivo em conflito com suas contrapartes femininas. Esses resultados são discutidos no âmbito da Teoria do Sexismo Ambivalente e da literatura sobre o gerenciamento de conflitos na adolescência.

Palavras-chave: conflitos escolares, sexismo hostil, sexismo benevolente, adolescentes, estilos de conflito, resolução de conflitos.

Fecha Recepción: Marzo 2017

Fecha Aceptación: Julio 2017

Introduction

There is a growing interest in analyzing the variables related to the conflict management styles that adolescents use in the school context; (Garaigordobil, 2017, Garaigordobil and Martínez-Valderrey, 2015, Luna-Bernal and De Gante-Casas, 2015), in order to explain the relationship between these styles and the dynamics of violence. or to the development of social skills that allow adolescents to constructively manage their environment, favoring their full psychosocial development (Alonso-Santana, 2015, Fahimi and Tarkhan, 2016).

Thus, in relation to the conflict management styles of adolescents, the role of variables such as conflict attitudes and communication skills has been analyzed (Laca, Alzate, Sánchez, Verdugo and Guzman, 2006); the decision-making patterns (Luna-Bernal, 2016), empathy (Garaigordobil and Maganto, 2011, Luna-Bernal and De Gante-Casas, 2017), assertiveness and self-esteem and Gómez-Pérez, 2015), emotional intelligence (Luna-Bernal, 2016 b), among others.

Despite the above, the antecedents of studies that have specifically analyzed the relation of sexism to conflict management styles in adolescents are scarce (Garaigordobil, 2009; Pradas-Cañete and Perles-Novas, 2012); this is despite the importance that is usually attributed to gender and gender discrimination as a relevant factor for the analysis of conflict dynamics and negotiation and mediation processes (Olekalns, 2014, Overall, Sibley and Tan, 2011). as well as for the study of interpersonal relationships in adolescence (Rebollo-Catalán, Ruiz-Pinto and García-Pérez, 2017, Rose, Smith, Glick and Schwartz-Mette, 2012) -Díaz, 2014; Thayer, Updegraff and Delgado, 2008).

In this context, and in order to contribute to the study of the role that gender and sexism could have in the dynamics of conflicts between adolescent pairs in the school context, the present study has set itself the objective of analyzing to what extent Ambivalent Sexism (Hostile Sexism and Benevolent Sexism) may be related to the styles of interpersonal conflict management (aggressive, cooperative and passive) that teenage high school students report employing interactions with their male and female classmates.

Ambivalent sexism

Within the contemporary contributions of social psychology to the study and reflection on gender, the Theory of Ambivalent Sexism, originally formulated by Glick and Fiske (1996), should be highlighted. This theory is currently widely supported by empirical research developed in different countries and has shown to be useful in several studies with adolescents (Arenas-Rojas and Rojas-Solís, 2014, Etchezahar and Ungaretti, 2014, Ferragut, Blanca and Ortiz-Tallo, 2013, Garaigordobil and Aliri, 2013).

According to Kerner (2009), "the word sexism was introduced towards the end of the 1960s, in clear analogy with racism" (p.187). Sexism is defined as "an attitude directed at people by virtue of their belonging to a particular biological sex on the basis of which different characteristics and behaviors are assumed" (Lameiras-Fernández, 2004, p.92). According to Expósito, Moya and Glick (1998), conceptually can be described as "sexist" any evaluation (positive or negative) that is made of a person in the cognitive, affective and behavioral dimensions, taking as a basis the biological sexual category to which that person belongs (man or woman).

In spite of the above, as explained by Pradas-Cañete and Perles-Novas (2012), in practice, the term "sexism" is usually associated exclusively with negative attitudes toward women. This is because sexism has traditionally been understood as an attitude of hostility and aversion towards them (Glick and Fiske, 1996, 1997). However, this traditional characterization of sexism that associated it exclusively with a negative evaluation of women did not take into account the benevolent attitudes that have traditionally been felt towards them in their roles as mothers, wives and romantic

objects, in which (Rodríguez-Castro, Lameiras-Fernández, Carrera-Fernández and Faílde-Garrido, 2009).

According to Glick and Fiske (1996, 1997), although these benevolent attitudes are associated with a positive affective tone, they are sexist as they contribute to gender discrimination by reinforcing traditional stereotypes and roles, portraying women as "creatures who must be protected, helped and adored, and whose love is necessary to make a man whole "(Glick and Fiske 2001: 109).

Therefore, in order to properly conceptualize both aspects of sexism (both hostile and benevolent), Glick and Fiske (1996) proposed their Theory of Ambivalent Sexism. This theory holds that sexism is characterized by ambivalence and not only by antipathy. According to Briñol, Falces and Becerra (2007), ambivalent attitudes are presented when a person simultaneously maintains two evaluations of opposite sign toward the same object of attitude. In the case of sexism, the ambivalence would consist in subjectively presenting in the individual simultaneous attitudes of negative sign (hostility) and positive (benevolence) towards the same object of attitude, which in this case are women as a group (Glick and Fiske, 1996). Hence, according to this theory, two types of sexism are posited: a) Hostile Sexism, and b) Benevolent Sexism.

According to Glick and Fiske (1996), Hostile Sexism is defined as a set of prejudicial attitudes and discriminatory behaviors towards women all based on the belief of the alleged inferiority of women as a group, which coincides with sexism in the traditional sense. Benevolent Sexism, according to these authors, consists of a set of attitudes toward women that reinforce traditional gender stereotypes and roles, but which present themselves subjectively in the sexist individual with a positive affective tone that arouses in it typically behaves like prosocial towards women (eg, helping) or seeking intimacy with them (eg self-disclosure). According to Ferragut et al. (2013), Benevolent Sexism refers to the belief that women are a group that needs protection because of their weakness.

In order to properly understand the character of Benevolent Sexism it is important to differentiate this construct from Neosexism. Neosexism has been defined in the literature as the "manifestation

of a conflict between egalitarian values and negative residual feelings towards women" (Garaigordobil and Durá, 2006, p 129). It has been considered as a "new" or "modern" bias because its emergence is related to the emergence of an egalitarian culture within which it is not "politically correct" to openly express sexist attitudes and beliefs. Thus, Neosexism refers to the phenomenon of manifesting such attitudes and sexist beliefs in a subtle and veiled way, while seeking to maintain a good image in front of the public.

According to Glick and Fiske (2011), unlike Neosexism, Benevolent Sexism is not a new type of prejudice, but an "old" prejudice; insofar as throughout history the women who assume the traditional roles have been object of protection and veneration. This kind of benevolence is often not recognized as a sexist prejudice because of the positive affection that accompanies it.

In addition, in this regard, it is important to consider, according to Glick and Fiske (1996, 1997), that ambivalence implies genuine subjective feelings of benevolence and hostility towards women as they are based on beliefs that subjects actually assume. The authors say, "We propose that sexist men genuinely have positive feelings as well as hostile attitudes towards women and that the desire to project and protect an image is much less relevant to explaining sexist behavior" (Glick and Fiske 1996, pp. 494).

According to Glick and Fiske (1996, 1997), the foundations of ambivalence towards women are found in biological and social conditions common to all cultures where, on the one hand, men possess the structural power, and on the other, women enjoy of dyadic power. Structural power refers to the fact that men have control of the economic, legal, and political institutions of society. For its part, the dyadic power refers to that derived from dependence on relations between two people. According to the authors, men depend on women for reproduction and, generally, for the satisfaction of their affective-sexual needs, which gives them dyadic power.

If sexism were only hostile, such treatment would only create resentment on the part of women; For this reason, since men not only dominate but also depend on women, they need to weaken their resistance by offering them rewards in the form of protection, idealization and affection (Glick and

Fiske, 2001). Thus, while the structural power of men over women favors Hostile Sexism, the dyadic power of these favors Benevolent Sexism.

According to Glick and Fiske (2011), there is a theoretical consensus in characterizing ambivalence as a mentally conflictive state, in which it is not possible for people to admit both opposing attitudes towards the same object; hence the question about how sexist subjects manage to maintain ambivalence toward women (Lee, Fiske & Glick, 2010). According to Glick and Fiske (1996), one way of avoiding conflicts between positive and negative attitudes towards women is to classify them into subgroups. Accordingly, Hostile Sexism is applied as a punishment to non-traditional women (for example, professional and feminist women) because they are not subject to traditional gender roles and thereby alter the power relations between men and women ; Benevolent Sexism, for its part, is used as a reward for women who fulfill traditional roles (Glick and Fiske, 1996, 2001). Thus, both types of sexism complement each other by acting "as an articulated system of rewards and punishments in order for women to know what their position in society is" (Rodríguez-Castro et al., 2009, p 133). According to Glick and Fiske (2011), positive and negative sexist attitudes "reflect mutually reinforcing complementary ideologies" (532), since both would have a common goal: "to maintain a traditional gendered status quo" (p.532) .

As noted, the present study aims to analyze the relationship between hostile and benevolent sexism and conflict management styles (aggressive, cooperative and passive) that high school students report using to manage conflicts present with their fellow men and women in the school context.

Conflict management styles

According to Ann and Yang (2012), conflict management styles can be defined as "the specific patterns of behavior that individuals employ when confronted with conflict" (p.1021). In the academic literature, various models have been formulated to conceptualize and evaluate these styles (Blake and Mouton, 1970, Rahim, 1983, Ross and DeWine, 1988, Rubin, Pruitt and Kim

1994, Thomas and Kilmann, 1974). The present research will be based on the one developed by Kimsey and Fuller (2003), which was proposed specifically for adolescents from a communicative approach.

Kimsey and Fuller (2003) emphasize the importance of adolescents and young people expressing themselves in their own language. The language of adolescents, they say, is part of their culture and is considered by them as the vehicle of communication more sincere. Hence, according to the authors, to the extent that adolescents can use their characteristic language to express themselves in situations of conflict, they will be more able to handle them.

Taking this into account, Kimsey and Fuller (2003) proposed three styles of verbal messages through which adolescents manage their interpersonal conflicts:

- a) Self-focus (rhino-aggressive). It consists of being self-centered during the conflict wanting things done in their own way, acting aggressively and authoritatively against the counterpart.
- b) Problem-focused style (dolphin-cooperative). It consists in showing interest in the cause of the conflict and in identifying the problem concretely in collaboration with the counterpart. The focus is on finding the best solution in a cooperative way.
- c) The other-focused style (ostrich-passive). It consists of acting passively in the face of conflict. It is based on thinking that the conflict is always bad, wanting the other party to be happy.

Animal symbols are used by the authors as mnemonic devices to facilitate the association of the behavior of such animals with the corresponding conflict styles.

This model of Kimsey and Fuller (2003) has been used previously in studies carried out in Spain (Garaigordobil, 2009, 2012, 2017, Garaigordobil and Maganto, 2011, Garaigordobil and Martínez-Valderrey, 2015, Garaigordobil et al., 2016) and in Mexico (Laca et al., 2006), showing that it is useful for analyzing and evaluating the conflict management styles of Spanish-speaking adolescents.

Considering the aforementioned utility of the Kimsey and Fuller (2003) model for research with adolescents, the present study decided to rely on it to analyze the relationship between sexism and conflict management styles that high school students report using men and women with their partners. The above, as was said, considering sexism both in its hostile and benevolent aspect.

Ambivalent sexism and conflict management styles

As noted at the beginning of this paper, there are few studies in the academic literature that have focused specifically on the relationship between Ambivalent Sexism and conflict management styles. In the literature review carried out during the present investigation, five significant studies were identified: one performed with adult heterosexual couples (Overall et al., 2011), and four with adolescents. Of the latter, only one analyzes the relationship between the Conflictalk scales and the Neosexism construct (Garaigordobil, 2009); another studies the relationship of Neosexism with cooperativity and social skills (Garaigordobil and Durá, 2006) and the others evaluate the relation of Ambivalent sexism with conflict resolution (Pradas-Cañete and Perles-Novas, 2012), and with social skills (Donado-Badillo, 2010). As can be observed, there are no studies that have specifically analyzed the relationship between conflict management styles and Ambivalent Sexism in adolescents.

The mentioned study of Overall et al. (2011) was conducted in New Zealand with 91 heterosexual couples aged 18-32 years for women, and 18-45 for males. These investigators found that greater hostile sexism was associated with greater hostility and less openness by both partners; on the contrary, men with more Benevolent Sexism were more open to the influence of their partners, behaved with less hostility and their discussions were more successful. According to the authors, "these benefits in relationships illustrate why BS is effective in disarming women's resistance to inequities" (Overall et al., 2011, p.271). According to the authors, benevolent sexism reduces the threat of women's dyadic power by venerating and respecting their role in interpersonal relationships (while restricting their influence beyond the domain of the relationship). However, when women were those who held benevolent sexist beliefs and their partners did not, they behaved more hostile, were less open, and perceived their discussions as less successful. According to

Overall et al. (2011), the latter may be due to the fact that women with more Benevolent Sexism tend to react more negatively when their expectations are not realized.

For its part, Garaigordobil (2009) reported in the research report titled Assessment of the Giving Steps to Peace program, the results of convergent and discriminant validation studies of the Neosexism Scale carried out in Spain with a sample of 313 students with ages of 13 to 17 years. Within the aforementioned results, the author pointed out a positive correlation of Neosexism with the aggressive conflict resolution style ($r = .25$) and with the passive-avoidance style ($r = .16$); as well as an inverse correlation with the cooperative style ($r = -.166$).

On the other hand, Garaigordobil and Durá (2006) carried out a study in the Basque Country with a sample of 322 adolescents from 14 to 17 years old, who answered nine evaluation instruments among which were a scale of Neosexism, another one that evaluated the capacity of cooperation and another that measured social skills. Carried out the analysis, their results showed that neosexist adolescents had low capacity for cooperation and few appropriate social skills.

Pradas-Cañete and Perles-Novas (2012) conducted a study with 608 adolescents between 14 and 19 years old in five institutes in Malaga, Spain. They used the modified Conflict Tactics Scale (M-CTS) (Muñoz-Rivas, Andreu-Rodríguez, Graña, O'Leary and González, 2007) and the Ambivalent Sexism Inventory for Adolescents (Lemus, Castillo, Moya, Padilla and Ryan, 2008). In their results, sexism did not correlate statistically significantly with conflict resolution. It should be noted, however, that the authors did not evaluate this relationship by taking into account separately the various scales of conflict tactics that comprise the M-CTS instrument (argumentation, physical aggression and psychological aggression), but considered only a single global score of the participant's "conflict resolution" and another global "conflict resolution" score perceived by the partner. Similarly, they considered only a global score of sexism, without differentiating the scores of Hostile and Benevolent Sexism.

Finally, in a study carried out by Donado-Badillo (2010) with a sample of 846 Colombian school-aged adolescents aged 14 to 17 years, the author assessed the relationship of Ambivalent Sexism

with social competences. In the sample of men, Hostile Sexism positively correlated with Dominance while Benevolent Sexism positively correlated with Conformity, Social Sensitivity, Help-collaboration, Security and Firmness, and Prosocial Leadership. In the sample of women, Hostile Sexism significantly correlated positively with Aggressiveness, Dominance and Anxiety-shyness, and showed a negative correlation with Help-collaboration; while Benevolent Sexism positively correlated with Prosocial Leadership, Aggressiveness, Dominance, and Anxiety-shyness.

As can be seen, although previous studies have divergent approaches and methodologies, their findings seem to suggest a possible direct relationship of Hostile Sexism with an aggressive style of conflict management and inverse style with a cooperative style. For its part, Benevolent Sexism could be positively associated with a cooperative style.

As was pointed out, and in order to contribute to generate knowledge about these phenomena, the present study aimed to analyze the relationship between sexism (hostile and benevolent) and conflict management styles (aggressive, cooperative and passive) that teenage high school students report using to deal with the conflicts they face with their fellow men and women in the school context.

METHOD

Participants

The sample consisted of 282 high school students from the cities of Guadalajara and Colima (Mexico), ranging in age from 14 to 19 ($M = 16.53$, $SD = 1.20$), of which 126 (44.7%) were men and 156 (55.3%) women. Table 1 shows the distribution by gender and age of the participants.

Table 1. Distribución de los participantes por género y edad

	Hombres	Mujeres	Total
14 y 15 años	24 (8.5 %)	43 (15.2 %)	67 (23.8 %)
16 años	36 (12.8 %)	44 (15.6 %)	80 (28.4 %)
17 años	30 (10.6 %)	31 (11 %)	61 (21.6 %)
18 y 19 años	36 (12.8 %)	38 (13.5 %)	74 (26.2 %)
Total	126 (44.7 %)	156 (55.3 %)	282 (100 %)

Source: elaboración propia. Nota: los porcentajes son con respecto a la muestra total.

Instruments

Inventory of Ambivalent Sexism for Teens

It is a self-report questionnaire that assesses ambivalent (hostile and benevolent) attitudes toward women. It consists of 20 reagents divided into two scales: a) hostile sexism and b) benevolent sexism.

Each of the reactants is a statement that represents hostile or benevolent sexist attitudes toward women, for example: "Boys should control who their girlfriends are related to" (Reagent 2); "Girls often exaggerate their problems" (Reagent 10); "Boys should take care of girls" (Reagent 14); "Girls have a greater sensitivity to the feelings of others than boys" (Reagent 17). The response format is a six-point scale ranging from 1 = "Strongly Disagree" to 6 = "Strongly Agree". To qualify, the arithmetic mean of the responses of the participants in each of the two scales of the questionnaire and another for the total instrument is obtained.

The Inventory of Ambivalent Sexism for Adolescents was originally developed by Lemus et al. (2008) in order to have an instrument designed specifically for adolescent population. Based on the Theory of Ambivalent Sexism by Glick and Fiske (1996) they constructed a set of reagents that were qualitatively evaluated by a group of five experts. Subsequently, in a study with a sample of

364 secondary and high school students from Granada (Spain), with a mean age of 15.21 years, the authors analyzed the properties of the reagents and explored the factorial composition of the instrument. Finally, in another study with 397 students with mean age at 14.18 years, their factorial structure was confirmed and their convergent and discriminant validity was studied. The authors concluded that the instrument has adequate characteristics to obtain reliable and valid measurements in the evaluation of ambivalent sexist attitudes in adolescent population. Cronbach's alpha indices reported by Lemus et al. (2008) were .84 for Hostile Sexism, .77 for Benevolent Sexism, and .81 for the total instrument.

For our part, the Cronbach alpha reliabilities obtained with the sample of the present study were .86 and .84 for the Hostile Sexism and Benevolent Sexism scales, as well as .90 for the total instrument.

Conflictalk Questionnaire

This tool reports on the frequency with which participants perceive to use the three styles of conflict management proposed by Kimsey and Fuller (2003). It is composed of 18 reagents divided into three scales: a) self-focused style (rhinoceros-aggressive), b) problem-oriented style (dolphin-cooperative), and c) style focused on others (ostrich-passive). Each of the replies is a sentence that represents a message given by an individual to their counterpart in a situation of interpersonal conflict, for example: "I do not like this. I just do not know how to make you feel better" (reactive 2) or "What's happening? We need to talk" (Reagent 3), or "Shut up! You're not right! I'm not going to listen to you" (Reagent 8). To answer, the participant is asked to indicate how often he has used, in his conflicts, messages similar to those represented in each reactant. The answer format is a five-point Likert scale ranging from 1 = "I've never said things like this", up to 5 = "I've always said things like this". To qualify the Conflictalk, the means and deviations typical of the participants are obtained in each of the three scales.

The Conflictalk was developed by Kimsey and Fuller (2003) in a study with a sample of 500 students of elementary education (elementary, 4th and 5th grade, $n = 222$), middle primary (middle 6, 7 and 8th grade;) and high school (9, 10, 11 and 12, $n = 145$). The authors reported a reliability

of .81, .87 and .63 for the aggressive, cooperative and passive scales, respectively. On the other hand, Laca et al. (2006) carried out the translation of this instrument into the Spanish language and its corresponding validation by working with a sample (N = 526) of students of primary, secondary and high school in the city of Colima, Colima (Mexico) with age range from 9 to 17 years. Later, in Spain, Garaigordobil (2009) carried out Conflictalk validation studies with samples (N = 313, 285 and 123) of adolescents between 15 and 17 years of age, obtaining adequate data of reliability and validity for samples of Spanish-speaking adolescents. Recently, Garaigordobil, Machimbarrena and Maganto (2016) presented new work on the properties of Conflictalk in a study with a sample of 2 283 participants from the Basque Country, ranging in age from 12 to 17 years. The reliability indexes reported by the latter authors were .77, .90 and .70 for the aggressive, cooperative and passive scales, respectively.

Since the aim of the present study was to analyze the relationship between conflict management styles and ambivalent sexism, it was considered appropriate to evaluate differently the styles used by adolescents with their male and female partners. To this end, the Conflictalk's response format was modified by placing two groups of columns: one relating to conflicts with female partners and the other referring to conflicts with male partners (see Annex 1). Thus, for each participant, six scores were obtained: a) aggressive style with men, b) cooperative style with men, c) passive style with men, d) aggressive style with women, e) cooperative style with women, and f) passive style with women. Cronbach's alpha reliabilities obtained with the sample of the present study were .74, .85, .75, .73, .85, and .70, respectively.

Process

Permission and corresponding collaboration was requested from the school authorities. In the classroom students were informed about the purpose of the research and they were invited to participate in an absolutely voluntary and anonymous way. They were explained that in these

instruments there are no good or bad answers and they were invited to answer with sincerity, guaranteeing the strictly confidential and statistical management of the information and its use for exclusively scientific purposes.

RESULTS

A Pearson correlation analysis was performed between the study variables in the sub-sample of men ($n = 126$) and another in the sub-sample of women ($n = 156$). As can be seen in table 2, in the conflicts of male adolescents with their female partners, the aggressive style correlated significantly with Hostile Sexism, while cooperative and passive styles correlated significantly with Benevolent Sexism. On the other hand, in the conflicts of the students women with their companions the aggressive style correlated positively with Hostile Sexism. Finally, in the conflicts of women with men, and of men with men, the correlations turned out to be weak and not significant.

Table 2. Correlaciones Pearson entre estilos de manejo de conflictos y Sexismo Ambivalente en la submuestra de hombres ($n = 126$) y de mujeres ($n = 156$)

	Sexismo hostil	Sexismo benevolente
<i>Conflictos de hombres con mujeres</i>		

Estilo cooperativo	.00	.21*
Estilo pasivo	-.01	.23**
Estilo agresivo	.20*	.13
<i>Conflictos de hombres con hombres</i>		
Estilo cooperativo	.05	.12
Estilo pasivo	.01	.03
Estilo agresivo	.16	.06
<i>Conflictos de mujeres con mujeres</i>		
Estilo cooperativo	-.02	.06
Estilo pasivo	.06	.15
Estilo agresivo	.16*	.07
<i>Conflictos de mujeres con hombres</i>		
Estilo cooperativo	.04	.02
Estilo pasivo	.13	.09
Estilo agresivo	.10	.10

Source: elaboración propia. Nota: * $p < .05$, ** $p < .01$

DISCUSSION

The present study aimed to analyze the relationship between Ambivalent Sexism and conflict management styles that teenage high school students report using to manage the conflicts they face with their male and female peers. The above, in order to contribute to the study of the role of sexism in the dynamics of conflicts between adolescent peers in the school context.

Sub-sample of men

As it was observed, when analyzing male adolescents' scores, it was found that, in conflicts with their female partners, cooperative and passive styles correlated significantly with Benevolent Sexism, while aggressive style correlated significantly with Hostile Sexism. These findings suggest that male adolescents who exhibit greater benevolent sexist beliefs and attitudes tend to adopt more accommodating, cooperative and / or avoidant attitudes and behaviors toward their female counterparts when they have conflicts with them. On the contrary, the aforementioned findings also suggest that male adolescents with more hostile sexist beliefs and attitudes tend to adopt an aggressive style in conflicts with their female counterparts.

This result is congruent with that reported by Garaigordobil and Durá (2006), where Neosexism correlated in the sample of men with negative social skills, as well as with Garaigordobil (2009), who reported a correlation between aggressive style and Neosexism, and with Donado-Badillo (2010), where Hostile Sexism positively correlated with Dominance. It is also congruent with the study by Overall et al. (2011), where greater hostile sexism was associated with greater hostility and less openness.

As noted, according to the Theory of Ambivalent Sexism, one way in which men avoid cognitive dissonance between their positive and negative attitudes toward women is to classify them into subgroups, one of "traditional" women and one of "non-traditional" women "So that both types of sexism complement each other by acting" as an articulated system of rewards and punishments in order for women to know what their position in society is "(Rodríguez et al., P 133). Accordingly, it would be expected that Hostile Sexism would be applied as a "punishment" to women perceived as non-traditional (by not subjecting themselves to traditional gender roles and altering the power relations between men and women) and, therefore, , that hostile sexist male adolescents are inclined to adopt aggressive and competitive attitudes in conflicts with them as a way of "punishing" their inadequacy to such stereotypes by affirming their position of structural power.

For its part, according to the Theory of Ambivalent Sexism, Benevolent Sexism is used as a reward for women who fulfill traditional gender roles; so it is possible to interpret that greater use of passive, complacent, and cooperative styles on the part of benevolent sexist males in conflicts with their female counterparts is probably a way of "rewarding" their adaptation to traditional gender characteristics , to the extent that they believe that traditional women need their help and protection. In this way, through the adoption of a cooperative, complacent or passive style towards the women perceived as "traditional" in the conflicts, the benevolent sexist men respond to the dyadic power of these by showing them consideration. In addition, according to Montañés-Muro (2012), it is possible that this greater benevolence is also due to a strategy to be more attractive to adolescents and obtain more advantageous positions in their relations with them.

Sub-sample of women

When analyzing the scores of the female adolescents a positive correlation of the aggressive style with Hostile Sexism was found in the conflicts with their female companions. This finding suggests that teenage girls with more hostile sexist beliefs and attitudes are likely to adopt an aggressive style in conflict with their female counterparts. This result is congruent with the studies reported by Garaigordobil (2009), Donado-Badillo (2010) and Overall et al. (2011). In addition, this finding agrees with a study that found that traditional sexism generates hostility among women (Barreto and Ellemers, 2005). Similarly, in her collaboration for the Handbook of Conflict Resolution, Olekalns (2014) notes that "research shows that women are more frustrated by conflicts with other women, are more likely to compete and retaliate when negotiating with other women, and are less cooperative in response to other women "(pp. 364-365).

According to Lemus, Moya and Glick (2010), it is likely that by initiating romantic relationships with men, girls will be influenced by their beliefs and attitudes. Thus, it is possible for women to use hostile sexism to show that they do not fit the "types" of women that boys often openly despise in order to appear more attractive to them. According to Pradas-Cañete and Perles-Novas (2012), the presence of Ambivalent Sexism in adolescent partner relationships implies the possibility that power differences coexist with heterosexual attraction.

According to Donado-Badillo (2010), sexism is reinforced by the confluence of two mechanisms: a) that dominant groups justify their privileges through ideologies that affirm their superiority and through the exaggeration of perceived differences with other groups; and (b) that these privileges and differences are often accepted by members of socially subordinate groups "who are passive and cooperative with their own discrimination, providing the hierarchical system with greater strength and stability" (p. 331).

CONCLUSIONS

The results of the present study suggest that, in general, Ambivalent Sexism is a relevant variable for explaining and understanding the dynamics of adolescents' conflicts in the school context, particularly regarding interpersonal conflicts with their peers of class.

Specifically, the present study provides evidence that Hostile Sexism might be related to the assumption of an aggressive style of conflict management vis-à-vis adolescent women in the school setting; both by his fellow men and his own female companions. Second, this paper provides evidence that Benevolent Sexism might be associated with the use of cooperative and passive styles by men in their conflicts with women.

The relevance of these results, as well as the centrality of the development of the gender in the adolescence, advise to carry out more studies that allow to deepen in the obtained findings, taking into account the paucity of studies that have been carried out in this respect.

Among the limitations of the present work, the correlational nature of the data should be pointed out, which does not allow establishing causal relationships between the analyzed variables. In addition to the above, it would be advisable in future studies to analyze the interaction that may exist between the considered variables and some others of relevance, such as sexism towards men, neosexism, gender ideology, among others.

Bibliography

- Alonso-Santana, D. (2015). *Visión positiva del conflicto y estrategias de afrontamiento en adolescentes. Análisis de actitudes en el Colegio FUHEM Monserrat* (Trabajo de fin de Máster, Universidad Complutense de Madrid, Madrid, España). Recuperado de https://www.ucm.es/data/cont/docs/506-2016-02-19-TFM%202014_15_Revista_Dara%20Alonso-seguridad.pdf
- Ann, B. Y., & Yang, C. C. (2012). The moderating role of personality traits on emotional intelligence and conflict management styles. *Psychological Reports, 10*(3), 1021-2015. doi:10.2466/21.01.09.20.PR0.110.3.1021-1025
- Arenas-Rojas, A. A., y Rojas-Solís, J. L. (2014). Detección de sexismo ambivalente en estudiantes de bachillerato mexicanos. *Psicología: Tercera época, 33*(1), 137-166. Recuperado de <https://www.aacademica.org/dr.jose.luis.rojas.solis/20.pdf>
- Barreto, M., y Ellemers, N. (2005). The perils of political correctness: men's and women's responses to old-fashioned and modern sexist views. *Social Psychology Quarterly, 68*(1), 75-88. doi:10.1177/019027250506800106
- Bascón-Díaz, M. J. (2014). Adolescencia, género y conflicto. El discurso argumentativo como herramienta de autorregulación. *Boletín de psicología, 110*, 7-19. Recuperado de <http://www.uv.es/seoane/boletin/previos/N110-1.pdf>
- Blake, R. R., y Mouton, J. S. (1970). The fifth achievement. *Journal of Applied Behavioral Science, 6*(4), 413-426. doi:10.1177/002188637000600403
- Briñol, P., Falces, C., y Becerra, A. (2007). Actitudes. En J. F. Morales-Domínguez, M. C. Moya-Morales, E. Gaviria-Stewart, y I. Cuadrado-Guirado (Coords.). *Psicología social* (3a. ed.; Cap. 17, pp. 457-490). Madrid: McGraw-Hill e Interamericana de España.
- Donado-Badillo, M. R. (2010). *Sexismo, rasgos de personalidad y síntomas psicopatológicos en adolescentes colombianos/as* (Tesis doctoral, Universidad del País Vasco, San Sebastián, España). Recuperado de <https://www.educacion.gob.es/teseo/imprimirFicheroTesis.do>
- Etchezahar, E., y Ungaretti, J. (2014). Woman stereotypes and ambivalent sexism in a sample of adolescents from Buenos Aires. *Journal of Behavior, Health & Social Issues, 6*(1), 87-94. doi:10.5460/jbhsi. v6.2.41328
- Expósito, F., Moya, M. C., y Glick, P. (1998). Sexismo ambivalente: medición y correlatos. *Revista de Psicología Social, 13*(2), 159-169. doi:10.1174/021347498760350641

- Fahimi, N., y Tarkhan, M. (2016). The relationship between conflict resolution strategies and adolescent mental health among female high school students. *Journal of Psychology and Behavioral Studies*, 4(6), 209-217. Recuperado de <http://www.jpbsjournal.com/wp-content/uploads/paper132.pdf>
- Ferragut, M., Blanca, M. J., & Ortiz-Tallo, M. (2013). Psychological values as protective factors against sexist attitudes in preadolescents. *Psicothema*, 25(1), 38-42. doi:10.7334/psicothema2012.85
- Garaigordobil, M. (2009). *Evaluación del programa Dando pasos hacia la paz. Informe de investigación*. Vitoria-Gasteiz, España: Servicio Central de Publicaciones del Gobierno Vasco. Recuperado de <http://www.argia.eus/fitx/bestelakoak/bakerako-urratsak.pdf>
- Garaigordobil, M. (2012). Cooperative conflict-solving during adolescence: relationships with cognitive-behavioural and predictor variables. *Infancia y Aprendizaje*, 35(2), 151-165. doi:10.1174/021037012800217998
- Garaigordobil, M. (2017). Conducta antisocial: conexión con bullying/cyberbullying y estrategias de resolución de conflictos. *Psychosocial Intervention*, 26(1), 47-54. doi:10.1016/j.psi.2015.12.002
- Garaigordobil, M., & Aliri, J. (2013). Ambivalent sexism inventory: standardization and normative data in a sample of the Basque Country. *Behavioral Psychology / Psicología Conductual*, 21(1), 173-186. Recuperado de <http://www.funveca.org/revista/PDFenglish/2013/art02.1.21.pdf>
- Garaigordobil, M., y Durá, A. (2006). Neosexismo en adolescentes de 14 a 17 años: relaciones con autoconcepto-autoestima, personalidad, psicopatología, problemas de conducta y habilidades sociales. *Clínica y Salud*, 17(2), 127-149. Recuperado de <http://www.redalyc.org/articulo.oa?id=180613872001>
- Garaigordobil, M., y Maganto, C. (2011). Empatía y resolución de conflictos durante la infancia y la adolescencia. *Revista Latinoamericana de Psicología*, 43(2), 255-266. Recuperado de <http://www.redalyc.org/articulo.oa?id=80521287004>
- Garaigordobil, M., Machimbarrena, J. M., y Maganto, C. (2016). Adaptación española de un instrumento para evaluar la resolución de conflictos (Conflictalk): datos psicométricos de

- fiabilidad y validez. *Revista de Psicología Clínica con Niños y Adolescentes*, 3(2), 59-67. Recuperado de <http://www.revistapcna.com/sites/default/files/16-23.pdf>
- Garaigordobil, M., & Martínez-Valderrey, V. (2015). The effectiveness of Cyberprogram 2.0 on conflict resolution strategies and self-esteem. *Journal of Adolescent Health*, 57(2), 229-234. doi:10.1016/j.jadohealth.2015.04.007
- Glick, P., & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70(3), 491-512. doi:10.1037/0022-3514.70.3.491
- Glick, P., & Fiske, S. T. (1997). Hostile and benevolent sexism: measuring ambivalent sexist attitudes toward women. *Psychology of Women Quarterly*, 21, 119-135. doi:10.1111/j.1471-6402.1997.tb00104.x
- Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109-118. doi:10.1037//0003-066X.56.2.109
- Glick, P., & Fiske, S. (2011). Ambivalent sexism revisited. *Psychology of Women Quarterly*, 35(3), 530-535. doi:10.1177/0361684311414832
- Kerner, I. (2009). Más allá de la unidimensionalidad: conceptualizando la relación entre el racismo y el sexismo (Tr., M. A. Hernández). *Signos filosóficos*, 11(21), 187-205. Recuperado de <http://signosfilosoficos.izt.uam.mx/index.php/SF/article/view/372/356>
- Kimsey, W. D., & Fuller, R. M. (2003). Conflictalk: an instrument for measuring youth and adolescent management message styles. *Conflict Resolution Quarterly*, 21(1), 69-78. doi:10.1002/crq.49
- Laca, F., Alzate, R., Sanchez, M., Verdugo, J., & Guzman, J. (2006). Communication and conflict in young mexican students: messages and attitudes. *Conflict Resolution Quarterly*, 24(1), 31-54. doi:10.1002/crq.156
- Lameiras-Fernández, M. (2004). El sexismo y sus dos caras: de la hostilidad a la ambivalencia. *Anuario de Sexología*, 8, 91-102. Recuperado de <http://www.aeps.es/wp-content/plugins/mycore/files/anuario-8-2004.pdf>

- Lee, T. L., Fiske, S. T., & Glick, P. (2010). Next gen ambivalent sexism: converging correlates, causality in context, and converse causality, an introduction to the special issue. *Sex Roles*, 62(7-8), 395-404. doi:10.1007/s11199-010-9747-9
- Lemus, S., Castillo, M., Moya, M., Padilla, J. L., y Ryan, E. (2008). Elaboración y validación del Inventario de Sexismo Ambivalente para Adolescentes. *International Journal of Clinical and Health Psychology*, 8(2), 537-562. Recuperado de http://www.aepc.es/ijchp/articulos_pdf/ijchp-292.pdf
- Lemus, S., Moya, M., & Glick, P. (2010). When contact correlates with prejudice: Adolescents' romantic relationship experience predicts greater benevolent sexism in boys and hostile sexism in girls. *Sex Roles*, 63(3-4), 214-225. doi:10.1007/s11199-010-9786-2
- Luna-Bernal, A. C. A. (2016 a). Conflict management styles and decision making patterns in Mexican adolescent high-school students. *Indian Journal of Applied Research*, 6(10), 289-291. Recuperado de [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/file.php?val=October_2016_1492166247__85.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/file.php?val=October_2016_1492166247__85.pdf)
- Luna-Bernal, A. C. A. (2016 b). Emotional intelligence and conflict management styles in Mexican high-school students. *International Journal of Scientific Research*, 5(11), 797-798. Recuperado de [https://www.worldwidejournals.com/international-journal-of-scientific-research-\(IJSR\)/file.php?val=November_2016_1492840596__265.pdf](https://www.worldwidejournals.com/international-journal-of-scientific-research-(IJSR)/file.php?val=November_2016_1492840596__265.pdf)
- Luna-Bernal, A. C. A., y De Gante-Casas, A. (2015). Agresión interpersonal y gestión de conflictos en adolescentes: adaptación de la Escala de Tácticas de Conflicto en el contexto escolar. *Revista de Educación y Desarrollo*, 32, 11-20. Recuperado de http://www.cucs.udg.mx/revistas/edu_desarrollo/anteriores/32/32_DeGante.pdf
- Luna-Bernal, A. C. A., y De Gante-Casas, A. (2017). Empatía y gestión de conflictos en estudiantes de secundaria y bachillerato. *Revista de Educación y Desarrollo*, 40, 27-37. Recuperado de http://www.cucs.udg.mx/revistas/edu_desarrollo/anteriores/40/40_DeGante.pdf
- Luna-Bernal, A. C. A., De Gante-Casas, A., y Gómez-Pérez, M. A. (2015). *Violencia escolar y afrontamiento de conflictos en adolescentes de educación secundaria*. Guadalajara, Jalisco (México): Consejo Estatal de Ciencia y Tecnología del Estado de Jalisco (COECYTJAL) y Universidad de Guadalajara.

- Montañés-Muro, P. (2012). Desarrollo del sexismo ambivalente y atractivo de las personas sexistas (Tesis doctoral, Universidad de Granada, Departamento de Psicología Social, Granada, España). Recuperado desde <https://hera.ugr.es/tesisugr/20923867.pdf>
- Muñoz-Rivas, M. J., Andreu-Rodríguez, J. M., Graña, J. L., O'Leary, D. K., y González, M. P. (2007). Validación de la versión modificada de la Conflicts Tactics Scale (M-CTS) en población juvenil española. *Psicothema*, 19(4), 693-698. Recuperado de <http://www.psicothema.com/psicothema.asp?id=3418>
- Olekalns, M. (2014). Natural-born peacemakers? Gender and the resolution of conflict. En P. T. Coleman, M. Deutsch, & E. C. Marcus (Eds.), *The handbook of conflict resolution. Theory and practice* (3rd. ed.; pp. 355-383). San Francisco, California: Jossey-Bass.
- Overall, N. C., Sibley, C. G., & Tan, R. (2011). The cost and benefits of sexism: resistance to influence during relationship conflict. *Journal of Personality and Social Psychology*, 101(2), 271-290. doi:10.1037/a0022727
- Pradas-Cañete, E., y Perles-Novas, F. (2012). Resolución de conflictos de pareja en adolescentes, sexismo y dependencia emocional. *Quaderns de Psicologia*, 14(1), 45-60. Recuperado de <http://www.quadernsdepsicologia.cat/article/view/1041>
- Rahim, M. A. (1983). A measure of styles of handling interpersonal conflict. *Academy of Management Journal*, 26(2), 368-376. doi:10.2307/255985
- Rebollo-Catalán, A., Ruiz-Pinto, E., y García-Pérez, R. (2017). Preferencias relacionales en la adolescencia según el género. *Revista Electrónica de Investigación Educativa*, 19(1), 58-72. doi:10.24320/redie.2017.19.1.1022
- Rodríguez-Castro, Y., Lameiras-Fernández, M., Carrera-Fernández, M. V., y Faílde-Garrido, J. M. (2009). Aproximación conceptual al sexismo ambivalente: estado de la cuestión. *SUMMA Psicológica UST*, 6(2), 131-142. Recuperado de <http://132.248.9.34/hevila/SummapsicologicaUST/2009/vol.6/no2/11.pdf>
- Rose, A. J., Smith, R. L., Glick, G. C., & Schwartz-Mette, R. C. (2012). The role of gender in transformations in adolescent relationships. En B. Laursen, & W. A. Collins (Eds.), *Relationship pathways. From adolescence to young adulthood* (pp. 277-297). Thousand Oaks, California: Sage Publications.

- Ross, R., & DeWine, S. (1988). Assessing the Ross-DeWine Conflict Management Message Style (CMMS). *Management Communication Quarterly*, *1*, 389–413. doi: 10.1177/0893318988001003007
- Rubin, J. Z., Pruitt, D. G., & Kim S. H. (1994). *Social conflict: escalation, stalemate and settlement*. New York: McGraw-Hill Inc.
- Thayer, S. M., Updegraff, K. A., & Delgado, M. Y. (2008). Conflict resolution in Mexican American adolescents' friendships: links with culture, gender and friendship quality. *Journal of Youth and Adolescence*, *37*(7), 783-797. doi:10.1007/s10964-007-9253-8
- Thomas, K., & Kilmann, R. (1974). *Thomas-Kilmann Conflict Mode Instrument*. Palo Alto, CA: Consulting Psychologists Press, Inc.

Appendant 1. Muestra del cuestionario *Conflictalk*

(Kimsey y Fuller, 2003; Laca et al., 2006; Garaigordobil et al., 2016; versión modificada para el presente estudio)

INDICATIONS

You will then find a list of messages given by people in conflict situations. Consider each message and decide how much it resembles what you have said to your classmates in conflict situations. Mark with X a number from 1 to 5 in the boxes to the right, as appropriate.

En situaciones de conflicto...

	A las MUJERES he dicho cosas como esto					A los HOMBRES he dicho cosas como esto									
	Nunca	Rara vez	Algunas veces	Frecuentemente	Siempre	Nunca	Rara vez	Algunas veces	Frecuentemente	Siempre					
1	“¿No te das cuenta de lo estúpido/a que eres?”					1	2	3	4	5	1	2	3	4	5
2	“No se me da bien esto. Simplemente, no sé cómo hacer que te sientas mejor”.					1	2	3	4	5	1	2	3	4	5
3	“¿Qué está pasando? Necesitamos hablar”.					1	2	3	4	5	1	2	3	4	5
4	“No te sirvo de ayuda. Nunca sé qué decir”.					1	2	3	4	5	1	2	3	4	5
5	“Tenemos que concretar eso”.					1	2	3	4	5	1	2	3	4	5