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Table 1s

Comparison of “Teaching in the Bed of Procrustes” Sample and Population Characteristics

Student variables	Analytical sample	Population
Female students	49.5% (2,085)	49.2%
Male students	50.5% (2,124)	50.8%
On track students	82.7% (1,160)	77.6%
Students who did not speak Dutch with either their father or mother	4.5% (190)	10.9%
Non-Belgian students	4.8% (201)	7.2%

Note. On track students refers to the proportion of students that was 12 years old, as students at this age are expected to be in the first year of secondary school education in Flanders (corresponding with the seventh grade in the U.S.).

Table 2s

Descriptive Statistics of the Analytical Sample, Split by Gender, Including Results of t-test Statistics

	Wave 1			Wave 2			Wave 3		
	<i>M</i>	<i>SD</i>	Range	<i>M</i>	<i>SD</i>	Range	<i>M</i>	<i>SD</i>	Range
(a) Male adolescents									
School misconduct	0.318	0.282	0-2.118	0.389	0.325	0-3.353	0.534	0.409	0-2.882
Gender conformity pressure	1.586	0.710	0-3	1.558	0.650	0-3	1.626	0.658	0-3
Traditional gender role attitudes	1.754	0.562	0.133-3.800	1.818	0.584	0-3.867	1.896	0.576	0-4
Emotional well-being	2.897	0.487	0.364-4	2.923	0.534	0.250-4	2.836	0.556	0.417-4
Initial ability in math ¹	29.698	10.237	0-50						
Vocational track	.072	.259	0-1	.080	.271	0-1	.352	.478	0-1
Parental socioeconomic status ¹	5.262	1.768	1-8						
Native ¹	.956	.206	0-1						
Birthyear ²	1999.831	0.472	1997-2002						
(b) Female adolescents									
School misconduct	0.222	0.214	0-2.706	0.288	0.250	0-2.294	0.409	0.324	0-3.294
Gender conformity pressure	0.937	0.592	0-3	0.943	0.581	0-3	0.863	0.589	0-3
Traditional gender role attitudes	1.418	0.463	0-3.286	1.392	0.485	0-3.2	1.349	0.496	0-3.067
Emotional well-being	2.869	0.505	0.750-3.917	2.874	0.580	0.417-4	2.666	0.661	0-4
Initial ability in math ¹	27.575	9.646	0-49						
Vocational track	.055	.227	0-1	.058	.234	0-1	.224	.417	0-1
Parental socioeconomic status ¹	5.328	1.787	1-8						
Native ¹	.949	.221	0-1						
Birthyear ²	1999.881	0.401	1998-2002						

Note. Statistically significant mean differences ($p < .05$) between female adolescents and male adolescents are printed in bold.

¹Only measured in Wave 1. ²This variable is not time-variant and mean-centered in the analyses.

Table 3s

Three-Level Growth Curve Models Predicting School Misconduct with Time Modelled as a Factor (T0, T1, T2)

	M0	M1	M2	M3	M4
	B (SE)	B (SE)	B (SE)	B (SE)	B (SE)
Intercept	0.384 (0.011) ***	0.281 (0.008) ***	0.329 (0.008) ***	59.670 (19.050) **	59.380 (19.050) **
T1		0.092 (0.010) ***	0.092 (0.010) ***	0.141 (0.011) ***	0.140 (0.020) ***
T2		0.224 (0.011) ***	0.224 (0.011) ***	0.275 (0.013) ***	0.235 (0.021) ***
Female			-0.103 (0.008) ***	-0.077 (0.010) ***	-0.090 (0.017) ***
Gender conformity pressure				0.009 (0.004) *	0.006 (0.008)
Socioeconomic status ¹				0.000 (0.002)	0.000 (0.002)
Birthyear ²				-0.030 (0.010) **	-0.030 (0.010) **
Native 0/1 ¹				-0.026 (0.019)	-0.026 (0.019)
Initial ability in math ¹				-0.003 (0.000) ***	-0.003 (0.000) ***
Vocational track 0/1				-0.003 (0.010)	-0.004 (0.010)
Emotional well-being				0.065 (0.004) ***	0.065 (0.005) ***
Traditional gender role attitudes				0.055 (0.005) ***	0.055 (0.005) ***
Interactions					
Female*T1				-0.002 (0.009)	0.019 (0.021)
Female*T2				-0.024 (0.010) *	0.036 (0.022)
Female*conformity					0.012 (0.012)
T1*conformity					0.001 (0.010)
T2*conformity					0.025 (0.010) *
T1*female*conformity					-0.021 (0.016)
T2*female*conformity					-0.048 (0.016) **
Variance parameters					
Variance within students	0.054	0.042	0.042	0.042	0.042
Variance between students	0.047	0.051	0.048	0.044	0.044
Variance between schools	0.005	0.002	0.001	0.002	0.002
Variance slope T1 over schools		0.004	0.004	0.003	0.003
Variance slope T2 over schools		0.005	0.005	0.005	0.005

Note. *n* schools= 57; *n* students = 4,209; *n* observations = 12,627. Wave 1 (coded as 0) was the reference category for T1 and T2.

¹This information was only measured in Wave 1 and is not time-variant. ²This variable is not time-variant.

p* < .05. ** *p* < .01. * *p* < .001.

Table 4s

Model 4 Separately for Female Adolescents and Male Adolescents with Time Modelled as a Factor (T0, T1, T2)

	Female adolescents <i>B (SE)</i>	Male adolescents <i>B (SE)</i>
Intercept	29.350 (25.530)	74.820 (27.680) **
T1	0.147 (0.014) ***	0.141 (0.023) **
T2	0.259 (0.016) ***	0.241 (0.024) ***
Gender conformity pressure	0.020 (0.008)	0.002 (0.009)
Socioeconomic status ¹	0.001 (0.003)	-0.001 (0.004)
Birthyear ²	-0.015 (0.013)	-0.037 (0.014) **
Native 0/1 ¹	-0.013 (0.022)	-0.044 (0.030)
Initial ability in math ¹	-0.002 (0.001) **	-0.003 (0.001) ***
Vocational track 0/1	0.011 (0.012)	-0.020 (0.015)
Emotional well-being	0.065 (0.005) ***	0.068 (0.008) ***
Traditional gender role attitudes	0.032 (0.007) ***	0.073 (0.008) ***
Interactions		
T1*conformity	-0.018 (0.010)	0.000 (0.011)
T2*conformity	-0.021 (0.010) *	0.023 (0.012) *

Note. *n* female adolescents = 2,085, *n* male adolescents = 2,124.

¹This information was only measured in Wave 1 and is not time-variant. ²This variable is not time-variant.

* $p < .05$. ** $p < .01$. *** $p < .001$.