

## The Effect of Status Norms on Selection and Influence Processes in Adolescents Antisocial Attitudes

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## Background

## Puzzle

- › Both selection and influence processes play a role in antisocial behaviors in adolescence (see review Veenstra & Dijkstra, 2011)
- › In some classes friends selected on basis of antisocial behaviors, whereas in other classes influence processes are found (e.g., Knecht et al., 2010; Weerman, 2010)

## Aim

- › Examine role of classroom norms
- › Selection and influence processes regarding *antisocial attitudes* as pre-requisite actual antisocial behavior
- › Adolescent sample (N=1,086) across 47 classrooms

## Hypothesis

## Norms

- › In adolescence sensitivity to peer group increases – peer conformity
- › Deviation from what is normative – risk of rejection (Wright et al., 1986)
- › Norms defined by average behavior of peers – descriptive norms (e.g., Sentse et al., 2007)

## Status norms

- › Everyone equally influential?
- › Popular, high status adolescents more influential as norm setter – evoke imitation (Cialdini & Richardson, 1980; Dijkstra et al., 2008; Dijkstra et al., 2010)
  - › behavior seen in positive light, more attractive
  - › imitation to enhance own status
  - › increase chance of affiliation

## Hypothesis

Risk attitudes proliferate more via peer influence processes in classes where risk attitudes are positively associated with status

## Methods

## Sample

- › The Arnhem School Study (TASS)
- › Three waves in one school year
- › First year secondary education
- › 1,086 (M/F; 563;500) respondents
- › Peer nominations and self-reports

## Measures (1)

- › Friendship networks – ‘Who are your best friends’
- › Antisocial attitudes – How much you like ‘smoking’, ‘skipping school’, ‘hitting someone’ etc.
  - Six items
  - Answer categories – 1 (don’t like to do this at all) – 5 (like to do this very much)
  - Alpha=.75-.86

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### Measures (2)

- › Status norms – class level correlation between antisocial aptitudes and status (peer nominations for ‘Who do others want to be associated with (‘Who is popular’)?’ at Time point 1
- › Three types of classes
  - Negative – N=11
  - Neutral – N=25
  - Positive – N=11

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### Methods

- › Longitudinal social network modeling (SIENA)
  - Network dynamics
    - Network effects
    - Selection effects
  - Behavioral dynamics
    - Behavioral tendencies
    - Influence processes (average alter)
- › Meta-analyses (Snijders & Baerveldt, 2003)

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## Results

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### Results SIENA

	All classes <sup>a</sup>	
	Est.	SE
<i>Network Dynamics</i>		
Gender Alter	-.09**	.03
Gender Ego	.18**	.06 <sup>b</sup>
Gender Similarity	.46**	.05
Risk Attitudes Alter	.09**	.03
Risk Attitudes Ego	.02	.03
<b>Risk Attitudes Similarity</b>	<b>.57***</b>	<b>.14</b>
<i>Behavior Dynamics</i>		
Risk Attitudes Linear		
Shape	-.06	.05
Risk Attitudes	-	
Quadratic Shape	.16***	.05
<b>Risk Attitudes Average Alter</b>	<b>.55***</b>	<b>.11</b>
Risk Attitudes: Effect From Gender	.06	.07
N of Classes	47	
N of Students	1086	

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### Results SIENA

	Negative Norm		Neutral Norm		Positive Norm	
	Est.	SE	Est.	SE	Est.	SE
<i>Network Dynamics</i>						
Gender Alter	-.02	.06	-.11*	.05	-.15†	.07
Gender Ego	.15	.12	.20*	.09 <sup>b</sup>	.14	.12
Gender Similarity	.48**	.12 <sup>b</sup>	.45***	.05	.49*	.16
Risk Attitudes Alter	.03	.08	.11*	.05	.12*	.05
Risk Attitudes Ego	.05	.06	-.01	.04	.05	.08
<b>Risk Attitudes Similarity</b>	<b>.65</b>	<b>.37</b>	<b>.59**</b>	<b>.19</b>	<b>.48</b>	<b>.29</b>
<i>Behavior Dynamics</i>						
Risk Attitudes Linear						
Shape	-.05	.07	-.08	.08	-.05	.06
Risk Attitudes						
Quadratic Shape	-.15*	.07	-.23*	.09	-.17†	.08
<b>Risk Attitudes Average Alter</b>	<b>.35</b>	<b>.20</b>	<b>.46*</b>	<b>.17</b>	<b>.91***</b>	<b>.15</b>
Risk Attitudes: Effect From Gender	.01	.13	.18	.12	-.08	.11
N of Classes	11		25		11	
N of Students	242		592		252	

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## Discussion

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### Alternative explanations

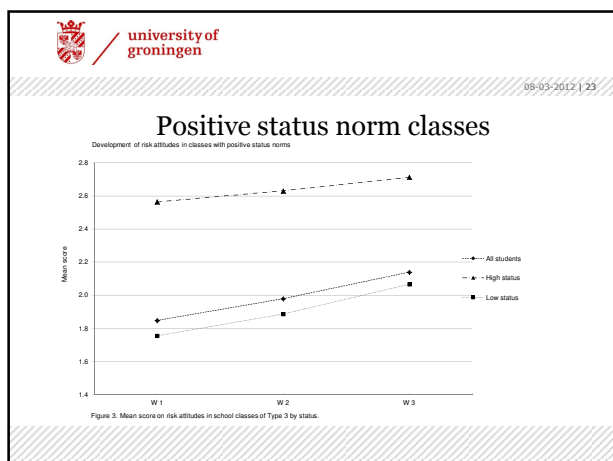
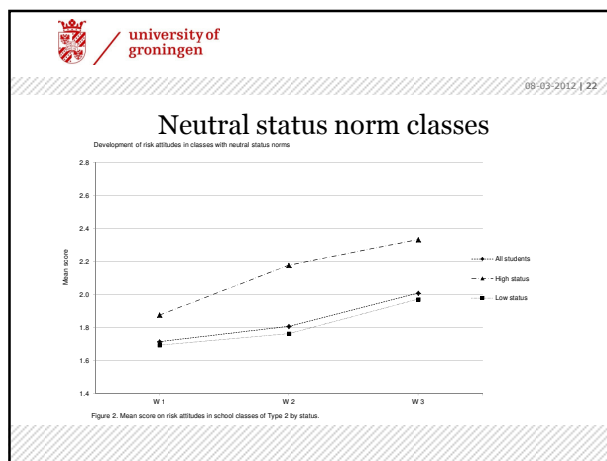
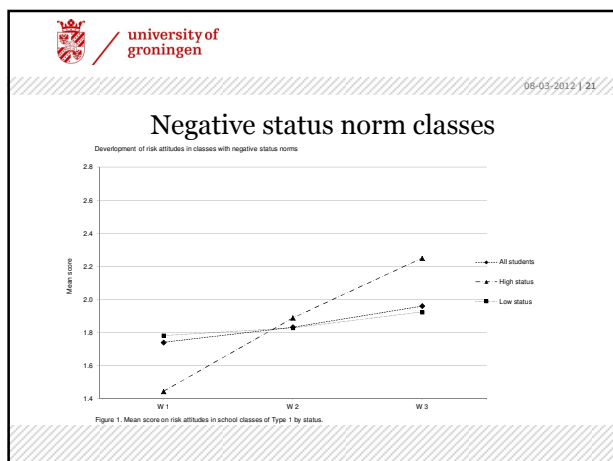
- › Really more influence?
- › Steeper increase in risk attitudes in 'positive norm' classes
- › Higher status adolescents – more friends and thus more opportunities for influence

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### Additional analyses

- › Real influence – steeper increase non-popular respondents in risk attitudes in positive status norm classes



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### Additional analyses

- › Popular children have more friends, more opportunity to influence peers

rPop_BF	Negative	Neutral	Positive
Wave 1	.40	.38	.43
Wave 2	.50	.35	.45
Wave 3	.38	.43	.25