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Social Gender Norms and Depression in College Students

Abstract

The primary purpose of this quantitative study was to determine if there was a relationship between the conformity to social gender norms (masculine and feminine) and depression among male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. Understanding the trends in social norm conformity and depression can lead to changes in how faculty and staff in higher education view and decide on the engagement activities provided to students. Participants were 289 college students from a four-year public institution in the Midwest, who responded to a survey in the Spring 2021 semester. Instruments included the Conformity to Masculine Norms Inventory – 46 (CMNI-46), Conformity to Feminine Norms Inventory – 45 (CMFI-45), and the Beck Depression Inventory – II (BDI-II). Results suggest that the Self-Reliance, Emotional Control, Thinness, Modesty, and Invest in Appearance subscales, have a direct correlation with depression, and the Heterosexual Self-Presentation, Relational, and Domestic subscales, have an indirect correlation with depression.

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Thesis Director

Catherine L. Polydore

Thesis Committee Member

Angela S. Jacobs

Thesis Committee Member

Tanya M. Willard

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ABSTRACT

The primary purpose of this quantitative study was to determine if there was a relationship between the conformity to social gender norms (masculine and feminine) and depression among male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. Understanding the trends in social norm conformity and depression can lead to changes in how faculty and staff in higher education view and decide on the engagement activities provided to students. Participants were 289 college students from a four-year public institution in the Midwest, who responded to a survey in the Spring 2021 semester. Instruments included the Conformity to Masculine Norms Inventory – 46 (CMNI-46), Conformity to Feminine Norms Inventory – 45 (CMFI-45), and the Beck Depression Inventory – II (BDI-II). Results suggest that the Self-Reliance, Emotional Control, Thinness, Modesty, and Invest in Appearance subscales, have a direct correlation with depression, and the Heterosexual Self-Presentation, Relational, and Domestic subscales, have an indirect correlation with depression.

Keywords: social gender norms, masculine social norms, feminine social norms, depression, conformity

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CHAPTER I

INTRODUCTION

In a study of nearly 33,000 college students, almost half of all participants screened positive for depression, a leading factor related to suicide (Bradvik, 2018; McAlpine, 2021). During the 2017 to 2018 academic year, 38% of primary and secondary public schools reported treating mental health disorders within students (Wang et al., 2020). Mental health symptoms have intensified over the last 10 years, with anxiety, depression, and suicidal tendencies among college students doubling over a five-year span (Duffy et al., 2019; Eisenberg, 2019). Between 2014 and 2019, there was an 11% increase in undergraduate college students reporting an inability to function due to depressive symptoms (American College Health Association [ACHA], 2015; ACHA, 2019). The need for research on how depression develops is necessary to begin helping students reduce depression.

Recent studies have supported a link between the conformity to masculine social norms and depression, and the conformity to feminine social norms and depression (Iwamoto et al., 2018; Kaya et al., 2019; Parent et al., 2019; Wong et al., 2017), which are factors that influence how people engage in social behaviors (Mahalik et al., 2003). At an early age, we begin learning from our surroundings and develop social gender norms that dictate our learned identity. We begin developing habits and practices by following the behaviors of those who take care of us and the social groups with which we interact (Bandura et al., 1961; Bandura et al., 1963; Bem, 1981; Cook et al., 2019). However, some behaviors that evolve are not always beneficial to one's development or accepted by other social groups. Behaviors such as aggression and violence are impressed upon children as bad actions but are still adopted by watching the conduct of peers

and other influential persons (Bandura et al., 1961; Bandura et al., 1963). These types of behaviors can have a detrimental effect on the mental well-being of the victim and the aggressor.

If a person does not conform to social gender norms, there can be a negative effect on their mental health (Bribing, 1953; McLemore, 2015). For instance, students who are born and given an attributed sex but no longer identify as that sex or feel bound by the idea of sex or gender, may assume various social gender norms. Without the acceptance from society that their conformed behaviors are correct, the mental health of those students can suffer (McLemore, 2015). The need for social approval of the student's social gender norms that the student adheres to can be a contributing factor to the psychological well-being of the student (Blankenau et al., 2022; Dovidio et al., 2000; McLemore, 2015).

Purpose of the Study

The primary purpose of this quantitative study was to determine if there is a relationship between the conformity to social gender norms (masculine and feminine) and depression within male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females.

Research Questions

The following research questions were formulated to meet the study's objectives:

- RQ1: Is there a difference between male depression levels and female depression levels as measured by the Beck's Depression Inventory – II (BDI-II)?
- RQ2: Is there a difference in the level of conformity to social gender norms (as measured by Conformity to Masculine Norms Inventory – 46 (CMNI-46) and

Conformity to Feminine Norms Inventory – 45 (CFNI-45)) between males and females?

RQ3: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in males?

RQ4: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in females?

Research Hypotheses

This study addressed the following research hypotheses:

RH1_a: There is a difference between male depression levels and female depression levels (as measured by BDI-II).

RH1₀: There is no difference between male depression levels and female depression levels (as measured by BDI-II).

RH2_a: There is a difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females.

RH2₀: There is no difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females.

RH3_a: There is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in males.

RH3₀: There is no relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in males.

RH4_a: There is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in females.

RH4₀: There is no relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in females.

Significance of the Study

Depression rates have risen among college students, though there is little known about the factors increasing the rates (Twenge et al., 2019). For over the last decade, studies have suggested that social gender norms are correlated negatively and positively to depression (Iwamoto et al., 2018; Kaya et al., 2019; Mahalik et al., 2003; Mahalik et al., 2005; Payne et al., 2008; Schilt, 2006; Wong et al., 2017). However, there is minimal research analyzing the relationship between individuals who conform to the social gender norms that society associates to the opposite sex and depression. In a meta-analysis conducted in 2017 that processed the research completed on masculine social norms and depression, there was insufficient data to adequately examine the relationship between females exhibiting masculine social norms and depression (Wong et al., 2017). Understanding the trends in social norm conformity and depression can lead to changes in how faculty and staff in higher education view and decide on the engagement activities provided to students.

Limitations of the Study

A number of limitations were identified which could impact the validity of the study. The first is sampling of participants. Participants in the study were from a regional mid-sized, predominantly White institution, located in the rural Midwestern United States. Such a sample does not accurately represent the entirety of the collegiate universe. The researcher for this study was limited to this location due to time, cost, location constraints, and the researcher's convenience. The location of the institution may have impacted the representation of students based on sex, gender, race, and sexuality. Due to the lack of representation, the researcher only used data received from participants whose gender identity matched the social construct of their biological sex. Additionally, with a limited population, a convenience bias was considered. Only the students who received and read the email requesting their participation had the opportunity to participate in the study.

A second limitation was the length of the survey. Survey length may have resulted in participant fatigue, participants not fully comprehending what was being asked, and incomplete surveys, which could harm the validity of the survey. Additionally, participants might have marked answers indiscriminately to complete the survey thinking that completing a survey would increase their chances of winning a prize, or they could have randomly marked answers. However, completion of a survey was not a requirement for participants to be entered in the prize pool.

The last limitation of this study was the timing of research. This study was conducted during the COVID-19 world-wide pandemic and higher levels of depression among the general population was reported (Torales et al., 2020). It is not known what depression related effects that COVID-19 may have had on students who adhered or did not adhere to the masculine and

feminine social norms. COVID-19 may have also affected one population more than another, skewing the data.

Definition of Terms

The following are definitions of terms used within this study.

- **biological sex.** Assigned label of sex at birth based on medical factors, including one's hormones, chromosomes, and genitals.
- **depression.** A feeling of sadness and hopelessness, and the loss of interest in activities once enjoyed, which can lead to physical pains that can occur over the course of at least two weeks (American Psychiatric Association, 2013).
- **gender role.** The actions and behaviors that are to be performed by either men or women as designated by society (Eagly, 2013).
- **gender/ gender identity.** The definition of gender varies among groups and cultures (Schudson et al., 2019), and is "each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms" (Castro-Peraza et al, 2019, p. 978). Within this document, particularly when referring to past research, gender and sex may have been used interchangeably.
- **sex.** See Biological Sex
- **social gender norms.** are behaviors and traits set by society and associated with a specific gender based on the biological sex an individual possesses (Bussey & Bandura, 1999; Eagly, 1997; Mahalik et al., 2003; Mahalik et al., 2005). Within this document,

social gender norms and masculine and feminine social norms will be used interchangeably.

- **social norms.** Factors that influence how people engage in social behaviors (Mahalik et al., 2003).

Summary

Each year brings advances in technology and society adapts to those advances. A similar process happens in each individual. Whether for the good or the bad, human development does not stand still. Changes based on our relationships with each other and to our various social groups shape our development. One of the most impressionable and difficult periods in a person's life is when they are a student pursuing higher education. Because depression has been increasing in college students, it is important to determine the potential causes and create proactive solutions to combat the decreasing mental well-being in students. An area with minimal research is the changes occurring in social gender norms between males and females, and if there is an effect on depression. This study has provided more information on the masculine and feminine social norms that reside in college students and the relationship between social gender norms and depression. Identifying potential contributors to depression is essential for assisting the students, faculty, and staff at higher education institutions.

CHAPTER II

REVIEW OF LITERATURE

The primary purpose of this quantitative study was to determine if there is a relationship between the conformity to social gender norms (masculine and feminine) and depression within male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. After analyzing the results, the study will purpose recommendations for higher education professionals. This chapter provides a review of literature that relates to identity, sex, social gender norms, depression, higher education, and the theories on which this research is based. The literature will provide evidence to the relevance of this study, while also providing support for the proposed hypotheses.

Differentiating Sex and Gender

The dyadic terms *male/female*, *man/woman*, and *masculine/feminine* are commonly used to describe an individual's sex and gender. Research has shown that the terms masculine/feminine are used and understood primarily in a sociocultural context, whereas male/female are used and understood in more of a biological context (Pryzgoda & Chrisler, 2000; Schudson et al., 2019). Further, the terms man/woman are used in both contexts (Pryzgoda & Chrisler, 2000; Schudson et al., 2019). The term *sex* is commonly referred to as the biological and physiological characteristics that dictate the assignment of male or female at birth. When using the terms man/woman, the meanings can differ from individual to individual, and social or biological context is needed to specify the meaning of the terms (Schudson et al., 2019). One can assume that the definition of man/woman and masculine/feminine can change depending on the

geographical location of the user and the time-period in which the terms are being used (Eagly, 1997; Pryzgoda & Chrisler, 2000; Schudson et al., 2019). People in different regions of the world may have a different definition of what is masculine/feminine, and individuals of different education levels and socio-economic backgrounds have expressed differences in the interpretation of masculine/feminine and man/woman (Pryzgoda & Chrisler, 2000; Schudson et al., 2019).

Masculine and Feminine Social Norms

Charles Darwin (1871), one of the founders of the theory of evolution, observed that males and females of the same species differ physically. The biological and psychological differences in sex have been the main consideration when determining the behaviors and traits that each sex should have in society (Eagly, 1997). *Social gender norms* are behaviors and traits set by society and associated with a specific gender based on the biological sex an individual possesses (Bussey & Bandura, 1999; Eagly, 1997; Mahalik et al., 2003; Mahalik et al., 2005).

The environment in which individuals develop can determine the gender role an individual acquires (Bandura et al., 1963; Bussey & Bandura, 1999). More specifically, as individuals develop, external feedback shapes the behaviors an individual either performs or avoids (Bandura et al., 1963). If an individual prefers a thin partner, potential partners may work to have a thin body type to receive preference from the individual over other potential partners. Individuals may adopt other gender norms to become more attractive to their desired partners or to be viewed more highly among potential mates (Ainsworth & Maner, 2012; Schilt, 2006;).

Prior research (e.g., Mahalik et al., 2003, 2005; Parent & Moradi, 2009, 2010) suggested that specific social gender norms are centered around a specific gender. Typical masculine social norms displayed by males, and/or those who identify as a male, are *Emotional Control* (i.e.,

control over their own emotions), *Winning* (i.e., admired for achievements with work and recognized for exceeding expectations in performances), *Playboy* (i.e., the need or desire to have many sexual partners), *Violence* (i.e., causing physical or psychological harm to others), *Self-Reliance* (i.e., an emotional disconnect from others and the need to handle situations independently), *Risk-Taking* (i.e., behaviors that do not have certain outcomes and cause harm to oneself, others, or things), *Power Over Women* (i.e., the ability to create subservient women), *Primacy of Work* (i.e., to put work first and be the primary income earner), and *Heterosexual Self-Presentation* (i.e., showing little to no affection toward others of the same sex or gender) (Mahalik et al., 2003; Parent & Moradi, 2009). Typical feminine social norms displayed by females, and/or those who identify as a female, are *Invest in Appearance* (i.e., working to maintain and improve physical appearance), *Domestic* (i.e., maintaining the home), *Romantic Relationships* (i.e., an individual invests themselves in a romantic relationship), *Modesty* (i.e., suppression of their ability or talent so that attention is not bought to them), *Sexual Fidelity* (i.e., committed to a single partner), *Thinness* (i.e., pursuit of a thin body type), *Care for Children* (i.e., the need to take care of and be with children), *Relational* (i.e., primacy of maintaining friendships), and *Sweet and Nice* (i.e., being nice to others) (Mahalik et al., 2005; Parent & Moradi, 2010).

Masculine and feminine social norms are learned traits and behaviors handed down from previous generations and passed throughout society by observing others and the teaching of culture (Bussey & Bandura, 1999; Griffin, 2012; Gross, 2020; Kitchens & Abell, 2017). These behaviors have developed into social gender norms based on the influences and teachings of others, with the idea that conforming to these social gender norms will lead to prosperity, while non-conforming would lead to less desirability of others (Bussey & Bandura, 1999; Kitchens &

Abell, 2017; Oatley & Bolton, 1985). Individuals, who are in the stages of identity development, adhere to social gender norms based on how they view and identify themselves to match others that have the same identity (Bussey & Bandura, 1999; Erikson, 1956; Schilt, 2006). If the individual does not fit the social gender norms that society has set for their gender, the potential of depression and other mental health related issues can increase (Bibring, 1953; Eagly, 1997; Mahalik et al., 2003; Mahalik et al., 2005).

Depression

Depression is the feeling of sadness and hopelessness, and the loss of interest in activities once enjoyed, which can lead to physical pains that can occur over the course of at least two weeks (American Psychiatric Association, 2013). An individual must exhibit at least five of the eight symptoms listed within the Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5) over the same two week period to receive a depression diagnosis: (1) depressive mood nearly every day and all day, (2) lack of interest or pleasure in majority of activities every day and all day, (3) significant weight loss or gain when not dieting, (4) slowing or stopping of movement and thought, (5) fatigue or loss of energy, (6) feeling worthless, (7) reduction in the ability to think and concentrate, and (8) thoughts of death and suicide (American Psychiatric Association, 2013). There are many contributing factors that influence the development of depression within individuals. Anxiety, distress, changes in environment, loneliness, resilience, traumatic events, genetics, physical health, finances, societal pressures or influences, and many more factors have been found to contribute to depression within an individual and the level in which an individual experiences depression (Cho, 2022; Francis & Horn, 2017; Grossbard et al., 2013; Herbst et al., 2014; Lim et al., 2020; Liu et al., 2020; Mancini, 2021; Marcotte et al., 2018; Twenge et al., 2019; Woodford et al., 2018). Additional factors, such as masculine and

feminine social norms, have also been shown to influence depression in college students (George, 2016; Iwamoto et al., 2018; Kaya et al., 2019; Payne et al., 2008; Twenge et al., 2019; Wong et al., 2017).

Social Gender Norms and Depression

Depression is higher and more common in females than in males (Albert, 2015; Cyranowski et al., 2000). This could be attributed to a variety of interpersonal, environmental, and social factors (Albert, 2015). For instance, research has shown that among females, conforming to specific feminine social norms is linked to an increase in depression (George, 2016; Payne et al., 2008; Schrick et al., 2012). Females who have shown high conformity to the feminine social norms of Thinness, Investment in Appearance, and Romantic Relationships, have reported significantly higher levels of depression (George, 2016; Schrick et al., 2012). Additionally, research has shown that males who conform to specific masculine social norms experience higher levels of depression (Iwamoto et al., 2018; Kaya et al., 2019; Payne et al., 2008; Twenge et al., 2019; Wong et al., 2017). Males who have shown high conformity to the masculine social norms of Self-Reliance, Violence, Playboy, Pursuit of Status, Power Over Women, Dominance, Risk-Taking, Emotional Control, and Winning, have reported significantly higher levels of depression compared to their non-conforming counterparts (Iwamoto et al., 2018; Kaya et al., 2019; Wong et al., 2017). Also, some research has shown that Winning and Power Over Women are indirectly correlated with depression, and that the overall mental health is improved as males adhere to them (Iwamoto et al., 2018).

However, there has been little research conducted on the conformity of masculine social norms within females and depression. In one study on pregnant women, depressed women had higher levels of conformity to Emotional Control, Violence, and Self-Reliance than non-

depressed women (Esteban-Gonzalo et al., 2019). This could support the argument, that if an individual adopts social gender norms related to the opposite sex that have been shown to be correlated with increased depression, that individual could develop depression (Iwamoto et al., 2018; Kaya et al., 2019; Wong et al., 2017). An example of a social norm being adopted by the opposite sex is the pursuit of majors and degrees typically associated with the opposite sex. More females are moving into fields that have been historically dominated by males (i.e., science, technology, engineering, and mathematics (or STEM); Gaines, 2017). According to Mastekaasa and Smeby (2008), students who select career paths associated with their sex begin their pursuit faster than those who do not. Individuals who select career paths that go against their gender identity are more hesitant to begin their pursuit due to society's lack of acceptance and mistreatment for not following social gender norms (Dovidio et al., 2000). This presents a challenge to the individual's identity, in that, society does not see the individual how the individual sees themselves and the individual is not allowed to pursue their viewed identity. A female pursuing a male-dominated education program or occupation can experience increased depression (Dovidio et al., 2000; Milner & King, 2019; Silke et al., 2015). Additionally, there are masculine and feminine social norms that have been associated with significantly higher amounts of depression and conforming to those social gender norms can increase depression within that individual (Iwamoto et al., 2018; Kaya et al., 2019; Payne et al., 2008; Twenge et al., 2019; Wong et al., 2017).

College Students and Depression

College students with mental health concerns (i.e., depression) are likely to experience challenges that can negatively impact their academic success and can result in them not completing their degrees (Furr et al., 2001). In a study conducted in 2012 by the National

Alliance on Mental Illness (NAMI), 64% of those who indicated they stopped attending college within the previous five years stated they were no longer attending college due to mental health reasons (Gruttadaro & Crudo, 2012). Depression is harmful to how college students perform in their studies. In a recent study, 45.1% of college students reported that they experienced depression to the point that they were no longer able to function (American College Health Association, 2019).

Studying depression symptoms among college students is an important topic given the correlation between depression and suicidal thoughts and/or attempts (Gruttadaro & Crudo, 2012; American College Health Association, 2019). In the Spring of 2019, 13.3% of college students had considered suicide within the previous 12-months, and 2% had attempted suicide within the previous 12-months (American College Health Association, 2019). These numbers have increased when compared to the Spring of 2015 when only 34.5% of students stated that depression made it difficult to function, 8.9% considered suicide, and 1.4% had attempted suicide within the previous 12-months (American College Health Association, 2015). In another study, 3.7% of students without any history of suicidal ideation began having thoughts of suicide within their first year of college, and 3.9% during their second (Mortier et al., 2017).

As cited in Lipson et al. (2017), depression is increasing among college students (American College Health Association, 2015; 2019); thus, putting more pressure on institutions to increase their capacity to address mental health issues (Mortier et al., 2017). Of the students who left college before obtaining their degree, 45% stated that their college did not have, or they did not know of, any mental health accommodation services provided by their institution (Gruttadaro & Crudo, 2012). In addition, stigmas against seeking mental health assistance are

prevalent and can be a deterrent for those who have mental health needs and could use counseling resources (Chow, 2018; Furr et al., 2001; Hirsch et al., 2019).

Higher Education Student Support: A Brief History

The traditional college student enters college around 18 years of age and newly graduated from secondary school. During those prior 18 years, the development of the student's identity began along with the social gender norms to which they conform. Harris and Harper (2015) found that students felt that parental influences, peer interactions, and sports participation were major influencers in their development.

In Loco Parentis

In loco parentis is the Latin phrase meaning to assume the role of the parent or guardian. Within higher education institutions *in loco parentis* is viewed as a way to protect students from harmful behaviors, acting as the police and judge, while monitoring students (Melear, 2003). Institutions have departments for physical and mental health, career counseling, dining, and various social organizations to meet the needs of students in their parents' or guardian's stead. Some departments provide student engagement opportunities that include programming which captures the interest of students living off-campus and students living in the residential facilities provided by the college (Johnson et al., 2016). Providing students opportunities that may or may not be available at home allows for the students to socially engage and to develop their identity (Johnson et al., 2016).

Campus Programming

Campus programming is a student engagement activity that provides opportunities and experiences to all students. Campus programs can range from educational purposes, such as a speaker on campus to talk about diversity and inclusion, or a time management talk presented by

a student leader, to social programs strictly meant to engage students and have them connect with one another, such as a campus-wide snowball fight or t-shirt making activity. Institutions create programs to facilitate interaction among the students to influence a student's sense-of-belonging and increase retention efforts (Duran et al., 2020; Johnson et al., 2016). Students who experience a low sense-of-belonging may have a heightened potential for depression (Backhaus et al., 2021; Fink, 2014; Stebleton & Aleixo, 2011). *Loneliness*, the lack of belonging to any group or place, has been identified as a contributing factor to depression associated with suicide (Furr et al., 2001; Lui et al., 2022). With more social engagement, the potential for increasing sense-of-belonging and reducing depression can occur (Furr et al., 2001; Fink, 2014; Heasley, 2021).

Social programming hosted by a college can allow for interaction among students. Creating a campus climate that is socially supportive to students and their needs helps foster a student's enjoyment in their collegiate experience (Fink, 2014). Further, providing diverse opportunities and creating inclusive environments removes barriers and helps promote a campus climate that reduces mental health issues, and can build relationships between students (Fink, 2014; Hudson, 2018). However, these programs need to attract the interest of the students and be considered a good or quality activity to foster relationships (Cho, 2022). Context and location of the program can also play a part in the students' engagement and how the program might be viewed. Assessment of Collegiate Residential Environments and Outcomes (ACREO) indicated a trend showing a slight negative association between campus engagement and programming within the residential halls (Dahl et al., 2022; Mayhew et al., 2018; Mayhew et al., 2019). With a lack of engagement by the general student population, a student's sense-of-belonging can decline, and isolation can develop among the student population (Glass & Westmont, 2014). Lui

et al. (2022) indicated in their longitudinal study that social isolation can lead to an increase in depression among male and female college students.

Counseling in Higher Education

The need for higher education counseling services to help students with mental health is not a new concept (Prince, 2015). As mental health issues, such as depression, continue to rise in college students, the need for professional counseling staff trained to help students navigate these issues has also increased (Chow, 2018; Francis & Horn, 2017). In a study of 275 counseling centers at higher education institutions, representing 3.3 million students, 11% of students received counseling, and 30% of students participated in workshops or other programs organized by professional counseling staff (Gallagher, 2015). However, there is a lack of professional counseling in higher education, and this does not allow for all the students seeking services to receive counseling (Francis & Horn, 2017). The average ratio of students to professional counseling staff on a college campus is 2,081 to one, with larger institutions having a higher disparity in their ratio (Gallagher, 2015). From 2018 to 2019, counseling centers reported having a 12.2% increase in the number of clients served (LeViness et al., 2020).

The lack of counseling services provided may also impact the number of appointments a student can make. In a study of 562 counseling centers, 46.4% of the centers limited the number of counseling sessions, even though the need for mental health services is increasing (LeViness et al., 2020). The increase in wait time for an appointment is also a concern. The average wait time for an appointment was roughly 6.1 days, before a student was seen by professional counseling staff (LeViness et al., 2020). The majority of clients received either weekly sessions, 41.6%, or bi-weekly sessions, 37.1% (LeViness, 2020). This indicates that once seen, students receive regular sessions with professional counseling staff. For the students who received

counseling services, 48.6% stated that depression was a frequent concern, and it was the second leading concern for college students behind anxiety (LeViness et al., 2020).

The growing impact of mental health issues is affecting students to the point of needing to leave the institution or receive extensive assistance to remain. A reported 9% of students either left the institution or had to receive services that are not typically provided, to remain at the institution (Gallagher, 2015). While institutions are working to assist students with mental health issues by providing counseling services, more information is needed to help understand the causes of these issues in students (Francis & Horn, 2017; Prince, 2015). This study provides information on the conformity to social gender norms by college students and the relationship of social gender norms and depression.

Theoretical Framework

This study will be guided by two theories: Bussey's and Bandura's social cognitive theory of gender development and Bibring's theory of depression. The following sections describe these theories in detail.

Bussey's and Bandura's Social Cognitive Theory of Gender Role Development

Bussey's and Bandura's social cognitive theory of gender role development is a theory of development meant to understand self-identity in terms of gender, and the social influences that impact gender identity concepts within the self (Bussey & Bandura, 1999). According to Bussey's and Bandura's social cognitive theory of gender role development, individuals observe gender roles in the environment around them, categorize those roles based on the observed differences, and exhibit the roles within the category they self-identity (Bussey & Bandura, 1999; Liben & Bigler, 2002; Mahalik et al., 2003). The level of differentiation between genders and the roles gender has in the environment, plays a large part in the gender role development of

an individual (Bussey & Bandura, 1999). Adolescent youth are capable of categorizing gender and actions associated with a gender, which can be as early as the age of two (Bussey & Bandura, 1999). Adolescents may see behaviors that a single gender performs, and that behavior is then categorized and may become associated to that gender. These behaviors and traits remain locked into categories through social reinforcement and punishment (Bussey & Bandura, 1999; Mahalik et al., 2003). The continuous social observations demonstrating these behaviors and traits match the categorical identity an individual has established (Bussey & Bandura, 1999; Liben & Bigler, 2002). If an individual displays a trait or behaves in a way that society has deemed incorrect for the individual's gender, or the gender society perceives them as, the punishment that the individual receives shapes the behavior within the individual. There is a similar effect for positive social reinforcement; if the action or trait displayed by an individual is favorably received by society, the individual behavior or trait is positively categorized to their gender (Bussey & Bandura, 1999; Liben & Bigler, 2002).

Bibring's Theory of depression

Bibring's Theory of depression theorizes depression as the lack of social approval and not achieving an individual's personal goals (Bibring, 1953; Sharpless & Barber, 2009). If an individual has a goal of meeting a gender role, the roles defined by society for women and men (Eagly, 2013), but is unsuccessful, depression can set in until that goal is met. Additionally, if society does not approve the goal of the individual, such as an individual who displays the opposite social gender norms set by society, depression can occur within that individual. The individual's self-worth is lowered because of their inability to reach the goal they set for themselves and the response they receive from society (Bibring, 1953). Oatley and Bolton (1985) suggest that an individual derives the value of themselves based on the social gender norms they

adhere to and how other individuals who possess those norms perceive the individual. To not lose standing, individuals can feel stressed to increase, maintain, or lower the level of conformity to social gender norms set by society (Iwamoto et al., 2018; Kaya et al., 2019). For instance, if a male college student is not seen as a Playboy by peers, then there could be an effect on the student's level of depression (Mahalik et al., 2003; Iwamoto et al., 2018; Wong et al., 2017).

Summary

Without understanding the factors influencing depression, institutions are unable to effectively assist students with depression. Bussey's and Bandura's social cognitive theory explains that students learn and develop all social gender norms, which contribute to identity and gender development, through interaction and observation. Students learn social gender norms, and the learned social gender norms must adapt to the changes in society (Connell, 2009). However, according to Bibring's theory of depression, if a student's learned social gender norms are not approved by society, a student's sense-of-belonging could suffer. Students who lack a sense-of-belonging and a socially approved identity tend to have a higher rate of depression and suicidality (Backhuas et al., 2021). This study provides more information on the conformity of masculine and feminine social norms in college students and the relationship between those social gender norms and depression. Identifying potential contributors to depression is essential for assisting the students, faculty, and staff at higher education institutions.

CHAPTER III

METHODOLOGY

The primary purpose of this quantitative study was to determine if there is a relationship between the conformity to social gender norms (masculine and feminine) and depression within male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. The objective of this chapter is to outline the methodology of the study.

Design of Study

Correlational and comparative designs were used in this study to answer the research questions. Correlational research designs work to identify the statistical relationship between two variables (Price et al., 2016). There were 19 variables used in the correlational part of this study: the 18 social gender norms being assessed and the level of depression within participants. A comparative research design works to identify the difference between two or more groups on a given variable (Price et al., 2016). The two groups being compared in this study were male college students and female college students.

Sample

This study used a convenience-based internet survey. The target population consisted of college students over the age of 18 who were enrolled in at least one on-campus credit hour, who are *cisgender* (i.e., individuals whose gender identity aligns with their biological sex) at a mid-sized midwestern four-year state university during the Spring 2021 academic semester. Data collected from those who did not complete the full survey was removed and not included in the

data analysis. These constraints were chosen to allow for a large enough participant pool to reduce sampling errors, generate greater reliability, and increase statistical power (Issac & Michael, 1995).

According to Green (1991), when testing for correlations the sample size must be equal to or greater than 50 participants plus eight times the number of independent variables. With a total of 18 subscales and the BDI-II, a minimum of 202 participants were required to report accurate results from the target population.

Research Site

The institution was selected out of geographical convenience and the researcher's affiliation with the institution as a graduate student. According to the institution's Institutional Research Department, the institution's 2020 – 2021 demographics were: 2,878 (61.3%) full-time females, 1,819 (38.7%) full-time males, 4,082 (86.9%) full-time undergraduate students and 615 (13.1%) full-time graduate students. The race and ethnicity of the full-time enrollment demographics were: 2,693 (57.3%) White, 988 (21.0%) Black, 409 (8.7%) Hispanic, 226 (4.8%) International, 152 (3.2%) Two or More Ethnicities, 65 (1.4%) Asian, 9 (0.2%) American Indian, 3 (0.1%) Native Hawaiian/Pacific Islander, and 152 (3.2%) who were unknown.

There was a total of 5,508 undergraduate and graduate students taking at least one on-campus credit hour at the time of the study. Of those students, 2,766 (50.2%) took between one to five on-campus credit hours and 2,742 (49.8%) took six or more on-campus credit hours. This study examined students who were taking at least one on-campus credit hour.

Instruments

The data for this study was collected using an online survey distributed by email. The instruments used for this survey were Parent and Moradi's (2009) Conformity to Masculine

Norms Inventory-46 (CMNI-46), Parent and Moradi's (2010) Conformity to Feminine Norms Inventory-45 (CFNI-45), and Beck's Depression Inventory-II. The survey also contained a demographic/biographic questionnaire.

Biographic/Demographic Questionnaire

The survey contained various demographic questions pertaining to sex, ethnic background, and academic year (Appendix A). These demographic questions were selected based on their use in previous research on conformity to social gender norms and depression (e.g., "What is your ethnic background?" and "How do you describe your current gender identity?").

Conformity to Masculine Norms Inventory – 46

Conformity to Masculine Norms Inventory – 46 (CMNI-46) (Appendix B) was developed by Parent and Moradi (2009) and later revised by Parent and Moradi in 2011. The CMNI-46 is derived from the CMNI-94 developed by Mahalik et al. (2003). Mahalik et al. created the CMNI-94 for three reasons: (1) to provide a tool that would examine masculine conformity and nonconformity, (2) to address the issue of unidimensional, or holistic scoring, in other masculinity scales by creating a multidimensional inventory, and (3) to provide a measure which looks at the conformity and nonconformity of masculine social norms rather than the cause of masculinity. Multidimensional models have two or more subscales that contribute to the overall measure. CMNI-94 consists of 94 self-rated items that make up 11 unidimensional subscales measuring Mahalik's (2003) dimensions of masculinity model (Mahalik et al., 2003). However, the CMNI-46 consists of nine subscales comprised of 46 self-rated items (Parent & Moradi, 2009). Parent and Moradi's (2009) factor analysis of the CMNI-94 showed Dominance and Pursuit of Status to have "poor construct specificity, low factor loadings, and weak reliability

coefficients” (p. 175) and were removed to create the CMNI-46. The remaining nine subscales were Emotional Control, Winning, Playboy, Violence, Self-Reliance, Risk-Taking, Power Over Women, Primacy of Work, and Disdain for Homosexuals (Table 3.1) (Parent & Moradi, 2009; Mahalik et al., 2003). Disdain for Homosexuals was determined to be the wrong terminology for what the items were asking participants and was changed to Heterosexual Self-Presentation (Parent & Moradi, 2009).

Each of the nine subscales was comprised of items that were scored on an unweighted scale ranging from 0 to 3, where (0) was “*strongly disagree*”, (1) was “*disagree*”, (2) was “*agree*”, and (3) was “*strongly agree*.” For each subscale, a score was produced ranging from 0 to 12, 0 to 15, or 0 to 18, depending on the number of items within the subscale. The score of the subscale determined the level of adherence a participant showed to that masculine social norm, with a lower score indicating a lower conformity and a higher score indicating higher conformity.

While an overall Conformity to Masculine Norm (CMN) score has been used in some previous research, this study did not examine a total score. Hammer et al. (2018) stated that an overall CMN score cannot be produced using the CMNI-46, as the CMNI-46 “does not reliably measure CMN overall” (p.649). There is a low intercorrelation between the subscales, as the CMNI was designed and created for the purpose of multidimensionality and using a total score would harm consistency within the inventory (Hammer et al., 2018; Parent & Moradi, 2011; Mahalik et al., 2003). The multidimensionality of the CMNI-46 is one of the reasons it was selected to be used for this study. The research can identify multiple factors that either effect or not effect depression within college students.

Table 3.1*Definitions and Reliability of Conformity to Masculine Norms Inventory – 46 Subscales*

CMNI – 46 Subscales	Definitions of Subscales	Reliability (α) Parent & Moradi (2009)	Reliability (α) Hammer et al. (2018)
Winning	The need or desire “to be admired and respected, successful/powerful/competitive, performing competently, and being physically adequate” (Mahalik et al., 2003, p. 14).	.86	.84
Playboy	The need or desire to have many sexual partners but no emotional relationship (Mahalik et al., 2003).	.85	.82
Self-Reliance	The need or desire to be self-sufficient, without need of others emotionally and physically, and able to complete tasks without assistance from others (Mahalik et al., 2003).	.85	.87
Violence	The need or desire to use physical force that can cause physical or psychological harm to the person committing the force or others (Mahalik et al., 2003).	.86	.86
Heterosexual Self-Presentation	The need or desire to be perceived as antifeminine and to restrict one’s affectionate behavior with those of the same sex (Mahalik et al., 2003).	.91	.93
Risk-Taking	The need or desire to be tough and adventurous (Mahalik et al., 2003). Examples of risk-taking would be any behavior that has uncertain outcomes about the action’s potential loss, harm, or well-being, of the person conducting the action or the bystanders around the action (Mahalik et al., 2003).	.85	.86
Emotional Control	The need or desire to control an individual’s own emotions (Mahalik et al., 2003).	.89	.90

Power Over Women	The need or desire to have an outwardly antifeminine perception and have many subordinate women (Mahalik et al., 2003).	.83	.84
Primacy of Work	The need or desire “to being a breadwinner, enduring work like a machine, pursuing success, and experiencing conflict between work and family/school obligations” (Mahalik et al., 2003, p. 14).	.76	.82

The CMNI-46 was selected over other CMNI tools (CMNI-94, CMNI-30, CMNI-22) because there is some similar research using the CMNI-46 to identify relationships among the subscales and depression or mental health issues (Gordon, 2019; Genuchi, 2019; Herbst et al., 2014; Parent et al., 2019; Wong et al., 2017). Additionally, the availability of the CMNI-46 to the researcher made the CMNI-46 more convenient. A request was made via email by the researcher to Dr. Michael Parent (lead researcher in the development of the CMNI-46) and the researcher was given permission and the materials to use the CMNI-46 (Appendix C).

Conformity to Feminine Norms Inventory – 45

Conformity to Feminine Norms Inventory – 45 (CFNI-45) (Appendix D) was developed by Parent and Moradi (2010). The CFNI-45 is derived from the CFNI-86 developed by Mahalik et al. (2005). CNFI-86 is a multidimensional scale (i.e., uses two or more subscales), and removes unidimensionality (i.e., uses total score) and allows researchers to identify specific feminine traits within a participant (Mahalik et al., 2005). Unidimensional sex role inventories cannot identify constructs that may alter the result, such as the culture in which a participant grew up in defining femininity differently than those in other cultures (Mahalik et al., 2005). If two cultures share similar beliefs on half of the social gender norms, a unidimensional scale may not be able to distinguish the favoring of certain roles over others between cultures. On a multidimensional scale, the level of adherence to a particular social gender norm is more visible

from one culture to the next. The CFNI-86 consists of 86 self-rated items that make up eight subscales; these subscales are individually unidimensional (Mahalik et al., 2005).

The CFNI-45 contains nine subscales of 45 self-rated items (Parent & Moradi, 2010). During the development of the CFNI-45, the subcategory Nice in Relationships of the CFNI-86 was split into two different subcategories: Sweet and Nice and Relational (Parent and Moradi, 2011). There were three reasons for Parent and Moradi's (2010) decision for the split: (1) Nice in Relationship displayed a poor Comparative Fit Index (CFI) score of $CFI = 0.75$, while Sweet and Nice and Relational showed a statistically greater score of $CFI = 0.77$, (2) the chi-squared difference test and strength factor loading test indicated a statistically greater fit for the nine-subscale, and (3) the split subscales represent the items more accurately (Parent & Moradi, 2011). The rest of the subscale names in the CFNI-45 remain unchanged from the CFNI-86. The remaining seven subscales are: Invest in Appearance, Domestic, Romantic Relationships, Modesty, Sexual Fidelity, Thinness, and Care for Children (Table 3.2) (Parent & Moradi, 2010).

Each of the nine subscales was comprised of items that were scored on an unweighted scale ranging from 0 to 3, where (0) was "*strongly disagree*", (1) was "*disagree*", (2) was "*agree*", and (3) was "*strongly agree*." For each subscale, a score was produced ranging from 0 to 15. The score of the subscale determined the level of adherence a participant showed to that social norm, with a lower score indicating a lower conformity and a higher score indicating higher conformity.

This study did not examine a total score for CFNI-45. The recommendations of some previous research stated that the CFNI-45 does not provide quality connections between subscales (Lyócsa & Lyócsa, 2013; Parent & Moradi, 2010). The CFNI-45 was selected for this research because of its relationship to the CFNI as opposed to other feminine role measures.

Table 3.2*Definitions and Reliability of Conformity to Feminine Norms Inventory – 45 Subscales*

CFNI – 45 Subscales	Definitions of Subscale	Reliability (α) Parent & Moradi (2010)	Reliability (α) Lyócsa & Lyócsa (2013)
Relational	The individual's devotion to create relationships and the value an individual place on having relationships (Parent & Moradi, 2010).	.69	.62
Care for Children	The need or desire an individual has to have children and to care for children (Mahalik et al., 2005).	.92	.95
Thinness	The need or desire to be thin and "pursue a thin body" (Mahalik et al., 2005, p. 424).	.87	.96
Sexual Fidelity	The need or desire to "keep sexual intimacy contained within one committed relationship" (Mahalik et al., 2005, p. 424).	.82	.94
Modesty	The need or desire to not call "attention to one's talents or abilities" (Mahalik et al., 2005, p. 424).	.78	.81
Romantic Relationship	The need or desire to make time or put forth effort, and "invest [one]self in romantic relationship" (Mahalik et al., 2005, p. 424).	.75	.87
Domestic	The need or desire to have a clean and orderly place of residence (Mahalik et al., 2005).	.82	.84
Invest in Appearance	The need or desire to "commit resources to maintaining and improving [one's] physical appearance" (Mahalik et al., 2005, p. 424).	.78	.86
Sweet and Nice	The need to make others feel special regardless of the relationship to them (Parent & Moradi, 2010).	.73	.68

Additionally, the CFNI-45 was selected over the CFNI-86 for its reliability relative to the length of the inventory and the separation of the Nice in Relationship subscale into two separate subscales, Sweet and Nice and Relational. Additionally, the availability of the CFNI-45 to the researcher made the CFNI-45 more convenient. A request via email was made by the researcher to Dr. Michael Parent (lead researcher in the development of the CFNI-45) and the researcher was given permission and the materials to use the CFNI-45 (Appendix C).

Beck's Depression Inventory – II

The Beck's Depressive Inventory (BDI) was created to measure the potential depressive symptoms within participants (Beck et al., 1961). Later revised to the Beck's Depression Inventory-II (BDI-II), the BDI-II is a four-point scale inventory consisting of 21-items that measure depression symptoms in a participant within the two last weeks, including the day the participant took the inventory (Appendix E) (Dardas, 2019; Vanheule et al., 2008). Each of the 21-items were scored on a Likert-scale ranging from 0 to 3, where (0) was “*not at all*”, (1) was “*little*”, (2) was “*moderately*”, and (3) was “*extremely*” (Smarr & Keefer, 2011). The scores were added together to create a unidimensional scale with a cumulative score ranging from 0 to 63.

The BDI-II was created in correlation with the Diagnostic and Statistical Manual of Mental Disorders-IV (DSM-IV) and is one of three scales approved by the National Institute for Health and Clinical Excellence (NIHCE) (Smarr & Keefer, 2011; Vanheule et al., 2008). This inventory will enable the study to detect baseline depression and has a strong reliability ($\alpha = 0.93$) in testing with college students (Smarr & Keefer, 2011).

Data Collection

Approval to conduct the research was granted by the University's Institutional Review Board (IRB). The demographic questions and all three inventories (CMNI-46, CFNI-45, and

BDI-II) were merged in the form of a Qualtrics survey and distributed during the Spring 2021 semester to a list of students provided by the Student Affairs Assessment Project. The list of students provided met the following criteria for the survey: 18 years of age or older and who were taking at least one on-campus credit hour. Three emails were sent to the student list in a one-week period. The emails contained a modified informed consent statement approved by the IRB (Appendix F; Appendix G; Appendix H). Participants had an opportunity to opt out of the study or complete the survey. Participants who identified as cisgender and chose to complete the survey had to complete the entire survey (demographic questions, CMNI-46, CFNI-45, and BDI-II) for the responses to be used for the study. Whether the participant opted out of the survey, did not identify as cisgender, chose not to complete the entire survey, or completed the survey, the participant was directed via a link to a voluntary prize form to submit their information for an opportunity to win a gift card (Appendix I). The prize form was not connected to the survey so that the participant's information or responses could not be traced to a particular survey. All participants who received a request to participate in the survey had the opportunity to win one of five \$20 gift cards by selecting the prize information link.

Data Analysis

Survey response coding occurred prior to the survey's distribution within Qualtrics, and upon the survey's completion, the data was transferred to the Statistical Package for Social Sciences 27 (SPSS 27) for analysis.

Biographic & Demographic Statistics

Descriptive statistics were used to display the collected demographics of the participants. The frequencies and percentages of the participants for each demographic were reported.

Welch's t-Test

A Welch's *t*-Test was used to test research question one and research question two.

Pearson Correlation

A Pearson correlation was used to test research question three and research question four.

Treatment of Data

The survey data collected through Qualtrics was exported to a SPSS 27 file for analysis. Survey entries that were missing one or more answers or did not meet the targeted population of the study were removed. The prize information form was collected through Qualtrics and exported to an Excel file. The information from the prize form was scrambled to ensure that the survey information could not be paired to the participants. The information from the prize form was only used to select the winners of the five \$20 gift cards. This was the only time the participants' contact information was accessed. All data from both the survey and prize information form was kept on an encrypted flash drive and stored for three years after the completion of the study, per IRB policy. After three years the flash drive was destroyed.

Summary

This study was a correlational and comparative design that examined the difference in the level of depression and the level of conformity to social gender norms between male and female college students, and the relationship between the conformity to social gender norms and depression within college students. An email containing the survey link was delivered to all students with at least one on-campus credit hour at a mid-sized Midwestern four-year state university through Qualtrics, an online survey service. The participants were non-probability convenience-based and had to opt-in to take the survey. Participants received a total of two reminder emails after the initial introductory email. Participants had the opportunity to submit

their email address following the completion of the survey, or if they opted-out of the survey, to participate in a drawing to win one of five \$20 gift cards.

The survey that was distributed to the students consisted of CMNI-46, CFNI-45, BDI-II, and demographic questions. A descriptive analysis, comparative Welch's *t*-Tests, and Pearson correlation test were conducted on the fully completed surveys. The results of these analyses are stated in Chapter 4.

CHAPTER IV

RESULTS

The primary purpose of this quantitative study was to determine if there is a relationship between the conformity to social gender norms (masculine and feminine) and depression within male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. The objective of this chapter is to review and highlight the results of the study.

Research Hypotheses

This study addressed the following research hypotheses:

RH1_a: There is a difference between male depression levels and female depression levels (as measured by BDI-II).

RH1₀: There is no difference between male depression levels and female depression levels (as measured by BDI-II).

RH2_a: There is a difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females.

RH2₀: There is no difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females.

RH3_a: There is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in males.

RH3₀: There is no relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in males.

RH4_a: There is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in females.

RH4₀: There is no relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in females.

Descriptive Statistics

The study participants were comprised of students enrolled at a four-year midwestern public institution with at least one on-campus credit hour in the Spring of 2021. A total of 3,718 student emails were provided to the researcher that met the one on-campus credit hour criteria. Of the 3,718 emails distributed, 527 (14.17%) responded to the first question. Of the 527 responses, 382 (72.49%) indicated they identified as cisgender, 110 (20.87%) indicated they did not identify as cisgender, and 35 (6.64%) indicated they did not know if they were cisgender. The study examined students who identified as cisgender, meaning those whose gender identity aligns with their biological sex. Of the 382 participants who indicated they identified as cisgender, 289 (73.72%) completed the entire survey. Participants who either skipped or missed a question were excluded from the results. Table 4.1 provides a breakdown of the biographic/demographic statistics of the survey population.

Table 4.1*Biographic and Demographic Statistics of Participants*

Demographic Variable	<i>N</i>	%
Total	289	100%
Sex		
Male	84	29.1%
Female	205	70.9%
Ethnicity		
Black or African American	34	11.8%
Hispanic, Latino or Spanish	27	9.3%
White	214	74.1%
Asian, Two or More Races, or Other	14	4.8%
Academic Classification		
Freshman (First Year)	41	14.2%
Sophomore (Second Year)	49	17.0%
Junior	70	24.2%
Senior	62	21.5%
Graduate Student	67	23.2%

Research Question One: Is there a difference between male depression levels and female depression levels as measured by the Beck's Depression Inventory-II (BDI-II)?

A Welch's *t*-Test was used to test the research hypothesis, that there is a difference between male depression levels and female depression levels (as measured by BDI-II). The null hypothesis was there is no difference between male depression levels and female depression levels. The results revealed there females ($M = 13.88$, $SD = 10.47$) had a significantly higher level of depression than males ($M = 10.85$, $SD = 9.26$), $t(173.27) = 5.91$, $p = .016$ at $\alpha = .05$. Therefore, the null hypothesis was rejected, and this study found that female college students experience depression at higher rates than their male counterparts. The effect size, as measured by Cohen's $d = 0.30$, suggests a small effect size. While the results indicated that female

depression levels were statistically higher than male depression levels, the practical interpretation (used to make decisions and implement practices) should not be solely reliant on these results.

A summary analysis by sex of the survey participant responses to the BDI-II are located in Appendix J.

Research Question Two: Is there a difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females?

A total of 18 Welch's t-Tests were conducted to test the research hypothesis that there is a difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females. The null hypothesis was there is no difference in the level of conformity to social gender norms between males and females. The results revealed there was a statistically significant difference in the level of conformity for 15 social gender norms between males and females: eight masculine social gender norms (Table 4.2) and seven feminine social gender norms (Table 4.3).

Male college students had a higher level of conformity than female college students to the masculine social norms: Winning, Playboy, Violence, Heterosexual Self-Presentation, Risk-Taking, Emotional Control, and Power Over Women; and the feminine social norm Modesty. Female college students had a higher level of conformity than male college students to the feminine social norms: Care for Children, Thinness, Sexual Fidelity, Domestic, Invest in Appearance, and Sweet and Nice; and the masculine social norm Self-Reliance. For these 15 social gender norms (Winning, Playboy, Violence, Heterosexual Self-Presentation, Risk-Taking, Emotional Control, Power Over Women, Modesty, Care for Children, Thinness, Sexual Fidelity, Domestic, Invest in Appearance, Sweet and Nice, and Self-Reliance) the null hypothesis

Table 4.2

Welch's t-Test of Masculine Social Norms Between Males and Females (N = 289)

Item	Male		Female		t	df	p	Cohen's d
	M	SD	M	SD				
Winning	8.86	3.74	7.89	3.06	4.42*	130.83	.037	-0.30
Playboy	4.93	2.91	3.22	2.43	22.38***	132.79	<.001	-0.66
+Self-Reliance	7.08	3.11	8.12	2.96	6.82**	147.80	.010	0.35
Violence	11.26	3.11	8.97	3.68	29.03***	181.54	<.001	-0.65
Heterosexual Self-Presentation	5.79	4.31	4.62	4.13	4.47*	148.53	.036	-0.28
Risk-Taking	6.73	2.57	5.90	2.64	6.11*	158.30	.014	-0.32
Emotional Control	9.37	3.35	7.89	3.92	10.53***	179.17	<.001	-0.39
Power Over Women	2.11	1.99	1.40	1.66	8.16**	132.54	.005	-0.40
Primacy of Work	4.90	2.47	5.07	2.45	0.28	153.29	.598	0.07

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

+ denotes higher in females than males.

Table 4.3

Welch's t-Test of Feminine Social Norms Between Males and Females (N = 289)

Item	Male		Female		t	df	p	Cohen's d
	M	SD	M	SD				
Relational	8.12	2.39	8.65	2.48	2.87	159.71	.092	0.22
Care for Children	8.35	3.71	9.54	3.81	6.09*	158.09	.015	0.32
Thinness	7.73	3.76	9.11	3.45	8.50**	143.06	.004	0.39
Sexual Fidelity	5.95	4.10	8.03	4.04	15.49***	152.32	< .001	0.51
+Modesty	7.39	2.44	6.75	2.48	4.10*	156.89	.045	-0.26
Romantic Relationship	7.94	2.85	7.51	2.76	1.40	150.23	.238	-0.16
Domestic	10.33	2.87	11.10	2.53	4.57*	138.61	.034	0.29
Invest in Appearance	3.50	2.47	6.99	3.10	102.19***	192.19	< .001	1.19
Sweet and Nice	10.40	2.41	11.72	2.26	18.34***	146.35	< .001	0.57

Note. * p < .05, ** p < .01, *** p < .001.

+ denotes higher in males than females.

was rejected, and this study found that there was a difference in the level of conformity to these social gender norms between males and females. Based on this finding, there is no evidence that male and female college students are different in their levels of conformity Primacy of Work, Relational, and Romantic Relationship, therefore for these three social gender norms, the null hypothesis was not rejected. This suggests that there's no difference between the males and females on these gender norms.

Research Question Three: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in males?

Eighteen Pearson correlations were conducted to test the research hypothesis that there is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in males. The null hypothesis was there is no relationship between the conformity to social gender norms and depression in males. The results revealed four statistically significant direct correlations between the conformity to social gender norms (Self-Reliance, Thinness, Modesty, and Romantic Relationships) and depression in male college students (Table 4.4). Therefore, the null hypothesis was rejected for these four social gender norms and this study found that there was a relationship between the conformity to these four social gender norms and depression in male college students. In addition, there was no evidence that conformity to Winning, Playboy, Violence, Heterosexual Self-Presentation, Risk-Taking, Emotional Control, Power Over Women, Primacy of Work, Relational, Care for Children, Sexual Fidelity, Domestic, Invest in Appearance, and Sweet and Nice are associated with depression among male college students. Therefore, for these 14 social gender norms, the null hypothesis was not rejected.

Table 4.4*Pearson Correlation Between Social Gender Norms and Depression in Males (N = 84)*

Item	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i>
Depression	10.85	9.26	-	-
Winning	8.86	3.74	.12	.270
Playboy	4.93	2.91	.16	.158
Self-Reliance	7.08	3.11	.27*	.015
Violence	11.26	3.11	.05	.640
Heterosexual Self-Presentation	5.79	4.31	.13	.244
Risk-Taking	6.73	2.57	.12	.269
Emotional Control	9.37	3.35	.20	.070
Power Over Women	2.11	1.99	.01	.932
Primacy of Work	4.90	2.47	.06	.621
Relational	8.12	2.39	-.21	.056
Care for Children	8.35	3.71	-.06	.609
Thinness	7.73	3.76	.36***	< .001
Sexual Fidelity	5.95	4.10	-.11	.304
Modesty	7.39	2.44	.25*	.020
Romantic Relationships	7.94	2.85	.26*	.016
Domestic	10.33	2.87	-.06	.610
Invest in Appearance	3.50	2.47	-.05	.687
Sweet and Nice	10.40	2.41	.08	.496

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Research Question Four: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in females?

A total of 18 Pearson correlations were used to test the research hypothesis that there is a direct relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by the BDI-II) in females. The null hypothesis stated there is no relationship between the conformity to social gender norms and depression in females. The results revealed four statistically significant direct correlations (Self-Reliance, Emotional Control, Thinness, and Modesty) and four statistically significant indirect correlations (Heterosexual Self-Presentation, Power Over Women, Care for Children, and Domestic) between

the conformity to social gender norms and depression in female college students (Table 4.5). Therefore, the null hypothesis was rejected for these eight social gender norms and research question four found that there was a relationship between the conformity to these eight social gender norms and depression in female college students. This study also found that there was no relationship between the conformity to the following social gender norms and depression in female college students: Winning, Playboy, Violence, Risk-Taking, Primacy of Work, Relational, Sexual Fidelity, Romantic Relationships, Invest in Appearance, and Sweet and Nice. For these ten social gender norms, the null hypothesis failed to be rejected, there is no relationship between these 10 remaining social gender norms and depression in female college students.

Table 4.5

Pearson Correlation Between Social Gender Norms and Depression in Females (N = 205)

Item	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i>
Depression	13.88	10.46	-	-
Winning	7.89	3.06	-.10	.139
Playboy	3.22	2.43	.07	.326
Self-Reliance	8.12	2.96	.36***	< .001
Violence	8.97	3.68	.11	0.111
Heterosexual Self-Presentation	4.62	4.13	-.26**	< .001
Risk-Taking	5.90	2.64	.10	.169
Emotional Control	7.89	3.92	.21**	.002
Power Over Women	1.40	1.66	-.14*	.048
Primacy of Work	5.07	2.45	.05	.494
Relational	8.65	2.48	-.12	.100
Care for Children	9.54	3.81	-.16*	.027
Thinness	9.11	3.45	.30***	< .001
Sexual Fidelity	8.03	4.04	-.10	.153
Modesty	6.75	2.48	.25***	< .001
Romantic Relationships	7.51	2.76	-.05	.511
Domestic	11.10	2.53	-.25***	< .001
Invest in Appearance	6.99	3.10	.11	.105
Sweet and Nice	11.72	2.26	.03	.726

Note. * $p < .05$, ** $p < .01$, *** $p < .001$.

Summary

There was a total of 3,718 emails in the survey distribution list, that generated a total of 289 valid responses to use for this study. A series of Welch's *t*-tests and Pearson correlations were conducted to test the four research questions.

For research question one, the study found there is a statistically significant difference in the level of depression between male college students and female college students.

For research question two, the study found that there was no statistically significant difference in the level of conformity between male and female college students for the Primacy of Work, Relational, and Romantic Relationship social gender norms.

For research question three, the study found that the Self-Reliance, Thinness, Modesty, and Romantic Relationships social gender norms had a statistically significant direct relationship with depression in male college students.

For research question four, the study found that the Self-Reliance, Emotional Control, Thinness, and Modesty social gender norms had a statistically significant direct relationship with depression in female college students, and the Heterosexual Self-Presentation, Power Over Women, Care for Children, and Domestic social gender norms had a statistically significant indirect relationship with depression in female college students.

The next chapter discusses these results and provides recommendations for higher education professionals and ideas for future research.

CHAPTER V

DISCUSSION AND CONCLUSION

The primary purpose of this quantitative study was to determine if there is a relationship between the conformity to social gender norms (masculine and feminine) and depression within male and female college students at a mid-sized, four-year public institution in the Midwest. A secondary purpose was to investigate if there was a difference in depression between males and females, and if there was a difference in conformity to social gender norms (masculine and feminine) between males and females. The objective of this chapter is to utilize the findings to theorize opportunities to change the culture within post-secondary institutions to better serve students' well-being.

Discussion

The study was designed to answer the quantitative research questions regarding the difference in the level of depression as measured by Beck's Depression Inventory – II and the level of conformity to social gender norms (masculine and feminine) between male and female college students and to determine if any relationship exist between the conformity to social gender norms and depression within college students. The Conformity Masculine Norms Inventory – 46 was used to measure the level of conformity participants had to masculine social norms and the Conformity Feminine Norms Inventory – 45 was used to examine the level of conformity to feminine social norms. There was a total of 289 participants (84 males and 205 females) who met the parameters of the study (over the age of 18, enrolled in at least one on-campus credit hour at a mid-sized midwestern four-year state university during the Spring 2021 academic semester, and are cisgender) and completed the survey. The following four research

questions were proposed at the beginning of the study, and the results and findings are discussed below.

Research Question One: Is there a difference between male depression levels and female depression levels (as measured by BDI-II)?

Results of the Welch's *t*-test suggests that during the Spring 2021 semester, female depression levels were significantly higher than male depression levels among college students. This supports previous research (e.g., Albert, 2015; Cyranowski et al., 2000; Gedda-Muñoz et al., 2023; Reid et al., 2016) which found that females are more likely to experience depression. Research suggest that the higher level of depression found in females may be related to how males and females display depression symptoms, with males externalizing symptoms (i.e., misbehaving, aggression) and females internalizing symptoms (i.e., self-derogation, loneliness) (Albert, 2015; Gedda-Muñoz et al., 2023; Gimbrone et al., 2022; Reid et al., 2016; Szymanski, 2020). The display of depression symptoms is reflective of the social gender norms categorized as masculine and feminine (Genuchi, 2019; Szymanski, 2020); males are believed to hold more masculine social norms, and females are believed to hold feminine social norms (Davis et al., 2019; Genuchi, 2019; Mahalik et al., 2003; Mahalik et al., 2005). The combination of increased social pressure to conform to feminine social norms, and the internalized nature of feminine depression symptoms, could provide an understanding of why females have shown a significantly greater level of depression compared to males (Albert, 2015; Gedda-Muñoz et al., 2023; Gimbrone et al., 2022; Reid et al., 2016; Szymanski, 2020).

Research Question Two: Is there a difference in the level of conformity to social gender norms (as measured by CMNI-46 and CFNI-45) between males and females?

Results of Welch's *t*-tests suggests that male college students and female college students had significantly different levels of conformity to eight of the masculine social norms, and seven of the feminine social norms. There were three social gender norms (one masculine and two feminine) in which the level of adherence was not statistically different between male and female college students.

This study supports the idea that males conform at a higher level to the masculine social norms than females, with male college students conforming to the masculine social norms that need to win, have multiple sexual partners, a desire to use physical force, being perceived as antifeminine, partaking in risky behaviors, controlling the display of emotions, and the desire to have subordinate women, more than female college students (Genuchi, 2019; Mahalik et al., 2003). This study also supports the idea that females conform at a higher level to the feminine social norms than males, with female college students conforming to the feminine social norms that need to have or care for children, desire a thin body, have a monogamous relationship, desire a clean home, investing in one's physical appearance, and the need to make others feel special, more than male college students (Davis et al. 2019; Mahalik et al., 2005). However, surprisingly, females conformed at a higher level than males to the need or desire to be self-sufficient which is indicative of a masculine social norm.

In some previous research, males and females have not shown a significant difference in the desire to be self-sufficient (Cagas et al., 2022; Choo et al., 2019). This study contrasts with previous research and suggests female college students conform more to self-sufficient ideals than male college students. However, previous research does support an increase in economic independence among women and a decline among men over the last three decades and corresponds to the increase in women entering the workforce (Bloom et al., 2021). With the

female presence in the workforce increasing, as shown by the U.S. Department of Labor (2023), less reliance on others may be increasing as well within women (Bloom et al., 2021; Nick et al., 2018).

Another surprising result was that men scored higher on the feminine social norm, modesty, the desire to not call attention to oneself (Mahalik et al., 2005). This contradicts the traditional idea that females conform to feminine social norms more than males (Davis et al. 2019; Mahalik et al., 2005). Budworth et al. (2010) suggests that women in leadership roles, or who are seeking leadership roles, may embellish their accomplishments to gain recognition. This may be due in part by men being evaluated more favorably than women, and boasting about their accomplishments could assist them in performance reviews (Budworth et al., 2010). Females are also more likely to boast/disclose achievements if they feel that the result would increase their likability, while males were found to have the same chance in being modest or not modest if the result would increase their likability (Daubman & Sigall, 1997; Peihopa, 2020).

Additionally, for the following social gender norms, no statistically significant difference was found between male and female levels of conformity: the desire to be successful at work and/or the household breadwinner (masculine social norm), and the desire for friendships and to be in a romantic partnership (feminine social norms). The lack of a statistically significant difference between the desire to be the successful at work between male and female college students, could be an indicator that a culture change may be occurring in the United States. Women are increasingly becoming the primary breadwinners within families (Glass et al., 2021; Chesley et al., 2017; Pew Research Center, 2023), and women are increasingly joining the workforce, a trend that is expected to continue to over the next decade (Department of Labor, 2023). A shift in culture and gender roles can lead to females wanting to conform to the desire to

work, be successful at work, and wanting to be the primary source of income as much as males (Glass et al., 2021; Noelle et al., 2017; Pew Research Center, 2023). Therefore, this seems to suggest that the inventories need to be updated, to incorporate current gender norms.

The feminine social norms, desire for friendships and to be in a romantic partnership, are similar as they both relate to connections with others (Parent & Moradi, 2011). Although these two feminine social norms are believed to be more associated with females (Davis et al. 2019; Mahalik et al., 2005), this study determined that males and females had no significant difference in the level of conformity to either social gender norm. Previous research has indicated similarities in how males and females internalize relationships, both romantic and plutonic (Oliffe et al., 2022; Reidy et al., 2014; Tyer, 2011). Males and females may view issues within their relationships as their own fault, and not the fault of the other in the relationship. This self-reflection in how their role can impact the prosperity of a relationship shows the desire for meaningful connections, that can lead to a more fulfilling life (Burn & Ward, 2005; Oliffe et al., 2022; Tyer, 2011). However, not meeting their own expectations can lead to aggression, sadness, and loneliness (Oliffe et al., 2022; Reidy et al., 2014; Tyer, 2011).

Furthermore, these findings indicate the conformity to masculine and feminine norms inventories may have begun to be outdated. Of the 18 social gender norms two were found to have greater statistical conformity by the opposite sex to the inventories they are associated with, and three social gender norms did not have any difference.

Research Hypothesis Three: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in males?

A series of Pearson's correlations suggests that the desire to be self-reliant, thin, not receiving recognition, and having a romantic relationship have a statistically significant direct correlation with depression in male college students. This study supports previous research that the masculine social norm self-reliant, has a direct relationship with depression (Iwamoto et al., 2018; Wong et al., 2017). Historically however, males who have shown a high conformity to the masculine social norms of regulating one's emotions, the need to use physical force, desiring subordinate women, engaging with multiple sexual partners, and being perceived as antifeminine, have reported significantly higher levels of depression in comparison to their non-conforming counterparts (Iwamoto et al., 2018; Kaya et al., 2019; Wong et al., 2017). These findings may indicate a shift in perception that the conformity to these masculine social norms may not lead to actions or feelings that effect depression.

For self-reliant, previous researchers have suggested that the need for independence within conforming males may foster loneliness and isolation leading to depression symptoms (Iwamoto et al., 2018), or depression symptoms might result when males avoid seeking outside assistance and internalize their problems (McDermott et al., 2022; Iwamoto et al., 2018; Wong et al., 2017). Additionally, Mahalik et al. (2005) posed the idea that conforming to self-reliance could lead to relationship and mental health issues (as cited in Wong et al., 2017), and pursuing an independent lifestyle may harm the connections with romantic partners (Oliffe et al., 2022; Wong et al., 2017). Further research would need to be completed to see if there is a relationship between the desire for romantic relationships, friendships, and being self-reliant, and how their interaction may affect depression.

This study found that male conformity to the feminine social norm of being thin has a direct relationship with depression. Previous research has shown that the pursuit of a thin body

type has a high correlation to various health issues, including depression (Jérolon et al., 2022; Rodgers et al., 2010). The media and other types of social influences display unrealistic body standards (i.e., thinness) which can harm the self-image of the male college student (Gimbrone et al., 2022; Jérolon et al., 2022; Rodgers et al., 2010). If the student is not meeting their expectation of what society defines as thin or beauty, a negative self-outlook can occur (Rodgers et al., 2010). Unhealthy eating habits are also likely (i.e., binge eating, bulimia, anorexia) and can perpetuate the growth of dissatisfaction of their body, and lead to a higher level of depression (Grossbard et al., 2013).

In this study, the feminine social norm to not call attention to oneself has been found to be directly correlated with depression in male college students. There has been little research in directly assessing the male's conformity to feminine social norms and the relationship to depression, however there is some related work showing that not wanting attention is viewed as a weakness and unappealing to others (Moss-Racusin et al., 2010). Moss-Racusin et al. (2010) discussed the desirability of traits in partners, and for those seeking male partners, Modesty was viewed as unappealing. As males adhere to a more modest lifestyle their desirability to pursue romantic partners may also decrease, and therefore increase the potential for loneliness and depression (Iwamoto et al., 2018).

The desire to be in a romantic relationship and depression were found to have a weak direct relationship within male college students. While there has been little research on male conformity to romantic relationships and depression, related research on male attitudes towards loneliness could provide some insight into the correlation. The lack of a relationship, can increase the loneliness and isolation felt within males, increasing their desire for a relationship. Iwamoto et al. (2018) indicated that loneliness within males can increase depressive symptoms.

Research Hypothesis Four: Is there a relationship between the conformity to social gender norms (as measured by CMNI-46 and CFNI-45) and depression (as measured by BDI-II) in females?

A series of Pearson's correlations suggests that the desire to be self-reliant, in control of one's emotions, thin, and to not call attention to oneself, have a statistically significant direct correlation with depression, within female college students. Female college students who are perceived as antifeminine, subordinate women, want children, and need to maintain the home have a statistically significant indirect correlation with depression, within female college students. Previous research supports the findings in this study that being self-reliant, in control of one's emotions, and needing to be thin, to have direct correlations with depression (Esteban-Gonzalo et al., 2019; Schrick et al., 2012). However, there has been no or little research that supports the finding that depression has a direct relationship with the desire to be perceived as antifeminine, subordinate women, want children, and maintain the home.

The desire to be thin or the need for a thin body type has been the focus of many studies on depression and other mental illness within females (Peñas-Lledó et al., 2013; Jérolon et al., 2022; Rodgers et al., 2010; Wallis & Ridout, 2022). With the historic use of sexualization and objectification of females in the media (i.e., commercials, video games, cinema, etc.), female conditioning to pursue a body type that is not realistic, can harm the self-image (Behm-Morawitz & Mastro, 2009; Chio & DeLong, 2019). Rodgers et al. (2010) suggests that society and media influences can lead to body dissatisfaction, eating disorders, and depression. By internalizing symptoms some females are likely to experience self-degradation for not meeting what is viewed as a thin body type which can lead to depression like symptoms (Gimbrone et al., 2022; Rodgers et al., 2010). Additionally, research has suggested that eating disorders (i.e., binge eating,

bulimia, anorexia) can lead to a higher level of depression symptoms in females (Tural et al., 2023).

Being self-reliant has been shown to be correlated to loneliness, potentially leading to depression. This supports previous research (e.g., Esteban-Gonzalo et al., 2019; Wong et al., 2017) which found that females are more likely to experience depression when they adhere to the masculine social norm, Self-Reliance. This may be related to how women internalize symptoms, thereby creating a feeling of loneliness (Albert, 2015; Gedda-Muñoz et al., 2023; Gimbrone et al., 2022; Reid et al., 2016; Szymanski, 2020). Being able to rely on others can provide opportunities for emotional support when crisis or issues arise and are outlets to express feelings rather than keeping the emotions to yourself (Esteban-Gonzalo et al., 2019; Gimbrone et al., 2022; Wong et al., 2017). This also could be related to Emotional Control, and how Emotional Control and depression have a direct correlation to depression in female college students. The need or desire to control emotions, not relying on outside support or allowing emotional expression has been found to increase depression (Esteban-Gonzalo et al., 2019; Gimbrone et al., 2022; Wong et al., 2017).

There has been little research on the female's level of conformity to masculine social norms, however related research supports the correlation between the masculine social norms of desiring to be perceived as antifeminine and needing to subordinate women, and depression. Some research suggests that women who display more masculine traits have a higher chance in job attainment over women who display feminine characteristics (Carpinella & Bauer, 2018). As females pursue jobs in male dominated fields (i.e., science, technology, mathematics, and engineering (STEM)) they may begin displaying more masculine social norms to be viewed more favorably. Job attainment and satisfaction have been shown to reduce the risk of depression

(Magnavita et al., 2021; Pereira et al., 2021; Wu et al., 2020). The adherence to the social gender norms that may produce favorable outcomes in job attainment may lead to a decrease in depression symptoms.

Previous research does not support the finding of this study that the feminine social norm of wanting children, was found to have an indirect correlation with depression in females (George, 2016; Schrick et al., 2012). This is also in contrast to the findings by the Pew Research Center (2018), which found that women are delaying having children. Compared to ten years ago, women are now more likely to have children, however women are waiting longer to have children compared to women ten years ago (Pew Research Center, 2018). The indirect relationship could be related to the time in the life of the student body population, which includes students who are considering having children. Those female students may have reported fewer depressive symptoms, then those who were not considering or not ready to care for children. While society over the last decade has seen a delay in women having children, women who are not considering having a child or are not ready for a child may feel pressured thereby increasing depression.

This study found an individual's desire to not call attention to themselves has a direct correlation to depression in female college students. While there is no direct research supporting a correlation in the lack of recognition and depression in women, related research has indicated that the objectification of women has a direct effect on the depression of young women (Jones & Griffiths, 2015). Though a culture of sexualization and objectification of females in the media, females could grow to be unwilling to fully express themselves (Chio & DeLong, 2019; Jones & Griffiths, 2015). The lack of opportunity to express themselves could be due to the fear of being

objectified and can result in females not wanting to call attention to themselves (i.e., physical appearance, achievement seeking) and could increase depression.

While some previous research suggests there is no correlation between maintaining the home and depression in females (George, 2016; Schrick et al., 2012), this study found an indirect relationship. Related research supports this finding, in that mothers with high household chaos had higher levels of depressive symptoms than mothers with lower household chaos (Marsh et al., 2020). A messy or chaotic home can leave an individual stressed and can harm mental and physical well-being (Marsh et al., 2020).

Recommendations for Higher Education

1. *Encourage positive body images, messaging, and programming.* Both male and female college students had a direct relationship between Thinness and depression. Social media and other social communication outlets have deified the idea of thin and the pursuit to be thin (Aparicio-Martinez et al., 2019; Rodgers et al., 2010). The idea of beauty is set by social environments and is similar to Bussey's and Bandura's social cognitive theory of gender role development. As students see images of males and females presented in the media, the standard of how they should look is formed. However, colleges and universities can help break that learned behavior or counteract that environment, by creating an encouraging environment for students through the use of the images used in advertisements, messaging to students, and programs hosted and staged by the institution.

Using students, of all body types, in marketing campaigns or event promotions, can inspire students. Students can identify with someone used in the marketing picture, and develop a more positive self-image (Mukherjee & He, 2008; Sanghvi & Hodges, 2015; Wilson & Blackhurst, 1999). Student leaders and students with high likability

among the student population, can also create engagement opportunities and promote positive feelings (Sanghvi & Hodge, 2015). A student is more likely to identify with a leader that they chose, rather than someone who is unknown. Additionally, if the images display enjoyment, happiness, and positivity, the students may internalize the same feelings (Pictet et al., 2011). Through the imagery of others, or words encouraging positivity, these activities could convey a more positive mood to students (Pictet et al., 2011). Campus programming can play a role in the self-image an individual has, and any negative affect that image may produce. Hosting events that favor certain body types, that are not inclusive to others, can make students feel left out and unsupported (Lim et al., 2020). Events need to be engaging, of good quality, and supportive to all students, to attract students, or they run the risk of adverse effects to a student's self-image (Cho, 2022). Programs like a paint night, board game night, movie nights, or baking, can be inclusive to students regardless of body type or abilities.

- 2. *Create a culture that celebrates accomplishments and achievements.*** Positive work should be encouraged. A combination of Bussey's and Bandura's social cognitive theory of gender role development, and Bibring's theory of depression, can develop a culture of positivity by praising the accomplishments of others. Seeing a student receive recognition for accomplishing a goal, could foster the desire to complete similar feats, and the praise and recognition of those accomplishments could help lower depressive symptoms (Mancini, 2021). Additionally, creating an environment where recognition is not a one-time event so that students can become comfortable being recognized for their achievements rather than wanting to minimize their accomplishments can help reduce depression (Mancini, 2021). Hosting an event to normalize awarding individuals on their

accomplishments, can help reduce the adherence to being modes and boost positive feelings with an individual. However, recognition and praise need to be managed, and not all accomplishments need to be celebrated. According to Reichenberger et al. (2017) and Kim and Chiu (2011), praise for simple accomplishments or too much praise too often, can lead to more depressive like symptoms. The lack of a challenge in an accomplishment could make the student feel inferior, or incapable of completing a more challenging task (Reichenberger et al.; 2017; Kim & Chiu, 2011). If the student set goals for themselves, and celebrating the achievement of the goals with the students can help with depression symptoms (Baskaya et al., 2023; Sideridis, 2005). Setting a goal that they may find as a challenge, then accomplishing the goal, can build self-esteem within themselves (Sideridis, 2005). The positive reinforcement from their peers after the accomplishment can motivate the student to continue achieving goals to continue building a positive self-image and receiving praise (Abreu & Santos, 2008; Baskaya et al., 2023; Sideridis, 2005; Sigler & Aamidor, 2005).

- 3. *Provide emotional outlets and increase the type of counseling options.*** There is an insufficient number of counseling professionals to meet the needs of the increasing number of college students seeking counseling support (Francis & Horn, 2017; Gallagher, 2015; LeViness et al., 2020). This lack of counseling professionals could increase a student's need to become more self-reliant, to work through their feelings without help from someone or to bottle their emotions within and stop seeking any help (Gallagher, 2015). Students may become isolated, since there is a lack of counseling professionals. With limited resources available for schools to provide much needed

counseling support, other options and alternatives need to be considered to help students understand their emotions and provide emotional outlets.

At the University of Southern California, development of a self-processing course has begun, to assist students work through their emotions (Nguyen, 2019). One goal of the course is to inspire students to open up about their feelings and thoughts, which could increase their willingness to rely on talk to others (Nguyen, 2019). Students talk with other students to share experiences, while reading and answering questions about what is occurring in their life, giving them opportunities to express themselves (Nguyen, 2019).

Creating additional programming can connect students with similar interests and develop relationships that could decrease the feeling of loneliness, and provide connections and outlets for emotions (Wong et al., 2017). Colleges are utilizing local community events and encouraging engagement with the community that allow students to step away from an academic setting and reset from stressors (Roberts-Grmela, 2023). Promoting community events, may also reach student who do not live or remain on-campus for long periods of times (i.e., commuter students and off-campus living students).

Additionally, the use of student peers, trained graduates, and mental health liaisons, has been used to support the gap between the demand for counseling services and the low number of counselors on college campus (Bellows, 2023; Fields, 2022). Student peers and graduates can help the stigma some students might have using counseling services, but still allow the student to communicate their thoughts and feelings (Chow, 2018; Furr et al., 2001).

Recommendations for Future Research

Additional research is needed on the conformity to social gender norms and depression within college students. This study did not collect information on the students' major or living arrangement, which could play critical roles influencing identity development and the level of depression expressed by a student. The social context of an individual's environment can determine the participants self-identity and the social gender norms to which an individual adheres (Bussey & Bandura, 1999; Liben & Bigler, 2002). Obtaining additional background information, such as academic major, living situation, or sexual orientation, can provide supplemental social context into the social gender norms influence on depression among college students.

A larger percentage of the participants in the study were females (70.9%), and does not proportionally represent the overall student population. Recruitment of more male students and a more diverse student population so the research is more applicable to the general population will assist in the validity of the research. The timing of this study occurred after the end of the Spring term in 2021, limiting the number of students who were accessing their email. Future research should be completed during the school year, when students are active on campus and taking courses. This timing could have also affected student depression levels, as they are no longer feeling the pressure of attending classes.

Lastly, this study should be repeated for transgender individuals. This study showed that there is overlap in social gender norm adherence between males and females, indicating some social change. As we learn to better understand gender and gender identity, the classification of masculine and feminine social norms may need to be reviewed and reclassified.

Conclusion

Over the last 10 years mental health symptoms have increased, and signs of anxiety, depression, and suicidal tendencies have doubled among college students (Duffy et al., 2019; Eisenberg, 2019). Previous research has supported a link between depression and the conformity to masculine and feminine social norms (Iwamoto et al., 2018; Kaya et al., 2019; Parent et al., 2019; Wong et al., 2017), and this study supports this link. This study found that Self-Reliance, Thinness, and Modesty are directly correlated with depression in both male and female college students.

Determining what actions steps are necessary (i.e., quality programming for engagement, breaking major stereotypes) to reduce depression within college students is important to the success of the student (Batool, 2020; Cho, 2022). Additionally, providing more on campus counseling, groups lead by professionals focused on identity development, and changing facility hours that fit the timelines of students, can help reduce depression. College campuses are struggling to find ways to provide counseling support for students (Chow, 2018; Francis & Horn, 2017; LeViness et al., 2020), however investing in the personnel and structure to have professionals to assist students could help lower depression and open their emotions (Guarneri et al., 2019). Depression is a critical topic affecting an increasing number of students at higher education institutions and needs more attention and resources to reduce its effect.

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Appendix A

Demographic Questions

1. Do you identify as cisgender?
 - a. Yes
 - b. No
 - c. I do not know.
2. Would you like to be entered to win one of the five \$20 VISA Gift Cards?
 - a. Yes
 - b. No
3. What is your biological sex?
 - a. Female
 - b. Male
 - c. Other, please specify:
 - d. I prefer not to answer.
4. How do you describe your current gender identity?
 - a. Woman
 - b. Man
 - c. Other, please specify:
 - d. I prefer not to answer.
5. What is your ethnic background?
 - a. American Indian or Alaska Native — For example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community
 - b. Asian — For example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese
 - c. Black or African American — For example, Jamaican, Haitian, Nigerian, Ethiopian, Somalian
 - d. Hispanic, Latino or Spanish Origin — For example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Columbian
 - e. Middle Eastern or North African — For example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian
 - f. White — For example, German, Irish, English, Italian, Polish, French
 - g. Two or More Races
 - h. Some other race, ethnicity, or origin, please specify:
 - i. I prefer not to answer.
6. What was your academic standing during the 2020-2021 academic year?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate Student

Appendix B

Conformity to Masculine Norms Inventory – 46

Redacted.

Appendix C

Permission Form for the CMNI-46 and CFNI-45

1. Contact Information

Name: Derek Deeney

E-mail Address:

Phone:

Fax:

Mailing Address:

2. Please briefly describe the research study:

Dr. Mike Parent,

Thank you for your time in reading my request. My name is Derek Deeney and I am a first-year graduate student at Eastern Illinois University. I would like permission to use both CMNI-46 and CFNI-45 to conduct research for my master's thesis.

Research: I am looking at the conformity of masculine and feminine norms in male and female college students, and the correlation conformity might have on depression. I plan to use the Beck Depression Scale and Wester's Gender Role Conflict Scale - Short Form in addition to CMNI-46 and CFNI-45. My target population is the undergraduate student population that are enrolled at Eastern Illinois University full-time and taking on-campus courses. My study will closely follow Dr. Aylin Kaya's and Dr. Derek Iwamoto's research at the University of Maryland.

3. Approximately how many participants will complete the CMNI-46 and/or CFNI-45? If you are using both measures specify number of participants by gender per measure:

3,000

4. If this is a senior/honors thesis, master's thesis, doctoral dissertation, or other student research, who is supervising the research (please provide faculty member's name, mailing address, e-mail, and phone number):

Name: Dr. Eric Davidson

Mailing Address:

E-mail:

Phone:

Thesis Advisors: Dr. Eric Davidson

Dr. Davidson has a Master's in Clinical Psychology and a Ph.D. in Health Education. Through his experience in counseling and psychology, Dr. Davidson has had experience administering and scoring intelligence tests such as the WISC-R and WAIS-R. Additionally, he has also had experience administering and scoring several psychological and mental health tests (Beck Depression Inventory, Domestic Violence Assessment, Pittsburgh Sleep Quality Index, PHQ).

Dr. Davidson's research interests fall in college health. As such he has had experience administering and analyzing surveys as the Core Alcohol and Other Drug Survey, the National College Health Assessment. Dr. Davidson also oversees the EIU Student Affairs Assessment Initiative, and is often responsible for creating, administering, scoring and analyzing data for homegrown surveys and data collection projects.

Please read the following conditions, sign and return to Mike C. Parent at the address, fax number, or e-mail below.

Conditions of Use

I certify that I (or my supervising professor) have an advanced professional degree in psychology, psychiatry, counseling, social work, or a closely related field AND relevant training in the use of assessment instruments.

I agree to use the CMNI-46 and/or CFNI-45 for research purposes only.

After completion of my research project, I will transmit to Mike C. Parent via email the following information for the CMNI-46 and/or CFNI-45, using data from the final sample used in my research (i.e. not including any participants removed prior to analysis for reasons such as missing data or random responding): the total number of participants who completed the CMNI-46 and/or CFNI-45, any specific population demographics that were requirements of participation in the study, and reliability coefficients for all subscales of the CMNI-46 and/or CFNI-45.

I agree not to change the inventories' instructions, items, or scaling; and agree to provide a copy to Mike C. Parent of any publications that may result from use of the CMNI-46 and/or CFNI-45 in my research.

I understand that permission to use/reproduce the measures will only be granted for the project that I described herein and that if I wish to use/reproduce the measures for other projects, I must obtain additional approval. I understand that I may not provide the inventories to others for their use but will direct them to Mike C. Parent.

I also agree that the CMNI-46 and/or CFNI-45 will not be appended to written materials (e.g., dissertations, theses, teaching/instructional handouts, workshop guides, manuscripts, etc.) that are circulated for general reading.

I understand that the CMNI-46 and/or CFNI-45 may not be published in a journal or online. I understand that the CMNI-46 and/or CFNI-45 may not be posted on the internet, and any internet surveys using the inventories must be secured such that the items' security are maintained and the content removed from the internet following completion of the survey.

Signature

Date

Signature of Supervising Professor (if applicable)

Date

Please retain a copy of this form, and return one to Mike C. Parent, Ph.D. at 262H Sanchez, University of Texas at Austin, Austin TX 78712; or e-mail at michael.parent@austin.utexas.edu

Appendix D

Conformity to Feminine Norms Inventory – 45

Redacted.

Appendix E

Beck's Depression Inventory - II

Beck's Depression Inventory - II

Instructions: This questionnaire consists of 21 groups of statements. Please read each group of statements carefully. And then pick out the one statement in each group that best describes the way you have been feeling during the past two weeks, including today. Circle the number beside the statement you have picked. If several statements in the group seem to apply equally well, circle the highest number for that group. Be sure that you do not choose more than one statement for any group, including Item 16 (Changes in Sleeping Pattern) or Item 18 (Changes in Appetite).

1. Sadness

0. I do not feel sad.
1. I feel sad much of the time.
2. I am sad all the time.
3. I am so sad or unhappy that I can't stand it.

2. Pessimism

0. I am not discouraged about my future.
1. I feel more discouraged about my future than I used to.
2. I do not expect things to work out for me.
3. I feel my future is hopeless and will only get worse.

3. Past Failure

0. I do not feel like a failure.
1. I have failed more than I should have.
2. As I look back, I see a lot of failures.
3. I feel I am a total failure as a person.

4. Loss of Pleasure

0. I get as much pleasure as I ever did from the things I enjoy.
1. I don't enjoy things as much as I used to.
2. I get very little pleasure from the things I used to enjoy.
3. I can't get any pleasure from the things I used to enjoy.

5. Guilty Feelings

0. I don't feel particularly guilty.
1. I feel guilty over many things I have done or should have done.
2. I feel quite guilty most of the time.
3. I feel guilty all of the time.

6. Punishment Feelings

0. I don't feel I am being punished.
1. I feel I may be punished.
2. I expect to be punished.
3. I feel I am being punished.

7. Self-Dislike

0. I feel the same about myself as ever.

1. I have lost confidence in myself.
 2. I am disappointed in myself.
 3. I dislike myself.
8. Self-Criticalness
0. I don't criticize or blame myself more than usual.
 1. I am more critical of myself than I used to be.
 2. I criticize myself for all of my faults.
 3. I blame myself for everything bad that happens.
9. Suicidal Thoughts or Wishes
0. I don't have any thoughts of killing myself.
 1. I have thoughts of killing myself, but I would not carry them out.
 2. I would like to kill myself.
 3. I would kill myself if I had the chance.
10. Crying
0. I don't cry any more than I used to.
 1. I cry more than I used to.
 2. I cry over every little thing.
 3. I feel like crying, but I can't.
11. Agitation
0. I am no more restless or wound up than usual.
 1. I feel more restless or wound up than usual.
 2. I am so restless or agitated, it's hard to stay still.
 3. I am so restless or agitated that I have to keep moving or doing something.
12. Loss of Interest
0. I have not lost interest in other people or activities.
 1. I am less interested in other people or things than before.
 2. I have lost most of my interest in other people or things.
 3. It's hard to get interested in anything.
13. Indecisiveness
0. I make decisions about as well as ever.
 1. I find it more difficult to make decisions than usual.
 2. I have much greater difficulty in making decisions than I used to.
 3. I have trouble making any decisions.
14. Worthlessness
0. I do not feel I am worthless.
 1. I don't consider myself as worthwhile and useful as I used to.
 2. I feel more worthless as compared to others.
 3. I feel utterly worthless.
15. Loss of Energy
0. I have as much energy as ever.
 1. I have less energy than I used to have.
 2. I don't have enough energy to do very much.
 3. I don't have enough energy to do anything.
16. Changes in Sleeping Pattern
0. I have not experienced any change in my sleeping.
 - 1a I sleep somewhat more than usual.

- 1b I sleep somewhat less than usual.
 - 2a I sleep a lot more than usual.
 - 2b I sleep a lot less than usual.
 - 3a I sleep most of the day.
 - 3b I wake up 1-2 hours early and can't get back to sleep.
17. Irritability
- 0. I am not more irritable than usual.
 - 1. I am more irritable than usual.
 - 2. I am much more irritable than usual.
 - 3. I am irritable all the time.
18. Changes in Appetite
- 0. I have not experienced any change in my appetite.
 - 1a My appetite is somewhat less than usual.
 - 1b My appetite is somewhat greater than usual.
 - 2a My appetite is much less than before.
 - 2b My appetite is much greater than usual.
 - 3a I have no appetite at all.
 - 3b I crave food all the time.
19. Concentration Difficulty
- 0. I can concentrate as well as ever.
 - 1. I can't concentrate as well as usual.
 - 2. It's hard to keep my mind on anything for very long.
 - 3. I find I can't concentrate on anything.
20. Tiredness or Fatigue
- 0. I am no more tired or fatigued than usual.
 - 1. I get more tired or fatigued more easily than usual.
 - 2. I am too tired or fatigued to do a lot of the things I used to do.
 - 3. I am too tired or fatigued to do most of the things I used to do.
21. Loss of Interest in Sex
- 0. I have not noticed any recent change in my interest in sex.
 - 1. I am less interested in sex than I used to be.
 - 2. I am much less interested in sex now.
 - 3. I have lost interest in sex completely.

Appendix F

First Email to Participants

Subject: Thesis Participation Invitation

Greetings \${m://FirstName}!

You have been selected to partake in a research study the better understand masculine and feminine social norms and depression in college students. The survey will take roughly 20 minutes and you will be entered to win one of five \$20 VISA gift cards.

Survey Link: \${l://SurveyLink?d=Masculine and Feminine Social Norms and Depression in College Students}

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in his data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

By selecting this link you are consenting to participate in this survey. There will be no individually identifiable information, remarks, comments, or other identification of you as an individual participant. All results will be presented as aggregate, summary data. If you wish, you may request a copy of the results of this research study by writing to the researcher, Derek Deeney at ddeeney@eiu.edu.

Your participation will contribute to the current literature on the subject of masculine and feminine social norms and depression within college students. You will have the chance to win one of five \$20 VISA gift cards for your participation.

If you would like to know more information about this study, an information letter can be obtained by sending a request to Derek Deeney at ddeeney@eiu.edu. If you decide to participate after reading this letter, please follow this link: \${l://SurveyLink?d=Link to Survey}

Thank you very much for your time!
Derek Deeney

Follow the link to opt out of future emails:
\${l://OptOutLink?d=Click here to unsubscribe}

Appendix G

Second Email to Participants

Subject: Thesis Participation Invitation

Greetings \${m://FirstName}!

You have been selected to partake in a research study the better understand masculine and feminine social norms and depression in college students. The survey will take roughly 20 minutes and you will be entered to win one of five \$20 VISA gift cards.

Survey Link: \${l://SurveyLink?d=Masculine and Feminine Social Norms and Depression in College Students}

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in his data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

By selecting this link you are consenting to participate in this survey. There will be no individually identifiable information, remarks, comments, or other identification of you as an individual participant. All results will be presented as aggregate, summary data. If you wish, you may request a copy of the results of this research study by writing to the researcher, Derek Deeney at ddeeney@eiu.edu.

Your participation will contribute to the current literature on the subject of masculine and feminine social norms and depression within college students. You will have the chance to win one of five \$20 VISA gift cards for your participation.

If you would like to know more information about this study, an information letter can be obtained by sending a request to Derek Deeney at ddeeney@eiu.edu. If you decide to participate after reading this letter, please follow this link: \${l://SurveyLink?d=Link to Survey}

Thank you very much for your time!
Derek Deeney

Follow the link to opt out of future emails:
\${l://OptOutLink?d=Click here to unsubscribe}

Appendix H

Final Email to Participants

Subject: Thesis Participation Invitation

Greetings \${m://FirstName}!

Today is your last chance to participate in a research study the better understand masculine and feminine social norms and depression in college students. The survey will take roughly 20 minutes and you will be entered to **win one of five \$20 VISA gift cards**. The survey closes this TONIGHT at midnight!

Survey Link: \${l://SurveyLink?d=Masculine and Feminine Social Norms and Depression in College Students}

By agreeing to participate in the study, you will be giving your consent for the researcher or principal investigator to include your responses in his data analysis. Your participation in this research study is strictly voluntary, and you may choose not to participate without fear of penalty or any negative consequences. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

By selecting this link you are consenting to participate in this survey. There will be no individually identifiable information, remarks, comments, or other identification of you as an individual participant. All results will be presented as aggregate, summary data. If you wish, you may request a copy of the results of this research study by writing to the researcher, Derek Deeney at ddeeney@eiu.edu.

Your participation will contribute to the current literature on the subject of masculine and feminine social norms and depression within college students. You will have the chance to **win one of five \$20 VISA gift cards** for your participation.

If you would like to know more information about this study, an information letter can be obtained by sending a request to Derek Deeney at ddeeney@eiu.edu. If you decide to participate after reading this letter, please follow this link: \${l://SurveyLink?d=Link To Survey}

Thank you very much for your time!
Derek Deeney

Follow the link to opt out of future emails:
\${l://OptOutLink?d=Click here to unsubscribe}

Appendix I

Prize Form Questionnaire

If you would like to be entered into the prize drawing, please fill out the following:

- a. First Name
- b. Last Name
- c. EIU Email Address

Appendix J**BDI-II Biographic and Demographic Breakdown***Summary Analysis of BDI-II by Sex*

Sex	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Males	84	10.85	9.26	0	43
Females	205	13.88	10.47	0	51

Summary Analysis of BDI-II by Ethnic Background

Ethnicity	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Black or African American	34	12.44	10.50	0	33
Hispanic, Latino or Spanish	27	13.41	10.49	0	40
White	214	12.82	10.03	0	51
Asian, Two or More Races, or Other	14	16.21	12.13	0	38

Summary Analysis of BDI-II by Academic Classification

Classification	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Freshman	41	16.24	12.99	0	51
Sophomore	49	11.94	8.84	0	32
Junior	70	14.71	11.31	0	44
Senior	62	12.19	8.81	0	35
Graduate Student	67	10.73	8.60	0	43

Appendix K**CMNI-46 Response Summary by Sex***Summary Analysis by Sex of CMNI-46*

Item	Sex	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Winning	Male	84	8.86	3.74	0	18
	Female	205	7.89	3.06	0	18
	Total	289	8.17	3.30	0	18
Playboy	Male	84	4.93	2.91	0	12
	Female	205	3.22	2.43	0	11
	Total	289	1.61	1.78	0	12
Self-Reliance	Male	84	7.08	3.11	0	15
	Female	205	8.12	2.96	0	15
	Total	289	7.82	3.04	0	15
Violence	Male	84	11.26	3.11	1	18
	Female	205	8.97	3.68	0	18
	Total	289	9.64	3.67	0	18
Heterosexual Self-Presentation	Male	84	5.79	4.31	0	15
	Female	205	4.62	4.13	0	18
	Total	289	4.96	4.21	0	18
Risk-Taking	Male	84	6.73	2.57	0	14
	Female	205	5.90	2.64	0	15
	Total	289	8.32	3.82	0	15
Emotional Control	Male	84	9.37	3.35	1	17
	Female	205	7.89	3.92	0	18
	Total	289	8.32	3.82	0	18
Power Over Women	Male	84	2.11	1.99	0	11
	Female	205	1.40	1.66	0	8
	Total	289	1.61	1.78	0	11
Primacy of Work	Male	84	4.90	2.47	0	12
	Female	205	5.07	2.45	0	12
	Total	289	5.02	2.45	0	12

Appendix L**CFNI-45 Response Summary by Sex***Summary Analysis by Sex of CFNI-45*

Item	Sex	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Relational	Male	84	8.12	2.39	2	14
	Female	205	8.65	2.48	2	15
	Total	289	8.49	2.46	2	15
Care for Children	Male	84	8.35	3.71	0	15
	Female	205	9.54	3.81	0	15
	Total	289	9.19	3.82	0	15
Thinness	Male	84	7.73	3.76	0	15
	Female	205	9.11	3.44	0	15
	Total	289	8.71	3.59	0	15
Sexual Fidelity	Male	84	5.95	4.10	0	15
	Female	205	8.03	4.04	0	15
	Total	289	7.43	4.16	0	15
Modesty	Male	84	7.39	2.43	2	15
	Female	205	6.75	2.48	0	13
	Total	289	6.94	2.48	0	15
Romantic Relationship	Male	84	7.94	2.85	0	15
	Female	205	7.51	2.76	1	15
	Total	289	7.63	2.79	0	15
Domestic	Male	84	10.33	2.87	4	15
	Female	205	11.10	2.53	3	15
	Total	289	10.88	2.65	3	15
Invest in Appearance	Male	84	3.50	2.47	0	13
	Female	205	6.99	3.10	0	14
	Total	289	5.98	3.33	0	14
Sweet and Nice	Male	84	10.40	2.41	4	15
	Female	205	11.72	2.26	6	15
	Total	289	11.34	2.38	4	15