

2019

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### Recommended Citation

Braun, Erik; Clark, Madeline; and Armitage, George (2019) "The Relationship between Hegemonic Masculinity and Multicultural Competence in Male Counselors," *Louisiana Journal of Counseling*: Vol. 26: Iss. 1, Article 6.

Available at: <https://digitalscholar.lsuhsoc.edu/ljc/vol26/iss1/6>

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# The Relationship between Hegemonic Masculinity and Multicultural Competence in Male Counselors

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The purpose of this study was to explore hegemonic masculinity, an expression of the male identity whereby value is placed on attitudes and behaviors which may be destructive, and Multicultural Competence (MCC) in male counselors. Data were collected using the Multicultural Counseling Knowledge and Awareness Scale (MCKAS; Ponterotto, et al., 2002) and the Male Norm Roles Inventory (MRNI-SF; Levant, Hall, & Rankin, 2013). Hierarchical Linear Regression (HLR) and correlational analyses were used. Results support that hegemonic masculine attitudes are negatively related to MCC, and sexual identity is related to hegemonic masculine attitudes and MCC.

*Keywords: gender issues, counselor education, cultural competence*

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A large body of research exists related to multicultural counseling competence (MCC; e.g., Clark et al, 2017; Ponterotto & Potere, 2003) and some research exists related to gender roles in counselor education (Lee & Kashubeck-West, 2015; Michel, Hall, Hays & Runyan, 2013). Although one study was found in reviewing the literature (Chao, 2012), little research exists with the purpose of examining gender constructs and MCC variables together. Further, no research exists on hegemonic masculinity in counselor education. Considering the nature of the counseling field and its parallels with more traditionally feminine ways of being (i.e., empathy, relationship building, etc.) (Michel et al., 2013), male counselors-in-training (CITs) may feel a conflict between their masculine identities and the traditionally feminine aspects of their training as counselors (Wester & Vogel, 2002). Additionally, there may be differences in masculine gender norms among male counselors-in-training (Hirschy & Morris, 2002).

Women usually have higher levels of MCC than men (Brown, Parham, & Yonker, 2001; Chao, 2012; Steward, Sauer, Baden, & Jackson, 1998). Typically, people who are part of privileged groups, have less self-awareness

about the privileges that come with their identity as part of that group (Mindrup, Spray, & Lamberghini-West, 2011), which may explain why men have had lower levels of MCC in previous studies (Brown et al., 2001; Chao, 2012; Steward et al., 1998). There is no research which explores the differences in MCC in male counselors, despite the marked differences in MCC between women and men counselors.

## **Hegemonic Masculinity**

Some men may value behaviors and attitudes that may be destructive, sometimes consistent with the traditional male identity (Connell & Messerschmidt, 2005). This expression of the male identity is sometimes called *hegemonic masculinity* (Connell & Messerschmidt, 2005). Hegemonic masculinity asserts and holds in place male dominance while disempowering people with non-male gender identities (Connell & Messerschmidt, 2005). For example, when toughness, a trait that is traditionally associated with masculinity, is rigidly valued above emotional awareness, a trait that is traditionally more closely associated with femininity, the implicit message is that masculine qualities are of higher value and that one should avoid having feminine qualities.

Levant, Hirsch, Celentano, and Cozza (1992) created a scale called the Male Role Norms Inventory (MRNI), which initially included 58 items and seven subscales. Later, the model was refined and a short form (MRNI-SF; Levant, Hall, & Rankin, 2013) was created with 21 items and seven subscales including: Avoidance of Femininity, Negativity toward Sexual Minorities, Self-Reliance through Mechanical Skills, Toughness, Dominance, Importance of Sex, and Restrictive Emotionality. Higher scores in these domains indicate greater hegemonic masculine attitudes.

### **Multicultural Counseling Competence**

MCC is a widely studied construct (Clark et al, 2016; Ponterotto & Potere, 2003) and a cornerstone of ethical counseling practice (ACA, 2014; Ratts, Toporek, Lewis, & ACA, 2010). MCC is comprised of two factors, which are knowledge and awareness (Ponterotto et al., 2002). Perhaps the most used instrument in measuring this variable in the context of counseling is the Multicultural Competence Knowledge and Awareness Scale (MCKAS; Ponterotto et al., 2002). *Knowledge* refers to the degree to which the counselor is informed about other cultures and best practices in working with diverse clients (Ponterotto & Potere, 2003). *Awareness* refers to the counselor's attitude about diversity and culture. For instance, a counselor who is higher in awareness more strongly supports the pluralistic values of multiculturalism (Ponterotto & Potere, 2003). Awareness also refers to her or his confidence in working with clients who are culturally different and willingness to monitor and challenge one's own bias and assumptions.

Multiple studies have measured the relationship between gender and/or sex and MCC (e.g., Brown et al., 2001; Chao, 2012; Constantine, 2000; Steward et al., 1998). Results indicate a mixed relationship between sex/gender and MCC. Some studies indicated that there is no significant relationship between MCC and sex/gender (Constantine, 2000). However, gender has been found to have a significant relationship with MCC in

multiple studies spanning decades of counseling research (e.g. Brown, et al., 2001; Chao, 2012; Steward et al., 1998). Specifically, individuals who identify as males have lower overall levels of multicultural counseling competence. Female identified or women indicate higher levels of MCC. The gender difference in MCC is especially pronounced in White males in the literature (Brown et al., 2001). This is particularly important to consider, as most male counselors identify as White (CACREP, 2014). It is of note that most studies in this area have measured gender demographics only a binary (male/female or man/woman).

Male counselors may have lower levels of MCC (Chao, 2012; Steward et al., 2011), yet no research has been conducted to explore the factors that influence MCC in a sample of male counselors. Therefore, the researchers designed the present study to explore the relationship between hegemonic masculinity and MCC in a sample of male counselors and counselors in training (CIT).

### **Method**

#### **Participants and Procedure**

Following Institutional Review Board (IRB) approval researchers distributed an electronic survey packet containing a consent form, the MCKAS (Ponterotto et al., 2002), and the MRNI-SF (Levant et al., 2013), and a demographic sheet. The sampling procedure consisted of distributing, on the Counselor Education and Supervision Network Listserv (CESNET-L) and COUNSGRADS, an invitation containing a link to the electronic survey. The invitation was distributed three times to each of those listservs. The invitation was also sent to 38 program coordinators of CACREP accredited counseling programs, asking that they forward the message to their male counseling students. Additionally, the researchers sent the invitation to colleagues who identified as cisgender male counselors or counselor educators and invited them to participate. Participants were asked send the survey to any other cisgender male counselors that they knew. The sample size ( $N = 97$ ) meets minimum requirements for statistical

power of .8 (Cohen, 1988; Faul, Erdfelder, Buchner, & Lang, 2009).

Participants in the present study are 97 cisgender male define counselors and CITs from various backgrounds and cultural groups. The participants in the study represent a variety of counseling levels of experience including counselor educators ( $n = 10$ , 10.3%), professional counselors ( $n = 14$ , 14.5%), doctoral students in counseling/counselor education ( $n = 9$ , 9.3%), and masters students in counseling ( $n = 64$ , 66%). Participants represent various counseling specialties to include addictions ( $n = 4$ , 4.1%), career ( $n = 2$ , 2.1%), college ( $n = 4$ , 4.1%), community ( $n = 6$ , 6.2%), marriage, couple, and family ( $n = 6$ , 6.2%), mental health ( $n = 53$ , 54.6%), and school ( $n = 22$ , 22.7%). Participants represent a variety of diverse ethnocultural backgrounds including: American Indian ( $n = 1$ , 1%), Asian ( $n = 4$ , 4.1%), Black ( $n = 10$ , 10.3%), Latino ( $n = 2$ , 2.1%), Multiracial ( $n = 4$ , 4.1%), Other ( $n = 2$ , 2.1%), and White ( $n = 74$ , 76.3%). Participants represented various sexual identities including Bisexual ( $n = 2$ , 2.1%), Gay ( $n = 15$ , 15.5%), and Heterosexual ( $n = 80$ , 82.5%). Participants' diversity courses completed ranged from zero to six ( $M = 1.3$ ,  $SD = .8$ ).

### Research Questions

To investigate the overarching purpose, which was to explore the relationship between hegemonic masculinity and MCC in a sample of male counselors and counselors in training (CIT), the following research questions were addressed:

- RQ1: What is the relationship between hegemonic masculinity and MCC Knowledge and MCC awareness when controlling for participant identity variables (sexual identity, ethnocultural identity, counseling specialty, counseling experience level, number of counseling diversity courses taken) in sample of male counselors and CITs?
- RQ2: How do participant identity variables (sexual identity, ethnocultural identity, counseling specialty, counseling experience level, number of counseling diversity

courses taken) impact male counselors and CITs hegemonic masculinity?

### Instrumentation and Variables

The variables measured in this study include participant demographic factors, hegemonic masculine attitudes (as measured by the MRNI-SF), and MCC (as measured by the MCKAS).

**MRNI-SF.** To measure hegemonic masculine attitudes the MRNI-SF (Levant et al., 2013) was used. MRNI-SF includes 21 items asking participants to rate, on a seven-point Likert scale, to what extent they agree or disagree with various statements. Sample statements include “men should be the leader in any group”; “men should watch football games instead of soap operas;” and “homosexuals should never marry” (Levant et al., 2013). Factor analyses have supported a bi-factor model (Levant, Hall, Weigold & McCurdy, 2016) for the MRNI-SF. First, the factor-specific model, which includes the seven specific sub-factors of hegemonic masculine attitudes (Avoidance of Femininity, Negativity toward Sexual Minorities, Self-Reliance through Mechanical Skills, Toughness, Dominance, Importance of Sex, and Restrictive Emotionality), and the general traditional masculinity ideological factor (i.e., the total score of the scale). For the purposes of this study, the general traditional masculinity ideological factor, which is the combined mean score of every item on the MRNI-SF, was used as the measure for hegemonic masculine attitudes. The mean for all participants on this instrument was fairly low, with little variance ( $M = 2.09$ ,  $SD = .86$ ), meaning most overall scores from this population reflected a mostly non-traditional view of masculinity and lower hegemonic masculine attitudes. The overall scores on this measure ranged from one to 4.29, meaning some participants rejected every hegemonic masculine attitude, and the highest scoring participant score reflected only a mild leaning toward hegemonic masculine attitudes. In this sample, the instrument yielded a high internal consistency (Cronbach's  $\alpha = .91$ ).

**MCKAS.** To measure MCC, the researchers used the MCKAS (Ponterotto, et al., 2002), which is a 32-item scale. 20 items that measure MCC Knowledge and 12 items measure MCC Awareness. All items are on a seven-point Likert scale. Each item is a statement regarding the participant's multicultural competence and the participant is asked to indicate to what extent the statement is true for them. A number of items were reverse coded to account for negatively worded questions. After items were reverse coded, the mean of each participant's individual scores for each subscale was calculated.

**Knowledge.** The first factor is Knowledge, which includes items with statements like "I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture and be effective with any clients"; and "I am aware some research indicates that minority clients receive 'less preferred' forms of counseling treatment than majority clients." Participants in this study rated themselves somewhat above the scale's median ( $M = 5.33$ ,  $SD = .75$ ), and scores ranged from 3.55 to 6.7. In this study, this subscale yielded a high internal consistency (Cronbach's  $\alpha = .80$ ).

**Awareness.** The second factor is Awareness, which includes items with statements like "I think that my clients should exhibit some degree of psychological mindedness and sophistication"; and "I believe that all clients must view themselves as their number one responsibility." Participants in this study rated themselves somewhat above the scale's median ( $M = 5.89$ ,  $SD = .77$ ), and scores ranged from 3.58 to 7. In this study, this subscale yielded a high internal consistency (Cronbach's  $\alpha = .81$ ).

**Demographic Form.** The demographic form measured six variables: gender, ethnocultural identity, counseling specialty, counseling level of experience, and number of diversity courses taken. The gender, ethnocultural identity, and number of diversity courses were write-in items for participants to indicate their identity factors.

The counseling specialty items allowed the participant to choose one of the CACREP-identified counseling specialties (CACREP, 2014) or write-in *other*. Counseling level of experience allowed the participants to choose if they were a masters student, doctoral student, professional counselor, counselor educator, or write-in *other*. Gender was included in the demographic sheet to ensure all participants identified as cisgender men. Ethnocultural identity and number of diversity courses taken may impact MCC (Chao, 2012). Sexual identity and counseling specialty were included to assess whether or not these attributes impact hegemonic masculine attitudes.

### Data Cleaning and Analysis

Before data were analyzed, they were entered into the Statistical Package for the Social Sciences (SPSS) 23 for cleaning. Data cleaning included removing any cases that were not fully complete as all participant information and scores (demographic data, MCKAS scores, and MRNI-SF scores) were needed for analysis. Research questions were answered using hierarchical linear regressions (RQ1) and a factorial analysis of variance (ANOVA; RQ2). To complete data cleaning, assumptions of these tests were checked. The assumptions of hierarchical linear regression are linearity, homoscedasticity, multicollinearity, the absence of outliers, and normality. Linearity and homoscedasticity of the data were checked using scatterplots; these scatterplots indicted a linear relationship between variables of interest (MCKAS and MRNI-SF scores) and the residuals were evenly spread. Pearson product moment correlations ( $r$ ) were used to assess multicollinearity. The independent variable correlations do not exceed .7 (see Table 1), indicating this assumption is met in the present sample (Tabachnick & Fidell, 2013). There were two outliers present in the sample (MRNI-SF scores) which made the MRNI-SF distribution abnormal; these two outliers were winsorized to the mean score (1.4) (Huber, 1981; Hoo, Tvarapati, Piovoso, & Hajare, 2002) which normalized this variable (skew



and kurtosis within ±2; Tabachnick & Fidell, 2013). All other continuous variables were distributed normally (skew and kurtosis within ±2) and met assumptions of regression (Tabachnick & Fidell, 2013).

Table 1: Correlations between Variables of Interest

	1.	2.	3.	4.	5.	6.	7.	8.
	M	M	M	Ethn	Se	Cou	Cou	Nu
	R	C	C	ocult	xu	nsel	nsel	mb
	NI	C	C	ural	al	ing	ing	er
		-K	-A	Ident	Ide	Exp	Spe	Div
				ity	nti	erie	cialt	ers
					ty	nce	y	ity
								Co
								urs
								es
1	--	-	-	-.104	.4	.109	-	-
	-	.4	.7		.08		.104	.09
		.8	.3		*			.4
		2*	1*					
2	--	--	.4	.032	-	-	.146	.18
	-	-	.5		.3	.075		.8
			1*		.01			
					*			
3	--	--	--	.012	-	.012	-	.15
	-	-	-		.3		.087	.8
					.14			
					*			
4	--	--	--	---	-	-	.076	.06
	-	-	-		.0	.060		.6
					.66			
5	--	--	--	---	---	-	.016	-
	-	-	-			.127		.26
								.9*
6	--	--	--	---	---	---	-	.40
	-	-	-				.045	.7*
7	--	--	--	---	---	---	---	-
	-	-	-					.16
								.1
8	--	--	--	---	---	---	---	---
	-	-	-					

Note: \* indicates significance at the  $p < .01$  level; MRNI = Male Role Norms Inventory; MCC-K = multicultural knowledge; MCC-A = multicultural awareness.

Independence, the absence of outliers, normality, homogeneity of variance,

multicollinearity, linearity, continuous dependent variable (MRNI-SF scores), and categorical independent variables are the assumptions of factorial ANOVA. Participants were not in multiple groups (e.g., counseling specialty), outliers, normality, multicollinearity, and linearity were addressed in the assumption testing for regressions as outlined above, meeting the assumptions of factorial ANOVA. Homogeneity of variances was assessed using a Levene’s test of Equality of Variances ( $F = 1.27, p = .22$ ), indicating the assumption is met in the present sample.

The final step of dating cleaning was dummy coding the continuous variables used to answer research question one. The MCC Knowledge, MCC Awareness, MRNI-SF, and number of diversity courses taken variables are continuous and did not require dummy coding. The sexual identity, ethnocultural identity, counseling specialty, and counseling level of experience were dummy coded as dichotomous variables for use in the regression model. Sexual identity was coded *non-heterosexual* (0) and *heterosexual* (1). Ethnocultural identity was coded as *Non-White* (0) and *White* (1). Counseling specialty was coded *Non-Mental Health* (0) and *Mental Health* (1). Counseling level of experience was coded as *Master’s Student* (0) or *Post-Master’s Counselor* (1). These coding decisions were made to reflect experiences of privilege and oppression (sexual identity and ethnocultural identity) or to reflect the composition of the sample (counseling specialty and counseling level of experience).

To answer research question one, two hierarchical linear regressions were conducted to test the relationship between (a) hegemonic masculinity (MRNI-SF scores) and MCC Knowledge (MCKAS Knowledge subscale) and (b) hegemonic masculinity (MRNI-SF scores) and MCC Awareness (MCKAS Awareness subscale). The variables were entered into the regression step-wise to reflect causal priority (Petrocelli, 2003). For both regressions the independent variables were MCC Knowledge and MCC Awareness respectively; the first step included participants’ sexual identity and

ethnocultural identity, the second step included participants' counseling specialty, counseling level of experience, and number of diversity courses taken, and the third and final step included participant's MRNI-SF scores. To answer research question two, which explored the relationship between participants' identity factors (sexual identity, ethnocultural identity, counseling specialty, counseling experience level, and number of counseling diversity courses taken) and hegemonic masculinity (as measured by the MRNI-SF), a factorial ANOVA was conducted.

**Results**

**Hegemonic Masculinity and MCC**

Hegemonic masculinity significantly predicts both MCC Knowledge and MCC Awareness (see table 2 below). The first regression explored how hegemonic masculine attitudes predicted MCC Knowledge; models one, two, and three were all significant ( $p = .01$ ,  $p = .05$ , and  $p < .001$ , respectively). The third model led to a significant increase in  $R^2$  of .14  $F(1, 89) = 6.43$ ,  $p < .001$ , adjusted  $R^2 = .26$ , indicating a large effect size (Cohen, 1988).

The second regression explored how hegemonic masculine attitudes predicted MCC Awareness; both models one ( $p = .01$ ) and two ( $p < .001$ ) were significant. The third model led to a significant increase in  $R^2$  of .44  $F(1, 89) = 18.64$ ,  $p < .001$ , adjusted  $R^2 = .53$ , indicating a large effect size (Cohen, 1988).

Table 2: Summary of Hierarchical Linear Regressions for Variables Predicting MCC Knowledge and Awareness

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	S.E.	Δ R <sup>2</sup>	ΔF	df	Significance
1	.3	.09	.07	.73	.0	4.6	(2, 89)	.01
2	.4	.17	.15	.71	.0	2.7	(3, 89)	.05

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	S.E.	Δ R <sup>2</sup>	ΔF	df	Significance
1	.3	.09	.07	.73	.0	4.6	(2, 89)	.01
2	.3	.1	.08	.75	.0	.49	(3, 89)	.69
3	.7	.55	.53	.54	.48	89.02	(1, 89)	.00

**Hegemonic Masculinity and Identity Factors**

The differences in hegemonic masculine attitudes across sample demographics was measured using a factorial ANOVA. The factorial ANOVA results indicated no statistical differences between participants' sexual identity,  $F(2, 58) = 1.21$ ,  $p = .31$ ; ethnocultural identity,  $F(5, 58) = 1.71$ ,  $p = .19$ ; counseling specialty,  $F(5, 58) = .19$ ,  $p = .96$ ; counseling experience level,  $F(6, 58) = 1.26$ ,  $p = .3$ ; and number of counseling diversity courses taken  $F(4, 58) = 1.21$ ,  $p = .33$  and their hegemonic masculine attitudes.

**Discussion and Implications**

The results of both regression models one and two may indicate that male counselors' hegemonic masculine attitudes predict MCC Knowledge and MCC Awareness. The first regression (MCC Knowledge) was significant at all three steps (see table 2). The significance at the first step may indicate that sexual identity and ethnocultural identity is related to MCC Knowledge. When the standard beta weights of this step are examined, it is noted that sexual identity is significant ( $\beta = -.302$ ,  $p = .003$ ), while ethnocultural identity is not. The significance

of the second step may indicate that sexual identities outside of heterosexuality (gay and bisexual in the present sample) may impact participants' MCC Knowledge. When the standard beta weights of this step are examined both sexual identity ( $\beta = -.27, p = .01$ ) and number of diversity courses ( $\beta = .23, p = .04$ ) are significant while ethnocultural identity, counseling level of experience, and counseling specialty were not significant. In the third and final step of the first regression was also significant. When standard beta weights are examined in this step counseling specialty ( $\beta = .17, p = .05$ ), number of diversity courses taken ( $\beta = .21, p = .05$ ), and MRNI scores ( $\beta = -.41, p < .001$ ) were all significant while ethnocultural identity, sexual identity, and counseling level of experience were not. Participants' MCC Knowledge and MRNI-SF scores were negatively correlated ( $r = -.48, p < .01$ ; see Table 1); this may indicate that as hegemonic masculine attitudes increase, MCC Knowledge decreases.

The second regression (MCC Awareness) was significant at the first and third steps (see Table 2). When examining the first step standard beta weights, again sexual identity was significant ( $\beta = -.32, p = .002$ ), while ethnocultural identity was not. Sexual identities outside of heterosexual (gay and bisexual in the present sample) may have an overall effect on MCC Awareness. When exploring the final step using standard beta weights only MRNI-SF scores were significant ( $\beta = -.74, p < .001$ ; ethnocultural identity, sexual identity, counseling level of experience, counseling specialty, and number of diversity courses taken were not significant). Participants' MCC Awareness and MRNI scores were negatively correlated ( $r = -.73, p < .01$ ; see Table 1); this may indicate that as hegemonic masculine attitudes increase, MCC Awareness also decreases.

The results of this study indicate that in the present sample of male counselors there are multiple variables that may impact MCC to include the number of diversity courses they have taken, sexual identities outside of heterosexuality, and their

hegemonic masculine attitudes (the most significant predictor in the model). It is theoretically consistent that additional diversity courses would impact overall MCC; however, in the present sample MCC Knowledge and Awareness are not significant correlated with the number of diversity courses a participant took (see Table 1). Sexual identity is moderately correlated with both MCC Knowledge and Awareness in the present study (see Table 1); it is also moderately correlated with MRNI scores. A clear indication from the results of this study is that hegemonic masculine attitudes as measured by the MRNI significantly impact both MCC Knowledge and MCC Awareness in the present sample of male counselors.

Considering the results of this study, counselor educators and supervisors may consider the utility of hegemonic masculine attitudes in predicting a deficiency in MCC Knowledge and MCC Awareness in male counselors-in-training. One interpretation of these results that could be made is that male counselors-in-training may require additional attention with regard to cultural competence. If instructors and/or supervisors identify hegemonic masculine attitudes (e.g., overvaluing rationality, portraying a tough image, emphatically rejecting femininity, a tendency toward dominating behavior, etc.; Levant et al., 2013) in their male students/supervisees, supervisors could consider a number of interventions focused on cultural competence to help increase their empathy. Wester and Vogel (2002) provided training techniques toward that end. Specifically, they suggested a number of interventions for supervisors and counselor educators: (a) the use of empathy to resolve any conflict between their masculine identity and their training as counselors; (b) building rapport by expressing an appreciation for the positive prosocial aspects of the masculine identity; (c) closely monitoring and bracketing one's own assumptions and biases to ensure the supervisor does not pathologize aspects of the supervisee's masculine identity; (d) recognizing male ways of being and adapting



teaching methods for male students that honors those; and (e) understanding the trainee's male development and the history of their socialization as a male (Wester & Vogel, 2002). Further research is needed to determine the efficacy of particular approaches when addressing these issues.

### Limitations and Future Research

#### Directions

There were a number of limitations in the present study to consider. First, though the predictive utility of the MCKAS and MRNI-SF are good (Levant et al., 2013; Ponterotto et al., 2002), they are self-report instruments. Additionally, it is possible that some amount of self-selection could have influenced results (Lavrakas, 2008). For instance, those who are either strongly for or against multicultural perspectives could have been more inclined to complete the items, and it is possible that other eligible participants who may have been more neutral could have declined completing the survey. However, enough variance was still present in the sample to yield meaningful results. Finally, the sample only included participants from within the United States, and therefore, results cannot be generalized internationally. Additionally, this study did not explore the MRNI-SF subscales, only the overall total score to represent hegemonic masculine attitudes. Finally, this study's results only represent a static view of participants' beliefs at the time this survey was completed, and other gender identities are not represented.

In future research projects, a similar study could be conducted to include all genders (including non-binary identities, transgender identities, and others), as it could be possible for others to hold hegemonic masculine attitudes as well. Another option is to design a similar study that utilizes the NMRI-SF subscales in analyses, to further explore variance (Levant et al., 2013). Qualitative approaches would also be useful, exploring how male counselors and CITs leverage and identify with their masculinity and gender identity as professional counselors. Additionally, various approaches,

such as the ones suggested by the authors, could be evaluated empirically for efficacy in improving multicultural competence. Similarly, pedagogical models for teaching multicultural courses could be evaluated to observe their effects on hegemonic masculine attitudes.

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