Foundation for Positive Masculinity

2023 Conference

Measuring masculinities:

Professor Dean Lusher

Measuring Masculinity

Indicators of a Positive Masculinity Culture

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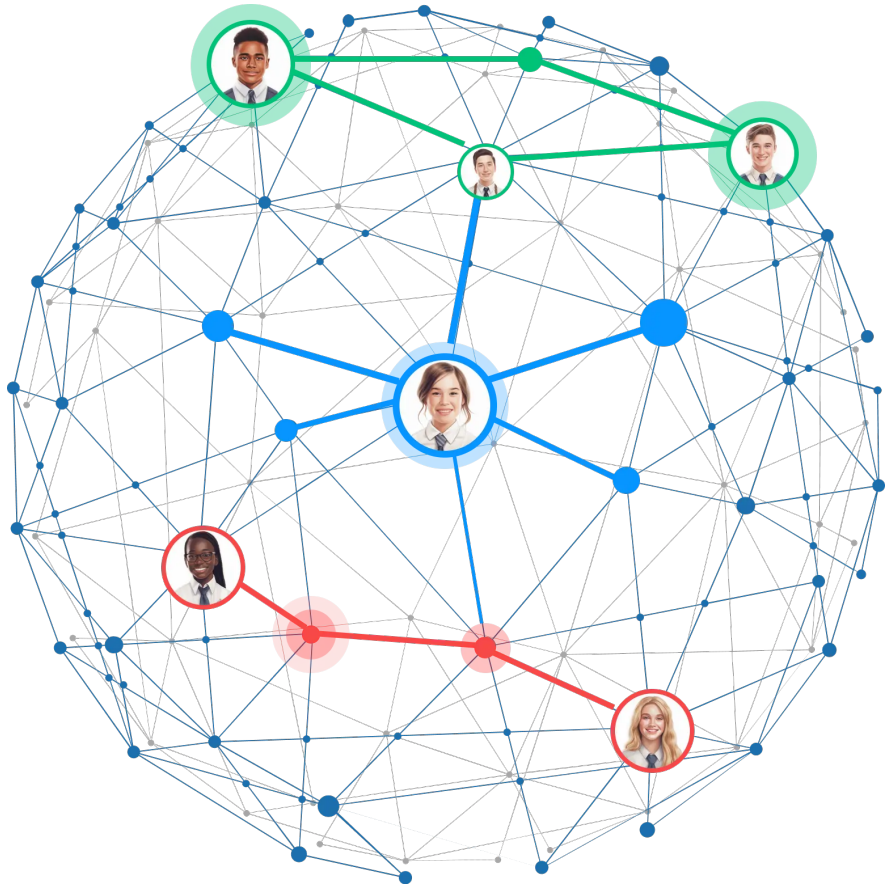
Presentation Overview

- Relationships are critical to masculinity
- Social Network Analysis (SNA)
- Indicators of a positive masculinity
- Results from an all-boys school
- Better utilising data in schools around masculinity issues



- **Acknowledge**
  - Dr Ray Swann (+M, Brighton Grammar School)
  - Associate Professor Peng Wang (Swinburne)
  - Dr Bopha Roden (Swinburne)

05 October 2020

EDUCATION

Begin with belonging: Why schools in Victoria need to focus on connection and wellbeing for term four

7 MINUTE READ Share

FEATURING

Fiona Longmuir
Lecturer, Globalisation Leadership and Policy, Faculty of Education

Kelly-Ann Allen
Senior Lecturer, School of Educational Psychology and Counselling, Faculty of Education

Christine Grove
Fulbright Scholar and Adjunct Senior Lecturer, School of Educational Psychology and Counselling

REPUBLISH ARTICLE

Belonging, connection and re-engagement must be the priority for Melbourne's schools in term four

More teachers want out as student wellbeing and parent issues add to workloads

THE AGE

OPINION

Why are teachers struggling? Because your children are awful

'In crisis for years': The struggle to fix Australia's worst classrooms

THE CONVERSATION

Academic rigour, journalistic flair

Search analysis, research, academics...

Arts + Culture | Books + Ideas | Business + Economy | Education | Environment + Energy | Health | Politics + Society | Science + Technology

Research suggests one way to prevent depression and anxiety is a strong sense of connection at high school

Published: November 28, 2022 6.04am AEDT

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Email
Twitter 4
Facebook 288

About one in five young Australians will experience a mental health problem like depression or anxiety each year. The COVID pandemic has only intensified mental health concerns in young people.

Authors

Monika Raniti
Research Fellow, Murdoch Children's Research Institute

THE AUSTRALIAN FINANCIAL REVIEW

Private school boys need to stop behaving badly

ABC NEWS

Six Waverley College students expelled for bullying younger students, principal says

Respectful Relationships

ANROWS
AUSTRALIA'S NATIONAL RESEARCH ORGANISATION FOR WOMEN'S SAFETY
to Reduce Violence against Women & their Children

- Individual confidence as resilience is not only what we need
  - Confident boys can be more pro-violent and less gender equitable

- Respectful Regard and Social Capability
  - Positively related to lower violence attitudes and higher gender equity attitudes
  - *Social resilience* impacts positively on others around them

Cahill, Lusher et al (forthcoming in 2023)

Respectful Regard and Social Capability

Respectful Regard

I think about other people's feelings before I say things.

I am patient with people who can't do things as well as I can.

I think things through carefully before making decisions.

Other people's feelings are easy for me to understand.

Social Capability

I can share my personal thoughts with others.

If I have a problem, I know there is someone I can talk to.

If I can't handle something I find help.

For boys:
Social capability and respectful regard are linked not only to positive gender equity attitudes, but also with violence dis-endorsing attitudes and intentions to speak up against sexual harassment.

Connell's social theory of gender

- Hegemonic masculinity (dominative form of masculinity that creates unequal gender relations)
- Boys 'do' masculinity (gender as daily performance/enactment)
- Boys 'do' masculinity *in relation to* other boys and girls
- Masculinity 'done' through social interactions in everyday social situations (e.g., schools)

- Relationships are critical to gender
  - Relationship also critical to resilience, wellbeing and learning

Serving Two Masters

Formal School Structures vs **Informal** Student Culture

How **schools** want **students** to behave

School's view of students

All schools have formal structures and policies to shape the learning and behavioural expectations of their students. These formal classroom allocations, tutor groups, policies for uniform, behaviour, attendance and more are critical for the functioning of schools.

How **students** want **students** to behave

Students' view of students

Equally important though is that all schools have an informal student culture that determines student expectations of one another, of what is valued or not by the students themselves and constitutes an informal code of conduct.

The **formal** and the **informal** may not necessarily align

SNA TOOLBOX

Home | About Us

Peer influence is "....how teenagers' behaviour is shaped by wanting to feel they belong to a group of friends or peers". (Raising Children Network, Australian Government).

Peer Influence

Peer influence affects students in **positive** and **negative** ways...

Peer learning

Improves academic performance, enhances peer-to-peer social skills, and promotes student engagement

School connectedness

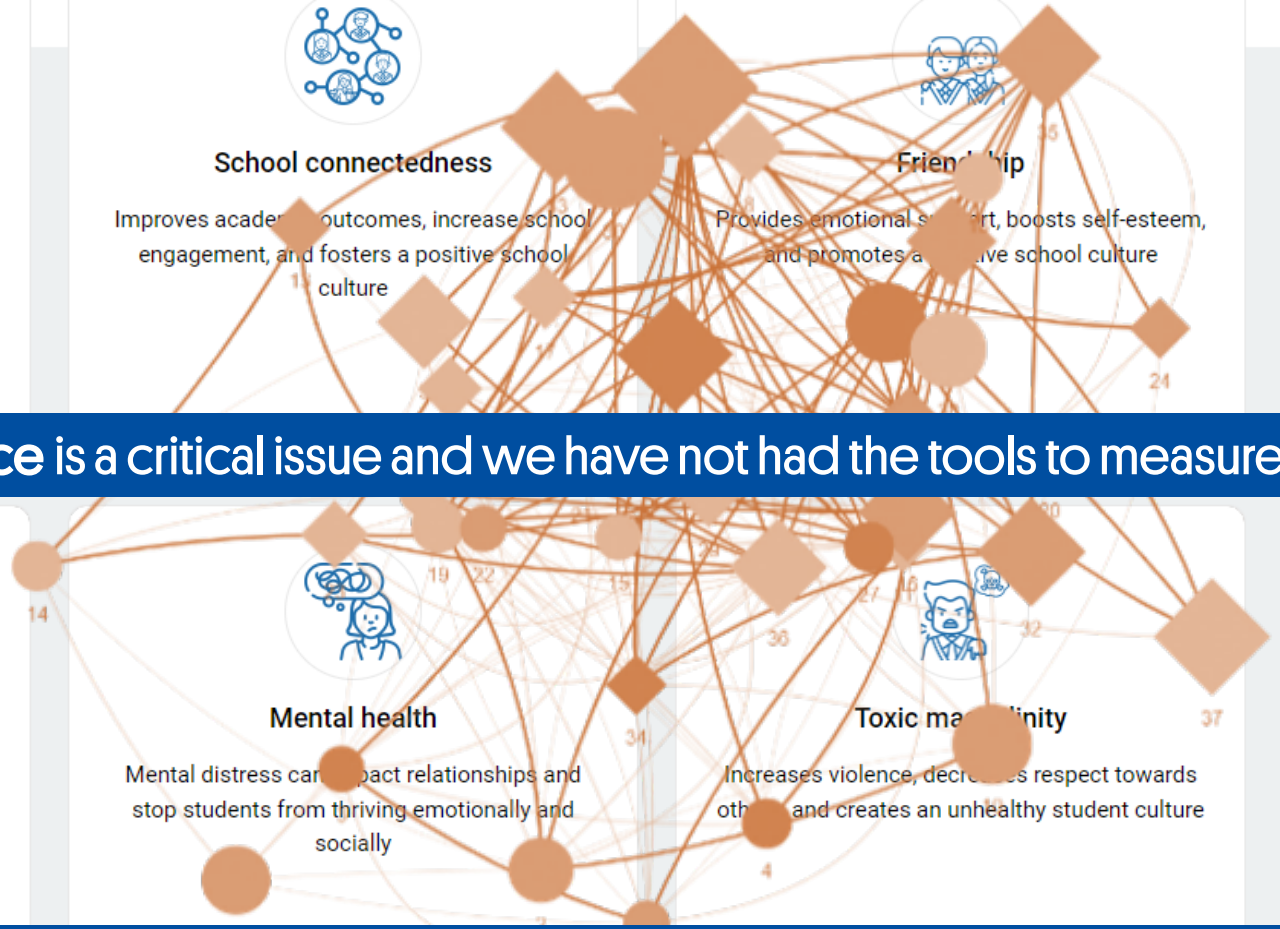
Improves acade outcomes, increase school engagement, and fosters a positive school culture

Friendship

Provides emotional s rt, boosts self-esteem, and promotes a ve school culture

Equity

Creates an inclusive learning environment, reduces bullying, and improves outcomes for underrepresented groups



Peer influence is a critical issue and we have not had the tools to measure it..... until now

Social isolation

Leads to decreased academic achievement, decreased school connectedness and increased stress and anxiety

Mental health

Mental distress can pact relationships and stop students from thriving emotionally and socially

Toxic ma inity

Increases violence, decre s respect towards oth and creates an unhealthy student culture

Bullying

Decreases self-esteem, increases risk of mental health issues and low academic achievement

SNA TOOLBOX . . .

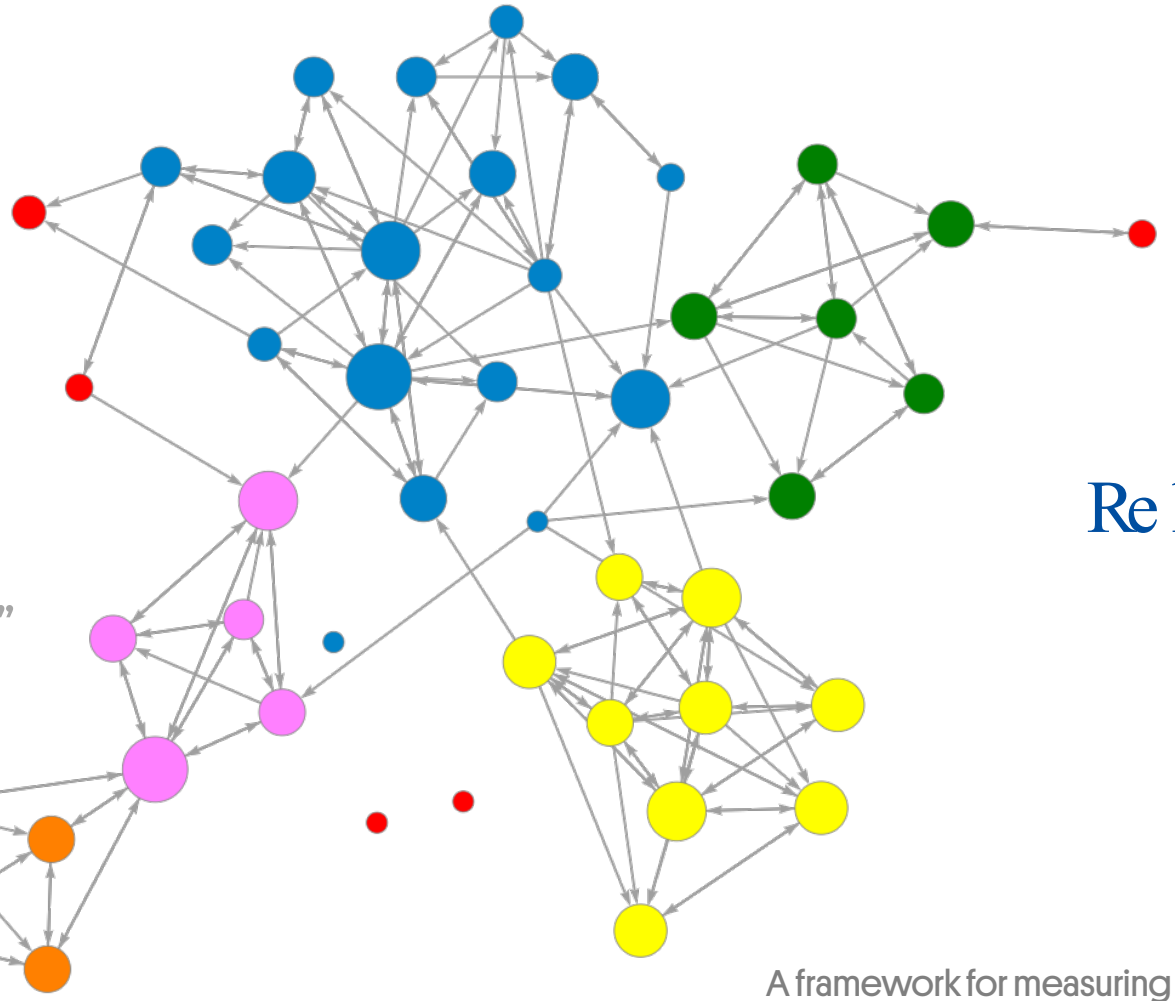
Social Network Analysis (SNA)

Make the unseen visible

Science of Social Connection

Actors or node

Students
Activities

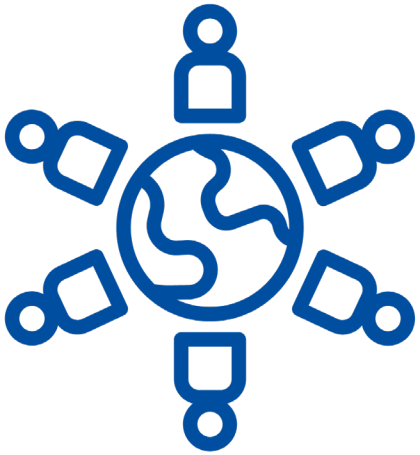


"Who is a close friend?"

Relations, ties

Friendship
Disrespect
Provides feedback

A framework for measuring and understanding peer influence



Indicators of a Positive Masculinity Culture

Evidence of link between harmful masculinities and poor health outcomes

Preventive Medicine 139 (2020) 106185

Contents lists available at ScienceDirect

Preventive Medicine

journal homepage: www.elsevier.com/locate/ypmed

Harmful masculinities among younger men in three countries: Psychometric study of the Man Box Scale

Amber L. Hill (PhD, MSPH)[a,*], Elizabeth Miller (PhD, MD)[a,b], Galen E. Switzer (PhD)[a,c], Lan Yu (PhD)[a], Brian Heilman (MA)[d], Ruti G. Levtov (PhD, MA)[d], Kristina Vlahovicova (MSc)[d], Dorothy L. Espelage (PhD)[e], Gary Barker (PhD)[d], Robert W.S. Coulter (PhD, MPH)[f]

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ARTICLE INFO

Keywords:
Survey research
Violence prevention
Masculinities

ABSTRACT

In response to growing evidence of associations between harmful masculinities and adverse health outcomes, researchers developed the Man Box Scale to provide a standardized measure to assess these inequitable gender attitudes. In 2019, we evaluated the psychometric properties of the 17-item Man Box Scale and derived a 5-item short form. Using previously collected data (in 2016) from men aged 18–30 years across the United States (n = 1328), the United Kingdom (n = 1225), and Mexico (n = 1120), we conducted exploratory (EFA) and confirmatory factor analyses (CFA), assessed convergent validity by examining associations of the standardized mean Man Box Scale score with violence perpetration, depression, and suicidal ideation, and assessed internal consistency reliability of the full scale. We used item response theory (IRT) to derive a 5-item short form, and conducted CFA and additional assessments for reliability and convergent validity. We identified a single underlying factor with 15 items across all three countries. CFA resulted in good model fit. We demonstrated significant associations of standardized mean Man Box Scale score with violence perpetration (OR range = 1.57–5.49), depression (OR range = 1.19–1.73), and suicidal ideation (OR range = 1.56–2.59). IRT resulted in a 5-item short form with good fit through CFA and convergent validity, and good internal consistency. The Man Box Scale assesses harmful masculinities and demonstrates strong validity and reliability across three diverse countries. This scale, either short or long forms, can be used in future prevention research, clinical assessment and decision-making, and intervention evaluations.

1. Introduction

There is strong evidence that young men who subscribe to inequitable gender norms (e.g., believe women are solely responsible for household chores and child-rearing) (Pulerwitz and Barker, 2008) and endorse dominant and hostile forms of masculinities (e.g., believe women are sexual conquests) (Pulerwitz and Barker, 2008) have higher rates of perpetrating psychological, physical, and sexual violence against women (Pulerwitz and Barker, 2008; Jewkes et al., 2011; Malamuth et al., 1995; Parrott and Zeichner, 2003; Good et al., 1995; Schwartz et al., 2005; Copenhaver et al., 2000; Eisler et al., 2000; Jakupcak et al., 2002; Barker et al., 2011). Violence against women is a global health epidemic in which one in three women are impacted during their lifetime, leading to adverse health outcomes, such as depression, sexually transmitted infections, and exacerbation of chronic health conditions (World Health Organization, 2013). Research also shows emerging evidence of an association between "harmful masculinities" and perpetrating verbal and physical abuse, cyber bullying, and aggression towards gay, lesbian, and transgender people or those who do not conform to hetero-normative gender norms (Leemis et al., 2018; Steinfeldt et al., 2012; Leone and Parrott, 2015; Parrot, 2009; Vincent et al., 2011; Kelley and Gruenewald, 2015; Reidy et al., 2009; Espelage et al., 2018). Furthermore, studies have explored the impact of "harmful masculinities" on the health of the individual who endorses

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- Negative impacts on:
  - Individual men (self)
  - Those around them the men are socially connected to, particularly females but also other men (others)

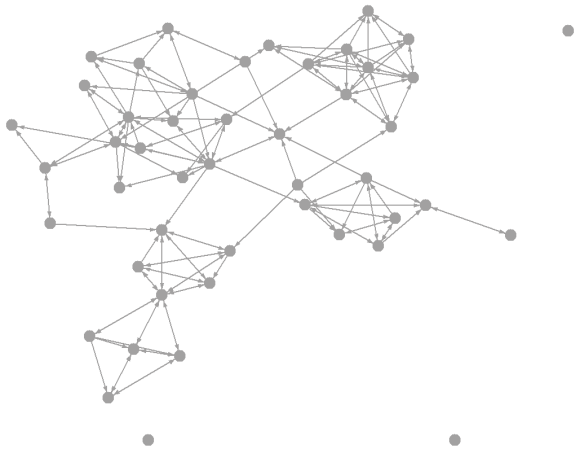
- 'There is strong evidence that young men who subscribe to inequitable gender norms (e.g., believe women are solely responsible for household chores and child-rearing) … and endorse dominant and hostile forms of masculinities (e.g., believe women are sexual conquests) … have higher rates of perpetrating psychological, physical, and sexual violence against women'.
  - Hill et al (2020, p. 1)

School Context

- Year 11 students
- All boys schools
- Victoria, Australia
- 148 invited, 78 participated (50%)
- Data collected late 2020 during COVID-19

Relationship Questions

- **Friend**: In Year 11, who are your closest friends?
- **Influence**: In year 11, who are the most popular and influential students? (These people could be influential in a good or bad way)."
- **Disrespect**: In Year 11, which students are disrespectful towards you?



Network maps (visualisations)

$$\Pr(\mathbf{Y}=\mathbf{y}\mid\mathbf{X}=\mathbf{x})=\frac{1}{\kappa}\exp\left\{\sum_{Q}\lambda_{Q}z_{Q}(\mathbf{y})+\sum_{R}\lambda_{R}z_{R}(\mathbf{x},\mathbf{y})\right\}$$

Statistical models for social networks

Man Box Scale (Hill et al, 2020, p. 4)

Dominative Masculine Attitudes (Manbox 5)

- In my opinion, a man shouldn't have to do household chores
  - Rigid masculine gender roles
- In my opinion, men should use violence to get respect if necessary
  - Violence
- In my opinion, a real man should have as many sexual partners as he can
  - Hypersexuality
- In my opinion, a man who talks a lot about his worries, fears, and problems shouldn't really get respect
  - Self-sufficiency
- In my opinion, a gay guy is not a “real man”
  - Heterosexuality and homophobia

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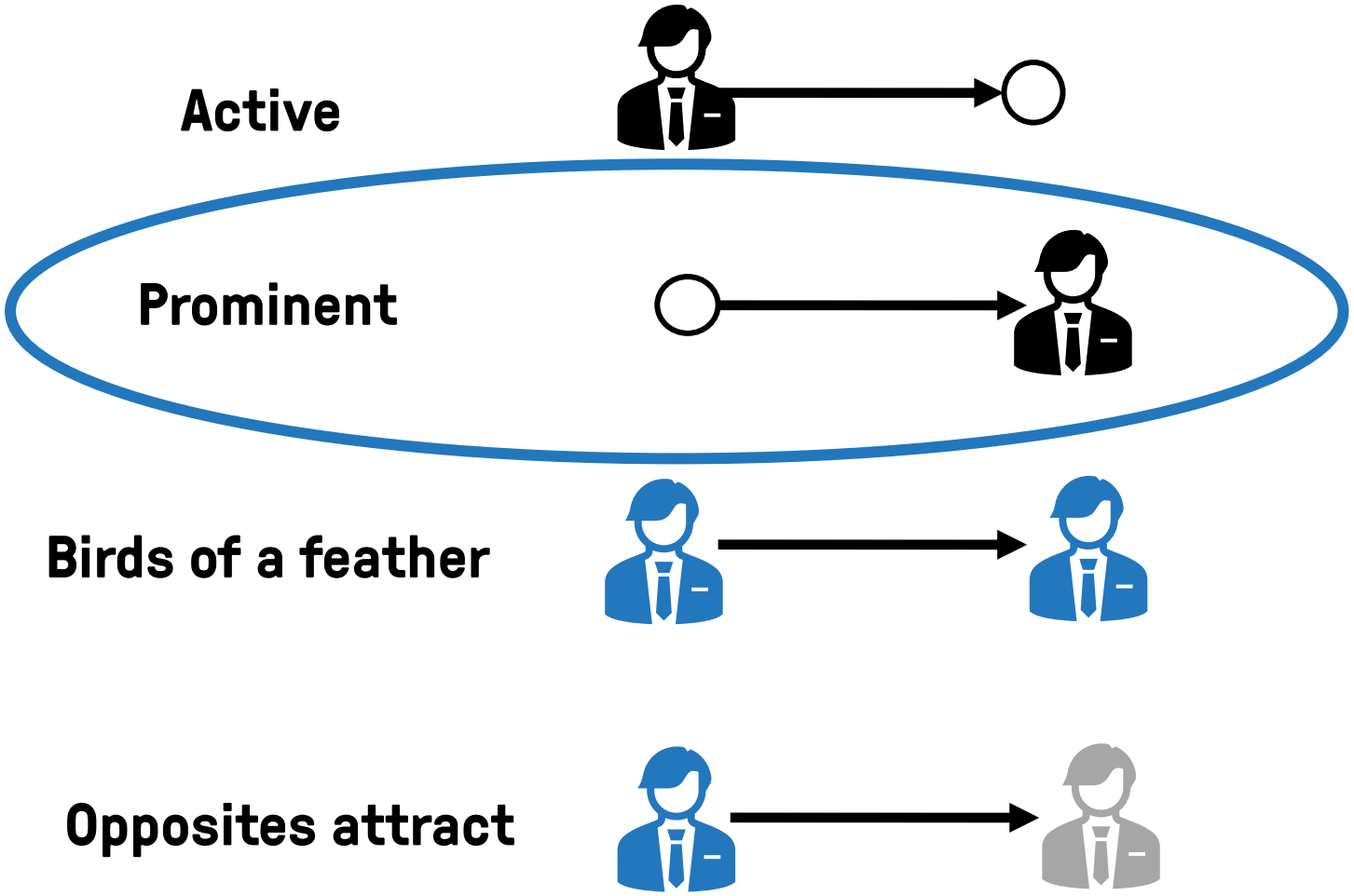
Other Student Factors

- Academic performance
- Prosocial student engagement
- Years attended school
- School engagement
- Mental distress
- Growth Mindset
- Tutor group membership

Student Qualities & Network Structures

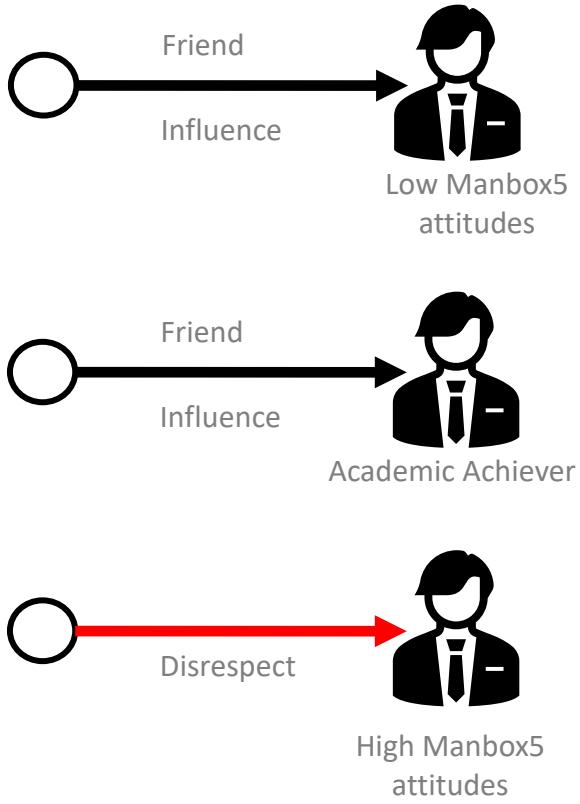


Influencers

Are students with certain attributes more connected?

Indicators of Positive Masculinity

- P1: Students who are more **socially prominent** (e.g., friendship, influence) will hold more positive masculinity attitudes (low Manbox 5 attitudes)
- P2: Students who are more **socially prominent** (e.g., friendship, influence) will be high academic achievers
- P3: Students who are **disrespectful** to others will hold negative masculinity attitudes (high Manbox 5 attitudes)



Findings

Friendship

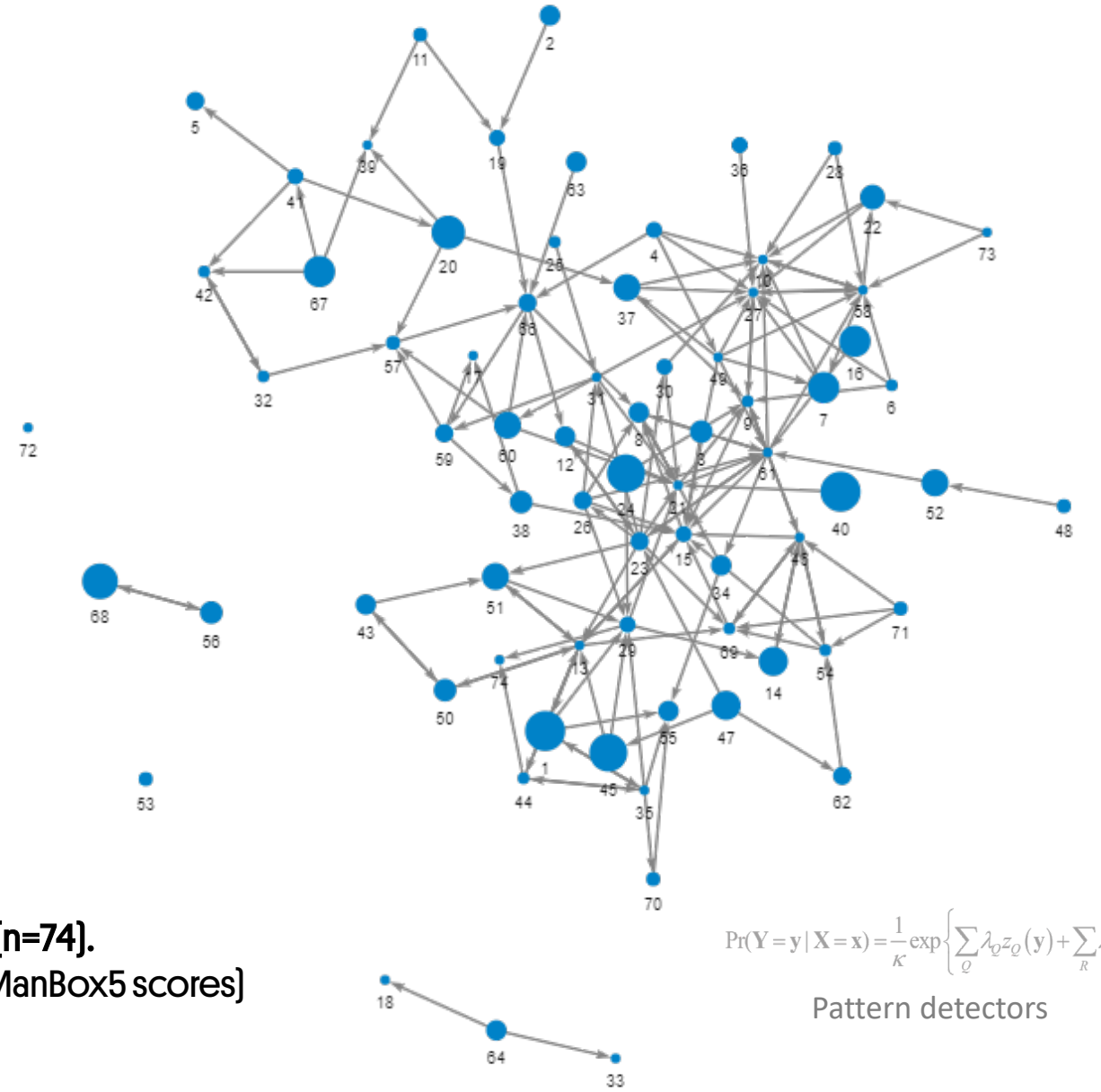


Figure 1 - Friendship network of Year11 student participant (n=74).
Larger dots=more negative masculinity attitudes (i.e., higher ManBox5 scores)

$$\Pr(\mathbf{Y}=\mathbf{y}\mid\mathbf{X}=\mathbf{x})=\frac{1}{\kappa}\exp\left\{\sum_{Q}\lambda_{Q}z_{Q}(\mathbf{y})+\sum_{R}\lambda_{R}z_{R}(\mathbf{x},\mathbf{y})\right\}$$

Pattern detectors

Friendship

Friends NETWORK

Who are your closest friends?

Prominent

Low Manbox 5 endorsement
Pro-gender equity

High academic performance

Higher school engagement

Active

Higher school engagement

Influential

Influence NETWORK

Who influences you in a good or bad way?

Prominent

Higher School engagement

Active

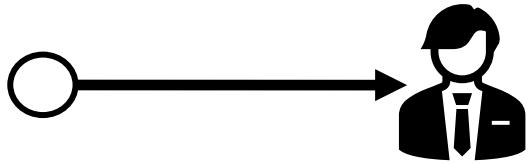
High academic performance

Disrespect

Disrespect NETWORK

Who disrespects you?

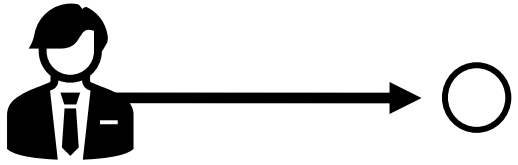
Prominent



Higher mental distress

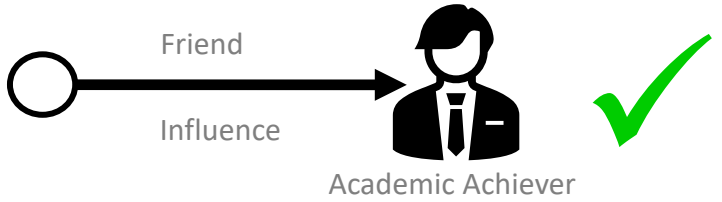
Birds of a feather

Active



Summary

- Evidence of positive masculinities in this school (i.e., more *gender equitable attitudes* held by influential students)
- P1: Students who are more **socially prominent** (e.g., friendship, influence) will hold more positive masculinity attitudes (low Manbox 5 attitudes)
- P2: Students who are more **socially prominent** (e.g., friendship, influence) will be high academic achievers
- P3: Students who are **disrespectful** to others will hold negative masculinity attitudes (high Manbox 5 attitudes)



Limitations

Lower participation rates by students in this academic research (50%) – due to consent procedure

Significant teacher resources used to gain consent by students and parents/guardians

Overall year level summaries of student responses (non-targeted data)

> 85% participation

Run as part of school program to improve learning & wellbeing (need to inform parents/guardians, but do not need extra consent)

Actionable, identifiable data to assist at risk students and improve child safety

SNA TOOLBOX

Example School Report

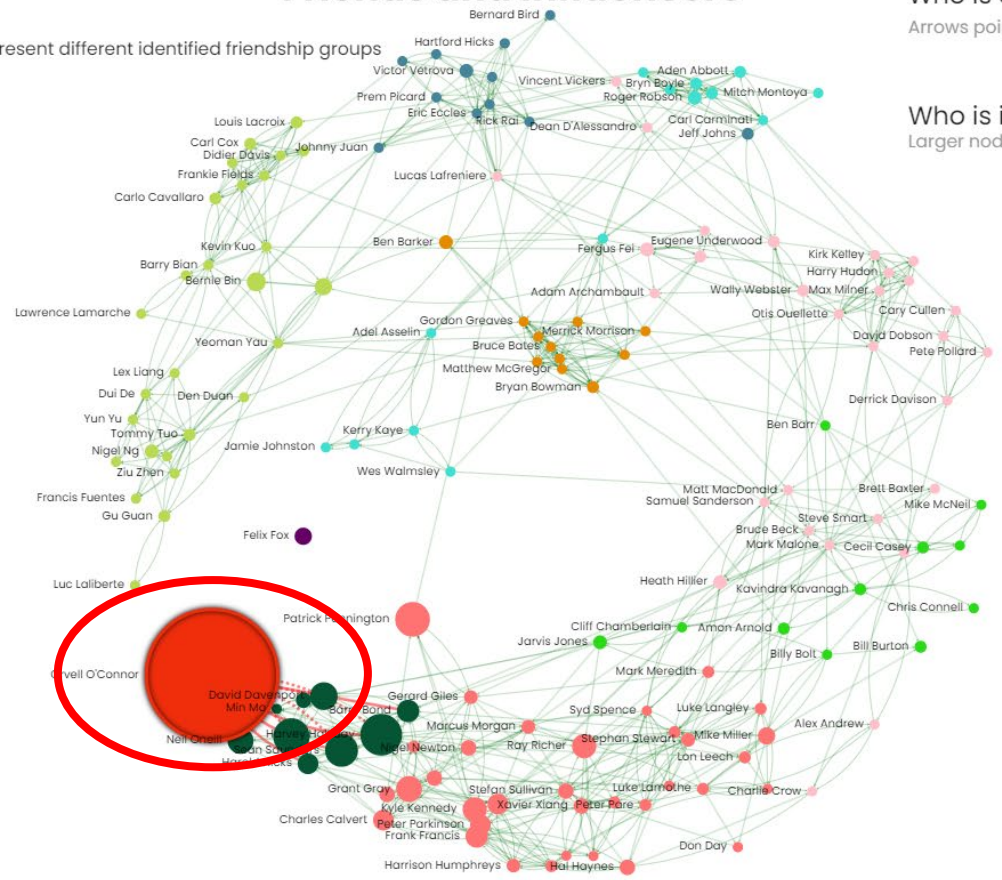
Sample Elements

Example simulated data

Search for a node
Orvell O'Connor

Friends and Influencers

Different colours represent different identified friendship groups



Who is a close friend?
Arrows point towards person selected as friend

Who is influential?
Larger nodes are more influential

Year 9 Report

Top 10 Influencers

Label	In Degree
Orvell O'Connor	36
Harvey Halliday	18
Aldfed Allison	15
Patrick Pennington	14
Sean Saunders	13
David Davenport	10
Grant Gray	9
Neil Oneill	9
Ray Richer	8
Kyle Kennedy	8

Orvell O'Connor
7F

Achievement:	8.25
Wellbeing:	8.8
Dominant Masculinity:	1.2
Growth Mindset:	4

There are less than 3 people who are isolated in the friendship network

Influential students (larger nodes) are mostly from the same friendship cluster

Positive Masculinity Foundation

Disrespect

"Who **disrespects** you?"

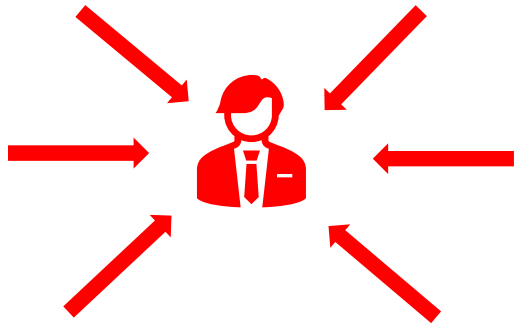
"In your year level, which students are disrespectful towards you?"

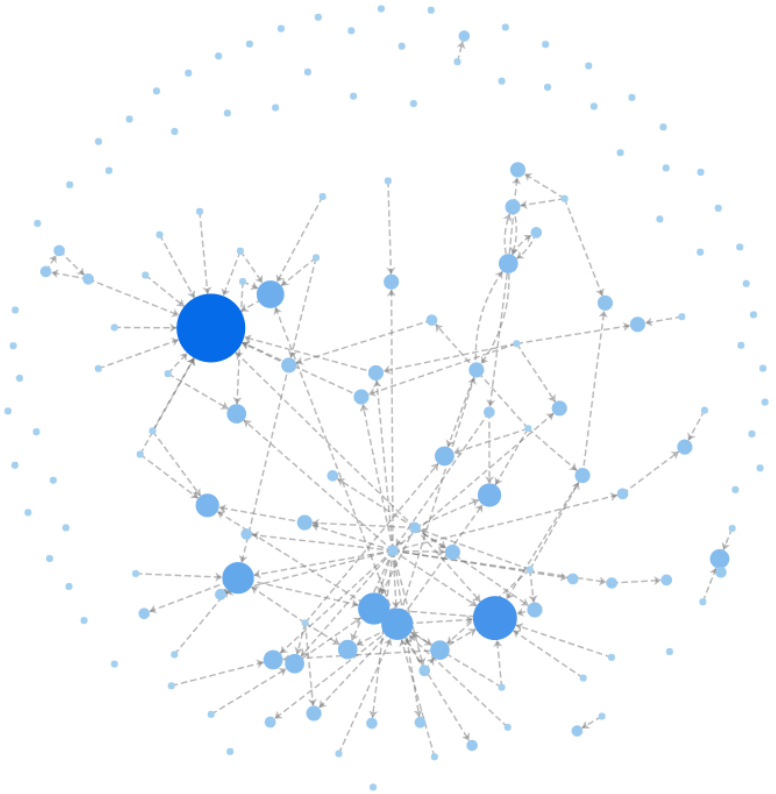
Year 9 Report

The Disrespectful

Search for a node

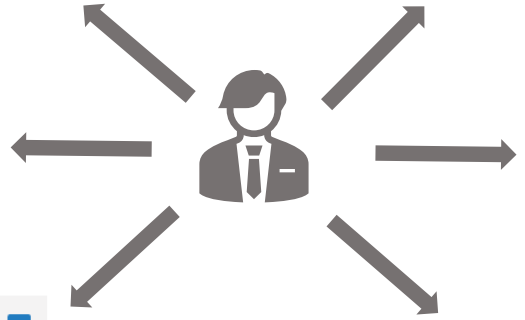
Label	In Degree
Felix Fox	15
Patrick Pennington	9
Lucas Lafreniere	6
Frank Francis	6
Orvell O'Connor	6
Rick Robson	5
Charlie Crow	4
Jarvis Jones	4
Barry Bond	3
Bill Burton	3





The Disrespected

Label	Out Degree
Mike Miller	22
Lucas Lafreniere	10
Vincent Vachon	8
Kevin Kuo	5
Benjamin Barratt	5
Den Duan	4
Wally Webster	4
Ziu Zhen	4
Dean D'Alessandro	3
Barry Bond	2



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Wellbeing

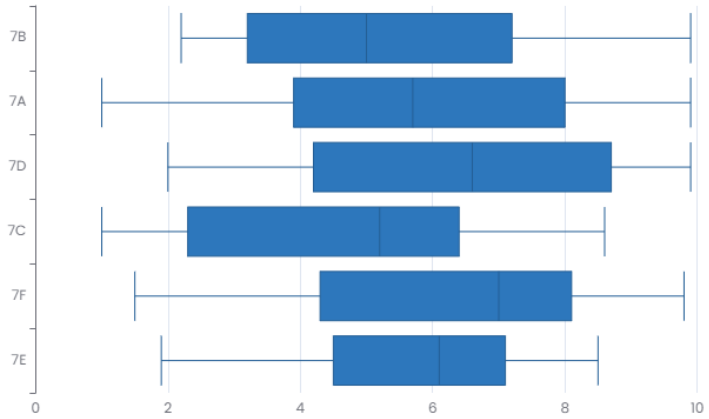
Y9

Wellbeing (Year 8 Average)

Higher scores = greater wellbeing

0=Very sad to 10 = Very happy

Wellbeing (by class)



Higher scores = greater wellbeing

0=Very sad to 10 = Very happy

Red flag wellbeing scores

*Psychological Services to follow up**

Title	Wellbeing
Herbert Hogan	1
Rick Rai	1
Jamie Johnston	1
Kavindra Kavanagh	1.5
George Guan	1.6
Peter Pare	1.8
Charles Calvert	1.9
Stefan Sullivan	1.9
Victor Vetrova	1.9
Min Mo	2
Harrison Humphreys	2
Mark Malone	2
Adel Asselin	2

Predictors of Positive Mental Health

Statistical network model $\Pr(\mathbf{X}=\mathbf{x})=\frac{1}{\kappa}\exp\left\{\sum_{v}\lambda_{v}z_{v}(\mathbf{x})\right\}$

Friend with other students who have good mental health

High academic achievers

Students who feel supported by the school

Immediate notification to wellbeing team on survey completion

Positive Masculinity Foundation

Actions Summary

The following actions are suggested for these students

Y9

Support Poor Mental Health*

*Psychological Services to follow up**

Title	Wellbeing
Herbert Hogan	1
Rick Rai	1
Jamie Johnston	1
Kavindra Kavanagh	1.5
George Guan	1.6
Peter Pare	1.8
Charles Calvert	1.9
Stefan Sullivan	1.9
Victor Vetrova	1.9
Min Mo	2
Harrison Humphreys	2
Mark Malone	2

Support Disrespected

Name	Disrespected by
Mike Miller	22
Lucas Lafreniere	10
Vincent Vachon	8
Kevin Kuo	5
Benjamin Barratt	5
Den Duan	4
Wally Webster	4
Ziu Zhen	4
Dean D'Alessandro	3
Barry Bond	2

Encourage Helpers

Name	Feedback Nominati...
Sharod bin Shariff	11
Bernie Bin	8
Wally Webster	7
Fergus Fei	7
Peter Parkinson	6
Otis Ouellette	6
Harry Houle	5
Tommy Tuo	5
Stephan Stewart	5
Gordon Greaves	5

Monitor Influencers

Name	Influence Nominati...
Orvell O'Connor	20
Harvey Halliday	10
Aldfed Allison	9
Sean Saunders	7
Patrick Pennington	7
Grant Gray	5
Barry Bond	5
David Davenport	5
Kyle Kennedy	5
Neil Oneill	4

Intervene Disrespectful

Name	Selected by
Felix Fox	15
Patrick Pennington	9
Lucas Lafreniere	6
Frank Francis	6
Orvell O'Connor	6
Rick Robson	5
Charlie Crow	4
Jarvis Jones	4
Barry Bond	3
Bill Burton	3

SEMI Action Framework: Support, Encourage, Monitor, Intervene

Support Isolated students

Title
Felix Fox
Merrick Morrison

Year Level Insight

Challenge

Dominant masculinity attitudes

Broader challenges for Year 8 are around reducing an endorsement of dominant masculinity attitudes and valuing academic achievement.

More Information

SNA TOOLBOX

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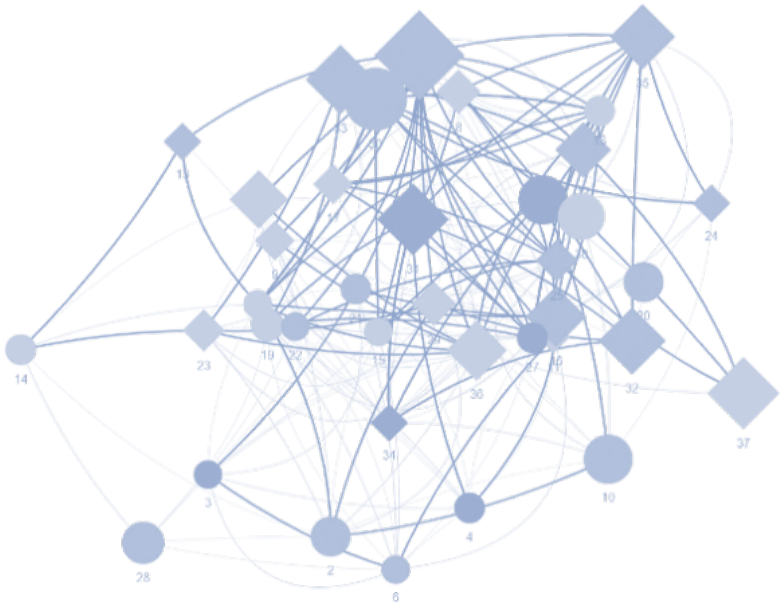
Make the unseen visible

Thank you

- Questions?
- Comments?



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