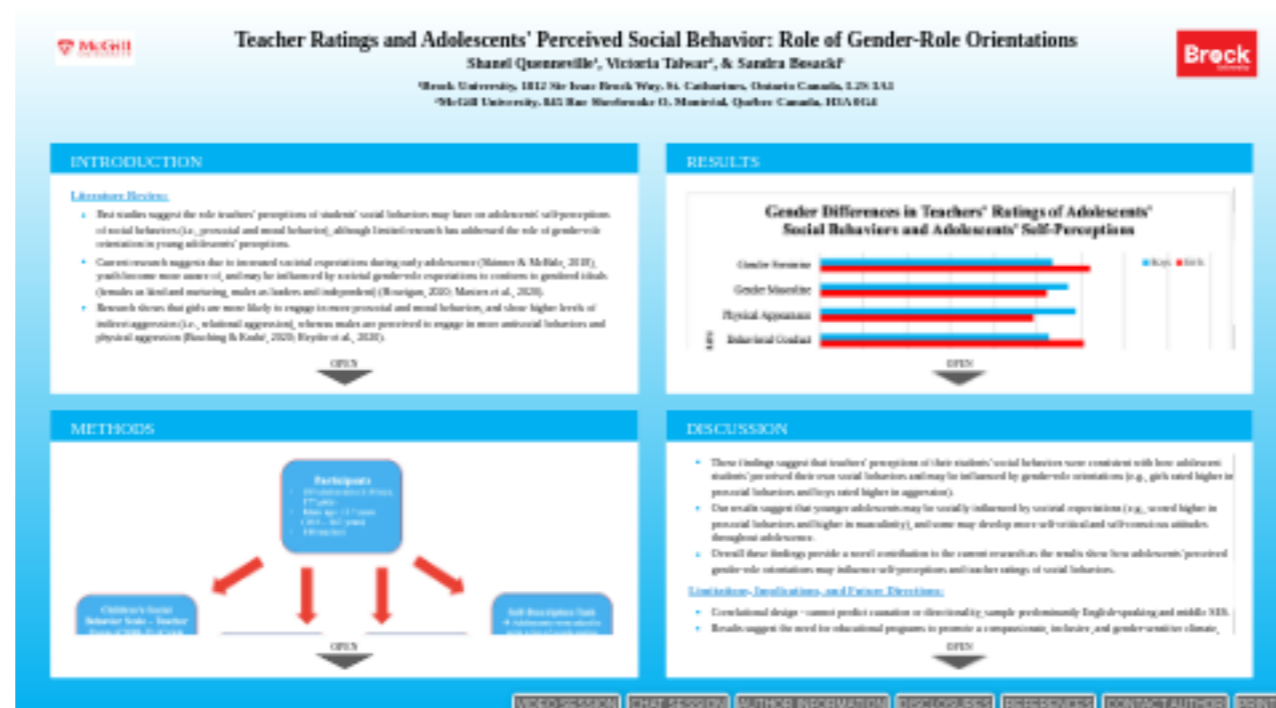


Teacher Ratings and Adolescents' Perceived Social Behavior: Role of Gender-Role Orientations

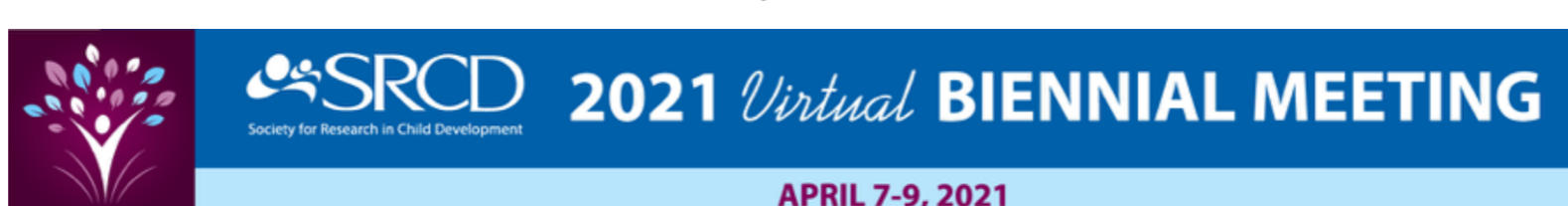


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PRESENTED AT:



INTRODUCTION

Literature Review:

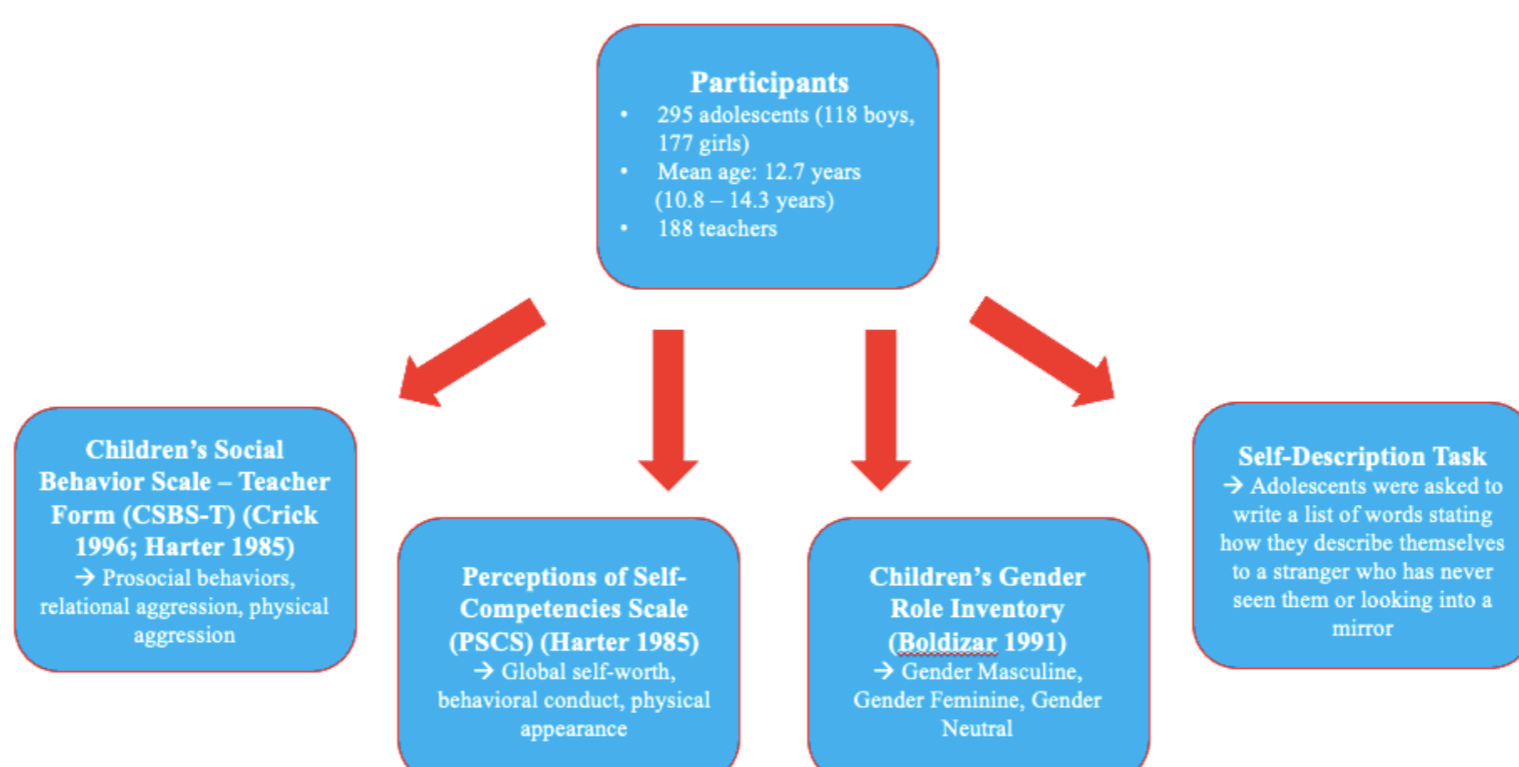
- Past studies suggest the role teachers' perceptions of students' social behaviors may have on adolescents' self-perceptions of social behaviors (i.e., prosocial and moral behavior), although limited research has addressed the role of gender-role orientation in young adolescents' perceptions.
- Current research suggests due to increased societal expectations during early adolescence (Skinner & McHale, 2018), youth become more aware of, and may be influenced by societal gender-role expectations to conform to gendered ideals (females as kind and nurturing, males as leaders and independent) (Hourigan, 2020; Masters et al., 2020).
- Research shows that girls are more likely to engage in more prosocial and moral behaviors, and show higher levels of indirect aggression (i.e., relational aggression), whereas males are perceived to engage in more antisocial behaviors and physical aggression (Busching & Krahé, 2020; Heyder et al., 2020).

Current Study and Research Questions:

Based on this past research and lack of studies exploring the relations between teacher and adolescent student ratings on social behaviors and gender-role orientations, we investigated the following research questions:

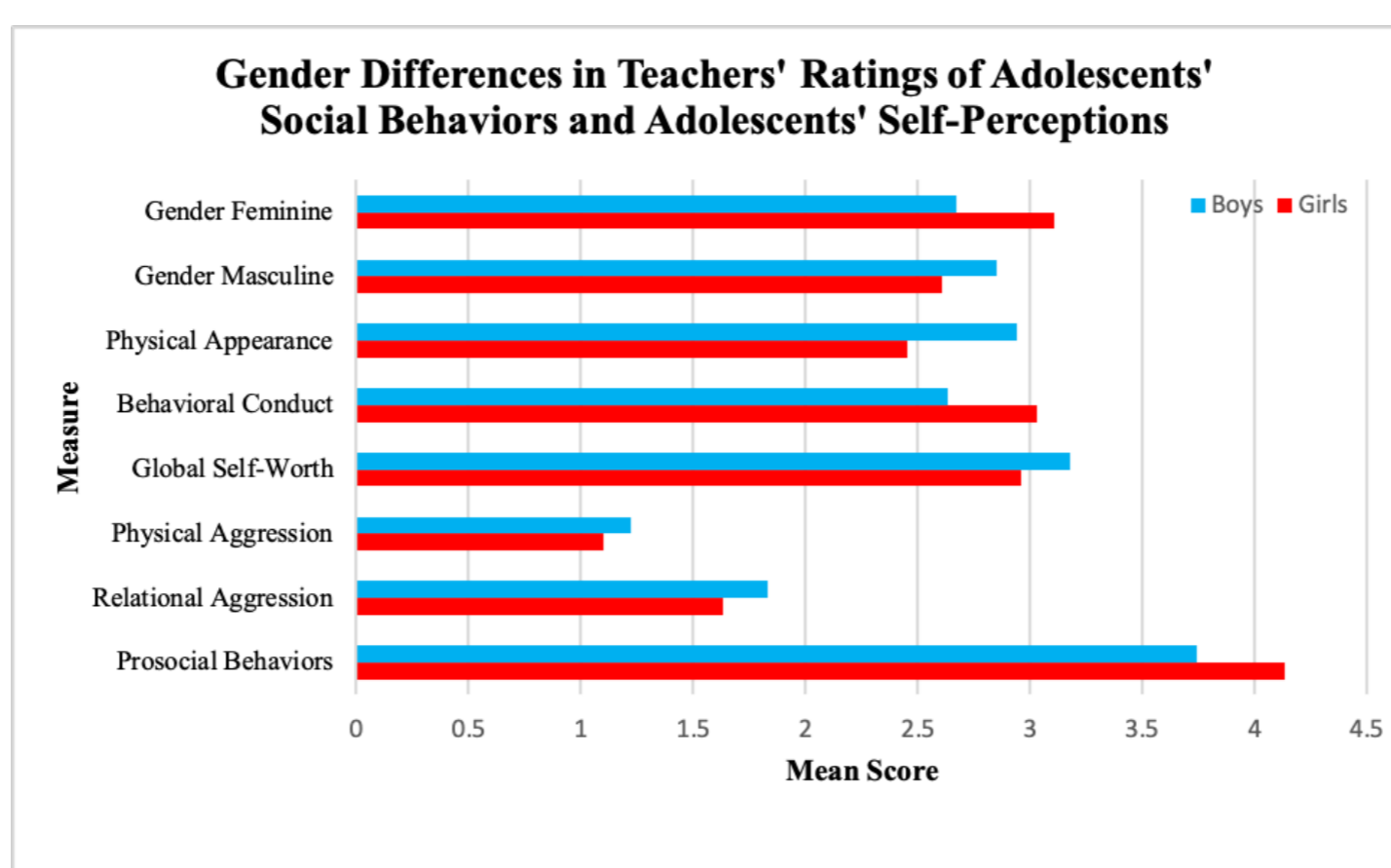
1. Do teachers' perceptions of students' social behaviors relate to students' self-perceived competencies and gender-role orientations?
2. Do gender differences exist in teachers' perceptions of students' social behaviors and in students' self-perceptions and gender-role orientation?
3. Do adolescents' perceived gender-role orientations relate to their perceived competencies and self-descriptions?

METHODS



Data taken from Year 1 of a five-year longitudinal study on social cognition in emerging adolescents

RESULTS



Correlations:

- (+) prosocial behavior with behavioral conduct ($r = .150, p = .025$), gender feminine ($r = .212, p = .001$), and gender neutral ($r = .211, p = .001$)
- (+) behavioral conduct with gender feminine ($r = .223, p = .000$)
- (-) behavioral conduct with relational aggression ($r = -.134, p = .045$) and gender masculine ($r = -.207, p = .001$)

Table 1

Analysis of Variance – Age x Gender

Variable	df	F	p
Prosocial Behaviors ¹	1	4.653	.032
Physical Aggression ²	1	6.163	.014
Physical Appearance ³	1	5.514	.020

Note. ¹younger adolescent girls and boys rated themselves higher compared to older adolescents, ²younger adolescent girls rated themselves lower compared to older adolescent girls, younger adolescent boys rated themselves higher compared to older adolescent boys, ³younger adolescent girls and boys rated themselves higher compared to older adolescents

DISCUSSION

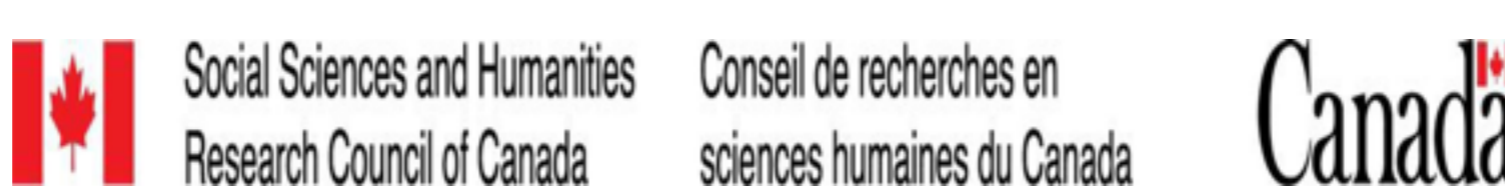
- These findings suggest that teachers' perceptions of their students' social behaviors were consistent with how adolescent students' perceived their own social behaviors and may be influenced by gender-role orientations (e.g., girls rated higher in prosocial behaviors and boys rated higher in aggression).
- Our results suggest that younger adolescents may be socially influenced by societal expectations (e.g., scored higher in prosocial behaviors and higher in masculinity), and some may develop more self-critical and self-conscious attitudes throughout adolescence.
- Overall these findings provide a novel contribution to the current research as the results show how adolescents' perceived gender-role orientations may influence self-perceptions and teacher ratings of social behaviors.

Limitations, Implications, and Future Directions:

- Correlational design - cannot predict causation or directionality, sample predominantly English-speaking and middle SES.
- Results suggest the need for educational programs to promote a compassionate, inclusive, and gender-sensitive climate, and for positive youth intervention programs to highlight how gender-stereotypic language may directly and indirectly promote gender-role stereotypes.
- Further research is needed on the relations between adolescents' social behaviors and how gender-role orientations may influence their identities and social behaviors.

DISCLOSURES

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