



ACADEMIC
PRESS

Available online at www.sciencedirect.com

SCIENCE @ DIRECT®

J. Experimental Child Psychology 85 (2003) 257–278

Journal of
Experimental
Child
Psychology

www.elsevier.com/locate/jecp

A sexual selection theory longitudinal analysis of sexual segregation and integration in early adolescence

Anthony D. Pellegrini* and Jeffrey D. Long

*Department of Educational Psychology, University of Minnesota Twin Cities Campus,
178 Pillsbury Dr SE, 107 Burton Hall, Minneapolis, MN 55455-3171, USA*

Received 6 September 2002; revised 26 March 2003

Abstract

The three objectives in this longitudinal study were motivated by sexual selection theory. The theory specifies the role of sexually segregated groups and the effects of dominance in male groups and relational/indirect aggression in female groups for heterosexual relationships. Using a multi-method, multi-informant, longitudinal design we studied youngsters ($N = 138$) across their first two years of middle school. First, we examined the nature of change in segregation and dating popularity across two years during early adolescence. Second, a model derived from sexual selection theory is tested to explain the ways in which boys and girls are nominated for hypothetical dates (dating popularity). Third, we examined the role of “poke and push courtship” behavior in boys’ and girls’ dating popularity. Results indicate that although groups did not become more integrated with time, changes in peer group sexual integration co-varied dynamically with dating popularity. Secondly, dominance-related strategies were more important for boys than girls in dating popularity whereas indirect, or relational, aggression strategies were more important for girls than boys. Third, “poke and push courtship” behaviors did not influence peer group integration or dating.

© 2003 Elsevier Science (USA). All rights reserved.

Keywords: Rough-and-tumble play; Relational/indirect aggression; Heterosexual relationships; Dominance; Sexual selection theory

* Corresponding author. Fax: 1-612-624-8241.

E-mail address: pelle013@umn.edu (A.D. Pellegrini).

Introduction

Sexual selection theory was proposed by Darwin (1871) in his discussions of differences in individuals' breeding where success depends on two factors: (1) Competition within one sex for access to members of the opposite sex, and (2) choice by individuals of one sex for members of the opposite sex. In many mammals, including human and nonhuman primates, males typically compete with each other for access to females and females choose specific males.

In this paper we draw from sexual selection theory, as originally proposed by Darwin (1871) and later refined by contemporary scholars (i.e., Clutton-Brock, 1983; Trivers, 1972, 1985) to extend the exhaustive review of sexual segregation, later integration, and sex differences in aggression proffered by Maccoby (1998). This level of theorizing provides testable hypotheses for the distal and proximal forces responsible for sexual segregation and sex differences in agonistic strategies. As Maccoby noted, socialization theories alone do not adequately address these issues.

The theory predicts that mammalian males' reproductive strategy is likely to be one of frequent mating and low investment in the reproductive effort, relative to females' effort (Trivers, 1972). This results in heightened levels of male intra-sexual competition and sexual dimorphism (Pellegrini & Archer, in press; Plavcan & van Schaik, 1997). In many mammals, including humans, males segregate into same sex groups; for human this begins at around 3 years and peaks at 8–11 years (Maccoby, 1998), where males can exercise and engage in vigorous and rough behaviors (Pellegrini, 2002). The social roles that males take in these segregated groups are associated with their being the more physically active and competitive sex (Pellegrini, 2002; Pellegrini, Kato, Blatchford, & Baines, 2002). In segregated groups, males engage in vigorous competitive activities using physical aggression and dominance-related strategies to sort out their status.

Segregated groups are the socialization contexts in which males learn and develop the skills necessary for status and maintain the physical conditioning associated with status. Status and physical conditioning are important for both intra-male competition and for making males more attractive to females (because these are indicators of both "good genes" and resource holding potential). Relatedly, an additional function of sexually segregated groups, for both boys and girls, may be that the out group (or opposite sex) remains "exotic" (Bem, 1996) enough to be sexually interesting.

In contrast to males, females segregate into more sedentary and less physically aggressive groups (Maccoby, 1998). This strategy is also determined by differential investment in reproductive efforts (Trivers, 1972). Females' high investment in child care aspects of reproduction results in their taking on social roles that are more nurturing and less risky so that they can provision and protect their offspring (Campbell, 1999). From this view, females tend to choose a dominant mate, or one who can provide resources and protection for their offspring. When females do use aggression to acquire resources they should use indirect, or relational, aggression as a part of their reproduction strategy because it is safer than more direct forms of aggression. Using relational aggression (for example, spreading rumors; Bjorkqvist, 1994; Crick &

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات