

**PERCEPTIONS OF SUBSTANCE USE AND
RELATIONSHIP VIOLENCE AMONG
COLLEGE STUDENTS**

By

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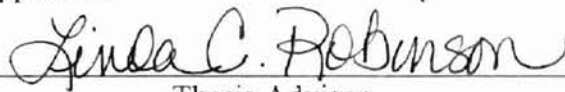
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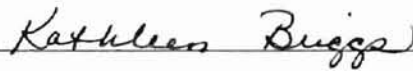
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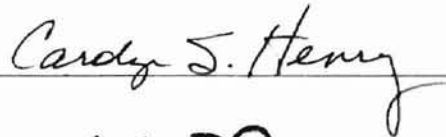
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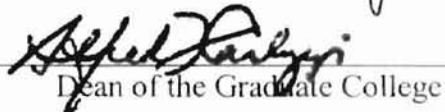
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Background.....	1
Purpose.....	2
II. LITERATURE REVIEW.....	3
Overview.....	3
Conceptual Framework	3
Types of Violence	
Physical Abuse.....	5
Sexual Aggression.....	7
Psychological Abuse.....	8
Interparental Violence.....	10
Parent-to-Child Aggression.....	11
Gender Differences in Dating Aggression.....	12
Sexual Aggression among College Students.....	14
Conceptual Hypotheses.....	17
III. METHODOLOGY.....	19
Research Design.....	19
Sample.....	19
Measurement.....	20
Operational Hypothesis.....	22
IV. RESULTS.....	25
V. DISCUSSION.....	29
Limitations.....	29
Discussion of Hypotheses.....	30
Recommendations.....	35
Conclusions.....	36

Chapter	Page
IV. REFERENCES.....	37
V. APPENDIX.....	41
Tables.....	42
IRB Approval.....	52

LIST OF TABLES

Table	Page
I. Means, Standard Deviation, And Ranges Of Total Score Of Sexual Abuse By Women Subscale And By Extracurricular Activities	42
II. Means, Standard Deviation, And Ranges Of Total Score Of Psychological Abuse By Women Subscale And By Extracurricular Activities	43
III. Means, Standard Deviation, And Ranges Of Total Score Of Physical Abuse By Women Subscale And By Extracurricular Activities	44
IV. Means, Standard Deviation, And Ranges Of Total Score Of Sexual Abuse By Men Subscale And By Extracurricular Activities	45
V. Means, Standard Deviation, And Ranges Of Total Score Of Physical Abuse By Men Subscale And By Extracurricular Activities	46
VI. Means, Standard Deviation, And Ranges Of Total Score Of Psychological Abuse By Men Subscale And By Extracurricular Activities	47
VII. Analysis of Variance Between and Within Groups on Amount of Alcohol Consumption Among College Students Involved in Extracurricular Activities	48
VIII. Analysis of Variance Between and Within Groups on Total Physical Abuse Perpetrated by Men Subscale	48
IX. Analysis of Variance Between and Within Groups on Total Sexual Abuse Perpetrated by Men Subscale	49
X. Independent Sample T-Test on Total Psychological Abuse Perpetrated by Men Subscale	49
XI. Independent Sample T-Test on Total Physical Abuse Perpetrated by Women Subscale	50
XII. Analysis of Variance Between and Within Groups on Total Sexual Abuse Perpetrated by Women Subscale	50

Table	Page
XIII. Analysis of Variance Between and Within Groups on Total Psychological Abuse Perpetrated by Women Subscale	51
XVI. Pearson Correlation Coefficients on Total Score of the Abusive Behavior Inventory and Total Family Violence Score	51

Chapter I

INTRODUCTION

Background

There is a growing concern regarding dating violence. Dating can be defined as a “dyadic interaction that focuses on participation in mutually rewarding activities that may increase the likelihood of future interaction, emotional commitment, and/or sexual intimacy” (Sugarman & Hotaling, 1989, p. 5). Ryan (1998) defines dating violence as a variety of nonsexually aggressive acts such as pushing, shoving, and hitting which occur in dating relationships; however, for the purpose of this paper, sexual aggression and psychological aggression will be included. The violence that is used is a powerful means of enforcing compliance in order to gain control over one’s victim (Gamache, 1998). Dating violence can be achieved through many coercive acts, and it is apparent in many dating relationships.

Dating violence seems to be increasing among adolescents and college students, and some are wondering if the rates are higher but less severe than those of marital violence. Bourg and Stock (1994) directed a study of 1,870 cases of domestic assault reports that were filed in one year. In 52% of the cases, perpetrators were classified as a boyfriend or girlfriend; 45% were spouses; and 4% were ex-spouses. In another study with 1,016 women, almost one out of every four young unmarried women had experienced some form of violence from a boyfriend at some time (Romkens & Masterbroek, 1998). Although this study looks at only women as being the victim, men can be just as much victims of dating violence as are women. Makepeace (1981) stated that on average one-quarter to one-third of high school and college students have reported

involvement in dating violence. Sugarman and Hotaling (1989) found that over one-third of those surveyed reported an experience of violence at some point in their relationship; almost 4 out of every 10 women and almost one-third of males reported to have been violent at one point during their dating careers. Murphy (1988) found of the 485 college students sampled, 40% experienced at least one instance of dating violence either as the victim or as the aggressor. The researcher also found that 32% had experienced some form of abuse in their past relationships, and 24% had abused a date in some manner.

The purpose of this study will be to examine perceptions of dating violence and to see if social affiliation and alcohol consumption is related to perceptions of the severity of abuse. A brief look at family history will also be considered in relation to perceptions of dating violence.

Definition of Terms

Athlete is defined as a college student that participates in an intercollegiate sport in at least one of the following areas: football, basketball, baseball, softball, golfing and wrestling. This does not include intramural sports.

Greek affiliation is defined as a college student that is either pledging or a member of a fraternity or sorority that is recognized by the Greek Council of the University.

Chapter II

LITERATURE REVIEW

Overview

In this literature review, the author will take a closer look at several studies that have focused on factors that might be related to dating violence, the gender differences in courtship aggression, and the different types of abuse. Specifically, many studies have focused on types of abuse (i.e., physical abuse, sexual aggression, and psychological abuse), interparental violence, parent-to-child aggression, gender difference in dating violence, the link between social affiliation (i.e., fraternities, sororities, and intercollegiate athletics) and dating aggression, and the use of alcohol and drugs among college students.

Conceptual Framework

Social cognitive theory based on triadic reciprocity (Bandura, 1986) is helpful to explain dating violence. When discussing the three-sided triangle of triadic reciprocity, the main factors are *behavior*, such as one's reaction to an experience and one's actions regarding an experience, *environment*, such as social interaction with others or social affiliations, and *personal and cognitive factors*, such as how one perceives the action. Each of these factors relates reciprocally to the other two. According to this model, an environmental factor to be considered in studying date rape among the college population would be the social affiliation of the individual whether it is with a fraternity, sorority, intercollegiate athletics, or other social group. The behavior factor of the triangle is the act of abuse or aggression against one's dating partner. The final side of the triangle is the personal/cognitive factor, which would include how one perceives the act of violence. Bandura stated "the social reactions affect the recipients' conceptions of themselves and

others in ways that either strengthen or reduce the environmental bias” (p. 26). Thus, if the act of violence is accepted within the environment and social constructs of the perpetrator, then it will be reinforced allowing it to occur more often. Accordingly,

people’s conceptions about themselves and the nature of things are developed and verified through four different processes: direct experience of the effects produced by their actions, vicarious experience of the effects produced by somebody else’s actions, judgements voiced by others, and derivation of further knowledge from what they already know by using rules of inference. (Bandura, p.27)

Thus, the responses of others to one’s own actions or to the actions of others help individuals examine if these actions are appropriate and if they want to continue them further.

One could apply this theory to dating violence as follows. A male is given the message by his peers (i.e. the environment), that treating his girlfriend with disrespect, or taking advantage of his date because she is drunk (i.e. behavior) is acceptable. He perceives this cognitively to be acceptable (i.e., personal/cognitive). He acts abusively and then is rewarded by the environment, reinforcing the behavior.

In summary, the social cognitive theory based on triadic reciprocity helps to explain dating violence by relating behavior (the act of abuse), environment or social structure (the membership of being in a fraternity, sorority, or an athlete), and personal or cognitive factors (how one perceives the abuse). The behavior continues then when the environment reinforces it, or it decreases when the environment fails to reinforce it or does not accept it.

In the current study, college students' perceptions of dating violence were studied in relation to some specific environmental contexts (i.e., Greek life and athletics). A review of literature describes the empirical support for these contexts as socializing agents in the lives of many college students. However, the study does not explore behavior specifically, except for self-reports of alcohol consumption.

Types of Violence

Physical Abuse

Physical abuse is the most studied form of dating violence. Physical violence has been defined as the "use of threat of physical force or restraint carried out with the intent of causing pain or injury to another" (Sugarman & Hotaling, 1989, p. 4). When discussing physical abuse in the context of dating violence, it can be defined as the perpetration or threat of an act of physical violence by at least one member of an unmarried couple within the process of dating (Sugarman & Hotaling, 1989).

In one study, 40% of 483 respondents reported that they had experienced at least one instance of dating violence either as a victim or as the perpetrator (Murphy, 1988). Another study of 504 college students found that 54% of the males surveyed and 52% of the females surveyed reported having committed at least one act of physical abuse at one time in their relationship; of the respondents who reported experiencing physical abuse, 64% stated that they had both committed and received physical abuse in their relationship rather than only one or the other (Sigelman, Berry, & Wiles, 1984).

The length of the relationship in regards to physical violence has also been studied. Most relationships (74%) in which violence has occurred were beyond the casual dating phase and the partners were either seriously dating, engaged or living together

when the violence started (Sigelman et al., 1984). One reason for this finding might be the cost or consequences of a physical act against one's partner. Makepeace (1989) found that if the abuse occurred within the first date or casual dating, the rate of breaking up was highest; but for those who were living together (38%), dating steadily (33%), or engaged (11%) the rate of breaking up was significantly lower. The most likely reasons for the relationship between relationship length and physical violence is that the victim either had an emotional attachment, made up with the perpetrator, or minimized the significance of the violence.

In regards to why the violence occurred, different reasons have been found depending upon seriousness of the relationship. Makepeace (1989) found that jealousy is the most common reason for couples that are either dating steadily, engaged, or living together. Sex, alcohol and drugs were the highest reasons for first dates and casual dating couples. These findings are important to consider especially when looking at who is perpetrating the abuse.

Also women who received abuse have a different perception of why it might have occurred. Follingstad, Wright, Lloyd, and Sebastian (1991) found that women who had experienced physical abuse were more likely to allow controlling behaviors from their partner and were less likely to stop these behaviors. They also found that women who accepted physical force felt that if a man was jealous it was flattering and indicated how much he cared; in more serious relationships, loyalty to their partner should prevail over their friends. The authors also found that if physical violence had occurred, women were more accepting of controlling behaviors. The subsequent behaviors that were most

frequently reported in regards to their male partner's behavior were that of jealousy, possessiveness, traditional sex-role orientation, and concern with power.

Sexual Aggression

Sexual aggression can be defined as "sexual interaction, from petting to oral-genital contact to intercourse, which is gained against one's will through use of physical force, threats of force, continual arguments/pressure, use of alcohol/drugs and/or position of authority" (Koss & Gaines, 1993, p. 96. Also sexual aggression refers "to any unwanted or coercive erotic or sexual behavior" (Burke, Stets, & Pirong-Good, 1988, p. 282).

Often sexual victimization is accompanied by physical violence. Sigelman and colleagues (1984) reported a significant relationship between having been sexually aggressive and physically aggressive with one's partner. Ryan (1998) reported that women experienced higher rates of sexual victimization and lower rates of sexual aggression than men did. She also found that 8 of the 9 women who reported sexual aggression also reported physical aggression. Murphy (1988) found that 29% of women who were forced into a sexual act were forced either psychologically or physically in order to gain their compliance.

When it comes to who experiences sexual aggression, women report it more often. Sexual aggression occurred under any of the following conditions: 1) blaming the partner when things went wrong; 2) the desire for an exclusive attachment; 3) the preference for a little playful force during sex; 4) drinking heavily and abusing drugs; and 5) the use of physical aggression in the relationship (Ryan, 1998).

Nicholson and colleagues (1998) found that one-third of females said they were victims of some kind of unwanted sexual activity and that alcohol was involved in the majority (84%) of these acts. They also reported that three times as many females as males said they were victims of unwanted sexual activity and almost 85% of both of these groups said alcohol was involved. Koss and Gaines (1993) also found that alcohol played an important role in sexual aggression. From these studies it is important to notice that sexual aggression tends to occur in conjunction with alcohol, drugs, or some other form of abuse to coerce the victim into the act by the perpetrator.

Psychological Abuse

Psychological aggression is one of the hardest forms of abuse to define and test. Stets (1991) defines psychological aggression as “acting in a verbally offending or degrading manner towards another” (p. 101). This abuse may take the form of insults or behavior that results in making another feel guilty, upset, or worthless. Psychological aggression also usually accompanies both physical abuse and sexual abuse.

There is no difference between men and women in inflicting psychological aggression, and usually this form of abuse is reciprocal between partners. However, women may be more sensitive to psychological aggression than men (Stets, 1991). Women report that they more frequently have feelings of being upset, degraded, or hurt than men (Stets).

When discussing psychological aggression, interpersonal control is a major factor. According to Stets (1991), there was a positive correlation between psychological aggression and interpersonal control. He also reports that interpersonal control is related to inflicting and sustaining psychological aggression. He states that less love or interest in

the relationship might suggest that there is more control over the other person.

Interpersonal control then is a very important factor in understanding the different forms of aggressive behaviors.

Although it is harder to estimate the number of individuals that experience psychological aggression, a study by Neufeld, McNamara, and Ertl (1999) found that 55% of respondents experienced at least 3 or more items in regards to psychological aggression. Of the 623 respondents, 78% reported that, in their total history of dating, they experienced three or more items in regards to psychological aggression. They also found that the length of the longest relationship in the past six months, histories of greater numbers of sexual partners, and histories of greater numbers of emotional partners were positively associated with higher psychological abuse. Their study concluded that over 90% of the respondents reported experiencing at least some form of psychological aggression by a partner at sometime in their lives. More than three-fourths of college women that were surveyed experienced at least some form of psychological aggression within the past six months, and a majority reported multiple incidents.

Psychological aggression is a form of abuse that may leave a lasting impression long after the relationship is over. It may be related to an increase of physical abuse and sexual abuse. Psychological aggression is usually used in conjunction with both of these types of abuse. It can be used to lower one's self esteem, allowing these different types of abuse to occur more frequently. The insults and mind games that are used are intended to destroy the victim's independence and self-esteem so that the victim will comply with the demands of the perpetrator; the victim feels there are no other options than to stay in the

relationship (Gamache, 1998). Although hard to test, it is important to realize the impact psychological abuse has on relationships.

Interparental Violence

The family of origin has been considered extensively as one of the factors that might predict courtship violence. Some studies have found that exposure to witnessing interparental violence is related to later dating violence. According to O'Keefe (1998), 55% of individuals that have reported at least one act of violence in their dating relationships also witnessed violence in the home. Murphy (1988) found that 22% indicated some form of spouse abuse had occurred in their family, and Pirog-Good (1992) found that 28% had witnessed acts of violence between parents.

Foo and Margolin (1995) examined various aspects predicting dating aggression, including the effect of witnessing interparental violence, to see if they were related to dating violence. They found that males' witnessing interparental violent behavior was a strong predictor in males' aggressive dating behaviors.

Another study found that women were more likely than men to accept aggression and generally used aggression if they had witnessed it at home (Riggs & O'Leary, 1996). Stets (1991) also found that women were more likely than men to have witnessed aggression between their parents. In addition, females that had experienced physical violence in their dating relationships were more likely to have witnessed violence between the adults in their family (Folingstad et al., 1992). It is evident with these studies that witnessing aggression is related to how children see future relationships with an intimate partner.

Parent-to-Child Aggression

The impact of parent-to-child aggression on dating violence has been a focus of many studies that have looked at the factors that might be related to aggression in dating. Accordingly, children who have experienced parental modeling of aggression or corporal punishment in childhood believe that it is acceptable to exhibit this behavior to their dating partner. They believe that this is a form of love. Simons, Lin, and Gordon (1998) stated that children who experience corporal punishment learn that this act of aggression changes behavior, and they see it as legitimate and effective to hit those they love.

Smith and Williams (1992) conducted a study of 1,353 students, 232 of whom experienced severe abuse by a parent including being punched hard, hit by an object, thrown, threatened with a weapon, and/or being forced to have sex with a parent. They found that students who experienced these kinds of abuse frequently justified their violence or modeled what was experienced against their dates. The study found that these students abused their dates with the same violent methods as their parents had used on them, and students coming from abusive homes tended to stay in abusive relationships.

Other studies support the relationship between parent-child aggression and dating violence finding that males who experienced parental aggression were more likely to express violent behavior toward their partner (Schwartz, O'Leary, & Kendziora, 1997; Stets, 1991). Murphy (1988) found that 73% had witnessed or experienced some form of parent-child aggression, and Pirog-Good (1991) found that 80% reported being the target of at least one act of physical abuse. Overall, from these findings one could conclude that parent to child aggression is related to subsequent violence.

Gender Differences in Dating Aggression

Although violence is not justifiable in any situation, many perpetrators of dating violence feel that there are certain situations that make it justifiable. Follingstad et al. (1991) found that females who were the perpetrators reported that they used force in retaliation for feeling emotionally hurt. They also found that females would use physical aggression to show their anger. Males, on the other hand, would use force in retaliation for being hit first or out of jealousy. Both males and females used force to gain control.

According to Tontodonato and Crew (1992), more males than females think that using physical force as a means of punishment is justified in some situations of dating couples. As for females, if they knew of someone who had experienced courtship violence, such as friends or family, they were six times more likely to use violence than those who did not know anyone who had experienced courtship violence. Gray and Foshee (1997) found that adolescents who were actively involved in mutually violent relationships were more accepting of courtship violence than those who were only victims. They also found that victims of partner violence had been victims of violence in more than one relationship and were more accepting of it.

Gray and Foshee (1997) conducted a study of high school students and found a greater tendency for females to report inflicting and receiving dating violence than males. More males (26%) than females (8%) reported being *victims only* of courtship violence. They also found that females (29%) were more likely than males (4%) to report being the *perpetrators only* in courtship violence. One possibility that the authors suggested for these findings is that males may have been less likely to participate in the study than females.

Another study conducted by DeMaris (1992) concluded that women are often the initiators in courtship violence. He stated that when both men and women reported, women were often identified as the initiators of the violence. He also stated that women may be more physically aggressive during courtship because they are freer to leave the relationship at will; but when it comes to marriage, they are less likely to be violent because they will have to face the adverse reaction day after day.

In considering differences in physical abuse, many men have reported that they do not initiate the violence but they do respond to it. Sigelman et al. (1984) reported that 59% of men versus 48% of women stated that they had been the targets of at least one act of physical aggression. However, men are two to four times more likely to inflict severe forms of abuse on their dating partner, such as beatings or use of a weapon (Sugarman & Hotelling, 1989). In regards to the context in which the abuse occurred, men did state that they were more likely to commit physical abuse in the context of sexual behavior (Sigelman et al., 1984). When asked whether the abuse improved the relationship, they were twice as likely as women to state that their relationship did improve after the violent act occurred (Murphy, 1989). Women, on the other hand, felt that the relationship deteriorated after the act of violence (Murphy, 1989).

When it comes to women and physical violence, women report that they inflict it just as much as males, but also receive it more often than males. Although men's physical violence seemed to be in conjunction with sexual aggression, women's violence seemed not to be. Nicholson and colleagues (1998) found that almost twice as many females as men were involved in non-sexual violence with the opposite sex, and they found that alcohol was reported to be involved with almost half of these cases.

Although both partners in a relationship may perpetrate physical abuse, it is important to realize the context in which it occurs and the injuries that are inflicted. Women seem to use more aggression; men tend to inflict more injuries. It is also important to realize that men seem to use force as a means of controlling their partner's behavior. Females seem to feel that when force was used it was somewhat acceptable especially in relationships that were past the casual dating stage and were more serious such as dating seriously, living together, or engaged.

Women tended to use forms of violence such as throwing objects, slapping, kicking, biting, and hitting with their fist more often than men (Murphy, 1989; Sigelman et al., 1984). Men tended to push/shove or grab their partner more often (Murphy, 1989). Milder forms of aggression also seemed to be more common in dating violence relationships. Although women might inflict violence as much as or even more than males, women were three to four times more likely than men to report injuries from the violence that they received (Sugarman & Hotaling, 1989).

Sexual Aggression among College Students

When studying sexual aggression among college students, many studies focused on how often fraternity members and athletes commit acts of sexual aggression and under what conditions. They are also looked at how often sorority members are victims of these assaults. Copenhaver and Grauerholz (1991) found that the 83% of the sorority women that were surveyed had experienced at least one act of sexual aggression while in college. Nearly one-fourth of these women were victims of attempted rape, and 17% reported having been victims of rape. Of these rapes and attempted rapes, 41% occurred at

fraternity houses; over half (57%) of all acts of sexual aggression occurred at fraternity houses.

Another study looking at sexual aggression found that of the respondents that reported sexual assault, or attempted sexual assault, 48% of the perpetrators were members of fraternities (Frintner & Robinson, 1993). They also found just over one-fourth of the men that were involved in acts of sexual abuse were members of fraternities.

Another group that has been looked at when discussing sexual aggression on college campuses is athletes. In their study of sexual assault and attempted sexual assault, Frintner and Robinson (1993) found that 20% of the men were involved in sports on the campus, although during this study athletes represented only 2% of the college campus.

Koss and Gaines (1993) reported that alcohol use and drinking until drunk were the most serious characteristic of the reports of sexual aggression. Based on a study in 1993 of over 17,000 students at 140 participating colleges, it was found that on average students would have slightly over five drinks per week, and the average number of drinks for students that binge drink is 14.5 drinks (Wechsler, Molnar, Davenport, & Baer, 1999).

In a report of sexual aggression, Frintner and Robinson (1993) found that 55% of the women and 68% of the men had been drinking when the assault occurred.

Copenhaver and Grauerholz (1991) reported that 96% of their respondents and offenders had been drinking or taking drugs before at least one of the incidents of sexual aggression. Though there have been studies of only sexual aggression involving these groups it is important to realize the overwhelming numbers of these offenses occurring within these groups and the likelihood of physical and psychological abuse as well.

Harrington and Leitenbreg (1994) found that, of the 231 women that claimed they had been victims of sexual aggression by an acquaintance, 55% of the victims reported being at least somewhat drunk at the time of the aggression. Of these victims almost 60% had a romantic acquaintance with the perpetrator. Another study also found that in 23% of acts of aggression, alcohol was involved (Brodelt, 1983).

Some studies have explored the difference in alcohol consumption between students that are involved in the Greek system and athletes and those that are not. Cashin, Presley, and Meilman (1998) found that students that were leaders in the Greek system were found to have a higher rate of heavy drinking especially as compared to those that were less actively involved. Compared to those that are not affiliated, males that were leaders had almost a 74% rate of heavy drinking, and females had almost a 55% rate of heavy drinking. When looking at the sorority involvement, those that were actively involved had a 57% rate of heavy drinking; those that attended functions only had a rate of 46% drinking heavy. When looking at males, the findings were similar. The more the student was involved in the Greek life, the higher rate of heavy drinking.

A survey of students that participated in Greek life and intercollegiate athletics found that Greek athletes consumed the most alcohol (Meilman, Leichter, & Presley, 1999). This was then followed by Greek non-athletes, non-Greek athletes and non-Greek non-athletes.

When considering sororities and fraternities, sexual aggression of females while drunk seems to be more accepted than when females are sober. Kalof (1993) found that sorority women were more likely than non-sorority women to have had intercourse when they could not consent while under the influence of alcohol. When comparing sorority

members to non-sorority members, sorority women were more likely to be accepting of interpersonal violence and rape myths. They were also more likely to have a significantly higher rate of sexual victimization especially when pertaining to alcohol-related nonconsensual sex and physical coercion.

In conclusion, dating violence encompasses not only physical abuse against a dating partner but also includes sexual and psychological abuse. Dating violence can occur among any group of young people; but when looking at sexual aggression in college populations, a significant number of incidences occur among people that are affiliated with fraternities, sororities, and athletics. Also, when discussing dating violence, it is important to examine the different factors that might contribute to dating violence, such as interparental aggression and parent-to-child aggression. Although dating violence and its severity is important to study, a key factor that has not been considered is how all individuals actually perceive the severity of abuse in dating violence relationships and what factors might contribute to individuals perceptions of severity. It is important to see if a history of family violence or one social environment does play a key role in this area by reinforcing a behavior. This study will look at the perceived severity of dating violence among college students, especially those involved in intercollegiate athletics, fraternities, and sororities, alcohol consumption, and the relationship of perceptions of a history of family violence to dating violence.

Conceptual Hypotheses

Hypothesis 1: Reported alcohol use will be higher among students that have Greek affiliation or are athletes than among non-Greek, non-athletic students.

Hypothesis 2: Physical abuse perpetrated by a male will be viewed as less severe by males affiliated with the Greek system or athletics and non-athletic Greek females than by non-athletic, non-Greek males and all other females.

Hypothesis 3: Sexual abuse that is perpetrated by a male will be viewed as less severe by males affiliated with the Greek system or athletics and by non-athletic Greek females than by non-Greek non-athlete males and all other females.

Hypothesis 4: Psychological abuse perpetrated by a male will be perceived as less severe by men than by women regardless of affiliation.

Hypothesis 5: Physical abuse perpetrated by a female will be perceived as less severe by men than by women regardless of affiliation.

Hypothesis 6: Sexual abuse when perpetrated by a female will be viewed as less severe by Greek or athletic males compared to non-Greek, non-athletic males and all females.

Hypothesis 7: Psychological abuse perpetrated by a female is viewed as less severe by Non-athlete Greek females and all males than by all other females.

Hypothesis 8: Perceptions of dating violence will be negatively correlated with perceptions of family violence for all males and females.

Chapter III

METHODOLOGY

Research Design

The purpose of this research was to explore differences in perceptions of severity of abuse according to gender, social affiliation, drug and alcohol usage, and history of family violence using a self-report survey. This was a cross-sectional survey research design looking at individuals on a one-time basis to explore differences in perceptions of dating violence.

Sample

The sample of this study consisted of 238 students, 122 males and 116 females, from five general education classes. The classes were picked based upon availability and permission of the instructor to administer the survey during the class period. Approximately five students declined to take the survey because they were foreign exchange students; also students that were in two of the selected classes were allowed to participate only once. The students' ages ranged from 18 to 40 with the mean age of 20 and standard deviation of 2.05. Ethnicity of the sample was 189 (79%) Caucasian, 17 (7%) Asian/Pacific Islander, 12 (5%) American Indian/Alaskan Native, 8 (3%) African American, 5 (2%) Hispanic, and 5 (2%) other. This is considered a good representation of ethnic groups when comparing it to the rest of the groups in the literature review.

In the study, 159 (67%) were freshmen, 45 (19%) were sophomores, 25 (11%) were juniors, 8 (3%) were seniors, and less than 1 (1%) was non-degree seeking. From the sample, 79 (33%) were females that were neither an athlete nor a sorority member; 71 (30%) were males that were neither an athlete nor a fraternity member; 31 (13%) of the

males were a fraternity member; 30 (13%) of the females were a sorority member; 17 (7%) of the males were intercollegiate athletes; and 10 (4%) of the females were intercollegiate athlete. There were two individuals that were dually classified, one as a sorority member and athlete and the other as a fraternity member and athlete. The researcher decided to classify them as athletes since there was a lower number of athletes in the study.

Individuals came from a convenience sample of college students from a public non-urban mid-size southwestern university. One limitation of the study is the overrepresentation of freshmen, making it difficult to generalize to the college population as a whole.

Measurement

The survey consisted of two measures: 1) the CORE Campus Survey of Alcohol and Other Drug Norms (Core Institute, 1998) which included demographic information regarding gender, group affiliation, age, and race; and 2) a modified version of the Abusive Behavior Inventory (ABI) (Shepard & Campbell, 1992). Slight modifications of the ABI were made in the wording of the survey to be able to judge one's perceptions of the severity of abuse.

The CORE Alcohol and Drug Survey was developed by a committee from the U.S. Department of Education's Drug Prevention Program in Higher Education. The CORE Campus Survey of Alcohol and Other Drug Norms was piloted both at a small university with 100 subjects and a large university with 150 subjects. They found acceptable differences with a significance level at .05. The CORE Campus Survey of Alcohol and Other Drug Norms is a 26-item survey that assesses perceptions of one's

own use of alcohol and drugs, as well as perceptions of others' use of alcohol and drug; the survey also allows for comparison of perceived and actual usage. The survey looks at perceptions of usage of alcohol (e.g., *How often do you think students in each of the following categories typically consumes alcohol?*), marijuana (e.g., *How often do you think students in each of the following categories typically use marijuana?*), other illicit drugs, binge drinking (e.g., *How many alcoholic drinks, on average, do you think each of the following students typically consumes at parties and bars?*) and attitudes about campus policies. A high score on this survey means a high usage of alcohol or drugs or the perception of others using a high dosage of alcohol or drugs.

The modified version of the Abusive Behavior Inventory (ABI) (Shepard & Campbell, 1992) consisted of 54 questions using a 5-point Likert type scale ranging from 1 as "not at all abusive" to 5 as "severely abusive." The survey is broken up into subscales according to physical abuse (e.g., slapped, hit or punched them), psychological abuse (e.g., made them do something humiliating or degrading such as begging for forgiveness, or having to ask their permission to do something), and sexual abuse (e.g., pressured them to have sex in a way they did not like or want). A high score on this survey means that the respondent sees the action as being severely abusive.

The authors of the scale tested the ABI for validity and reliability. Three types of validity were tested for the survey: criterion related, construct, and factorial. All three tests of validity confirmed that the validity was acceptable (Shepard & Campbell, 1992). The reliability was assessed using Cronbach's alpha coefficient of internal consistency reliability, which ranged from .70 to .92; these alphas indicate that the ABI has good reliability (Shepard & Campbell, 1992).

After the modifications for the current study, the modified survey was pilot tested with a sample of university students. Reliability for the modified instrument in the pilot study was .94. After the current study was conducted, reliability was run on all subscales of the modified survey. The reliability for when a man perpetrates psychological abuse was .89; for when a women perpetrates psychological abuse it was .89; reliability for when a man perpetrates physical abuse it was .87; reliability for when a female perpetrates physical abuse it was .89; reliability for when a male perpetrates sexual abuse it was .75; and reliability for when a female perpetrates sexual abuse was .75.

The analyses that were conducted on the data from the survey are frequencies, correlations, sample t-test, and ANOVA.

Operational Hypothesis

Hypothesis 1: Scores on the CORE Campus Drug and Alcohol Survey will be higher among students that have Greek affiliation or students who are athletes than among non-Greek non-athletic students.

ANOVA was used to test this hypothesis.

Hypothesis 2: When responding to physical abuse perpetuated by male, males who are affiliated with the Greek system or athletics and non-athletic Greek females will have lower scores than non-Greek non-athletic males and all other females on the physical abuse subscale of the Abusive Behavior Inventory.

ANOVA was used to test this hypothesis.

Hypothesis 3: When responding to sexual abuse perpetrated by a male, males who are affiliated with the Greek system or athletics and non-athletic Greek females will have lower scores than non-Greek non-athletic males and all other females on the sexual abuse subscale of the Abusive Behavior Inventory.

ANOVA was used to test this hypothesis.

Hypothesis 4: When responding to psychological abuse perpetrated by a male, men will have lower scores than women, regardless of affiliation, on the psychological abuse subscale of the Abusive Behavior Inventory.

Sample t-test was used to test this hypothesis.

Hypothesis 5: When responding to physical abuse perpetrated by a female, men will have lower scores than women, regardless of affiliation, on the physical abuse subscale of the Abusive Behavior Inventory.

Sample t-test was used to test this hypothesis.

Hypothesis 6: When responding to sexual abuse perpetrated by a female, Greek or athletic men will have lower scores than non-Greek non-athletic men and all women on the sexual abuse subscale of the Abusive Behavior Inventory.

ANOVA was used to test this hypothesis.

Hypothesis 7: When responding to psychological abuse perpetrated by a female, all males and non-athletic Greek females will have lower scores than all other females on the psychological abuse subscale of the Abusive Behavior Inventory.

ANOVA was used to test this hypothesis.

Hypothesis 8: Scores on the Abusive Behavior Inventory will be negatively correlated with scores on the items measuring family violence for all males and females.

Pearson correlation was used to test this hypothesis.

Chapter IV

RESULTS

This study tested eight hypotheses looking at perceptions of abuse among college student, alcohol consumption, and history of family violence. The following section will examine how each variable was analyzed and the findings related to each hypothesis.

Hypothesis 1. Alcohol use will be higher among students that have Greek affiliation or are athletes than among non-Greek, non-athletic students.

The hypothesis was tested using an ANOVA. The dependent variable was the amount of alcohol consumed and the independent variable was the extracurricular activities that the student might have been involved in, such as a fraternity, sorority, athletics, or none of the above. The conclusion of the test resulted in a significance of .001 between the groups (see Table 1). Tukey's post hoc analysis was conducted to determine which groups differed from others. Females that were intercollegiate athletes and females that were not involved in the Greek system or athletes reported the lowest reported alcohol consumption. Fraternity males and intercollegiate males athletes had the highest amount of alcohol consumption.

Hypothesis 2. Physical abuse perpetrated by a male will be viewed as less severe by males affiliated with the Greek system or athletics and non-athletic Greek females than by non-athletic, non-Greek males and all other females.

The hypothesis was tested by using ANOVA. The dependent variable used was the total score of the subscale of physical abuse perpetrated by men on the Abusive Behavior Inventory. The independent variable was the different extracurricular activities

of the respondents. From the results of this test, there was no significance difference (see Table 2).

Hypothesis 3. Sexual abuse that is perpetrated by a male will be viewed as less severe by males affiliated with the Greek system or athletics and by non-athletic Greek females, than by non-Greek, non-athlete males and all other females.

The hypothesis was tested by using ANOVA. The dependent variable used was the total score of the subscale of sexual abuse perpetrated by men on the Abusive Behavior Inventory. The independent variable was the different extracurricular activities of the respondents. From the results of this test, there was no significance difference among groups ($p = .42$) (see Table 3).

Hypothesis 4. Psychological abuse perpetrated by a male will be perceived as less severe by men than by women regardless of affiliation.

The hypothesis was tested using an Independent Sample T-Test. The dependent variable used was the total score of the subscale psychological abuse perpetrated by men on the Abusive Behavior Inventory. The independent variable was gender. From the results of this test, the mean for males was 41.00 with a standard deviation of 9.61, and for women the mean of 42.59 with standard deviation of 9.82. The difference was not significant ($p = .57$) (see Table 4).

Hypothesis 5. Physical abuse perpetrated by a female will be perceived as less severe by men than by women regardless of affiliation.

The hypothesis was tested using an Independent Sample T-Test. The dependent variable used was the total score of the subscale physical abuse perpetrated by women on the Abusive Behavior Inventory. The independent variable was gender. From the results

of this test, the mean for males was 43.59 with a standard deviation of 6.02, and for women the mean of 44.27 with standard deviation of 7.04. There was no significant difference ($p = .96$) (see Table 5).

Hypothesis 6. Sexual abuse when perpetrated by a female will be viewed as less severe by Greek or athletic males as compared to non-Greek, non-athletic males and all females.

The hypothesis was tested by using ANOVA. The dependent variable used was the total score of the subscale of sexual abuse perpetrated by women on the Abusive Behavior Inventory. The independent variable was the different extracurricular activities of the respondents. A significance level of $p = .012$ indicates support for the hypothesis (see Table 6). Tukey's post hoc analysis indicated that sorority members and female athletes perceived this abuse more severely than other groups. It also found that fraternity members saw this as significantly less severe than the other groups surveyed.

Hypothesis 7. Psychological abuse perpetrated by a female will be viewed as less severe by non-athlete Greek females and all males than by all other females.

The hypothesis was tested by using ANOVA. The dependent variable used was the total score of the subscale of psychological abuse perpetrated by women on the Abusive Behavior Inventory. The independent variable was the different extracurricular activities of the respondents. There were no significant differences among groups ($p = .28$) (see Table 7).

Hypothesis 8. Perceptions of dating violence will be negatively correlated with perceptions of family violence for all males and females.

Pearson correlation coefficient calculations did not find a significant negative correlation between the total score of the Abusive Behavior Inventory and the total family violence score ($r = -.116$, $p = .07$) (see Table 14).

Chapter V

DISCUSSION

The main purpose of this project was to explore the relationship between perceptions of the severity of relationship violence and college student's involvement in fraternities, sororities, and/or intercollegiate athletes. Also, the study explored the relationship between perceptions of alcohol consumption and group affiliations as well as the relationship between perceptions of a history of family violence and perceived severity of dating violence. The hypotheses were decided based on the literature that has been reviewed regarding dating violence, alcohol consumption, and perceptions of family violence among college students. Although only two hypotheses were supported from the results of the data, (i.e., reported alcohol consumption among groups and the severity of sexual abuse perpetrated by a woman) the study still gives a good indication of alcohol consumption, family violence, and perceptions of abuse among different groups on campus. Several limitations, though, need to be discussed before the analysis of the results can be explored.

The first limitation would be that the survey was a self-report. Although the survey was strictly confidential, many respondents might have under reported how much they drank. This would be particularly important among most respondents under the legal age, in a fraternity or sorority, or an athlete because none of these groups are supposed to be drinking. Also another area of the survey that might have been underreported would be the section asking if the respondent had ever experienced any type of family violence while growing up. Respondents may have felt reluctant to express this because of society's reaction. A third limitation to this project was that most of the students were freshman.

This could affect how they would respond to questions regarding drinking and perceptions of the severity of violence especially if they had not been exposed to that yet. Also since most students were freshman if they were involved in the Greek system they may not have had as much influence from their Greek affiliation yet compared to if they had been involved in their organization for longer periods. A final limitation could be that the test was administered during Rape Awareness Month, which could have influenced how individuals perceived abuse especially if they had education during the month on any types of violence that were being tested in the survey.

Although there are some limitations, the results of this study are important to consider. First of all, although only two hypotheses were supported, the findings of the other hypothesis are still important. With regards to Hypothesis One, non-Greek females indicated drinking less than other students, and males affiliated with the Greek system or athletics drank the most of all college students. This finding supports a study in which members of the Greek system consumed more alcohol than those that were not involved (Cashin et al., 1998). Meilman et al. (1999) also found that male students involved in the Greek system and/or intercollegiate sports had the most alcohol consumption among all college students. Although the current study did not have any respondents that were members of a fraternity or sorority and also an athlete, it is important to realize that males that were involved in athletics or the Greek system did consume more than ones that were not.

When looking at hypothesis number six, sexual abuse when perpetrated by a female was viewed as less severe by Greek or athletic males compared to non-Greek, non-athletic males and all females, but female athletes and sorority members found this to be

more severe than any other group. Although there have not been many studies done on females sexually abusing males, it is important to see that there is a difference among groups in how they perceive this abusive situation. According to the theory of triadic reciprocity (Bandura, 1986), it may be that the social contexts for male and female college students socialize members differently, particularly within the Greek system. Further study is recommended to explore more fully the particular perspectives conveyed within college students' affiliative groups regarding various aspects of dating violence.

Although the remaining hypotheses were not supported in the data, the findings are still of interest to those studying or working with college students. The results from this study found no significant difference among the groups. In addition, the mean scores and ranges suggest that most students tended to view all types of abuse as relatively severe. None of the groups that were looked at perceived the severity of abuse perpetrated by a man nor a woman to be any more or less severe than any other group except for sexual abuse perpetrated by a woman. One reason for the difference of the results of this study compared to those of previous studies is that the stereotypical attitudes and beliefs especially about athletes and students in the Greek system might be changing.

When discussing sexual abuse perpetrated by a male, researchers have found that fraternities and sororities have been more accepting of sexual assaults than other groups. A study by Kalof (1993) found that sorority members held attitudes about the acceptance of interpersonal violence and rape myths that were more stereotypical. When looking at the result from this study, sorority members perceived sexual abuse perpetrated by a male as extremely severe. Female athletes found it the most severe among the groups while sorority members were second. However, all other groups found it to be severe (see

Table 4). This is important to realize especially for future research and programs on educating students about sexual abuse. If, indeed, perceptions of sexual abuse are becoming more realistic, it would appear that programs that address these issues are having an impact. Further exploration is warranted to investigate this possibility.

Psychological abuse was perceived as moderately severe to highly severe by all groups regardless of whether the perpetrator was a male or female (see Table 2 and 6). The results help support the study done by Stets (1991) in which the author found that there is no difference in the amount of psychological aggression inflicted by men and women, although Stets does suggest that women may be more sensitive to being psychologically aggressed against. One reason for this finding might be that this type of abuse is not as prominent because there is no physical action that takes place as there is for sexual or physical abuse. How this can be related back to theory is that the environment that students are in might be more accepting of name calling or other forms of psychological abuse, therefore the behavior continues and cognitively the person feels that this type of behavior is acceptable because the environment accepts it. For future research, studies should look at what individuals consider psychological abuse and more education should be placed on the severity of psychological abuse and its relationship to other types of abuse.

When studying to see if physical abuse perpetrated by a female would be perceived as less severe by men than by women regardless of affiliation there, was not a significant difference. Although studies have found as mentioned earlier that women inflict physical abuse just as much as men, the degree of the injuries are less severe than when men inflict physical abuse. This is important to look at because although the severity of the injury

may be different depending on which gender inflicted it all groups saw the severity of the abuse the same.

In this sample, a history of family violence was not significantly related to perceptions of dating violence. Although other studies have found that males and females that have experienced family violence in the past may have a higher rate of dating violence in their relationships, they don't necessarily accept it (Smith & Williams, 1992). Although O'Keefe (1998) found that a high percentage of adolescents who witnessed high levels of interparental violence did report that they have both inflicted and received acts of violence in their dating relationships.

With regards to the results of the hypotheses from the theoretical perspective that was discussed earlier, one can make several conclusions why the findings are this way in this study. First of all regarding the environment aspect of the social cognitive theory, one might explain that the environment of many of these students has not influenced their judgement one way or the other considering most of the students were freshman. This is important and should be replicated with the population of students that have been in college longer to see if more time spent with a certain social group influences how they might perceive the severity of different types of abuse. Second, in regards to the personal and cognitive factors of the theory, one might say that although student scores regarding physical and sexual abuse were relatively high but the scores regarding psychological abuse were one might say that the students do not recognize the severity of psychological abuse. Third, since behavior was not actually tested. If one was to observe how one acts while intoxicated one might be able to explain the behavior aspect of the theory. Also if the questions were more detailed, as in a scenario, then the behavior might have been

perceived as more or less severe than in responding to a one sentence statement. Overall from the results, the theory cannot really explain how abuse is perceived and understood. For future research, one might consider a different theory to help explain dating violence, although the social learning theory has been used numerous times to explain this.

Overall in regards to the theory based on the findings, one might say that the environment in which the students associate with, which would be a Greek affiliation, athletic affiliation, or neither, can influence how one perceives abuse by either supporting the act or providing education about abuse. Therefore the behaviors might then either be increased or decreased based on how the environment feels. The findings find that overall the perceptions of abuse (personal/cognitive) are categorized mostly as high, which could be influenced by the environment, which they socialize with. From the results of this study, although there was not a lot significant difference among the groups, the students as a whole did find that certain types of abuse were more severe than other. From this one might consider that the environment regardless of the social affiliation that some might be in, although that did show some differences in how severe one thought a certain type of abuse one compared to another there was no significant difference, that the environment as a whole might be influencing how students perceive abuse especially since during this time it was rape awareness month on the campus where the survey took place. Therefore, the behaviors that were portrayed in the scenarios were considered abusive which would explain how they cognitively felt about the abuse.

Although the results do not show a significant difference for most of the hypotheses, by looking at how the means compare to the theoretical range, one can see that most students recognize the severity of sexual and physical abuse but the extent of the

severity of psychological abuse since the means were slightly above the midpoint on the theoretical range. One way to explain this would be that most education and research goes toward information on date rape, but little goes towards education on psychological abuse. One reason for this is that it is not a prominent action as sexual or physical abuse. One can see or feel the action of a physical assault or a sexual assault but it is sometimes hard to realize or see the impact of psychological abuse. This is important to realize and important for future research. It is also important for educational purposes in that more education should be towards making students aware of different types and severity of abuse that one could come in contact with in their dating relationships.

Recommendations

With the results of this study, there are many areas where this study could be expanded and explored more in depth. First, with in response to the sample size, it would be important to get a nice representation of the entire school population since there might not have been a good representation of all the groups to be able to generalize with the region or society. One way this could be accomplished would to mail out the survey to every student that was enrolled within the university. This would be important especially if looking at perceptions of dating violence among college students in general and among gender.

Another recommendation would be to look at students that are more actively involved within the Greek system. To accomplish this it would be important to make sure that upper classmen were surveyed especially if they are involved in the Greek system. It would also be important to see if one was given scenarios of people under the influence of alcohol and their violent tendencies if they would perceive the acts of violence as severe in

this type of situation. Another recommendation would be to look at other mediating environmental variables such as ethnicity or substance use.

With the results of this data, it is important to see how one could implement some of these findings into practice. Some implications for practice would be to insure that all students receive education in the area of relationship violence. It is important that even though the groups perceived violence similarly, it is still important to ensure that all are educated to recognize and prevent various aspects of dating violence. It is also important to ensure that students are aware of the resources that are available to them if they do happen to get into a relationship that turns violent and are not sure how to leave it safely. This study not only is important for college students, but it is also important to educate students at the high school level to ensure that they will be able to recognize the signs of a violent relationship.

Conclusions

This study points out that, among the respondents of this survey, perceptions of dating violence do not particularly vary among groups or gender. It is also important to realize that who is inflicting the abuse does not change perceptions of severity of the abuse except when discussing sexual abuse perpetrated by females. Overall, this study was important in finding out that students, no matter their affiliation to different groups on this college, do cognitively recognize physically, sexually and psychologically abusive situations.

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APPENDIX

TABLES

Table 1

Mean Scores for Perceptions of Severity of Sexual Abuse Perpetrated by a Woman According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	13.49	2.75	3.00	15.00	1.00	15.00
NGNA Male ^b	13.17	2.35	5.00	15.00	1.00	15.00
Female Athlete	14.70	.67	13.00	15.00	1.00	15.00
Male Athlete	13.00	2.18	7.00	15.00	1.00	15.00
Sorority Member	14.37	1.40	9.00	15.00	1.00	15.00
Fraternity Member	12.35	2.64	8.00	15.00	1.00	15.00

^a NGNA Female: Non-Greek, Non-Athletic Female

^b NGNA Male: Non-Greek, Non-Athletic Male

Table 2

Mean Scores for Perceptions of Severity of Psychological Abuse Perpetrated by a Woman According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	41.31	9.90	22.00	61.00	1.00	70.00
NGNA Male ^b	42.65	8.71	27.00	64.00	1.00	70.00
Female Athlete	43.80	7.997	29.00	58.00	1.00	70.00
Male Athlete	38.53	11.70	15.00	62.00	1.00	70.00
Sorority Member	41.63	8.23	20.00	56.00	1.00	70.00
Fraternity Member	38.52	9.80	18.00	58.00	1.00	70.00

^a NGNA Female: Non-Greek, Non-Athletic Female^b NGNA Male: Non-Greek, Non-Athletic Male

Table 3

Mean Scores for Perceptions of Severity of Physical Abuse Perpetrated by a Woman According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	43.53	7.97	10.00	50.00	1.00	50.00
NGNA Male ^b	44.29	4.88	27.00	50.00	1.00	50.00
Female Athlete	46.80	2.78	41.00	50.00	1.00	50.00
Male Athlete	44.41	6.97	21.00	50.00	1.00	50.00
Sorority Member	45.17	4.56	30.00	50.00	1.00	50.00
Fraternity Member	41.71	7.59	16.00	50.00	1.00	50.00

^a NGNA Female: Non-Greek, Non-Athletic Female^b NGNA Male: Non-Greek, Non-Athletic Male

Table 4

Mean Scores for Perceptions of Severity of Sexual Abuse Perpetrated by a Man According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	13.93	2.39	3.00	15.00	1.00	15.00
NGNA Male ^b	13.93	1.75	5.00	15.00	1.00	15.00
Female Athlete	14.90	.32	14.00	15.00	1.00	15.00
Male Athlete	13.82	1.33	11.00	15.00	1.00	15.00
Sorority Member	14.50	1.25	9.00	15.00	1.00	15.00
Fraternity Member	13.94	1.15	11.00	15.00	1.00	15.00

^a NGNA Female: Non-Greek, Non-Athletic Female^b NGNA Male: Non-Greek, Non-Athletic Male

Table 5

Mean Scores for Perceptions of Severity of Physical Abuse Perpetrated by a Man According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	44.73	7.48	10.00	50.00	1.00	50.00
NGNA Male ^b	45.65	4.13	25.00	50.00	1.00	50.00
Female Athlete	47.90	1.73	45.00	50.00	1.00	50.00
Male Athlete	46.35	2.999	41.00	50.00	1.00	50.00
Sorority Member	45.93	4.64	30.00	50.00	1.00	50.00
Fraternity Member	44.51	4.55	32.00	50.00	1.00	50.00

^a NGNA Female: Non-Greek, Non-Athletic Female

^b NGNA Male: Non-Greek, Non-Athletic Male

Table 6

Mean Scores for Perceptions of Severity of Psychological Abuse Perpetrated by a Man According to Group

	<u>M</u>	<u>SD</u>	Actual Range Minimal	Actual Range Maximum	Theoretical Range Minimum	Theoretical Range Maximum
Extracurricular Activities						
NGNA Female ^a	42.03	10.36	22.00	64.00	1.00	70.00
NGNA Male ^b	42.62	9.09	14.00	64.00	1.00	70.00
Female Athlete	44.40	8.04	29.00	58.00	1.00	70.00
Male Athlete	39.06	11.22	15.00	63.00	1.00	70.00
Sorority Member	42.97	8.63	20.00	56.00	1.00	70.00
Fraternity Member	38.68	9.86	18.00	57.00	1.00	70.00

^a NGNA Female: Non-Greek, Non-Athletic Female^b NGNA Male: Non-Greek, Non-Athletic Male

Table 7

Analysis of Variance Between and Within Groups on Amount of Alcohol Consumption
Among College Students Involved in Extracurricular Activities

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	387.616	5	77.523	4.305	.001
Within Groups	4123.916	229	18.008		
Total	4511.532	234			

Table 8

Analysis of Variance Between and Within Groups on Total Physical Abuse Perpetrated by
Men Subscale

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	150.750	5	30.150	1.004	.416
Within Groups	6967.415	232	30.032		
Total	7118.165	237			

Table 9

Analysis of Variance Between and Within Groups on Total Sexual Abuse Perpetrated by Men Subscale

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	16.701	5	3.340	.998	.420
Within Groups	776.453	232	3.347		
Total	793.154	237			

Table 10

Independent Sample T-Test on Total Psychological Abuse Perpetrated by Men Subscale

<u>Levene's Test for Equality of Variances</u>		
	F	Significance
Total Psychological Abuse Perpetrated by Men Subscale Score	.321	.572

Table 11

Independent Sample T-Test on Total Physical Abuse Perpetrated by Women Subscale

	<u>Levene's Test for Equality of Variances</u>	
	F	Significance
Total Physical Abuse Perpetrated by Women Subscale Score	.002	.963

Table 12

Analysis of Variance Between and Within Groups on Total Sexual Abuse Perpetrated by Women Subscale

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	85.953	5	17.191	3.022	.012
Within Groups	1319.900	232	5.689		
Total	1405.853	237			

Table 13

Analysis of Variance Between and Within Groups on Total Psychological Abuse
Perpetrated by Women Subscale

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	566.106	5	113.221	1.277	.275
Within Groups	20575.984	232	88.690		
Total	21142.089	237			

Table 14

Hypothesis 8 – Pearson Correlation Coefficients

		Total Score of the Abusive Behavior Inventory	Total Family Violence Score
Total Score of the Abusive Behavior Inventory	Pearson Correlation	1.00	-.116
	Sig. (2-tailed)	.	.073
	N	238	238
Total Family Violence Score	Pearson Correlation	-.116	1.00
	Sig. (2-tailed)	.073	.
	N	238	238

APPENDIX B
ABUSIVE BEHAVIOR INVENTORY

Here is a list of behaviors that many people report have been used by their partners or former partners. We would like you to determine the extent to which these behaviors are abusive.

Circle the number to rate the extent of the abusive behavior.

- 1 = not abusive at all
- 2 = slightly abusive
- 3 = moderately abusive
- 4 = highly abusive
- 5 = extremely abusive

1. When a man calls a woman a name and/or criticizes her.....1 2 3 4 5
2. When a woman calls a man a name and/or criticizes him.....1 2 3 4 5
3. When a man tries to keep a woman from doing something she
wants to do (example: going out with friends, going to meetings).....1 2 3 4 5
4. When a woman tries to keep a man from doing something he
wants to do (example: going out with friends, going to meetings).....1 2 3 4 5
5. When a man gives a woman an angry stare or look.....1 2 3 4 5
6. When a woman gives a man an angry stare or look.....1 2 3 4 5
7. When a man ends a discussion with a woman and makes the decision
himself.....1 2 3 4 5
8. When a woman ends a discussion with a man and makes the decision
herself.....1 2 3 4 5
9. When a man threatens to hit or throw something at a woman1 2 3 4 5
10. When a woman threatens to hit or throw something at a man1 2 3 4 5
11. When a man pushes, grabs, or shoves a woman1 2 3 4 5
12. When a woman pushes, grabs, or shoves a man1 2 3 4 5
13. When a man puts down a woman's friends and family.....1 2 3 4 5
14. When a woman puts down a man's friends and family.....1 2 3 4 5

15. When a man accuses a woman of paying too much attention to someone or something else.....1 2 3 4 5
16. When a woman accuses a man of paying too much attention to someone or something else.....1 2 3 4 5
17. When a man becomes very upset with a woman because things were not ready when he wanted them ready or done the way he thought they should be.....1 2 3 4 5
18. When a woman becomes very upset with a man because things were not ready when she wanted them ready or done the way she thought they should be.....1 2 3 4 5
19. When a man says things to scare a woman (examples: tells her something "bad" will happen, threatens to commit suicide).....1 2 3 4 5
20. When a woman says things to scare a man (examples: tells him something "bad" will happen, threatens to commit suicide).....1 2 3 4 5
21. When a man slaps, hits, or punches a woman1 2 3 4 5
22. When a woman slaps, hits, or punches a man1 2 3 4 5
23. When a man makes a woman do something humiliating or degrading (example: begging for forgiveness, having to ask him permission to do something).....1 2 3 4 5
24. When a woman makes a man do something humiliating or degrading (example: begging for forgiveness, having to ask her permission to do something)1 2 3 4 5
25. When a man checks up on a woman (examples: listens to her phone calls, checks mileage on her car, calls her repeatedly at work).....1 2 3 4 5
26. When a woman checks up on a man (examples: listens to his phone calls, checks mileage on his car, calls him repeatedly at work).....1 2 3 4 5
27. When a man drives recklessly when a woman is in the car.....1 2 3 4 5
28. When a woman drives recklessly when a man is in the car.....1 2 3 4 5
29. When a man pressures a woman to have sex in a way she doesn't like or want.....1 2 3 4 5
29. When a woman pressures a man to have sex in a way he doesn't like or want.....1 2 3 4 5

30. When a man refuses to do housework or childcare.....1 2 3 4 5
31. When a woman refuses to do housework or childcare1 2 3 4 5
32. When a man threatens a woman with a knife, gun, or other weapon.....1 2 3 4 5
33. When a woman threatens a man with a knife, gun, or other weapon.....1 2 3 4 5
34. When a man spanks a woman1 2 3 4 5
35. When a woman spanks a man1 2 3 4 5
36. When a man tells a woman that she is a bad person.....1 2 3 4 5
37. When a woman tells a man that he is a bad person.....1 2 3 4 5
38. When a man stops a woman or tries to stop a woman from going to
work or school.....1 2 3 4 5
39. When a woman stops a man or tries to stop a man from going to
work or school.....1 2 3 4 5
40. When a man throws, hits, kicks, or smashes something.....1 2 3 4 5
41. When a woman throws, hits, kicks, or smashes something.....1 2 3 4 5
42. When a man kicks a woman1 2 3 4 5
43. When a woman kicks a man1 2 3 4 5
44. When a man physically forces a woman to have sex.....1 2 3 4 5
45. When a woman physically forces a man to have sex.....1 2 3 4 5
46. When a man throws a woman around.....1 2 3 4 5
47. When a woman throws a man around.....1 2 3 4 5
48. When a man physically attacks the sexual parts of a woman body.....1 2 3 4 5
49. When a woman physically attacks the sexual parts of a man body.....1 2 3 4 5
50. When a man chokes or strangles a woman1 2 3 4 5
51. When a woman chokes or strangles a man1 2 3 4 5
52. When a man uses a knife, gun, or weapon against a woman1 2 3 4 5
53. When a woman uses a knife, gun, or weapon against a man1 2 3 4 5

54. Are you aware of any of the following abuse between your parents?

a. Physical Abuse 1 Yes
 2 No

b. Sexual Abuse 1 Yes
 2 No

c. Psychological Abuse 1 Yes
 2 No

55. If yes, how severe was the most severe incident of abuse been between your parents?

- 1 slight
- 2 moderate
- 3 high
- 4 extreme

56. Are you aware of any of the following types of abuse by one or both of your parents toward your brother(s) or sister(s)?

a. Physical Abuse 1 Yes
 2 No

b. Sexual Abuse 1 Yes
 2 No

c. Psychological Abuse 1 Yes
 2 No

57. If yes, how severe was the most severe incident of abuse from your parent toward your brother(s) or sister(s)?

- 1 slight
- 2 moderate
- 3 high
- 4 extreme

58. Have you ever experienced the following types of abuse in your family?

- | | | |
|------------------------|---|-----|
| a. Physical Abuse | 1 | Yes |
| | 2 | No |
| b. Sexual Abuse | 1 | Yes |
| | 2 | No |
| c. Psychological Abuse | 1 | Yes |
| | 2 | No |

59. If yes, how severe was the most severe episode of abuse?

- 1 slight
- 2 moderate
- 3 high
- 4 extreme

60. As a college student to what extent do you perceive the following types of abuse to be a problem at your university?

- 0 non-existent
- 1 slight
- 2 moderate
- 3 high
- 4 extreme

61. As a college student, what would you recommend to help reduce levels of abuse at your university? (please be specific: e.g. if you think education would help, which topics would be most helpful?)

APPENDIX C

CORE CAMPUS SURVEY OF ALCOHOL AND OTHER DRUG NORMS

Campus Survey of Alcohol and Other Drug Norms

Marking Instructions

- Incorrect Marks ✓ X - .
Correct Marks ●
• Use a No. 2 pencil only.
• Make solid marks that fill the oval completely.

This is a survey of students' alcohol and other drug attitudes and usage. We want you to tell us about yourself and your perceptions of other students. Do not put your name on this form—this is an anonymous survey. Questions that ask about other students are referring to students at this institution.

Core Institute
Student Health Programs
Southern Illinois University
Carbondale, Illinois 62901

The first set of questions asks about how frequently alcohol and other drugs are used by students at this school.

		Never	1-2 times/year	6 times/year	Once/month	Twice/month	Once/week	3 times/week	5 times/week	Every day
1. How often do you think students in each of the following categories typically consume alcohol (including beer, wine, wine coolers, liquor, and mixed drinks)? Just give your best estimate for each category. (Fill in the oval corresponding to the best answer for each category of students.)	a. Yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Students in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Males	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Females	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	f. On campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	g. Off campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	h. Fraternity members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	i. Sorority members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	j. Intercollegiate athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How often do you think students in each of the following categories typically use marijuana? Again, just give your best estimate for each category. (Fill in the oval corresponding to the best answer for each category of students.)	a. Yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Students in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Males	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Females	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	f. On campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	g. Off campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	h. Fraternity members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	i. Sorority members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	j. Intercollegiate athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often do you think students in each of the following categories typically use any illicit drug other than marijuana? Again, just give your best estimate for each category. (Fill in the oval corresponding to the best answer for each category of students.)	a. Yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. Students in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Males	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. Females	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	f. On campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	g. Off campus students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	h. Fraternity members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	i. Sorority members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	j. Intercollegiate athletes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next set of questions asks about the quantity of alcohol consumed.

4. Overall, what percentage of students here do you think consume no alcoholic beverages at all? Just give your best estimate. (Fill in the boxes and mark the corresponding oval.)

		%
0	0	<input type="radio"/>
1	(1)	<input type="radio"/>
2	(2)	<input type="radio"/>
3	(3)	<input type="radio"/>
4	(4)	<input type="radio"/>
5	(5)	<input type="radio"/>
6	(6)	<input type="radio"/>
7	(7)	<input type="radio"/>
8	(8)	<input type="radio"/>
9	(9)	<input type="radio"/>

5. Overall, what percentage of students here do you think consumed five or more drinks in a row on at least one occasion in the last two weeks? Again, just give your best estimate. (Fill in the boxes and mark the corresponding oval.)

		%
0	0	<input type="radio"/>
1	(1)	<input type="radio"/>
2	(2)	<input type="radio"/>
3	(3)	<input type="radio"/>
4	(4)	<input type="radio"/>
5	(5)	<input type="radio"/>
6	(6)	<input type="radio"/>
7	(7)	<input type="radio"/>
8	(8)	<input type="radio"/>
9	(9)	<input type="radio"/>

PLEASE DO NOT WRITE IN THIS AREA



192091

7. Think back over the last two weeks. How many times have you had 5 or more drinks in a row?

Fill in the oval corresponding to the best answer: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

- How many alcoholic drinks, on average, do you think each of the following students typically consumes at parties and bars? (A drink is a bottle of beer, a glass of wine, a wine cooler, a shot glass of liquor, or a mixed drink.)

Fill in the oval corresponding to your best estimate of the average number of drinks consumed by each category of students on one of these occasions.

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-----------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| a. Yourself | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| b. Your friends | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| c. Students in general | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| d. Males | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| e. Females | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| f. On campus students | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| g. Off campus students | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| h. Fraternity members | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| i. Sorority members | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| j. Intercollegiate athletes | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

8. If you never drink, fill in this oval ☐ and skip the rest of this item. Otherwise, please answer the following questions.

Think about your last social drinking occasion with other students.

- | | |
|---|--|
| a. How many drinks did <u>you</u> consume on that occasion? | c. Looking back, how many drinks would <u>you</u> have preferred to drink? |
| 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 | <input type="radio"/> More <input type="radio"/> The same <input type="radio"/> Less |
| b. How many drinks did the <u>other students</u> consume, on average? | d. Again looking back, how many drinks do you think the <u>other students</u> would have preferred to drink, on average? |
| 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 | <input type="radio"/> More <input type="radio"/> The same <input type="radio"/> Less |

9. On any given occasion, how many alcoholic drinks are most typically consumed by you and by others in each of the following places? Just give your best estimate.

If you never attend the activity or it is not available, mark that response and leave both estimates blank.

- | | Not Available | Never Attend | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--|-----------------------|-----------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| a. Bar | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| b. Athletic events | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| c. Fraternity social functions | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| d. Sorority social functions | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| e. Residence hall informal get-togethers | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| f. School dances (or "mixers") | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| g. Off-campus parties | <input type="radio"/> | <input type="radio"/> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Yourself | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Others | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |

Which statement below about drinking alcoholic beverages do you feel best represents your own attitude?

(Fill in the oval corresponding to the best answer for you.)

- ☐ a. Drinking is never a good thing to do.
- ☐ b. Drinking is all right but a person should not get drunk.
- ☐ c. Occasionally getting drunk is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasionally getting drunk is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequently getting drunk is okay if that's what the individual wants to do.

11. Which statement below about drinking alcoholic beverages do you feel best represents the most common attitude among students in general here? (Fill in the oval corresponding to the best answer.)

- ☐ a. Drinking is never a good thing to do.
- ☐ b. Drinking is all right but a person should not get drunk.
- ☐ c. Occasionally getting drunk is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasionally getting drunk is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequently getting drunk is okay if that's what the individual wants to do.

12. Which statement below about using marijuana do you feel best represents your own attitude?

(Fill in the oval corresponding to the best answer for you.)

- ☐ a. It is never a good thing to use.
- ☐ b. Trying it out one or two times is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ c. Occasional use is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasional use is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequent use is okay if that's what the individual wants to do.

13. Which statement below about using marijuana do you feel best represents the most common attitude among students in general here? (Fill in the oval corresponding to the best answer.)

- ☐ a. It is never a good thing to use.
- ☐ b. Trying it out one or two times is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ c. Occasional use is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasional use is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequent use is okay if that's what the individual wants to do.

14. Which statement below about using any illicit drug other than marijuana do you feel best represents your own attitude? (Fill in the oval corresponding to the best answer for you.)

- ☐ a. Use is never okay.
- ☐ b. Trying out a drug once or twice is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ c. Occasional use is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasional use is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequent use is okay if that's what the individual wants to do.

15. Which statement below about using any illicit drug other than marijuana do you feel best represents the most common attitude among students in general here? (Fill in the oval corresponding to the best answer.)

- ☐ a. Use is never okay.
- ☐ b. Trying out a drug once or twice is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ c. Occasional use is okay as long as it doesn't interfere with academics or other responsibilities.
- ☐ d. Occasional use is okay even if it does interfere with academics or responsibilities.
- ☐ e. Frequent use is okay if that's what the individual wants to do.

16. Consider those campus rules and regulations regarding alcohol and other drug use that you are aware of on this campus. Fill in the oval next to the response that comes the closest to or best represents your position.

- ☐ I generally know of and support these rules and regulations
- ☐ I generally know of and oppose these rules
- ☐ I generally know of these rules but have no opinion
- ☐ I am not really aware of these rules

17. Again, considering campus rules and regulations regarding alcohol and other drug use, what percent of the student body do you believe:

(Just give your best estimate for each question even if you are unsure. Your estimates or best guesses on A through D should total to 100%. Fill in all boxes and mark the corresponding ovals, even if they are zeroes.)

a. ... generally knows of and supports these rules and regulations?	b. ... generally knows of and opposes these rules and regulations?	c. ... generally knows of these rules but has no opinion?	d. ... are not aware of these rules?																																																																																																																																								
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18. Classification:
- ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
 - ☐ Grad/professional
 - ☐ Not seeking a degree
 - ☐ Other

19. Age:

(Fill in the boxes and mark the corresponding ovals.)

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1	1
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4	4
5	5
6	6
7	7
8	8
9	9

20. Ethnic Origin:
- ☐ American Indian/Alaskan Native
 - ☐ Hispanic
 - ☐ Asian/Pacific Islander
 - ☐ White (non-Hispanic)
 - ☐ Black (non-Hispanic)
 - ☐ Other

21. Living Arrangements: *(Mark best answer.)*
- ☐ House/apartment/etc.
 - ☐ Residence Hall
 - ☐ Approved housing
 - ☐ Fraternity or sorority housing
 - ☐ Other

22. Gender:
- ☐ Male
 - ☐ Female

23. Is your current status as a student:
- ☐ On-campus
 - ☐ Off-campus

24. Extracurricular activities: *(Mark all that apply.)*
- ☐ Fraternity/Sorority member
 - ☐ Fraternity/Sorority pledge
 - ☐ Intercollegiate athlete

25. Approximate cumulative grade point average: *(Choose one.)*
- A+ A A- B+ B B- C+ C C- D+ D D- F

26. Student status:
- Full-time (12+ credits)
 - Part-time (1-11 credits)

For Additional Use:

27. A B C D E 28. A B C D E 29. A B C D E 30. A B C D E 31. A B C D E

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APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL

**Oklahoma State University
Institutional Review Board**

Protocol Expires: 2/22/02

Date: Friday, February 23, 2001

IRB Application No. HE0142

Proposal Title: PERCEPTIONS OF SUBSTANCE USE AND RELATIONSHIP VIOLENCE AMONG
COLLEGE STUDENTS

Principal
Investigator(s)

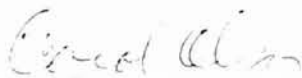
Lori Blevens
3216 SE 24th
Del City, OK 73115

Linda Robinson
333F HES
Stillwater, OK 74078

Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Signature



Carol Olson, Director of University Research Compliance

Friday, February 23, 2001

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA 2

Lori Ann Blevens

Candidate for the Degree of

Master of Science

Thesis: PERCEPTIONS OF SUBSTANCE USE AND RELATIONSHIP VIOLENCE
AMONG COLLEGE STUDENTS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Del City, Oklahoma, on April 22, 1976, the daughter of Louis and Reida Blevens

Education: Graduated from Del City High School, Del City, Oklahoma in May 1994; received Bachelor of Science degree in Family and Child Development from University of Central Oklahoma, Edmond, Oklahoma in December 1998. Completed the requirements for the Master of Science degree with a major in Family Relations and Child Development in May 2001.

Experience: Employed as a student assistant with the Oklahoma State Department of Health in Maternal and Child Health Service, Child Guidance Division, Oklahoma City, Oklahoma, from 1995 through 1998. Employed as a student assistant with the Oklahoma State Department of Health in Maternal and Child Health Service, Child Abuse Training and Coordination Program, Oklahoma City, Oklahoma, from 1998 through 2000 promoted to Program Consultant in 2001 until present.

