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SELF-DEVALUATION PROCESSES AMONG GAY-IDENTIFIED MEN

A Thesis Presented

by

RICHARD G. RODRIGUEZ

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

MASTER OF SCIENCE

February 1993

Department of Psychology

SELF-DEVALUATION PROCESSES AMONG GAY-IDENTIFIED MEN

A Thesis Presented

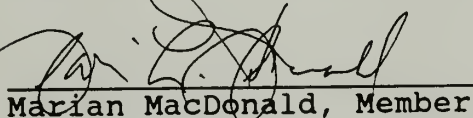
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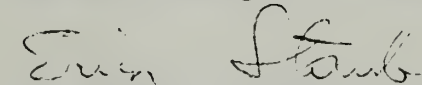
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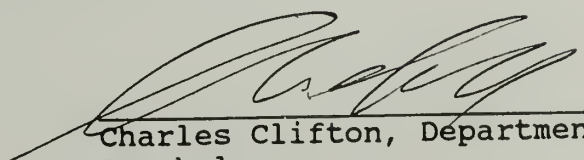
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ABSTRACT

SELF-DEVALUATION PROCESSES AMONG GAY-IDENTIFIED MEN

FEBRUARY 1993

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Prejudice and social stigma affect many, if not all, individuals in this society. For the individual who is stigmatized, the impact of prejudicial behavior and being 'marked' is likely to be crucial in the development of the individual's self description. Among gay men, prejudice may result in a variety of psychological outcomes including the devaluation of oneself as gay and the devaluation of gay others. The purpose of this study is to identify a cognitive self-schema among members of a stigmatized group, gay men. Using a semi-structured interview, self-devaluation processes among twenty-two gay men is empirically assessed. Specifically, it is suggested that self-devaluation among gay men refer to a set of negative attitudes and feelings internalized toward the self as gay, and toward gay others. These include negative beliefs and feelings one thinks others hold and feel toward oneself as gay, negative attitudes and feelings toward the disclosure of being labeled gay, one's suppression of homoerotic feelings and one's elaboration of a heterosexual persona, and the degree of importance and relevance that an

individual places on being gay. Additionally, this study examines the relationship between levels of self-devaluing expressions and global self-esteem, identity integration, gay reference-group identity and gay identity. Results suggest partial evidence for a standardized self-devaluation measure and a reanalysis of the subscales as components of self-devaluation. Comparison group tests revealed trends between high and low self-devaluation. High self-devaluing gay men were less integrated in their identity, placed less importance on their gay reference-group identity, and placed less importance to their gay identity than low self-devaluing gay men. Suggestions for future research on social self-identity evaluations among oppressed individuals are addressed.

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CHAPTER 1

INTRODUCTION

Prejudice and social stigma have a prevailing and an alarming impact in our society, affecting people on individual, interpersonal, group, categorical, societal, and cultural levels. Prejudice affects those who oppress, the 'markers,' and those who are oppressed, the 'marked' (Jones, Farina, Hastorf, Markus, Miller, & Scott, 1984). Prejudice affects those who are givers and receivers of a stigma. Prejudice affects, essentially, every member who has considered themselves, at one point or another, to be a contributor, a victim, or a bystander of discrimination, stigma, marginality, and oppression.

The following investigation addresses self-devaluation as an issue related to prejudice and social stigma. Self-devaluation is perceived as an outcome of discrimination, prejudice, and stigma, and is defined within their context. Selecting gay men as a marginal group for assessing self-devaluation, the present study is an attempt to define and characterize self-devaluation among gay-identified men as it relates to their gay identity and to the stigma directed toward gay-identified people. A methodology for empirically investigating self-devaluation among gay-identified men is provided.

Prejudice and Stigma

Among psychologists, Allport (1954), one of the major contributors to the study of prejudice, defines prejudice as "an avertive or hostile attitude toward a person who belongs to a group, simply because he belongs to that group, and is therefore presumed to have objectionable qualities ascribed to the group" (p. 8). Prejudice can be held by an individual or by many individuals or groups, and can be directed toward an individual or toward a group as a whole. Prejudice must be an attitude (or attribute) that is either favorable or disfavorable. If disfavorable, prejudice usually includes an emotional flavor of contempt and hatred. Prejudice is also related to beliefs about the individual or individuals that are strongly held and overgeneralized i.e. stereotype. Finally, prejudicial behavior provides 'psychological gratification' to the perpetrator, serving as a useful purpose or 'function' for the person who holds them (Allport, 1954, Herek, 1992). For example, a perpetrator who verbally harasses and degrades an individual from a marginal group may gain self-assurance, self-acceptance, a sense of superiority over the marginal group. A perpetrator may also escape a feeling of powerlessness.

Prejudice can be felt or expressed. Expressions of prejudice include antilocution or antipathy, avoidant behavior, verbal assault, discrimination, physical attack, criminalization, and extermination (Allport, 1954).

Prejudice can be expressed in emotional, verbal and physical forms, and can vary in its impact depending on the individuals involved, the circumstances, and the situation at hand. Because of these factors, expressions of prejudice can often be difficult to detect, especially in non-physical forms. It is generally assumed that emotional and verbal attacks of prejudice occur more often than prejudice that is physically threatening. Physical attacks, however, are more likely perceived to have a greater psychological impact on the emotional well being of the victimized individual. The severity of impact on an individual to an expression of prejudice in any form, however, is less clearly understood, and has not been shown empirically to correspond with the levels of prejudicial expression (Garnets, Levy, & Herek, 1992).

Goffman (1963) uses the term stigma to denote an attribute which one individual uses to discredit another. To stigmatize a person implies that a negative attribution has been made which inherently discredits the targeted individual (Jones, et al., 1984). Depending on its breadth and social acceptance, the impact of a stigma on an individual can greatly vary. In general, a social stigma is likely to occur when the following conditions are met: When the mark is not concealed, when it's aesthetically displeasing, and if the mark is socially disruptive (Jones, et. al., 1984).

Prejudice, Stigma, and Self-Hatred (Self-Devaluation)

The learning process in regard to receiving prejudice and acquiring a social stigma is critical to understanding the psychological effects of being 'marked.' Two developmental components in stigmatized individuals are suggested. First, the stigmatized individual develops the normal point of view about one's rejection and retains an acceptance of the status quo (Goffman, 1963). Secondly, the individual learns to cope with the mark and the rejecting treatment from others. A stigmatized individual, for example, learns to 'control' information about one's stigma (Nungesser, 1983, Goffman, 1963).

An individual who is stigmatized will adopt the negative beliefs that others hold and believe are true, and will begin to incorporate those discrediting beliefs into her or his self-regulations (Goffman, 1963). For example, an individual may begin to see her or himself as 'less than normal' or the 'possessor of a failing.' When a stigmatized person gives significance to her or his mark over a period of time, it becomes internalized and integrated into the individual's thoughts, feelings, and behaviors. The self-beliefs and self-evaluations begin to function as part of a self-schema or a cognitive representation that further assists in the processing of social information germane to the self (Jones, et al., 1984, Markus, 1983).

Individuals who internalize self-devaluing beliefs place less value on their own group, including their group's ideals, values and attitudes, and more value on the dominant in-group (Lewin, 1941). This phenomenon was described by Weinreich (1979) in a case study of a 16 year old West Indian male now living in England. The subject's identification with the white native population instead of his own group resulted in rejection of his skin color, and a hostile evaluation of members from his own ethnic group. Inherently, the boy attempted to move as far away as possible from his identified group. Clark and Clark (1947) provided similar findings of self-rejection in studies among black children.

Literature reviewing the victimization of prejudice and social stigma often cite terms such as self-hatred, self-devaluation, or self-derogation, referring to a direct or an indirect outcome among individuals who internalize negative prejudicial beliefs (Allport, 1954, Bettelheim, 1943, Goffman, 1963, Lewin, 1941, Tajfel, 1981, 1982). In 1941, Lewin detailed a phenomenon of 'self-hate' among Jews, that appears at both an individual and a group level. Self-hate at the individual level can be directed both directly or implied against Jews as a group, one's family, oneself, as well as toward Jewish institutions or ideals. Self-hate has also been described as an ego defense (Allport, 1953), characterized as hating oneself and expressed as derogating

one's own group. The term "ambivalence" suggested by Goffman (1963) appears to also reflect self-hatred or the negative attitudes and beliefs one holds toward oneself.

The second component in the learning process is illustrated in an individual's effort to control information about the existence of a mark (Goffman, 1963). Ego defenses such as withdrawal, concealment and passivity appear to reflect an individual's psychological control to deter a stigma (Allport, 1954). "Passing" strategies have also been seen as a way to control information about one's stigma (Goffman, 1963, Plummer, 1975). Goffman (1963) refers to passing as the concealment of "information about one's real social identity, receiving and accepting treatment based on false suppositions concerning the self" (p. 42). Passing behaviors can be used to gain rewards that an individual may not otherwise have access to due to the social stigma. Passing can be seen as a defense mechanism below one's awareness, or it can be used as a conscious coping strategy to manage tension during social contacts. Plummer (1975) also includes avoidant strategies and role distancing as forms of passing, as well as 'information control' - referring to any strategy by the person to prevent others from knowing or discovering one's 'true' identity.

Passing behaviors are typically characterized as an individual's response to stigma and discriminatory behaviors. Similarly, passing has been suggested to

precipitate and augment the maladjustment of a stigmatizing individual, continuing to foster further psychological consequence. For example, in trying to manage information about a failing, a passer believes she or he must display not a 'true' self, but a facade to win acceptance by others. A 'false self,' characteristic of those who feel threatened from the pressure to develop according to the needs of others (Winnicott, REF), is translated as both a defense and a direct consequence of the bind that individuals face because of their difference. Goffman (1963) reported four maladaptive characteristics in individuals who pass or present a false self. First, an individual is always at a high level of anxiety, not knowing when, or if, her or his mark will be discovered at any time. Second, a passer will feel alienated by the group the passer wishes to be apart of, and will suffer from feelings of 'disloyalty and contempt' of one's own group. Third, an individual who passes will be hypersensitive and extremely vigilant to all aspects of a social situation that others may normally take for granted, causing distraction and thereby distancing her or himself from others and the situation without awareness. Finally, an individual is likely to feel isolation and alienation to the world and to those around her or him (Goffman, 1963).

Social Stigma, Self-Devaluation, & Self-Esteem

The distinction between self-devaluation, self-derogation, self-hatred and self-esteem is unclear. The term self-esteem is currently used interchangeably with self-devaluation among clinicians and mental health workers to refer to an individual's feelings toward him or herself. Self-esteem is thought of as a unidimensional construct and as a global construct (O'Brien & Epstein, 1988), again making it less clear. To clarify one distinction, researchers define self-derogation or self-devaluation as a component of low self-esteem (Harder, Strauss, Kokes & Ritzler, 1984, Kaplan & Pokorny, 1969). For the purposes of this study, global self-esteem assesses the evaluation of the self as a whole and feelings of self-worthiness (Rosenberg, 1965, O'Brien & Epstein, 1988). Self-devaluation, on the other hand, is defined as a negative evaluation of the self with reference to a social group and as a specific self-identified evaluation. Self-devaluation is conceptually restricted to one specific dimension of the self, whereas self-esteem is an affective evaluation of a global or multidimensional identification of the self (O'Brien & Epstein, 1988).

The relationship between self-esteem and self-devaluation is also unclear. Measures of collective self-esteem or evaluations of one's group or category and global self-esteem are moderately related in a positive direction

(Crocker & Luhtanen, 1990). However no known evaluatory measure of the self defined with reference to a group or category has been developed.

Perspectives such as reflected appraisals, self-fulfilling prophecy and social-identity theory strongly assert that individuals who are stigmatized and discriminated against present with lower self-esteem than those individuals who are not stigmatized or discriminated against (Crocker & Major, 1989, Tajfel & Turner, 1986). However, in studies measuring global self-esteem among stigmatized groups and non-stigmatized groups, the prediction that members of stigmatized groups have less self-esteem than members of non-stigmatized groups is not supported (Crocker & Major, 1989, see Savin-Williams, 1990 for a review of self-esteem and homosexuality).

Another option in assessing self-evaluatory properties among socially stigmatized groups is to study the self-evaluation of individuals with reference to their stigmatized group: self-devaluation. Differences in levels of self-esteem among or within oppressed groups, for example, may be demonstrated by assessing the relationship between self-devaluation, self-esteem, and social stigma. Hypothetically, socially stigmatized individuals who lack self-protecting properties (Crocker & Major, 1989) will appear less psychologically adjusted, showing high levels of self-devaluation and moderately low self-esteem.

Gay Members as a Stigmatized Group

To describe a group, a community, or a minority in society victimized by overwhelming accounts of prejudice, social stigma, and discrimination by members from both outside and within that group, gay men and lesbians are likely to overqualify for this description. Recent reports and survey studies have documented numerous accounts of discriminatory behaviors or hate crimes directed at gay men and lesbians because of their sexual orientation and/or perceived homosexual identification (NGLTF, 1991, 1990, Comstock, 1989, von Schulthess, 1992). Citing surveys of anti-gay and lesbian harassment reported from 1977 through 1991, Berrill (1992) documented a summary of widespread violence and harassment throughout the United States. The reported rates of victimizations included 80% who were verbally harassed, 44% threatened with violence, 33% chased or followed, 25% pelted with objects, 19% experienced vandalism, 17% physically assaulted, 13% spat upon, and 9% assaulted with an object or weapon (p.20).

For psychologists, it is an assault on all victimized individuals to remain indifferent to the importance of identifying, understanding and treating the negative impact that anti-gay prejudice, discrimination and stigma have on lesbians and gay men. Researchers and clinicians addressing issues for lesbians and gay men in the coming out process identify psychological conflict due to their own anti-gay

prejudicial beliefs and assumptions (Stein & Cohen, 1984, Malyon, 1982, Margolies et al, 1987). Widely held beliefs include, for example, that lesbians and gay men are immoral, perverted, sick, mentally ill, that lesbians and gay men are less feminine and masculine respectively and should not enjoy the same privileges that heterosexual women and men do (Malyon, 1982, Nungesser, 1983).

From a social constructionist position (Foucoult, 1978, Plummer, 1981), an individual will be attributed the status of social stigma if a definition of gay or lesbian takes place, given the cultural meanings, social constructions, widely shared ideas and strong held beliefs about homosexuality. An individual will be unable to escape the interpretations and valuations placed upon him or her after self-definition takes place (Fein & Nuehring, 1981). Plummer (1975) refers to this point in stating that "indeed, some of the primary attributes of homosexuality are derived from its stigmatizing properties" (p. 132).

There are some striking differences between members of the gay community and members of other stigmatized and hated groups. First, gay-identified individuals are more easily identified as a 'concealable' group. There appear to be no known evident physical features or traits that identify gay men and lesbians from heterosexuals. The invisibility of gay-identified individuals is perhaps one of the most important dimensions of their social stigma. Second, there

is usually no physical intrusion, disruption, or interference in social or situational interactions because of one's 'gayness.' The effects of homosexuality or homosexual behavior do not directly impact everyday social situations. Third, disclosing one's gay identity is usually controlled by the individual, however, it is not necessarily confined to the individual (e.g. outing). Fourth, there is no time limit or set time when an individual identifies him or herself as gay. For some, that time can occur during childhood, adolescence, adulthood, or late in life. Finally, the terms 'gay,' 'lesbian,' 'homosexual,' or 'homosexuality,' or any term defining oneself other than a heterosexual are emotionally and pejoratively engraved in this society.

Theoretically, gay-identified men and women experience a multitude of concerns, problematic reactions, psychic trauma from anti-gay prejudice, discrimination and stigmatizing behaviors. The 'self' as gay, constantly threatened by hostility and attack, is consequently under extreme duress. For gay-identified individuals, social and psychological consequences commonly associated with prejudice and social stigma include self-hatred, the devaluation of one's own group (Allport, 1954, Bettelheim, 1943, Lewin, 1941), anxiety (Goffman, 1963, Plummer, 1975) and psychological distress (Malyon, 1982). Additionally, levels of self-esteem and identity congruency among gay-

identified individuals who experience high levels of self-devaluation is presumably low (McDonald, 1984).

A current wave of literature is available recognizing self-devaluation among gay-identified individuals, also addressed as 'internalized homophobia,' in articles addressing issues of psychotherapy among gay-identified individuals (Malyon, 1982, Margolies, et al, 1987), in articles focusing on the 'coming out' issues of gay men and lesbians (Dank, 1979, Minton & McDonald, 1984, & Weinberg, 1983), and in articles about oppression (Pharr, 1988). Self-devaluation would most likely imply a process of internalizing homophobia, the adoption and incorporation of negative beliefs and attitudes ascribed to homosexuality by gay and lesbian individuals (Margolies, et al., 1987). Psychodynamically, the internalized "homophobic content becomes an aspect of the ego, functioning as both an unconscious introject, and as a conscious system of attitudes and beliefs...it influences identity formation, self-esteem, the elaboration of defenses, patterns of cognition, psychological integrity, and object relations" (Malyon, 1982, p. 60).

A gay-identified individual with internalized homophobia expresses her or himself in isolation, self-abuse, hatred toward other gay individuals, reaction formation, projective defenses, and controlling and 'passing' behaviors (Allport, 1964, Malyon, 1982). The

individual is likely to experience psychological distress such as anxiety from fear of discovery about one's homosexuality, low self-esteem and low self-worth, poor adjustment and poor identity integration (Malyon, 1982, Margolies, et al., 1987, McDonald, 1984, Pharr, 1988, Plummer, 1975).

Previous attempts to develop psychological assessment instruments on internalized homophobia (i.e. Herek, 1984, Hudson & Rickets, 1980) support the ability to quantify homophobia empirically. Normative samples, however, were drawn exclusively from a heterosexual-identified population. Standard norms based on heterosexual samples do not provide accurate norms for gay samples nor do they reflect comparable attitudes and beliefs. Many measures (Herek, 1984, MacDonald & Games, 1974, Millham, San Miguel & Kellogg, 1976) include statements about homosexuality which reflect strong negative attitudes e.g. "Homosexuals are sick." Non-gay individuals are likely to respond to such statements than are gay persons. Gay-identified individuals, who more or less have begun the process of coming to terms with their sexuality, would tend to discount extreme antigay statements. Additionally, individuals who feel negative about themselves are likely to respond to extreme statements defensively to suppress feelings of self-hatred.

One standardized self-reported instrument developed by Nungesser (1979) was used to assess the attitudes and beliefs about homosexuality by gay men. The Nungesser Homosexual Attitudes Inventory (NHAI) consists of statements about one's homosexuality, attitudes toward other gay individuals, and attitudes toward one's disclosure about being gay. Gay individuals scoring high on the NHAI feel positive about being gay and positive about other gay men, and are not overly concerned about a gay disclosure. A gay person who has low NHAI scores is dystonic about their homosexuality, and feels negative about other gay men. In addition, a person with a low score is highly concerned about his or her disclosure. The NHAI was found to be correlated to several behavioral and demographic measures including the degree of passing, disclosure, age, socialization with gay others, the number of positive gay experiences, the number of pejorative reactions from others to being gay, and the degree of exaggerated effeminate expressions (Nungesser, 1983, McDonald, 1984).

The NHAI is limited in that it measures strictly attitudes held by gay-identified individuals. It does not assess behavior components nor does it assess feelings of self-loathing. The NHAI was developed in the late 1970's and uses words which appear dated for that particular time (e.g. homosexual vs. gay), and many statements were based on false stereotypical beliefs about gay men that currently are

considered offensive (e.g. male homosexuals are overly promiscuous). To date, no other measure has been developed to assess self-devaluation among gay individuals. In fact, to my knowledge, there has been no developed measure on self-devaluation among any stigmatized population.

Purpose of the Study

The present study attempts to identify a cognitive self-schema of devaluation in members of a socially stigmatized group. Specifically, a description of self-devaluation among gay-identified men is assessed using a newly developed clinical instrument.

Conceptually, self-devaluation among gay-identified men is a process whereby an individual internalizes negative attitudes and beliefs about homosexuality (heterosexism as a whole system), while identifying the self, or a part of the self, as part of that system which is stigmatized (ie. self-identified as homosexual or gay). The devaluing content becomes a facet of one's ego, and functions at both a conscious level, and below one's awareness. As part of the unconscious material, it is expressed as defense mechanisms (Malyon, 1981/82, Margolies, et al. 1987), while at a conscious level, it is expressed as a system of attitudes, beliefs, and accompanying behaviors. It is also seen as part of, and/or depicted in, the individual's psychological distress e.g. anxiety and identity incongruency.

Following from above, a representation of gay self-devaluation is proposed. Self-devaluation in gay men refers to that set of negative attitudes and feelings internalized toward the self as gay and toward gay others. These include negative beliefs and feelings one thinks others hold and feel toward oneself as a homosexual, negative attitudes and feelings toward the disclosure of being known as gay by others (Nungesser, 1979), one's suppression of homoerotic feelings and elaboration of a heterosexual persona ie. passing, and the extent to which one's 'gayness' is relevant in any situation.

Hypotheses

In addition to identifying levels of self-devaluation among gay men through the use of a new interview measure, the relationship between self-devaluation and self-esteem, identity integration, gay reference-group identity, and gay-identity is explored. Specifically, it is suggested that:

1. High self-devaluing gay men will have lower levels of global self-esteem than gay men with less self-devaluation.
2. High self-devaluing gay men will be less integrated in their identity than gay men with less self-devaluation.
3. Low self-devaluing gay men will hold a stronger gay reference-group identity than high self-devalued gay men.
4. Low self-devaluing gay men will hold a stronger gay-identity than high self-devalued gay men.

CHAPTER 2

METHOD

Subjects

22 subjects were recruited for the present study. Selection criteria of subjects included being male over the age of 18 and self-identified as gay or homosexual for a period of at least one year. The following procedures were used to recruit subjects: 1) The researcher attended meetings, rap groups, dances, and sponsored gatherings by gay and lesbian groups at universities and local community groups around the Amherst area of Massachusetts. The researcher identified himself as a gay psychology graduate student, and briefly described the nature of the study. All individuals were handed a contact sheet and asked to call the researcher if interested in participating. 2) subjects were recruited through the use of extended friendship networks ie. snowball sampling. All subjects will be collapsed into one group if no significant differences emerge on variables used in the study between different sampling methods.

This particular population was selected for the present investigation because of their unequivocal status as a stigmatized group. To increase sample homogeneity, gay self-identification is used as an inclusion criteria to omit those who have not fully dealt with many psychological conflicts in the "coming out" process. Additionally, the

characteristics of discrimination and social stigma directed toward women were not assumed to be compatible to or interpreted in the same way as those characteristics directed toward men. Subsequently, lesbians were excluded for the present investigation.

Experimenters

In addition to the examiner (myself), two research assistants were recruited as both interview transcribers and raters. They were selected through usual university procedures for obtaining undergraduate research assistants.

Data Collection

Data were collected from an in-person interview and paper and pencil measures taken at the time of the interview. The meeting time was divided into four sections covering an hour and a half: the administration of paper and pencil measures included a self-esteem measure, an identity integration measure, a pre-test anxiety measure, a modified Kaplan-Pokorny self-derogation scale (Kaplan & Pokorny, 1969), a reference group identity scale, sentence completion items, and the Nungesser Homosexual Attitudes Inventory (NHAI) (Nungesser, 1979); a forty minute semi-structured interview was administered to assess gay self-devaluation; a mood induction exercise followed to examine the interview's validity; and further standard measures were administered including a post-test anxiety measure, a demographic questionnaire, and a subject evaluation form.

Experimental Procedures

After receiving a contact sheet from the experimenter, all subjects interested in being interviewed were asked to call and arrange a meeting time with the examiner. At that time, subjects were given instructions and were told where the interview was held. Interviews were held on campus in the psychology department for subjects recruited through non-snowball sampling. For participants who were recruited from snowball sampling, interviews generally took place in private homes with guaranteed seclusion and privacy.

At the beginning of the meeting, the examiner again briefly described the nature of the interview, answered any questions about the study, and gave the subject a consent form to sign. Following consent, the subject completed the first set of measures, including the GSE and IDN combined, the AACL to estimate a baseline of the subject's mood state, the self-derogation scale, the reference-group identity scale, sentence completions, and the NHAI. Upon completion of the first set of measures, the examiner started tape recording and the self-devaluation interview began.

Following the interview, an imagery technique (Wright & Mischel, 1982) was used to induce a temporary mood state in the subject (Martin, 1990). The interviewer instructed the subject with the following: "In the next few minutes, I would like you to think about the first question that I asked you, which was 'How do you feel about being gay?'

During these next few minutes, without answering, I would like you to reflect on those feelings about being gay, and to let yourself experience those feelings about being gay." Each subject was asked to undergo his emotional experience to being gay, and then asked to complete a second AACL measure immediately following the induction. The induction of mood states is a technique which has been used in other studies that also assess self reported mood, including anxiety, depression, and hostility (Hale & Strickland, 1976, Martin, 1990). The subject was then asked to complete a demographic questionnaire and the evaluation form. The examiner responded to any questions, concerns, or feedback that the subject had about the interview or any other aspect of the study. Each subject was thanked for their participation, and was given a referral source for any concerns raised by the interview or related issues.

Instruments

Self-Devaluation Interview

Theoretical considerations required a self-devaluation measure that adequately reflect each proposed representation of the self identified or defined as "Gay." A one-to-one interview technique was chosen to define each subcategory without placing gross restrictions on subject responses. The clinical interview also provided topic sensitivity, a relaxed setting, and a non-threatening environment to partly alleviate subject ego defenses.

The interview was conceived from pilot data and a review of the literature. The interview items were derived after formulating and extracting beliefs about self-devaluation from the literature review. An exploratory investigation using six pilot subjects was employed early in the study which devised and standardized the interview.

The interview measure consists of 20 items measuring the following proposed subcategories of self-devaluation:

- 1) The degree of negative attitudes and feelings about oneself as gay-identified. (three items)
- 2) The degree of negative beliefs and feelings one thinks others hold and feel toward oneself as gay. (five items)
- 3) The degree of negative attitudes and feelings toward the disclosure of being labeled gay. (four items)
- 4) Degree of passing. (three items)
- 5) The degree of importance and relevance that an individual places on being gay. (three items)
- 6) The degree of negative attitudes and feelings about gay-identified others and homosexuality. (two items)

The interview consisted of 20 open-ended, short answer and closed-ended questions. Probes were used if an individual did not respond to the question, or responded to part of the question. The interview was semi-structured, and the time to complete the interview took generally between 35 to 45 minutes. The interviewer's task was to ask all questions accordingly, collect as much information for

each question using probes when necessary, and to keep a focus on the nature of the interview and the question asked. All interview data was tape recorded with the consent of the subject.

Global Self-esteem

A measure of global self-esteem employed in the study was adapted by O'Brien and Epstein's (1988) Multidimensional Self-Esteem Inventory (MSEI). The original subscale of Global Self-esteem (GSE) is comprised of 10 items, half containing positive evaluations and the other half containing negative evaluations. The possible range of scores are from 10 to 50. Those individuals scoring high on global self-esteem have been characterized by O'Brien and Epstein as being pleased with self, feeling significant as a person, self-confident, pleased with the past, and expects future successes. Conversely, those scoring low on GSE suggest individuals who are self-critical, dissatisfied with self, feels insignificant as a person, self-doubting, displeased with past, and expects future failures.

Norms have been established on the MSEI, including data on the GSE subscale. All subjects in the normative sample were undergraduate volunteers who received experimental course credit for their participation. The validity and reliability of the MSEI has been strongly supported by O'Brien and Epstein and are reported elsewhere (See O'Brien & Epstein, 1988).

Identity Integration

A measure of identity integration (IDN) was also derived from O'Brien and Epstein's MSEI (1988). The 10 item subscale assesses the degree of one's sense of identity integration, and self-experience, as well as the capability to which these experiences can be integrated into the self-concept (O'Brien & Epstein, 1988). The scale contains both positive and negative evaluations, and has a range of scores between 10 and 50. Individuals scoring high on this scale appear to have a clear sense of identity, know who they are, know what they want out of life, have well defined long-term goals, and have an inner sense of cohesion and integration of different aspects of self-concept. Low scores on this scale suggest confusion, lacking a sense of identity and purpose, unsure what he or she wants out of life, has no long-term goals, and has much inner conflict among different aspects of their self-concept.

Norms have been provided on the IDN by O'Brien and Epstein as well as the validity and reliability of the subscale (O'Brien & Epstein, 1988). All subjects in the normative sample were undergraduate volunteers who received experimental course credit for the participation. On a total of 298 males, the mean was 33.95 with a standard deviation of 6.56.

Anxiety Scale

Subjects were asked to complete the Anxiety Adjective Checklist (Zuckerman & Lubin, 1967) prior to the interview, and then again following the interview. Differences in pre- and post test scores were used to help support the validity of the interview measure. The AACL consists of 11 adjectives of anxiety state which are scored if checked, and 10 additional adjectives of nonstate anxiety which are scored if nonchecked. Both checked anxiety state and nonchecked nonstate anxiety items are then summed together to determine the total score. The scores range from 0 to 21, where a high score reflects high anxiety.

Self-Derogation Scale

A modified version of the Kaplan-Pokorny Self-Derogation scale (1969) was administered to subjects to obtain a validity index measure of the self-devaluation interview. The scale is comprised of 7 items derived from Rosenberg (1965) and reflect the degree to which an individual experiences negative self-feelings. Subjects responded to a four point Likert-type scale ranging from "strongly agree" to "strongly disagree." Subjects with high scores reflect low self-derogation, whereas subjects with low scores reflect individuals with high self-derogation or who experience many negative self-feelings. Scores were assigned a weight of 2 to items 1, 6, and 7 and a weight of 1 to the remaining items. The differential weighting was

suggested by Kaplan and Pokorny (1969) in their earlier analysis. The total range of scores for the scale is from 0-30, with each item scored from 0-3 for single-weighted items and 0-6 for double-weighted items (Harder, Strauss, Kokes, & Ritzler, 1984, Kaplan, 1975).

Reference-Group Identity

A measure was developed to assess the subjects degree of strength to self-reference in an in-group, particularly to the "gay community." A reference-group identity is what an individual uses to identify her or himself with respect to a particular group. Subjects were asked to list five reference-group identities. After each listing, subjects were then asked to rate the identity from 1 through 10 to indicate their degree importance. For example, a reference-group identity that is 'extremely important' will receive a rating of 10 while an identity that is 'not at all' important will receive a rating of 1. Subjects were asked to rate all reference-group identities listed.

Since all respondents identified 'gay' or the 'gay community' as one of their reference groups, a gay reference-group identity score was computed by ranking the rate of reported importance to the gay reference-group identity with the rate of reported importance to the other reference-group identities listed. The range of possible rankings is from 1.00 to 5.00, where low scores indicate high importance of one's identification with the gay

community and high scores generally reflect less importance of one's identification with the gay community.

Sentence Completion.

The next written section designed as a projective technique was developed to also assess the subject's degree of gay self-devaluation. Subjects were asked to complete six unfinished sentences about their sexual orientation, gay men, disclosure and passing behaviors. Subject responses were determined by the interviewer and designated either as a positive evaluation or a negative evaluation. Responses suggesting a positive evaluation were then coded 0 and responses reflecting a negative evaluation were coded 1. A total score was computed by summing the scores for each sentence. The range of scores is from 0 to 6, where a score of 0 reflects low gay self-devaluation and a 6 suggest a high degree of gay self-devaluation.

Nungessor Homosexual Attitudes Inventory

The NHA I (Nungessor, 1979) is constructed in a Likert-type paper and pencil instrument which measures attitudes toward oneself and attitudes toward group identification as a homosexual. Because it distinguishes those homosexual males who feel positively about their homosexuality from those who do not, the NHA I was utilized as a validity index for the self-devaluation measure. The NHA I is comprised of 34 items which, broken down into three subscales, include attitudes toward the self as a homosexual; attitudes toward

homosexuality and male homosexuals; and attitudes toward the fact of one's own homosexuality being known by others.

The NHAI is worded so that half the statements contain a negative evaluation while the others contain positive evaluations. In scoring, responses to negative items are added, the sign of sum reversed, and added to the sum of positive statements. The possible overall sum score range is from 34 to 170. According to Nungesser, high scores indicate positive attitudes toward homosexuality and low homophobic prejudice. Similarly, low scores indicate negative attitudes toward homosexuality and high prejudice.

Two reliability coefficients were obtained by Nungesser to establish the reliability of the NHAI. Cronbach's alpha for the full scale and for all subscales ranged from .67 to .95, while the standardized item alphas ranged from .68 to .94. In addition, item subscale correlation coefficients were computed to estimate the degree to which each item correlated to each subscale score. The range of coefficients ranged from .14 to .82. Age differences and developmental changes, contrasted group comparisons, and behavioral referents obtained by Nungesser (1979) and Sommers (1982) all support the validity of the NHAI.

Demographic Information

A demographic information sheet was administered to all subjects in the study. It included questions about age, education, income, ethnicity, religion, marital status, and

family background. Additionally, a single score was calculated using two items from the demographic information to determine a 'gay-identity' score. Subjects were asked how strongly they identify themselves 'as belonging to the gay community?' and 'how active or involved they were within the gay community?' An index measure was determined by standardizing and summing the scores from both responses which were based on a 7-point Likert-type scale ranging from "not at all" or "not at all involved" to "extremely" or "extremely involved." High scores indicated a strong identification to and a greater involvement in the gay community.

Subject Evaluation Form

Following the administration of the experimental protocol, subjects were asked to fill out a 6 item questionnaire evaluating their experience of the interview. Subjects were asked about the openness and honesty of their answers and about their level of discomfort to the questions in the study. Each subject also was ask to respond on a Likert-type scale indicating whether they "strongly agree" or "strongly disagree" to statements about the sensitivity of the interviewer and the comfort level of interview technique. Further space was provided for additional comments and feedback.

Reliability and Validity

Reliability properties were demonstrated utilizing inter-item consistency coefficients which measure consistency of responses to all items. An Inter-rater reliability coefficient also was calculated to determine the degree of reliability between raters.

Three procedures were used to determine the validity of the self-devaluation measure. Reliability coefficients were tabulated for the interview and the NHAI, and for the interview and the Kaplan-Pokorny scale to establish convergent validity. In addition, construct validity was demonstrated by correlating subject self-devaluation scores with level of distress measured by the differences between pre and post-test anxiety scores from the AACL.

CHAPTER 3

RESULTS

Descriptive Statistics

Demographic Data

Table 1 presents demographic data for all 22 subjects. In general, age span was surprisingly broad, ranging between 21 and 59 with a mean of 32. By contrast, 82% of the subjects described their racial/ethnic background as White/Caucasian, 14% of the subjects reported their ethnic background as Asian-American, and one subject reported a Native American background. All subjects reported at least some college education, with 36% reporting either completion or attendance in a graduate or a professional school. Among those currently not enrolled in school ($n = 14$), 79% of subjects held either professional or semi-professional positions and reported annual income levels ranging between \$8,000 to \$40,000 or more. Thirty-six percent of non-enrolled subjects indicated an annual income of \$32,000 or more, and 57% of non-enrolled subjects reported annual incomes between \$16,000 and \$32,000.

Fifty percent of the subjects described themselves as religious. Forty-one percent identified themselves either as Protestant or Catholic, and over a third reported having no religion. When asked about the area or community in which they grew up, 18% of subjects reported growing up in a farm or rural community, 55% of subjects reported growing up

Table 1
Demographic Data
(N = 22)

Variable	%
<u>Age</u>	
18 - 24 years	27%
25 - 32 years	37%
33 - 40 years	18%
41 - 59 years	18%
<u>Race</u>	
White/Caucasian	82%
Asian-American	14%
Native American	4%
<u>Education</u>	
Some College	32%
Completed Undergraduate	32%
Some Graduate/Professional School	13%
Completed Graduate/Professional School	23%
<u>Occupation</u>	
Student	36%
Professional/Semi-professional	50%
Non-professional/Blue Collar	14%
<u>Income</u>	
Less than 8,000	27%
8,000 - 15,999	14%
16,000 - 23,999	18%
24,000 - 31,999	18%
32,000 - 39,000	14%
40,000 or more	9%

Continued next page

Table 1 (Cont.)

Variable	%
<u>Religious?</u>	
Yes	50%
No	50%
<u>Religion</u>	
Protestant	29%
Catholic	14%
Jewish	-
Other	19%
None	38%
<u>Community growing up</u>	
Farm/rural community	18%
Small town	36%
Large town	18%
Small city	14%
Large city	14%
<u>Sexual Orientation</u>	
0 = Exclusively Homosexual	82%
1 = Predominantly Homosexual	18%

in a town, and 27% reported growing up in a city. Finally, all subjects identified themselves either as exclusively homosexual '0' (82%) or predominantly homosexual '1' (18%) based on the Kinsey scale reflecting sexual orientation, indicating a strong homosexual orientation classification among subjects.

Descriptive Statistics of the Self-Devaluation Measure

To maximize standardization in scoring the data, all twenty-two interviews were transcribed. Scoring for the self-devaluation interview (SDI) was completed by classifying responses to all items for half the subjects into three distinct categories indicating low, mixed, or high levels of self-devaluation (see Appendix F). Subject responses reflecting a positive evaluation or low self-devaluation received a score of '1.' Subject responses that were mixed, or gave comparative responses such as "it depends" and "sometimes" received a score of '2.' Subject responses reflecting a negative evaluation or self-devaluation were scored '3'.

Responses for all twenty items were coded in a similar format. One rater was used to code SDI responses for all 22 subjects. Another rater was used to code responses from five randomly chosen subjects to test the rate-reliability of the coding. A percentage of agreement among the two raters of codes assigned to each item on the SDI from these five subjects was computed to yield an agreement of 88% for

all items combined, indicating a highly reliable standard coding scheme.

Percentages of subject responses for the twenty items of the SDI are presented in Table 2. In general, subjects responded to most items in a positive direction, indicating positive self-evaluations and low levels of self-devaluation among the group of subjects. Scores for all twenty items were summed to compute a total score for each subject. The group mean computed for the SDI was 31.00 ($s = 5.09$) with subject scores ranging from 21.00 to 44.00.

A primary purpose of this study was to identify self-devaluing processes among gay-identified men. Several striking outcomes presented in Table 2 are worth noting. First, 81% of the subjects responded that they felt positively about being gay (item 1). Similarly, 85% of the subjects felt more positive about being gay and 'better adjusted' than most other gay men they know (item 2). Seventy percent of subjects placed great importance on their homosexuality (item 16), and 53% of subjects felt very comfortable about the nature of homosexuality (item 19).

Forty-three percent of these same individuals, on the other hand, reported that they considered themselves to hold homophobic attitudes and beliefs (item 3). Similarly, only 19% of subjects reported feeling very comfortable or generally comfortable around gay people (item 20). While all subjects believed that to disclose one's gay identity

Table 2
Self-Devaluation Interview (SDI) Responses
(N = 22)

SDI Items	SDI Responses (%)		
	Positive (Low SDI)	Mixed	Negative (High SDI)
1. How do you feel about being gay?	81%	14%	5%
2. Relative to other gay men you know, how do you feel about being gay?	85%	10%	5%
3. Do you hold any homophobic attitudes or beliefs?	38%	19%	43%
4. How do you think your family feels about your homosexuality?	28%	39%	33%
5. How do you think your straight friends feel about your homosexuality?	53%	21%	26%
6. How do you think your boss/teachers feel about your homosexuality?	35%	41%	24%
7. How do you think your relatives feel about your homosexuality?	23%	62%	15%
8. What about general acquaintances. How do you think they feel?	38%	31%	31%
9. Do you mind or would you mind if others knew you were gay?	57%	33%	10%
10. How important is it for you to disclose/conceal that you're gay?	37%	63%	0%

Continued next page

Table 2 (Cont.)

SDI Items	SDI Responses (%)		
	Positive (Low SDI)	Mixed	Negative (High SDI)
11. Does anything stop you from telling people that your gay?	21%	47%	32%
12. Have you ever avoided gay people or talking about gay issues with your family or straight friends?	38%	19%	43%
13. Have you ever pretended not to be gay?	33%	10%	57%
14. Do you ever feel that you sometimes lead a double life?	62%	24%	14%
15. Do you sometimes try to hide your sexuality by acting differently, or doing things you don't normally do?	74%	13%	13%
16. How important is your homosexuality to you?	70%	30%	0%
17. Do you feel it is relevant in all situations?	56%	13%	31%
18. Have you ever made an extra effort to act gay?	40%	55%	5%
19. How comfortable/uncomfortable are you about homosexuality?	53%	33%	14%
20. How comfortable/uncomfortable do you feel around gay people?	19%	76%	5%

was important or that it was 'not at all' important to conceal one's gay identity (item 10), 43% of subjects have avoided gay people or discussing gay issues in front of family or straight friends (item 12), 57% of subjects have recently pretended not to be gay (item 13), and 13% of subjects sometimes try to hide their sexuality by acting differently, or avoid usual behavior that might be considered stereotypically gay (item 15).

Five of the questions asked about the negative perceptions that significant others hold about the individual's homosexuality (items 4-8). Roughly one-fourth of the subjects reported that their straight friends felt negatively about the subject's homosexuality, a fourth reported that bosses and teachers felt negatively about the subject's homosexuality, and a third reported perceiving negative feelings from their families. Beliefs about the feelings of relatives toward an individual's homosexuality were highly mixed (62%), and beliefs about the feelings of 'general acquaintances' toward the individual's homosexuality were roughly equal in distribution, with a tendency to believe that others hold positive feelings about one's homosexuality (38%).

Descriptive Statistics of Psychological Variables

Table 3 presents means, standard deviations, and ranges for scores from all 22 subjects on global self-esteem, identity integration, self-derogation, reference-group

Table 3
Descriptives of Psychological Variables
(N = 22)

Variables	# of items in scale	Mean	(S.D.)	Range
<u>Global</u>				
<u>Self-Esteem (GSE)</u>	10	37.64	5.28	29 - 50
<u>GSE Norms</u>	10	34.56	6.63	28 - 40
<u>Ident. Integration (IDN)</u>	10	38.36	5.41	25 - 46
<u>IDN Norms</u>	10	33.95	6.56	27 - 39
<u>Self-Derogation (SDI)</u> ¹²	7	23.00	3.56	18 - 28
<u>Reference-Group</u>				
<u>Identity</u> ²	5	2.50	1.32	1.0 - 5.0
<u>Gay Identity Score</u> ²	2	5.25	1.10	2.0 - 6.5
<u>NHAI Total</u>	34	141.00	13.5	123 - 164
<u>NHAI Total Norms</u>	34	140.00	17.0	-
<u>NHAI Scale 1</u>	10	42.00	5.33	31 - 50
<u>NHAI Scale 1 Norms</u>	10	37.00	6.0	-
<u>NHAI Scale 2</u>	10	42.00	4.27	35 - 38
<u>NHAI Scale 2 Norms</u>	10	43.00	4.0	-
<u>NHAI Scale 3</u>	14	56.00	7.56	38 - 70
<u>NHAI Scale 3 Norms</u>	14	50.00	3.5	-

¹ (n = 19)

² (Variables do not have normative data)

identity, gay identity, and the homosexual attitude inventory. The mean score computed for global self-esteem among study participants is significantly greater than the normative mean score for males ($\bar{z} = 3.15$, $p < .01$). Sixty-eight percent of study subjects fell between the normal range of scores for global self-esteem, while the remaining 32% fell above the normal range, reflecting higher levels of global self-esteem.

The mean score computed for identity integration among the group of subjects is also significantly greater than the normative mean score for males ($\bar{z} = 2.17$, $p < .05$). Roughly 9% of subjects scored below the normal range, indicating poor identity integration, while 55% of subjects in the study scored in the range that indicated levels of high identity integration.

The mean score computed for self-derogation was 23.00 ($\bar{s} = 3.56$) with a range from 18 to 28. Among those who completed the SDS measure ($n = 19$), 32% of subjects, those falling one standard deviation below the mean, experience high self-derogation, whereas 21% of subjects, those falling one standard deviation above the mean, experience low levels of self-derogation.

In general, the group of subjects ranked 'gay reference-group identity' high compared to four self-reported reference-group identifications ($\bar{M} = 2.5$). Specifically, over 63% of subjects indicated that they place

a higher degree of importance on identifying with the gay community when compared to other group identities.

Similarly, 23% of subjects indicated that they place less importance on identifying with the gay community when compared to other group identities.

A 'gay identity' score was computed from two questions which asked about the individual's identification with and involvement in the gay community. An index measure was determined by summing the scores from both responses and dividing by 2 to obtain their mean score. Subject scores are presented in Table 3, including the combined mean, standard deviation and range of scores. Responses typically were scored high on the measure, reflecting a strong gay identification and high involvement in the gay community among the group of subjects.

A total mean score and three subscale mean scores were computed from the homosexual attitude inventory (Table 3). In general, the total and subscale mean scores and variances were comparable to mean scores and variances among gay men in earlier analyses (Nungesser, 1979). Higher levels of negative attitudes about gay men are exhibited in 23% of subjects suggested by their NHAII total score, while 27% of subjects, those scoring one standard deviation above the mean, exhibit lower homophobic attitudes. Similarly, in response to subscale 1 of the NHAII, 18% of subjects exhibited unfavorable attitudes toward their homosexuality,

whereas 14% of subjects displayed a high level of favorable attitudes toward being gay. Responses to subscale 2 suggest that 18% of the subjects hold negative attitudes toward gay others and toward homosexuality in general, whereas 18% of subjects in the study reported holding favorable attitudes toward other gay men and women, and toward homosexuality in general. Responses to subscale 3 indicate that 9% of study subjects hold negative reactions and negative expectations about gay self-disclosure, whereas 18% of subjects do not appear to hold those same attitudes about self-disclosure.

Data summarizing subject responses to the sentence completion section are presented in Table 4. Responses suggesting a gay-positive evaluation and responses suggesting a gay-negative evaluation are described in Appendix G. The mean score computed for all 22 subjects reflect a moderately low degree of gay self-devaluation ($\bar{M} = 2.00$) on a scale from 1.00 to 5.00. Consistent with the SDI, scores on the sentences suggest a low degree of gay self-devaluation for the group as a whole. Since the sentence completion measure was utilized as a projective instrument, levels of self-devaluation derived from the sentences measure and the SDI data are reported separately on the hypothesis testing. Additionally, given the difficulty in establishing stringent empirical criteria to projective measures, tests for reliability and validity on the sentences measure were not performed.

Table 4
Sentence Completion Scores
(N = 22)

Sentence Scores	% of Responses		
	Positive	Negative	Total
<u>Total Sentence Score</u>	67%	33%	100%
Mean = 2.00			
S.D. = 1.48			
Range = 0-6			
<u>Sentence 1 Score</u>	67%	33%	100%
<u>Sentence 2 Score</u>	62%	38%	100%
<u>Sentence 3 Score</u>	62%	38%	100%
<u>Sentence 4 Score</u>	91%	9%	100%
<u>Sentence 5 Score</u>	57%	43%	100%
<u>Sentence 6 Score</u>	62%	38%	100%

Correlations Between Psychological Variables

Pearson correlation coefficients were performed for global self-esteem (GSE), identity integration (IDN), self-derogation (SDS), Gay reference-group identity, gay identity score, and the Nungesser Homosexuality Attitude Inventory (NHAI) (Table 5). As expected, individuals high in global self-esteem are likely to be integrated in their identity ($r = .68, p < .01$), and hold low levels of self-derogation ($r = .80, p < .01$). Individuals who give a low degree of importance to their gay reference-group identity are likely to be high in global self-esteem ($r = .57, p < .01$), even though self-esteem was not significantly associated with an individual's gay identity ($r = .37, n.s.$). Identity integration was not significantly associated with the degree of importance placed on one's gay reference-group identity ($r = .19, n.s.$). Individuals with an integrated identity, however, are likely to have lower levels of self-derogation ($r = .65, p < .01$). Individuals who place a high level of importance on their gay reference-group identity are likely to hold strong gay identities ($r = -.63, p < .01$), but are also likely to experience high levels of self-derogation ($r = .54, p < .05$). Except for correlations between subscales, the NHAI was not significantly associated with the remaining psychological variables in the correlation matrix.

Table 5
Correlation Matrix of Psychological Variables

Variables	1.	2.	3.	4.	5.	6.
1. GSE	1.00	.68**	.80**	.57**	-.20	.07
2. IDN		1.00	.65**	.19	-.07	.25
3. SDS			1.00	.54*	-.13	.33
4. Gay Reference- Group Identity				1.00	-.63**	-.06
5. Gay Identity					1.00	.21
6. NHAI Total						1.00
7. NHAI scale 1						
8. NHAI scale 2						
9. NHAI scale 3						

* $p < .05$ ** $p < .01$

Continued next page

Table 5 (Cont.)

Variables	7.	8.	9.
1. GSE	.10	.18	-.05
2. IDN	.29	.29	.07
3. SDS	.33	.19	.25
4. Gay Reference- Group Identity	-.24	-.17	.15
5. Gay identity	.39	.22	-.03
6. NHA1 Total	.80**	.77**	.79**
7. NHA1 scale 1	1.00	.70**	.34
8. NHA1 scale 2		1.00	.31
9. NHA1 scale 3			1.00

* $p < .05$ ** $p < .01$

Statistical Analyses

Analyses for the present study were conducted as follows. In order to determine whether there were group differences in the sampling method on self-devaluation scores, t-tests were performed on mean scores between subjects recruited from non-snowball sampling ($n = 17$) and subjects recruited from snowball sampling ($n = 5$). Next, Cronbach's alpha coefficients were computed for the total self-devaluation interview scale (SDI) and SDI subscales to evaluate the reliability of the measure. Correlation coefficients of equivalence were then performed between the SDI and the Nungesser Homosexuality Attitude Inventory (NHAI) and between the SDI and the Kaplan-Pokorny Self-Derogation Scale (SDS) to test convergent validity. To determine construct validity among the SDI, correlations were computed between scores from the SDI and the difference between pre and post-induction test scores from the AACL. Finally, t-tests were performed to test for differences between subjects scoring low and high on the SDI in global self-esteem, identity-integration, gay reference-group identity and gay-identity. All null hypotheses were evaluated using .05 alpha level, against a one-tailed alternative hypothesis.

Group Differences in Sampling

A t-test between mean scores from non-snowball sampling ($M = 26.37$) and snowball sampling ($M = 26.00$) on the SDI

revealed no significant difference, $t(19) = .19$, n.s., in sampling method. Since no difference emerged on the main variable in the study, subjects from each sampling method were collapsed into one group and analyzed together for the rest of the analyses.

Reliability

Cronbach's alpha reliability coefficient was tabulated to determine a composite reliability index of the SDI (Table 6). The coefficient alpha for the total SDI was .91, indicating a high level degree of internal consistency. Alpha levels determining the strength of each item if that particular item were deleted range from .90 to .92. The estimated value of the standard error of measurement obtained was 1.53. Item reliability indexes were computed to determine the degree of the independent relationship between each item and the remaining total score. Correlations in general reflect high to moderate degrees of relatedness, with few items showing low correlations and indicating less of a relationship to the total score.

Alpha reliability coefficients computed for subscale scores of the SDI are presented in Table 7. Coefficient alphas for subscales two (items 4-8) (.64) and four (items 13-15) (.61) reflect moderate levels of internal consistency. Subscales one (items 1-3) (.81), three (items 9-12) (.80), and five (items 16-18) (.70) with moderately high coefficient alphas exhibit high levels of internal

Table 6
Reliability Analysis of the SDI
(N = 22)

SDI Items	Item-Reliability Indexes	Alpha if Item deleted
How do you feel about being gay?	.89	.90
Relative to other gay men you know, how do you feel about being gay?	.66	.90
Do you hold any homophobic attitudes or beliefs?	.72	.90
How do you think your family feels about your homosexuality?	.45	.91
How do you think your straight friends feel?	.57	.91
How do you think your boss/teachers feel?	.38	.91
How do you think your relatives feel?	.42	.91
What about general acquaintances. How do you think they feel?	.27	.92
Do you mind or would you mind if others knew you were gay?	.93	.90
How important is it for you to disclose/conceal that you're gay?	.64	.90
Does anything stop you from telling people that you are gay?	.57	.91

Continued next page

Table 6 (Cont.)

SDI Items	Item-Reliability Indexes	Alpha if Item deleted
Have you ever avoided gay people or talking about gay issues with your family or straight friends?	.71	.90
Have you ever pretended not to be gay?	.82	.90
Do you ever feel that you sometimes lead a double life?	.81	.90
Do you sometimes try to hide your sexuality by acting differently, or doing things you don't normally do?	.37	.91
How important is you homosexuality to you?	.58	.91
Do you feel it is relevant in all situations?	.41	.91
Have you ever made an extra effort to act gay?	.69	.90
How comfortable/ uncomfortable are you about homosexuality?	.84	.90
How comfortable/ uncomfortable do you feel around gay people?	.84	.90

Table 7
Reliability Analysis of the SDI Subscales

(N = 22)

SDI Subscales (Items)	Cronbach's Alpha	Item-Reliability Indexes
<hr/>		
1. <u>Degree of negative attitudes and feelings about oneself as gay-identified</u> (three items)	.82	
How do you feel about being gay?		.82
Relative to other gay men you know, how do you feel about being gay?		.56
Do you hold homophobic attitudes or beliefs?		.68
2. <u>Degree of negative beliefs and feelings one thinks others hold and feel toward oneself as gay</u> (five items)	.64	
How do you think your family feels about your homosexuality?		.39
How do you think your straight friends feel?		.46
How do you think your boss/teachers feel?		.45
How do you think your relatives feel?		.33
What about general acquaintances. How do you think they feel?		.39

Continued next page

Table 7 (Cont.)

SDI Subscales (items)	Cronbach's Alpha	Item-Reliability Indexes
3. <u>Degree of negative attitudes and feelings toward the disclosure of being labeled gay</u> (four items)	.80	
Do you mind or would you mind of others knew you were gay?		.81
How important is it for you to disclose/conceal that you're gay?		.55
Does anything stop you from telling people that you're gay?		.50
Have you ever avoided gay people or talking about gay issues with your family or straight friends?		.76
4. <u>Degree of Passing</u> (three items)	.62	
Have you ever pretended not to be gay?		.73
Do you ever feel that you sometimes lead a double life?		.45
So you sometimes try to hide your sexuality by acting differently, or doing things you don't normally do?		.36

Continued next page

Table 7 (Cont.)

SDI Subscales (Items)	Cronbach's Item-Reliability Alpha Indexes
5. <u>Degree of importance and relevance that an individual places on being gay</u> (three items)	.70
How important is your homosexuality to you?	.52
Do you feel it is relevant in all situations?	.58
Have you ever made an extra effort to act gay?	.54
6. <u>Degree of negative attitudes and feelings about gay-identified others and homosexuality</u> (two items)	.94
How comfortable/uncomfortable are you about homosexuality?	.88
How comfortable/uncomfortable do you feel around gay people?	.88

consistency. Subscale six (items 19-20) (.94) also shows a high degree of internal consistency. The results from item reliability indexes which determine the degree of the relationship between item scores and total subscale scores, however, show only moderate degrees of reliability for the proposed subscales.

Validity

Table 8 presents correlations performed for the SDI, the SDS and the NHAI. Pearson correlation coefficients for self-devaluation with the two psychological measures reveal moderately high associations. Self-devaluation was associated with the SDS ($r = -.61$, $p < .01$), with 37% of the variance shared by both variables. Self-devaluation was associated with the total NHAI ($r = -.59$, $p < .01$), sharing 35% of the variance. Self-devaluation was significantly associated with NHAI subscale one ($r = -.54$, $p < .05$) and NHAI subscale two ($r = -.47$, $p < .05$), but did not reach significance with NHAI subscale three ($r = -.41$, n.s.). Consistent with the expectation, moderately high coefficients among the SDI with the SDS and the NHAI provide support for the convergent validity of the SDI. High SDI scores were significantly associated with high self-derogation, high levels of homophobia, negative attitudes about being gay and negative attitudes toward homosexuality.

Construct validity was to be evaluated by computing subject difference scores from pre-induction and post-

Table 8
Pearson Correlations with the SDI
(N = 22)

Variables	<u>r</u>	<u>p</u>
<u>Self-Derogation Scale (SDS)</u>	-.61	< .01
<u>Total Homosexuality Scale (NHAI)</u>	-.59	< .01
<u>NHAI scale 1</u>	-.54	< .05
<u>NHAI scale 2</u>	-.47	< .05
<u>NHAI scale 3</u>	-.40	n.s.

induction tests on the AACL and correlating those differences with subject scores from the SDI. However, no difference emerged on mean scores for the pre-test (\bar{M} = 11.40) and the post-test (\bar{M} = 11.41) AACL on a paired t-test (t = .37, n.s.). These results indicated that the imagery technique was ineffective at producing changes in mood, and specifically a change in anxiety. Therefore, further validity analyses with the difference score (\bar{M} = 0.00) was not appropriate.

Pearson correlation coefficients were calculated for SDI subscales to determine the degree of commonality or common variance shared between subscales (Table 9).

Table 9
Correlation Matrix of SDI Subscales
(N = 22)

Variables	1.	2.	3.	4.	5.	6.
1. Negative attitudes & feelings about oneself as gay	1.00	-.16	.04	.12	-.07	.34
2. Negative beliefs & feelings one thinks others hold & feel toward oneself as gay		1.00	.07	.22	-.34	.16
3. Negative attitudes & feelings toward the disclosure of being labeled gay			1.00	.31	.19	.37
4. Degree of passing				1.00	.29	.39
5. Importance & relevance that an individual places on being gay					1.00	-.02
6. Negative attitudes & feelings about gay persons and homosexuality						1.00

* $p > .05$

Coefficients presented in Table 9 did not reach significant levels, suggesting low common variance shared among the subscales. The validity analyses revealed little or no significant common variance, indicating low support for the hypothesized subscales.

Group Effects

A median split (31.00) was performed on the SDI scores dividing subjects into two groups: Subjects with scores above the median were grouped together ($n = 13$), and subjects with scores below the median were grouped together ($n = 8$). Results from t-tests performed for mean scores among the two groups on the four hypothesized variables are presented in Table 10. No differences were found among the two groups on three variables, including global self-esteem ($t = .46$, n.s.), reference-group identity ($t = .06$, n.s.), and gay identity ($t = .14$, n.s.). A trend resulted for identity integration, such that high self-devaluing gay men were less identity integrated than low self-devaluing men ($t = 1.48$, $p < .08$).

All subjects were again divided into two groups based on their sentence completion scores: Group one ($n = 14$) consisted of subjects with low scores on the sentence measure (0 to 2) and group two ($n = 7$) consisted of subjects with high scores on the measure (3 to 5). Table 11 presents t-tests performed on the mean scores for groups one and two on the four hypothesized variables. Consistent with the

previous finding, no differences emerged among the two groups on global self-esteem ($t = -1.09$, n.s.). Identity integration also did not reach a level of statistical difference ($t = .11$, n.s.). However, a trend did emerge for reference-group identity ($t = -1.48$, $p < .08$) and for gay identity ($t = 1.35$, $p < .10$). Gay men with lower levels of self-devaluation held stronger gay-reference group identities and stronger gay identities than gay men with high levels of self-devaluation.

Table 10
Group Means by SDI Scores

Variables	<u>Group 1</u> (SDI scores \leq 30) (<u>n</u> =13)		<u>Group 2</u> (SDI scores \geq 32) (<u>n</u> =8)		t	P-value
	MEAN	SD	MEAN	SD		
<u>GSE</u>	38.20	2.94	37.00	7.58	.46	.30
<u>IDN</u>	39.80	3.52	35.88	7.43	1.48	.08
<u>Gay Reference- Group Identity</u>	2.60	1.27	2.56	1.55	.06	.48
<u>Gay Identity</u>	5.06	1.29	5.14	1.11	-.14	.44

Independent Pooled t-tests (one-tailed)

Table 11
Group Means by Sentence Completion Scores (SCS)

Variables	<u>Group 1</u> (SCS scores 0-2) (<u>n</u> =14)		<u>Group 2</u> (SCS scores 3-5) (<u>n</u> =7)		t	P-value
	MEAN	SD	MEAN	SD		
<u>GSE</u>	36.86	4.90	39.57	6.24	-1.09	.14
<u>IDN</u>	38.71	6.29	38.43	3.41	.11	.45
<u>Gay Reference- Group Identity</u>	2.25	1.00	3.14	1.80	-1.48	.08
<u>Gay Identity</u>	5.46	.57	4.75	.75	1.35	.10

Independent Pooled t-tests (one-tailed)

CHAPTER 4

DISCUSSION

Overall Findings

Twenty-two openly gay-identified men participated in the present investigation. In general, the men identified strongly as gay and respected and valued the gay community. The men in the study had high levels of self-esteem and were integrated in their identity. Most men in the study experience only a few, if any, negative self-feelings or self-derogation, and few hold homophobic attitudes and/or negative beliefs about being gay.

A primary purpose of the study was to identify and describe self-devaluation processes among gay men with an assessment instrument that met appropriate criteria in reliability and validity. The interview measure was designed to describe gay self-devaluation, or levels of self-devaluating processes that gay-identified men may experience. Although the interview measure is far from a finished product as a reliable and valid instrument, the interview technique provides a considerable amount of knowledge about the experiences of gay men who may devalue themselves because of discrimination, prejudicial behaviors, and the pressure of social stigma. Although the present study considers self-devaluation processes in an openly gay male sample, the measure may also be developed to assess self-devaluation among other socially stigmatized groups.

The present investigation expands on previous studies attempting to assess self-esteem among socially stigmatized groups. Gay self-devaluation was specifically conceptualized as a negative evaluation of the self with direct reference to being gay, and to one's gay identity. This study also differed from research on the measurement of attitudes and beliefs toward gays and lesbians, being developed specifically to measure the held attitudes, beliefs, and behaviors of gay men rather than the attitudes and beliefs held by heterosexuals.

A twenty-item interview measure was developed and standardized to assess levels of gay self-devaluation. The measure identifies a gay individual's level of discomfort to being gay and levels of discomfort toward gay others. Individuals are asked about their level of comfort to others knowing about their being gay, and about beliefs to other's perceptions about their homosexuality. Negative attitudes and feelings that the individual holds about gay self-disclosure is also solicited, as well as the individual's passing behaviors. Finally, individuals are asked about the level of importance and the amount of relevance they place upon being gay. The coding scheme developed to maximize the level of standardization for item responses appeared highly reliable.

Patterns in Self-Devaluation

Although manifestations of gay self-devaluation were exhibited among the group of gay-identified men, it was clear that most men in the present investigation showed remarkably low levels of self-devaluation. These results are fairly consistent to findings from studies addressing levels of self-derogation and global self-esteem among socially stigmatized groups (Crocker & Major, 1989, Savin-Williams, 1990).

Nonetheless, several interesting and complex findings were demonstrated in the present investigation. The findings show a degree of variability in the way gay men evaluate themselves that at times often seem discrepant if not contradictory. The amount of differences displayed by gay men on processes of self-devaluation appears to be a function of a complex set of circumstances that surround an individual's sexual orientation and gay identification, including social norms and expectancies, internal and external contingencies that either promote or devalue the individual, and self-protecting adaptive properties that help the individual to cope with gay victimization.

While most gay men stated that they felt comfortable being gay, over one-third reported holding on to homophobic attitudes and beliefs. Over half of the respondents reported engaging in some form of passing behavior or pretense that one was not gay. Similar to passing

strategies noted by Goffman (1963) and Plummer (1975), subjects at times avoided other gay people or avoided discussing gay-related issues. Some gay men will 'closet' themselves by acting differently than they normally do, including walking or talking differently to avoid being identified as gay. One participant stated that for him, limiting gestures with his hands or dressing more conservatively was a form of passing. Passing, however, is not strictly limited to overt behaviors, nor is it a simply derived conscious choice. Some gay men maintain silence and do not affirm direct responses to questions about being gay. One gay man indirectly stated that he pretends not to be gay: "Whenever somebody assumes that I'm straight, and I don't contradict them, in some ways I guess I'm pretending not to be gay." Another man stated that he would often portray a 'neutral look' to keep his gay identity obscured: "I don't give any ideas that I'm gay or straight, I'm neutral. No one really knows anything. They wonder themselves." Still, some mislead others into directly thinking that they're straight.

Two plausible reasons are given that may account for the high number of passing behaviors displayed by these men who, by and large, have been open about their homosexuality for a period of more than a year. First, a gay man who is self-hating with high levels of self-devaluation is likely to pass (Allport, 1954). The amount of passing behaviors

exhibited, however, is unlikely to be a sole function of self-devaluation given the group's low level of devaluing processes. Second, most passing behaviors are a function of the social situation that they take place in (Goffman, 1964), and at times can serve as a self-protective coping strategy. Respondents typically reported using passing behaviors in three types of situations. Passing occurred in situations that appeared "dangerous" and/or "threatening." One respondent, for example, indicated that he would act differently in front of a group of straight men for fear of being attacked or confronted. Most individuals reported using passing behaviors in situations that felt "risky" or "uncomfortable." However, when asked specifically about the type of situation that was risky or uncomfortable, most men described a variety of social situations, including classrooms settings, restaurants, the job setting, or 'walking down a street.' Passing behaviors were also likely to occur at family gatherings. Interestingly enough, passing behaviors were exhibited by both gay men who were 'out' to their families and gay men who were not 'out' to their families. Passing generally occurs when an individual feels threatened, either from his own discomfort to being gay, from a situation with apparent physical danger, from a situation where there is no apparent danger involved and yet the individual believes some risk is involved, or when an individual is with family members.

The degree of passing occurring with family members may in fact be directly related to negative feelings and beliefs toward the individual's homosexuality that are held by family members. The reported perceptions of others document a notably large percentage of gay men with families who hold negative evaluations of their homosexuality. By and large, immediate family was the largest identified group to hold negative feelings about the individual's homosexuality compared to straight friends, bosses, teachers, relatives and general acquaintances. Family members may feel embarrass or resentful that their child or sibling is gay. On the other hand, straight friends as a group were found to have the highest level of positive feelings toward an individual's homosexuality. Beliefs about positive feelings held by general acquaintances toward the person's homosexuality was greater than beliefs about negative feelings held by general acquaintances. These beliefs may be similar to the positive bias in regard to perceived evaluations about ourselves from others that has been demonstrated across most populations.

The men in the sample place a great deal of importance and relevance to being gay. Most men feel very comfortable with homosexuality, yet, also at times feel uncomfortable with other gay people. This degree of discomfort with other gay people was unexpected. In drawing from the data, most men reported discomfort with certain groups of gay people,

including "effemine men," "butchy dykes," "queens" and "drag queens." Not as surprising, most groups were based on gay and sexist stereotypes, and included people who were perceived to be different than the men in the group and whose differences were more extreme than the "typical" gay person. These results are consistent with social normative theories of behavior, which suggest that individuals will often find discomfort with others simply because they are perceived as different from themselves. In other words, gay individuals, like most people, are uncomfortable with individuals who do not fit consensual social norms.

Reliability of the Self-Devaluation Interview

Drawing from results on the reliability analyses, the self-devaluation interview (SDI) met certain criteria in reliability for this particular sample of gay men. Results from the reliability analysis demonstrated high alpha coefficients among the SDI scale and SDI subscales of at least .61. Several indexes yielded reliability scores suggesting a very high degree of internal consistency, especially considering the full scale as a whole (eg., .91).

Some items, however, exhibited a weaker degree of reliability than others. Items six, eight, and fifteen yielded low coefficients on reliability analyses from the full scale SDI. Items seven and seventeen yielded moderately low coefficients. Similarly, the same items correlated less to SDI subscales scores on item reliability

indexes (Table 7). There are several reasons why these items may not have met the reliability criteria. First, these particular items were the ones most likely to include missing data in the analysis. On two items in particular, subjects were unable to respond altogether because the items were not applicable to them. Other factors conceivably affecting the SDI reliability include the small sample size and the relatively extended testing period. These limiting factors, however, along with the homogeneity of the group, only convey greater assurance in the reliability determinants for the SDI.

Validity of the Self Devaluation Interview

To determine the convergent validity for the self-devaluation measure (SDI), associations were performed between the (SDI) and scores from the Self-Derogation Scale (SDS) and scores from the Nungesser Homosexuality Attitude Inventory (NHAI). Statistical tests revealed significantly high correlations between the measures, meeting criteria in convergent validity for the SDI.

Anxiety was theoretically conceived as a manifestation of self-devaluation, and it was hypothesized that the level of anxious mood among high self-devaluing men would be greater than low self-devaluing men. The hypothesis was not tested due to limitations in the experimental design at inducing changes in mood. Pre and post-induction AACL test scores, which were used to determine differences in anxiety

levels related to feelings about being gay, did not statistically differ on group mean scores, and precluded the study from evaluating the construct validity for the SDI.

These results may have occurred for two reasons. First, administering techniques for mood induction generally lapse in time anywhere from 7 to 20 minutes, with recall and imagery techniques each taking generally 10 minutes to administer (Martin, 1990). Subjects in this study were given less time (3 minutes) for administration and for changes in mood to occur. The time limitation may have decreased the intensity of reported mood. Secondly, subject susceptibility to mood induction is highly variant. Most studies designed for mood induction require sample sizes well over 300 subjects because of the limitations of selection criteria based on an individual's mood susceptibility. The present study did not select individuals based on mood induction susceptibility, nor was the sample size a determinant factor for results on the induction of mood.

To determine the amount of variance shared among the subscales in the proposed SDI categorization, correlations were computed across all subscales. The correlations between all subscale scores, however, did not reach statistical difference, indicating low shared variance in the way the items were categorized. These results also call into question the degree of shared variance among items

grouped together into each subscale. While each subscale was developed in a way that derived at a specific process of self-devaluation, items grouped together to capture those components of self-devaluation may have, in fact, gathered information other than what was conceptually theorized. The level of technical quality and clarity of items may have also inflated item variance. Some items, for example, were less clear for subjects. Occasionally, subjects reported that items from the SDI were difficult to answer, while others felt that items were vague and/or too general.

Hypotheses Testing

Although the planned comparison group analyses failed to meet statistical significance, a few trends resulted that were consistent in the direction of the suggested hypothesis. On group comparisons from scores on the self-devaluation interview (SDI), no differences were found among high and low self-devaluing gay men on global self-esteem, gay reference-group identification, and gay identity. A trend occurred for identity integration, such that high self-devaluing gay men showed less integration in their identity than low self-devaluing gay men. On group comparisons with the sentence completion tests, trends were found for gay reference-group identification and gay identity. For both cases, low self-devaluing gay men held stronger gay reference-group identities and stronger gay identities than high self-devaluing gay men. The finding

that global self-esteem was not significantly different for high and low self-devaluing gay men may be due to a combination of a small sample size and that collective self-esteem or evaluations about a self-identity show only moderate associations to global self-esteem (Crocker & Luhtanen, 1990).

Limitations of the Study

The men who participated in the study were self-selected and, in addition to the small sample size, limits the generalizeability of the findings to other gay men. In general, the study participants were a relatively homogenous group. All subjects were self-identified as gay, most individuals were white, highly educated, and among those who worked, held either professional or semi-professional positions. Roughly a third of the participants were currently attending a four year university.

The typical procedure for constructing a measure with validity properties is to test a large pool of items and select a subset of these items that meet basic requirements in reliability and validity (Crocker & Algina, 1986). The present study piloted a preselected group of items and tested them on a small group of gay men ($n = 6$), limiting the number of items selected for the study. Another practical limitation was the sample size, limiting procedural item-analysis normally used to construct newly developed measures that meet basic criteria in validity.

Summary

In summary, this study provides partial evidence for a standardized measure of gay self-devaluation. Self-devaluation processes were described among twenty-two gay-identified men, including one's level of discomfort to being gay and levels of discomfort toward gay others, perceptions about negative attitudes and beliefs held by others, negative feelings about disclosure, the degree of passing, and the degree of importance and relevance about being gay. Collectively, self-devaluing processes among gay men are as complex as the experiences of being victimized by constant discrimination, social stigma and adversity that confront gay men. Although the level of self-devaluation was not statistically significant to global self-esteem, levels of self-devaluation were marginally associated to identity integration, gay reference-group identity, and gay identity. Crocker and Luhtanen (1990) have argued that while the evaluation of a social self-identity or collective self-esteem is an important aspect of an individual's self concept, the evaluation of a social identity, especially for individuals in stigmatized groups, has largely been ignored. This study attempts to address the evaluation of a social self-identity, rather than personal or global evaluations, by assessing the negative evaluations of gay men, and to address these self-devaluations using a newly developed measure.

APPENDIX A

DESCRIPTION OF THE STUDY

"My name is Richard Rodriguez and I'm a gay graduate student in Psychology at the University of Massachusetts, in Amherst. I am currently working on my thesis studying self-evaluation among gay-identified men, and would like to invite any interested gay man to participate in this study.

Specifically, participation involves being interviewed on campus or at a private setting individually with an interviewer for approximately 1 to 1 1/2 hours, which would also include responding to questionnaires. You would be asked questions about your attitudes, feelings and experiences of being gay, with an assumption that those experiences and feelings are directly affected by homophobia and social oppression. The interviews are held in a private room in the Psychology building or in a private agreed meeting place.

All the information obtained will be kept confidential, and all information will remain anonymous in that no name will identify any of the material. Given the nature of the interview however, I am asking that all interviews be tape recorded bearing again that all tapes be kept confidential and in a locked setting. After the tapes are transcribed they will be erased, and all identifying material from the tapes will be disguised or deleted in the transcripts.

If you are interested in participating, I'm passing out contact sheets with my name, phone number, a summary of the study, and where and when you can reach me to schedule a time to be interviewed. Your participation will help not only myself, but will greatly benefit and contribute to the understanding of homophobia and oppression.

Thank you."

APPENDIX B

INFORMED CONSENT FORM

This study is designed to explore the feelings, attitudes, and behaviors of gay-identified men about other gay men, homosexuality, and about themselves. Specifically, an interview, along with questionnaires, are used to examine your attitudes about homosexuality, and your feelings about being gay. The semi-structured interview will consist mostly of open-ended questions, and questionnaires will be given to you to fill out before and after the interview.

Because of the nature of the study and the importance of your information, the interview will be tape recorded. The recorded tapes will be erased after they have been transcribed on paper with all names deleted from the interviews. The information obtained by the interview will be used only by the researchers involved in this study.

All information obtained will be kept confidential, and again, no one other than the researchers involved will see and use the interview material. Furthermore, each participant will remain anonymous in that no name will be used for identifying any of the information obtained. If you have further questions concerning the exercise procedures, or the nature of the study, the examiner can provide you with more information.

I have read the above statement and I agree to participate in the study on attitudes and feelings about homosexuality. I understand that my participation is voluntary and that without pressure or penalty, I may withdraw consent and discontinue participation at any time.

Name: _____

Date: _____

APPENDIX C

SELF-DEVALUATION INTERVIEW (SDI) FOR GAY MEN

- = Probes

I) The degree of negative attitudes and feelings about oneself as gay-identified.

1. How do you feel about being gay?

- Do you have or sometimes have any negative thoughts or feelings about being gay?
- What are they?
- Does being gay sometimes cause you personal distress?
- Do you feel ashamed? guilty? self-conscious?

2. Relative to other gay men you know, how do you feel about being gay?

3. Would you consider yourself to hold any homophobic attitudes or beliefs?

- What would you base that on? (behaviors)

II) The degree of negative beliefs and feelings one thinks others hold and feel toward oneself as a homosexual

4. How do you think family feels about your homosexuality?

5. How do you think your straight friends feel?

6. How do you think your boss/teachers feel?

7. How do you think your relatives feel?

8. What about general acquaintances. How do you think feel?

III) The degree of negative attitudes and feelings toward the disclosure of being labeled gay

9. Do you mind, or would you mind if others knew you were gay?

- Who?
- What about your family?
- Who else?
- Why do you mind? or
- Why would you mind?

10. How important is it for you to either disclose or conceal that you are gay?
11. Does anything stop you from telling people that you are gay?
12. Have you ever avoided other gay people or avoided talking about gay issues when you were with your family or straight friends?

IV) Degree of passing

13. Have you ever pretended not to be gay?
 - In what kinds of situations? And with whom?
 - For what reasons?
 - Have you ever told people you are heterosexual, straight or bisexual?
14. Do you ever feel that you sometimes lead a double life?
 - In what ways?
15. Do you sometimes, when in front of family or straight friends, try to hide your sexuality by acting differently, walking, talking, or dressing differently, or doing things you don't normally do?
 - Have you ever stopped yourself saying lover, boyfriend, partner, in a conversation with others?
 - Or found yourself saying girlfriend about a male friend? Like to your family, or straight friends, or your Boss?

V) The degree of importance and relevance that an individual places on being gay

16. How important is your homosexuality to you?
17. Do you feel it is relevant in all situations?
18. Have you ever made an extra effort to act gay?
 - Do you sometimes act more effeminate, more flamboyant, etc. to show others that you are gay?

VI) The degree of negative attitudes and feelings about gay-identified others and homosexuality

19. How comfortable or uncomfortable are you about homosexuality?

- Is it a normal expression of sexuality?
- Is it an illness, or a perversion?

20. How comfortable or uncomfortable do you feel around other gay people?

- Do you have any negative thoughts or feelings toward gay people or stereotypical gay people (e.g., queens, butchy dykes...)?
- What are they?

APPENDIX D

PAPER AND PENCIL MEASURES

Global Self-Esteem & Identity Integration

Please indicate how the following items describe you. Work as quickly as you can without making careless errors. It is best to rely on first impressions in answering each item. Use the following scale for your responses:

	1	2	3	4	5
	Completely False	Mainly False	Partly True and Partly False	Mainly True	Completely True
1. I occasionally have doubts about whether I will succeed in life.	1	2	3	4	5
2. All in all, I would evaluate myself as a relatively successful person at this stage in my life.	1	2	3	4	5
3. Sometimes it's hard for me to believe that the different aspects of my personality can be part of the same person.	1	2	3	4	5
4. I nearly always have a highly positive opinion of myself.	1	2	3	4	5
5. I put myself down too much.	1	2	3	4	5
6. I sometimes have a poor opinion of myself.	1	2	3	4	5
7. In general, I know who I am and where I am headed in my life.	1	2	3	4	5
8. It is often hard for me to make up my mind about things because I don't really know what I want.	1	2	3	4	5
9. Once I have considered an important decision thoroughly, I have little difficulty making a final decision.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 10. I don't have much of an idea about what my life will be like in five years. | 1 | 2 | 3 | 4 | 5 |
| 11. I often feel that I lack direction in my life i.e., that I have no long-range goals or plans. | 1 | 2 | 3 | 4 | 5 |
| 12. I seldom experience much conflict between the different sides of my personality. | 1 | 2 | 3 | 4 | 5 |
| 13. I often feel torn in different directions and unable to decide which way to go. | 1 | 2 | 3 | 4 | 5 |

In this section, you are to describe how often you experience the thoughts and feelings described in each item. Use the following scale for your responses:

- | | 1 | 2 | 3 | 4 | 5 |
|---|------------------------|----------------------------|------------------|------------------------|----------------------|
| | <u>Almost</u>
Never | <u>Seldom or</u>
Rarely | <u>Sometimes</u> | <u>Fairly</u>
Often | <u>Very</u>
Often |
| 1. How often do you feel that you are a very important and significant person? | 1 | 2 | 3 | 4 | 5 |
| 2. How often do you feel very certain about what you want out of life. | 1 | 2 | 3 | 4 | 5 |
| 3. How often do you feel dissatisfied with yourself? | 1 | 2 | 3 | 4 | 5 |
| 4. How often do you feel really good about yourself? | 1 | 2 | 3 | 4 | 5 |
| 5. How often do you feel highly satisfied with the future you see for yourself? | 1 | 2 | 3 | 4 | 5 |
| 6. How often do you feel lacking in self-confidence? | 1 | 2 | 3 | 4 | 5 |
| 7. How often do you feel conflicted or uncertain about your career plans. | 1 | 2 | 3 | 4 | 5 |

Self-Derogation Scale

Please answer the 7 questions below, circling a number by the one response which bests reflects your view for each question. Work quickly.

	Strongly Agree	Agree	Disagree	Strongly disagree
	1	2	3	4
1. I wish I could have more respect for myself.			1	2 3 4
2. On the whole, I am satisfied with myself.			1	2 3 4
3. I feel I do not have much to be proud of.			1	2 3 4
4. All in all, I am incline to feel I am a failure.			1	2 3 4
5. I take a positive attitude toward myself.			1	2 3 4
6. At times I think I am no good at all.			1	2 3 4
7. I certainly feel useless at times.			1	2 3 4

Reference-Group Identity

Reference groups are those groups to which an individual relates themselves as part of, or to which one aspires to relate themselves psychologically. Reference-group identities are what we use to identify ourselves with respect to that particular group. For example, Maria Perez identifies herself as "woman, teacher, Latina, democrat, and catholic." All are considered as reference-group identities. You are asked to list 5 reference-group identities which you believe identifies you the most.

I identify myself as belonging too and/or identify with:

Reference Group Identities	Not at all Important					Extremely Important				
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10

After you have listed your reference group identities, please rate each one by circling a number from 1 through 10 next to the reference group identity, to indicate which reference groups you believe are important to you. For example, the reference group you believe is 'extremely important' to you should receive a rating of 10, whereas a reference group you believe is 'not at all' important to you should receive a rating of 1, and so on. Do this for all five reference groups identities listed.

Sentence Completions

Below are six unfinished sentences. You are asked to complete them as quickly as possible. Feel free to be as open in your responses as you like.

1. I feel homosexuality is not ...
2. Consciously acting more effeminate, flamboyant, or even more macho, is ...
3. Feeling self-conscious for being gay is ...
4. I feel the opinions that others hold because I'm gay are ...
5. If my homosexuality were made public, I would feel ...
6. I feel gay men who attempt to "pass" do so because ...

Questionnaire

NHAI

On the following pages you will be shown a number of attitude statements which are personal and intimate in nature.

These statements pertain to sexual behavior and sexuality.

Specifically, the statements fall into three categories:

- (1) attitudes toward the fact of one's own sexuality;
- (2) attitudes toward homosexual men and homosexuality in general;
- (3) attitudes toward other people knowing of your own sexual/affectional preference.

No two statements are exactly alike, so consider each statement carefully before answering. We would like you to use these attitude statements in order to describe your own beliefs and attitudes. That is, we would like you to indicate, on a scale from "strongly disagree" to "strongly agree," how much you personally endorse each statement. Please do not leave any statement unmarked.

Example: SD D N A SA 1. Male homosexuals should not be allowed to teach in elementary schools.

Circle SD if you STRONGLY DISAGREE with this statement.

Circle D if you DISAGREE with this statement.

Circle N if you are NEUTRAL in regard to this statement.

Circle A if you AGREE with this statement.

Circle SA if you STRONGLY AGREE with this statement.

Some statements may depict situations which you have not experienced--please imagine yourself in that situation when answering those statements. It is important that you answer as frankly and as honestly as you can. Your answers will be kept in strictest confidence, and because your responses are anonymous, your privacy will be protected.

<u>SD</u>	<u>D</u>	<u>N</u>	<u>A</u>	<u>SA</u>
STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
SD D N A SA	(1) When I am in a conversation with a homosexual man and he touches me, it does not make me feel uncomfortable.			
SD D N A SA	(2) I would not mind if my boss found out that I am gay.			
SD D N A SA	(3) Whenever I think a lot about being a homosexual I feel depressed.			
SD D N A SA	(4) Homosexuality is not as good as heterosexuality.			
SD D N A SA	(5) When I tell my friends about my homosexuality, I do not worry that they will try to remember things about me that would make me appear to fit the stereotype of a homosexual.			
SD D N A SA	(6) I am glad to be gay.			
SD D N A SA	(7) Male homosexuality is a natural expression of sexuality in human males.			
SD D N A SA	(8) When I am sexually attracted to a close male friend, I feel uncomfortable.			
SD D N A SA	(9) I am proud to be a part of the gay community.			
SD D N A SA	(10) Male homosexuals do not dislike women any more than heterosexual males dislike women.			
SD D N A SA	(11) Marriage between two homosexuals should be legalized.			
SD D N A SA	(12) My homosexuality does not make me unhappy.			
SD D N A SA	(13) Male homosexuals are overly promiscuous.			
SD D N A SA	(14) When I am sexually attracted to another gay man, I do not mind if someone else knows how I feel.			
SD D N A SA	(15) Most problems that homosexuals have come from their status as an oppressed minority, not from their homosexuality per se.			
SD D N A SA	(16) When women know of my homosexuality, I am afraid they will not relate to me as a man.			
SD D N A SA	(17) Homosexual lifestyles are not as fulfilling as heterosexual lifestyles.			

SD D N A SA (18) I would not mind if my neighbors knew that I am gay.

SD D N A SA (19) It is important for me to conceal the fact that I am gay from most people.

SD D N A SA (20) Whenever I think a lot about being a homosexual I feel critical about myself.

SD D N A SA (21) Choosing an adult gay lifestyle should be an option for children.

SD D N A SA (22) If my straight friends knew of my homosexuality I would be uncomfortable.

SD D N A SA (23) If men knew of my homosexuality, I am afraid they would begin to avoid me.

SD D N A SA (24) Homosexuality is a sexual perversion.

SD D N A SA (25) If it were made public that I am a homosexual, I would be extremely unhappy.

SD D N A SA (26) If my peers knew of my homosexuality, I am afraid that many would not want to be my friends.

SD D N A SA (27) Adult homosexual males who have sex with boys under 18 years old should be punished by law.

SD D N A SA (28) If others knew of my homosexuality I would not be afraid that they would see me as being effeminate.

SD D N A SA (29) I wish I were a heterosexual.

SD D N A SA (30) When I think about coming out to a peer, I am afraid they will pay more attention to my body movements and voice inflections.

SD D N A SA (31) I do not think I will be able to have a long term love relationship with another man.

SD D N A SA (32) I am confident that my homosexuality does not make me inferior.

SD D N A SA (33) I am afraid that people will harass me if I come out more publicly.

SD D N A SA (34) When I think about coming out to a heterosexual male friend, I do not worry that he might watch me to see if I do things that are stereotypically homosexual.

Anxiety Adjective Checklist

DIRECTIONS: On this sheet you will find words which describe different kinds of moods and feelings. Place checks beside the words which describe how you feel now - today. Some of the words may sound alike, but we want you to check all the words that describe your feelings. Work rapidly.

- | | | |
|---|---|---|
| 1. <input type="checkbox"/> active | 45. <input type="checkbox"/> fit | 89. <input type="checkbox"/> peaceful |
| 2. <input type="checkbox"/> adventurous | 46. <input type="checkbox"/> forlorn | 90. <input type="checkbox"/> pleased |
| 3. <input type="checkbox"/> affectionate | 47. <input type="checkbox"/> frank | 91. <input type="checkbox"/> pleasant |
| 4. <input type="checkbox"/> afraid | 48. <input type="checkbox"/> free | 92. <input type="checkbox"/> polite |
| 5. <input type="checkbox"/> agitated | 49. <input type="checkbox"/> friendly | 93. <input type="checkbox"/> powerful |
| 6. <input type="checkbox"/> agreeable | 50. <input type="checkbox"/> frightened | 94. <input type="checkbox"/> quiet |
| 7. <input type="checkbox"/> aggressive | 51. <input type="checkbox"/> furious | 95. <input type="checkbox"/> reckless |
| 8. <input type="checkbox"/> alive | 52. <input type="checkbox"/> gay | 96. <input type="checkbox"/> rejected |
| 9. <input type="checkbox"/> alone | 53. <input type="checkbox"/> gentle | 97. <input type="checkbox"/> rough |
| 10. <input type="checkbox"/> amiable | 54. <input type="checkbox"/> glad | 98. <input type="checkbox"/> sad |
| 11. <input type="checkbox"/> amused | 55. <input type="checkbox"/> gloomy | 99. <input type="checkbox"/> safe |
| 12. <input type="checkbox"/> angry | 56. <input type="checkbox"/> good | 100. <input type="checkbox"/> satisfied |
| 13. <input type="checkbox"/> annoyed | 57. <input type="checkbox"/> good-natured | 101. <input type="checkbox"/> secure |
| 14. <input type="checkbox"/> awful | 58. <input type="checkbox"/> grim | 102. <input type="checkbox"/> shaky |
| 15. <input type="checkbox"/> bashful | 59. <input type="checkbox"/> happy | 103. <input type="checkbox"/> shy |
| 16. <input type="checkbox"/> bitter | 60. <input type="checkbox"/> healthy | 104. <input type="checkbox"/> soothed |
| 17. <input type="checkbox"/> blue | 61. <input type="checkbox"/> hopeless | 105. <input type="checkbox"/> steady |
| 18. <input type="checkbox"/> bored | 62. <input type="checkbox"/> hostile | 106. <input type="checkbox"/> stubborn |
| 19. <input type="checkbox"/> calm | 63. <input type="checkbox"/> impatient | 107. <input type="checkbox"/> stormy |
| 20. <input type="checkbox"/> cautious | 64. <input type="checkbox"/> incensed | 108. <input type="checkbox"/> strong |
| 21. <input type="checkbox"/> cheerful | 65. <input type="checkbox"/> indignant | 109. <input type="checkbox"/> suffering |
| 22. <input type="checkbox"/> clean | 66. <input type="checkbox"/> inspired | 110. <input type="checkbox"/> sullen |
| 23. <input type="checkbox"/> complaining | 67. <input type="checkbox"/> interested | 111. <input type="checkbox"/> sunk |
| 24. <input type="checkbox"/> contented | 68. <input type="checkbox"/> irritated | 112. <input type="checkbox"/> sympathetic |
| 25. <input type="checkbox"/> contrary | 69. <input type="checkbox"/> jealous | 113. <input type="checkbox"/> tame |
| 26. <input type="checkbox"/> cool | 70. <input type="checkbox"/> joyful | 114. <input type="checkbox"/> tender |
| 27. <input type="checkbox"/> cooperative | 71. <input type="checkbox"/> kindly | 115. <input type="checkbox"/> tense |
| 28. <input type="checkbox"/> critical | 72. <input type="checkbox"/> lonely | 116. <input type="checkbox"/> terrible |
| 29. <input type="checkbox"/> cross | 73. <input type="checkbox"/> lost | 117. <input type="checkbox"/> terrified |
| 30. <input type="checkbox"/> cruel | 74. <input type="checkbox"/> loving | 118. <input type="checkbox"/> thoughtful |
| 31. <input type="checkbox"/> daring | 75. <input type="checkbox"/> low | 119. <input type="checkbox"/> timid |
| 32. <input type="checkbox"/> desperate | 76. <input type="checkbox"/> lucky | 120. <input type="checkbox"/> tormented |
| 33. <input type="checkbox"/> destroyed | 77. <input type="checkbox"/> mad | 121. <input type="checkbox"/> understanding |
| 34. <input type="checkbox"/> devoted | 78. <input type="checkbox"/> mean | 122. <input type="checkbox"/> unhappy |
| 35. <input type="checkbox"/> disagreeable | 79. <input type="checkbox"/> meek | 123. <input type="checkbox"/> unsociable |
| 36. <input type="checkbox"/> discontented | 80. <input type="checkbox"/> merry | 124. <input type="checkbox"/> upset |
| 37. <input type="checkbox"/> discouraged | 81. <input type="checkbox"/> mild | 125. <input type="checkbox"/> vexed |
| 38. <input type="checkbox"/> disgusted | 82. <input type="checkbox"/> miserable | 126. <input type="checkbox"/> warm |
| 39. <input type="checkbox"/> displeased | 83. <input type="checkbox"/> nervous | 127. <input type="checkbox"/> whole |
| 40. <input type="checkbox"/> energetic | 84. <input type="checkbox"/> obliging | 128. <input type="checkbox"/> wild |
| 41. <input type="checkbox"/> enraged | 85. <input type="checkbox"/> offended | 129. <input type="checkbox"/> willful |
| 42. <input type="checkbox"/> enthusiastic | 86. <input type="checkbox"/> outraged | 130. <input type="checkbox"/> wilted |
| 43. <input type="checkbox"/> fearful | 87. <input type="checkbox"/> panicky | 131. <input type="checkbox"/> worrying |
| 44. <input type="checkbox"/> fine | 88. <input type="checkbox"/> patient | 132. <input type="checkbox"/> young |

Demographic Data

1. Date of Birth ____-____-____

Age ____ years

2. What is your highest or current level of education

____ less than or some high school

____ completed high school (diploma or equivalent)

____ some college (community of university)

____ completed undergraduate degree (BA, BS, BED)

____ some graduate or professional school

____ completed graduate of professional degree (MA, PHD, MD)

Are you currently enrolled in school? Yes ____ No ____

3. Current occupation (if not enrolled in school)?

4. Income:

____ Less than 8,000

____ 8,000 - 15,999

____ 16,000 - 23,999

____ 24,000 - 31,999

____ 32,000 - 39,999

____ 40,000 or more

5. Race or ethnic origin:

____ Latino/Hispanic

____ White/Caucasian

____ Asian-American

____ Black/African American

____ Native American/Indian

____ Other (Specify) _____

6. Religion:

Please specify: ____ Protestant ____ Jewish ____ Catholic

____ None ____ Other (Specify) _____

Do you describe yourself as being religious?

Yes ____ No ____

Are your religious views congruent to your views about your sexuality? Yes ____ No ____

If no, please explain how you feel about it:

7. Do you presently think of yourself as: (select one)
- ☐ Exclusively homosexual
 - ☐ Predominantly homosexual, only slightly heterosexual
 - ☐ Predominantly homosexual, but significantly heterosexual
 - ☐ Equally homosexual and heterosexual
 - ☐ Predominantly heterosexual, but significantly homosexual
 - ☐ Predominantly heterosexual, only slightly homosexual
 - ☐ Exclusively heterosexual

8. Which of the following best describes the community you grew up in?

- ☐ Farm
- ☐ Rural area, but not farm
- ☐ Small town (less than 50,000)
- ☐ Medium size town or suburb (50,000-99,999)
- ☐ Small city or large suburb (100,000-250,000)
- ☐ City (more than 250,000)

9. Are you, or have you ever been in a heterosexual marriage?

Yes___ No___

If yes, are you married now? ___

10. Have you been in therapy or consulted with a mental health professional before? Yes___ No___

If yes, was there a diagnosis?

Yes___ (yes, specify_____) No___ Unknown___

11. Family background

Relationship	Age (if living)	Education	Present	Occupation (be specific)
--------------	--------------------	-----------	---------	-----------------------------

Father

Mother

*

*

*

*

*

*

* List other members of immediate family, including brothers, sisters, wife, children, significant partners, if any. (indicate stepparents, etc.)

a) Do your parents presently live together?

Yes___ No___ N/A___

b) Were/Are your parents divorced or separated?

Yes___ No___ N/A___

c) Were you Adopted? Yes___ No___ If yes, at age ___

d) How satisfied are you with your relationship with your parents?

	Not at all Satisfied					Extremely Satisfied		Does not Apply
Your Mother	1	2	3	4	5	6	7	X
Your Father	1	2	3	4	5	6	7	X

e) List all people related to you who are gay or lesbian, or who you believe to be gay or lesbian? List their relationship to you (eg. brother, cousin, aunt), and indicate how sure you are.

Relationship	Not so sure		Fairly sure		Very sure	
_____	1		2		3	
_____	1		2		3	
_____	1		2		3	
_____	1		2		3	
_____	1		2		3	

12.

a) Do you identify yourself as belonging to the "gay community"?

Not at all			Moderately			Extremely	
1	2	3	4	5	6	7	

b) How active or involved are you within the "gay community"?

Not at all Involved			Moderately Involved			Extremely Involved	
1	2	3	4	5	6	7	

APPENDIX E

EVALUATION FORM AND APPRECIATORY NOTE

Evaluation Form

The next set of questions are not part of the research question per se. Rather, they ask you to evaluate and provide feedback about the interview, the interviewer, and your responses to the questions within the experiment. Please fill out these questions as honestly as possible, as they will help the researchers in their efforts to use your information in the best way possible.

1	2	3	4	5
Strongly Agree	Agree	Could Go Either Way	Disagree	Strongly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. Overall, my responses to this experiment were honest and accurate to the best of my knowledge. | 1 | 2 | 3 | 4 | 5 |
| 2. I felt very comfortable with the interviewer. | 1 | 2 | 3 | 4 | 5 |
| 3. I felt very uncomfortable with the questions asked in the interview. | 1 | 2 | 3 | 4 | 5 |
| 4. Overall, I was very open to the interviewer in my responses. | 1 | 2 | 3 | 4 | 5 |
| 5. At times, I held back information because I was uncomfortable with the situation. | 1 | 2 | 3 | 4 | 5 |
| 6. I would have preferred a questionnaire rather than an interview. | 1 | 2 | 3 | 4 | 5 |

Please provide additional comments or feedback here (use the back of this sheet if necessary):

Appreciatory Note

Thank you for your participation. This study was designed to explore the feelings, attitudes, and behaviors of gay-identified men about other gay men, homosexuality, and toward's oneself. The information obtained will be used only by the researchers involved in the study, and all material will be kept confidential.

If you have any further concerns raised by this interview or related issues, feel free to contact the Psychological Services Center at 545-0041, or Student Mental Health at 545-2337, both located at the University of Massachusetts in Amherst.

APPENDIX F

SELF-DEVALUATION INTERVIEW CODING SCHEME

- 1) How do you feel about being gay?
 - 1 = Fine; comfortable; pretty good; positive
 - 2 = Comfortable sometimes; in certain situations; relatively comfortable
 - 3 = Uncomfortable; I'm unhappy at times
 - 9 = Missing Data
- 2) Relative to other gay men you know, how do you feel about being gay?
 - 1 = At the positive end of the spectrum; very satisfied; better adjusted than most
 - 2 = At a similar point with most others
 - 3 = Comfortable in certain situations; relatively comfortable; friends are more comfortable than I
 - 9 = Missing Data
- 3) Would you consider yourself to hold homophobic attitudes or beliefs?
 - 1 = No; I don't think so; I'm not afraid of being gay
 - 2 = At times I do; sometimes
 - 3 = Yes; I'm sure I do
 - 9 = Missing Data
- 4) How do you think your family feels about your homosexuality?
 - 1 = Very accepting; very comfortable; positive; supportive
 - 2 = No problems; O.K.; accepting; fine; generally positive; don't mind now
 - 3 = Find it uncomfortable;
 - 9 = Missing Data

- 5) How do you think your straight friends feel?
- 1 = Very accepting; very comfortable; positive; supportive
 - 2 = No problems; O.K.; accepting; fine; generally positive; don't mind now
 - 3 = Find it uncomfortable;
 - 9 = Missing Data
- 6) How do you think your boss/teachers feel?
- 1 = Very accepting; very comfortable; positive; supportive
 - 2 = No problems; O.K.; accepting; fine; generally positive; don't mind now
 - 3 = Find it uncomfortable;
 - 9 = Missing Data
- 7) How do you think your relatives feel?
- 1 = Very accepting; very comfortable; positive; supportive
 - 2 = No problems; O.K.; accepting; fine; generally positive; don't mind now
 - 3 = Find it uncomfortable;
 - 9 = Missing Data
- 8) What about general acquaintances. How do they feel?
- 1 = Very accepting; very comfortable; positive; supportive
 - 2 = No problems; O.K.; accepting; fine; generally positive; don't mind now
 - 3 = Find it uncomfortable;
 - 9 = Missing Data

- 9) Do you mind, or would you mind if others knew you were gay?
- 1 = No; no I don't mind
 - 2 = Depends on the situation; persons
 - 3 = Yes
 - 9 = Missing Data
- 10) How important is it for you to disclose/conceal that you are gay?¹
- 1/3 = It's important
 - 2/2 = Depends on the situation; it matters and it doesn't; fairly important; mildly important
 - 3/1 = It's not important;
 - 9 = Missing Data
- 11) Does anything stop you from telling people that you are gay?
- 1 = No
 - 2 = Yes; Depends on the context, i.e. are they important enough; depends on their motive, if threatened physically
 - 3 = Yes; the stigma
 - 9 = Missing Data
- 12) Have you ever avoided other gay people or avoided talking about gay issues when you were with your family or straight friends?
- 1 = No
 - 2 = Depends; sometimes
 - 3 = Yes; avoided discussing topics; when others have a hard time with it; when I feel threatened; reluctance; fear; with family
 - 9 = Missing Data

13) Have you ever pretended not to be gay?

1 = No

2 = Depends; sometimes

3 = Yes; in some family situations; going along; I portray a neutral look; not directly; I keep it ambiguous at times; I throw in a pronoun; I stop from saying some things

9 = Missing Data

14) Do you ever feel that you sometimes lead a double life?

1 = No

2 = Sometimes

3 = Yes

9 = Missing Data

15) Do you sometimes, when in front of family or straight friends, try to hide your sexuality by acting differently, walking, talking, or dressing differently, or doing things you don't normally do ?

1 = No

2 = Sometimes; it depends

3 = Yes

9 = Missing Data

16) How important is your homosexuality to you?

1 = Very important; its fundamental; it's a part of me; it makes me special

2 = Not the most important, but significant; kind of important, but not totally important

3 = Not at all important

9 = Missing Data

17) Do you feel it is relevant in all situations?

1 = No

2 = Sometimes; thinking about it comes and goes

3 = Yes

9 = Missing Data

18) Have you ever made an extra effort to act gay?

1 = No

2 = Maybe sometimes; in situations with other friends;
joking with close friends

3 = Yes

9 = Missing Data

19) How comfortable or uncomfortable are you about homosexuality?

1 = Very comfortable; really comfortable

2 = Comfortable; fairly comfortable; think I'm comfortable

3 = Uncomfortable

9 = Missing Data

20) How comfortable or uncomfortable do you feel around other gay people? or stereotypical gay people?

1 = Very comfortable; generally comfortable

2 = Depends; sometimes it bothers me; depends on the context; on their behaviors, attitudes; stereotypical behaviors

3 = Often uncomfortable; sometimes very uncomfortable

9 = Missing Data

Note:

¹ The question is asked differently for individuals who have disclosed their sexuality to significant people from individuals who have not disclosed their sexuality.

APPENDIX G

SENTENCE COMPLETION CODING SCHEME

I feel homosexuality is not...

Positive Responses

a crime;
abnormal, unnatural;
a disease, immoral;
an illness; something
to be ashamed of;
accepted; understood

Negative Responses

a result of an absent
father; fun or safe
something learned;
something to fear
an excuse;
a choice; acquired

**Consciously acting more effeminate, flamboyant,
or even more macho, is...**

Positive Responses

not being yourself;
out of ones character;
a distortion of one's
normal identity; trying
to fit in specific
stereotypes;
sometimes fun; fine;
healthy if acted in fun,
in jest; a choice

Negative Responses

very unsettling, I despise
raging queens; something I
worry about and something I
do;
foolish; not for me;
something I do not do nor
like;
insecure;

Feeling self-conscious for being gay is...

Positive Responses

natural and normal,
regardless of what others
say;
understandable in some
circumstances; something
I have overcome; unpleasant
reality; sad, feeling
ashamed of who you are;

Negative Responses

not the best way to live
your life; getting caught
up in ones humanity;
counterproductive;
a waste of energy;
difficult to overcome;

I feel the opinions that others hold because I'm gay are...

Positive Responses

mostly positive; okay;
positive; valid; acceptable
irrelevant; not important
opinions about me; theirs
and also their own
problems;

Negative Responses

funny, irrational, and
ignorant; misguided;
annoying

If my homosexuality were made public, I would feel...

Positive Responses

great; fine; okay
can handle it;
no different;
relieved;

Negative Responses

I would not know until it
happens; I don't flaunt it
around; uncomfortable;
giddy; scared; violated;
naked, embarrassed;
angry and annoyed;

I feel gay men who attempt to "pass" do so because...

Positive Responses

it is a way of staying
safe;
they're afraid; of fear;
struggling with issues or
succumbing to homophobia;
they're uncomfortable;
they're ashamed; they're
insecure

Negative Responses

of their need to conform to
social norms; they're not
sure they would be
accepted;
to fit in; they have a
negative gay identity;
it's easier; it's convenient;
it's beneficial;
they're misguided;

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