

GENDER AND AGGRESSION

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- Aggression: The behaviors which harm the living or nonliving things
- However 'intention to harm' is the key word
 - Reactive aggressive behaviors
 - Based on Frustration Theory of Aggression or Negative Affect Theory(Berkowitz, 1993)
 - Proactive aggressive behaviors
 - Based on Instrumental learning of Social Cognitive Theory (Bandura, 1973)

- Instinct Theory (Lorenz, 1966)
 - We need to be aggressive to survive
 - Aggression (both in human and non-human populations) can be an indication of power.
 - Male Warrior Hypothesis: Aggressive males have more access to mates, resources, territory and status
 - Also male aggression can be a sign of higher possibility of protection and parental investment for females ???

- Physiological Background
 - Hormones
 - Testosterone
 - Dehydroepiandrosterone (DHEA)
 - Corticosterone

- Main types of aggression
 - Physical
 - Verbal
 - Relational

- However gender differences may also be related with socialization processes
 - There is no significant difference in aggression between males and females before two years of age (Lansford et al., 2012)
 - Females socialize with better language and social skills than boys
 - In an early meta analysis, it was shown that gender differences in aggression were getting smaller between the years 1978-1981 (Hyde, 1984).
 - The possible side effect of struggle for gender equality which started in 1960s

- Gender related norms/stereotypes (i.e. Masculinity vs. Femininity):

Traditional Gender Stereotypes.

<i><u>Feminine.</u></i>	<i><u>Masculine.</u></i>
<i>Not aggressive.</i>	<i>Aggressive.</i>
<i>Dependent.</i>	<i>Independent.</i>
<i>Easily influenced.</i>	<i>Not easily influenced.</i>
<i>Submissive.</i>	<i>Dominant.</i>
<i>Passive.</i>	<i>Active.</i>
<i>Home-oriented.</i>	<i>Worldly.</i>
<i>Easily hurt emotionally.</i>	<i>Not easily hurt emotionally.</i>
<i>Indecisive.</i>	<i>Decisive.</i>
<i>Talkative.</i>	<i>Not at all talkative.</i>
<i>Gentle.</i>	<i>Tough.</i>
<i>Sensitive to other's feelings.</i>	<i>Less sensitive to other's feelings.</i>
<i>Very desirous of security.</i>	<i>Not very desirous of security.</i>
<i>Cries a lot.</i>	<i>Rarely cries.</i>
<i>Emotional.</i>	<i>Logical.</i>
<i>Verbal.</i>	<i>Analytical.</i>
<i>Kind.</i>	<i>Cruel.</i>
<i>Tactful.</i>	<i>Blunt.</i>
<i>Nurturing.</i>	<i>Not nurturing.</i>

- When 'gender norms' disappear?
 - In sports the rate of aggression becomes equal
 - In cyberspace males and females show similar aggressive behaviors (i.e. Cyberstalking, cyber harassment, cyberbullying)

TRADITIONAL BULLYING (A SUB-TYPE OF PROACTIVE AGGRESSION)

- Bullying is simply the abuse of power
- It can happen anytime and anywhere if there are unbalanced power relations
 - Vulnerable populations
 - Sexual, ethnic, religious minorities
 - Disabled people
 - Or any person who has difficulties to defend himself/herself (ex: socially alone people or people with weak coping abilities)

- Olweus (1978) defined bullying as a systematically repeated physical and verbal aggressive behavior from a person in power (i.e. bully) towards a vulnerable person (i.e. victim)
 - He also defined three crucial elements of bullying (still accepted as core features):
 - Repetition
 - Intention to harm
 - Unequal power / Power Imbalance

- Mid-1990s: The number of empirical studies across countries increased (ex: England, Canada, Japan, Korea etc.)
 - The definition was broadened by including relational and indirect forms of bullying
 - The cross-national differences on bullying were started to be discussed (ex: *Ijime* in Japan, *Wang-ta* in Korea)

– During 2000s until now

- The introduction of the new form of bullying (i.e. cyberbullying) parallel to the rapid development in information and communication technologies (i.e. cellphones, smartphones and internet)

- Playful fighting, a one-time attack, or good natured teasing between friends IS NOT bullying.

- **TYPES OF BULLYING**

- Physical (hitting, kicking, beating etc.)
- Behavioral bullying (stealing or harming the belongings ,doing something mean, etc.)
- Verbal bullying (repeated humiliating names or remarks, harmful teasing)
- Relational bullying (spreading rumors, any behavior which aims to disrupt the relationship between the victim and his/her peers)
- Cyberbullying (harmful texting, recording and spreading humiliating scenes etc.)

- AGE and GENDER DIFFERENCES
 - Physical bullying decrease with age but other forms increase
 - Males bully more than females
 - Evolutinary explanations
 - Methodological explanations
 - Females use more indirect ways of bullying
 - Both genders bully more their same sex peers

POWER AND BULLYING BEHAVIOR

- All humans are tended to be aggressive and abuse their power
 - Ex: Zimbardo's Prison Experiment

- When the power is abused systematically, this specific behavior is called bullying

- The manifestation of power can be different:
 - Age
 - Physical strength
 - Social strength (i.e being a member of a majority group, socially competent, popular)

- The sub types of bullying can be related with how the power is manifested
 - Physical strength → Explicit Power → Direct Bullying
 - Social strength → Implicit Power → Indirect Bullying

- Manifestation of power can be related with emotions of peer group / others
 - Explicit Power → Fear
 - Implicit Power → Respect

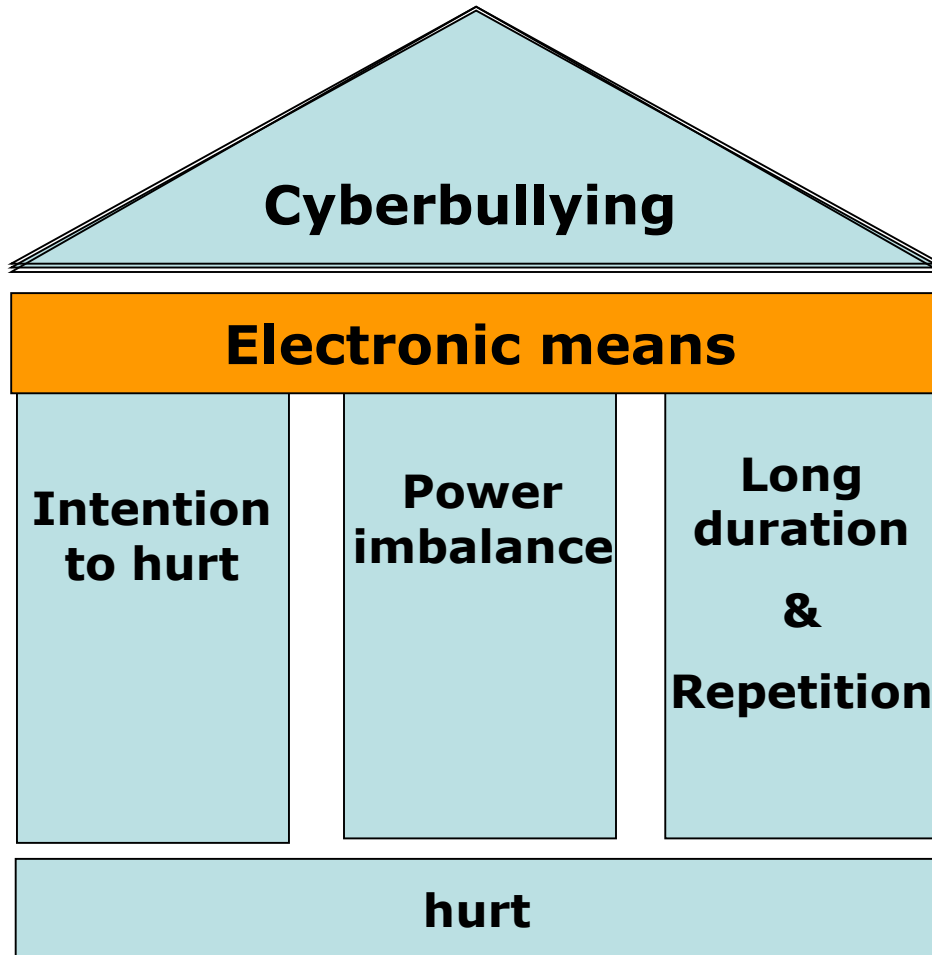
- The bullies who use mainly implicit power are labeled leaders among their peers
- These bullies sometimes also use explicit power but this use will not make them unpopular and rejected.

- On the other hand bullies who mainly use explicit power but not implicit power are generally unpopular and rejected.

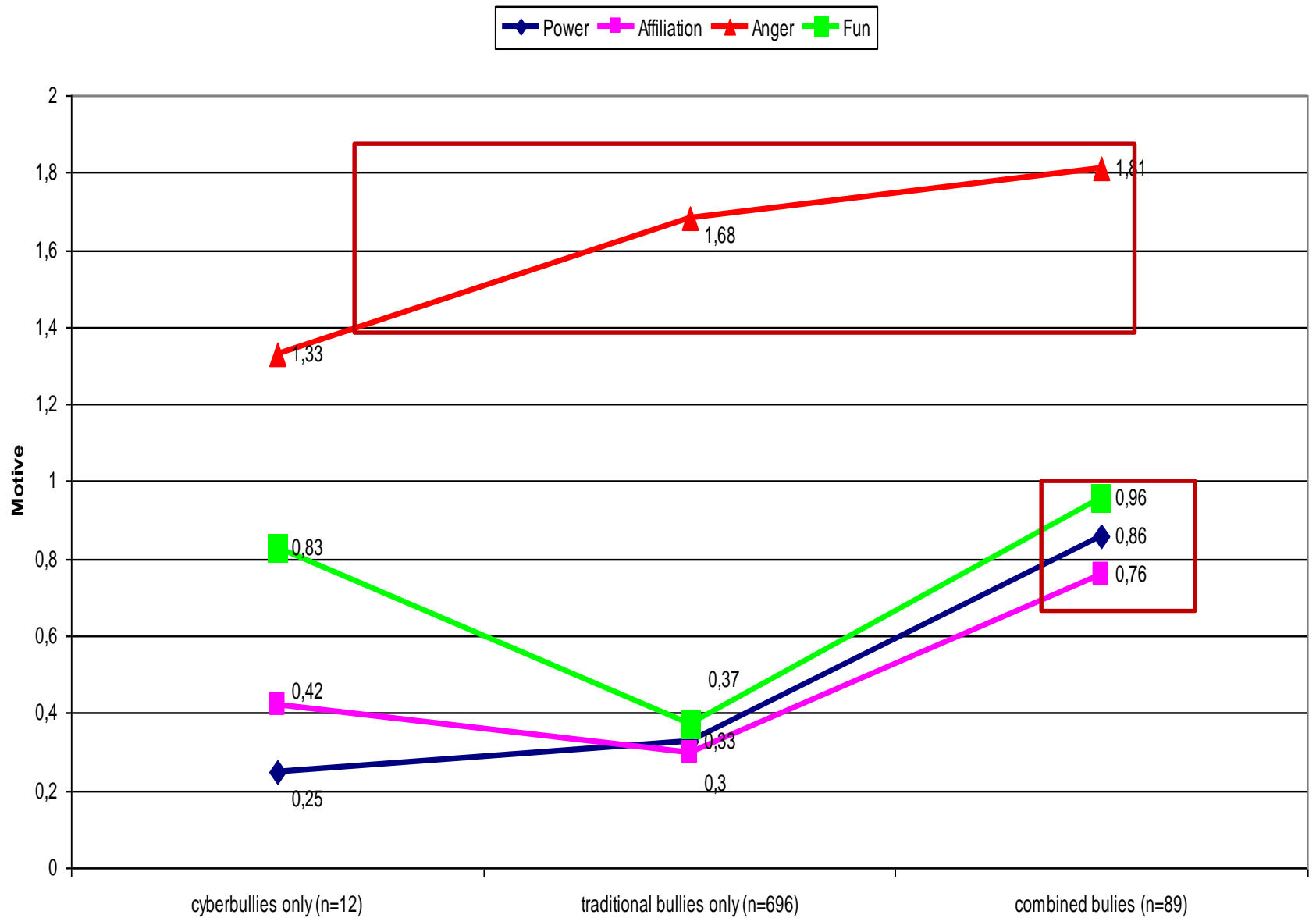
- The theoretical explanation
 - Resource Control Theory (Hawley, 2003)
 - Bi-strategic controllers

CYBERBULLYING

Cyberbullying is a subcategory of bullying



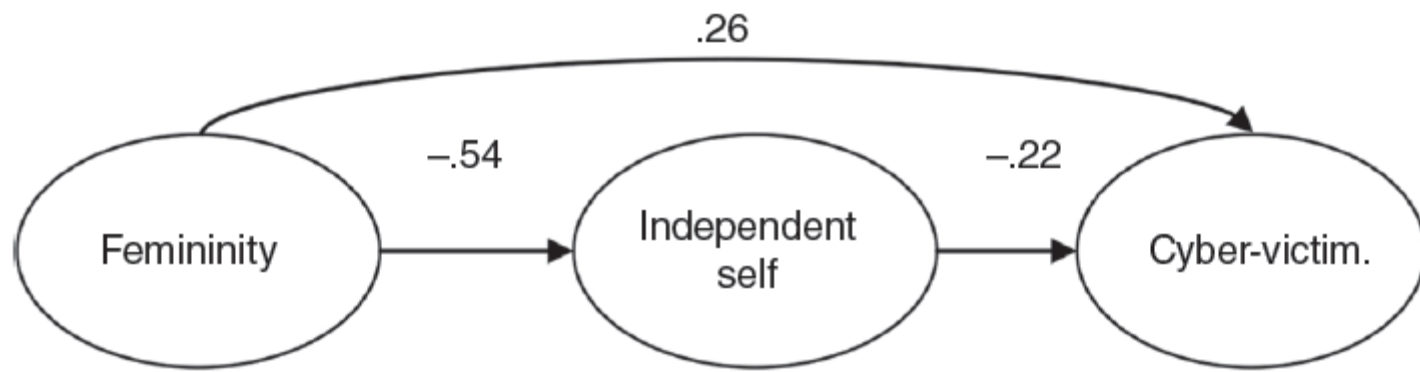
Motives of Bullies

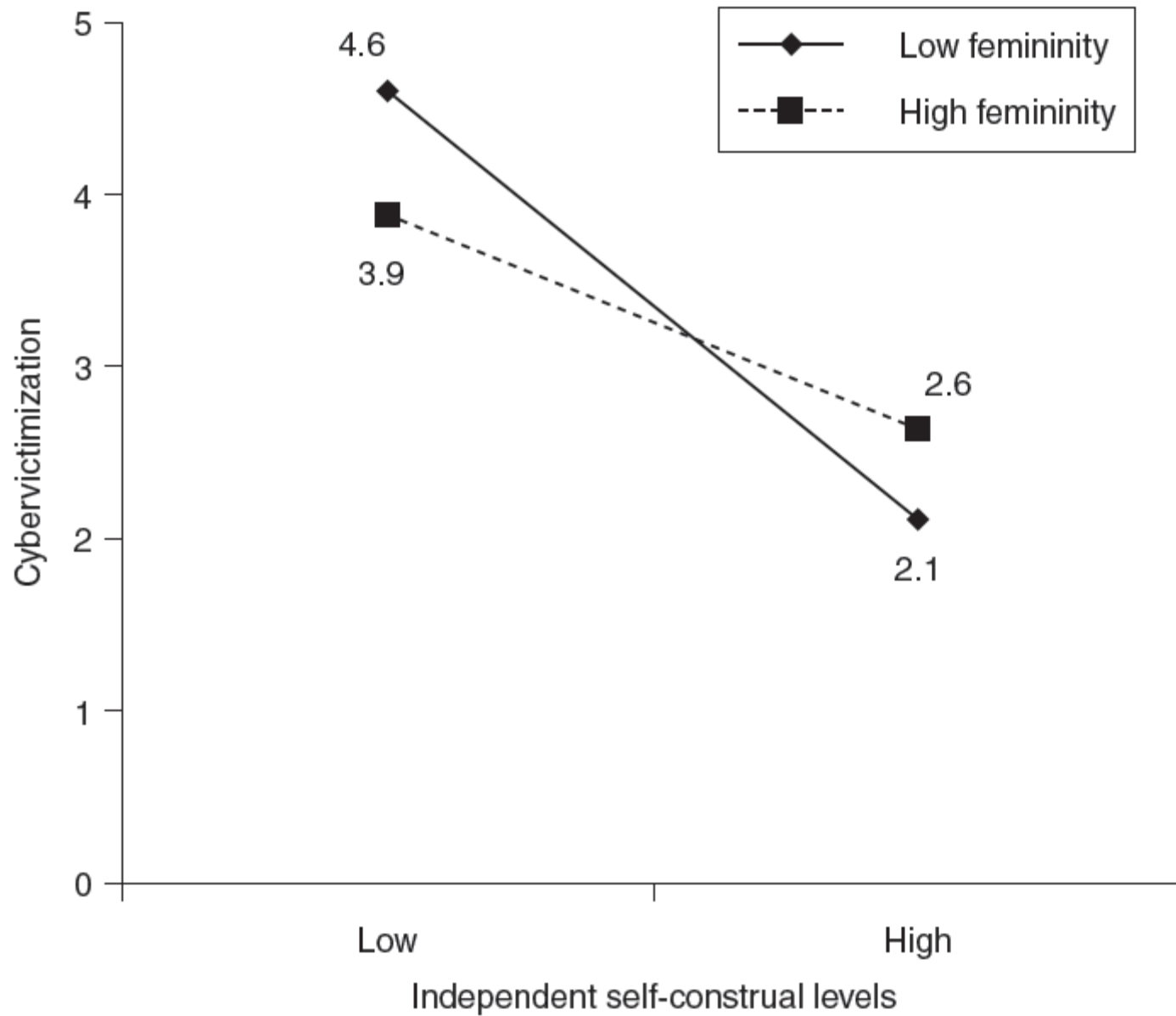


- Two main differentiated characteristics of cyberbullying
 - Effective use of Information Communication Technologies
 - Anonymity

- Gender-cyberbullying relationship is blurred
 - The role of femininity and masculinity

Bayraktar, F. (2015). A step toward understanding cross-cultural and cross-national variances in cyberbullying. In Cheever, N., Rosen, L., Carrier, M. (Eds.). *The Handbook of Psychology, Technology, and Society*, pp.158-175, Wiley-Blackwell, Chichester, UK.





- DISCUSSION QUESTION: How can we use this finding to explain the aggression against LGBTI people?