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NEUROLOGICAL EVIDENCE OF PATIENT STRESS IN DOCTORS' OFFICES

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Abstract

In this research, I explore socialization and structural factor as predictors of voting behaviors. Respondents for this study are undergraduate college students at a large northeastern university, in the fall of 2010. The findings that socialization has a significant influence on voting preferences. Individuals take on the views of their parent, date others with views similar to their own, and grow up in communities with similar views. Finally, voters use socio-demographic factors to judge candidates, and in turn, the individual is more likely to vote for a candidate whose demographic factors coincide with the voters own identity. Implications of these findings are discussed.

Key Words: identity, socio-demographic factors, structural factor, voting behavior

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Predicators of Voting Behavior among College Student

Theoretical Framework

Every four years, a new line of candidates step forward and enter the race for presidency. After numerous debates and years of campaigning, one person will be elected to be President. But what factors cause a voter to select one candidate over another? Do people vote for a particular candidate only because they agree with the candidates policies and views, or are there other structural and social psychological factors that contribute to the decision?

In order to determine a person's voting behavior, the social factors that affect or predict how a person votes will be examined in the current research. Predictors that are in published studies include race, gender and gender role expectations, income of parents, political affiliations of parents and that of the respondent, how involved was the person with the election, the political views of community he or she grew up in, characteristics of the town, and how previous voting experience affects voting in the next election (Lindesmith, Straus, & Denzin, 1977, p. 284). Socialization factors, such as parent's political preference and community in which the respondent grew up are important to investigate because often people are products of how they grew up. For example, if a

person was part of a wealthy family who had more politically conservative views, the college aged respondent may also have the same views.

The media may be another predictor of voting behaviors. The media arguably are the most important source of information about the conduct of governments and politicians. The information obtained from the media has the ability to shape public knowledge, attitudes, and behavior. The media may influence the public not only by choosing the slant of a particular report, but also by choosing what to report. With this in mind, a question that must be answered is whether media coverage of a political election and the consumption of media have an impact on voting behavior? If the media influences the public by choosing the slant of a report and what to report, citizen may not be getting accurate information about a candidate and his or her policies and views.

Socialization Theory

One theory that deals with predictors of voting behavior is socialization (Lindesmith et al, 1977, p. 284). Socialization theory is the process of inheriting norms, customs, and ideologies from those around us. Socialization provides the individual with the skills and habits necessary for participating within their own society. A society itself is

formed through shared norms, customs, values, traditions, social roles, symbols, and languages. Therefore, a person within society adopts these norms, and customs. An individual may act a certain way or believe in an idea because the idea is embedded in their social world. A person internalizes the views of generalized other; such as parents, religious community, political affiliation, and these views become one's own. The reason an individual internalizes these views from their social world, is to get validation for their identity.

To belong to a social world is to be affected by the ideologies of the groups (Lindesmith et al, 1977, p. 284). Ideologies are any body of related and significant or basic beliefs held by a particular group (Lindesmith et al, 1977, p. 284). Often a person is part of numerous groups with different ideologies which, in turn, affect the individual's views about the world and their self.

Being a member of the social world, an individual inherits numerous ideologies such as the political ideology and the media selves. Media selves are the identity we develop based on how the media portrays different aspects of life which with which we identify. The political ideology is linked with religion, class, occupation, race and region one lives, as well as other areas of the social world (Lindesmith et al, 1977, p. 285). For example,

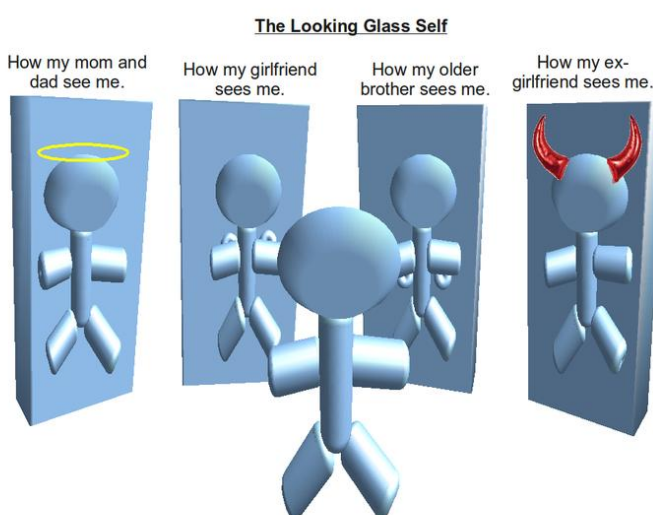
an individual may vote for McCain because he or she is a Republican, which is embedded within their social world. The mass media also plays a significant role in how persons define themselves (Lindesmith et al, 1977, p. 285). The images obtained from the media have the ability to shape public knowledge, attitudes, and behavior and offer an idea of how to structure reality (Lindesmith et al, 1977, p. 286). The media brings about expectation about how persons should look, act, and think. These media expectations cultivate the media self (Lindesmith et al, 1977, p. 284).

Additionally, the ongoing process of socialization helps an individual develop categorical identities; such as social status, race role, and gender role (Sandstorm, Martin, & Fine, 2009, p. 77). From the different roles one internalizes, he or she learns the ways of thinking, feeling, and acting that characterize the society he or she lives in (Sandstorm et al, 2009, p. 77). A person's categorical identity is the base for reflexive appraisal for the self(Sandstorm et al, 2009, p.77). In other words, an individual's self is shaped by different social factors, such as, the reactions of those whom one interacts with. The concept of the self is essential in the socialization process. The self is developed through our interactions with others. We imagine how we look to others and

incorporate that view onto ourselves (Lindesmith et al, 1977, p. 183). This idea can be further explained by Charles Cooley's looking glass self.

Cooley states that an individual learns to see one's self through the reactions of others (Sandstorm et al, 2009, p.79). Cooley takes this further by stating the three stages in which the looking-glass self

is formed. The first step occurred when the individual imagines how he or she appears to others such as their friends and family (Sandstorm et al, 2009, p.79). From



here, the individual imagines how these people judge him or her (Sandstorm et al, 2009, p.79). Finally, because of these perceived interpretations and judgments, the individual develops self-feeling (Sandstorm et al, 2009, p.79). When applying Cooley's theory to predictors of voting behavior, the interaction among structural factors, such as race, gender, income of parents, and socialization factors such as a person's racial role, gender role, political affiliations, the parents

political party, the communities political views, effects voting behavior. If an individual grew up with parents and friends who have Democratic views, the individual may acquire those views as well, causing him or her to vote a particular way.

In conjunction with Cooley's views (Sandstorm et al, 2009), Herbert Mead stated that an individual lacks a developed sense of self when young and had taken on a role from that of others (Sandstorm et al, 2009, p.82). At this point, the individual is mimicking other people's behavior without understanding what the behavior means (Sandstorm et al, 2009, p.82). Mead posits that the individual learns that the mimicking of behaviors induces responses in others (Sandstorm et al, 2009, p.82). The individual may continue with a behavior because he or she gets a positive response from those around him or her. Mead's theory can also apply to predictors of voting behavior. An individual will utilize people in his or her social environment as a reference point and model that behavior to please these individuals. Meads theory demonstrates how a person's racial role, gender role, income of his or her parents, political affiliations, the parent's political party and the communities' political views are adopted form other and effects his or her voting.

Structural Predictors of Voting

The current research focuses on two structural predictors of voting behavior: gender and race. Did the respondent vote for a specific candidate because of the candidate's race or gender? Due to the past discrimination of African Americans, many may have voted for Obama to see a Black man in a position of power and are Blacks more likely to vote for a Black man than are whites? In the case of gender, are women more likely to vote for a candidate who is a woman or who has a woman running mate?

Research On Predictors of Voting Behavior—Socialization and Structural Predictors

Researchers have examined various factors that predict how an individual will vote in a given election. Researchers have investigated how structural factors, such as parent's political preference and community in which the respondent grew up, affects how an individual votes. Furthermore institutions, such as schools, family, peers, and religion, have played a role in voting behavior. In addition, researchers have investigated how socio-demographic factors, or in the case of the current study, how different forms of identity, such as race, gender, and ethnicity affect voting behavior. An question that will be investigate in the currents study is whether voters use socio-demographic factors to judge candidates, and whether the

individual is more likely to vote for a candidate who's demographic factors coincide with the voters own identity. Stockley (2008) examined how different socio-demographic factors played a part on voting behavior. Specifically, Stockley (2008) investigated the role of race, gender, class, and age on voting during the 2008 Democratic nomination contest. Data for this research came from entrance and exit polls for all Democratic primaries held between January 3 and May 13th (Stockley, 2008).

Stockley (2008) concluded that the candidate's socio-demographic factors do influence voting behavior. The research found that a candidate's appearance does matter to voters when preparing to vote. Candidates will be judged by voters based on what seemed to matter most: race, gender, age, and class. Stockley (2008) reported that Hillary Clinton was more favored by voters who were white, female, over 65, and less educated. Surprisingly, it was found that Black women and older Blacks also supported Clinton (Stockley, 2008). Findings showed women tend to lean toward the female candidate regardless of race their own race. While examining predictors of voting for Barack Obama, research showed supporters tend to be Black and White males, under 65, and having a college degree (Stockley, 2008). Race, however, was still the most powerful indicator of voting

behavior. Over three-fourths of Black voters supported (Stockley, 2008).

Pacheco and Plutzer (2008) also investigated race and gender while focusing on how disadvantages and social hardships influence voting behavior. Researchers believed that these hardships translate into a reduced political voice. To investigate this topic, researchers used the National Education Longitudinal Survey (NELS). The survey was given to 25,988 eighth graders, as well as one parent for each child, attending 1050 public and private schools throughout the United States (Pacheco & Plutzer, 2008). Pacheco & Plutzer (2008) found that although the level of neighborhood disadvantage does not play a role on voting among any group, the school environment did have an effect on voting behavior. White students with parents who have little formal education and attend relatively advantaged schools had a more positive civic growth, opposed to those whom attended disadvantaged schools (Pacheco & Plutzer, 2008). In addition, the researchers found that students who were raised in a poor, single parent home and or had been arrested had a negative civic growth (Pacheco & Plutzer, 2008).

When examining non-Hispanic Blacks and Hispanics, the researchers found neither school context nor being raised in a poor, single parent home affected the students voting behavior.

Unlike that of White students, being arrested did not seem to impact the voting behavior of non-Hispanic Blacks and Hispanics (Pacheco & Plutzer, 2008). All groups who are disadvantaged, especially Hispanics, are less likely to attend a four year college and miss out on the positive impact of political participation (Pacheco & Plutzer, 2008).

In addition to socio-demographic factors and identity, another question that will be investigated is whether structural factors shape a person's identity which in turn, leads that individual to vote a particular way. In a study similar to that of Pacheco and Plutzer (2008), but focusing more on structural factors, Andolina, Jenkins, Zukin, and Ketter (2003) did research that demonstrates how organizations, schools, and families play a role in political participation (Andolina, Jenkins, Zukin, and Ketter, 2003).

To carry out their research, data were drawn from a large, multi-phase study of civic engagement in America which investigates the overall state of civic and political engagement and the paths to get there (Andolina et al, 2003). A series of qualitative studies were done to examine the political orientation and behavior of the youth (Andolina et al, 2003). First, a survey of 1,001 people, aged 15-25 were interviewed by SRBI in April of 2002 (Andolina et al, 2003). In February of

2002, a second survey through Web-TV was administered by knowledge networks to 1,166 randomly selected young people (Andolina et al, 2003). Researchers discovered that those who grew up in homes with frequent political discussion were more likely to vote by 38% (Andolina et al, 2003). In other words, the likelihood of voting as an adult is 38% more likely to happen when a child had frequent political discussions within their home compared to those with less or no frequent discussion.

Furthermore, youth with parents, guardians, and siblings who act as engaged role models are also more likely to participate in boycotts or buycotts (Andolina et al, 2003). Regardless of demographic factors, both influences have a significant effect on the likelihood of voting (Andolina et al, 2003). Findings also showed that schools that require students to engage in community service, pay attention to government, politics, or national issues, and engage in open class discussions are more likely to be result in active political participants during adulthood. Studies further revealed that involvement in extra-curricular activities, especially those such as a political groups, have a higher civic engagement during adulthood (Andolina et al, 2003). Finally, it was found that people who were involved with churches and synagogues

regularly are much more active in civic and electoral participation than their counterparts (Andolina et al, 2003).

Continuing the examination of whether structural factors affect civic behavior, Glynn, Huges, Lunney (2009) investigated the impact of perceived social norms about voting on college student's intention to vote. Students were selected from undergraduate communication courses at Ohio State University. Participants were then asked their perceptions of how important voting was to them and to other students, their estimates of the percentage of voting among OSU undergraduate students and other friends and family, their level of political interest, and how much information they received about voting from a variety of sources (Glynn, Huges, Lunney, 2009).

Weeks later, students went to a lab to participate in an experiment. The students were randomly assigned to a condition (Glynn et al, 2009). In the control condition, respondents filled out a questionnaire matching the first one. Then students were asked to read information from a Web site regarding campus voting information as well as a brief article from a campus newspaper before completing the survey again. In the norm salience condition, respondents looked at a Web site which reported the statistics regarding college student voting behaviors and then filled out a survey. Finally, in the lowered

norm condition, all of the statistics previously mentioned were manipulated so that the reported statistics were half of the original number (Glynn et al, 2009).

The researchers found that, when controlling for demographic factor, there was a positive correlation between the intention to vote based on perceptions of how often and how important voting was to their family and political interest and information about voting (Glynn et al, 2009). How important voting was to close friends was also significant, although how often they voted was not (Glynn et al, 2009). In addition, it was found that, for those with higher similarity to other students, there was a significant relationship between intention to vote and the injunctive norm, or approved norms (Glynn et al, 2009).

One question that has received little empirical attention in the research literature is whether structural factors have a greater influence on an individual's voting behavior over the individual's own views of their identity. Smith (1999) preformed a study to investigate whether early investment in the social capital of children produced a greater political involvement and civic virtue. Smith (1999) used the National Education Longitudinal Survey (NELS). Questions were asked pertaining to academic performance, relationships with parents, peers, and

teachers, school and community experience, and psychological and behavioral orientation (Smith, 1999).

Smith (1999) found that no matter the student's level of success in their studies, a parent's involvement in the student's life promotes greater participation in extracurricular activities, which leads to greater political involvement (Smith, 1999). Smith reported that a parent's involvement is a huge predictor of a student's self-concept or self-esteem (Smith, 1999). Through parents involvement, children get a sense of self-worth, feels important, and feels valuable. Parental involvements lead to religious predications as well, mostly at the request of the parent (Smith, 1999). Smith concluded that the presence of strong social capital resources in a student's life is significantly related to political and civic behavior of the individual toward adulthood (Smith, 1999). Furthermore, students with parents who are involved in school and religious activities are more likely to engage in political participation as adults (Smith, 1999).

Research on Voting Behavior-The Influence of the Media

In addition to structural factors such a family, peers, and school, media also plays a larger role in political behavior. Major and Coleman (2008) did a content analysis of newspaper

articles and editorials to see what changes occur in media coverage when a woman and a minority run against each other. Four hundred and sixty-six newspaper articles and editorials from Lexis Nexis and the East Baton Rouge Library's newspaper archives were examined (Major & Coleman, 2008). The units of analysis, the paragraphs, were divided in categories consisting of individual attributes and issues (Major & Coleman, 2008). The researcher divided the issues into two categories as well. Feminine issues were those that deal with health care, education, and the environment. Masculine issues were issues about the economy, crime, and defense (Major & Coleman, 2008).

Major and Coleman (2008) established that there is significantly more coverage of the female candidate's gender, marital status, and parenthood than the male candidate's. Appearance, however, was not mentioned more based on gender. When examining race, there was more newspaper coverage about race of the minority male candidate than the White candidate. In regards to how the candidate will handle issues, it was found that there were positive mentions about the female candidate's ability to handle feminine issues than the male candidate and more positive mentions about the male candidate's ability to handle masculine issues (Major & Coleman, 2008).

While continuing the investigation of the media's impact on voting behavior, Kaid, Postelnicu, Landreville, Yun, and

LeGrange (2007) investigated the effects of political advertising on candidate evaluation, issue recall, political cynicism, and gender differences during the 2005 Presidential Election in the United States (Kaid, Postelnicu, Landreville, Yun, and LeGrange, 2007). Respondents were 764 undergraduate students from thirteen different universities (Kaid et al, 2007). The respondents were asked to fill out a questionnaire. Following the completion of the questionnaire, the respondents were shown five ads sponsored by George Bush and five by John Kerry (Kaid et al, 2007). After viewing these ads, the students completed the questionnaire again (Kaid et al, 2007).

The researchers found that there was no significant difference between men's and women's evaluations of Bush and Kerry before the ads were shown, exposure did not result in any major changes for either candidate. Furthermore, young women appear to be more cynical than young men (Kaid et al, 2007). Although this may be the case, exposure to the ads did not affect cynicism levels or differential level between the genders (Kaid et al, 2007). However, exposure to the television ads did increase young respondents' feelings of information efficacy (Kaid et al, 2007). In fact, men do experience higher levels of political information efficiency after viewing the ads than women do (Kaid et al, 2007).

Hypotheses

In the current study, I explore three hypotheses related to identity, socio-demographic factors, and structural factor. First, I hypothesize that voters do not receive well-rounded information regarding both candidates before voting during an election. Secondly, I hypothesize that voters use socio-demographic factors to judge candidates, and in turn, the individual is more likely to vote for a candidate who's demographic factors coincide with the voters own identity. This is the structural explanation for voting behavior. Finally, I hypothesize that individuals voting in a similar manner as parents and peers. This hypothesis tests the influence of socialization.

Results of prior studies support these hypotheses. It was demonstrated that voters use socio-demographic factors to judge candidates when voting which can be used as a predictor of voting behavior (Stockley, 2008). In addition, the level of neighborhood disadvantage did not play a role on voting among any group, but the school environment did play a part on some (Pacheco & Plutzer, 2008). Research further demonstrated that race and ethnicity play a role when voting (Pacheco & Plutzer, 2008).

The research literature demonstrated a relationship between structural factors and voting behavior. More specifically, youth with parents, guardians, and siblings who act as engaged role models are also more likely to participate in boycotts or buycotts (Andolina et al, 2003). When looking at schools, researchers found that schools which require students to engage in community service, pay attention to government, politics, or national issues, and engage in open class discussions are more likely to be active political participants during adulthood (Andolina et al, 2003). It was also found that there was a positive correlation between the intention to vote based on perceptions of how often and how important voting was to their family, and political interest and information about voting (Glynn et al, 2009).

Media as a structural factor was also found to play a significant role in voting. Exposure to the television ads does increase young respondents' feelings of information efficacy (Kaid et al, 2007). Regarding structural factors having a greater influence on an individual's voting behavior, Smith (1999) revealed that no matter the student's level of success in their studies, a parent's involvement in the student's life promotes greater participation in extracurricular activities, which leads to greater political involvement (Smith, 1999).

Methods

In order to carry out this research, I developed a 41 question survey. To develop the survey, questions were taken from previously used surveys in "Polling the Nation," as well as newly develop survey questions (Polling the Nation, 1981). Respondents for this study were undergraduate college students at a large northeastern university in the fall of 2010. Permission to survey their student's was sought from instructors of the Sociology and Crime, Law and Justice department. In an attempt to avoid the problem of low response rate, instructors were asked to give extra credit to the students for completing the survey. This was an attempt to provide an incentive to students to complete the survey. The human subjects review board approval of the survey was sought and granted for this research.

The survey asked questions pertaining to how a person viewed his or her racial and gender role, income of his or her parents, political affiliations, the parent's political party, the communities' political views, as well as many other factors that affected his or her voting. In addition, questions were asked about the type of media outlets used to gather information, how many hours of news was watched, listened to, or read a day. When watching a news station, did the respondent

watch more than one, and the respondent's reasons for voting for a particular candidate? Furthermore, the survey asked what type of television news station the respondent watched, if any, to see if there was a relation to how the respondent voted in the election.

About sixty-one percent of the respondents were females, and thirty-nine percent of respondents were males. Eight percent of respondents classified themselves as White ($n = 396$), while 12 percent ($n = 60$) classified themselves as Black. Of participants who reported whether they considered themselves to be Hispanic, seven percent of respondent said yes. In addition, seven percent ($n = 36$) of respondents described themselves as some other classification. When asked whether voted during the 2008 presidential election, thirty-eight percent ($n = 192$) said they did vote whereas sixty-two ($n = 300$) percent did not vote.

Results

About seven percent of the respondents indicated that they gave no attention to the 2008 Presidential election. A gender difference was found in that women were significantly more likely than men to pay attention to the campaign ($p < .001$). About thirteen percent of men said they did not pay any attention to the election as compared to four percent of the

women. Whites were also significantly less likely to follow the race than were people of other races ($p < .001$). In fact, no student of color indicated they did not pay attention to the campaign.

Table 1 presents the findings for the use of certain types of media to gather political campaign information for those respondents who paid attention to the campaign by gender of respondent. The majority of the respondents receive information about candidates from broadcasts, talking with family and friends and newspapers. Of the respondents who use TV and Radio Broadcast to gather information, 36.1 percent of men stated they do use broadcast, where as 63.9 percent of women use broadcast media ($p < .01$). When examining the use of magazines for information, there was an even 50/50 percent split between men and women. When it came to internet as a source, 33.3 percent of men use the internet for information and 66.7 percent of women used the internet to gather information ($p < .01$). Seventy-five percent of men stated they used information gathered from political organization, whereas 25 percent of women used information from political organizations ($p < .001$). Women as compared to men were significantly more likely than men to say they used newspapers and talk with their family and friends to gather political information ($p < .01$). Females gathered

information from broadcast, internet, talking with family and friends, and newspapers significantly more than men.

[Table 1 about here]

The relationship between the independent variable, where the respondent received information regarding the political campaign, and the dependent variable, who the respondent voted for or would have voted for, is presented in Table 2. Of the respondents who gathered information from TV and radio broadcasts, 57.6% voted for Obama and 42.4% voted for McCain ($p < .01$). When gathering political information from magazines and political organization 50.0% voted vote for Obama and the other half voted for McCain. Of the respondents who used the internet to gather information, 52.6% preferred Obama and 47.4% preferred McCain. Fifty-three percent of respondents who used the newspaper form candidate information voted for Obama, opposed to the 46.7% who voted for McCain. Apart from the media, 37.9% of those who received information from friends and family voted for McCain and 62.1% voted for Obama ($p < .01$). Respondents who voted or would have voted for Obama gathered campaign information from broadcast, and talking with friends and family significantly more that respondents who preferred McCain.

[Table 2 about here]

Table 3 presents the reasons why respondents voted or would have voted for a particular candidate. Eighty percent of respondents made their candidate choice because of the desire to have the first black president. These findings demonstrate that many respondents vote based on physical aspects rather than merit. Fifty one percent of respondents voted because of the political party of the candidate, whereas 36.6 percent voted based on the policy implications of the candidate.

[Table 3 about here]

The relationship between reasons given for why a respondent voted or would have voted for a candidate and who he or she voted or would have voted for is presented in Table 4. Of those respondents giving the political party of the politician as a reason for why they voted for a candidate, 55.5% of respondents voted for Obama and 45.0% voted for McCain. When examining policy implications as a reason to vote for a candidate, 53.8 percent voted for Obama and 46.2 percent voted for McCain ($p < .01$). When examining respondents who gave gender of candidate as a reason for why he or she chose a particular candidate, 47.4 percent of respondents voted for McCain due to their desire to have a woman vice president ($p < .001$). One-hundred percent of respondents giving race as a reason for voting for a candidate voted for Obama because they desired the first black president ($p < .001$).

[Table 4 about here]

Table 5 presents the relationship between the broadcast station used for gathering political information and the respondent's choice of candidate. When examining the data, it was found that 100 percent of those viewed CNBS voted for Obama ($p < .001$). The majority of Obama voters were more likely to use stations such as ABC, CBS, MSNBC, and CNBS as compared to McCain voters ($p < .01$). The majority of McCain voters used Fox news when gathering information ($p < .001$). NBC seemed to be used evenly among Obama and McCain voters.

[Table 5 about here]

Table 6 examines the relationship between socialization and political views. Findings show that 92.7 percent of respondents have views similar to one or both of their parents. When asked about their partner, 58.6 percent stated he or she does have views similar to their partner. Finally, when asked about the community he or she grew up in, 65.9 percent stated their community had political views similar to their own.

[Table 6 about here]

Table 7 examines the relationship between race and whether the respondent voted for Obama or McCain. Whites, Hispanic, and Asian had about a fifty/fifty split when voting for Obama or

McCain. One-hundred percent of the blacks in the sample voted for Obama. The relationship between race and whether the respondent voted for Obama or McCain was found to be statistically significant at a .000 level.

[Table 7 about here]

The relationship between gender and whether the respondent voted for Obama or McCain is presented in Table 8. When examining the respondents who voted for McCain, 53.8 percent of men and 34.4 percent of women voted for McCain. However, 46.2 percent of men and 65.2 percent of women voted for Obama. The finding established that women were significantly more likely to vote for Obama as compared to men who were split about evenly between Obama and McCain. The relationship between gender and who whether the respondent voted for was found to be statistically significant at the .000 level.

[Table 8 about here]

The relationship between social class and whether the respondent voted for Obama or McCain is offered in Table 9. Lower middle, middle, upper middle, and upper classes were more divided over voting for Obama or McCain. However, 100 percent of voters among the lower class rank voted for Obama. The relationship between social class and whether the respondent voted for Obama or McCain was not found to be statistically significant the .05 level.

[Tale 9 about here]

Table 10 presents the relationship between who the respondent's mother and father voted for and the voting choice of the respondent. When examining the respondent who voted for McCain, 85.7% of those respondent's mothers also voted for McCain and 90.9% of the respondent's fathers voted for McCain. When looking at the respondents who voted for Obama, 93.8% of their mothers voted for Obama and 94.4% of fathers also voted for Obama. This analysis shows that children overwhelmingly select the same candidate as their parents when voting ($p < .001$).

[Table 10 about here]

Examining the role of family, friends, and the community in the respondents voting decision, table 11 demonstrates that when it came to the family's role in a respondent's decision to vote for a candidate, almost half of the respondents stated that family played a moderate role. Apart from family, 41.5% of respondents held that friends played only a small role in their decision to vote for a candidate. On a similar note, 48.8% of respondents stated that the community also played a small role in their voting decision.

Discussion

My first hypothesis, that voters do not receive well-rounded information regarding both candidates before voting during an election was not supported. Overall, there was little

empirical support for this hypothesis since only seven percent of students indicated they gave no attention to the 2008 Presidential election. Findings indicated that the majority of young voters receive information about candidates from broadcasts, talking with family and friends, and newspapers.

Although my hypothesis was not supported, findings did demonstrate that family and media were significant sources of information gathering. Almost half of the respondents stated that family played a moderate role in their voting decision. Respondents surrounded themselves with other individuals who had political interest in line with their own.

The finding that a majority of women and some men are receiving their information regarding a political candidate from television broadcasts may pose a major problem. Most broadcast stations are slanted toward a particular direction (Media, 2005). Media broadcast is used as a source of information and has a significant impact on voters. Television news is a major source for a person to stay informed about what is going on in the world. It is the news' responsibility to deliver the facts of a story and give both the positives and negatives of every story. The news is supposed to deliver the truth to the people and be un-biased while doing so.

Despite the former, television news does not fulfill its responsibility of delivering the facts of every story (Media, 2005). Numerous media station slant to one side of the political spectrum. The slant of the broadcast station, leads to the lack of accurate, well-rounded information for the viewer. For example, in the current research it was found that there was a significant different between the station where the political news was viewed and voting patterns. Students who indicated they got their political news from ABC, CBS, CNN and NBC were significantly more likely to vote for Obama while those respondents who got their political news from Fox were significantly more likely to vote for McCain.

Fox News station is an example of a station that has a specific political orientation. Fox News is one of the most conservative news channels on television (DellaVigna & Kaplan, 2006, 121-123). Their conservative ideals may be the only side of a story the viewer receives. In a study done at UCLA about bias in the media, twenty-one research assistants watched the media coverage in the U.S. to see what the stations reported, and if they showed a pattern on what side they supported (Media, 2005). It was found that out of twenty media stations, Fox News was one of the most right-winged stations and one of the most watched. Rupert Murdoch, the owner of the Fox News Channel, is a conservative who pushes his station to report a conservative

view (Outfoxed, 2004). There are many media stations that tilt to one side of the spectrum. If the majority of voters are receiving their information regarding a political candidate from broadcast, the voter does not have a large base of information when choosing a candidate for office. It is difficult to know the causal direction for this relationship as students may watch the news stations that they believe support their political views or, conversely, the news network could influence their political views.

My second hypothesis, voters use socio-demographic factors to judge candidates, and in turn, the individual is more likely to vote for a candidate whose demographic factors coincide with the voters own identity was supported by the research. When examining the influence of race, Whites, Hispanic, and Asian had about a fifty/fifty split when voting for Obama or McCain. However, 100 percent of the blacks in the sample voted for Obama. One reason for this result may be that blacks will vote for the candidate of the same race. They can identify with the candidate and want to see the particular candidate elected.

Apart from race, gender further affected voting. When examining the respondents who voted for McCain, 53.8 percent of men and 34.4 percent of women voted for McCain. However, 46.2 percent of men and 65.2 percent of women voted for Obama. The finding established that women were more likely to vote for

Obama as compared men who were split between Obama and McCain. Although one would expect women to for McCain because he had a female vice president, race was an equally important factor when it comes to voting. African American women who voted for Obama demonstrate that race may be a more significant factor than that of gender. In regard to women of other races, the reason most women may have voted for Obama may be explained by the idea that when making a final decision on a presidential candidate, the focus is on the presidential candidate and not on who will become the vice president. Female respondents may have felt that the race, gender, or other socio-demographic factors are more important in regard to president than vice president.

In addition to gender, social class plays a role in voting behavior. It was revealed that lower middle, middle, upper middle, and upper classes were more divided over voting for Obama or McCain. However, 100 percent of voters among the lower class rank voted for Obama. The relationship between the respondent's race and votes for Obama demonstrated that race is an important factor in voting behavior. Respondents use traits they can identify with upon making a decision.

The third hypothesis examined in this research focused on the effects of family and friends on voter preference. It would be expected that respondents would surround themselves with other individual whom have political interest in line with their

own. There was strong empirical support found for this hypothesis. An individual sees how others around him or her act and think, and often mimic their behavior. The beliefs being mimicked are often internalized and become part of their self-concept (Sandstorm et al, 2009, p.82). The actions and views of family and peers will often depict how active one will be in politics. Structural influences can lead an individual to conform to a specific political party or views.

Finding support the idea that family plays a role in respondent's voting behavior. When examining the respondents who voted for McCain, 85.7% of those respondent's mothers also voted for McCain and 90.9% of the respondent's fathers also voted for McCain. When looking at the Respondents who voted for Obama, 93.8% of their mothers voted for Obama and 94.4% of fathers also voted for Obama. The latter demonstrates that majority of children often vote in line with who their parents vote for.

Findings further indicated that 92.7 percent of respondents have views similar to one or both of their parents. When asked about their partner, 58.6 percent state they have views similar to his or her partner. Finally, when asked about the community they grew up in, 65.9 percent of respondents stated their community had political views similar to their own. Because individuals take on the views of their parents, date

others with views similar to their own, and grow up in communities with similar views, voters are trapped in a box of one-sided thinking. Results of prior studies support this idea as well. Research demonstrated that voters use socio-demographic factors to judge candidates when voting which can be used as a predictor of voting behavior (Stockley, 2008). In addition, race and ethnicity play a role (Pacheco & Plutzer, 2008). A positive correlation was found between the intention to vote based on perceptions of how often and how important voting was to their family and political interest and information about voting (Glynn et al, 2009). Studies also showed that when the parents have taken an interest in their child and attempted to guide him or her with moderate pressure through persuasion, their political views remain similar (Maccoby et al, 1954).

The current research focused on socialization and structural factors, and their influence on voting behavior in a convenience sample of students. If society understands the predictors of voting, society as a whole can attempt to not only get more youth involved in the elections, but also help them determine their own views apart from the influences around them. In addition, the research will help to fill a void in this area of study. Little work has been published concerning predictors of voting behavior specifically among college students. It is

important to look at the voting habits of youth because they are the future of the country.

Although there has been research done regarding predictors of voting by those such as Andolina, Jenkins, Zukin, and Keeter in 2003, there is a lack of research that asks the respondents where they gather a majority of their information and specifically about the broadcast stations used. More importantly, although studies have been conducted regarding the effects of different aspects of socialization on political behavior, few studies examine whether the processes of socialization produces biased political behavior. The current study, however, addressed the major source of information gathering and the implications of each. In addition, the current study does reveal support for the idea that socialization leads an individual to hold particular views and avoid those with opposing views by surrounding themselves with other similar to themselves.

Future studies should be conducted that looks deeper into the effects of media broadcasts. Future research should examine the number of hours watched per station, the information the station provides, and compare this data to the specific beliefs of the voter. Research should be done on the type of physiological factors, such as thoughts, feelings, attitudes, or

other cognitive or affective characteristics of an individual that influence his or her behavior and lead a person to vote a particular way. With this type of research, society could better see what causes a person to gamble and use this research to try to help these people before a serious problem begins to occur. Research in this area is to help members of society open their eyes to how different youth are affected by those around them.

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Table 1: Compares the use of certain media for political campaign information across genders.

Media Source	Male	Female
TV and Radio Broadcast**	156 36.1%	276 63.9%
Magazines	48 50%	48 50%
Internet**	84 33.3%	168 66.7%
Political Organization***	36 75%	12 25%
Newspaper**	108 34.6%	204 65.4%
Commercials	84 41.2%	120 58.8%
Talking with Friends and Family**	132 33.3%	264 66.7%

**significant at the .01 level

***significant at the .001 level

Table 2: Crosstabulation of where they respondent got their information about the candidate and whom the respondent voted for or would have voted for in the 2008 Presidential election.

Media Source	Obama	McCain
TV and Radio Broadcast**	228 57.6%	168 42.4%
Magazines	48 50.0%	48 50.0%
Internet	120 52.6%	108 47.4%
Political Organization	24 50.0%	24 50.0%
Newspaper	96 53.3%	84 46.7%
Talking with Friends and Family***	216 62.1%	132 37.9%

**significant at the .01 level

***significant at the .001 level

Table 3: Frequency table examining the reasons why a respondent voted or would have voted for a candidate he or she voted or would have voted for.

Reasons why prefer the person	Percent who chose
Political Party	152 51.2%
Policy Implications	180 36.6%
Women Vice President	480 97.6%
Black President	396 80.5%
Other Reasons	84 17.1%

Table 4: Cross tabulation presenting the relationship between reasons why a responded voted or would have voted for a candidate and who he or she voted or would have voted for in the 2008 election.

Reasons why prefer the person	Obama	McCain
Political Party	132 55.0%	108 45.0%
Policy Implications**	168 53.8%	144 46.2%
Women Vice President***	0 0%	12 100 %
Black President***	84 100%	0 00.0%

**significant at the .01 level

***significant at the .001 level

Table 5: Table examining the broadcast station used for gathering political information and respondents choice of candidate.

Broadcast
Networks
Used...

	Obama	McCain
ABC***	168 73.7%	60 26.3%
CBS***	120 76.9%	36 23.1%
NBC**	96 53.3%	84 46.7%
CNN***	180 71.4%	72 28.6%
MSNBC***	72 75.0%	24 25.0%
FOX***	48 30.8%	108 69.2%
CNBS***	24 100.0%	0 0.0%

**significant at the .01 level

***significant at the .001 level

Table 6: Contingency tables examine the relationship between the type of structural factor and whether political views were similar to the respondent's.

Structural Factors	Political Views
	Hold Similar views
Parents (one or both)	456 92.7%
Partner	204 58.6%
Community	324 65.9%

Table 7: Contingency table showing the relationship between race and whether the respondent voted for Obama or McCain.

Vote For	Race			
	White***	Black***	Hispanic***	Asian***
McCain	156 48.1%	0 .0%	12 50.0%	12 50.0%
Obama	168 51.9%	60 100.0%	12 50.0%	12 50.0%

**significant at the .01 level

***significant at the .001 level

Table 8: Contingency table showing the relationship between gender and whether the respondent voted for Obama or McCain.

Respondent Voted/would have voted For...	Gender	
	Male***	Female***
McCain	84 53.8%	96 34.8%
Obama	72 46.2%	180 65.2%

**significant at the .01 level

***significant at the .001 level

Table 9: Contingency table showing the relationship between social class and whether the respondent voted for Obama or McCain.

Voted For	social class				
	Lower**	Lower middle**	Middle**	Upper middle**	Upper**
McCain	0 0%	12 50.0%	72 42.9%	72 40.0%	24 50.0%
Obama	12 100.0%	12 50.0%	96 57.1%	108 60.0%	24 50.0%

**significant at the .02 level

Table 10: Contingency table showing the relationship between whether the respondent voted for Obama or McCain and who the mother, father, and respondent voted for.

Respondent's Vote	Mother vote		Father vote	
	McCain	Obama	McCain	Obama
McCain***	144 85.7%	12 6.3%	120 90.9%	12 5.6%
Obama***	24 14.3%	180 93.8%	12 9.1%	204 94.4%

***Significant at the .001 level

Table 11: Contingency table examining the role of family, friends and the community in the respondents voting decision.

Magnitude of role...	Family	Friends	Community
Large	132 26.8%	0 0.0%	24 4.9%
Moderate	228 46.3%	168 34.1%	120 24.4%
Small	84 17.1%	204 41.5%	240 48.8%
None	48 9.8%	120 24.4%	108 22.0%

Vita

Name: SERENA O'DIERNO

I. ACADEMIC/PROFESSIONAL BACKGROUND

The Pennsylvania State University, University Park, PA
Bachelor of Science in Crime, Law, and Justice
Minor in Law and liberal arts
Minor in Sociology

August 2007 – May 2011

Relevant Courses:

Introduction to Law

Criminology

Law and Society

Sexual and Domestic Violence

Small Group Communications

Introduction into the Criminal Justice System

Mass Media Law

Research Methods in Criminal Justice

Women in the Criminal Justice System

Public Speaking

INTERNSHIP

Law office of Christina Lana Shine, Esq.

- I did legal research, filing, computer work, letters, attended meeting and court dates with Mrs. Shine and her clients.

Robshaw and Associates

- I did legal research, filing, computer work, letters, wrote up deeds, did housing closings, shadowed Jeffery Volkel, a judge and lawyer, to meeting and court dates with clients, talk with informants to obtain search warrants, and watched as he presided as judge.

HONORS

Dean's List: Fall 2007, Spring 2008, Spring 2009, Summer of 2009, Fall 2009, Spring 2010, Fall 2011,
Academic Excellence Award: Fall 2007, Spring 2008, Spring 2009, Summer of 2009, Fall 2009,
Spring 2010, Fall 2011

Pennsylvania State University Honors program

Pennsylvania State University Schreyer Honors College

LEADERSHIP

Alpha Sigma Alpha

- Faculty chairman- communicated with faculty members about campus activities and their involvement
- Standards board chairman- analyzed member's misconduct, advised them how to deal with the issue, investigated problems among members and collaborated with members to come to a compromise
- Membership committee and Recruitment committee- worked with other members of the sorority to recruit new members and plan events

Alpha Kappa Delta (Sociology Honors Society)

- Vice President of Public Relations- designing favorable publicity material and releasing it through various communications media

Teaching Assistant- assists the professor with instructional responsibilities, communicating with students, graded assignments, and organization work and classes.

ACTIVITIES

Alpha Phi Sigma (Criminal Justice Honors Society)

Adopt a Highway

30 Hour Famine

Cardboard City- Raised Money for the Homeless

100 Mile Club

Habitat for Humanity

Juvenile Diabetes Research Foundation Walk

Phi Kappa Phi (Honors Society)