



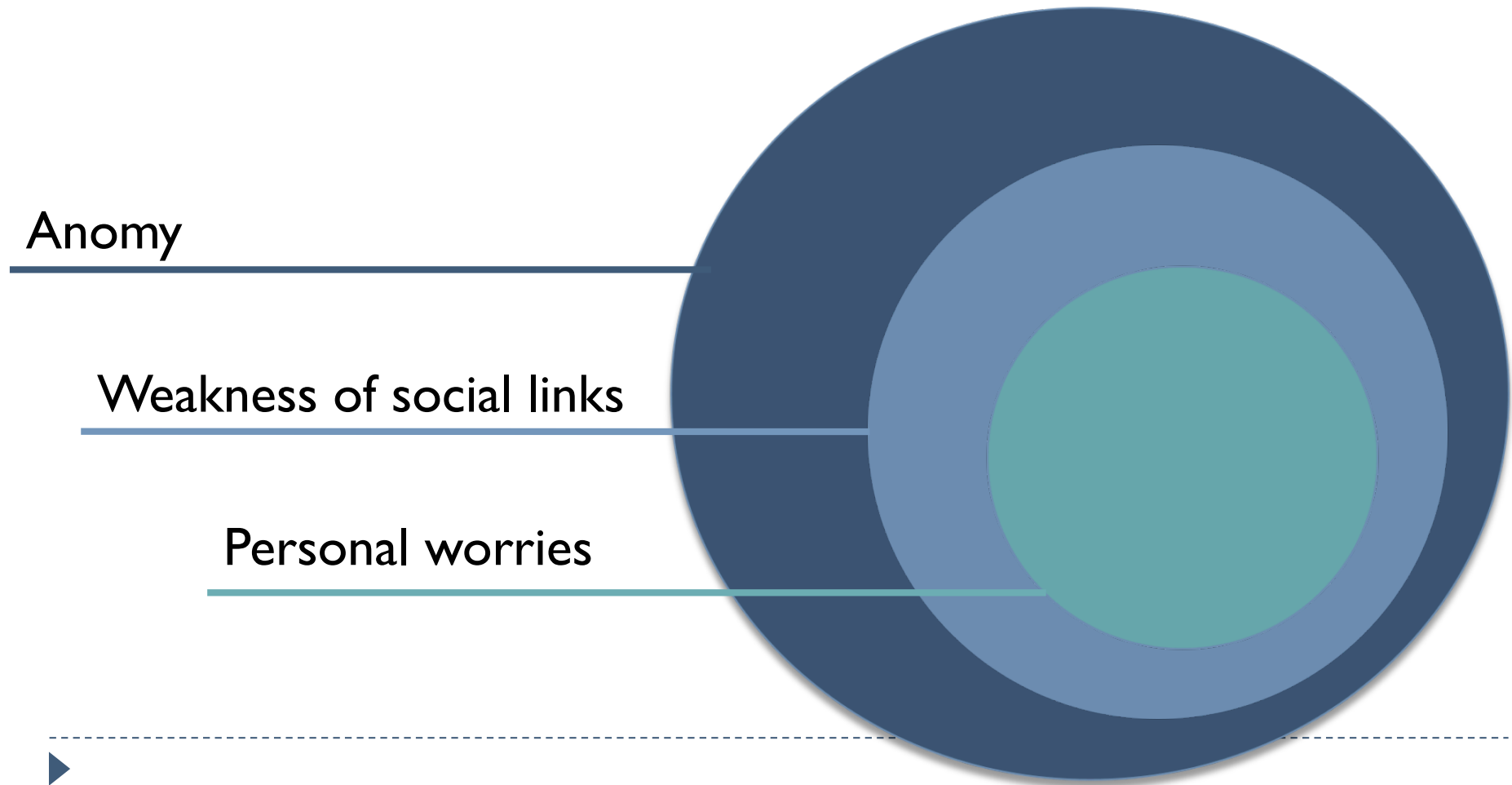
RELATIONAL VULNERABILITY AND SOCIAL NORMS

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IP9_ FACING CRITICAL EVENTS IN EARLY ADULthood:
A NORMATIVE APPROACH TO VULNERABILITY AND LIFE COURSE REGULATION

Model of relational vulnerability (1)

- ▶ Three levels of relational vulnerability



Model of relational vulnerability (2)

- ▶ **Personal worries**
 - ▶ Material
 - ▶ Interpersonal
- ▶ **Weakness of social links**
 - ▶ Lack of social support
 - ▶ Lack of recognition
- ▶ **Anomy**
 - ▶ Lack of rules
 - ▶ Uncertainty
 - ▶ Lack of contribution



Social norms

- ▶ “Social norms are rules and standards that are understood by members of a group, and that guide and/or constrain social behaviour without the force of laws.” (Cialdini & Trost 1995: 152).
- ▶ Norms can be:
 - ▶ Descriptive → how things **are**
 - ▶ Social structure
 - ▶ Prescriptive → how things **should be**
 - ▶ Transgression



Two kinds of social norms (1)

- ▶ Categorical norms
 - ▶ Specific set of norms relative to a **social group**
 - ▶ Example used here: gender
 - ▶ Women: care, collectivism, emotionality, private sphere...
 - ▶ Men: utility, individualism, rationality, public sphere...
 - ▶ Other examples: social class norms, cultural norms, ...



Two kinds of social norms (2)

- ▶ Ideological norms
 - ▶ Standards generally diffused within the population of a **society**
 - ▶ Example used here: support for the status quo
 - ▶ Justification of the system: “what is, is good”
 - ▶ Belief in a just “society”
 - ▶ Other examples: meritocracy, sexism, racism, universalist benevolence, liberalism...



Hypothesis

- ▶ **Direct effect of social norms on vulnerabilities**
 - ▶ (1) Gender and vulnerabilities
 - ▶ (2) Support for the status quo and vulnerabilities
- ▶ **Interaction of categorical and ideological norms over vulnerabilities**
 - ▶ Two contradictory hypothesis
 - ▶ Palliative effect of ideology for low categories (Jost & Hunyady, 2002)
VS
 - ▶ Exaggerating effect of ideology for low categories (Quinn & Crocker, 1999)



Methodology (1)

- ▶ **Data**
 - ▶ Project Experiences Survey
 - ▶ First wave of a longitudinal project
- ▶ **Population**
 - ▶ Participants from a high-school
 - ▶ N = 340
 - ▶ Mean age = 18
 - ▶ Women = 188
Men = 151



Methodology (2)

► Concepts

			n (N=340)	Range	Items	Alpha	M	(SD)
Norms	Categorical norms	Gender	339	M/F	-	-	M=151 F=188	-
	Ideological norms	Status quo support	332	6	4	.70	4.51	.67
Vulnerabilities	Personal worries	Material	337	6	2	.79	1.98	.87
		Interpersonal	337	6	3	.62	2.15	.80
	Weakness of social bond	Lack of social support	338	6	2	.80	2.18	.84
		Lack of recognition	337	6	4	.79	1.96	.78
	Anomy	Lack of rules	336	6	2	.50	2.95	1.07
		Uncertainty	333	6	2	.61	4.19	1.07
Lack of contribution		329	6	2	.68	3.80	1.02	

Direct effects (1)

Gender and vulnerabilities

▶ Descriptive norms

▶ Women

- ▶ More general uncertainty $F(1, 337)=4.73, p<.001$
- ▶ Not more material worries $F(2, 333)=1.73, n.s.$

▶ Men

- ▶ More lack of regulation $F(1, 335)=18.10, p<.001$
- ▶ More lack of social support $F(1, 337)=13.04, p<.001$

▶ Prescriptive norms

▶ Women

- ▶ More interpersonal worries $F(1, 337)=17.56, p<.001$

▶ Men

- ▶ More lack of contribution $F(1, 334)=16.59, p<.001$



Direct effects (2)

Support for the status quo and vulnerabilities

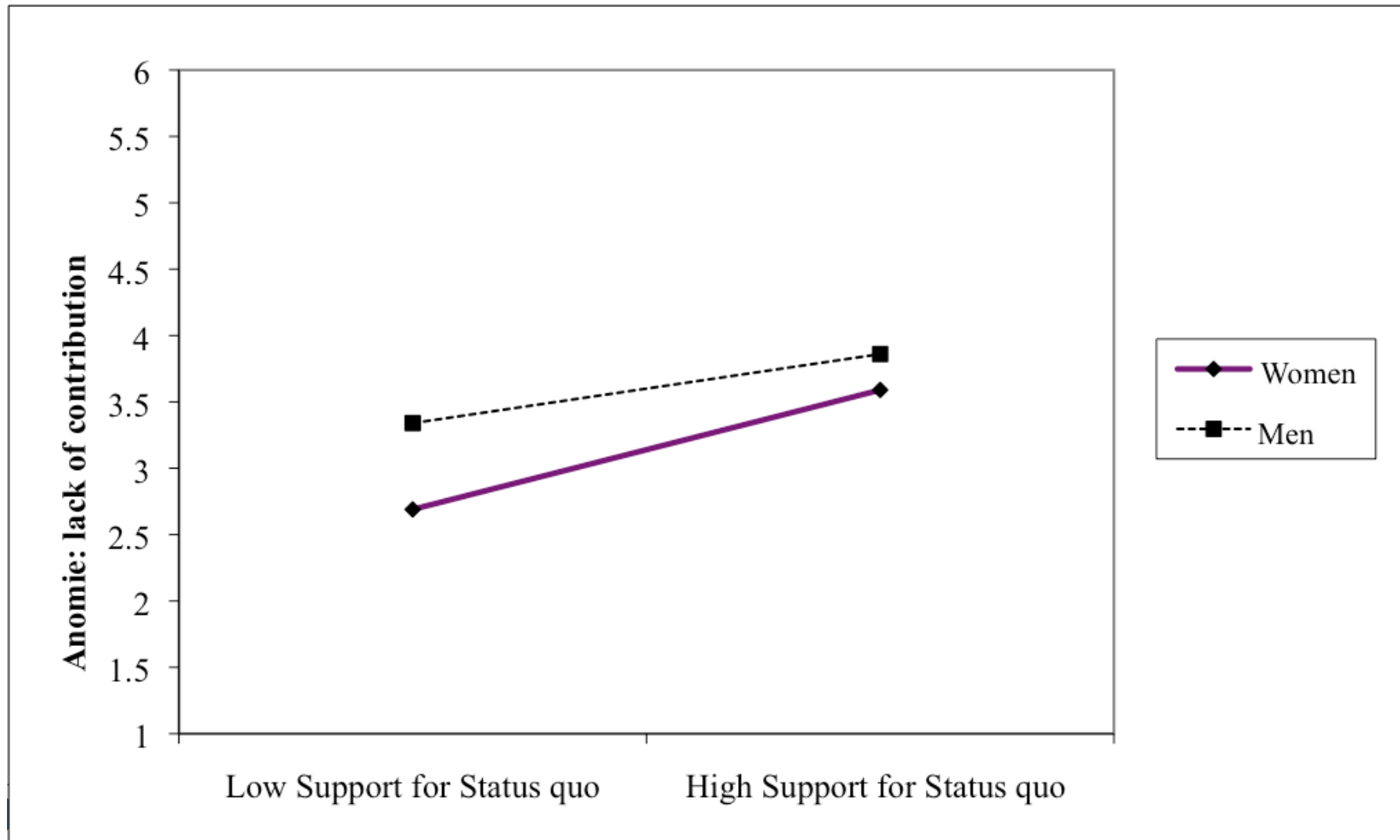
▶ General palliative effect

	Personal worries		Weakness of social bond		Anomie		
	Material	Interpersonal	Lack of social support	Lack of recognition	Lack of rules	Uncertainty	Lack of contribution
Support for status quo	-.09 ⁽⁺⁾	-.01	-.07	-.23***	-.13*	-.02	-.16**



Interaction effects

- ▶ Palliative effect VS exaggerating effect of ideology



How norms impact on life course? (1)

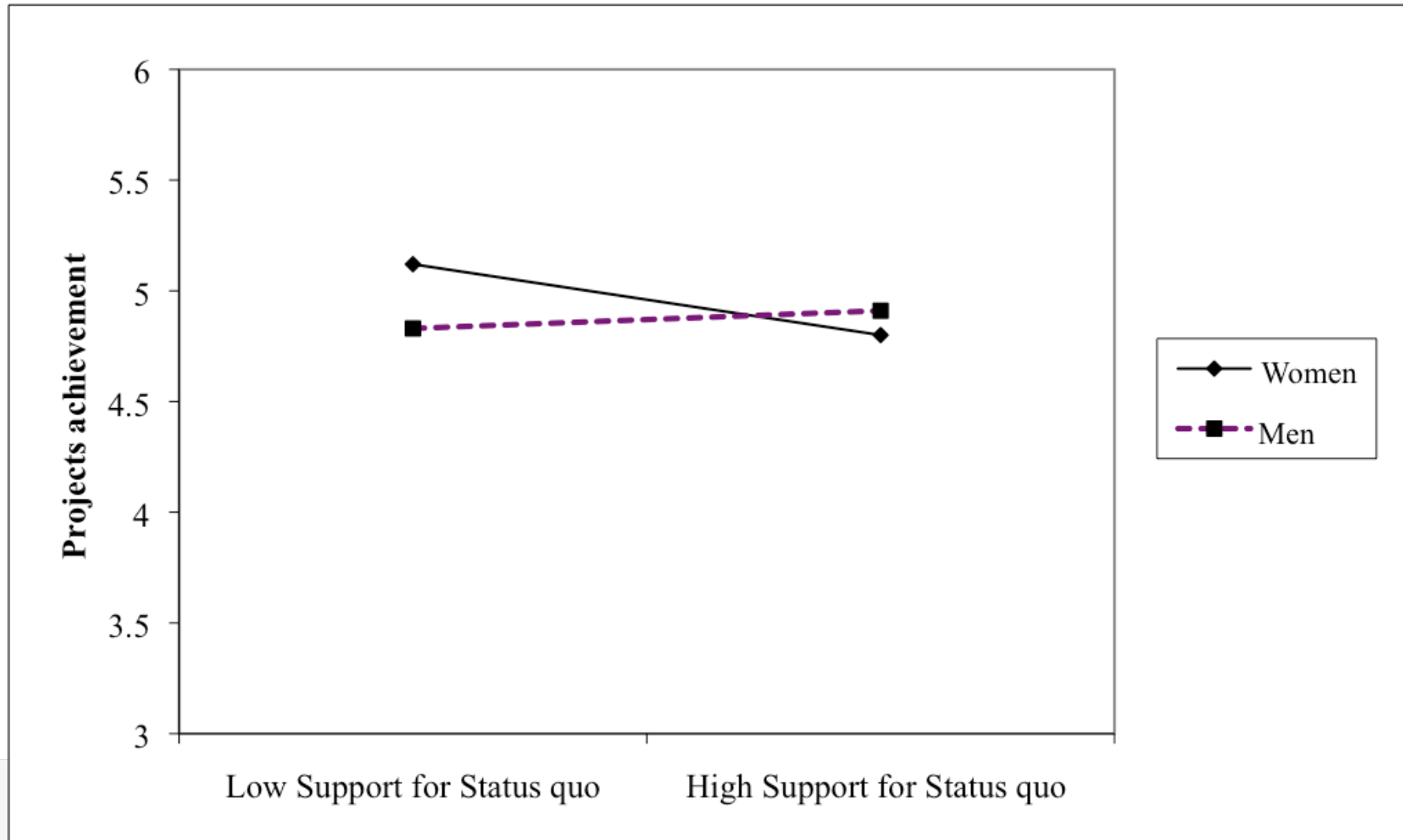
- ▶ Norms can help us to understand life course issues:
 - ▶ How people evaluate situations
 - ▶ How situations impact on people
 - ▶ How individuals project themselves in future

- ▶ Life course issues we explored:
 - ▶ Regulation
 - ▶ Projects
 - ▶ In which domain?
 - ▶ Individualistic or collectivistic?
 - ▶ Perception of achievement



How norms impact on life course? (2)

- ▶ Social norms and projects achievement



Conclusion

- ▶ **Social norms and vulnerability**

- ▶ Encouraging focus on categorical and ideological norms
- ▶ Develop with more kind of norms
- ▶ Develop other methods

- ▶ **Social norms and life course issues**

- ▶ Mitigated preliminary results
- ▶ More pertinent perspectives in a longitudinal approach

