

PLIANCE, MASCULINITY AND NEGATIVE EMOTION

**Generalised Pliance as a Mediator Between Conformity to Masculine  
Norms and Negative Emotion Among Male Students at a South African  
University**

by

**Lara Odendaal**

**Article Submission in Partial Fulfilment of the Requirements for the Degree of  
Master of Social Science in Counselling Psychology**

in the

**Faculty of the Humanities**

**Department of Psychology**

at the

**University of the Free State**

**Bloemfontein**

**Supervisor: Prof. SP Walker**

**August 2024**

### Student Declaration

I, Lara Odendaal, hereby declare that the work submitted by the minor dissertation in partial fulfilment of the requirements for the degree of MA Counselling Psychology is my own work. This minor dissertation has not been previously submitted and is not concurrently being submitted for completion of another degree. I have acknowledged all material and sources used in the writing of this report and hereby declare that no part of this minor dissertation has been plagiarised.

Signature:

A handwritten signature in black ink, appearing to read 'Lara Odendaal', written in a cursive style.

Date: 14 August 2024

**Statement by Language Editor**

30 Acton Avenue  
Helena Heights  
Somerset West  
7130  
Cell: 082 8183277  
searle.edit@gmail.com

10 August 2024

To whom it may concern:

This certifies that I, Lydia Searle, performed the copy edit for the document titled “Generalised Pliance as a Mediator Between Conformity to Masculine Norms and Negative Emotion Among Male Students at a South African University” by Lara Odendaal.

Language and grammar issues were approached using the MSWord Review (Track Changes) function. Punctuation and layout issues were addressed according to the guidelines of the *Publication Manual of the American Psychological Association*, Seventh Edition.

The reference list and the citations were edited according to the referencing and citation style recommended by the American Psychological Association.

I am not accountable for any changes made to this document by the author or any other party subsequent to my edit.

Yours faithfully,

Lydia Searle

Member: Professional Editors’ Guild RSA (PEG)

Member: Academic and Non-Fiction Authors’ Association of South Africa (ANFASA)

**Note to the Examiner**

This dissertation is submitted in article format. *Psychology of Men & Masculinities* has been identified as a potential target journal for the article. Consequently, the author guidelines for this particular journal (see Appendix A) have been observed.

### **Acknowledgements**

This research project was made possible by the input and support of the following people. I would thus like to express my gratitude towards:

- Prof. Stephen Walker for your invaluable feedback and support. It was an honour working with and learning from you.
- My family. I could not have undertaken this journey without your love and support.
- Prof. Adelene Grobler for your continued motivation and confidence in me.

**List of Figures**

Figure 1. *Conceptual Mediation Model Using the Mediating Effect of Generalised Pliance in the Relationship Between Conformity to Masculine Norms and Negative Emotion ..... 7*

**List of Tables**

|   |    |
|---|----|
| Table 1. <i>Reliabilities, Correlations, and Distribution of the Study Variables</i> .....  | 12 |
| Table 2. <i>Regression Model Coefficients for Conformity to Masculine Norms and Generalised Pliance as Predictors of Negative Emotion (N = 336)</i> ..... | 15 |

**List of Abbreviations**

|     |                               |
|-----|-------------------------------|
| CMN | Conformity to masculine norms |
| GP  | Generalised pliance           |
| NE  | Negative emotion              |
| PB  | Playboy-like behaviour        |
| POW | Power over women              |
| RFT | Relational Frame Theory       |
| SR  | Self-reliance                 |

**Table of Contents**

|  |      |
|--|------|
| Student Declaration.....                                   | ii   |
| Statement by Language Editor.....                          | iii  |
| Note to the Examiner .....                                 | iv   |
| Acknowledgements.....                                      | v    |
| List of Figures .....                                      | vi   |
| List of Tables.....  | vii  |
| List of Abbreviations.....                                 | viii |
| Main Manuscript in Article Format .....                    | 1    |
| Abstract.....  | 1    |
| Background .....   | 1    |
| The Present Study .....                                    | 6    |
| Methods.....   | 7    |
| Research Design.....                                       | 7    |
| Respondents .....  | 7    |
| Sample Characteristics.....                                | 8    |
| Measures .....   | 8    |
| Procedure .....  | 10   |
| Data Analysis .....  | 10   |
| Results.....   | 11   |
| Tests for Differences in Student Generational Status ..... | 13   |
| Mediation Models.....                                      | 13   |

|   |    |
|---|----|
| Discussion .....  | 17 |
| Conclusion .....  | 22 |
| Declaration of Conflicting Interests .....  | 22 |
| Funding .....   | 23 |
| ORCID iDs.....  | 23 |
| References .....  | 24 |
| Appendices.....   | 35 |
| Appendix A: <i>Psychology of Men &amp; Masculinities</i> Publication Guidelines ..... | 35 |
| Appendix B: Turnitin Originality Report.....  | 37 |
| Appendix C: Ethical Clearance Letter .....  | 39 |
| Appendix D: Participant Information Letter.....                                       | 40 |
| Appendix E: Questionnaires .....  | 43 |

## Main Manuscript in Article Format

### Abstract

Conformity to masculine norms has been implicated in numerous mental health difficulties among men. However, little is known about the potential psychological mechanisms by which conformity to masculine norms affects men's mental health. Rule-governed behaviour in the form of generalised pliance has been implicated in overcompliance with social norms to the detriment of adaptive functioning. This study aimed to investigate the mediating role of generalised pliance in the relationship between conformity to masculine norms and negative emotion. A sample of 336 male students from a South African public university participated in the study. Generalised pliance significantly mediated the interaction between negative emotion and conformity to masculine norms of self-reliance ( $\beta=.056$ , 95% CI [.023, .093]), playboy-like behaviour ( $\beta=.062$ , 95% CI [.024, .112]), and power over women ( $\beta=.065$ , 95% CI [.028, .110]). The association between conformity to masculine norms in general and negative emotion was also mediated by generalised pliance ( $\beta=.050$ , 95% CI [.020, .088]). The current study suggests that generalised pliance is one of the mechanisms by which conformity to certain masculine norms negatively affects emotional wellbeing among male students within the South African higher education system. Consequently, interventions aimed at undermining maladaptive rule-governed behaviour might prove useful in lessening the impact of conformity to masculine norms on the psychological health of this population.

*Keywords:* generalised pliance, conformity to masculine norms, self-reliance, power over women, playboy, negative emotion, male university students

## Background

Mental health disorders and their disproportionately high prevalence rates among emerging adult and college student populations (Bantjes et al., 2023; De Jager, 2023; Patterson et al., 2021; Yu et al., 2022) have long been a subject of research. Studies by Bantjes and colleagues (2019, 2020) found that the most prevalent mental health disorders within South African student populations are major depressive disorder (24.7%) and generalised anxiety disorder (20.8%). Furthermore, many university students experience subclinical levels of anxiety and depression without necessarily meeting the diagnostic criteria for a psychiatric disorder (Karyotaki et al., 2020). Marr et al. (2022) coined the phrase, negative emotion (NE), to describe the broad category of clinical and subclinical anxiety and depression. Research has found that while both men and women present with NE, men have a lower prevalence rate of clinically diagnosed psychopathology and are less inclined to seek professional help for mental health problems (Addis & Mahalik, 2003; Chatmon, 2020, Eggenberger et al., 2022; Iwamoto et al., 2018; Mahalik & Di Bianca, 2021; Staiger et al., 2020). However, higher rates of suicide, alcohol-related problems, and violent behaviour as expressions of NE are reported in men (Bantjes et al., 2019; Ezeugwu & Ojedokun, 2020; Iwamoto et al., 2018; McDermott et al., 2022). This trend appears also to exist within South African university populations (Bantjes et al., 2023; De Jager, 2023).

It has been suggested that historical and socioeconomic factors play a role in the development and persistence of mental health difficulties within the South African higher education system (Farrer et al., 2016; Pillay et al., 2020). More specifically, it is argued that individuals who are the first in their families to attend institutions of higher education and are from disadvantaged socioeconomic backgrounds experience higher levels of NE than students from more highly educated families (continuing-generation students) (Jeong et al., 2021; Noel et al., 2021; Spengler, 2019). This tends to be attributed to historical societal

inequality, deficient schooling, and other systemic influences (Pillay et al., 2020) in addition to a lack of academic preparedness and deficient familial support (Arguete, 2017). However, the findings by Munsamy and colleagues (2023) and Pillay et al. (2020) demonstrate no significant differences in the level of NE reported by first-generation students and the level reported by continuing-generation students. Hence, there seems to be a degree of uncertainty as to the impact of student generational status on student mental health within the South African higher education system.

The reduced inclination to seek treatment or assistance for NE has been attributed to the stigma associated with mental health disorders and cultural and societal masculine norms (Chatmon, 2020; Ezeugwu & Ojedokun, 2020; Wong et al., 2012; Wong et al., 2016). Staiger and colleagues (2020) posit that men who experience NE perceive suffering from mental health difficulties as unmanly and an indication of an inability to cope with life's challenges and believe that mental health difficulties are not taken seriously by others. Consequently, many men downplay the extent to which they experience distress, have difficulty expressing NE, are less inclined to seek professional help, and present with expressions of NE that are more consistent with prevailing masculine norms (Chatmon, 2020; Ezeugwu & Ojedokin, 2020; McDermott et al., 2022; Staiger et al., 2020). These expressions of NE that are congruent with masculine norms tend to be marked by the externalisation of NE, for example, anger, substance abuse, and compulsive working (McDermott et al., 2022).

Masculine norms can be conceptualised as behaviour, thoughts, and emotions, and males who conform to this define masculinity within the context of their specific culture and societal standards (Levant et al., 2020; Mahalik et al., 2003; Montiel et al., 2023). Informed by these norms, males learn which behaviours and standards (i.e., masculine norms) should be followed in order to be perceived as masculine (Mahalik et al., 2021, Montiel et al., 2023; Morrell et al., 2012). This learnt behaviour is viewed as conforming to masculine norms

(Mahalik et al., 2003). Conformity to certain masculine norms is associated with deleterious effects on the mental and physical health of men across different age groups (Herreen et al., 2021; Gerdes & Levant, 2017). Within the South African context, Masemola et al. (2022) found perceptions and practices of masculinity to be related to depression, reduced help-seeking behaviour, and the minimisation or denial of NE.

An increasing body of literature links conformity to specific masculine norms to increased NE and poor mental health outcomes among men, lower levels of help-seeking behaviour, and lower health literacy (Addis & Mahalik, 2003; Chatmon, 2020; Ezeugwu & Ojedokun, 2020; Gerdes & Levant, 2017; Iwamoto et al., 2018; Milner et al., 2019; Wong et al., 2012; Wong et al., 2016). Ezeugwu and Ojedokin (2020) found that masculine norms that are defined by social constructionist paradigms are linked to poor mental health in African men. Mahalik et al. (2003) identified 11 distinct masculine norms. These are winning, risk-taking behaviours, emotional control, dominance, violence, self-reliance (SR), playboy-like behaviours (PBs), primacy of work, disdain for homosexuals, power over women (POW), and the pursuit of status (Mahalik et al., 2003). These masculine norms have been identified as being related to psychological distress, NE, aggression, negative attitudes towards help-seeking, and social desirability to varying degrees (Mahalik et al., 2003). A meta-analytic study of 78 samples conducted by Wong and colleagues (2016) indicated that conformity to the specific masculine norms of SR, POW, and PBs was strongly and consistently related to negative mental health outcomes and reduced help-seeking behaviour.

Self-reliance, defined as reluctance to seek help and rather deal with challenges alone, is identified as being related to higher rates of NE and includes depressive symptoms among men, including African American male college students (Goodwill et al., 2020; Iwamoto et al., 2018; Levant et al., 2020; Wong et al., 2016). Power over women, the norm of approving, endorsing, or practising general control over women, demonstrated a positive relationship

with emotional distress and a negative association with the reporting of depressive symptoms in men (Iwamoto et al., 2018; Wong et al., 2016). Endorsement of PBs, which include casual sexual activities and/or expressing the desire to have multiple non-committed sexual partners, was positively related to emotional and psychological distress in a cross-cultural sample of men from four public universities in the United States of America (Wong et al., 2012). Based on several studies, conformity to the masculine norms of SR, POW, and PB can be identified as specifically related to NE among males (Addis & Mahalik, 2003; Gerdes & Levant, 2017; Iwamoto et al., 2018; Wong et al., 2012; Wong et al., 2016).

Human behaviour can be learnt through direct experience of consequences, via observational learning (without having to experience contingencies that control behaviour directly), or by means of verbally mediated rules (Powell et al., 2022; Ramnerö & Törneke, 2008; Törneke, 2010). Relational Frame Theory (RFT) (Hayes et al., 2001) offers a behavioural account of language and cognition based on relational learning principles. According to the RFT, numerous behaviours, including certain patterns of cognition, develop under the control of socially mediated verbal rules (Barnes-Holmes et al., 2001; Harte & Barnes-Holmes, 2021; Hayes et al., 2001; Hayes et al., 2012; O'Connor et al., 2019; Powell et al., 2022; Ramnerö & Törneke, 2008; Stapleton et al., 2020; Stapleton & McHugh, 2020; Törneke, 2010). This means that instead of being influenced by the consequences that the individual experiences in their environment (direct contingencies), behaviours can be shaped by verbal rules that specify the antecedents and consequences of the behaviour (Hayes et al., 2021). This is referred to as rule-governed behaviour (Barnes-Holmes et al., 2001; Harte & Barnes-Holmes, 2021; Hayes et al., 2001; Hayes et al., 2012).

Rule-governed behaviour has many advantages. It allows individuals to learn how to behave in situations without having direct experience of these situations. This is particularly beneficial because it allows individuals to adapt to situations where learning through direct

experience is challenging, dangerous, or impossible (O'Connor et al., 2019). However, because rule-governed behaviour is effective and adaptive in a variety of situations, there is a tendency for individuals to behave in accordance with verbally mediated rules even when the direct consequences of their behaviour are detrimental (Harte & Barnes-Holmes, 2021; Hayes et al., 2001; O'Connor et al., 2019; Stapleton et al., 2020; Stapleton & McHugh, 2020).

One form of rule-governed behaviour is pliance (Harte & Barnes-Holmes, 2021; Hayes et al., 2001; Kissi et al., 2017). According to Hayes et al. (2012), “[p]liance (taken from the word *compliance*) involves following a verbal rule based on the history of consequences for the socially monitored correspondence between the rule and prior behaviour” (p. 53). Pliance can become overly rigid and result in the individual behaving in accordance with a verbal rule or ply despite such behaviour proving ineffective within the individual’s context (Hayes et al., 2012; O'Connor et al., 2019). The tendency for behaviour to be regulated by verbal contingencies and become insensitive to the direct consequences of that behaviour in the environment is known as generalised pliance (GP) (Hughes & Barnes-Holmes, 2016; Törneke et al., 2008). Several studies demonstrate a strong positive relationship between GP and NE, specifically regarding the symptoms of anxiety and depression (McAuliffe et al., 2014; Ruiz et al., 2019; Törneke et al., 2008; Waldek et al., 2019). Stapleton and McHugh (2020) found that GP negatively correlated with positive affect among adolescents. Similarly, Dudek and colleagues (2023) reported a moderate to strong association between GP, stress, anxiety, and depression in a sample of university students. These two studies suggest that GP is involved in the experience of NE among emerging adults, including university students.

The preceding literature suggests that from the perspective of RFT, conformity to masculine norms (CMN) could be understood as a form of rule-governed behaviour. CMN entails cognitions and behaviours that are acquired within a cultural context via socialisation

and that can guide stereotypical masculine behaviour despite deleterious consequences such as NE (Stapleton et al., 2020; Stapleton & McHugh, 2020; Yao et al., 2023). The continuous compliance and engagement in verbally mediated cognitions and behaviours in the form of CMN despite deleterious consequences (NE, reduced help-seeking behaviour, anger, substance abuse, and compulsive working) demonstrates ridged application of the societal rule (or ply) and insensitivity to the contingencies within the environment.

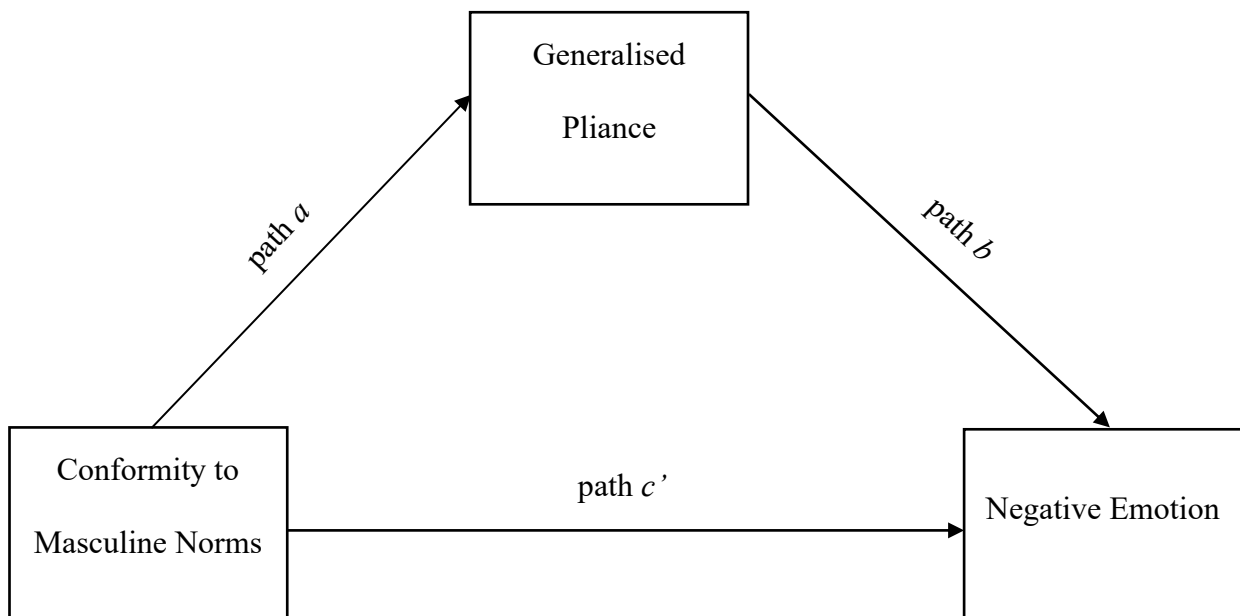
### **The Present Study**

The existing body of literature suggests that CMN, particularly conformity to the norms of SR, POW, and PB, is related to NE among men. Furthermore, CMN can be understood as a form or component of GP, which in turn, has also been linked to NE (Hughes & Barnes-Holmes, 2016; Stapleton et al., 2020; Stapleton & McHugh, 2020; Törneke et al., 2008). However, the interaction of CMN, NE, and GP, particularly within the South African higher education context, does not appear to have been explored yet. The present study, therefore, aimed to investigate whether GP mediates the relationship between NE and CMN in general and the relationship between NE and conformity to specific masculine norms that have been associated with poor mental health outcomes (Addis & Mahalik, 2003; Chatmon, 2020; Ezeugwu & Ojedokun, 2020; Gerdes & Levant, 2017; Iwamoto et al., 2018; Milner et al., 2019; Wong et al., 2012; Wong et al., 2016).

The hypothesised interaction between CMN, GP, and the experience of NE is presented in Figure 1. In this conceptual model, it is proposed that the effect of CMN on NE occurs, at least partially, by way of GP. Path *a* represents the direct interaction between CMN and GP, which in turn, could affect NE (path *b*). Thus, CMN is hypothesised to influence NE indirectly through GP (path *ab*). As proposed in the model, when GP is kept constant, CMN is thought to influence NE directly (path *c*).

**Figure 1**

*Conceptual Mediation Model Using the Mediating Effect of Generalised Pliance in the Relationship Between Conformity to Masculine Norms and Negative Emotion*



## Methods

### Research Design

A quantitative approach informed by positivistic and empirical epistemologies was applied in this study (Popper, 1979), and a non-experimental cross-sectional survey research design was employed (Balnaves & Caputi, 2001; Goodwin & Goodwin, 2017). The stated philosophical underpinnings align with the empirical observational approach, which is predominantly employed in large quantitative research projects (Goodwin & Goodwin, 2017; Little, 2013)

### Respondents

Data were collected via a convenience (non-probability) sample of male students at a large public university in South Africa. Convenience sampling is well suited to

cross-sectional non-experimental survey-based research (Balnaves & Caputi, 2001; Goodwin & Goodwin, 2017). The following inclusion criteria were applied: (a) only enrolled students that identify as male, and (b) only enrolled students of 18 years of age or older. No exclusion criteria were applied. Applying a confidence interval of 95% with respect to a linear regression model, a minimum sample size of 173 respondents was calculated using G\*Power version 3.1 (Faul et al., 2009).

### **Sample Characteristics**

The sample consisted of 336 respondents. Undergraduate students comprised 85.1% (286) of the sample and postgraduates 14.9% (50). The age range of the respondents was 18 years to 56 years, with a mean age of 22.69 years ( $SD = 5.171$  years). The majority (62%) of the respondents were aged between 19 years and 23 years. Most respondents indicated that they were either black African (86%) or white individuals (8.9%). SeSotho (24.4%), isiZulu (22.3%), and isiXhosa (16.1%) were the most frequently reported home languages in the sample. Afrikaans- and SeTswana-speakers accounted for 9.8% and 8.3% of the respondents, respectively. All data were collected in English, the language of instruction of the university where the respondents are registered. First-generation students comprised 57.1% of the sample, with the remaining 42.9% of the sample identifying as continuing-generation students.

### **Measures**

General CMN in addition to SR, PB, and POW were measured using the *Conformity to Masculine Norms Inventory-30* (CMNI-30) (Levant et al., 2020). The CMNI-30 is a 30-item self-report measure of conformity to 10 masculine norms (winning, emotional control, risk-taking, violence, power over women, playboy, self-reliance, primacy of work, heterosexual self-presentation, and pursuit of status) with response options presented along a six-point Likert-type scale anchored by *Strongly disagree* and *Strongly agree*. Scale scores

were calculated by summing responses across the three items comprising the specific scales. A total CMNI-30 score was obtained by summing responses across all 30 items. Higher scores reflected stronger CMN. Internal consistency coefficients ranging from  $\alpha = .60$  for pursuit of status to  $\alpha = .89$  for heterosexual self-presentation have been reported by Levant et al. (2020) for the CMNI-30 in a sample of African American male college students. No reliability or validity data is available for this measure within the South African context.

The seven depression items and the seven anxiety items of the *General Health Questionnaire-28* (GHQ-28) (Goldberg & Williams, 1988) were used to measure NE. The GHQ28 employs a four-point Likert-type scale with responses ranging from *Not at all* to *Much more than usual*. In the current study, NE was operationalised as the combination of anxiety and depression (Marr et al., 2022). Consequently, responses were summed across all 14 items to yield a measure of NE. Higher scores indicated greater NE. Moreta-Herrera and colleagues (2021) report a reliability coefficient of  $\omega = 0.957$  for the anxiety scales and  $\omega = 0.963$  for the depression scales of the GHQ28 in a sample of Ecuadorian college students. Munsamy et al. (2023) report an internal consistency coefficient of  $\alpha = .91$  for the combination of the anxiety and depression scales of the GHQ-28 in a sample of South African university students.

GP was measured using a shortened version of the *General Pliance Questionnaire* (GPQ-9) (Ruiz et al., 2019). The scale measures GP across nine self-report items using a seven-point Likert-type scale with response options ranging from *Never true* to *Always true*. A unitary score is obtained by summing responses across all nine items, with a higher score indicating more problematic rule-following or a greater tendency towards GP. Ruiz and colleagues (2019) reported an internal consistency of  $\alpha = .91$  for the GPQ-9 across multiple samples of Spanish and Columbian undergraduate students. No reliability or validity data is available for this measure within the South African context.

## **Procedure**

Data collection was conducted through an online self-report questionnaire that was distributed via the official institutional student email communication system. Upon General/Human Research Ethics Committee approval (Approval Number UFS-HSD2023/1569), a recruitment email directed interested students who met the inclusion criteria to an electronic informed consent form, information regarding the study, a link to the electronic research questionnaires, and information related to free counselling services in case of emotional distress. Once respondents' informed consent was obtained, they were able to access the online questionnaire, which was completed anonymously. Only complete data sets were included in the study. Consequently, missing data did not need to be managed.

## **Data Analysis**

Initially, normative, descriptive, and correlational analyses were carried out. Thereafter, a between-group multivariate analysis of variance (MANOVA) was conducted to identify possible student generational-status differences (first generation versus continuing generation) with respect to CMN (general CMN in addition to SR, PB, and POW), NE, and GP. Ordinary least squares (OLS) regression analysis using nonparametric, bias-corrected bootstrapping (5 000 simulations) was then used to determine whether GP (mediating variable operationalised via the GPQ-9) partially mediated the relationships between the CMNs (predictor variables operationalised by total CMN, SR, PB, and POW) and NE (criterion variable operationalised as the combination of the anxiety and depression items of the GHQ-28) (Hayes, 2018). Analyses were conducted using the IBM Statistical Package for Social Sciences (SPSS) version 28 (IBM Corporation, 2022) and the SPSS PROCESS macro version 4.1 (Hayes, 2022).

## Results

Five of the six measures fulfilled the minimum reliability criteria for inclusion in psychological research ( $\alpha = .70$ ) (Kalkbrenner, 2023), with Cronbach's  $\alpha$  ranging from  $\alpha = .746$  (CMN; CMNI-30 total score) to  $\alpha = .921$  (NE; combined anxiety and depression items of the GHQ-28). The remaining measure, the CMNI-30 SR scale, initially yielded a Cronbach's  $\alpha = .584$ . As prescribed by Kalkbrenner (2023), this falls below the threshold of acceptability for inclusion in research. Based on the reliability analysis that was conducted, item 23 of the CMNI-30 (*I am not ashamed to ask for help*) was identified as significantly reducing the reliability of the subscale and was consequently excluded from the calculation of the SR scale. This procedure yielded an internal consistency of  $\alpha = .702$  for the scale and thus met the requirements prescribed by Kalkbrenner (2023). The shortened CMNI-30 SR scale was included in the subsequent analyses.

**Table 1***Reliabilities, Correlations, and Distribution of the Study Variables*

|                                  | Negative<br>Emotion | Generalised<br>Pliance | Self-Reliance | Power over<br>Women | Playboy | Conformity to<br>Masculine Norms |
|----------------------------------|---------------------|------------------------|---------------|---------------------|---------|----------------------------------|
| Conformity to Masculine<br>Norms | .161**              | .186**                 | .538**        | .726**              | .499**  | -                                |
| Playboy                          | .163**              | .231**                 | .274**        | .517**              | -       |                                  |
| Power over Women                 | .097                | .229**                 | .347**        | -                   |         |                                  |
| Self-Reliance                    | .168**              | .209**                 | -             |                     |         |                                  |
| Generalised Pliance              | .291**              | -                      |               |                     |         |                                  |
| <i>α</i>                         | .921                | .880                   | .584 (.702)   | .774                | .821    | .746                             |
| <i>M</i>                         | 31.96               | 22.03                  | 5.37          | 6.90                | 5.07    | 96.72                            |
| <i>SD</i>                        | 10.95               | 10.93                  | 2.88          | 3.34                | 2.96    | 16.09                            |
| Range                            | 14 - 56             | 9 - 63                 | 2 - 12        | 3 - 18              | 3 - 18  | 61 - 149                         |
| Kurtosis                         | -.744               | 1.663                  | -.523         | .550                | 3.653   | .426                             |
| Skewness                         | .302                | 1.250                  | .647          | .886                | 1.892   | .719                             |

*Note.* \*\*  $p < .001$ 

Key: Negative Emotion = General Health Questionnaire (GHQ); Generalised Pliance = Generalised Pliance Questionnaire – 9 (GPQ-9); Self-Reliance = Conformity to Masculine Norms = Conformity to Masculine Norms Inventory – 30 (CMNI-30) Self-Reliance Scale; Power over Women = CMNI-30 Power over Women Scale; Playboy = CMNI-30 Playboy Scale; Conformity to Masculine Norms = CMNI-30 Total Score

As shown in Table 1, all measuring instruments and scales demonstrated satisfactory internal consistency with Cronbach's  $\alpha$  coefficients ranging from .921 to .746 (after the changes to the CMNI-30 SR scale as discussed above). All study variables exhibited statistically significant positive intercorrelations, with the exception of the correlation between POW and NE ( $r = .097, p = .075$ ). This showed a positive correlation but was not statistically significant. Measures of skewness and kurtosis showed no outliers or violations of normality, with all values ranging between -2 and 2 (Field, 2024).

### Tests for Differences in Student Generational Status

A MANOVA was carried out to test for possible student generational status differences (first-generation students or continuing-generation students) with respect to CMN, NE, and GP (Field, 2024). To reduce the likelihood of Type 1 error, a Bonferroni adjusted level of significance of .014 was set (Tabachnick & Fidell, 2007).

Preliminary testing did not reveal any serious violations of assumptions of normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance, or multicollinearity. The results of the MANOVA indicated no statistically significant student generational-status differences on the combined dependent variables (CMN, NE, and GP) ( $F_{(6,329)} = .979, p = .439$ ; Wilk's Lambda = .982; partial eta squared = .018). Consequently, the mediation models were tested for the total sample only.

### Mediation Models

Ordinary least squares (OLS) regression analysis applying nonparametric, bias-corrected bootstrapping across 5 000 simulations as described by Hayes (2018) was used to test for the mediating effect of GP on the interaction between CMN and NE. As depicted in Figure 1, the direct and indirect effects of CMN and NE were investigated by regressing the proposed mediator (GP) on CMN (path  $a$ ), while NE was regressed on GP (path  $b$ ). NE was regressed on CMN via GP (path  $c'$ ). Four models were tested with CMN, SR, PB, and POW

serving as predictor variables in the respective models. NE was the criterion variable in all four models. Similarly, GP served as the intervening variable in all models. The results of the mediation analyses are presented in Table 2.

**Table 2***Regression Model Coefficients for Conformity to Masculine Norms and Generalised Pliance as Predictors of Negative Emotion (N = 336)*

|               | Negative Emotion |         |           |               |          |          |            |                       |
|---------------|------------------|---------|-----------|---------------|----------|----------|------------|-----------------------|
|               | <i>b</i>         | $\beta$ | <i>SE</i> | <i>95%CI</i>  | <i>p</i> | <i>F</i> | <i>dfs</i> | <i>R</i> <sup>2</sup> |
| Full model    | -                | -       | -         | -             | <.001    | 16.454   | 2; 333     | .097                  |
| CMN           | .075             | .111    | .040      | [-.004, .154] | .061     | -        | -          | -                     |
| GP            | .271             | .270    | .052      | [.168, .374]* | <.001    | -        | -          | -                     |
| CMN → GP → NE | .034             | .050    | .012      | [.020, .088]* | -        | -        | -          | -                     |
| Full model    | -                | -       | -         | -             | <.001    | 17.265   | 2; 333     | .097                  |
| SR            | .426             | .112    | .215      | [.004, .848]* | .048     | -        | -          | -                     |
| GP            | .268             | .268    | .053      | [.163, .373]* | <.001    | -        | -          | -                     |
| SR → GP → NE  | .212             | .056    | .018      | [.023, .093]* | -        | -        | -          | -                     |
| Full model    | -                | -       | -         | -             | <.001    | 17.731   | 2; 333     | .094                  |
| PB            | .372             | .101    | .191      | [-.005, .748] | .053     | -        | -          | -                     |
| GP            | .268             | .268    | .053      | [.165, .372]* | <.001    | -        | -          | -                     |
| PB → GP → NE  | .229             | .062    | .023      | [.024, .112]* | -        | -        | -          | -                     |
| Full model    | -                | -       | -         | -             | <.001    | 15.763   | 2; 333     | .086                  |
| POW           | .105             | .032    | .184      | [-.257, .468] | .569     | -        | -          | -                     |
| GP            | .284             | .284    | .053      | [.180, .389]* | <.001    | -        | -          | -                     |
| POW → GP → NE | .213             | .065    | .021      | [.028, .110]* | -        | -        | -          | -                     |

*Note.* \* Effects are statistically significant as the confidence interval does not include 0

NE = Negative Emotion; GP = Generalised Pliance; CMN = Conformity to Masculine Norms; SR = Self-Reliance; PB = Playboy; POW = Power over Women

It is evident from Table 2 that the combination of CMN and GP accounts for 9.7% of the variance in the NE of the sample ( $F_{(2,333)} = 16.454, p < .001$ ). However, only GP ( $\beta = .270, p < .001$ ) emerged as a statistically significant single predictor of NE in this instance. A 95% bias-corrected confidence interval based on 5 000 bootstrap samples indicated that the indirect effect of CMN on NE through GP ( $ab = .034, 95\% \text{ CI } [.020, .088]$ ) was entirely above zero. Thus, GP partially mediates the interaction between CMN and NE in the current sample of male university students.

Table 2 indicates that in combination, SR and GP also explain 9.7% of the variance in the sample's NE scores ( $F_{(2,333)} = 17.265, p < .001$ ). Both SR ( $\beta = .112, p = .048$ ) and GP ( $\beta = .268, p < .001$ ) made statistically significant contributions to the regression model. However, GP ( $\beta = .268$ ) explained a greater proportion of the variance in the sample's NE scores than SR ( $\beta = .112$ ). The indirect effect of SR on NE through GP ( $ab = .212, 95\% \text{ CI } [.023, .093]$ ) was entirely above zero, thus indicating the partial mediating effect of GP on the interaction between SR and NE.

Furthermore, PB and GP jointly explain 9.4% of the variance in the NE scores of the respondents ( $F_{(2,333)} = 17.731, p < .001$ ). GP again emerged as the only significant single predictor of NE in the regression model ( $\beta = .268, p < .001$ ). It is also apparent from Table 2 that GP partially mediated the interaction between PB and NE ( $ab = .229, 95\% \text{ CI } [.024, .112]$ ).

Moreover, POW and GP jointly explained 8.6% of the variance in the NE scores of the respondents ( $F_{(2,333)} = 15.763, p < .001$ ). Again, the only significant single predictor of NE in the regression model ( $\beta = .284, p < .001$ ) was GP. It is apparent from Table 2 that GP partially mediated the interaction between POW and NE ( $ab = .213, 95\% \text{ CI } [.028, .110]$ ).

## Discussion

The aim of this study was to explore the interaction between CMN, NE, and GP. Of particular interest was whether GP mediates the relationship between NE and CMN as a general construct and the relationship between NE and conformity to the three specific masculine norms associated with negative mental health outcomes among men (SR, PB, and POW). Broadly speaking, statistically significant intercorrelations were found between CMN, GP, and NE. These findings align with two trends in the literature. First, subscribing to masculine norms is associated with the experience of NE (Dudek et al., 2023, Iwamoto et al., 2018; Wong et al., 2016). Second, a tendency to behave according to socially prescribed rules and prescripts despite environmental feedback indicating the inefficacy of this rule-governed behaviour is related to psychological distress (Dudek et al., 2023; Herreen et al., 2022; Stapleton et al., 2020; Stapleton & McHugh, 2020; Yao et al., 2023). Furthermore, the significant correlations found between all forms of CMN and GP may suggest a conceptual relationship or an overlap between these constructs (see Stapleton et al., 2020; Stapleton & McHugh, 2020; Yao et al., 2023). More specifically, CMN may represent a specific manifestation or class of GP. Alternatively, CMN and GP could share common mechanisms or interact in some other way. The significantly positive association between both constructs and NE seems to support such commonalities or interactions further. However, a lack of empirical literature currently limits conjecture regarding this line of reasoning at present.

With respect to conformity to specific masculine norms, increased SR and PB were positively associated with NE. This corresponds to studies that have found a positive relationship between SR, PB, and NE (Goodwill et al., 2020; Iwamoto et al., 2018; Wong et al., 2012; Wong et al., 2016). Contrary to findings reported in the literature on CMN and mental health (Iwamoto et al., 2018; Mahalik et al., 2003; Wong et al., 2016), higher conformity to POW was not significantly associated with increased NE in the current study.

This discrepancy may suggest that the norm of exercising POW may be becoming outdated in society as a whole and less coherent with male student's identities (Nichols, 2018; Warin & Dempster, 2007). However, the high prevalence of gender-based violence within the broader South African society (Davis et al, 2023; Graaff & Heinecken, 2017; Oparinde et al., 2021) may imply that POW is still endorsed as a masculine norm but that conformity to this norm is not associated with psychological distress among male university students.

Findings from the present study suggest that the combination of a tendency to conform to masculine norms and an inclination to think and behave in line with socially mediated verbal rules is positively associated with greater NE among male university students. This trend is strongly supported by existing literature on the negative impact of CMN and GP on mental health outcomes among men (Addis & Mahalik, 2003; Chatmon, 2020; Ezeugwu & Ojedokun, 2020; Gerdes & Levant, 2017; Harte & Barnes-Holmes, 2021; Hayes et al., 2001; Iwamoto et al., 2018; Milner et al., 2019; O'Connor et al., 2019; Stapleton et al., 2020; Stapleton & McHugh, 2020; Wong et al., 2012; Wong et al., 2016). Self-reliance was the only masculine norm to demonstrate an independent association with NE. This aligns with existing literature that implicates higher levels of conforming to SR in increased NE, possibly via the promotion of isolation and withdrawal from or underuse of available sources of support (Ezeugwu & Ojedokin, 2020; Goodwill et al., 2020; Iwamoto et al., 2018; Levant et al., 2020; Staiger et al., 2020; Wong et al., 2016). However, given the lack of reliability exhibited by the CMNI-30 SR subscale in the study, these results need to be viewed circumspectly. Replication of these findings across diverse samples of South African males is required before any conclusions can be drawn regarding the interaction between SR and NE within the broader South African context.

GP consistently demonstrated the strongest independent association with NE in the current study. This supports other research implicating GP as a significant contributor to poor

mental health outcomes and NE (Dudek et al., 2023; Herreen et al., 2022; McAuliffe et al., 2014; Ruiz et al., 2019; Stapleton & McHugh, 2020; Törneke et al., 2008). In addition, the relative strength of the contribution made by GP to all the regression models appears to lend further support to the conjecture that CMN may represent a specific subclass or form of GP or rule-governed behaviour (McAuliffe et al., 2014; Ruiz et al., 2019; Stapleton et al., 2020; Stapleton & McHugh, 2020; Törneke et al., 2008; Yao et al., 2023).

The present study tested the potential mediating role of GP in the interaction between CMN and NE among South African male university students. GP was found to partially mediate the effect of CMN (as a general construct and conformity to SR, POW, and PB) on NE in the current sample. Hence, it appears that increased CMN – particularly excessive self-reliance, support for the subjugation of women, and endorsement of PB – is associated with higher levels of GP, which in turn, are related to more NE. Stated differently, over adherence to socially mediated verbal rules appears to be one of the psychological mechanisms by which CMN negatively affects mental health among male university students (see McAuliffe et al., 2014; Ruiz et al., 2019). Consequently, a more flexible and contextually responsive relationship with verbal rules could be expected to reduce the impact of CMN on the mental health of this population (Hayes et al., 2012; Törneke et al., 2008; Wersebe et al., 2018).

Contrary to some empirical literature (Jeong et al., 2021; Noel et al., 2021; Spengler, 2019), no significant differences in the levels of NE reported by first-generation and continuing-generation male students were found in the current study. Similarly, no significant differences were found in reported CMN and GP. Notably, Munsamy et al. (2023) also failed to find significant differences in psychological distress and repetitive negative thinking between first-generation and continuing-generation students at a South African university. The lack of a significant difference in the NE experienced by these two groups of students may indicate that factors other than generational status are the primary influences on

psychological distress in the current sample. It could be argued that the common challenges that university students face exert a stronger influence on their mental health than the factors that are specific to students from particular socioeconomic backgrounds (Jenkins et al., 2013; Tilli & Villar, 2024). In addition, effective use of the available resources within higher education institutions could lessen the impact of the challenges associated with being a first-generation student (Azmitia et al., 2018). Additionally, the continuing transformation of higher education in South Africa may result in an increased sense of belonging among first-generation students, thus helping to reduce discrepancies in reported psychological distress (Ibrahim et al., 2013; Stebleton et al., 2014). Furthermore, within the context of this study, the nature of GP and CMN and their associations with mental health may be such that they outweigh the potential impact of sociocultural and/or socioeducational influences (Addis & Mahalik, 2003; Harte & Barnes-Holmes, 2021; Stanaland et al., 2023; Törneke et al., 2008; Wong et al., 2012; Wong et al., 2016).

The current study has certain limitations. First, the small sample and the restriction to a specific university and student group limits the extent to which the findings of the study can be generalised. Second, the cross-sectional and correlational methods employed in the study do not allow conclusions to be reached regarding causality. Third, certain discrepancies between existing literature and the results of this study require further exploration. These discrepancies include the interactions between POW and NE and the effect of student generational status on the levels of NE experienced by students. Fourth, the SR scale of the CMNI-30 proved to be less reliable than is generally required for research purposes. This may point to poor generalisation or low relevance of the items to the South African higher education context (Mfecane, 2020). Furthermore, alterations made to the calculation of SR in the current study potentially affects the degree to which these findings can be generalised beyond the current sample or compared with other populations. Nevertheless, the interaction

demonstrated between SR and NE in this study corresponds with a general trend reported in the literature on masculinity and mental health (Goodwill et al., 2020; Iwamoto et al., 2018; Levant et al., 2020; Wong et al., 2016). Consequently, these measurement issues, while requiring further investigation, may not completely invalidate the usefulness of the current findings. Additionally, the absence of psychometric data on the CMNI-30 and GPQ-9 within the South African context may bring into question the applicability of these measures to the South African university student population. However, the satisfactory reliability coefficients reported for these measures in the current study suggest that they are reliable measures of the relevant constructs within this population. Finally, the combination of CMN and GP explain a relatively small proportion of the variance in the NE of the respondents in the present study. This may suggest that variables other than those included in this study may be more relevant influences in the experience of NE among male university students in South Africa.

Recommendations for future research include making use of a larger and more diverse sample in order to increase generalisability of the findings and to address potential sources of measurement invariance. Additionally, longitudinal studies would be better suited to determining causal relationships in the interactions between CMN, GP, and NE among male students. Future research should include additional determinants of NE (psychological inflexibility, diminished social support, low levels of resilience, absence of coping strategies such as mindfulness practices, etc.) to determine which factors account for the majority of the variance in the psychological distress of male university students. The inclusion of additional predictors of NE would allow for more detailed analyses of the interactions between these variables, CMN, and GP. Studies aimed at other factors that influence NE within the male student population may also be beneficial to clarify factors that may account for the variance in NE found within this sample that was not accounted for by the constructs investigated in this study. Despite the general trend of increased SR being associated with reduced mental

health being confirmed in the current study, concern exists regarding the reliability of the CMNI-30 SR subscale in this population. Future studies might consider using the expanded version of the CMNI (Mahalik et al., 2003). Factor analysis studies on the expanded CMNI could also prove useful in detecting measurement invariance with respect to the CMNI and the CMNI-30 in the South African context.

### **Conclusion**

This study found significant intercorrelations between CMN, GP, and NE, with CMN, GP, SR, and PB significantly contributing to NE among South African male university students. However, only SR and GP emerged as significant independent predictors of NE within this sample, with GP being the strongest predictor of NE across all of the four models that were tested. The effects of CMN, SR, PB, and POW on NE were all partially mediated by GP within this sample. Since there is a strong behavioural component in CMN, GP, and NE, third-wave behavioural therapies would be well suited with the specific aim of reducing the rigid application of pliance and thus masculine norms. This is most effectively done by promoting psychological flexibility and behaviour that is based on environmental contingencies rather than being overly controlled by verbal rules. Psychological flexibility can be fostered by focussing on values, committed action, and cognitive defusion, as proposed by acceptance and commitment therapy (ACT).

### **Declaration of Conflicting Interests**

The author declares no potential conflict of interest regarding the study, its findings, or its publication.

### **Funding**

The author received no funding or financial support for the research or the publication of this article.

### **ORCID iDs**

Lara Odendaal <https://orcid.org/0000-0003-4273-6326>

### References

- Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist*, *58*(1), 5–14. <https://doi.org/10.1037/0003-066x.58.1.5>
- Azmitia, M., Sumabat-Estrada, G., Cheong, Y., & Covarrubias, R. (2018). ‘Dropping out is not an option’: How educationally resilient first-generation students see the future. *New Directions for Child and Adolescent Development*, *2018*(160), 89–100. <https://doi.org/10.1002/cad.20240>
- Balnaves, M., & Caputi, P. (2001). Starting the inquiry. In M. Balnaves & P. Caputi (Eds.), *Introduction to quantitative research methods: An investigative approach* (pp. 10–32). SAGE.
- Bantjes, J., Lochner, C., Saal, W., Roos, J., Taljaard, L., Page, D., Auerbach, R. P., Mortier, P., Bruffaerts, R., Kessler, R. C., & Stein, D. J. (2019). Prevalence and sociodemographic correlates of common mental disorders among first-year university students in post-apartheid South Africa: Implications for a public mental health approach to student wellness. *BMC Public Health*, *19*(1), 1–12. <https://doi.org/10.1186/s12889-019-7218-y>
- Bantjes, J., Saal, W., Gericke, F., Lochner, C., Roos, J., Auerbach, R. P., Mortier, P., Bruffaerts, R., Kessler, R. C., & Stein, D. J. (2020). Mental health and academic failure among first-year university students in South Africa. *South African Journal of Psychology*, *51*(3), 396–408. <https://doi.org/10.1177/0081246320963204>
- Bantjes, J., Swanevelder, S., Jordaan, E., Sampson, N. A., Petukhova, M. V., Lochner, C., Stein, D. J., & Kessler, R. C. (2023). COVID-19 and common mental disorders among university students in South Africa. *South African Journal of Science*, *119*(1/2), 75–84. <https://doi.org/10.17159/sajs.2023/13594>

- Barnes-Holmes, D., O' Hora, D., Roche, B., Hayes, S.C., Bissett, R.T., & Lyddy, F. (2001). Understanding and verbal regulation. In S.C. Hayes, D. Barnes-Holmes, & B. Roche (Eds.), *Relational frame theory: A post-Skinnerian account of human language and cognition* (p. 103–118). Kluwer. [https://doi.org/10.1007/0-306-47638-x\\_6](https://doi.org/10.1007/0-306-47638-x_6)
- Chatmon, B. N. (2020). Males and mental health stigma. *American Journal of Men's Health*, *14*(4), 1–3. <https://doi.org/10.1177/1557988320949322>
- Davis, C., Kuhudzai, A., & Dalal, K. (2023). Knowledge, perceptions, beliefs, and opinions of the employees about GBV: A national online study in South Africa. *BMC Women's Health*, *23*(1), 565. <https://doi.org/10.1186/s12905-023-02704-6>
- De Jager, S. (2023). Connection, desperation and disillusionment: Exploring student wellbeing at a university in South Africa during the COVID-19 pandemic. *Perspective in Education*, *41*(1), 38–55. <https://doi.org/10.38140/pie.v41i1.6140>
- Dudek, J., Cyniak-Cieciura, M., & Ostaszewski, P. (2023). The Polish adaptation of the measurements of rule-governed behaviors: Generalized Pliance Questionnaire, Generalized Tracking Questionnaire and Generalized Self- Pliance Questionnaire. *PLOS One*, *18*(4), 587–613. <https://doi.org/10.1371/journal.pone.0283795>
- Eggenberger, L., Komlenac, N., Ehlert, U., Grub, J., & Walther, A. (2022). Association between psychotherapy use, sexual orientation, and traditional masculinity among psychologically distressed men. *Psychology of Men & Masculinities*, *23*(4), 384–398. <https://doi.org/10.1037/men0000402>
- Ezeugwu, C., & Ojedokun, O. (2020). Masculine norms and mental health of African men: What can psychology do? *Heliyon*, *6*(12), 1–6. <https://doi.org/10.1016/j.heliyon.2020.e05650>
- Farrer, L. M., Gulliver, A., Bennett, K., Fassnacht, D. B., & Griffiths, K. M. (2016). Demographic and psychosocial predictors of major depression and generalised

anxiety disorder in Australian university students. *BMC Psychiatry*, 16, 1–9.

<https://doi.org/10.1186/s12888-016-0961-z>

Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G\*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41(4), 1149–1160. <https://doi.org/10.3758/BRM.41.4.1149>

Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE.

Gerdes, Z. T., & Levant, R. F. (2017). Complex relationships among masculine norms and health/well-being outcomes: Correlation patterns of the conformity to Masculine Norms Inventory subscales. *American Journal of Men's Health*, 12(2), 229–240.

<https://doi.org/10.1177/1557988317745910>

Goldberg, D., & Williams, P. (1988). *A user's guide to the General Health Questionnaire*. NFER-Nelson.

Goodwill, J. R., Johnson, N. C., & Watkins, D. C. (2020). Adherence to masculine norms and depressive symptoms in young black men. *Social Work*, 65(3), 235–244.

<https://doi.org/10.1093/sw/swaa029>

Goodwin, K., & Goodwin, C. (2017). *Research in psychology: Methods and design* (8th ed.). Wiley.

Graaff, K., & Heineken, L. (2017). Masculinities and gender-based violence in South Africa: A study of a masculinities-focused intervention programme. *Development Southern Africa*, 34(5), 622–634. <https://doi.org/10.1080/0376835X.2017.1334537>

Harte, C., & Barnes-Holmes, D. (2021). The status of rule-governed behavior as pliance, tracking and augmenting within relational frame theory: Middle-level rather than technical terms. *The Psychological Record*, 72(1), 145–158.

<https://doi.org/10.1007/s40732-021-00458-x>

- Hayes, A. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (2nd ed.). Guilford Press.
- Hayes, A. (2022). *The PROCESS macro for SPSS, SAS, and R*.  
<https://www.processmacro.org/download.html>
- Hayes, S. C., Barnes-Holmes, D., & Roche, B. (2001). *Relational frame theory: A post-Skinnerian account of human language and cognition*. Kluwer Academic/Plenum.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed., p. 53). Guilford Press.
- Herreen, D., Rice, S., Currier, D., Schlichthorst, M., & Zajac, I. (2021). Associations between conformity to masculine norms and depression: Age effects from a population study of Australian men. *BMC Psychology*, 9, Article 32. <https://doi.org/10.1186/s40359-021-00533-6>
- Herreen, D., Rice, S., & Zajac, I. (2022). Psychological inflexibility mediates the relationship between conformity to masculine norms and depression: Preliminary support for a transdiagnostic approach to working therapeutically with men. *Journal of Contextual Behavioral Science*, 26, 210–216. <https://doi.org/10.1016/j.jcbs.2022.10.007>
- Hughes, S., & Barnes-Holmes, D. (2016). Relational frame theory: The basic account. In R. D. Zettle, S. C. Hayes, D. Barnes-Holmes, & A. Biglan (Eds.), *The Wiley handbook of contextual behavioural science* (pp. 129–178). 7.  
<https://doi.org/10.1002/9781118489857>
- IBM Corporation. (2022). *Downloading IBM SPSS statistics 28.0*. Ibm.com.  
<https://www.ibm.com/support/pages/downloading-ibm-spss-statistics-280>
- Ibrahim, A. K., Kelly, S. J., & Glazebrook, C. (2013). Socioeconomic status and the risk of depression among UK higher education students. *Social Psychiatry and Psychiatric*

*Epidemiology*, 48(9), 1491–1501. <https://doi-org.ufs.idm.oclc.org/10.1007/s00127-013-0663-5>

Iwamoto, D., Brady, J., Kaya, A., & Park, A. (2018). Masculinity and depression: A longitudinal investigation of multidimensional masculine norms among college men. *American Journal of Men's Health*, 12(6), 1873–1881. <https://doi.org/10.1177/1557988318785549>

Jenkins, S. R., Belanger, A., Connally, M. L., Boals, A., & Durón, K. M. (2013). First-generation undergraduate students' social support, depression, and life satisfaction. *Journal of College Counseling*, 16(2), 129–142. <https://doi.org/10.1002/j.2161-1882.2013.00032.x>

Jeong, H. J., Kim, S., & Lee, J. (2021). Mental health, life satisfaction, supportive parent communication, and help-seeking sources in the wake of COVID-19: First-generation college students (FGCS) vs. non-first-generation college students (non-FGCS). *Journal of College Student Psychotherapy*, 37(2), 71–86. <https://doi.org/10.1080/87568225.2021.1906189>

Kalkbrenner, M. T. (2023). Alpha, omega, and H internal consistency reliability estimates: Reviewing these options and when to use them. *Counseling Outcome Research & Evaluation*, 14(1), 77–88. <https://doi-org.ufs.idm.oclc.org/10.1080/21501378.2021.1940118>

Karyotaki, E., Cuijpers, P., Albor, Y., Alonso, J., Auerbach, R., Bantjes, J., Bruffaerts, R., Ebert, D. D., Hasking, O., Kiekens, G., Lee, S., McLafferty, M., Mak, A., Mortier, P., Sampson, N. A., Stein, D. J., Vilagut, G., & Kessler, R. C. (2020). Sources of stress and their associations with mental disorders among college students: Results of the World Health Organization World Mental Health Surveys International College

Student Initiative. *Frontiers in Psychology*, *11*, 1-11.

<https://doi.org/10.3389/fpsyg.2020.01759>

Kissi, A., Hughes, S., Mertens, G., Barnes-Holmes, D., De Houwer, J., & Crombez, G.

(2017). A systematic review of pliance, tracking, and augmenting. *Behavior*

*Modification*, *41*(5), 683–707. <https://doi.org/10.1177/0145445517693811>

Levant, R., McDermott, R., Parent, M. C., Alshabani, N., Mahalik, J., & Hammer, J. H.

(2020). Development and evaluation of a new short form of the Conformity to

Masculine Norms Inventory (CMNI-30). *Journal of Counseling Psychology*, *67*(5),

622–636. <https://doi.org/10.1037/cou0000414>

Little, T. D. (Ed.). (2013). *The Oxford handbook of quantitative methods, Volume 1:*

*Foundations*. Oxford University Press.

Mahalik, J. R., & Di Bianca, M. (2021). Help-seeking for depression as a stigmatized threat

to masculinity. *Professional Psychology: Research and Practice*, *52*(2), 146–155.

<https://doi.org/10.1037/pro0000365>

Mahalik, J. R., Locke, B. D., Ludlow, L. H., Diemer, M. A., Scott, R. P., Gottfried, M., &

Freitas, G. (2003). Development of the Conformity to Masculine Norms Inventory.

*Psychology of Men & Masculinity*, *4*(1), 3–25. <https://doi.org/10.1037/1524->

[9220.4.1.3](https://doi.org/10.1037/1524-9220.4.1.3)

Marr, N. S., Zainal, N. H., & Newman, M. G. (2022). Focus on and venting of negative

emotion mediates the 18-year bi-directional relations between major depressive

disorder and generalized anxiety disorder diagnoses. *Journal of Affective Disorders*,

*303*, 10–17. <https://doi.org/10.1016/j.jad.2022.01.079>

Masemola, H. C., Moodley, S. V., & Shirinde, J. (2022). Perceptions and attitudes of black

men in a rural district of South Africa towards depression and its treatment. *South*

*African Family Practice*, *64*(1), 5557. <https://doi.org/10.21203/rs.3.rs-1473644/v1>

- McAuliffe, D., Hughes, S., & Barnes-Holmes, D. (2014). The dark-side of rule governed behavior: An experimental analysis of problematic rule-following in an adolescent population with depressive symptomatology. *Behavior Modification*, 38(4), 587–613. <https://doi.org/10.1177/0145445514521630>
- McDermott, R. C., Addis, M., Gazarian, D., Eberhardt, S. T., & Brasil, K. M. (2022). Masculine depression: A person-centric perspective. *Psychology of Men & Masculinities*, 23(4), 362–373. <https://doi.org/10.1037/men0000396>
- Mfecane, S. (2020). Decolonising men and masculinities research in South Africa. *South African Review of Sociology*, 51(2), 1–15. <https://doi.org/10.1080/21528586.2020.1803763>
- Milner, A., Shields, M., & King, T. (2019). The influence of masculine norms and mental health on health literacy among men: Evidence from the Ten to Men study. *American Journal of Men's Health*, 13(5). <https://doi.org/10.1177/1557988319873532>
- Montiel, A., Quan, C., & Costigan, C. L. (2023). No man is an island: Associations between adherence to traditional masculine norms and young men's psychosocial adjustment. *Canadian Journal of Behavioural Science / Revue Canadienne Des Sciences Du Comportement*, 55(1), 56–67. <https://doi.org/10.1037/cbs0000345>
- Moreta-Herrera, R., Dominguez-Lara, S., Vaca-Quintana, D., Zambrano-Estrella, J., Gavilanes-Gómez, D., Ruperti-Lucero, E., & Bonilla, D. (2021). Psychometric properties of the General Health Questionnaire (GHQ-28) in Ecuadorian college students. *Psihologijske Teme*, 30(3), 573–590. <https://doi.org/10.31820/pt.30.3.9>
- Morrell, R., Jewkes, R., & Lindegger, G. (2012). Hegemonic masculinity/masculinities in South Africa: Culture, power, and gender politics. *Men and masculinities*, 15(1), 11–30. <https://doi.org/10.1177/1097184X12438001>

- Munsamy, K., Walker, S., & McHugh, L. (2023). Repetitive negative thinking mediates the relationship between experiential avoidance and emotional distress among South African university students. *South African Journal of Psychology*, *53*(3), 377–388. <https://doi.org/10.1177/00812463231186340>
- Nichols, K. (2018). Moving beyond ideas of laddism: Conceptualising ‘mischievous masculinities’ as a new way of understanding everyday sexism and gender relations. *Journal of Gender Studies*, *27*(1), 73–85. <https://doi.org/10.1080/09589236.2016.1202815>
- Noel, J. K., Lakhan, H. A., Sammartino, C. J., & Rosenthal, S. R. (2021). Depressive and anxiety symptoms in first generation college students. *Journal of American College Health*, *71*(6), 1906–1915. <https://doi.org/10.1080/07448481.2021.1950727>
- O’Connor, M., Byrne, P., Ruiz, F. J., & McHugh, L. (2019). Generalized pliance in relation to contingency insensitivity and mindfulness. *Mindfulness*, *10*(5), 833–840. <https://doi.org/10.1007/s12671-018-1046-5>
- Oparinde, K., & Matsha, R. M. (2021). Powerful discourse: Gender-based violence and counter-discourses in South Africa. *Cogent Arts & Humanities*, *8*(1). <https://doi.org/10.1080/23311983.2021.1911035>
- Patterson, Z., Gabrys, R., Prowse, R., Abizaid, A., Hellemans, K., & McQuaid, R. (2021). The influence of COVID-19 on stress, substance use, and mental health among postsecondary students. *Emerging Adulthood*, *9*(5), 516–530. <https://doi.org/10.1177/21676968211014080>
- Pillay, A. L., Thwala, J. D., & Pillay, I. (2020). Depressive symptoms in first year students at a rural South African university. *Journal of Affective Disorders*, *265*, 579–582. <https://doi.org/10.1016/j.jad.2019.11.094>
- Popper, K. (1979). *Objective knowledge: An evolutionary approach*. Clarendon Press.

- Powell, R. A., Honey, P. L., & Symbaluk, D. G. (2022). *Introduction to learning and behavior* (6th ed.). Cengage.
- Ramnerö, J., & Törneke, N. (2008). *The ABCs of human behavior: Behavioral principles for the practicing clinician*. New Harbinger Publications.
- Ruiz, F. J., Suárez-Falcón, J. C., Barbero-Rubio, A., & Flórez, C. L. (2019). Development and initial validation of the Generalized Pliance Questionnaire. *Journal of Contextual Behavioral Science*, *12*, 198–198. <https://doi.org/10.1016/j.jcbs.2018.03.003>
- Spengler, E. (2019). *The role of experiential avoidance in the relationship between perceived stress and emotional distress in a sample of university students* [Unpublished master's thesis, University of the Free State]. KovsieScholar. <https://scholar.ufs.ac.za/xmlui/handle/11660/10370>
- Staiger, T., Stiawa, M., Mueller-Stierlin, A. S., Kilian, R., Beschoner, P., Gündel, H., Becker, T., Frasch, K., Panzirsch, M., Schmauß, M., & Krumm, S. (2020). Masculinity and help-seeking among men with depression: A qualitative study. *Frontiers in Psychiatry*, *11*. <https://doi.org/10.3389/fpsy.2020.599039>
- Stanaland, A., Gaither, S., & Gassman-Pines, A. (2023). When is masculinity “fragile”? An expectancy-discrepancy-threat model of masculine identity. *Personality and Social Psychology Review*, *27*(4), 359–377. <https://doi.org/10.1177/10888683221141176>
- Stapleton, A., & McHugh, L. (2020). Adolescent correlates of the Generalized Pliance Questionnaire – Children. *Journal of Contextual Behavioral Science*, *15*, 131–134. <https://doi.org/10.1016/j.jcbs.2019.12.006>
- Stapleton, A., Ruiz, F., & McHugh, L. (2020). Comparative investigation of adolescents' generalized pliance and psychological inflexibility across cultural contexts. *The Psychological Record*, *72*(1), 105–109. <https://doi.org/10.1007/s40732-020-00412-3>

- Stebbleton, M. J., Soria, K. M., & Huesman, R. L., Jr. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling, 17*(1), 6–20. <https://doi-org.ufs.idm.oclc.org/10.1002/j.2161-1882.2014.00044.x>
- Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics* (5th ed.). Allyn & Bacon.
- Tilli, N., & Villar, M. A. (2024). Universities and student mental health at the intersection of communication, representations, and stigma. An international comparative study. *Zer - Revista de Estudios de Comunicación, 29*(56), 203–222. <https://doi.org/10.1387/zer.24873>
- Törneke, N. (2010). *Learning RFT: An introduction to relational frame theory and its clinical application*. New Harbinger Publications.
- Törneke, N., Luciano, C., & Salas, S. (2008). Rule-governed behavior and psychological problems. *International Journal of Psychology and Psychological Therapy, 8*(2), 141–156.
- Waldeck, D., Pancani, L., & Tyndall, I. (2019). An examination of the construct validity of the Generalized Pliance Questionnaire. *Journal of Contextual Behavioral Science, 11*, 50–54. <https://doi.org/10.1016/j.jcbs.2018.12.003>
- Warin, J., & Dempster, S. (2007). The salience of gender during the transition to higher education: Male students' accounts of performed and authentic identities. *British Educational Research Journal, 33*(6), 887–903. <https://doi.org/10.1080/01411920701657017>
- Wersebe, H., Lieb, R., Meyer, A. H., Hofer, P., & Gloster, A. T. (2018). The link between stress, well-being, and psychological flexibility during an Acceptance and

- Commitment Therapy self-help intervention. *International journal of clinical and health psychology*, 18(1), 60–68. <https://doi.org/10.1016/j.ijchp.2017.09.002>
- Wong, Y. J. (Ed). (2023). *Psychology of Men & Masculinities*. American Psychological Association.
- Wong, Y. J., Ho, M. H. R., Wang, S. Y., & Miller, I. S. (2016). Meta-analyses of the relationship between conformity to masculine norms and mental health-related outcomes. *Journal of Counseling Psychology*, 64(1), 80–93. <https://doi.org/10.1037/cou0000176>
- Wong, Y. J., Owen, J., & Shea, M. (2012). A latent class regression analysis of men's conformity to masculine norms and psychological distress. *Journal of Counseling Psychology*, 59(1), 176–183. <https://doi.org/10.1037/a0026206>
- Yao, X., Xu, X., Chan, K. L., Chen, S., Assink, M., & Gao, S. (2023). Associations between psychological inflexibility and mental health problems during the COVID-19 pandemic: A three-level meta-analytic review. *Journal of Affective Disorders*, 320, 148–160. <https://doi.org/10.1016/j.jad.2022.09.116>
- Yu, Y., Yan, W., Yu, J., Xu, Y., Wang, D., & Wang, Y. (2022). Prevalence and associated factors of complains on depression, anxiety, and stress in university students: An extensive population-based survey in China. *Frontiers in Psychology*, 13, 1–11. <https://doi.org/10.3389/fpsyg.2022.842378>

## Appendices

### Appendix A: *Psychology of Men & Masculinities* Publication Guidelines

“To submit to the Editorial Office of Y. Joel Wong, please submit manuscripts electronically through the Manuscript Submission Portal in Microsoft Word (.docx) or LaTeX (.tex) as a zip file with an accompanied Portable Document Format (.pdf) of the manuscript file.”

Prepare manuscripts according to the *Publication Manual of the American Psychological Association* using the 7<sup>th</sup> edition. Manuscripts may be copyedited for bias-free language (see Chapter 5 of the *Publication Manual*). [APA Style and Grammar Guidelines](#) for the 7<sup>th</sup> edition are available. Manuscripts for *Psychology of Men & Masculinities* may be regular-length submissions (7,500 words, not including references, tables, or figures) or brief reports (2,500 words, not including references, tables, or figures). **Please include your submission's word count on the title page.**

If Microsoft Word Track Changes was used in preparing the manuscript, please execute the "accept all changes" procedure, and remove all comments prior to submission.

*Psychology of Men & Masculinities* is now using a software system to screen submitted content for similarity with other published content. The system compares the initial version of each submitted manuscript against a database of 40+ million scholarly documents, as well as content appearing on the open web. This allows APA to check submissions for potential overlap with material previously published in scholarly journals (e.g., lifted or republished material).

If you are submitting a literature review, please read the [Literature Review Guidelines](#).

*Psychology of Men & Masculinities* requires all manuscripts to comply with guidelines on equity, diversity, and inclusion (EDI). [Read our EDI guidelines](#) before submitting your manuscript.” (American Psychological Association, 2023)

**Appendix B: Turnitin Originality Report**

## Odendaal mini-dissertation

## ORIGINALITY REPORT

|                                |                                |                            |                              |
|--------------------------------|--------------------------------|----------------------------|------------------------------|
| <b>17%</b><br>SIMILARITY INDEX | <b>14%</b><br>INTERNET SOURCES | <b>12%</b><br>PUBLICATIONS | <b>13%</b><br>STUDENT PAPERS |
|--------------------------------|--------------------------------|----------------------------|------------------------------|

## PRIMARY SOURCES

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Submitted to University of the Free State</b><br>Student Paper   | <b>6%</b> |
| <b>2</b> | <b>scholar.ufs.ac.za</b><br>Internet Source   | <b>3%</b> |
| <b>3</b> | <b>psetresearchrepository.dhet.gov.za</b><br>Internet Source  | <b>2%</b> |
| <b>4</b> | <b>Kimberley Munsamy, Stephen Walker, Louise McHugh. "Repetitive negative thinking mediates the relationship between experiential avoidance and emotional distress among South African university students", South African Journal of Psychology, 2023</b><br>Publication | <b>2%</b> |
| <b>5</b> | <b>hull-repository.worktribe.com</b><br>Internet Source   | <b>2%</b> |
| <b>6</b> | <b>primenjena.psihologija.ff.uns.ac.rs</b><br>Internet Source   | <b>1%</b> |
| <b>7</b> | <b>Duncan, Cole E.. "Affect Intensity, Masculine Gender Norm Conformity, &amp; Suicide", Xavier University, 2021</b>  | <b>1%</b> |

---

Publication

8

Adam Stanaland, Sarah Gaither, Anna Gassman-Pines. "When is masculinity "fragile"? An expectancy-discrepancy-threat model of masculine identity", PsyArXiv, 2022

1%

Publication

---

---

Exclude quotes On

Exclude bibliography Off

Exclude assignment template On

Exclude matches < 1%

## Appendix C: Ethical Clearance Letter



### **GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)**

16-Nov-2023

Dear Ms Lara Odendaal

#### **Application Approved**

Research Project Title:

**Generalised pliance as a mediator between conformity to masculine norms and negative emotion among male students at a South African university**

Ethical Clearance number:

**UFS-HSD2023/1569**

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

**Dr Adri Du Plessis**

**Chairperson: General/Human Research Ethics Committee**

**Adri**  
**Du**  
**Plessis**

Digitally  
signed by Adri  
Du Plessis  
Date:  
2023.11.20  
10:43:34  
+02'00'

205 Nelson Mandela  
Drive  
Park West  
Bloemfontein 9301  
South Africa

P.O. Box 338  
Bloemfontein 9300  
Tel: +27 (0)51 401  
8337  
[duplessis@uhs.ac.za](mailto:duplessis@uhs.ac.za)  
[www.uhs.ac.za](http://www.uhs.ac.za)



## Appendix D: Participant Information Letter



### RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

#### TITLE OF THE RESEARCH PROJECT

*A contextual behavioural approach to masculinity and psychological wellbeing among South African male university students*

#### PRINCIPLE INVESTIGATOR:

Stephen Walker

walkersp@ufs.ac.za

051 401 2424

#### PROJECT INFORMATION:

Gender identity is viewed as an increasingly important issue within South African society. One of the consequences of this recent interest in gender is growing interest in what it means to identify as male in modern South African society, as well as how this relates to one's psychological wellbeing. As a South African student who identifies as male, you can provide valuable information in this regard.

Should you decide to participate in this research project, you would be expected to complete a series of questionnaires exploring various facets of masculine norms, stressors associated with identifying as male, emotional wellbeing, attitudes towards violence and different ways of thinking. It is expected that the questionnaires would take about 20 minutes to complete. You will be asked to provide demographic information including your age and whether or not you are a first-generation student. This information will be treated in the strictest confidence with only the Principal Investigator and researchers working under his supervision having access to it. All data gathered from the study will be analysed and reported at the group level. This means that the findings from the study will be reported for all students taking part in the study and that no individual's data or information will be recognizable. The Principal Investigator will ensure the physical security and confidentiality of all questionnaires and electronic versions of the data (e.g. spread sheets).

Participation in this research project is entirely voluntary and you have the right to refuse to do so. You also have the right to withdraw from the data collection at any time. You will not be penalized in any way for refusing to participate in the study. Similarly, you will not derive any direct benefit from your participation in the research. However, the data you provide will make a significant contribution towards better understanding what it means to identify as male in the South African higher education context and how this might influence one's psychological wellbeing.





Should you wish to be entered into the draw for one of the ten R 250.00 vouchers you will have to provide your student number on the questionnaire and indicate which email address you would like to be contacted at to arrange for collection of a voucher should you be one of the winners of the draw. This information will be treated in the strictest confidence and deleted once the draw has been finalized. Only registered UFS male students will be eligible for entry into the draw for the vouchers. Only one entry per student is allowed. **Only questionnaires submitted between 15 May 2023 and 31 May 2023 will be eligible for entry into the draw.** The winning respondents will be informed via email no longer than three weeks after data collection has been completed.

Participation in this study poses no threat to your physical or emotional wellbeing. It will, however, require some of your time and require some data. Consequently, it is suggested that you complete the questionnaire at a time that is convenient to you. Making use of the UFS data network on campus or similar free services will ensure that you do not incur any data costs. Completing questionnaires of this nature might cause individuals to reflect on their emotional wellbeing or to look differently at how they approach challenges in their lives. Should this be your experience, you are welcome to make an appointment with a psychologist at Student Counselling and Development (051 401 2853/scd@ufs.ac.za) to discuss any questions or concerns you might have.

This research project has received ethical clearance from the General/Human Research Ethics Committee at the UFS (UFS-HSD to be confirmed). The Director of Student Affairs has approved the project. You are welcome to direct any question you have regarding your participation in this project to Prof Stephen Walker (051 401 2424/walkersp@ufs.ac.za) Furthermore, you are encouraged to contact the secretary of the General/Human Research Ethics Committee at the University of the Free State (Mrs C Vercueil: 051 401 7083; [vercueilcc@ufs.ac.za](mailto:vercueilcc@ufs.ac.za)) should you have any concerns or complaints regarding any aspect of this research.

Thank you for taking the time to read this information sheet. If you have decided not to participate in the research, please click **"I do not agree to participate in the study"** at the bottom of the informed consent form. If, after reading the informed consent form, you are willing to participate in the study, please click **"I agree to participate in the study"**.





### CONSENT TO PARTICIPATE IN THIS STUDY

By selecting the “**agree**” option at the bottom of this informed consent form, I confirm that I voluntarily agree to participate in the research study: *Emotional health and wellbeing among high-level student athletes* conducted by Stephen Walker (the “**Researcher**”).

I, the undersigned Participant, further confirm that–

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the information page;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

I, the Participant, agree to completion of the questionnaire

**Agree**

**Do not agree**



**Appendix E: Questionnaires**

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

**Conformity to Masculine Norms Inventory**

9. Instructions: Please read each of the following items carefully and indicate the extent to which each statement applies to you.

*Mark only one oval per row.*

|   | 1 = Strongly Disagree | 2                     | 3                     | 4                     | 5                     | 6 = Strongly Agree    |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I will do anything to win.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would change sexual partners often if I could.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general I must get my way.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that trying to be important is a waste of time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy taking risks.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I dislike any kind of violence.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would hate to be important.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I bring up my feelings when talking to others.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would be furious if someone thought I was gay.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I take risks.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that violence is sometimes necessary.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would feel good if I had many sexual partners.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It would be awful if people thought I was gay.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to talk about my                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

\*

feelings.

I never ask for help.

Having status is not important to me.

I put myself in risky situations.

The women in my life should obey me.

I feel good when work is my first priority.

It's never ok for me to be violent.

I would find it enjoyable to date more than one person at a time.

I would get angry if people thought I was gay.

I am not ashamed to ask for help.

For me, the best feeling in the world comes from winning.

Work comes first for me.

I tend to share my feelings.

Things tend to be better when men are in charge.

I need to prioritize my work over other things.

It bothers me when I have to ask for help.

I love it when men are in charge of women.

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

**General Pliance Questionnaire**

13. Instructions: Please read each of the following items carefully and indicate how true each statement is for you.

*Mark only one oval per row.*

|  | 1 =<br>Never<br>True. | 2 =<br>Very<br>Seldom<br>True. | 3 =<br>Seldom<br>True. | 4 =<br>Sometimes<br>True. | 5 =<br>Frequently<br>True. | 6 =<br>Almost<br>Always<br>True. | 7 =<br>Always<br>True. |
|--|-----------------------|--------------------------------|------------------------|---------------------------|----------------------------|----------------------------------|------------------------|
| I care a lot about what my friends think of me.                    | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |
| It's very important for me to feel accepted by other people.       | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |
| In order to be happy, I need people to value me.                   | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |
| My self-worth depends on what other people think and say about me. | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |
| My decisions are very much influenced by other people's opinions.  | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |
| What I do would be pointless if people couldn't see it.            | <input type="radio"/> | <input type="radio"/>          | <input type="radio"/>  | <input type="radio"/>     | <input type="radio"/>      | <input type="radio"/>            | <input type="radio"/>  |

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

\*

*Mark only one oval per row.*

---

Hard work  
is only  
worth it if  
people  
recognize  
it.

---

To feel  
good  
about  
myself, I  
need  
other  
people's  
approval.

---

When  
making a  
decision, I  
value  
other  
people's  
advice  
more than  
my own  
opinion.

---

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

**General Health Questionnaire**

16. We would like to know if you have had any medical complaints and how your health has been in general over the past few weeks. Please answer ALL the questions by selecting the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.

|   | 1 = Not at all.       | 2= No more than usual. | 3 = Rather more than usual. | 4= Much more than usual. |
|---|-----------------------|------------------------|-----------------------------|--------------------------|
| Have you recently lost much sleep over worry?   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently had difficulty staying asleep once you are off?                           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently felt constantly under strain?   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently been getting edgy or bad-tempered?  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently been getting scared or panicky for no good reason?                        | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently found everything getting on top of you?                                   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently been feeling nervous or strung up all the time?                           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently been thinking of yourself as a worthless person?                          | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently felt that life is entirely hopeless?                                      | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently felt that life isn't worth living?  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently found at times you couldn't do anything because your nerves were too bad? | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |
| Have you recently found yourself wishing you were dead and away from it all?                | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/>       | <input type="radio"/>    |

3/28/22, 1:24 PM

Masculine norms and psychological wellbeing in men.

\*

*Mark only one oval per row.*

|  | 1 =<br>Definitely<br>not. | 2 = I don't<br>think so. | 3 = Has crossed<br>my mind. | 4 =<br>Definitely<br>has. |
|--|---------------------------|--------------------------|-----------------------------|---------------------------|
| Have you recently thought of the possibility that you might make away with yourself? | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/>       | <input type="radio"/>     |
| Have you recently found the idea of taking your own life kept coming into your mind? | <input type="radio"/>     | <input type="radio"/>    | <input type="radio"/>       | <input type="radio"/>     |