

4-9-2016

The SophoMORE You Know: Socialization and Peer Influences on Masculine Expression

Follow this and additional works at: https://ecommons.udayton.edu/stander_posters

Recommended Citation

"The SophoMORE You Know: Socialization and Peer Influences on Masculine Expression" (2016). *Stander Symposium Posters*. 768.
https://ecommons.udayton.edu/stander_posters/768

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlange1@udayton.edu.

The SophoMORE You Know: Socialization and Peer Influences on Masculine Expression

Author: Max D. Sullivan

Advisor: Dr. Nasser Razek

ABSTRACT

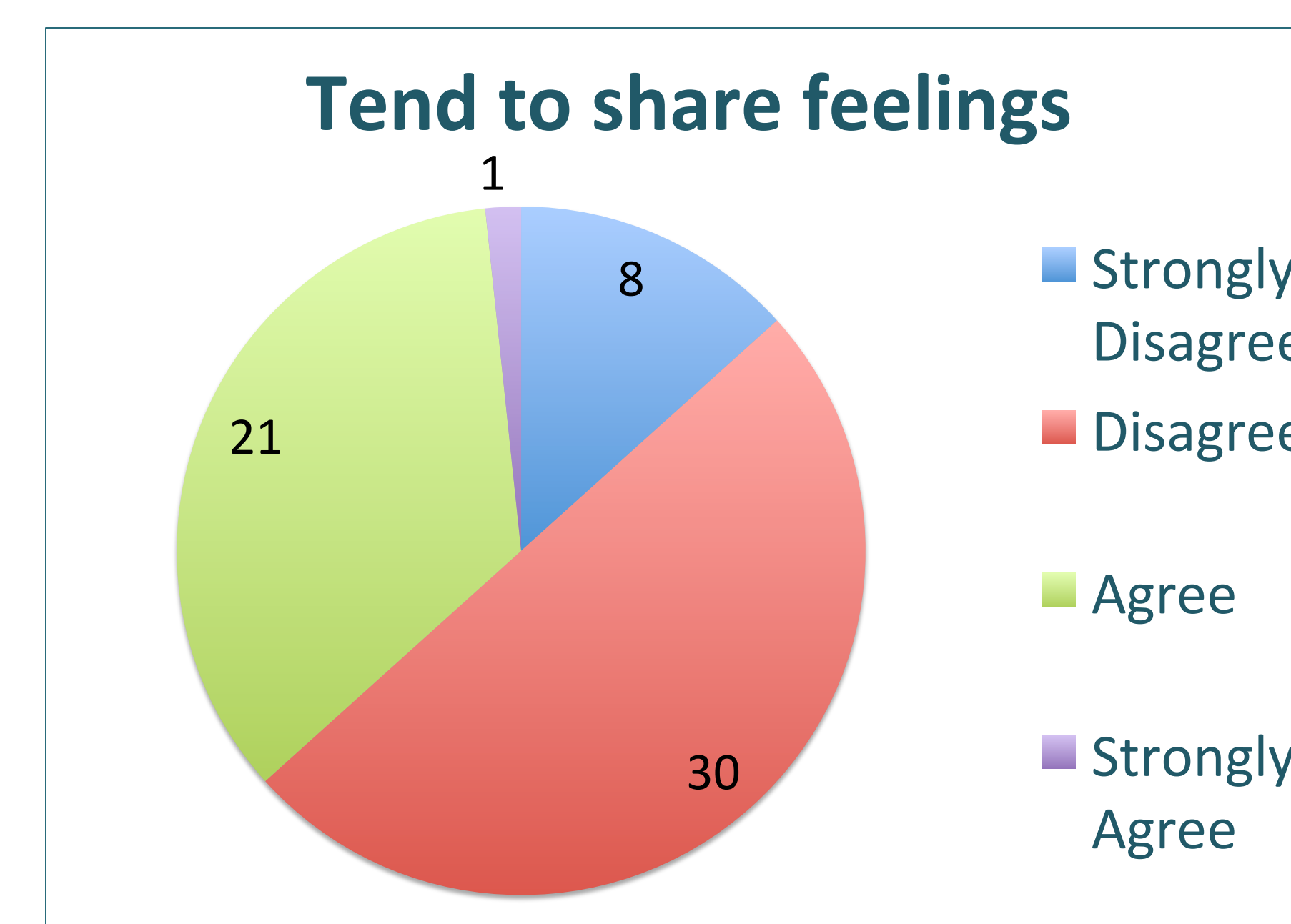
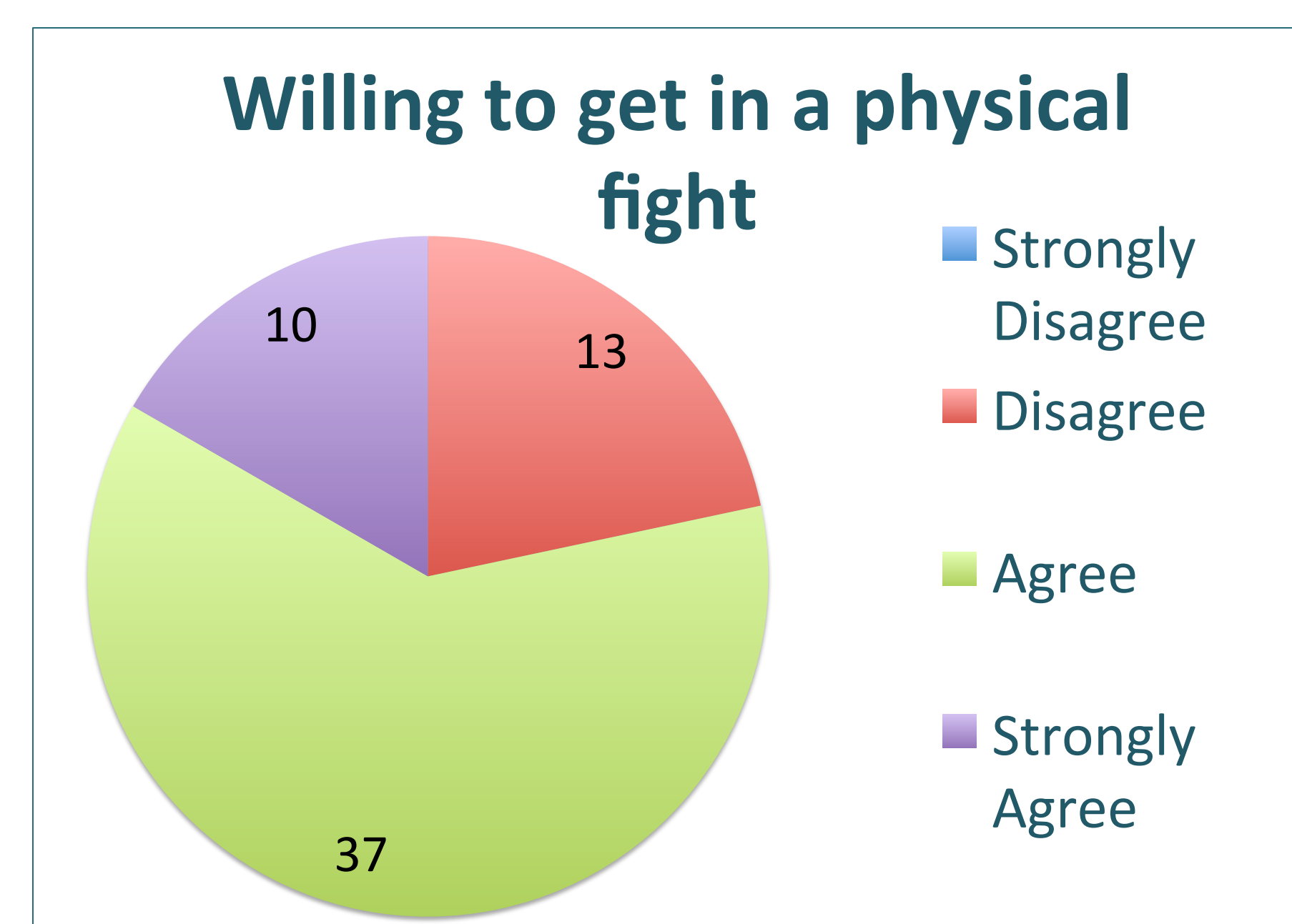
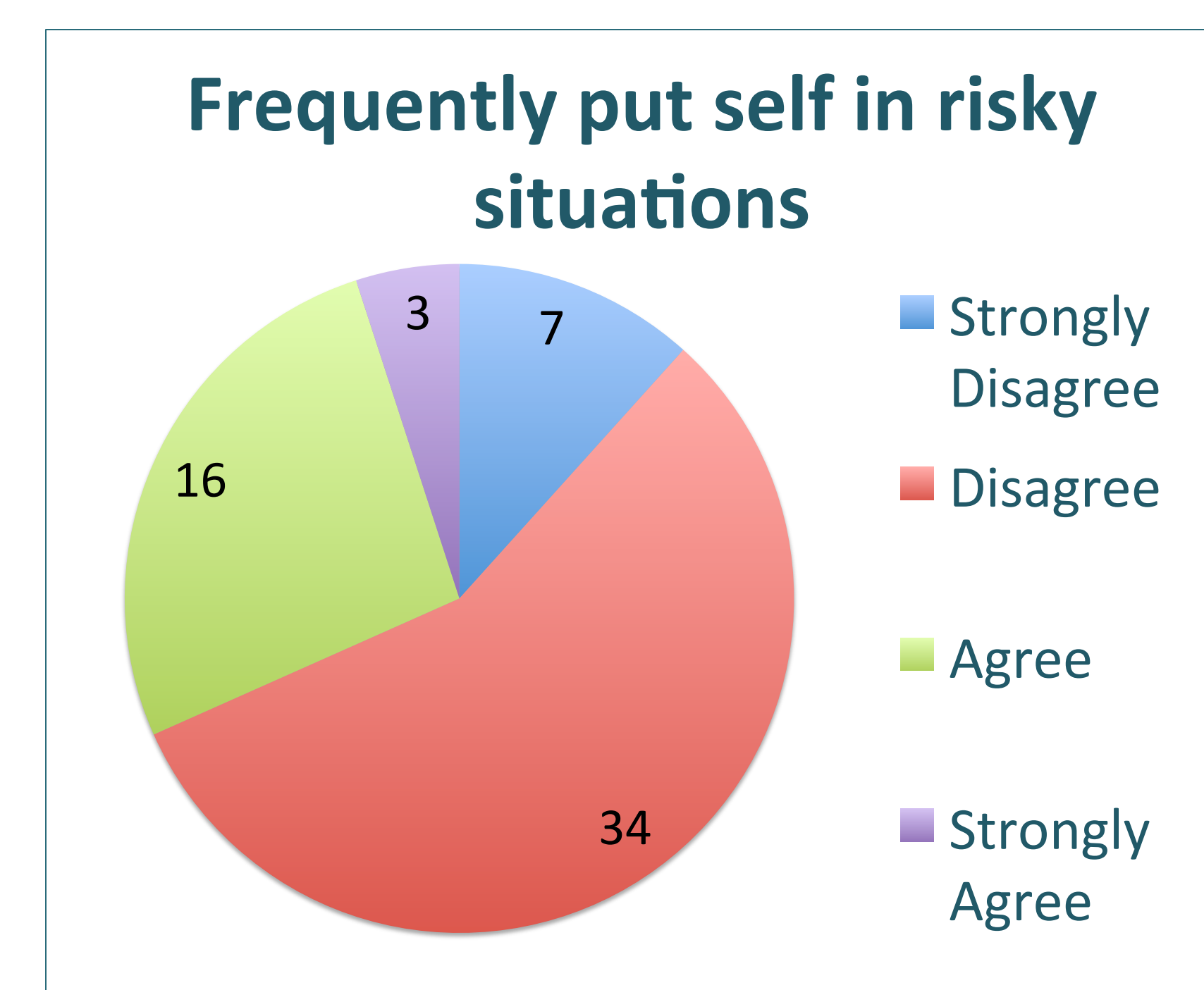
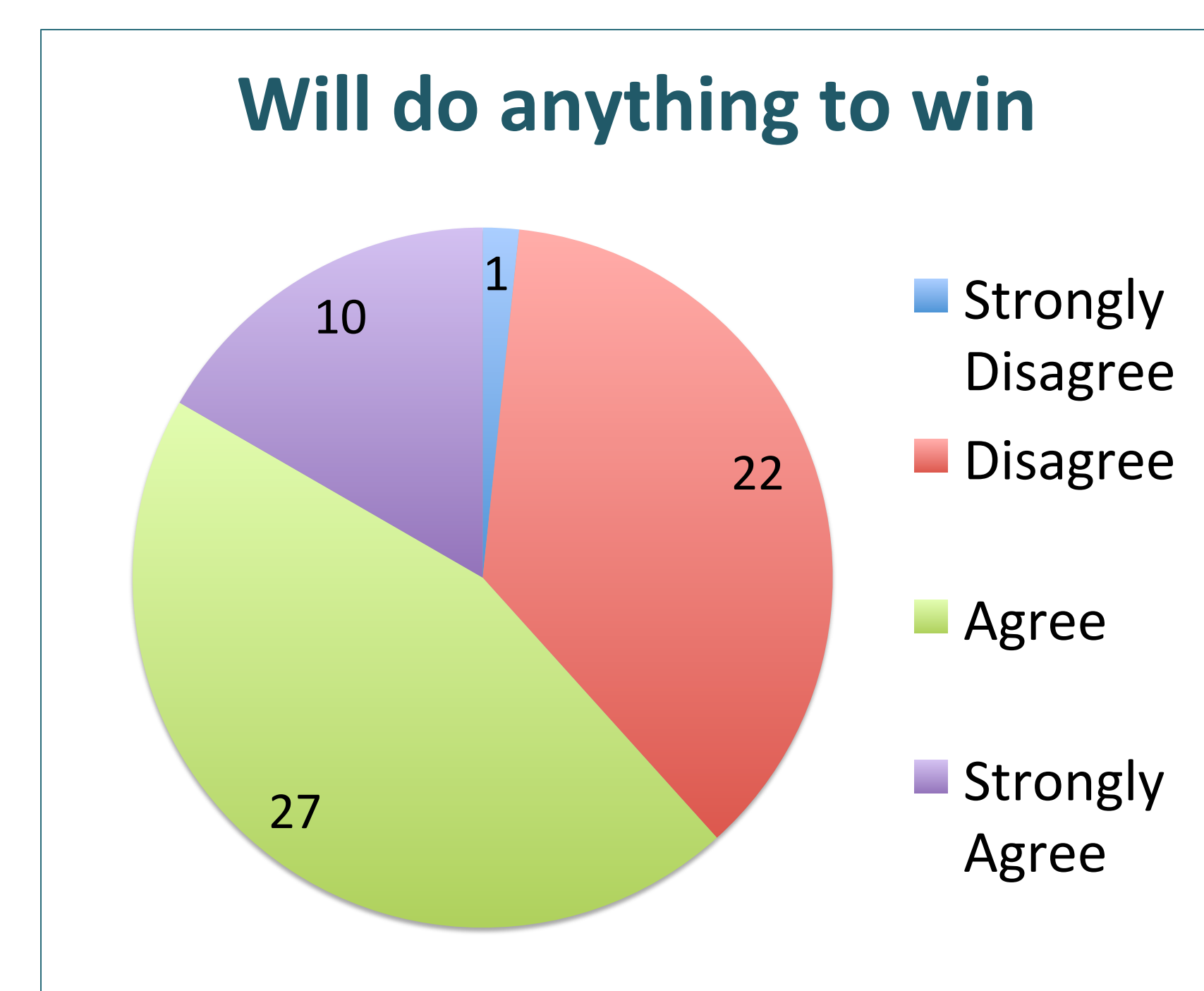
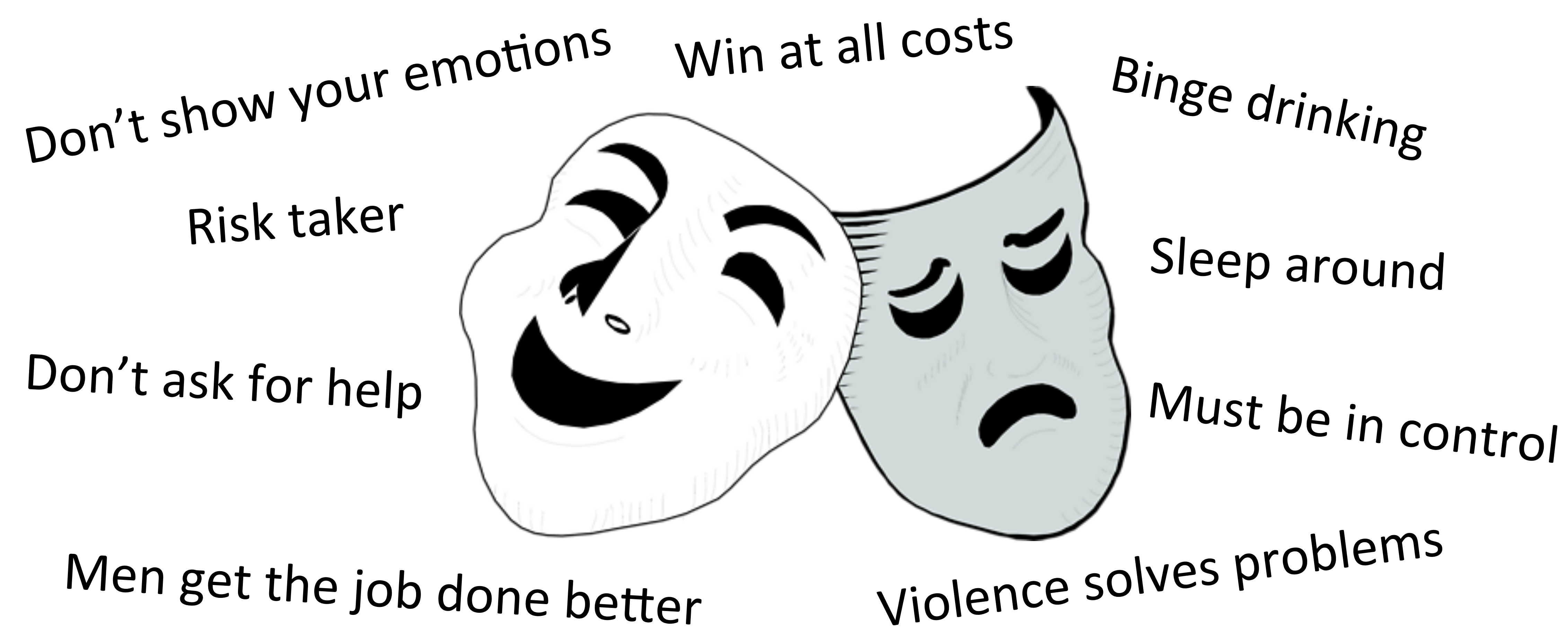
During the collegiate years, some men engage in high-risk behaviors and adopt detrimental attitudes. There is a strong correlation between these behaviors and attitudes, and the ideals of masculine hegemony (Wagner, 2015). In addition, college men are more likely to be the perpetrators of most forms of violence and commit violations of campus policies when compared to their female counterparts (Edwards & Jones, 2009). Participants identified external expectations influencing them to act tough and demonstrate other traits of hyper masculine hegemony. The experiences of these men illustrate that they want to learn how to be a man, but do not necessarily have a safe space and/or lack the support to craft their definition masculinity.

RESEARCH QUESTIONS

1. How does the the socialization of sophomore men impact expression of masculinity?
2. Is there a connection between sophomore men's values and actions?

METHODS

- Utilized abbreviated version of the Conformity to Masculine Norms Inventory (Parent & Moradi, 2009)
- Random sampling of 300 sophomore males completed 60 surveys anonymously
- Conformity to Masculine Norms Inventory utilized a four-point Likert scale
- SPSS utilized to find Bivariate Pearson and Spearman Correlations as well as Frequencies



CONCLUSION

- Incongruence between sophomore men's actions and behavior when compared with values and beliefs
- Higher education institutions are not providing ways in which men are able to explore masculine gender identity

FUTURE DIRECTIONS

- Conduct study on men at different college levels
- Conduct a qualitative study to hear the stories of these men
- Create interventions in which men can explore their gender identity

SELECTED REFERENCES

- Davis, T. (2002). Voices of gender role conflict: The social construction of college men's identity. *Journal of College Student Development, 43*(4), 508-521
- Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal Of College Student Development, 50*(2), 210-228.
- Harris, F. I. (2010). College men's meanings of masculinities and contextual influences: Toward a conceptual model. *Journal of College Student Development, 51*(3), 297-318
- Harris, F. I., & Struve, L. E. (2009). Gents, jerks, and jocks: What male students learn about masculinity in college. *About Campus, 14*(3), 2-9.
- Wagner, R. (2015). College Men and Masculinity: implications for diversity education. *Equity & Excellence In Education, 48*(3), 473-488.

ACKNOWLEDGEMENTS

Thank you to my amazing family and friends for all of their love and support. Thank you to my wonderful professors (Molly, Michele, & Nasser) who pushed me to grow in even more ways than I could imagine. A big final thank you to the sophomore men who participated in my study!