



UiT The Arctic University of Norway

Institute of Psychology

**Man Enough to Care: Masculinity Threat and Misfit of Men Studying
Communal Occupations**

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Occupations

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Preface

The idea for this master thesis was developed by Dr. Sarah E. Martiny and me. Before deciding on masculinity threat and men in communal occupations we discussed other ideas but agreed that the concept of masculinity threat was too intriguing to not investigate further.

To my supervisor Sarah E. Martiny, I am so deeply grateful for your support, guidance, and trust. You have helped me gain an academic confidence that I will bring with me when I now leave the university to start my career. Thank you for the good conversations and laughter, I have always left our meetings with a smile on my face.

To my peers, you have made the last two years a true joy. Writing and conducting a master project along with everything else that happens in life have not been the easiest thing to do. Therefore, being able to come to the office and share ups and downs, laughter and tears, has meant the world to me. Especially, since I know you will always give me comfort or solutions, or both. Thank you.

I want to thank Marte Olsen for all technical support. If Marte cannot fix it, then it cannot be fixed! Also thank you for your helpful inputs to make this project even better.

Lastly, I want to thank my family and friends for your support, patience, and motivational speeches. Having a master student in your life can be challenging, since our mood, energy, and motivation can vary from week to week.



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Ingvild M. H. Lund



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Sarah E. Martiny

Sammendrag

Fra en ung alder har menn internalisert kjønnsstereotyper av hva det vil si å være en "ekte" mann. Maskulinitetstrussel er frykten en mann opplever når de internaliserte kjønnsstereotypene ikke opprettholdes, de føler at maskuliniteten deres blir truet. I denne studien tar vi sikte på å undersøke om det å fremheve viktigheten av omsorgstrekk for mannlige studenter – men ikke kvinnelige studenter – som studerer i omsorgsykker, vil øke menns maskulinitetstrussel og redusere deres oppfattet egnethet til yrket og følelsen av tilhørighet. Vi samlet inn data fra norske studenter, både kvinner og menn (64 menn og 238 kvinner) i alderen 21 til 47 år ($M = 27,30$, $SD = 5,98$), som studerer i omsorgsykker, slik som sykepleier, barnehagelærer etc. Vi fant ingen signifikant interaksjon mellom deltakerens kjønn og manipulasjon på maskulinitetstrussel, oppfattet egnethet eller følelse av tilhørighet. Funnene er i tråd med eksisterende teorier som rollekongruitetsteori og prekær manndomsteori (Eagly & Karau, 2002; Vandello et al., 2008), og en ny modell presentert av Stanaland et al. (2023) om menns respons på maskulinitetstrussel. Utforskende analyser viste at opplevd egnethet medierte effekten av maskulinitetstrussel på følelsen av tilhørighet for mannlige studenter. Til slutt fant vi at mannlige studenters maskulinitetstrussel predikerer frafallsintensjoner, så jo mer mannlige deltakere opplevde maskulinitetstrussel, desto større sjans har de for å ha intensjoner om å droppe ut av sin omsorgsutdanning. Praktiske implikasjoner for dette forskningsområdet diskuteres.

Nøkkelord: maskulinitetstrussel, omsorgsykker, følelse av tilhørighet, egnethet, frafallsintensjoner

Abstract

From a young age boys internalize gender stereotypes of what it means to be a 'real' man. Masculinity threat is the fear a man experiences when the internalized gender stereotypes are not maintained, he feels like his masculinity is being threatened. In the present study we aim to investigate if highlighting the importance of communal traits for male students –but not female students- studying communal occupations will increase men's masculinity threat and decrease their perceived fit and sense of belonging. We collected data from Norwegian students, both women and men (64 men and 238 women) between the ages of 21 to 47 years old ($M = 27.30$, $SD = 5.98$), studying for communal occupations, such as nurse, kindergarten teacher etc. We found no significant interaction between participant gender and condition on masculinity threat, perceived fit, or sense of belonging. Thus, the findings are in line with existing theories like role congruity theory and precarious manhood theory (Eagly & Karau, 2002; Vandello et al., 2008), and a new model proposed by Stanaland et al. (2023) on men's responsiveness to a masculinity threat. Exploratory analyses showed that perceived fit mediated the effect of masculinity threat on sense of belonging for male students. Lastly, we found that for male students' masculinity threat predicts drop-out intentions, so the more male participants experienced masculinity threat the greater chance of them to report intentions to drop out of the communal study program. Practical implications for this area of research are discussed.

Keywords: masculinity threat, communal occupations, sense of belonging, perceived fit, drop-out intentions

Man Enough to Care: Masculinity Threat and Misfit of Men Studying Communal Occupations

Throughout the last century, massive changes have taken place when it comes to the view and understanding of gender stereotypes and gender roles, especially in work occupations. Gender stereotypes are often generalization of traits connected to a specific gender (Kite & Whitley, 2016). A gender stereotype can be that women are seen as more communal and share traits such as caring and warmth. For the men, they are more often perceived as agentic with traits like strong and courageous (Gartzia, 2022). Gender norms can be defined as “social rules” and expectations that each gender are expected to follow (Cislaghi & Heise, 2020). Gender stereotypes also play a role in which occupations men and women choose since they present clear expectations to what have been defined as male and female occupations (Holmes, 2014), assignments and tasks. Since women have for a long period of time been seen as the caring gender (Montoya-Robledo et al., 2020), they were expected to work in communal occupations, such as nurse, kindergarten teacher, and dental assistants. Men on the other hand, traditionally have chosen occupations in fields such as STEM (Science, technology, engineering, and mathematics), and are more often seen in leader positions than women (Ryan & Haslam, 2005).

Norway is among the top three countries in the world when it comes to gender equality according to the GGGI (global gender gap index) in 2021 (World Economic Forum, 2021). Surprisingly, even in Norway men are underrepresented in health and early education majors, and men only represent 16% of all communal occupation workers in Norway (Statistisk sentralbyrå, 2022). More women are choosing male dominated occupations, like a career in STEM (Statistisk sentralbyrå, 2021) yet, not as many men choose a job within a female dominated occupation, a communal occupation (Gartzia, 2022), why is this?

Research has tried to find explanations to why so few men choose a career within communal occupations, such as nurse, kindergarten teacher, and dental care (Sasa, 2019). One reason may be that men's masculinity is important to their self-concept (Stanaland et al., 2023) and that this might not be reinforced in communal roles. Therefore, the present study will investigate if experienced masculinity threat and related factors, such as perceived fit and sense of belonging, can explain why few men do not choose a career in communal occupations.

Gender Stereotypes and Gender Norms

Gender stereotypes are formed in early childhood and further develop throughout young adulthood (Martin & Ruble, 2004; Miller et al., 2009), while gender norms follow as a guidance to what is expected behavior by assigned gender (Martin & Ruble, 2004). When such gender stereotypes are formed, and the gender norms are internalized it can be a challenging process to change them (Block et al., 2018; Rudman et al., 2001). Bigler and Liben, (2006, 2007) argues how the development of gender stereotypes and gender norms can have a huge negative impact on an individual's psychological development, especially their self-esteem, mental health, identity development, and future goals for themselves. Block et al. (2018) support the argument by Bigler and Liben (2006, 2007) on the devastating effects that gender stereotypes and gender norms can have on an individual's mental health from a young age to adulthood, especially if the individual does not fit within the assigned gender stereotype.

Children do in fact use stereotypes to more easily understand the world around them (Chestnut et al., 2021), and especially gender norms to alter their own behavior throughout their life through social cues from others. Thus, for a young man who struggle to fit within the male stereotype it can be truly challenging to stand up against society's social norms, and

what is stereotypically expected of the boy, be masculine, strong, courageous, a leader etc., and that they should fear to lose their masculinity since it is the most important thing a boy or man can obtain (Stanaland et al., 2023). Gender norms, as explained earlier, has a sole purpose of alter the behavior of an individual to fit within society's expectation of them (Levant et al., 2010), and that gender norms does not only affect children, but is rather a concept that follow an individual throughout their lifespan (Rogers et al., 2021). From a young boy to a young man, a young man making a career choice would also be affected by gender norms and what society expect him to become (Bian et al., 2017). Further on, it will be presented how masculinity is argued to be an important reason to why few men chose a career in communal occupations through role congruity theory (Eagly & Karau, 2002) and precarious manhood theory (Vandello et al., 2008).

Role Congruity Theory

Role congruity theory was developed by Eagly and Karau in 2002 as they were trying to investigate why female leaders was experiencing more prejudice than male leaders. Eagly and Karau (2002) argued that perceived incongruity between gender and expected role, in their case how being a woman and being a leader causes incongruity, and could lead to two forms of prejudice "(a) perceiving women less favorably than men as potential occupants of leadership roles and (b) evaluating behavior that fulfills the prescriptions of a leader role less favorably when it is enacted by a woman" (Eagly & Karau, 2002, p. 573). This theory presents many aspects to why few men chose communal occupations. Role congruity can be defined as how "a group will be positively evaluated when its characteristics are perceived to align with the requirements of the group's typical social roles" (Diekmann & Goodfriend, 2006, p. 369). So, for instance, a male nurse may not be as positive evaluated (and face negative social cues from others that suggest wrong behavior as a man (Otterbacher et al.,

2017)), as a female nurse because the gender expectations connected with the occupation do not align with the social norm expected from a man.

With Eagly and Karau's (2002) theory it could be argued that (a) a man is perceived as less desirable than a woman in communal occupations such as nurse, kindergarten teacher, or dental care worker, because (b) traits obtained by men (masculine, though, courageous, and independence) (Kosakowska-Berezecka et al., 2022; Trapnell & Paulhus, 2012) does not align with the preferred traits (warm, caring, and supportive) used to describe the role of a nurse, kindergarten teacher, or dental care worker (Kosakowska-Berezecka et al., 2022). The role congruity theory illustrates how gender stereotypes and gender norms can have a negative impact on an individual and their chosen occupation based on the fit their gender has with the occupation (Diekmann & Goodfriend, 2006; Eagly & Karau, 2002). This could be a part of the explanation to why few men chose a career in communal occupations since they might experience that their gender is not welcomed in occupations such as nurse, kindergarten teacher, or dental care worker (Bian et al., 2017). This because it is stereotypically not expected of men to obtain the traits expected by the role of a communal worker, and that gender norms hold them back based on the expectation that men should be working in more agentic roles like fireman, policeman, or scientist (Sasa, 2019).

Precarious Manhood Theory

When it comes to gaining womanhood or manhood, women and men might experience this process differently. When females transition from girls to women they gain their womanhood by physical changes through puberty, while men do not (Bosson & Vandello, 2011). Precarious manhood theory states that manhood is a social concept and that it is hard for a man to maintain his manhood, and that manhood can easily be taken away if a man does not live up to the expectation of what it means to be a "real" man (Bosson & Vandello, 2011;

Vandello et al., 2008). Stereotypically a man is set to be strong and brave, and should leave caregiving and communal occupations to women, as it is more socially expected for a man to be a provider of higher income, and protector against danger (Cislaghi & Heise, 2020). As in this context, a “real” man would work in socially accepted occupations like firefighter or engineer, and not kindergarten teacher or nurse (Bosson & Vandello, 2011). The theory of precarious manhood states some interesting points when it comes to gender. One aspect is how manhood is a concept that is hard for men to maintain, yet women on the other side does not have to work as hard for their femininity and womanhood (Vandello et al., 2008). Another aspect pointed out by the precarious manhood theory is how the society picture a man is to be considered outdated, since gender norms and stereotypes are rapidly changing (Haines et al., 2016). Yet, the stereotypes and gender norms that follow a man throughout his life are still the same as many decades ago, and if a man’s manhood is being threatened it could awaken physical aggressive thoughts (Vandello et al., 2008).

Precarious manhood theory is directly connected with gender stereotypes and gender norms. For example, a young man who tries to decide what he want to be when he grows up stand against a great number of obstacles. As a man he has been given a set of stereotypical traits by society (Kosakowska-Berezecka et al., 2022) that he is expected to live up to. Throughout his upbringing he may had to alter his behavior according to gender norms were others commented that he needs to act more masculine or manly because it is the right thing to do (Stanaland et al., 2023). Further on, when deciding on an occupation, both the gender stereotypes he was thought at a young age and the gender norms he had to follow could stand between him and the career of his dreams. By choosing to become a “male nurse” he could be seen as less manly and masculine than his male friends, and if he chose to become a firefighter it would satisfy the expectations by others around him in a greater way then if he chose to be a nurse (Otterbacher, 2018). So, when working in an occupation, like nursing, that

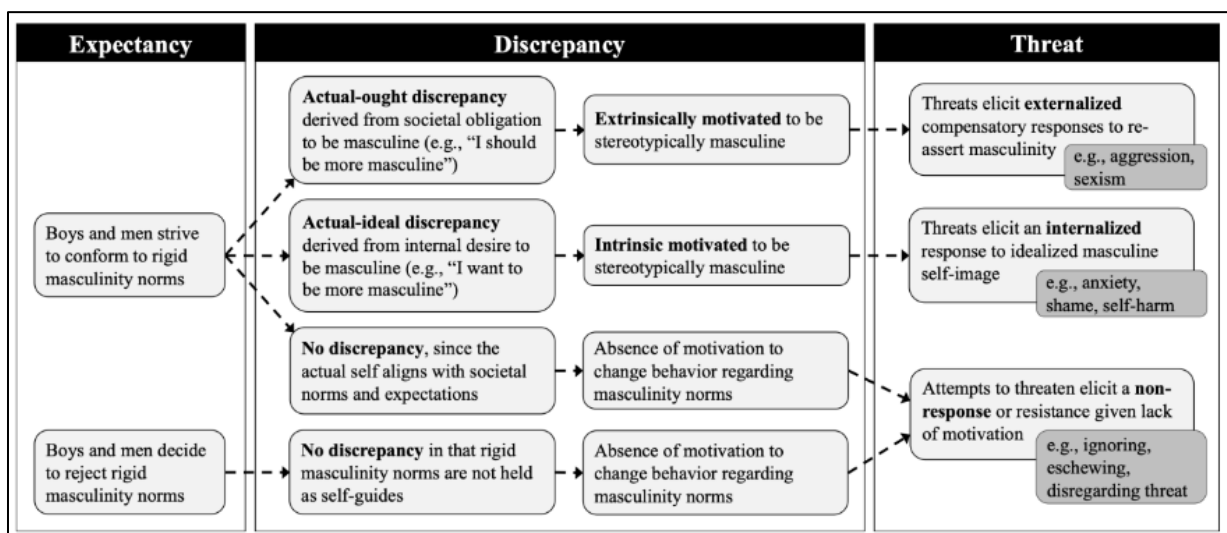
is associated with traits that are contrary to the norms of their gender group this can threaten their self-perception/masculinity (Vandello et al., 2008).

Responsiveness to Masculinity Threat

From a young age men internalize gender stereotypes on how a man should behave, and the more internalized the gender stereotypes are, the more a man could be affected by masculinity threat. Masculinity threat is the concept of a man being afraid to not fulfill the correct stereotypes of what it means to be a “real” man (Duckworth & Trautner, 2019; Stanaland et al., 2023). Stanaland et al. (2023) present a newly developed model “An Expectancy-Discrepancy-Threat Model of Masculine Identity” to explain how men respond when being exposed to masculinity threat. An overview of the model can be found in Figure 1.

Figure 1

An Expectancy-Discrepancy-Threat Model of Masculine Identity



Expectancy of Masculinity Threat

According to Stanaland et al. (2023) the first component of the model, expectancy, explains how men are affected by gender norms, especially rigid masculinity norms, and from there can generate an expectancy for men to confirm gender stereotypes and norms towards men. It is assumed that men either strive to conform to masculinity norms or reject them, “a man should choose an agentic career”, if the goal is to conform to the rigid masculinity norms a man would chose a career in STEM or a dangerous job like firefighter (Rogers et al., 2021). Yet, if the goal is to reject the rigid masculinity norm the man would not make a decision based on the expectations by masculinity norms, and rather chose a career from own interests and wishes (Bian et al., 2017).

Discrepancy when Faced with Masculinity Threat

The second component of the model by Stanaland et al. (2023), discrepancy, illustrate how self-determination take a great part of the process on how a man will react when facing masculinity threat. Self-determination can be explained as the ability an individual have to make choices (Stanaland et al., 2023). Based on the goal of either conform or reject masculine norms, discrepancy can transpire in different ways. Conforming rigid masculine norms: actual-ought discrepancy, which can be explained as what a man feel is expected of him (thinking of being more masculine based on social obligations), actual-ideal discrepancy, which can be explained as who a man desire to actually be (wanting to be more masculine based on internal desire), and no discrepancy since the individual’s self-image align with the rigid masculine norms. Rejecting rigid masculine norms equals to no discrepancy since the individual does not feel a pressure to conform with the masculine norms and will therefore not use the norms as guidance for own behavior and decision making (Stanaland et al., 2023).

Reaction when Masculinity Threat is presented

Stanaland et al. (2023) explain how men's motivation or lack of motivation for conformity can moderate their response to a masculinity threat. The model presents three possible reactive behaviors when a masculinity threat is presented: externalized, internalized, and non-responsive. A masculinity threat can elicit an externalized compensatory response, this meaning a physical or verbal aggressive response such as, physical violence or sexist slurs (Stanaland et al., 2023). Second, a masculinity threat can elicit an internalized compensatory response, and this includes harm to a man's masculine self-image. This response could result in anxiety, self-harm, and a feeling of great shame by the individual states Stanaland et al. (2023). Last, a masculinity threat can elicit a non-responsive behavior by not feeling threatened by the masculinity threat, and therefore the individual does not feel required to alter or change their behavior (Stanaland et al., 2023).

Concepts Associated with Masculinity Threat: Perceived Fit with Occupation, Sense of Belonging and Drop-Out Intentions

An individual spends around eight hours at work every day five days a week, and it is therefore important that an individual's wellbeing is taken care of at work, through aspects like feeling welcomed and a part of the group (Pagán-Castaño et al., 2020). Therefore, two essential concepts to understand when it comes to the concern of why few men chose a career in communal occupations are their perceived fit with occupation and their sense of belonging. Perceived fit is the concept of how well an individual feels that their personal traits align with their environment or traits expected within a certain role (Schmitt et al., 2008). It is stated by Schmitt et al. (2008) how important it is to understand perceived fit because this concept can in many cases impact other parts of an individual's life. Schmitt et al. (2008) investigated the impact that perceived fit can have on student's academic satisfaction, and student's overall grade point averages (GPA) score. They found that higher perceived fit does indeed lead to better academic satisfaction and overall higher GPA score in students who have a high perceived fit

with their major (Schmitt et al., 2008). Wessel et al. (2008) present how young adults do not chose career paths and college majors based on how well they feel like they will fit with their chosen occupation, but rather that this decision is based on other factors such as societal pressure. This aspects can be transferred to men choosing a career in a communal occupation, by being unsure if their personal traits will fit with an occupation, like nurse or kindergarten teacher, and having to stand against societal pressure when deciding on a non-traditional occupation based on their gender (Rogers et al., 2021).

As presented earlier, the wellbeing of an individual in their occupation is essential for them to succeed (Suhlmann et al., 2018), and therefore it can arguably by stated that sense of belonging is crucial to get more men to choose a communal occupation. Sense of belonging can be defined as “the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment” (Hagerty et al., 1992, p. 172). For young adults or others who are choosing their way of life by picking a career path or study major, the feeling of sense of belonging can be crucial when deciding on staying in such chosen occupation (Good et al., 2012). Sense of belonging is a broadly researched field (Good et al., 2012; Hagerty et al., 1992; Rahn et al., 2021) and is a long with perceived fit used to measure different outcomes of a person’s life, as the more an individual feel a sense of belonging with their major and peers, the less likely they are to drop-out of their chosen major or occupation (Good et al., 2012). It has been investigated how non-gender-neutral terms can cause less feeling of sense of belonging, especially in occupational expressions (Sasa, 2019). Using terms as “male nurse” argues Sasa (2019) can be truly harmful as it can cause “sex-segregation” within the occupation and less sense of belonging. Suhlmann et al. (2018) found that sense of belonging is extremely important to reduce the risk of drop-out intentions, and that the perceived fit a student have about themselves and their chosen major can contribute to how well they might perform academically. Drop-out

intentions are an important factor to investigate when it comes to understanding the low number of men in communal occupations. Especially since drop-out intentions are related to not feeling fit with occupation and low sense of belonging (Álvarez-Pérez et al., 2021; Hardre & Reeve, 2003; Suhlmann et al., 2018). The presented studies show how important the concepts of perceived fit and sense of belonging are when the concept of masculinity threat is experienced, since a higher perceived fit and sense of belonging could prevent drop-out among men in communal occupations (Suhlmann et al., 2018).

The Present Study

In order to better understand why we do not see a comparable increase in men in communal occupations as we do with women in agentic occupations, like STEM, the present study will investigate whether men in communal roles perceive their masculinities to be threatened and whether they perceive a misfit between communal roles and their own traits. We will do so by investigating whether experimentally highlighting communal aspects of occupations reduces men's sense of belonging to the occupations, their perceived fit, and increased masculinity threat. We will also investigate if masculinity threat is related to drop-out intentions. Present research will thus provide a deeper understand of the concept of masculinity threat and psychological obstacles that men might face when aspiring towards communal occupations.

We predict that highlighting the importance of communal skills (compared to highlighting the importance of gender-neutral skills) in communal occupations will increase masculinity threat for men studying these occupations. Thus, in statistical terms, we predict main effect of condition (H1). Second, by highlighting the importance of communal skills (compared to highlighting the importance of gender-neutral skills) in communal occupations will reduce perceived fit for men –but not for women– studying these occupations. Thus, in

statistical terms, we predict an interaction between participant gender and condition (H2). Third, by highlighting the importance of communal skills (compared to highlighting the importance of gender-neutral skills) in communal occupations will decrease men's –but not women's–sense of belonging to these occupations. Thus, in statistical terms, we predict an interaction between participant gender and condition (H3). Lastly, if we find main effects in H1-H3 we will investigate if increased masculinity threat and/or reduced fit will mediate the relationship between condition and sense of belonging for men –but not for women–. Thus, in statistical terms, we predict a mediation (H4). We will also explore the data further if we do not find what we are predicting, and if we do find strong relationships with other variables. All hypotheses were preregistered on the Open Science Framework:

https://osf.io/bv35q?mode=&revisionId=&view_only=

Method

Ethics

Ethical approval for the study was obtained from the Institute of Psychology at UiT The Arctic University of Norway. The study was also registered at the Norwegian Center for Research Data (NSD), which approved of the planned data collection without any remarks.

Recruitment and Procedure

Participants were recruited through personal network and social media, such as Facebook, Instagram and LinkedIn. In addition, recruitment e-mails were sent to study consultants for study programs such as nurse, kindergarten teacher, psychology etc. at different Norwegian universities and colleges, who then forwarded the link to the survey to their students. In order to increase the number of male participants, we also directly recruited (male) students on campus by handing out flyers and informing them about the study and how

they could participate. The students who chose to participate were directed to click on a survey link or scan a QR code that would direct them to the questionnaire. The participants had to give consent at the beginning and at the end of the questionnaire for their answers to be used in the analyses. In addition, at the end of the questionnaire participants could choose if they wanted to participate in a lottery where three participants would receive a gift card of 500kr.

The study was conducted in Norwegian since the primary target group was Norwegian students (both women and men). The questionnaire was set to take approximately 15 to 20 minutes to complete and at the end of the questionnaire the participants could decide if they wanted to give consent for using their responses, and if they wanted to participate in the lottery with the gift cards of 500kr. Four options were given to the participants; consent and participate in lottery, consent and not participate in lottery, no consent and participate in lottery, and no consent and not participate in lottery. If they did not want to give the last consent, they could simply close the internet browser, and if the participant wanted to participate in the lottery, then they were redirected to a new online questionnaire where they could enter their e-mail address (their e-mail address could not be linked back to their answers in the first part of the study).

Design

The study used a between-participants design with two conditions. Participants were randomly assigned to one of the two conditions in the study. After giving consent, participants saw a fake news article from Khrono. Depending on condition, this news article either highlighted the importance of communal traits (such as, caring, supportive and compassionate) or the importance of gender-neutral traits (such as, effective, committed, and reliable) to succeed within communal occupations. After this manipulation participants continued the questionnaire where they would continue to answer questions. Throughout the

questionnaire the participants would not receive the questions in the same order. This meaning that the questions within each measure would be randomized. This randomization applied to all measures except for the manipulation check since this were already randomized by us. We wanted to randomize the manipulation check ourselves to be sure that similar traits were not presented after each other.

The questionnaire was designed so that it changed which questions that were presented to the participant depending on their gender. If the participant indicated that they were a man, they received all questions in the questionnaire except from measures such as: importance of femininity, and gender identity female. If a participant indicated that they were a woman they would receive alle questions in the questionnaire except from measures such as: masculinity threat, importance of masculinity, and gender identity man. If the participant identified as a gender other than man or woman, they would not receive question from measures such as masculinity threat, importance of masculinity/femininity, and gender identity man/woman, since these questions would not be relevant for them. Participants were thoroughly debriefed after finishing the questionnaire where it was explained that the news articles were fake, and the true purpose of the study was revealed.

Participants

Since we found no other studies testing the same hypotheses before us, calculating a required sample size seemed difficult. We therefore decided to follow a general recommendation in experimental research in psychology and aimed for a minimum of 50 participants per conditions (Brysbaert, 2019).

450 participants started the questionnaire, but only 308 finished the questionnaire. Based on the criteria reported in the preregistration, we excluded participants who did not give consent in the end of the questionnaire ($n = 1$). Participants were also excluded if they

did not check off the correct answers on a minimum of two out of three manipulation checks ($n = 3$). Since our hypotheses focus on binary gender, we also excluded all participants that did not identify as man or woman ($n = 2$). For the general analysis we were left with 302 participants (64 men and 238 women) between the ages of 21 to 47 years old ($M = 27.30$, $SD = 5.98$). For our exploratory analyses, we decided that we would exclude all non-male participants who did not identify as heterosexual. We did so because men who identify as gay might have a different perception of norms of masculinity (Kimmel & Mahalik, 2005). Therefore, in the mediation analysis and regression analysis, we use the final sample of 51 men between the ages of 21 to 42 ($M = 25.70$, $SD = 4.52$) who identified as heterosexual and passed all other exclusion criteria.

Measures and Manipulations

Manipulation

As outlined earlier, we manipulated the salience and importance of different traits for being successful in communal occupations. In order to do so, participants received a fake news article which highlighted communal traits or gender-neutral traits as important for a career in a communal occupation. Visualization of our condition can be found below.

Figure 1

Screenshot of the Experimental Condition, Fake News Article



Khrono Nyheter Debatt Student Nytt om folk +

Publisert Torsdag 06.01.2022 - 18:26

Dette er trekkene man må ha for å lykkes i omsorgsykker!
Medfølende, varm, og støttende

De siste årene har politiske ledere og beslutningstakere innsett den økende betydningen av omsorgsykker som barnehagelærer, sykepleier, og psykolog. Samtidig har forskning undersøkt hvilke egenskaper ansatte trenger for å lykkes i disse yrkene. Resultater fra to nye studier, hvor den ene utført Tromsø i Norge viser at fellestrekk som medfølende, varm, og støttende er spesielt viktige for å lykkes i disse yrkene (Olsen et al., 2019; Bye et al., 2021).

Disse funnene er viktig å belyse da arbeidstakere i de nevnte yrkene gjør en jobb som innebærer stor deltagelse i andre menneskers sitt liv, noe som gjør det desto viktigere at man er skikket til å gjøre jobben.

Figure 2

Screenshot of Control Condition, Fake News Article



Khrono Nyheter Debatt Student Nytt om folk +

Publisert Torsdag 06.01.2022 - 18:26

Dette er trekkene man må ha for å lykkes i omsorgsykker!
Engasjert, effektiv og pålitelig

De siste årene har politiske ledere og beslutningstakere innsett den økende betydningen av omsorgsykker som barnehagelærer, sykepleier, og psykolog. Samtidig har forskning undersøkt hvilke egenskaper ansatte trenger for å lykkes i disse yrkene. Resultater fra to nye studier, hvor den ene utført Tromsø i Norge viser at fellestrekk som engasjert, effektiv, og pålitelig er spesielt viktige for å lykkes i disse yrkene (Olsen et al., 2019; Bye et al., 2021).

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Sense of Belonging

The scale measuring sense of belonging was developed by Good et al. (2012). We measured the participants' sense of belonging to see how great of a connection they felt that they had with the other students in the same subject area/major as themselves. Within this measure, participants would be presented with questions formulated like "I feel connected with other students in my major" and "I feel like I belong in my major". This scale consisted of eight items, and the participants would answer the questions on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The scale of sense of belonging had a good reliability ($\alpha = .93$).

Perceived Fit with the field of study

The scale measuring perceived fit was developed by Schmitt et al. (2008). We measured the participants fit to see how well the participants themselves mean that their own qualities and traits align with the traits one stereotypically would need to have to work within a communal occupation. Within this scale, the participants would be presented with questions like "I am able to use my talents, skills, and competencies in my current major" and "the major I am taking match my interests". This scale consisted of five items, and the participants would answer the questions on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). One item was reversed from negative to positive to fit with the other items. The scale of fit had a good reliability ($\alpha = .76$).

Masculinity Threat

The scale measuring masculinity threat was developed by Vandello et al. (2008). We measured the male participants experienced masculinity threat to see how much they felt like their masculinity was at risk of be taken away from them or to be lost. Within this scale the

participants would be presented with questions like “working as a nurse makes it more likely that I lose my status as a man” and “when working as a nurse, my manhood could be taken away”. This scale consisted of four items, and the participants would answer the questions on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). One item was reversed from negative to positive to fit with the other items. The scale of masculinity threat had a strong reliability ($\alpha = .94$).

Drop-out Intentions

The scale measuring drop-out intentions was developed by Hardre and Reeve (2003). We measured the participants drop-out intentions to gain a better understanding of the likelihood of drop-out intentions in communal occupations. Within this scale the participants would be presented with questions like “sometimes I think that other occupations would fit me better than what my current major can offer” and “sometimes I am considering to drop-out of university before the exam”. This scale consisted of four items, and the participants would answer the questions on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). The scale of drop-out intentions had a good reliability ($\alpha = .74$).

Additional Measures and Demographic Variables

In addition to the measures presented earlier in the text, we added the following scales to the questionnaire, backlash, gender stereotypes, male role norm inventory, values, importance of masculinity, importance of femininity, gender identity/high/low identification with one's gender, and dropout intentions. All material connected with the questionnaire can be found in the appendix at the end of the thesis. Furthermore, we asked the participants their age, gender, sexual orientation, and study major. The last demographic variable was asked to confirm if the participant indeed took a major in a subject that would lead to a job in a communal occupation.

Results

All descriptive statistics and correlations for the variables used in the following analyses can be found in Table 1.

Table 1

Descriptive Statistics Based on Condition, and Correlations between Measures for Men and Women

MASCULINITY THREAT AND COMMUNAL OCCUPATIONS

		N	M	SD	1.	2.	3.	4.	5.
Masculinity threat	Communal traits condition	30	2.03	1.45					
	Neutral traits condition	34	2.04	1.34					
	Total	64	2.03	1.38	1				
Sense of belonging	Communal traits condition	30/122	5.08/5.73	1.64/1.66					
	Neutral traits condition	34/114	5.40/6.11	1.92/1.82					
	Total	64/236	5.25/5.91	1.79/1.75	-.34**/	1			
Fit	Communal traits condition	30/122	4.87/5.44	1.12/0.91					
	Neutral traits condition	34/114	5.15/5.55	1.01/0.93					
	Total	64/236	5.02/5.49	1.07/0.92	-.60**/	.58**/.55**	1		
Drop-out intentions	Communal traits condition	30/122	2.85/2.43	1.54/1.43					
	Neutral traits condition	34/114	2.41/2.13	1.13/1.11					
	Total	64/236	2.62/2.29	1.35/1.29	.65**/	-.40**/-.35**	-.74**/-.62**	1	
Age	Communal traits condition	30/122	25.40/26.97	4.56/5.85					
	Neutral traits condition	34/114	26.50/28.41	4.52/6.70					
	Total	64/236	25.98/27.66	4.53/6.30	-.27*/	.01/.00	.33**/.19**	-.33**/-.15*	1

Note. * $p < .05$; ** $p < .01$, Statistics before / is for men, after / is for women.

Does the manipulation increase masculinity threat in men?

Since women did not receive questions about masculinity threat, we conducted a univariate ANOVA with only men to investigate if condition increased masculinity threat (H1). In the univariate ANOVA, condition was entered as a predictor and masculinity threat as dependent variable and age as covariate. We controlled for age because our correlational analyses showed that age was significantly related to some of the outcome variables. Contrary to our hypothesis (H1), men's perceived masculinity threat was not affected by condition, $F(1, 61) = 0.09, p = .762$. Men reported similar means in masculinity threat in both conditions (communal traits: $M = 2.03, SD = 1.45$; neutral traits: $M = 2.04, SD = 1.34$). This means that our manipulation of highlighting communal traits or gender-neutral traits had no effect. Age was significantly related to masculinity threat and showed a positive relationship which indicates that older participants reported more threat, $F(1, 61) = 4.90, p = .031$.

Does the manipulation decrease perceived fit and sense of belonging of men but not of women?

We conducted a multivariate ANOVA to investigate whether condition differentially affected men's and women's sense of belonging and perceived fit. Condition and gender were used as independent variables, perceived fit and sense of belonging as the outcome variables, and age as covariate (H2-H3). Results showed neither a main effect of condition on perceived fit, $F(1, 296) = 1.30, p = .254$ nor on sense of belonging, $F(1, 296) = 1.97, p = .162$. We did, however, find support for a significant main effect of gender on perceived fit $F(1, 296) = 9.94, p = .002$ ($M = 5.39, SD = 0.97$), and sense of belonging $F(1, 296) = 7.33, p = .007$ ($M = 5.77, SD = 1.77$). More importantly, results showed no significant interaction between gender and condition; neither on perceived fit $F(1, 296) = 0.49, p = .487$, nor on sense of belonging,

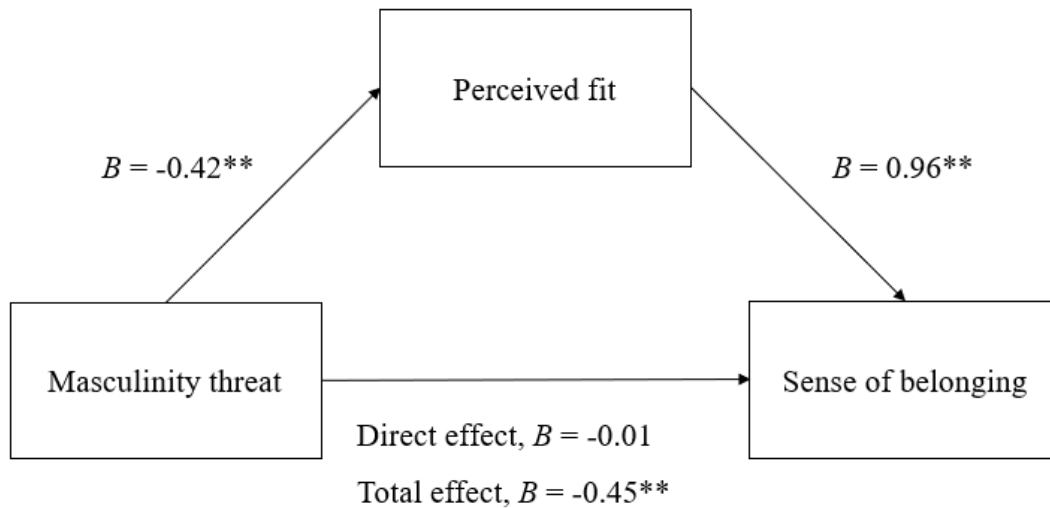
$F(1, 296) = 0.01, p = .906$. Age as covariate did show a significant main effect on perceived fit $F(1, 296) = 13.47, p = .001$, indicating that older participants reported higher fit, yet it did not show a significant main effect on sense of belonging $F(1, 296) \leq 0.00, p = .936$. Although, we did not find evidence that our manipulation affected women and men differentially, we did see a difference in women's and men's perceived fit and sense of belonging (see Table 1).

Exploratory analyses

In order to explore our data further, we conducted exploratory analyses. We wanted to investigate if there was a relationship between masculinity threat and sense of belonging and if this could be explained by perceived fit. Therefore, a mediation analysis was conducted using Process by Hayes (Hayes, 2013) (Model 4; 10,000 bootstrap samples) to see if men's perceived fit would mediate the relationship between masculinity threat and sense of belonging for men. Before conducting this analysis. The mediation analysis ($n = 51$) was set up with masculinity threat as independent variable (X), sense of belonging as outcome variable (Y), and perceived fit as mediator (M). The effect of masculinity threat on perceived fit was significant ($B = -.42, p \leq .000, 95\% \text{ CI } [-0.57, -0.25]$). This illustrates that the higher degree of experienced masculinity threat decreased the experience of perceived fit. The relationship between perceived fit and sense of belonging was also significant ($B = .96, p \leq .000, 95\% \text{ CI } [0.59, 1.57]$). This means that the more fit men perceived the higher was their sense of belonging. In addition, the indirect effect of masculinity threat on sense of belonging was significant ($B = -.45, 95\% \text{ CI } [-0.73, -0.24]$). This indicates that the experience of masculinity threat indirectly decreased the sense of belonging by men in communal occupations via perceived fit.

Figure 1

Mediating Effect of Perceived Fit on the Relationship Between Masculinity Threat and Sense of Belonging



Note. $N = 58$, * $p < .05$; ** $p < .01$.

As can be seen in Table 1, we found a strong correlation between masculinity threat and drop-out intentions for men, therefore we wanted to further investigate this relationship. In the following exploratory regression analysis, masculinity threat was used as the predictor and drop-out intentions of men studying for communal occupations were used as outcome, controlling for age. The complete regression model was significant and explained about 49% of the variance in drop-out intentions, $F(2, 48) = 23.01, p \leq .000$. In addition, masculinity threat was significantly related to drop-out intentions ($\beta = .65, p < .001$). Meaning that the more experienced masculinity threat by men in communal occupations, the higher possibility of men dropping out of communal occupations. Age did not show a significant relation to drop-out intentions ($\beta = -.13, p = .215$).

Discussion

The present study aimed to investigate if highlighting communal traits could increase perceived masculinity threat in men studying for communal occupations. Further, we also wanted to investigate if perceived masculinity threat could decrease perceived fit and sense of belonging in men, but not women. The study did not find main effect of condition on masculinity threat, perceived fit, and sense of belonging. Yet, the results did show some differences in men and women in perceived fit and sense of belonging independent of the experimental condition. The missing effects of our manipulation in our study could likely be due to a small sample size, and that the manipulation itself is weak and had a low impact on our participants. This is discussed further in our limitations. Our findings are in line with role congruity theory (Eagly & Karau, 2002), and precarious manhood theory (Bosson & Vandello, 2011). The theories implies that men should fear to lose their masculinity when choosing a non-stereotypical occupation based on their gender. In a case that our findings were real effects (and not due to the weak manipulation) they could be explained with the model on responsiveness to masculinity threat by Stanaland et al. (2023).

The Effect of Condition on Masculinity Threat

In the present study we did not find an effect of highlighting communal traits to trigger masculinity threat (H1). The results present findings that are contrary to our hypothesis, that the highlighting of communal traits would increase men's masculinity threat by highlighting the traits in a fake new article. If not for a weak manipulation the results would be in line with Eagly and Karau (2002) theory on role congruity that present how an individual should act a certain way so their behavior does not go against the expected characteristics of their role, as in this case the expectations of how a man should behave. For a man to choose a career in a communal occupation, such as nurse or kindergarten teacher, can through Eagly and Karau's (2002) role congruity theory be seen as incongruent behavior. Therefore, if the participant was doubting their career choice the highlighting of communal traits should have woken a

higher increase in men's perceived masculinity threat than what our results presented. The results are also to some degree in line with Bosson and Vandello (2011) precarious manhood theory that present how a man's manhood is a fragile concept and can be easily lost or taken away if wrong behavior is conducted. The questionnaire contained many questions that indicate how a men should or should not behave according to traditional gender stereotypes (Cislaghi & Heise, 2020). The participants were throughout the questionnaire reminded of "correct" manly behavior through questions like "when working as a nurse, other people often question whether a man is a 'real' man" (Vandello et al., 2008) or "men should be detached in emotionally charged situations" (Levant et al., 2010). The participants that answered that they disagree with these statements go against traditional gender norms that are commonly learned throughout their childhood (Bian et al., 2017; Bigler & Liben, 2006, 2007), which can be seen, as stated earlier, incongruent behavior of what is stereotypically expected of them (Eagly & Karau, 2002). Therefore, it is argued that our condition should have woken a greater increase of masculinity threat in the men participating based on expectations from previously established theories such as role congruity theory and precarious manhood theory.

Although, our findings are not exactly what we expected role congruity theory and precarious manhood theory does support our findings, and the results can also be explained by the model Stanaland et al. (2023) presented in their article. Stanaland et al. (2023) has made a model explaining different pathways of the reaction to masculinity threat. The last pathway in their model (see Figure 1) present what might be the cause of why our findings are contrary to our hypothesis (H1). We had an expectation that our participants might strive to conform masculine norms, but what might be the case is that our manipulation was not threatening enough to awaken a masculinity threat or that our participants does not feel obligated to follow masculine gender norms set by society (Kimmel & Mahalik, 2005). The participants might not use masculinity norms as self-guides, or they feel like they already fit within

society as they are, and therefore does not perceive the need to conform with the masculine norms (Stanaland et al., 2023). Therefore, they lack the motivation to alter their behavior to fit in with the masculine norms presented in our questionnaire, and from that the masculinity threat we created was disregarded and ignored.

Even though, our condition did not affect perceived masculinity threat by the participants to the degree that we expected, we did find that age was significantly related to masculinity threat and that the relationship was positive. This meaning that the older the participants were, the more masculinity threat they experienced. This finding is also contrary to what we expected, since previous research suggest that younger men are more prone to confirm gender stereotypes because of the fear of not fitting in (Duckworth & Trautner, 2019). Rudman et al. (2001) argue that when gender norms are internalized at young age it can be extremely challenging to change them. So therefore, from the argumentation from Duckwoth and Trautner (2019) and Rudman et al. (2001) it is surprising that the older participants experienced more masculinity threat than the younger participants. It could be that younger generations are distancing themselves more and more from the old gender stereotypes and are not as affected by masculine gender norms (Barker et al., 2010; Chestnut et al., 2021; Cislighi & Heise, 2020; Kimmel & Mahalik, 2005).

The Effect of Condition on Perceived Fit and Sense of Belonging

It is important to take perceived fit and sense of belonging into consideration when investigating the relationship of masculinity threat, and to see how perceived fit and sense of belonging are related to each other. In contrary to our hypotheses (H2-H3), our condition did not show a main effect on perceived fit or sense of belonging for both genders. Thus, we did find a relationship of gender on both perceived fit and sense of belonging. We did find a small difference between men and women in how they reported their perceived fit and sense of

belonging, and women did report slightly higher numbers in perceived fit and sense of belonging than the men did. These results are in line with previous research suggesting that women stereotypically “fit” and “belong” more in communal occupation than men do (Bian et al., 2017; Sasa, 2019; Wessel et al., 2008). Wessel et al. (2008) argued that young adults do not choose a career based on how well they perceive like their personal traits will fit with their chosen occupation, but rather base their decision on what society expect them to choose. A man who personally believe he could be a good fit in an communal occupation, as a nurse or kindergarten teacher, and decide on a communal career because he is not affected by masculinity threat (Stanaland et al., 2023) could still face social consequences, like being treated different because of his gender (Otterbacher, 2018). This could be because other people around him does not perceive him as fit with that type of communal occupation since he is a man. Men stereotypically does not work in communal occupations as it is against their role congruity and what other people expect of them to work with (Eagly & Karau, 2002).

In addition to how well a man perceive like he would fit in a communal occupation his sense of belonging is also an important aspect to take into consideration. The more sense of belonging a person experience in a workplace the more likely are they to stay in that occupation (Good et al., 2012). In the present study, women reported a higher sense of belonging to their communal occupation than the men did. This could be because women have less social aspects, like gender stereotypes and gender norms, role congruity questioning their career choice, and no masculinity threat to fear when choosing a career in a communal occupation (Chestnut et al., 2021; Eagly & Karau, 2002; Levant et al., 2010; Stanaland et al., 2023). Contrary, men face the same social aspects that women do, but the social aspects are working against them rather than for them when it comes to their degree of sense of belonging (Hagerty et al., 1992; Sasa, 2019). For men to feel like they belong and fit in a communal occupation they have to overcome gender stereotypes, ignore gender norms, be brave enough

to go against social expectation and be incongruent with other men, and face the chance that other might view them as ‘less’ of a man, solely based on their career choice (Chestnut et al., 2021; Eagly & Karau, 2002; Levant et al., 2010; Stanaland et al., 2023). Lastly, our results showed a significant relationship of age on perceived fit. This indicate that the older the participants were the more they perceive they fit within their communal occupation, and this applied to both men and women. It can be argued that this finding shows that the longer a person stays in their occupation the more they perceive like their personal traits align with the traits expected within their occupation (Schmitt et al., 2008). Since we did not find support for a main effect of our condition on either masculinity threat, perceived fit, or sense of belonging, we did not proceed to conduct a mediation analysis to investigate if increased masculinity threat and/or reduced fit would mediate the relationship between condition and sense of belonging.

Perceived Fit Mediating Masculinity Threat and Sense of Belonging

For our exploratory analyses we wanted to investigate if perceived fit could mediate the relationship between masculinity threat and sense of belonging since we found a strong relationship between them. We did find an indirect relationship of perceived fit on masculinity threat and sense of belonging. Which indicate that the more a man experiences masculinity threat the less he would perceive like he could fit in a communal occupation, and therefore feel less sense of belonging to his chosen communal occupation. It is through this mediation that we see how masculinity threat, perceived fit, and sense of belonging are connected. A man studying to be a nurse could receive comments from others that imply he is less of a man (Stanaland et al., 2023) because of his occupation, from this he could begin to question his career choice and if he truly fit in this occupation (Schmitt et al., 2008; Wessel et al., 2008). The less a man perceive like he fit or not with being a nurse, the more his sense of belonging could decrease from his doubt (Good et al., 2012). Finding an explanation to why few men

chose a career in communal occupation is complex issue in the need of a complex answer, and the relationship between masculinity threat, perceived fit, and sense of belonging could be a part of that answer and should be investigated further.

Masculinity Threat Predict Drop-Out Intentions

We have seen how masculinity threat can impact perceived fit and sense of belonging by making men doubt their career choice and/or make them feel less included in their occupation (Rahn et al., 2021; Wessel et al., 2008). Our results did show a strong relationship between masculinity threat and drop-out intentions. Therefore, we wanted to investigate this relationship further in our exploratory analyses. Masculinity threat was significantly related to drop-out intentions which indicate that more experienced masculinity threat the more likely a man is to drop-out of his communal occupation. A man who decides to pursue a career in a communal occupation may face many difficulties, such as gender stereotypes and social cues from others indicating that he does not belong in an communal occupation (Otterbacher, 2018; Sasa, 2019). As stated, masculinity threat can alter a man's perceived fit and feeling of sense of belonging to his occupation, and it is argued by Good et al. (2012) how this could be a leading cause of drop-out intentions. Good et al. (2012) are supported by Suhlman et al. (2018) which states that less perceived fit lead to lack of motivation (like, motivation to connect with other in their group), and from there the chances of drop-out are much higher. Again, we can see implications on how masculinity threat could be the root of a complex problem to why few men either do not chose to work in a communal occupation or do not stay in said occupation for a long period of time.

Limitations and Further Directions

The finding of this thesis contribute to how the complex issue of few men in communal occupation could be solved through the results that show how important it is to

tackle the problem of masculinity threat, since it has a massive impact on other aspects such as perceived fit, sense of belonging, and drop-out intentions. Thus, the thesis does have some limitations that needs to be addressed. The first thing that needs to be addressed is the small sample size. We did manage to collect a great number of female participants (238 participants), but the process to collect an equal number of male participants (64 participants) was difficult. SSB (2022) reported that only 16% of all communal occupation workers in Norway are men. Therefore, the natural explanation to the inequality of gender of the participants is that there are more women than men in communal majors studying towards a communal occupation (SSB, 2022). Another limitation that needs to be addressed is the strength of our condition. The condition consisted of two fake news articles, where participants received one of the two, stating that a good communal occupational worker need to be ‘compassionate, warm, and supportive’ or ‘committed, effective, and reliable’. Since our condition did not affect either masculinity threat, perceived fit, or sense of belonging it can be concluded that this was because it was not triggering enough to awake the reaction we expected from our participants.

For further directions we want to suggest that the recruitment of participants is done differently. Sending out e-mails to Norwegian universities and colleges do work to some degree. Yet, when in need of a more participants from a specific social group, direct recruitment is highly recommended. By doing the work of going up to people and present the need for their participation in the study was from our experience successful an made us gain more men for our study. For our condition, some aspects have been illuminated to see how it could have been made to have a stronger impact on our participants. Instead of a news article the condition could have been a written interview with a feminine woman (containing a picture of the woman) stating some of the same traits that was presented earlier, but in a much more determined manner. The picture of the women could make men perceive themselves as

less fit since it already is stereotypically women in communal occupation (Sasa, 2019), and from the text feel less masculine because they have chosen a major that is not congruent with what it means to be a man (Eagly & Karau, 2002). There is a need for more research on the topic of masculinity threat experienced by men in communal occupation, but the methodological framework on how it should be conducted needs to be reviewed. Lastly, since we found that the older the participants were the more masculinity threat they experienced, which was contrary to our expectations. We would suggest looking further into younger generations and how they differ from older generations when it comes to the internalization and impact of older gender norms.

Conclusion

The present study has investigated if men in communal occupations experience masculinity threat if masculinity threat decreases their perceived fit and sense of belonging. The study contributes to new research by connecting masculinity threat, perceived fit, and sense of belonging together as a complex suggesting to answering why few men chose a communal occupation. Our findings are in line with older theories of confirming gender stereotypes, like role congruity theory (Eagly & Karau, 2002) and precarious manhood theory (Vandello et al., 2008). It is also in line with a new model presented by Stanaland et al. (2023) suggesting that the reaction to masculinity threat depends on how internalized masculinity norms are by the individual. A lot of important work is being done to recruit more men in communal occupations. Yet, society should aim to further develop and broaden the concept of what it means to be a man, in the same way society has done with women over the last decades. This could make it more open to men that they have more room to explore their career options and chose how they like.

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Appendix 1 – Copy of the Online Questionnaire

Block 11

Undersøkelse for studenter i omsorgssektoren

Takk for at du vil være med i spørreundersøkelsen vår! Formålet vårt er å kartlegge hvilke verdier, opplevelser og holdninger unge, norske mennesker har som tar en utdanning innen omsorgssektoren (som sykepleier, barnehagelærer, eller innen psykologi).

Spørreundersøkelsen tar rundt 15-20 minutter der du vil bli spurt om disse temaene. For å bli med trenger du å:

- Gå en studieretning som kan føre til en jobb i omsorgsykker som sykepleier, barnehagelærer, psykologi, tannpleie, eller lignende på en høyskole eller et universitet.
- Være 18 år eller eldre.

Som takk for at du deltar i vår spørreundersøkelse vil du ha muligheten til å delta i et lotteri av tre gavekort på 500 NOK hver. For å delta oppgir du e-postadressen din i slutten av undersøkelsen. Din e-postadresse vil kun bli brukt for lotteriet og kan ikke kobles til svarene du gir i spørreundersøkelsen. Vi vil be deg om ditt samtykke til å delta både i starten og slutten av denne spørreundersøkelsen. Om du velger å ikke samtykke til deltakelse på slutten av spørreundersøkelsen vil dine data bli slettet. Det vil ikke være mulig å trekke deg ved et senere tidspunkt ettersom alle dataene dine blir lagret anonymt.

Mer detaljert informasjon om prosjektet kan finnes på neste side. Hvis du har andre spørsmål, eller ønsker å benytte deg av dine rettigheter, ta kontakt med hovedansvarlig for gjennomføring av prosjektet masterstudent Ingvild M H Lund ved Institutt for psykologi ved UiT, Norges Arktiske Universitet, Tromsø på e-post ilu019@post.uit.no og ved medansvarlig Prof. Dr. Sarah E. Martiny ved Instituttet for psykologi ved UIT, Norges Arktiske Universitet, Tromsø på e-post sarah.martiny@post.uit.no.

Samtykke

Hvis du godtar vilkårene og ønsker å delta i denne studien, kan du klikke på «jeg godtar vilkårene» nederst på siden. Hvis du vil ha mer informasjon, kan du klikke på knappen «mer informasjon». Hvis du ikke vil delta i denne studien, vennligst forlat denne siden.

- Jeg godtar vilkårene
- Mer informasjon

Block 18

Mer informasjon

Hvem er ansvarlig for forskningsprosjektet?

Prof. Dr. Sarah E. Martiny Instituttet for psykologi ved UIT, Norges Arktiske Universitet, Tromsø – sarah.martiny@uit.no

Ingvild Marie Hansen Lund, Instituttet for psykologi ved UIT, Norges Arktiske Universitet, Tromsø – ilu019@post.uit.no

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta fordi du mulig oppfyller alle deltakerkravene, som er at du:

1. Går en studieretning som kan føre til en jobb i omsorgsykker som sykepleier, barnehagelærer, psykologi, tannpleie, eller lignende ved en høyskole eller et universitet.
3. Er 18 år eller eldre.

Dersom du velger å delta vil du bli bedt om å svare på et spørreskjema som tar ca. 15-20 minutter å gjennomføre. Spørreskjemaet inneholder spørsmål om din opplevelse av å studere for en jobb i et omsorgsykker på universitet/høyskole (men vi vil ikke spørre hvilket universitet/høyskole du tilhører), vurderinger av personlighetskarakteristikk, hva du studerer, alder og kjønn. Dine svar på spørreskjemaet vil bli registrert elektronisk. Du vil ikke bli spurt om navn, fødselsnummer, hvilket universitet/høyskole du går på, eller annen personidentifiserbar informasjon. Vi samler heller ikke inn IP-adresser. Den eneste identifiserbare informasjonen vi ber deg om er e-postadressen din om du velger å bli med i et frivillig lotteri for alle deltakere i slutten av undersøkelsen, der du kan vinne et av tre gavekort på 500 NOK. Hvis du velger å være med og oppgi e-postadressen din vil denne lagres separat fra de andre svarene. Svarene vil aldri knyttes til deg, og vår liste over e-postadresser til deltakere vil bli slettet senest tre uker

etter siste deltaker har svart på undersøkelsen.

Frivillig

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn ved å lukke nettvinduet. Det vil ikke ha noen negative konsekvenser for deg hvis du velger å trekke deg. Du vil bli spurt om samtykke nederst på denne siden, og i tillegg vil du bli bedt om samtykke på slutten av spørreskjemaet der du vil ha mulighet til å trekke deg om du skulle ønske. Siden all data vi samler inn fra deg er anonym vil du ikke kunne trekke ditt samtykke etter samtykket er gitt på slutten av spørreskjemaet og spørreskjemaet har blitt levert. Hvis forskningsprosjektet blir publisert vil ingen svar fra en individuell deltaker være identifiserbare eller kunne knyttes til deg på noen måte.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til dette forskningsprosjektet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. De eneste som vil ha tilgang til data fra prosjektet er prosjektleder Sarah E. Martiny (UiT), og masterstudent Ingvild M H Lund (UiT).

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes, noe som etter planen er 30.06.2023. Hvis prosjektet publiseres, vil en anonymisert form av svarene dine (men ikke din e-postadresse) bli oppbevart og gjort tilgjengelig for andre forskere.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- Innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Det eneste identifiserbare datamateriale som samles inn om deg i dette prosjektet er e-postadressen din om du velger å være med i lotteriet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke. På oppdrag fra iT Norges arktiske universitet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Prosjektansvarlig masterstudent Ingvild M H Lund ved Instituttet for psykologi ved UIT, Tromsø: ilu019@post.uit.no
- Vårt personvernombud: Joakim Bakkevold ved UiT - personvernombud@uit.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Hvis du godtar vilkårene og ønsker å delta i denne studien, kan du klikke på pilen nederst på siden. Hvis du ikke vil delta i denne studien, vennligst forlat denne siden.

- Godtar vilkårene

Alder

Vennligst oppgi din alder (i år)

Kjønn

Hva er kjønnen ditt?

- Mann
- Kvinne
- Ikke-binær
- Ønsker ikke oppgi

Studieretning

Vennligst indikere ditt studieområde (sykepleie, psykologi, grunnskolelærer)

- Vennligst indiker

Block 14

Instruksjoner

På neste side vil du få se et utdrag av en forskningsbasert nyhetsartikkel hentet fra Khrono.no
Les gjennom denne teksten nøye da det senere vil komme spørsmål knyttet til den aktuelle artikkelen.
Du vil videre også få spørsmål om blandt annet tilhørighet til studiet ditt og din vurdering av ulike egenskaper.

Condition1

Publisert Torsdag 06.01.2022 - 18:26



Dette er trekkene man må ha for å lykkes i omsorgsykker!

Medfølende, varm, og støttende

De siste årene har politiske ledere og beslutningstakere innsett den økende betydningen av omsorgsykker som barnehagelærer, sykepleier, og psykolog. Samtidig har forskning undersøkt hvilke egenskaper ansatte trenger for å lykkes i disse yrkene. Resultater fra to nye studier, hvor den ene utført Tromsø i Norge viser at fellestrekk som medfølende, varm, og støttende er spesielt viktige for å lykkes i disse yrkene (Olsen et al., 2019; Bye et al., 2021).

Disse funnene er viktig å belyse da arbeidstakere i de nevnte yrkene gjør en jobb som innebærer stor deltagelse i andre mennesker sitt liv, noe som gjør det desto viktigere at man er skikket til å gjøre jobben.

Publisert Torsdag 06.01.2022 - 18:26



Dette er trekkene man må ha for å lykkes i omsorgsykker!

Engasjert, effektiv og pålitelig

De siste årene har politiske ledere og beslutningstakere innsett den økende betydningen av omsorgsykker som barnehagelærer, sykepleier, og psykolog. Samtidig har forskning undersøkt hvilke egenskaper ansatte trenger for å lykkes i disse yrkene. Resultater fra to nye studier, hvor den ene utført Tromsø i Norge viser at fellestrekk som engasjert, effektiv, og pålitelig er spesielt viktige for å lykkes i disse yrkene (Olsen et al., 2019; Bye et al., 2021).

Disse funnene er viktig å belyse da arbeidstakere i de nevnte yrkene gjør en jobb som innebærer stor deltagelse i andre mennesker sitt liv, noe som gjør det desto viktigere at man er skikket til å gjøre jobben.

Sense of belonging

TILHØRIGHET TIL STUDIE

Vennligst oppgi i hvilken grad du føler tilhørighet til ditt studie.

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Jeg føler at studiet setter pris på meg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg akseptert på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg som et medlem av studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg verdsatt på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg som en del av studentene på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler at jeg hører hjemme på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg knyttet til andre studenter på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg føler meg respektert på studiet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fit

INTERESSE FOR STUDIERETNING

Er du enig i følgende utsagn?

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Jeg føler at mine akademiske mål og behov blir møtt av min utdanning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Min nåværende utdanning er ikke helt det jeg vil gjøre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alt tatt i betraktning, passer min nåværende utdanning meg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utdanningen jeg tar samsvarer med mine interesser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg har mulighet til å bruke mine talenter, ferdigheter, og kompetanse i min nåværende utdanning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceived masculinity threat

OPPFATNINGER OM MANNDOM

Er du enig i følgende utsagn?

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Ved å jobbe som <small>#{q://QID4/ChoiceTextEntryValue/1}</small> vil andre stille spørsmål om man er en "ekte mann".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ved å jobbe som <small>#{q://QID4/ChoiceTextEntryValue/1}</small> kan manndommen min bli fratatt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ved å jobbe som <small>#{q://QID4/ChoiceTextEntryValue/1}</small> kan jeg miste manndommen min.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ved å jobbe som <small>#{q://QID4/ChoiceTextEntryValue/1}</small> er det mer sannsynlig at jeg mister min status som mann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Manipulation check

VIKTIGE TREKK I OMSORGSYRKER

I artikkelen i begynnelsen av spørreskjemaet ble det nevnt noe trekk man burde ha for å lykkes i et omsorgsyrke. Hvilke trekk ble nevnt?

- Støttende
- Effektiv
- Varm
- Sterk
- Pålitelig
- Konkurransesinnstilt
- Engasjert
- Medfølende
- Dominant

Backlash

OPPFATNINGER OM OMSORGSYRKER

Er du enig i følgende utsagn?

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Når jeg jobber i et omsorgsyrke (som \${q://QID4/ChoiceTextEntryValue/1}), ville jeg vært bekymret for å bli omtalt negativt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Når jeg jobber i et omsorgsyrke (som \${q://QID4/ChoiceTextEntryValue/1}), ville jeg vært redd for at andre skulle tro at jeg var rar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dette er en oppmerksomhetssjekk. Hvis du leser dette vennligst kryss av på tallet 4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Når jeg jobber i et omsorgsyrke (som \${q://QID4/ChoiceTextEntryValue/1}), ville jeg følt at andre mistet respekt for meg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender stereotypes

EGENSKAPER

I denne delen ber vi deg om å evaluere en liste av 12 egenskaper. Vennligst indikerer du hvor mye hver egenskap beskriver deg.

	Beskriver meg kke i det hele tatt 1	2	3	4	5	6	Beskriver meg svært godt 7
Kompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selvsikker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medfølende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Omsorgsfull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Beskriver meg ikke i det hele tatt						Beskriver meg svært godt
	1	2	3	4	5	6	7
Støttende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usikker på seg selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sjefete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominerende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EGENSKAPER

Hvor ønskelig er det for en MANN å ha de følgende egenskapene i ditt samfunn?

	Ikke ønskelig i det hele tatt						Svært ønskelig
	1	2	3	4	5	6	7
Modig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usikker på seg selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Omsorgsfull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sjefete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Støttende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medfølende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selvsikker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominerende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EGENSKAPER

Hvor ønskelig er det for en KVINNE å ha de følgende egenskapene i ditt samfunn?

	Ikke ønskelig i det hele tatt						Svært ønskelig
	1	2	3	4	5	6	7
Medfølende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dominerende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Omsorgsfull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sjefete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Støttende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usikker på seg selv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selvsikker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ikke ønskelig i det hele tatt						Svært ønskelig
	1	2	3	4	5	6	7
Modig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Male norm role inventory

OPPFATNINGER OM MENN

Vennligst oppgi i hvilken grad du er enig i utsagnene nedenfor.

	Helt uenig	2	3	4	5	6	Helt enig
	1						7
Dette er en oppmerksomhetssjekk. Hvis du leser dette vennligst kryss av på tallet 7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En mann bør foretrekke å se actionfilmer fremfor romantiske filmer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Når ting blir tøft, bør menn bli tøffere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En mann bør aldri innrømme at andre sårer følelsene hans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menn bør ikke være for raske til å fortelle andre at de bryr seg om dem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menn bør være likegyldig i følelsesladde situasjoner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I en gruppe, er det menn sin oppgave å få ting organisert og sikre fremgang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for en mann å ta risiko, selv om han kan bli skadet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gutter bør leke med actionfigurer, ikke dukker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg synes at en ung mann bør prøve å være fysisk tøff selv om han er liten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menn bør ikke bruke sminke eller foundation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lederen til enhver gruppe bør være en mann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statsministeren i Norge bør alltid være en mann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Values

VERDSETTING AV ULIKE MÅL

Ulike mennesker verdsetter ulike typer mål. Vennligst angi hvor viktige hvert av de følgende målene er for deg personlig.

	Veldig uenig	2	3	4	5	6	Veldig enig
	1						7
Hjelpe andre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Være kompetent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bry deg om andre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Være vellykket.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se til andre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Være talentfull.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Ha makt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrere overlegenhet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ha status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Masculinity

VIKTIGHET AV MASKULINITET

Hvor viktig er følgende utsagn for deg?

	Ikke viktig i det hele tatt 1	2	3	4	5	6	Veldig viktig 7
Det er viktig for meg at jeg oppfører meg maskulin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for meg at jeg fremstår maskulin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for meg at jeg ser ut som jeg er maskulin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Importance of Masculinity femme

VIKTIGHET AV FEMINITET

Hvor viktig er følgende utsagn for deg?

	Ikke viktig 1	2	3	4	5	6	Veldig viktig 7
Det er viktig for meg at jeg fremstår feminint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for meg at jeg oppfører meg feminint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det er viktig for meg at jeg ser ut som jeg er feminin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender identity/High/low identification with one's gender

IDENTITET

Vennligst angi til hvilken grad du er enig eller uenig med hver av påstandene under.

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Det faktum at jeg er mann er en viktig del av min identitet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det å være mann er en viktig del av hvordan jeg ser på meg selv.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg anser meg selv som maskulin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tenker ofte over det faktum at jeg er mann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dette er en oppmerksomhetssjekk. Hvis du leser dette, vennligst kryss av på tallet 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg anser meg selv som feminin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender identity/High/low identification with one's gender femme

IDENTITET

Vennligst angi til hvilken grad du er enig eller uenig med hver av påstandene under.

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Jeg anser meg selv som feminin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg anser meg selv som maskulin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det faktum at jeg er kvinne er en viktig del av min identitet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg tenker ofte over det faktum at jeg er kvinne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Det å være kvinne er en viktig del av hvordan jeg ser på meg selv.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dette er en oppmerksomhetssjekk. Hvis du leser dette, vennligst kryss av på tallet 1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dropout intentions

UTDANNINGSINTENSJONER

Er du enig i følgende utsagn?

	Veldig uenig 1	2	3	4	5	6	Veldig enig 7
Noen ganger vurderer jeg å endre studieretning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noen ganger vurderer jeg å droppe ut av universitetet før eksamen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noen ganger tenker jeg at andre jobbmuligheter passer meg bedre enn de jeg kan få med min nåværende utdanning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jeg har intensjon om å droppe ut før eksamen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 20

Du er snart ferdig! Vi vil nå be deg oppgi noe demografisk informasjon.
Hva slags institusjon studerer du ved?

- Høyskole
 Universitet

Sexual orientation

Hva er din seksuelle orientering?

- Heterofil
 Homofil
 Bifil
 Ønsker ikke oppgi
 Annet

Block 13

NB! For at svarene dine skal bli sendt inn må du svare på samtykkespørsmålet nederst på denne siden.

Tusen takk for at du deltok!

I denne studien har du svart på en rekke spørsmål som handler om forskjellige tema om maskulinitetstrussel, viktigheten av maskulinitet, tilhørighet til utdanningsretningen din, kjønnsnormer for menn, kjønnsstereotyper knyttet til menn og kvinner og reaksjoner på utdanningsvalg. **Deltakere i studien ble tilfeldig delt inn i to grupper hvor man ble tildelt en falsk nyhetsartikkel som ikke reflekterer virkeligheten.** Dette var nødvendig for studien, da vi ønsket å undersøke om belysningen av spesifikke trekk økte sannsynligheten for om deltakeren oppfattet dem selv som passende eller ikke for omsorgsyrkesutdanningen.

Grunnen for dette er at vi ønsker å finne ut om det er en sammenheng mellom maskulinitetstrussel (frykten for å ikke oppfylle forventningene til hva det vil si å være en «ekte» mann) og belysningen av omsorgstrekk (trekk ofte knyttet opp mot kvinner, omsorgsfull, varm, og hjelpsom).

For å kunne undersøke disse temaene har noen av spørsmålene i spørreskjemaet omhandlet negative stereotypier ved å velge en utdanning innen omsorgsyrker som mann. Det er viktig å avklare at vi som forskere ikke tror på disse negative stereotypiene. Disse spørsmålene var nødvendige da hensikten med studien er å avdekke graden av opplevd maskulinitetstrussel som kan oppstå når menn bli påmint på hvilke trekk som er ønskelig i omsorgsyrker og om det påvirker deres tilhørighet til valgte utdanningsretning. Denne studien ønsker derfor å være et bidrag til å avdekke årsaker til at færre menn velger en utdanning innen omsorgsyrker som sykepleier og barnehagelærer, og for å skape en bevisstgjøring på de holdningene som finnes i samfunnet knyttet til kjønnsnormer og forventinger til menn og kvinner.

-
- Jeg samtykker til at innsamlet materiell kan brukes til analyse for dette prosjektet og jeg vil være med i lotteriet.
 - Jeg samtykker til at innsamlet materiell kan brukes til analyse for dette prosjektet og jeg vil ikke være med i lotteriet.
 - Jeg samtykker ikke til at innsamlet materiell kan brukes til analyse for dette studiet og vil at alt materiell skal bli destruert. Jeg vil fortsatt være med i lotteriet.
 - Jeg samtykker ikke til at innsamlet materiell kan brukes til analyse for dette studiet og vil at alt materiell skal bli destruert. Jeg vil ikke være med i lotteriet.

**Appendix 2 – Ethical Approvals from the Internal Board of Ethics at Institute of
Psychology at UiT The Arctic University of Norway**

Sarah Martiny
Department of Psychology
UiT - The Arctic University of Norway

Ethical evaluation of research project

Dear Sarah,

Your application concerning your research project "*Masculinity threat and misfit of men studying communal occupations*" has been evaluated and approved by the Department of Psychology's internal research ethics committee (IPS-REC) based on the received information. Our approval is conditional on approval from Norsk senter for forskningsdata"(NSD).

on behalf of the Committee



Matthias Mittner
Chair of IPS-REC

—
research-ethics.ips@uit.no

Kopi sendt: John Vegard Bjørklund

Appendix 3 – Ethical Approval from the Norwegian Centre for Research Data (NSD)



[Meldeskjema](#) / [The experience of masculinity threat in men studying in communal oc...](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer

740138

Vurderingstype

Standard

Dato

30.06.2022

Prosjekttittel

The experience of masculinity threat in men studying in communal occupations

Behandlingsansvarlig institusjon

UiT Norges Arktiske Universitet / Det helsevitenskapelige fakultet / Institutt for psykologi

Prosjektansvarlig

Sarah E Martiny

Student

Ingvild Marie Hansen Lund

Prosjektperiode

01.07.2022 - 30.06.2023

Kategorier personopplysninger

Alminnelige

Særlige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Uttrykkelig samtykke (Personvernforordningen art. 9 nr. 2 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 30.06.2023.

[Meldeskjema](#)

Kommentar**OM VURDERINGEN**

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige personopplysninger, særlige kategorier av personopplysninger om seksuell orientering frem til 30.06.2023.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

For alminnelige personopplysninger vil lovlig grunnlag for behandlingen være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.

For særlige kategorier av personopplysninger vil lovlig grunnlag for behandlingen være den registrertes uttrykkelige samtykke, jf. personvernforordningen art. 9 nr. 2 bokstav a, jf. personopplysningsloven § 10, jf. § 9 (2).

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen:

- om lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet.

DE REGISTRERTES RETTIGHETER

Vi vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

Ved bruk av databehandler (spørreskjemaleverandør, skylagring, videosamtale o.l.) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

For å forsikre dere om at kravene oppfylles, må prosjektansvarlig følge interne retningslinjer/rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilken type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fulle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

Vi vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

