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Take the Lead: A Phenomenological Exploration of Male College Student Leadership and Masculinity

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TAKE THE LEAD: A PHENOMENOLOGICAL EXPLORATION OF MALE
COLLEGE STUDENT LEADERSHIP AND MASCULINITY

A thesis

Presented to

The School of Social Sciences, Education & Business

Department of Higher Education and Student Development

Taylor University

Upland, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Higher Education and Student Development

by

Peter Howard Carlson

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**Higher Education and Student Development
Taylor University
Upland, Indiana**

CERTIFICATE OF APPROVAL

MASTER'S THESIS

This is to certify that the Thesis of

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Take the Lead: A Phenomenological Exploration of
Male Student Leadership and Masculinity

has been approved by the Examining Committee for the thesis requirement for the

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Abstract

Male students in higher education pursue involvement and leadership opportunities less than female students. Though leadership in college has many benefits for development, many campus professionals seek ways to encourage more male involvement in leadership. The purpose of this research was to explore male college student leadership and the factors that motivate them to pursue cocurricular leadership. The study also discusses impact of their perception of masculinity on their leadership. A qualitative, phenomenological approach was used to listen to the experiences of nine participants. All participants attend a Christian liberal arts institution in the Midwest and reflected a variety of factors that influence men toward pursuing leadership. Tension in masculinity was expressed but also suggests that leadership experiences can impact one's perception of masculinity.

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Chapter 1

Introduction

Student development literature highlights the beneficial role that extracurricular participation has on the development of college students, and extensive literature supports the meaningful and developmental impact of experiencing leadership in college (Astin, 1999; Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Logue, Hutchens, & Hector, 2005; Shim, 2013). As students navigate the transition to college, they encounter a multitude of opportunities for involvement and leadership. Male college students, however, are outnumbered by women participating in most extracurricular programs and community service organizations and in holding leadership positions (Case, 2011; Cho, Harrist, Steele, & Murn, 2015; Conger & Long, 2010). Program directors often express a need for more male involvement and wonder why men lack participation in the opportunities offered by their departments.

Astin's (1984) theory of student involvement suggested greater involvement leads to greater learning in college. According to the theory, involvement refers to the amount of physical and psychological energy devoted to the college experience. Many curricular and cocurricular activities can contribute to a student's level of involvement, including time studying, participating in student organizations, and interacting with faculty members outside of class. Kuh (2003) also discussed the educational benefits of intentional engagement in the college experience, suggesting that "the more students

study a subject, the more they learn about it” (p. 25). This applies to nearly all areas of the student experience in college, from reading and writing to faculty interaction and social activities. All of the educationally productive activities to which students devote themselves contribute to fostering habits that contribute to continuous learning and personal development after college.

Holding leadership positions in student organizations or other outlets on campus can contribute strongly to student development in college (Astin, 1984; Dugan, 2006; Logue et al., 2005). However, women outpace men in their pursuit of leadership opportunities in many campus organizations or clubs (Dugan, 2006; Sax, 2008). Some studies suggest this shift results partially from a change in paradigms of leadership from an industrial paradigm to a post-industrial paradigm; research also suggests women possess an advantage over men when leadership is defined in the post-industrial paradigm (Dugan, 2006; Logue et al., 2005). The industrial paradigm, as defined by Rost (1993), focused primarily on an individual as a leader who commanded, controlled, and held authority and managerial power. Leadership in the post-industrial paradigm is characterized by collaboration, process-orientation, and non-coercive influence and transformation (Rogers, 2003; Rost, 1993).

Scholars have examined the effect of gender on student participation in many areas of higher education (Case, 2011; Dugan, 2006; Harris & Edwards, 2010; Harris & Struve, 2009; Sax, 2008; Shim, 2013). Numerous studies show a gap in participation numbers between male and female students in many areas, including academic focus and motivation, leadership positions, judicial proceedings, and social activities (Brouse, Basch, LeBlanc, McKnight, & Lei, 2010; Conger & Long, 2010; Dugan, 2006; Harris &

Struve, 2009). Many of these studies have been conducted through quantitative approaches. Fewer studies, however, have sought to explore the personal, lived experience of male college students who do pursue leadership. Scholars have suggested a need for inquiry into the perspective that male students involved in educationally beneficial activities and leadership can bring to the problem of male involvement in higher education (Harper, 2005; Shim, 2013).

Problem Statement

Despite the social and developmental benefits to involvement and engagement in college, male students have enrolled in gradually lower numbers across higher education since the 1970's. To fulfill effectively the missions of higher education institutions and maintain standards in the field of higher education, institutions must be equipped to respond to trends in their student body. Faculty and staff need to know the culture of their student body and how best to provide opportunities for maximum development for both male and female students. The results of this study can give the specific perspective of male student leaders and provide practitioners with insight into what factors motivate them to hold leadership. In turn, this perspective can enhance programming and educational opportunities to improve the statistics about men falling behind in higher education (Grasgreen, 2013). Researchers have expressed a need for further scholarship on both student motivation and the gendered male experience from a qualitative perspective (Harper, 2005; Logue et al., 2005; Shim, 2013). The results of this study contribute to the limited body of literature on this topic from a qualitative perspective and can inform practice about how to implement meaningful experiences for men to experience in leadership.

Purpose and Research Questions

While there has been much research conducted on motivation for leadership among college students, there is limited scholarship from a qualitative perspective of male students. Knowing the experiences of college men on campus can equip educators with the knowledge and abilities to respond effectively to, work with, and serve the men on their campus. This research sought to expand the body of literature on the male student experience in higher education and specifically focused on the motivations and experiences of male student leaders in their pursuit of leadership. The following primary research questions guided this study:

1. What motivates male college students to pursue cocurricular leadership opportunities?
2. How does a male student's perception of masculinity impact his leadership?

Chapter 2

Literature Review

The purpose of this study was to explore the motivation of male students in pursuing campus leadership opportunities and better understand how a student's perception of masculinity impacts his leadership. While it is beneficial to grasp the essence of the current status of male students in American higher education, it is also valuable to have a more complete understanding of what is known about what motivates students toward leadership. These components are considered with a broad overview of existing literature on motivation, student leadership in college, male student involvement, definitions of masculinity, and a review of positive examples of male campus involvement.

College Student Motivation

Motivation is a pertinent factor in student learning. Maehr and Meyer (1997) defined motivation as the personal investment an individual has in taking action toward a desired state or outcome. This investment can be measured by the direction, intensity, persistence, and quality of the actions taken toward the goal or outcome. Ryan and Deci (2000) distinguished between extrinsic and intrinsic motivation: intrinsic behaviors are performed out of one's sense of self and interests to satisfy personal need for competence or autonomy, while extrinsic refers to behaviors executed because of their instrumental importance to a certain outcome or because of an external reward or pressure. Their

research demonstrated that quality of experience and performance can vary depending on the extrinsic or intrinsic motivation of their behavior.

Chan and Drasgow (2001) introduced several frameworks upon which to conduct research related to leadership motivation and found that motivation to lead (MTL) can be categorized according to three factors: affective-identity MTL, demonstrated by students who enjoy leading and view themselves as leaders; social-normative MTL, shown by those who view leadership as a social duty or obligation and have high self-efficacy; and calculative MTL, shown by students motivated by external factors, such as building a resume. Different types of motivation can have an impact on what students learn, how they describe their experience, and what overall attitude they hold about the experience.

Need for further study of motivation to lead. Extrinsic motivation correlates with less desirable learning outcomes than intrinsic motivation, as intrinsic motivation has more potential to result in higher quality learning, experience, and performance (Ryan & Deci, 2000). In a recent study, male students demonstrated more extrinsic motivation, motivated by calculated benefits and rewards, and did not demonstrate significant intrinsic motivation or social obligation in pursuing leadership in campus programs (Cho et al., 2015). Understanding motivation to lead in students can help to predict future leadership potential and behavior, and developing self-efficacy in leadership proves critical in helping students continue to develop motivation to lead (Chan & Drasgow, 2001; Cho et al., 2015).

Kark and Van Dijk (2007) suggested that little research has focused on motivation for leadership. Other researchers have expressed the need for further qualitative inquiry into the motivation for leadership, suggesting that “researchers especially need to situate

this exploration in the contexts that the students ‘naturally’ experience” and claiming that standard questionnaires and inventories may not be the only, or preferred, method of conducting research (Maehr & Meyer, 1997, p. 393). The factors that motivate students to learn shape their acquisition of skills and construction of knowledge, and thus motivation lies at the heart of what learning is about. Given the current status of male college student engagement, understanding what factors motivate them toward leadership is vital to maximizing their opportunities for learning, growth, and development.

Leadership in College

Competent leadership is necessary for research innovation and advancing society to new levels of exploration, industry, and citizenship. Society needs leaders who are competent in their leadership and citizenship and calls on institutions of higher education to educate and equip students to fulfill those capacities (Sternberg, 2007). A core value of many American institutions of higher education is a commitment to developing and producing graduates who are effective leaders in society (Council for the Advancement of Standards, 2009; Cress et al., 2001). Institutions can create opportunities for students to foster leadership competency in themselves through various curricular and cocurricular programs. Astin and Astin (2000) expressed the need for institutions to equip students as effective leaders:

If the next generation of citizen leaders is to be engaged and committed to leading for the common good, then the institutions which nurture them must be engaged in the work of the society and the community, modeling effective leadership and problem solving skills, demonstrating how to accomplish change for the common good. (p. 2)

If students do not participate in developmental opportunities offered in college, institutions cannot measure up to standards set by the field. Researchers have suggested the need for intentional, transformational leadership development in both the academic and extracurricular settings (Astin & Astin, 2000; Cress et al., 2001; Logue et al., 2005; Sternberg, 2007). Additionally, scholars have highlighted the power of cocurricular activities in developing leadership ability in students (Dugan, 2006; Shim, 2013). Cress et al. (2001) found that students who participate in leadership development efforts grew in specific leadership skills, such as goal setting, decision making, and conflict resolution skills, as well as increased civic responsibility, multicultural awareness, skill development, and personal and societal awareness.

Student experiences in leadership. Beyond the educational and developmental benefits of leadership in college, research suggests that holding an office, filling a position of responsibility within an organization, or maintaining active status in extracurricular organizations has significant impact on the magnitude and richness of a student's personal, lived experience in an institution. Students' overall satisfaction with their college can be enhanced because of these kinds of experiences (Logue et al., 2005). Experiences in leadership education and programs affect the outcomes of college and leadership capacity for students, and all students who engage in training can improve their skills and knowledge. Thus, all students have the potential to be leaders.

Scholars have suggested three elements critical to effective leadership development: opportunities for service, experiential activities, and active learning through collaboration (Astin et al., 1996; Cress et al., 2001; Logue et al., 2005). Regardless of the organization in which a student leads, serving in these roles allows

students to interact with others and to develop and improve new skills (Miles, 2011). In a qualitative study on the subjective experience of college student leaders, participants expressed positive experiences in leadership, describing how they learned to motivate others, work together, and manage responsibility alongside class, and they recognized that the benefits outweighed the costs associated with their roles (Logue et al., 2005).

The social change model of leadership development. A large body of literature on college student leadership development is based in Astin's Social Change Model (Astin et al., 1996). In this model, the researchers defined a leader as a person able to effect positive change for the betterment of others, the community, and society. Leadership, on the other hand, is a process of "collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect common change" (p. 16). The model has two primary goals: developing self-knowledge and developing leadership competence. According to the model, eight core values contribute to effective leadership development in students: collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, and citizenship, with an overarching theme of change. These constructs emphasize the personal and interpersonal components of leadership.

A growing number of researchers have considered the effects of gender on leadership style and capacity. Using the Social Change Model, Shim (2013) sought to examine leadership styles of college men and women and inquired about differences in how men and women score on the eight core values of the model. This study showed that, among college students, women outscore men on all eight core values of the Social Change Model. In a similar study, Dugan (2006) found statistically significant

differences across six of the eight constructs. Even after their first full year in college, men showed less development in those values. Shim's (2013) study showed that women may have an advantage in leadership, as women scored higher in their ability to lead collaboratively. Dugan (2006) found a need for increased values-based leadership training and exploration for college men, specifically giving attention to involving more men in programs that focus on training, education, and development.

Male College Students and Masculinity

Many foundational student development studies involved participants who were predominantly white, middle-class, heterosexual college male participants. Much of the critique of these classic theories is based in their lack of female and minority group participants; the research lacked a gendered lens (Laker, 2003; Harper & Harris, 2010). Laker (2003) suggested that, although these studies included men as participants, the results of those studies "cannot capture the gendered nature of identity development, for men or for women" (para. 2). Scholars have explored the meaning of masculinity in the lives of college men and suggested the need for improving men's ability to make meaning of their masculine identity (Harris & Struve, 2009). Today's male college student lives in a complex world (Kimmel, 2008). Research suggests a need for further study of the gendered experience of men and their identity, as well as how to foster in young men healthier understandings and expressions of masculinity (Harris & Edwards, 2010; Kimmel, 2008; Laker, 2003).

Defining masculinity. Defining masculinity is necessary to begin to develop an understanding of how to guide male students through their own development. Harris and Struve (2009) defined masculinity as a "socially constructed identity that encompasses

the attitudes, beliefs, and behaviors that are culturally associated with men” (p. 3). Often, cultural definitions of masculinity are communicated as hegemonic or aligned with definitions of masculinity held by culture at large. Hegemonic masculinity is often characterized by homophobic behavior and a sense of dominance and superiority over women (Harris & Edwards, 2010).

Kimmel (2008) discussed the nature of the world in which young men grow up: “Today’s young men are coming of age in an era with no road maps, no blueprints, and no primers to tell them what a man is or how to become one” (p. 42). This concept of young men trying to navigate their development is representative of studies researching how males develop and come to define their masculinity during the college years (Edwards & Jones, 2009; Harper & Harris, 2010; Harris & Struve, 2009). Davis and Laker (2004) suggested that at the heart of this problem is a lack of adequate understanding of male identity development. They suggest that, because educators do not fully understand male identity development, men on campus lack the opportunity to engage in their personal development in college to their full potential.

Student perspectives of masculinity. Students surveyed by Edwards and Jones (2009) felt they had to put on their “man face,” a mask incongruent with their true self (p. 214). Apparently, this sentiment resulted from expectations to fit within the societal-prescribed definitions of being a man. This phenomenon, beginning in childhood, is reinforced throughout a man’s life, becoming second nature and increasingly difficult to remove. In their studies of how men experience their masculinity, Harris and Edwards (2010) found that young men saw hegemonic masculinity as a detriment to their own

personal development and the important people in their lives, which left them with a sense of feeling inauthentic and disconnected from their true identities as men.

To respond better to college men today, research has begun to explore male gender identity development and suggests better care and guidance of men by student development professionals. In recent years, researchers have examined best practices of how to support men as they process their masculine identity and how this processing plays out on campus (Harris & Struve, 2009). Davis and Laker (2004) suggested educators must avoid being “seduced into believing that past theories of human development already tell us what we need to know about men’s development” (p. 50) but understand the social construct of masculinity and the pressures men feel to conform to those standards.

If college men can understand why they feel a lack of congruency between their inner sense of masculinity and external behavior, they will recognize the role masculinity plays in their experience. Men often experience a process of learning societal expectations of masculinity that requires them to put on a mask and perform masculinity to be accepted by peers (Edwards & Jones, 2009). Exploring their masculinity and the expectations they feel allows them to remove the mask, experience more enriching peer relationships, and become more like the men they wanted to be. Through discussions with each other and in groups of other men, male college students can better understand the role of masculinity in how they behave and engage the world around them.

College Male Involvement

Areas of campus involvement. Across the spectrum of student engagement research, scholars cite concerning trends among college males, noting a decrease in male

involvement on campus, a majority presence in campus judicial offenses, and a need for better programming directed toward men (Edwards & Jones, 2009; Harper & Harris, 2010; Laker, 2003). In recent years, a discussion has arisen regarding a crisis among males in higher education (Kimmel, 2008; Laker, 2008). For several decades, men have been in the minority on college campuses across the country, and the gap in campus enrollment continues to widen between males and females (Case, 2011; Conger & Long, 2010). Despite the amount of literature pointing to the benefits and lasting effects of campus involvement, men show less interest and engagement in nearly all areas of the college experience (Edwards & Jones, 2009; Lipka, 2010; Ludeman, 2004). Male students are often underrepresented in positive involvements and overrepresented in negative activities like violent crime or campus judicial proceedings (Harper & Harris, 2010; Hong, 2010; Ludeman, 2004).

Research supports the benefits of cocurricular participation during college (Astin, 1999; Laker, 2008; Sax & Astin, 1997). Light (2001) found evidence that completing an internship, interacting with faculty, participating in community service, working with diverse groups of people, and studying in groups all positively affect the college experience. Despite these built-in opportunities, many men do not feel the need to be involved, nor do they place value on campus engagement, seeing college only as a means to a job: "If I'm here to get a degree, why are you talking to me about involvement?" (Sander, 2012, para 15). This attitude highlights a need for educators to find ways to help students recognize the importance of their own development. Students involved on campus rarely feel they have missed out on opportunities but instead wish they had been involved in more activities earlier in their time on campus (Harper, 2005).

Positive examples of male involvement. Not all male students lack initiative to find opportunities for involvement and leadership; some demonstrate high levels of involvement and find great meaning in their cocurricular participation. In a study of high-achieving African-American male students, Harper (2005) found the following:

. . . high achievers initially chose to join organizations because older African Americans reached out to them when they were first-year students. They later chose to pursue and accept various leadership positions to repay their debt to those who had earlier encouraged them to devote their time to positive experiences and become good citizens in their campus communities. (p. 10)

Many students in this study expressed higher satisfaction with their university overall when they demonstrated high levels of involvement on campus. Harper and Harris (2010) concluded that, although these men could help contribute to a more engaged male culture on campus, they are rarely consulted as models for studies on educational practice. Positively engaged male students can be a valuable resource to inform practice.

Anderson (2008) studied men in a fraternity who expressed what he called inclusive masculinity, which is predicated in “the social inclusion of those traditionally marginalized by hegemonic masculinity” (p. 606). He found these students more responsive to minority groups and women and saw greater development experienced by many members of the fraternity. The chapter held the highest collective grade point average, ranked first in athletic competition, and appeared one of the most successful fraternities on campus. Exploring the perspectives of positively engaged male students like such as these study participants can help promote the impact of healthy perspectives of masculinity as it relates to campus involvement.

Summary

This review covered several realms of literature related to male student involvement. First among the key findings is that motivation is critical to learning and serves as a significant factor in pursuing leadership opportunities (Maehr & Meyer, 1997). Second, experiencing leadership can have significant impact on one's personal development process as well as overall satisfaction in college. Finally, some male college students lack understanding about healthy masculinity and, as a group, are underrepresented in educationally beneficial activities. Male college students have fallen behind in enrollment, participation, and extracurricular engagement in American higher education. Several researchers have suggested further study into motivation (Dugan, 2006; Maehr & Meyer, 1997; Shim, 2013), qualitative inquiry into student experiences of leadership (Logue et al., 2005), and exploration of what productively engaged males can teach researchers about educational practice (Harper & Harris, 2010). The current study explored what factors motivate male students to pursue leadership and the role their perception of masculinity plays in their leadership.

Chapter 3

Methodology

Research Design

The purpose of this study was to explore the phenomenon of male student leadership on a college campus, which utilized a qualitative, phenomenological approach to find the essence of the expressed motivation and experience of male student leaders on a small, liberal arts campus.

Creswell (2013) defined qualitative research as a design approach that begins with assumptions that “inform the study of research problems addressing the meaning ascribed to a social or human problem” (p. 44). This approach explores a problem and develops a more detailed understanding of a central phenomenon experienced by a group of people (Creswell, 2012). Rather than seeking measurements or explanations, qualitative research focuses on the fullness of an experience and searches for meaning, or the essence, of a group (Moustakas, 1994).

For this study, a phenomenological approach was used to gain insight into the perspective of male college students in what motivates them to pursue involvement in co-curricular leadership. Phenomenological research seeks to gain a deep understanding of how participants experience a phenomenon rather than simply finding more precise ways of understanding how something works (Vagle, 2014). In phenomenological research,

data is often collected through one-on-one interviews, which can provide freedom for an individual's expression of personal richness and depth of experience (Creswell, 2013).

Context

This study's participants were purposefully selected from a private, faith-based liberal arts institution in the Midwest. The institution has an enrollment of about 1,900 students with a faculty-student ratio of 13:1. Enrollment is 43% male and 57% female, with 17% minority students. In the 2015-2016 academic year, 43 states and 30 countries were represented in the student body. The campus culture places strong emphasis on student development and highly encourages involvement in campus programs. This Christian liberal arts institution emphasizes whole-person development, seeks to integrate faith and learning, and cultivates servant leaders with a lifestyle of service toward others.

Procedures

The current study utilized individual one-on-one interviews to gather data about the personal experiences of male students' leadership and masculinity. After obtaining approval from the institutional review board, the researcher sought the assistance of student development faculty, athletic coaches, and other cocurricular supervisors at the institution to identify potential participants. Emails were sent to faculty and staff, requesting them to identify male student leaders in their functional areas they thought could provide insight into the phenomenon.

After collecting names of potential participants, the researcher sent individual emails to students, requesting their voluntary participation in the study. A pilot interview was conducted to test the protocol and receive feedback. In total, nine students agreed to participate in the study, and the interviews were scheduled via email. These interviews

were semi-structured, allowing for clarification and follow-up questions from the researcher. Interviews took place in a neutral setting and lasted between 21 and 50 minutes. During each interview, the researcher used a digital audio recorder and took supplemental notes to enhance the data collection and transcription process.

Data Analysis

Recorded interviews were transcribed and coded for themes that emerged and for a description of the participants' experiences. Analysis followed the procedure outlined by Creswell (2013), developing a textual and structural description of the experience. Textual descriptions are verbatim examples from individual experiences of the explored phenomenon. Structural definitions include descriptions of how participants experienced a phenomenon (Moustakas, 1994). These textual and structural descriptions inform the overall essence of a phenomenon and how it is experienced. To ensure validity, triangulation was employed to find congruency among themes. Triangulation increases validity by using multiple sources, such as peer reviewers, to verify evidence and ensure accuracy in identifying emergent themes. Member checking was also employed, giving participants an opportunity to check the accuracy of the findings (Creswell, 2012).

Summary

This study sought to explore what motivates male college students to pursue cocurricular leadership in campus, and how their perception of masculinity informs their leadership. By listening to the voices of men in leadership, researchers and practitioners can learn from these personal stories and experiences. The researcher hopes that the results of this study can inform knowledge and practice in serving men on campus and encourage their involvement and development through leadership.

Chapter 4

Results

The results of this study are presented in three main themes that emerged through interviews with the nine participants. Each theme relates to leadership, masculinity, or both. Themes of motivating factors for leadership, perception of masculinity, and the connection between masculinity and leadership emerged from the data. Several sub-themes also emerged and are discussed below in the context of each theme.

Motivating Factors for Leadership

Participants described many factors that motivated them to step into leadership. Most prevalent in the data were a love for community, the influence of mentors and leaders, the impact of fathers, having a vision for leadership, practicing for future leadership, the personal impact of leadership, and servant leadership.

Love for community. Leading out of a deep love for their community was a motivator for eight of nine participants. When thinking about their reasons for leadership involvement, interviewees expressed feelings of deep joy and gratitude for the ways in which their floor, team, or institution impacted their experience and sense of belonging in their community. Participant 9 described becoming a leader due to caring “deeply about that community. And I wanted to take a position of leadership to both help maintain and push growth in that community, and felt that maybe I could do that well. And that, I

really pursued that.” In turn, this felt care led to a desire to be part of continuing that sense of community and inclusion for others.

Influence of mentors and leaders. Participants reflected the importance of mentors and leaders in their lives, as these people played a significant role in taking the first step toward leadership. Mentors and other leaders not only encouraged the participants to apply for leadership roles but also spoke to leadership potential they saw in them. Sometimes, these mentors and leaders were direct supervisors, but, for several participants, that person was an older peer in their community. These people took time to challenge these students and helped the participants think about how to do more than just participate, fill a job, or complete tasks. Rather, they encouraged them to step into a community, embody leadership, and help to create a new culture. Participant 3 shared a significant experience in which a leader had this impact on him:

When I took that position, my [supervisor] really challenged me [that it was] more of a culture-setting role. He said things like ‘I can teach a lot of people to [do the role], and that’s not why I wanted you to be in this’, and so seeing that shift of perspective from kind of like being able to fill a task . . . to shift a culture.

The influence of mentors and leaders not only came through encouragement to step into leadership but also in specific ways leaders and supervisors spoke leadership into the lives of participants. Many talked about the ways leaders and mentors told them they had leadership potential, which contributed to why they have pursued leadership in college:

Ever since I was little, even my elementary school teachers told my parents, ‘you’re a leader; you have influence’. I was like, what does that mean? What if I don’t wanna be? So I think I kind of grew up with that. And as I’ve gotten older,

and especially here at school, I have developed a passion for leadership and influence.

Other participants talked about the ways older peers, such as a resident assistant and a resident director, intentionally approached them about applying for leadership positions. For Participant 1, such an experience encouraged him and gave him “the last jump into the pool of leadership.”

Impact of fathers. Five of nine participants expressed the ways in which their father encouraged them to pursue leadership or were the example the students wanted to follow in leadership. Most expressed positive ways in which their fathers impacted their leadership. Participant 9 reflected sentiments of close connection and encouragement that came from his father as he grew in leadership:

It goes back to my relationship with my dad. I’m really close to my dad, [and] leadership is what my dad is about. [He has always been] a model of that. He strives to embody what a good leader is, not just someone who’s after the money or respect, or whatever. That’s something I’ve always wanted to go after.

Though there were significant elements of positive father-son relationships impacting leadership, Participant 8 specifically mentioned his father’s absence as the training ground for leadership for him. After the death of his grandfather, he came to see himself as the patriarch of the family. As a result, leadership in college was a natural step: “I’ve been groomed for a long time for this leadership over the course of my life in big ways, and been making big decisions for a long time when I wasn’t an adult yet.” Whether present or absent, the fathers’ impact on the lives of their son proved significant.

Having a vision for leadership. When asked about their reasons for involvement in leadership, eight of nine participants talked about observing the need for someone to step up to lead. Some leaders were needed to establish a new direction and some to continue moving in the direction previous leaders established. Participant 3 mentioned, “I saw a vacuum of leadership; my [resident assistant] was a really great guy, but as far as leading and setting a tone for culture, that wasn’t really there; that was something that I saw was needed.” Other participants simply had a desire to step in and lead the community forward. Participant 1 had a strong sense of direction as he stepped into leadership: “My idea of where I wanted [my floor] to head, that kind of inspired [pursuit of leadership].” In addition to poor examples of previous leaders and holding previous positions of leadership, participants expressed an ability to see a bigger picture than the present, with a vision for future potential in their hall or in their community.

Practice for future leadership. The majority of the participants discussed their pursuit of leadership as a necessary step toward leadership in the future. Thinking ahead, they considered these positions as essential components in preparing them for lifelong leadership. Participant 7 suggested, “There’s not gonna be this time to develop who I am as a leader - once I get it, I’m in. Trial by fire, in a way.” Many participants saw the benefits that previous leadership experiences had on their current experience leading. Several expressed that the success they experienced in their current role came from the ways they had practiced in other roles, which allowed them to see how their leadership now was beneficial for the future. Participant 4 said, “Leaders don’t just become good leaders by chance I think, it’s preparation from the habits and hard work they’ve developed.”

Opportunity for learning. All nine participants reflected on what their leadership roles taught them and their significant impact on their personal development. Opportunities in leadership broadened their knowledge of leadership, boosted their confidence, and challenged them to think differently in a variety of ways. Participant 9 said his leadership experiences have given him a “profoundly different view on . . . so many things that I had to engage with because that’s what was talked about in a meeting. . . . increased exposure to important things, and doing it in a really healthy environment.” All participants talked about learning the responsibility of leadership and emphasized it as more than just a title within a community of people: “As much as it is a leadership role, it is much more a learning role” (Participant 5).

Eight participants discussed the manner in which their roles expanded their soft skills and emotional intelligence. Participant 6 mentioned his leadership has “developed my kind of sense of empathy for people. It’s hard to lead people if you don’t know where they’re at and how they’re feeling, and how they feel in response to things you do.” Other results of leadership mentioned included increased self-awareness, embracing failure, practicing humility, time management, and a deeper understanding of leadership.

Servant leadership. Servant leadership emerged as a recurring theme motivating participants to lead. Eight participants mentioned the desire to lead for the benefit of others, setting others up for success, including followers in decision-making, and listening to the needs of constituents. Throughout the research interviews, there appeared a general sense of desiring to place the people they lead before themselves: “I see it as a way of serving the guys on [my floor]. Not to boss people around and have my way,” said Participant 6.

Additionally, eight participants felt responsible to follow the example of their previous leaders and lead in a way that provides a great experience for others. Others sought to lead in the opposite direction of previous leaders because of negative experiences. Participants wanted to shift the culture through their leadership so that “people feel at the very least in some direction that they’re being known and loved” (Participant 3). Participant 4 wanted to pass along his experience because “I realized my experience through the first year was pretty big in my adjustment to college life. I wanted to take some of the experiences I had and help facilitate those for other people.”

Perception of Masculinity

Participants expressed a strong connection in their identity to their masculinity but did so in various ways. Eight of nine participants struggled to understand or describe their perception of masculinity. Some participants felt they lacked the right language for defining masculinity or did not want to say anything that might sound politically incorrect. Sub-themes of the impact of fathers, confusion or tension in understanding masculinity, and a difference between cultural and personal masculinity emerged.

Impact of fathers. Fathers inherently provide an example or model of masculinity, just by their presence (or lack thereof) in the lives of their sons. Six of nine participants specifically mentioned their father’s role in their perception of masculinity. Whether they want to emulate their father or embrace different elements of who they see their father to be, participants expressed a desire to “be like the man in my life” (Participant 5). Participant 9 said he defines masculinity based on his father:

I see my dad as an extremely masculine human being. He is a business executive, he’s 6’2”, peppered hair, beard, wears suits and tie all the time, is a handyman,

um, and works harder than anybody I know. And so, I grew up very much, like this idea that to be, to work harder than everybody else, and to be successful, and to provide, is the “man” thing to do.

The ways in which their father provides for the family, fixes mechanical and relational problems, and leads at work, in the church, and at home all influenced the perceptions of the participants of this study.

Confusion and tension in knowing and understanding masculinity. In response to the question “How would you define masculinity?” all but one participant had difficulty in providing a clear definition to express what it meant to them. Expressions of confusion, lack of clarity, or a desire to further explore the topic prior to answering the question emerged. For example, Participant 3 expressed that “when I think of the word masculinity, I think of what the American culture defines what being a man is. Um, that . . . That’s the connotation I have with that word, but I don’t know what it means.” Other participants said they “don’t really have a good definition of that” (Participant 7) or “I don’t know, that’s such a big question. You’re gonna get me thinking on this for the rest of the week” (Participant 1).

At least once during every interview, the participant expressed doubt in his answer, spent significant amounts of time thinking of a response, or let their answer drag on and linger, suggesting they did not feel satisfied with the definition they provided or felt it was incomplete. After asking the last question of the interview, Participant 7 said, “I think I need to start thinking about, or putting words into what is masculinity because I might get asked that later on in life. Probably be good to know that.” As participants

completed their interview, many expressed a desire to continue thinking about their masculinity and work toward a more complete understanding of what it means to them.

Difference between cultural and personal expression of masculinity. Despite the lack of clarity and definition in their perception of masculinity, participants could articulate a mental picture of what traditional masculinity looks like. They mentioned themes of stoicism, working out, lacking emotion, being a natural leader, and some made reference to an “authoritarian drill sergeant.” All participants who described what they saw as the societal view of masculinity communicated a desire to express their masculinity differently: “It would suck to lead completely like that. Also [that] doesn’t work in really anything other than the military” (Participant 3). Others felt the same way, wanting to work toward expressing masculinity in leadership in a more inclusive way, making room for other points of view. Participant 3 articulated:

So that working definition of masculinity that I gave, I see that as kind of an inherently negative thing, so I tend to lead in a way that tries to push back against it, even though some points, at some points my culture overrides myself, even though I don’t want to listen to it.

Participants viewed the cultural perception of masculinity as “a bit of a caricature.” Instead, they felt the responsibility to embody a more complete understanding of their masculinity, despite not fully knowing how to verbalize what that might look like.

Masculinity and Leadership

Participants discussed the impact of leadership on their perception of masculinity more often than they discussed their perception of masculinity’s impact on their leadership. The connection between leadership and masculinity, the restructuring of

masculinity, and a desire to move beyond traditional masculinity emerged as sub-themes under leadership's influence on masculinity. The theme of desiring to move beyond traditional masculinity was not as frequently mentioned but merits inclusion because of the depth of expression by participants who talked about it.

Connection between leadership and masculinity. Only one participant expressed the ways in which his perception of masculinity impacted his leadership: “Being a man, I’ve been given that responsibility . . . and I think it is biblical again, but I think culture and how we live promotes that and need to be that” (Participant 2). When participants thought about the connections between leadership and masculinity, five of nine participants saw an explicit connection between the two because of how they viewed masculinity as a large part of their identity. Participant 6 said, “I think my identity as a leader is in some way tied to my masculine identity, just cuz like, for me . . . masculinity has this kind of flavor of leadership to it.” Others felt there were ways in which masculinity shapes not just how they lead but how they live: “I think it impacts how I live every aspect of my life, including leadership” (Participant 9).

Restructuring masculinity. An interesting observation from five participants was the way in which their leadership roles led them to reconsider or reconstruct their masculinity. Participant 7 specifically said that his leadership role impacted him because “I think it’s given me a different sense of what it means to be a male leader. . . . It’s my personality more than my gender in my opinion. And that’s becoming more apparent everywhere you look.” Others discussed topics of wanting to lead in ways that include diverse opinions and to provide space to “fight for more equality, or even just take a step

towards that” (Participant 3). Working in a residence hall with other men helped some participants see a broader range of personal masculinities of their peers:

learning that my ideas of masculinity, we each had different ideas of that, executed differently and see how they work to success. . . . It’s kind of changed and I can think of different leaders who would seem masculine or feminine and how different aspects of them were really intentional. (Participant 1)

In the process of restructuring their masculinity, six participants mentioned the impact of mentors, supervisors, and other leaders in challenging them to reconsider their perception of masculinity. Through those people, participants learned new skills they perceived to traditionally be non-masculine. Learning to lead out of feeling, rather than just logic, and becoming more in tune with their frustrations and emotions while leading were mentioned. Participant 3 said the things he learned were concepts and skills he “always wanted to use, but like, I never really had until I had supervisory relationships that would push for that.” Every participant who expressed the impact of leaders and supervisors on restructuring their perception of masculinity spoke with great appreciation toward both male and female supervisors who challenged them to do so. Participant 9 spoke especially highly of these influences:

Those two men alone . . . talk about two guys who, they engage with this topic of masculinity in a very unique and different way than I have ever encountered before. And I think I owe [how I now perceive masculinity] to them.

The six participants with supervisors and mentors who challenged their perception of masculinity held a more complete view of masculinity and appeared more comfortable

with the tension of their perception of masculinity than participants who did not mention the impact of leaders on their masculinity.

Desire to move beyond traditional masculinity. Four participants expressed commitment to lead in an inclusive way, working against traditional models of masculine leadership and engaging in conversations that lead to awareness of male privilege and increased empathy. Separating themselves from needing to be “the guy in charge” seemed important goals for participants, who sensed that recognizing and growing in their awareness of their masculinity would be good for themselves and the people they lead. At the end of the interview, Participant 3 came to a new realization of restructuring his masculinity and how that can shape his leadership in classes, with supervisors, and in everyday conversations: “Deconstructing my masculinity has made me a better leader.”

Though the desire to move beyond traditional masculinity was not mentioned as frequently in the data, it is a valuable theme. Despite only four participants expressing that desire, those who did talk about the impact of leadership on masculinity did so with appreciation, increased understanding of themselves and their identity as leaders and men with a variety of expressions of their masculinity, and an intentionally inclusive approach to leadership. Many were still processing the connection between their leadership and masculinity but expressed appreciation for the ways the interview caused them to think about their masculinity ways in which they had not previously considered.

Conclusion

Both factors for leadership emerged among all participants of this study. Significant themes were love of community, the impact of older people, and the tension many participants felt in their understanding of their masculinity. For some participants,

their leadership experience had a significant impact on their perception of masculinity, and these individuals communicated about leadership and masculinity with a more holistic understanding of both. Leadership opportunities greatly impacted the lives of the participants of this study, and many spoke of ways in which they hope to continue learning and leading in the future. Though participants represented many factors, they overwhelmingly expressed appreciation for the leaders in their lives and the ways their leadership has fostered significant personal growth and understanding of themselves as leaders and as men.

Chapter 5

Discussion

The present study explored what factors motivate male college students to pursue cocurricular leadership and the impact of their perception of masculinity on their leadership. Extensive literature supports the beneficial impact of leadership on development in college (Astin & Astin, 2000; Astin et al., 1996; Cho et al., 2015; Cress et al., 2001), and scholars have suggested the need for further inquiry into the lived experiences of male college students in relation to their understanding of masculinity (Harper, 2005; Harper & Harris, 2010). The results of this study demonstrate a broad range of factors that influence male college students toward leadership and contribute further knowledge to the ways in which male college students live out their masculinity in their leadership. This chapter discusses the results from participants' experiences, implications for future research and practice, and limitations.

Factors Motivating Male College Students to Pursue Cocurricular Leadership

Based on participants' responses, factors that motivated them to pursue leadership included love for their community, the influence of mentors, leaders, and fathers, having a vision for leadership, learning more about leadership, and elements of servant leadership. All participants expressed satisfaction in their leadership experience and great personal development because of them.

Factors for leadership. Leadership motivation research often separates motivation into two categories: extrinsic and intrinsic (Cho et al., 2015; Ryan & Deci, 2000; Shim, 2013). Social-normative motivation to lead, identified as motivated by a sense of duty or self-efficacy (Chan & Drasgow, 2001), impacted the leadership of several participants of this study. Most were motivated to lead by love of their community, observing a need for competent leadership and embodying aspects of servant leadership. Cho et al. (2015) suggested males more often feel motivated to lead by extrinsic factors. This study's participants expressed both extrinsic and intrinsic motivations for leadership. Mentors, leaders, supervisors, and fathers had a significant impact on participants pursuing leadership by speaking into the participants' lives.

A love of community was a significant factor for many participants of this study, contrary to previous research that sense of community was a positive predictor of involvement for women (Case, 2011). In this study, participants expressed a love of community as one of the strongest factors that led them to pursue leadership.

Additionally, interaction with faculty and staff outside the classroom also showed significant potential to contribute to the learning and development of college students (Astin, 1999; Cress et al., 2001; Davis & Laker, 2004). In keeping with this research, participants expressed great appreciation for the ways that supervisors and professors encouraged their leadership, sought their connection to leadership opportunities in their departments, and facilitated conversations that led to personal growth.

Harper (2005) identified the impact of older males on encouraging younger male students' participation and their influence on future leadership of younger students as a way to take their experience with older males and pay it forward. Participants of this

study became leaders because of the influence of many upperclassmen who invited them to their community and fostered meaningful relationships over time. Positive experiences with upperclassmen had significant impact on participants' motivation to step into leadership. In keeping with previous research, the role of older students and even peer mentoring can help new students learn leadership skills more quickly (Cho et al., 2015).

Impact of leadership. The literature supports the personal and educational benefits of cocurricular participation and leadership (Astin, 1999; Cress et al., 2001; Kuh, 2003). The primary goals of the Social Change Model of leadership development are to develop self-knowledge and leadership competence (Astin et al., 1996). All nine participants of this study expressed significant personal benefit from their time in campus leadership. They experienced growth in their capacity to lead, resolve conflict, express frustration, empathize with the feelings of others, and embrace humility in leadership through various circumstances. Part of their pursuit of leadership was often motivated out of love for community and sense of responsibility to that community, which, in turn, enriched these male students' experiences at their institution (Logue et al., 2005).

How Male Students' Perception of Masculinity Impacts Their Leadership

Most participants expressed tension or confusion in their perception of masculinity but found it something important to consider. Despite their tension of masculinity, most did not reflect significant impact of how their masculinity informed their leadership. Rather, what emerged was the potential for leadership experiences to have an impact on their perception of masculinity. In particular, leaders and supervisors influenced how participants expressed leadership's impact on their perception of masculinity.

Perception of masculinity. Kimmel (2008) claimed that what it means to be a man is “something most guys are still trying to figure out” (p. 42), because cultural shifts have blurred traditional understandings of male and female roles. In keeping with Kimmel, most participants in this study expressed tension or confusion in their understanding of masculinity and had great difficulty in providing an explicit definition of what it meant to them. Some felt many traits they perceive as masculine can apply to and prove beneficial for both men and women: integrity, strength, good communication, strong work ethic, and leadership competence.

Research suggests a need to foster healthier understandings of masculinity. Harris and Edwards (2010) found that young men typically dislike the way society defines masculinity, recognizing it as a detriment to their own personal development. In participants’ experiences, most expressed a desire to live into a more complete understanding of masculinity and lead contrary to what they perceived as the cultural definition of masculinity. They sought expressions of masculinity that were more inclusive of diverse populations and opinions. Kimmel (2008) suggested that supporting men in cultivating a healthy understanding of masculinity must come, in part, from communities in which men live. Societies must be “active, engaged, and interventionist” in guiding men toward emotional authenticity, moral integrity, and physical efficacy (p. 21). Many participants highlighted the benefit of the people within their community supporting and engaging them in conversations on masculinity throughout college.

Masculinity and leadership. Harper and Harris (2010) noted great potential in the contributions of positively engaged male students, as they can be a great resource for impacting educational programming and practice. Participants of this study were known

on campus by staff and faculty as good models of student leadership and described many positive factors that motivated them to pursue leadership. Over half of the participants expressed ways in which their leadership roles impacted their perception of masculinity.

Much of the literature has demonstrated the role fathers play in the lives of their sons (Kimmel, 1996; Faludi, 2011; Kimmel; 2008), noting the manner in which fathers set an example of masculinity and leadership for their sons. All but one participant in this study mentioned the role their father played in their pursuit of leadership, model for masculinity, or both. Some felt their father had always embodied leadership at home and at work, and others saw their father's masculinity as something they hope to emulate. The absence of a father figure, and the resulting lack of model of masculinity, were mentioned by one participant as a factor for leadership and masculinity. Because he had to learn both leadership and masculinity before college, he felt that, by the time he arrived at college, he had already resolved those parts of his identity. Leadership felt like a natural part of college for him because he made significant decisions before college.

Leadership's impact on restructuring masculinity. A surprising finding of this research was how participants reflected more of the impact of their leadership experience on their perception of masculinity than describing how their masculinity informs their leadership. Participants who communicated about leadership with the most breadth, depth, candor, and personal satisfaction with their experience as leaders were those who had worked toward deconstructing their masculinity and what it means to them. These participants expressed more nuanced understandings of their own identities as men, as well as increased ability to lead with increased awareness of their emotions and the emotions of others. Findings from Cress et al. (2001) support the ways these participants

grew in their leadership roles, as participants increased in personal, societal, and social awareness through their leadership roles. This finding suggests the potential that leadership experiences have to influence students' perceptions of masculinity.

Leadership opportunities have the potential to foster a more complex, nuanced understanding of one's masculinity. Dugan (2006) discussed the opportunity for values-based leadership education for men, and Anderson (2008) found benefits for communities when men sought inclusive masculinity. Increasing embodied values and seeking to include others in leadership through non-hegemonic practice can be shaped by the ways men encounter their leadership experiences. Due to some of their supervisory relationships, participants found connection between their leadership experience and the initial deconstruction of their masculinity. Participants talked at length about the impact of their leadership experience on their perception of masculinity, largely influenced by the person leading them, regardless of gender. One participant articulated the impact of his leadership on his perception of masculinity by stating, "Deconstructing my masculinity has made me a better leader." Reflecting on and restructuring masculinity could have significant benefit to leadership for men in leadership across campus.

Implications for Future Research and Practice

The findings of this study revealed topics of further consideration for future research in the field of leadership studies and masculinity studies. Implications for practice for student affairs professionals are also discussed.

Future research. Currently, limited research has been devoted to exploring the connection between masculinity and leadership and how they intersect. As participants expressed more impact of leadership on perception of masculinity than masculinity's

impact on leadership, a recommendation is to conduct further inquiry into the interaction of these constructs. Based on the impact of restructuring masculinity on some participants' experience in leadership and relationship to others, future research could explore the ways in which perceptions of masculinity change or adapt while holding a leadership position in college.

The impact of gender differences in supervisory, leadership, and mentoring relationships on the masculine identity and expression of males also provides opportunity for further research. Some of the most nuanced and complex understandings of masculine identity expressed by participants of this study were impacted by the role of female supervisors and leaders in their lives. A recommendation is to conduct research into the impact of the gender of supervisors on student leaders. Many characteristics of both leadership and masculinity that participants described were attributes desirable in any leader, regardless of gender. Future research should include a comparative study of the difference of college student motivation to lead based on gender, as well as inquiry into the impact of deconstructing masculinity on leadership competence.

This study was conducted using male students perceived as good examples of student leaders on campus. To widen the literature, a similar study could be conducted among male students nominally or not at all engaged in extracurricular activities but who demonstrate potential for leadership. Such a study could shed light on what inhibits men from pursuing not just leadership but general campus involvement, in addition to hearing their perspective on what would encourage them to become more involved on campus.

Practice. Reflection is a critical component of experiential learning and is the space in which meaning is made. Though a critical element in men's lives, masculinity is

not often engaged in reflective practices or conversation in curriculum and leadership development outcomes. As higher education institutions engage men in their identity development, practitioners must be equipped with knowledge and skills to best serve their students. Several implications for practice are suggested for student affairs practitioners and faculty and staff who supervise departments with student leaders.

Dominant group identities are often left unexplored by dominant group members, yet guiding male students to explore their identity as a whole person has significant potential for self-discovery. As a result, campuses should encourage and cultivate positive, healthy masculinity and gender identity development through professional training, intentional conversation, and a developmental approach to responding to students not yet ready to embrace a healthier masculine identity. This can happen through one-on-one conversations between peers or in conversations with faculty and staff. Professionals have a responsibility to engage in these conversations, as best practices educate and support the growth and development of the whole person.

Professionals should engage men in conversations on masculinity, leadership, and the expression of these identity components in healthy ways. This can happen through residence halls meetings, one-on-one conversations, group discussions, and leadership development curriculum. Men's programming opportunities should explore providing space for men to reflect on their masculine identity, what it means to be a man, how their gender impacts their leadership, and the role male privilege plays in their daily lives. A men's program should be participant-driven with regard to program topics and led by a staff member with a developmental approach on the topics of masculinity and gender identity; this staff member should also be knowledgeable of student development in order to

best serve the men on campus in these programs. Engaging in these conversations prior to male students entering leadership positions can set them up for early success in leadership roles with more self-awareness in their identity and preparation for leadership. Such a program could foster a more inclusive and diverse understanding of masculinity that allows for the expression of multiple perspectives on masculinity.

All participants in this study talked about the role of supervisors in leading conversations on their masculinity as a leader and the benefit those conversations had to their masculine identity and their role as a leader. Thus, campus leaders, mentors, directors, and supervisors have a unique opportunity and responsibility to speak into the lives of men and encourage their development through their leadership positions. Gender-related topics should be periodically included in one-on-one meetings, engaging the conversation as a developmental and self-discovery practice for both student and staff. Leadership development curriculum could include a variety of topics: gender in leadership, the impact of masculinity and femininity in leadership, differences in leading all men or mixed-gender cohorts, and the role of male privilege in leadership, masculine identity, and relationships with others.

A leadership mentoring program should be implemented on campus to heighten awareness of the personal, academic, and career benefits of leadership in college. Participants of this study discussed the impact of both leadership and mentorship on their college experience and identity development, and such a program could build this kind of experience into the fabric of the institution. Leadership mentoring programs could highlight ways in which students could embrace leadership before ever holding a leadership title by demonstrating leadership qualities in their community that prove

leadership is more about character and behavior than position and title. This program could include a gendered perspective on leadership development and foster servant leadership qualities through peer-to-peer interaction, mentoring from older students and staff, and collaborative leadership.

Institutions should examine their campus culture to learn what implicit messages they send with regard to gender, masculinity, and leadership, exploring ways an institution influences students' gender identity development based on how and what communicates. How does the institution inform student perceptions and understanding of masculinity and leadership based on the implicit messages students receive from faculty, staff, administrators, and guest speakers? Different types of campuses cultivate and include different types of people and students. Examining a campus culture to explore the norms of a typical student on campus can enhance understanding of who makes up the institution, as well as how to go about changing a culture to recruit a more diverse student body and more effectively serve the students who enroll.

Though male college students would be the primary focus, the conversation on masculinity should not be limited exclusively to men. Women play a significant role in the lives of male students and have the potential to give a unique perspective into masculine identity development. Programmatic and developmental opportunities are of equal importance for both men and women and should include many opportunities for the interaction and co-laboring of men and women together; attention should not be given to one at the expense of the other. Creating conversation with both men and women from a diverse group of functional areas can establish a more well-rounded conversation that

provides space to care for men and ensure that best practices allow for multiple masculinities, rather than just traditional expressions of masculinity.

Finally, student affairs professionals should engage the literature on the topic of masculinity to provide better insight into how this population of their study body experiences college and processes identity development. A growing body of literature discusses the development and identity of men in college, and using it to inform practice can have positive impact on men's programming and care.

Limitations

Four limitations were present in this study. The first limitation is a lack of ethnic and socioeconomic diversity in the participant sample. Because participants were suggested by faculty and staff, potential participants were limited to those who responded to emails requesting their assistance in identifying male student leaders. This study consisted of nine participants, all of whom were white. The limited number and lack of diversity of participants can inhibit exploring the fullness of the motivation and masculinity, as the campus does have a small population of male student leaders of color. A second limitation of the study was the lack of a clear definition of masculinity. To allow for participants' own exploration of their definition, the researcher did not provide a definition of masculinity. Instead, participants defined it for themselves and explored what it meant to them personally. Third, the nature of qualitative research is exploratory, seeking the essence of a phenomenon. Thus, qualitative research proves more subjective than objective, making it difficult to get explicit, unbiased results. Fourth, the researcher's own bias as a male with personal experience in masculinity and leadership was present in the study.

Conclusion

The results of this study demonstrate the extrinsic and intrinsic motivations of male college students to pursue leadership on campus, including a love of their community, a desire to embody servant leadership, and the influence of peers, fathers, mentors, and leaders speaking into their lives. There is not a unanimous or all-encompassing motivator for males who pursue cocurricular leadership, but much can be said about the impact of leadership experiences on perceptions of masculinity. Leadership experiences have the potential to cultivate increased understanding and meaningful deconstruction of masculinity, leading to enriched leadership competence and effectiveness. Student development professionals can play a significant role in guiding male students in their leadership and masculinity, and doing so can provide much-needed ways to better serve men on campuses and create meaningful opportunities to help college men live into the fullness of their identities as men and leaders. While the results of this study can equip practitioners with insight into the role of mentors and leaders in the development of leadership and masculinity in students, further inquiry is needed to reach a deeper understanding of the role masculinity plays in the leadership experiences of male college students.

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Appendix A

Interview Protocol

I. Introduction

- A. Welcome/Greeting
- B. Informed Consent

II. Semi-Structured Interview

A. Warm Up Questions

1. What year in school are you?
2. What leadership roles have you held in the past or do you currently hold during your time at Taylor?

B. Questions about Leadership

1. Do you consider yourself a leader, and why or why not?
2. Why did you get involved in leadership?
3. What were your primary motivators to pursue those leadership opportunities?
4. What benefit have you gained in your own learning and development because of your on-campus leadership?

C. Transition to Masculinity

1. How do you define masculinity? What does it mean to you?
2. Does your perception of masculinity impact how you lead? If so, how?

3. How does your understanding of masculinity affect your desire to be a leader on campus?
 4. Has your connection to leadership roles in college affected your perception of masculinity? If so, how?
- D. Anything else you would like to add to what we've talked about?

Appendix B

Informed Consent

Male Student Motivation for Leadership and Masculinity

You are invited to participate in a research study of male students' motivation for leadership and the impact masculinity has on their pursuit of leadership. You were selected as a possible subject because academic or student development faculty suggested you as a male student leader. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Peter Carlson, Community Outreach Graduate Assistant in Taylor World Outreach. It is for a graduate thesis for Taylor University's Master of Arts in Higher Education program.

STUDY PURPOSE

The purpose of this study is to explore what motivates male college students to pursue leadership positions or opportunities outside of class.

NUMBER OF PEOPLE TAKING PART IN THE STUDY:

If you agree to participate, you will be one of eight to twelve subjects who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following things:

- participate in an approximately one-hour interview regarding your experience as a leader on campus. This interview will be recorded by the researcher and then transcribed for data analysis.
- be given the opportunity to check your responses prior to publication of the results of the study

RISKS OF TAKING PART IN THE STUDY:

While on the study, the risks are:

- discomfort answering questions

While completing the interview, you can tell the researcher that you feel uncomfortable or do not care to answer a particular question.

BENEFITS OF TAKING PART IN THE STUDY:

The benefits to participation that are reasonable to expect are increased understanding of yourself and your own leadership experience.

ALTERNATIVES TO TAKING PART IN THE STUDY:

Instead of being in the study, you have the option of not participating in the study.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Taylor University Institutional Review Board or its designees, the study sponsor, Dr. Tim Herrmann, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) etc., who may need to access your research records.

COSTS

There are no costs associated with this study.

PAYMENT

You will not receive payment for taking part in this study.

COMPENSATION FOR INJURY

In the event of physical injury resulting from your participation in this research, necessary medical treatment will be provided to you and billed as part of your medical expenses. Costs not covered by your health care insurer will be your responsibility.

Also, it is your responsibility to determine the extent of your health care coverage. There is no program in place for other monetary compensation for such injuries. If you are participating in research which is not conducted at a medical facility, you will be responsible for seeking medical care and for the expenses associated with any care received.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the study or a research-related injury, contact the researcher Peter Carlson at 765-998-4854. If you cannot reach the researcher during regular business hours (e.g. 8:00AM-5:00PM) or after business hours, please call 651-408-3668.

To contact Taylor University's Institutional Review Board, e-mail IRB@taylor.edu.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to

which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with Taylor University.

SUBJECT'S CONSENT

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Subject's Printed Name: _____

Subject's Signature: _____

Date: _____

Printed Name of Person Obtaining Consent: _____

Signature of Person Obtaining Consent: _____

Date: _____

