Gender differences in the relationship of peer pressure and emotional regulation with antisocial behaviors.

Zhihan Su
Introduction

- Significant gender difference exist in:
  - Aggression and antisocial behavior (e.g. Archer, 2000; Green et al., 2008)
  - Peer Pressure (e.g. (Fagan et al., 2007)) suggesting that men engage in antisocial behaviors more frequently and also experience higher levels of peer pressure
Antisocial Behavior VS. Emotional regulation

- **Antisocial Behavior**
  - Lacks of consideration for others and may cause damage to the society.
  - Opposite of pro-social behavior

- **Emotional regulation**
  - Refers to a person’s ability to understand and accept others’ emotional experiences
  - To engage in healthy strategies to manage uncomfortable emotional into appropriate behaviors.
General Aggression Model (Anderson & Bushman, 2002)

The relationships between different risk factors and antisocial behavior are expected be equal for men and women because they are based on universal learning processes.
Emotion regulation

Metaphorical Aggression Thermometer

- Potentially lethal violence
- Physical fighting
- Threatening violence
- Pushing and shoving
- Occasional violent thoughts/fantasies
- Relationally aggressive behavior
- Verbally aggressive behavior
- Occasional aggressive thoughts
- Occasional rude behavior
- Always respectful and polite
Research Goal

explore the gender differences in the relationship of peer pressure and emotional regulation with antisocial behavior
Hypothesis 1

we expected that peer pressure would predict antisocial behavior both for men and for women
Hypothesis 2

- we expected that peer pressure would predict more severe antisocial behaviors among men (e.g. destruction of property)
Hypothesis 2

Peer pressure would predict less severe antisocial behaviors among women (e.g. relational aggression and bullying).
Hypothesis 3

We expected that emotion regulation would predict less frequent antisocial behavior both for men and for women.
## Sample

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Age (M)</th>
<th>Age (SD)</th>
<th>% of gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>354</td>
<td>20.70</td>
<td>2.35</td>
<td>39%</td>
</tr>
<tr>
<td>Women</td>
<td>563</td>
<td>19.75</td>
<td>1.66</td>
<td>61%</td>
</tr>
</tbody>
</table>
Method

- Cross-sectional study
- Participants completed survey containing the questions:
  1. Peer pressure (Bradley & Wildman, 2002; Teese & Bradley, 2008;)
  2. antisocial behaviors (Udovicic et al., 2007)
  3. emotional regulation items (Gross, 1998)
  4. Demographic information (e.g. Age, Sex, Major)
Result!
Structural equation modeling (SEM) using Mplus7

** p < 0.01, * p < 0.05, ns nonsignificant (p > 0.05)

Men (354 Croatian college students)
Structural equation modeling (SEM) using Mplus7

Women (563 Croatian college students)
Discussion

- **Gender difference:** For men, peer pressure predicted higher levels of theft and destruction of property. For women only predicted higher level of bullying.

- **Emotional regulation** helps decrease anti-social behaviors.

- Possible effect of **socialization difference**?
Limitations

- Sample size. (women > men)
- Self-report data
- One culture sample
Future Directions

- Longitudinal design
- Culture differences
Thank you!