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THE AWARENESS OF ROWAN UNIVERSITY UNDERGRADUATE STUDENTS REGARDING DATING VIOLENCE

by

Sarah Tam

A Thesis

Submitted to the
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College of Education
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Thesis Chair: Burton R. Sisco, Ed.D.

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Abstract

Sarah Tam
THE AWARENESS OF ROWAN UNIVERSITY UNDERGRADUATE STUDENTS REGARDING DATING VIOLENCE
2017-2018
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The purpose of this mixed method study was (a) to investigate the Rowan University's undergraduate students' awareness of dating violence and its multiple forms, (b) to assess if the undergraduates are knowledgeable of the available on and off campus resources for dating violence, (c) to assess if one's gender identity affects their idea of relationships, and (d) to assess how cultural norms may affect one's idea of gender roles in relationships. There were a total of 198 subjects who completed the survey portion of the study that helped assess their awareness of dating violence and knowledge of the available on and off campus resources. Six of those subjects then voluntarily agreed to be participants in the interview process. Through the interview process, it provided a personal perspective from the student's experiences on gender and cultural norms that may affect their relationships. The interviews were transcribed and content analysis was used to analyze the data.

This study found that majority of the subjects responded quite similarly about the attitudes towards dating violent perpetrators and victims. The selected participants' responses provided data about how cultural norms can affect an individual's idea of his or her gender norms. Thus recognizing how those norms can affect the individual's idea of a healthy relationship.

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Chapter I

Introduction

People face a variety of adversities over their lifetimes, such as a financial issue or a physical disability. However, the issue of domestic violence is considered a taboo topic to discuss, although there is more attention being paid today. While daily news reports more incidents of individuals who face victimization, the media accounts still do not inform the public with enough awareness regarding what domestic violence entails.

Incidents of domestic abuse are under-reported because most people in society still view the topic as spurious. According to the U.S. Department of Justice, 25% of women experience domestic violence and it is estimated that 960,000 domestic violent incidents occur each year (Statistic Brain, 2013). Furthermore, the percentage of these crimes being reported to police is 25%. The public often does not hear these numbers. Therefore, with little knowledge regarding domestic violence people may be more susceptible, which may affect developing young adults in their college career. The statistics and data regarding this issue are very difficult to validate, especially if many students who have experienced dating violence do not report such incidents.

Statement of the Problem

The lack of information given to the public regarding domestic violence impacts the ability to acknowledge an abusive situation, which also impacts the statistical data each year. Therefore, records of dating violence on college campuses are most likely inaccurate due to the underreporting and lack of awareness among college students.

Individuals may have different ideas on what is considered as a "healthy relationship." Theories focused on gender roles and cultural traditions may affect how

college students perceive what is "healthy" and normal. Developmental theories may share a greater understanding as well. However, at many colleges and universities, there are different resources available regarding dating violence for students. Students being aware of such resources may be an issue at college campuses because of the stigma dating violence carries.

In order to evaluate the results of healthy wellness initiatives aimed at students on a college campus, this study focused on the awareness of dating violence and the campus' resources available to its students. The roles and attitudes of gender that are portrayed in the campus culture can also play a part in dating violence, including the types of programs and discussions available for students.

Purpose of the Study

The purpose of this study was to assess the knowledge about dating violence that selected undergraduate students at Rowan University have, considering the lack of awareness that is common regarding this issue. In addition, this study sought to assess whether gender roles and cultural beliefs and traditions impacted students' interpersonal relationships. Another purpose was to assess how aware students were of the resources that they have available on Rowan's campus.

Significance of the Study

This study may provide insight on how to spread awareness regarding dating violence on college campuses. It may also inform Rowan's undergraduate students of the resources available on campus. Furthermore, this study may assist students in developing an understanding of what constitutes a healthy relationship with his or her partner. In

addition, by gaining more knowledge regarding dating violence, students may be able to recognize abusive qualities in current and/or potential relationships.

Assumptions and Limitations

The scope of this study was limited to a sample of undergraduate students from Rowan University in Glassboro, NJ who volunteered to participate during the spring semester 2014. It was assumed that undergraduate students were willing to participate in the survey and/or interview. Students were notified that participation was voluntary and anonymous for the survey and confidential for the interviews in this study. The findings from this study were limited by the participant's truthfulness and understanding of dating violence. In addition, information gathered by the researcher, as well as the researcher's perspective, may present a potential bias in the findings.

Operational Definitions

1. Abuse: Any one of the four types of domestic violence: physical, emotional/psychological, sexual, or economic.
2. Culture: The behaviors, values, customs and beliefs of different ethnicity groups.
3. Dating: This term refers to an intimate relationship that a Rowan student has with another individual. This other individual could also be enrolled at Rowan University.
4. Dating Violence: Murray, Wester, and Paladino (2008) write, "Dating violence involves abusive behaviors that occur within the context of a dating relationship" (p. 42). In this study, dating violence was used to describe an abusive situation instead of domestic violence, which incorporates more than

dating violence. An abusive situation includes emotional, physical, sexual, or economical abuse for two students who are dating.

5. Domestic Violence: McCue (2008) used the Oregon Domestic Violence Council definition, which stated:

   > A pattern of coercive behavior used by one person to control and subordinate another in an intimate relationship. These behaviors include physical, sexual, emotional, and economic abuse. Tactics of coercion, terrorism, degradation, exploitation, and violence are used to engender fear in the victim in order to enforce compliance. (p. 3)

6. Gender Roles: An individual's attitude and belief about masculinity and femininity.
7. Perpetrator: The person who causes the abuse within the relationship.
8. Students: Full time Rowan undergrad students enrolled for spring 2014.
9. Victims: Persons who receive the abuse in a relationship.

Research Questions

This study addressed the following research questions:

1. What are the attitudes of selected Rowan University undergraduate students towards dating violence?
2. What level of familiarity do selected Rowan University undergraduate students report regarding the campus resources for domestic/dating violence?
3. What do selected Rowan University undergraduate students report about the role of gender identity in relationships?

4. What do selected Rowan University undergraduate students report about the role of cultural norms affecting the idea of gender roles in relationships?
5. Are selected Rowan University undergraduate students aware of the multiple forms of dating violence?

Overview of the Study

Chapter II has multiple resources that are provided to discuss the factors of dating violence. It includes a brief history of domestic violence in America, detailed descriptions of the different types of abuse, and theories regarding gender roles, cultural norms, developmental statuses, social learning, and control. In addition, there are descriptions of the after effects of dating violence and statistics about dating violence on and off college campuses.

Chapter III describes the study method that was taken to investigate the research problems, more specifically, description is provided about the population and sample, demographics, data collection instrument, data collection procedures, and how the data were analyzed.

Chapter IV presents the findings of the study. It focuses on the results based on the research questions addressed in the introduction. A mixed method was used to collect data for the study.

Chapter V summarizes the major findings from this study and discusses the findings in relation to what the knowledge-base says about the research problems, renders conclusions, and offers recommendations for practice and further research.

Chapter II

Review of the Literature

Within society, there are many different types of oppressive situations that lack enough attention or awareness. One of these situations that people may experience is domestic violence. The number of cases regarding this subject matter is often unclear because of the lack of awareness, as well. Many individuals lack the information about the proper steps to acknowledge what domestic violence entails.

According to the U.S. Department of Justice, about 960,000 domestic violent incidents occur each year (Statistic Brain, 2013). Of those incidents, 85% are female victims and 15% are male victims (Statistic Brain, 2013). Studies have shown a higher probability rate for college-aged students, who are the main focus of this study. The U.S. Department of Justice state women who are ages 20 to 24 are at the greatest risk of being a victim (Statistic Brain, 2013). As many college-aged students embark on a new journey during college, they are exposed to a multitude of new experiences, which could include dating violence.

A few topics this review addresses include what domestic violence actually entails and certain identity qualities that may impact the victim and/or perpetrator, such as gender roles, cultural norms, and developmental statuses. In addition, the long-term and temporary effects of victimization are addressed. All of this information creates a greater understanding of how domestic or dating violence is prominent in society, especially for developing young adults.

What is Domestic/Dating Violence?

The history of domestic violence in America. From the beginning of America's culture, the relationship between husbands and wives remained under a patriarchal tradition, where the husbands were dominant and the wives were to be submissive to them (McCue, 2008). With that tradition, men had the "right" to physically abuse their wives (McCue, 2008). It was not until the mid-1800s that the issue of battered wives began in the women's rights movements in America and Great Britain (McCue, 2008). Although this issue became prevalent in the women's rights movements, there was minimal change in frequency and attitudes. One reason that halted the effectiveness of this movement was due to concerns regarding personal right to privacy (McCue, 2008).

The current domestic violence movement in America did not begin until the early 1970s with awareness groups discussing women's rights issues in the home and in public (McCue, 2008). Following in the mid-1970s, the idea of refuges or "safe havens" for abused women began in the United States. The refuge idea originally began in Chiswick, England in 1971 with the Chiswick Women's Aid, now known as the Battered Wives Center, where women were able to discuss their issues and concerns (McCue, 2008). The first refuge center in the United States was established in Maine in 1967, which was built following the Chiswick Women's Aid structure (McCue, 2008; OVW, 2009).

Following the refuge center, in 1976, the *History of the Women Against Violence Act*, the Office of Women Against Violence (OVW, 2009) stated that the Pennsylvania Coalition Against Domestic Violence was the first state alliance against domestic violence. Through the alliance, Pennsylvania then also became the first state to provide protection for battered women. According to McCue (2008), there are 1,200 to 1,500

shelters and safe houses to help women find safety away from abuse in America. From a survey in 2008 of over 70,000 adults, one-out-of-four women (26%) and one-out-of-seven men (16%) have experienced a form of domestic violence at least once in their lifetime (Krebs, Breiding, Browne, & Warner, 2011).

The different types of domestic violence. When discussing domestic violence, it could also be addressed as intimate partner violence (IPV), courtship, dating, marital or relationship violence. Within this concept, there are four different types of abuse, which include: emotional, economical, physical, and sexual (McCue, 2008). It is common for all types of abuse to be present in one relationship (McCue, 2008). This occurs because of the difficulty of leaving an abusive relationship. As a violent relationship continues with time, the types of abuse usually become more serious and dangerous (McCue, 2008). In abusive relationships, the perpetrator feels the need to control his or her partner and their relationship (Danis & Anderson, 2008).

In many cases, emotional abuse usually occurs with and before the physical abuse (McCue, 2008). Emotional abuse can be one of the more difficult forms of abuse to overcome, regardless if it was the only type of abuse present in a relationship (McCue, 2008). According to Danis and Anderson (2008), emotional abuse can also be known as psychological abuse. It is said that emotional abuse can be as damaging or more than physical abuse (Logan, Leukefeld, & Walker, 2000). Some examples of this type of abuse includes belittling the victim, yelling at the victim, isolating the victim from his or her friends and family, repeatedly threatening the victim of abandonment, expressing extreme jealousy and possessiveness towards the victim, humiliating the victim in public, and stalking (Logan et al., 2000; McCue, 2008).

Stalking recently has gained more attention within research regarding psychological abuse. Not only has there been more research on stalking, it has been recognized as an important part of domestic violence, which victims of stalking have experienced more forms of abuse than the average victim of emotional, physical, or sexual abuse (Krebs et al., 2011). In the *National Violence Against Women Survey* (NVAWS), stalking was defined as "repeated harassing or threatening behavior, such as following a person, appearing at a person's home or place of business, making harassing phone calls, leaving written messages or objects or vandalizing a person's property" (Krebs et al., 2011, p. 488). However, multiple studies point out that there is no set definition for stalking because each state law has a different definition, as well as varying psychological definitions, which makes it more difficult to evaluate stalking (Lambert, Smith, Geistman, Cluse-Tolar, & Jiang, 2013; Langhinrichsen-Rohling, 2012; McNamara & Marsil, 2013; Ravensberg & Miller, 2003). Some examples of stalking include "following, invading personal space, harassing by phone, intruding uninvited into the victim's interactions with other people, and covertly obtaining private information" (Ravensberg & Miller, 2003, p. 459). Furthermore, with today's technology stalking has expanded to usage of text messages, e-mails, instant messages, and messages posted on social networking sites (Draucker & Martsolf, 2010).

The stalking behavior usually occurs after the relationship has ended or dissolved. Regarding female victims, they are at a higher risk for unwanted attention from the male perpetrator, which can be seen as an attempt for reconnecting or just out-of-anger (Logan et al., 2000). As for male victims, stalking was more moderate in comparison (Lambert et

al., 2013; Logan et al., 2000). It is documented from a 2006 study, the women who have experienced physical abuse, 23% has also been stalked by a partner (Krebs et al., 2011).

As emotional abuse can be the first type of violence that is present in an abusive relationship, it can lead to physical aggression and abuse toward the victim. This type of abuse can also occur nonviolently by disregarding the victim's needs for intimacy (McCue, 2008). Physical abuse is generally an intentional use of force to cause harm or injury, and even possibly death (Krebs et al., 2011). For instance, physical violence includes biting, pushing, shoving, slapping, punching, kicking, or strangling the victim (Danis & Anderson, 2008; Krebs et al., 2011; McCue, 2008). It is also common with physical abuse for the perpetrator to become specifically violent on one specific area, such as the upper body, so that the injuries are less visible (McCue, 2008).

Another form of abuse that occurs in many abusive relationships is sexual violence. This form is not always violent, but it can be difficult for the victims to discuss (McCue, 2008). Some examples of sexual abuse include demanding sex, unwanted touching, or rape (Danis & Anderson, 2008). However, the types of sexual abuse can also expand to forcing the victim to strip to be humiliated, showing jealousy, calling the victim sexual labels like "whore" or "slut," and forcing the victim to watch the perpetrator's sexual acts (McCue, 2008).

These types of abuse can occur at any time of an abusive relationship. However, with any type of abuse, the process involves what is known as the Cycle of Violence (Walker, 1979). This cycle has four different steps that happen repetitively during the abusive relationship between the victim and the perpetrator. First stage is called the *incident*, where the initial form of abuse occurs. This could include any type of abuse.

Right after this happens, the *tension builds*, which is the second stage. During this stage, the perpetrator becomes angry and the form of abuse could begin, while the victim feels like the perpetrator needs to calm down. Following the tension, the perpetrator apologizes and minimizes the incident, which is known as the *making up* stage. In this stage the perpetrator may blame the victim while making amends or he or she may make promises to never let the incident happen again. After the couple makes up, the fourth stage occurs called the *calm.* In this stage, the perpetrator acts as though the incident did not happen and gives hope to the victim that the abuse is over. At times, the perpetrator may also give gifts.

This cycle can go on for a few hours to a year (Walker, 1979). Each stage does not have a set length in time that it would last; it could vary from incident to incident. This cycle generally repeats itself multiple times in an abusive relationship. Furthermore, according to the National Center on Domestic and Sexual Violence's (1984) Power and Control Wheel, it displays "the overall pattern of abusive and violent behaviors, which are used by a batter to establish and maintain control over his partner" (Para. 2).

The Role of Gender in Domestic/Dating Violence

Gender and cultural norms. As McCue (2008) mentioned about men and women's roles in relationships, the patriarchal tradition can still affect current relationships today. Often times, men and women learn how to act as men and women by their parents or guardians. Therefore an individual's ideas of masculinity and femininity can be affected by the culture norms of his or her ethnic background (Greenberg & Goldman, 2008). For instance, Greenberg and Goldman (2008) stated, "Not so long ago in Mexican middle-class society, it was the accepted norm that women were subservient

to their husbands, ready to satisfy their every whim and desire" (p. 118). With such cultural ideas and gender norms, these are reasons why some individuals choose to stay in abusive relationships. Another example would be how Chinese believe that men in relationships should be "superior to women not only in schooling, occupation, and prestige but also in age and height" (Greenberg & Goldman, 2008, p. 117). These beliefs may not apply to everyone, but with a plethora of different cultures and ideas in America, it could still affect many men and women and how they should act in relationships.

Coker, Sanderson, Cantu, Huerta, and Fadden (2008) discuss acculturation which is "the degree to which one's attitudes and behaviors are modified as a result of contact with another culture" (p. 666). In regards to Latino men and women, Sorenson (as cited in Coker et al., 2008) believed that the acculturated Latino men could be more violent due to the increase demands from both cultures. This would also apply to the acculturated Latina women, who would then be more susceptible as a victim if they choose to have relationships with the acculturated men. Similarly, Campbell, Masaki, and Torres (1997) discuss the Latino concepts of *Marianismo* and *machismo. Marianismo* is an expectation for Latina women to show "qualities of the Virgin Mary, such as moral integrity and spiritual strength" (p. 74). *Machismo* is the idea of a dominant role for a Latino male, including a sense of responsibility and pride, and avoiding showcasing any signs of weakness. Torres also pointed out in comparison with Anglo-American women, Latina women had a different perspective as what constituted abuse, such as verbal abuse (as cited in Campbell et al., 1997). From Coker et al.'s (2008) results, almost half of the Mexican American college females experienced some form of abuse within the previous

year. In addition, almost 90% of that sample of abused females was psychologically abused, which included victims who were stalked by a partner.

Próspero and Kim (2009) mention how one's race or ethnicity could be correlated with one's physical aggression and controlling behavior. For instance, Próspero and Kim (2009) noted that with African American couples' aggression ranges from "7% for severe physical aggression [Hampton & Gelles, 1994] to more than 70% for verbal aggression [Straus & Sweet, 1992]" (p. 2042). However in contrast, research suggests that battering between African American couples did not begin in the African origin, which infers the idea of abuse is an American experience (Campbell et al., 1997).

Gender role attitudes. Berkel, Vandiver, and Bahner's (2004) study concentrated on individuals' gender role attitude, which is defined as the beliefs of suitable roles for men and women. When discussing gender role attitudes, it ranges from traditional to egalitarian. "Individuals with traditional attitudes are characterized as responding to others based on stereotypical characteristics associated with their sex, whereas individuals with egalitarian attitudes respond to others independent of their sex" (Berkel et al., 2004, p. 120). The researchers stated how individuals with traditional gender role attitudes are those who would be more likely to use force in relationships, as well as those who take domestic violent situations less seriously. However, egalitarian attitudes support equal access in education and careers, and other privileges. Through their findings, although the sample was more equalized, the female students supported egalitarian attitudes more than male students (Berkel et al., 2004). Following in Choi-Misailidis, Hishinuma, Nishimura, and Chesney-Lind's (2008) article, they also discussed how males who support traditional masculinity are more likely to act upon

domestic abuse because of their dominating and controlling behaviors. This also infers the females who are more egalitarian tend to be more likely a victim in abusive relationships (Choi-Misailidis et al., 2008). However, this also points out that the traditional women may be normalizing the abuse that is present in their relationship.

The traditional roles can also vary in some ideas for different cultures. However, the general traditional ideas of a male role in many cultures include being the provider, protector, and having masculine qualities, such as competitiveness and toughness (Greenberg & Goldman, 2008). According to Flynn, "some studies have found that men's traditional sex role attitudes were related to more violent behavior" (as cited in Allen, Swan, & Raghavan, 2009, p. 1819). In addition, Allen et al. (2009) discuss the concept of *benevolent sexism*, which Glick and Fiske defined as "a set of interrelated attitudes toward women that are sexist in terms of viewing women stereotypically and in restricted roles but that are subjectively positive in feeling (for the perceiver) and also tend to elicit behaviors that are typically categorized as prosocial" (as cited in Allen et al., 2009, p. 1819). In Harris, Firestone, and Vega's study, Mexican females who agree with benevolent sexism were more protected and less likely to report abuse because they did not challenge the traditional gender roles (as cited in Allen et al., 2009). The ideas of being "good wives" and women "knowing their place" are reiterated when following traditional female role attitudes.

Following traditional gender role attitudes can be especially difficult for certain individuals of the LGBT community. In this case, the socially constructed gender roles of male dominance and female submissiveness become a specific form of conflict for in same-sex relationships (Gillum & DiFulvio, 2012). Males and females negotiate the

gender roles as a way to resolve a conflict; however, there is the possibility of another conflict arising when he or she decides to change or modify the roles. A male participant of Gillum and DiFulvio's (2012) study described a situation that could occur between two individuals who are both dominant, which tensions could arise and the risk of violence could occur. Ironically, if individuals also try to resist using the gender roles, physical abuse can still occur. This happens because the gender norm ideas of how it "is not socially acceptable for a male [or butch female] to hit a female [or feminine female]" (Gillum & DiFulvio, 2012, p. 736). The gender norm of a dominant role in a relationship for these individuals is usually recognized by aggression (Gillum & DiFulvio, 2012).

Gender perceptions on domestic/dating violence. Similar to Berkel et al. (2004), Rutter, Weatherill, Taft, and Orazem's (2012) study looked into whether gender reactions would differ by physical and psychological dating violence victimization and aggression. There are two categories that can explain the patterns of responses; internalizing and externalizing. When discussing about internalizing emotions, there are more negative emotions than positive and with regards to this study, it correlated to the "Anger-In" expression. An example of an "Anger-In" expression would be suppressing one's anger. Externalizing includes a more impulsive reaction with high negative emotions, which correlated to the "Anger-Out" expression. An example would be expressing one's anger toward another person. Through the results, women internalized the aggression more than men, who generally externalized their anger. Rutter et al. (2012) explained the men's externalization because of the masculinity idea of expressing anger.

In regards to how a gender perceives dating violence, Hamby and Jackson (2010) pointed out how fear is usually gender stereotyped, which males are taught socially to

contain their fear. Therefore, depending on the gender of the perpetrator, the perception can differ with severity. For instance, if it was a male perpetrator, the perception for female victims could include fear of a man's strength and aggression. Similarly, Langhinrichsen-Rohling (2012) discussed how female violent behaviors are generally presumed as less dangerous due to "gender-socialization scripts." In addition to being believed as less dangerous, female violence has been suggested as more acceptable than male violence due to social norms (Langhinrichsen-Rohling, 2012). Specifically when discussing stalking, female victims perceive male stalkers as very threatening, especially when it includes mild or moderate physical violence. However, the idea of female stalkers is depicted as laughable, with examples such as gossiping or attempting to regain the victim's attention (Langhinrichsen-Rohling, 2012).

Male primary perpetration in domestic/dating violence. As noted above, an individual's gender and culture can affect many ideas of how a relationship should be. Harnishfeger (1998) discussed how there are men that face gender role conflicts due to restrictive ideas of how a male should behave with intimacy that translates to his personal beliefs and expectations. Gender role conflict can also be described as a fear of femininity and sexist gender roles (Harnishfeger, 1998). It becomes an issue over control and power in relationships for men. "It was believed that more cooperative and collaborative strategies for conflict management might be underutilized by men experiencing gender role conflict because these strategies do not fit restricted beliefs these men have about what men should be" (Harnishfeger, 1998, p. 12). Therefore for these individuals, violent strategies may be thought of and used to make sure their idea is understood and followed. In addition, Allen et al. (2009) pointed out that men who

displayed more "hostile sexist attitudes were more likely to have committed verbal aggression [Forbes et al., 2004] and sexual coercion [Forbes & Adams-Curtis, 2001; Forbes et al., 2004]" (p. 1820). Aggression could be perceived as "normal" in close relationships for men that face gender role conflicts, which could be then transferred as something "normal" for their intimacy relationships (Harnishfeger, 1998). Rutter et al.'s (2012) study showed men's relationship to aggression can be understood when men learn that anger is socially appropriate as a male expression of distress.

For the female victims that do not challenge patriarchal behaviors, they are "rewarded" with admiration and respect. But for the victims that challenge, they "are demeaned and punished by men's hostility" (Allen et al., 2009, p. 1829). Próspero and Kim (2009) pointed out that these female victims usually would experience domestic abuse and sustain injury from male perpetrators. Some forms of abuse that occur more often to female victims include emotional, threats, intimidation, and economic control (Próspero & Kim, 2009).

Female primary perpetration in domestic/dating violence. Much research in the past was focused on women victimization and male perpetration within domestic violence. However with recent studies, the rates have reversed with higher women perpetration rates (Allen et al., 2009; Kaukinen, Gover, & Hartman, 2012; Leisring, 2009). To be clear, this does not signify a lesser victimization rates for women. Several studies have also noted that male perpetration becomes a distinct predictor of female violence (Allen et al., 2009; Harnishfeger, 1998; Kaukinen et al., 2012). Some female perpetrators engage in aggression similar to male perpetrators. The aggression, however, has been noted as primarily a reaction to the male violence toward them (Allen et al.,

2009; Bookwala, Frieze, Smith, & Ryan, 1992). Similarly Leisring (2009) explained that women could act aggressively as self-defense, or out of anger, stress or jealousy. But the aggression to men does not inflict the same fear as it does when men are the perpetrators towards women. Not only does it lack the same effect, there are also negative repercussions from female aggression, such as possibly implanting the acceptability of violence from their male counterparts, regardless of whether he has been violent before (Leisring, 2009). From her findings, the aggressive women of the sample saw their use of violence would be responded by partner retaliation. However, only 6% of the women thought their partners would hit them back.

In Kaukinen et al.'s (2012) study, the results showed that female primary perpetration had a higher frequency than female victims in bidirectional relationships. The level of perpetration is uncertain. According to Allen et al.'s (2009) specific study, female perpetration included minor violent acts such as grabbing, pushing, and the like at their male partners. Then a different study stated that men generally experience "psychological victimization, isolation, intimidation, threats, and/or economic abuse" (Próspero & Kim, 2009, p. 2041). However, "Foshee, Bauman, Linder, Rice, and Wilcher [2007] reported that the most serious acts of violence, attacking partner with a knife, assaulting a partner with a gun, hitting partner with a bat, slamming partner's face into cement, and swinging a board at partner, were perpetrated by females" (as cited in Kaukinen et al., 2012, pp. 149 - 150). These mixed levels of perpetration could be because of the women's disadvantage in size compared to men; therefore, women need to use more perpetrations in order to react to an attack (Allen et al., 2009). Interestingly, there were few differences in race or ethnicity in female perpetration relationships

(Próspero & Kim, 2009). Many of these cases of female perpetration are in a bidirectional violent relationship, meaning the female is not only a perpetrator but a victim as well.

Bidirectional perpetration in domestic/dating violence. Bidirectional abusive relationships can be described as both partners perpetrate violence in the relationship, but not in a given violent episode (Palmetto, Davidson, Breitbart, & Rickert, 2013). From these bidirectional abusive relationships, which are the most common type of abusive relationships, the severity of violence increases and differs from victim or perpetrator only relationships (Kaukinen et al., 2012). The more common types of abuse that are carried out by both men and women include slapping, pushing, shoving, and throwing objects. With this type of relationship, the male and female perpetrators recognize both partners to be responsible (Dye & Eckhardt, 2000). In Williams and Frieze's (2005) study, the type of violence that occurred most frequently was mutually mild violence, followed by mutually severe violence (as cited in Próspero & Kim, 2009). With the violence in bidirectional perpetrated relationships the female victims are more likely to sustain an injury, which is similar in male primary perpetrated relationships, and male victims are less likely to receive any injury (Próspero & Kim, 2009).

Among the four racial/ethnic groups: African America, Asian America, Latino American, and European American, the emotional controlling behavior relationship between victim and perpetrator are very correlated to one another (Próspero & Kim, 2009). In regards to mutual violence, Asian American males reported higher levels of mutual partner violence and coercion in seven of eight types compared to the three male racial/ethnic groups and four female racial/ethnic groups. The categories that Próspero and Kim (2009) concentrated on included: Sex IPV, Physical IPV, Psychological IPV,

Economic Coercive Behaviors (CB), Threatening CB, Intimidating CB, Emotional CB, and Isolation CB.

Intimacy vs. isolation in Erikson's theory of development. Besides cultural norms affecting an individual's identity, ego development plays a large role in his or her character. Erikson's theory of development includes eight normative crises the individual is challenged with, which affects the maturity level of his or her "ego functions and the support received from society" (Hodgson & Fischer, 1979, p. 38). This theory deals with the individual's development of personal identity or the chance being confused with his or her identity. In addition, the individual can be in one of four statuses, which assesses the ego maturity level (Hodgson & Fischer, 1979; Schiedel & Marcia, 1985). The four stages include: Diffusion, Foreclosure, Moratorium, and Identity Achievement (Hodgson & Fischer, 1979; Schiedel & Marcia, 1985). Diffusion is when there is "no commitment to or search for values or plans" (Hodgson & Fischer, 1979, p. 39). Foreclosure occurs when the person identifies with their parent's identity and has not begun the questioning of his or her personal identity (Schiedel & Marcia, 1985). Marcia (1965) describes Moratorium as a time when the individual is "in the crisis period with commitments rather vague; he is distinguished from the identity-diffusion subject by the appearance of an active struggle to make commitments" (p. 552). Finally, Identity Achievement occurs after all the struggles and the individual has explored and made self-chosen commitments (Schiedel & Marcia, 1985).

In the sixth crisis, one deals with the conflict between intimacy and isolation (Hodgson & Fischer, 1979). This crisis occurs during early adulthood while the individual is usually in the moratorium status. Hodgson and Fischer (1979) explained,

"… the ego is differentiated from earlier identifications and a secure individual sense of identity has taken their place, true intimacy with others becomes possible" (p. 39). Within this crisis, there are sex differences in the development process (Hodgson & Fischer, 1979; Schiedel & Marcia, 1985). "The male adolescent test out 'who he is' by what he can accomplish according to objective yardsticks in traditional competitive pursuits, while the adolescent girl defines her identity by determining with whom she will share her life" (Hodgson & Fischer, 1979, p. 39). In addition, other studies have found that "'intimacy contingent upon identity' relationship more reflective of male than of female development" (Schiedel & Marcia, 1985, p. 151).

According to Marcia's (1966, 1967) research, self-esteem is higher in more advanced identity statuses (as cited in Hodgson & Fischer, 1979). However, for individuals in the Moratorium status, their self-esteem would be high but still vulnerable to stress. In Hodgson and Fischer's (1978) study, they found male and female identity development were very different, especially which questions the individuals choose to tackle. Adolescent males question who he is by facing questions with competence and knowledge, thus creating his identity as an adult who is contributing to society. Those questions usually regard one's career path, which coincides with the traditional gender norms for men to be the provider and protector. However, the path for adolescent females is less clear. Females face questions that are related to what her role is in society and "'what does [her] sexuality mean and how does it relate to issues of getting close to another person?'" (p. 47). Contrary to Hodgson and Fischer's (1979) expectation, females from the study that scored under the traditional female pathway had the highest self-esteem, even compared to women who scored under the masculine pathway.

The young adults that begin facing these crises are susceptible to dating violence because of the different level of ego and intimacy development that each individual has reached. Ravensberg and Miller (2003) state, "…due to immaturity and less experience with adult social situations, young adults may not have all the skills necessary to appropriately initiate and negotiate relationships with significant others" (p. 458). As young adults develop, their interpersonal skills grow from the new challenges and new relationships. Therefore, the decisions or choices made may not be deemed as socially normal or appropriate. For instance, in regards to the emotional abuse of stalking, the young adult stalkers "may not recognize their behavior as stalking and desist after being made aware of its inappropriateness" (Ravensberg & Miller, 2003, p. 458).

Predictors of Domestic/Dating Violence

Aggression and the social learning theory. Many studies use the social learning theory as the primary theory when discussing domestic or dating violence. Ronald Acker's social learning theory "addresses why criminal behavior is continually reinforced" (Bell, 2008, p. 17). Criminal behavior is something that can be learned in multiple ways. For instance, an individual's parents' and peers' criminal beliefs can be reinforced by association. Most research finds that criminal ideas are learned from parents and peers (Bell, 2008). Therefore, adolescents are most susceptible to their parents and peers' influence when developing. Criminal behavior can be learned by observing a parent's actions, which could be as simple as using foul language or more seriously, observing psychologically or physically aggressive abusive behaviors. If an individual witnesses these behaviors without negative stimuli connected, then he or she may perceive those behaviors as normal or accepted for such a situation (Bell, 2008).

These observations will shape the individual's beliefs and ideas, including criminality or conformity to society.

There are four elements of the social learning theory: *differential association, differential reinforcement, imitation,* and *definitions* (Bell, 2008). *Differential association* "is based on the premise that intimate groups are significant in shaping and forming the behaviors of an individual" (p. 20). Therefore, according to Acker earlier socializations that the individual is associated with usually become the basis of what he or she believes to be right and wrong (as cited in Bell, 2008). In regards to dating violence, "social learning theory predicts that the probability of repetitive physical aggression by one's partner is greater among those whose close associates [family, friends, and significant others] endorse and/or engage in such conduct themselves" (Cochran, Sellers, Wiesbrock, & Palacios, 2011, p. 795).

Differential reinforcement is similar to a reward system, as in to receive a certain amount of reward or cost that is associated with a given behavior (Bell, 2008; Cochran et al., 2011). This occurs most often for dating violence victims that find victimization more rewarding than costly (Cochran et al., 2011). Examples of why they may believe it to be more rewarding includes "maintaining the relationship, place to live and the continued financial support of one's self and children and feeling loved by, wanted, and important to one's partner" (p. 795).

The third element, *definitions, "*refers to the attitudes and values individuals hold regarding the morality of the law in general and the wrongfulness of specific deviant/criminal behavior" (Cochran et al., 2011, p. 794). These attitudes could be associated with social norms. For instance, with the gender norms and patriarchal beliefs

of how a man should act in a relationship could be affecting the types of abuse that occurs within a relationship. Therefore, the aggressive abusive behaviors could be neutralized and perceived that the victim deserved the abuse or the victim brought it upon his/herself.

Lastly*, imitation* occurs when an individual behaves similarly based on someone else's behavior that he or she observed prior (Bell, 2008; Cochran et al., 2011). With this element, other researchers such as Bandura (1978) found that imitation can be a strong indicator for future violence (Bell, 2008). Bandura (1978) looked more deeply at the relation of imitation and aggression. "Some of the elementary forms of aggression can be perfected with minimal guidance, but most aggressive activities – whether dueling, military combat, or vengeful ridicule – entail intricate skills that require extensive learning" (Bandura, 1978, p. 14). Developing adolescents are capable of learning such aggression through the environments they are surrounded by. Thus according to this element of the social learning theory, aggression is a learned behavior that is prominently modeled and reinforced by family members (Bandura, 1978). "Studies of familial determinants of aggression show that parents who favor aggressive solutions to problems have children who tend to use similar aggressive tactics in dealing with others [11, 33]" (p. 15).

From this transmission of aggression, it relates to the Intergenerational Transmission Theory, which is a form of the social learning theory in regards to interpersonal violence and aggression between intimates (Cochran et al., 2011). With this theory shows what influence observing such aggression within one's familial culture could have on an individual (Cochran et al., 2011). Individuals who witness the violence

between parents will ask "gender-specific modeling questions to determine if males model their fathers' behavior and if females model their mothers' behavior" (Gover, Kaukinen, & Fox, 2008, p. 1671). It has been reported that individuals who witness same-sex parent abuse perpetration significantly influence the risk of future perpetration (Gover et al., 2008). Also, observing bidirectional perpetration influences the risk as well. However, Chapple and Hope (2003) pointed out if individuals had a higher attachment to their parents, they were less likely to perpetrate dating violence (as cited in Gover et al., 2008). According to Marshall and Rose's (1988) study, if males were abused as a child, then it influenced significantly the chance of dating violence victimization and perpetration (as cited in Gover et al., 2008). But for females "experiencing abuse as a child significantly predicted dating violence victimization but not perpetration" (p. 1671). Therefore, the influence of the imitation element in the social learning theory plays a large role in possible aggression levels relating to dating violence. In addition, Bandura (1978) pointed out how aggressive individuals usually have different emotional sources that could heighten their aggression. Having multiple reasons for aggression is a higher possibility for an abusive perpetrator to act on the victim.

Control and conflict theory. Another factor that comes with aggression is the way an individual handles a situation, which relates well with the conflict theory by Sprey (Harnishfeger, 1998). This theory concentrates on the potential for conflict, which is always present in relationships. "Conflict is understood as a variable phenomenon, frequently paired with aggression and violence but not synonymous with them" (Harnishfeger, 1998, p. 84). Conflict theory also relates to an "inherent competitiveness" that exists in close relationships, which relates to the idea of power. Sprey defined

competition as "'a state of negative interdependence between the elements of a social system…Gains for one party thus are associated with losses for others' [p. 134]" (as cited in Harnishfeger, 1998, p. 85). With conflict situations, individuals are generally competing with his or her partner over control of the situation or resources such as money, time, attention, etc.

This power-control theory focuses on gender, class, and the role of delinquency in a patriarchal setting, when a conflict occurs, a struggle of power between the two individuals is created (Bell, 2008). The power of struggle could include dominance, control, and power with the social structure. With this power-control theory, aggression is usually another important factor that plays a part of the conflict. Sprey explained how aggression can be constructive if used appropriately (as cited in Harnishfeger, 1998). "Similarly, violence is viewed as both a means of communication and as a potential conflict management tactic" (p. 86); however, as violence is a communication tool, there is still a possibility that it may begin more violence. For instance, socially anxious men may use psychological aggression with their dating partners in order to gain control of the relationship (Hanby, Fales, Nangle, Serwik, & Hedrich, 2012).

An imbalance of power is usually linked with higher rates of female victimization (Bell, 2008). A usual trend that is noted in studies is dealing with female economic success, regardless of whether she is more successful. However, if the resources were across equal lines, the levels of victimization are not as high. "According to power-control and patriarchal beliefs, the male is more likely to over-compensate for his lack of resources by using threats and force" (Bell, 2008, p. 15). Some other examples of controlling behaviors that would be red-flags for abusive behaviors include selecting

friends, destinations, hang-outs, and how one spends free time. Multiple studies point out how controlling behaviors have been associated with higher levels physical and sexual aggression (Bell, 2008).

What are the After Effects of Domestic/Dating Violence?

Most common effects after a domestic or dating violent relationship are negative in relation to one's mental health. Bohn and Holz pointed out that "victimization invades the core of one's personality and manifests itself in physical, psychological, and social aspects" (as cited in Amar, 2006, p. 114). Many studies find intimate partner violence victimization may cause poor mental health outcomes like anxiety, depression, Post-Traumatic Stress Disorder (PTSD), lowered self-esteem, stress, and other physical health consequences (Abbassi & Aslinia, 2010; Gover et al., 2008; Hanby et al., 2012; Kaura & Lohman, 2007; McCue, 2008; Próspero & Kim, 2009). In addition, victimization of domestic or dating violence can lead to "physical illnesses, such as hypertension, ulcers, allergies, skin disorders, chronic fatigue, chronic back ailments, or migraine headaches" (McCue, 2008, p. 22). Some psychological effects are temporary, but those effects are also the reason why many women are able to survive the abuse (McCue, 2008). For instance, lowered self-esteem is a type of an emotional scar that could be left after abuse has occurred. However, many times, the effect would generally disappear once the violence stops and the victim receives positive emotional support (McCue, 2008).

Another mental health issue that is very common from victimization is PTSD. Thompson (2005) states five elements of PTSD including: (as cited in McCue, 2008)

1. Experiencing a severely distressing event outside the range of human experience, such as a serious threat to one's life or physical integrity;

2. Reexperiencing the event in recurrent recollections or recurrent dreams, having a sudden sense of reliving the event or "flashbacks," that is, intense psychological distress at events that symbolize an aspect of the traumatic event;
3. Persistent avoidance of stimuli associated with the event;
4. At least two symptoms of increased arousal not present before the event, including sleep disturbance, outbursts of anger, difficulty concentrating, hypervigilance, exaggerated startle response, and physiological reaction when exposed to events reminiscent of the original event;
5. Symptoms lasting at least one month. (p. 19)

Unlike the temporary mental effects, PTSD is an effect of a traumatic experience, which generally has long-lasting effects (Abbassi & Aslinia, 2010). "Traumatic events, according to the [Diagnostic and Statistical Manual of Mental Disorders] DSM-IV-TR, include the unnatural death of another person caused by violent assault, accident, or, unexpectedly seeing a dead body and/or body parts" (p. 18). Even with acts of violence toward a parent or sibling that children hear about can demonstrate some signs and symptoms of PTSD. Abbassi and Aslinia (2010) focuses on what trauma individuals are affected by through family violence. As aggression is learned through the social learning theory, most offenders of family violence were victims in one time of their lives as well. Much research has found that children who are diagnosed with PTSD were exposed to domestic abuse.

In comparison of victimization by gender, female victims of domestic violence generally receive more severe physical injuries and more negative psychological

consequences (Próspero & Kim, 2009). According to Anderson's (2002) study, females in bidirectional violent relationships were found to be more likely to suffer depression and substance abuse compared to men (as cited in Próspero & Kim, 2009). Based on Próspero and Kim's (2009) study, it was found that bidirectional perpetration has an effect on mental health problems and violence, which then increases the symptoms of mental health, and subsequently increases the violent acts.

Current Statistics of Dating Violence

Throughout history the topic of domestic and dating violence has remained a taboo topic to discuss. Therefore, it leads to constantly underreporting the data of how often it occurs in society. Currently, in the available information from the U.S. Department of Justice, young women of the ages between 16 and 24 experience the most domestic violence (Miranda, 2011). For instance regarding stalking, "approximately 1,006,970 women and 370,990 men are stalked annually and 8% of women and 2% of men in the United States have been stalked at some time in their lives" (Amar, 2006, p. 108). Dating violence was found to be comparable to the domestic violence in marriages with physical violence occurrence rates ranging from 30% to 60% (Baker & Stith, 2008). According to Weston, Temple, and Marshall's (2005) study of bidirectional perpetration, the results out of 835 female participants found that the majority, 54%, were classified as male primary perpetration, 35% bidirectional perpetration, and 11% of female primary perpetration (as cited in Próspero & Kim, 2009). Considering how the majority of violence occurs during ages 16 to 24, the chance of dating violence during college is very susceptible for students.

Multiple studies have found that abuse is common in college relationships (Schwartz, Magee, Griffin, & Dupuis, 2004). In college, "it has been estimated that 1 in 3 college students has experienced or been the initiator of violence in a dating relationship" (Schwartz, Griffin, Russell, & Frontaura-Duck, 2006, p. 90). Murray, Wester, and Paladino (2008) mention that between 80% and 90% of male and female students have been either the victim or the perpetrator. According to Nicholson et al. (1998), "approximately 1 in 3 college women and 1 in 10 college men may be victims of sexual dating violence" (as cited in Murray & Kardatzke, 2007, p. 80). In addition, the reported percentage of physical violence in college ranges from 20% to 45% (Murray et al., 2008). From an earlier study, Makepeace (1981) found that approximately 20% of college students experienced at least one incident of physical dating violence (as cited in Murray & Kardatzke, 2007). Similarly, multiple recent sources pointed out that 13% to 42% of college students have experienced and/or perpetrated physical violence (Miller, 2011).

Regarding psychological or emotional abuse, studies have found an even higher percentage rate that occurs to college students. Within a six month period, Neufeld et al. (1999) found over 75% of their 623 female college student study to have experienced psychological abuse (as cited in Murray & Kardatzke, 2007). Following, based on White and Koss's (1991) survey of almost 5,000 college students, within the male participants, 81% had perpetrated and 81% were victims (as cited in Murray & Kardatzke, 2007; Murray et al., 2008). As for the female participants, 87% perpetrated and 88% were victims of psychological abuse.

From recent studies stalking has become a larger issue within dating violence. Nationally speaking, the data state that 1 in 12 women and 1 in 45 men will be stalked in

their lifetime (Logan et al., 2000). Eighty percent of women are stalked by their partner, which usually began or continued after she leaves the relationship. According to Tjaden and Thoesnnes (1998), approximately 30% of male victims are stalked by their intimate partner (as cited in Logan et al., 2000). In regards to dating violence in college, 28% of Spitzberg, Nicastro, and Cousins' (1998) sample of college males and females "self-reported being stalked and that there were no gender differences in victimization rates" (as cited in Logan et al., 2000, p. 93). In addition, according to Fremouw, Westrup, and Pennypacker (1997), 30% of females and 17% of males were reported to being stalked (as cited in Ravensberg & Miller, 2003). "Fremouw et al. found that 40-47% of female students and 24% of male students reported a prior serious dating relationship with their stalker" (Ravensberg & Miller, 2003, p. 459).

Dating Violence on College Campuses

From the data noted above, one could see how prominent dating violence is with college-aged students. Although college has portrayed to society as a safe haven for its students, there have been and still are many violent incidences that occur on a college campus (Rickgarn, 1989). Often times, violence has occurred on campus in resident halls, which is usually very possible because of the falsification of college being a safe place. With that idea, students feel comfortable enough to leave their dormitory doors open and unlocked. "While it may be ignored or denied, violence has existed since the beginning of residential units on the campuses of this country" (Rickgarn, 1989, p. 29).

Many incidents of dating violence on campus occur in the residential settings. From Makepeace's (1981) study, it was found that majority of the students knew another student who were victims in dating violent relationships (Baker & Boland, 2011; as cited

in Rickgarn, 1989). Also, a majority of those incidents involved alcohol, which has been noted as another risk factor for dating violence (Murray & Kardatzke, 2007; Rickgarn, 1989).

As a current issue of domestic or dating violence to this day many of these incidents remain unreported, which is also well known to occur with student residents on college campus (Rickgarn, 1989). According to Murray and Kardatzke (2007), college victims are more likely to tell their friends about the abuse rather than to report to the counselors or law officials. Lloyd and Emery (2000) believe victims do not talk to counselors for various reasons, including shame, isolation, and fear of retaliation (as cited in Murray & Kardatzke, 2007). However, with victims who fail to report the abuse, a hidden message is being conveyed to other students. It portrays a certain acceptance of abuse, which may be understood as a "normal" behavior and lead to further instances of abuse (Rickgarn, 1989).

Besides there being a misconception of abuse being a "normal" behavior for college students, it may lead them to not treat the issue and stop the abuse. According to Perry and Fromouth (2005), the self-perceptions of abuse from the participating couples showed that there was a lack of awareness of what is actually considered as violence, as well as unperceivable victimization unless physical harm is present (as cited in Miller, 2011). In addition, out of the 50 college couples in Perry and Fromouth's (2005) study, between 28% and 60% of the participants stated that there was at least one incident of physical violence that they either gave or received in their current relationship, however, "only 2% to 4% self-identified as being a victim or perpetrator of physical violence in that relationship" (as cited in Miller, 2011, p. 72). Research has shown that if an

individual perceives the use of violence is justified in conflict resolution, then the individual has a higher risk of dating violence (Schwartz et al., 2004). Similar to Perry and Fromouth's (2005) study, Miller (2011) found that one-fourth of the participants reported that they were "'true' recipients and/or perpetrators of abuse" (p. 77). However, majority of those participants also failed to identify the abuse present in their relationships.

Another factor that may affect the possibilities of dating violence on campus is gender role norms, which are displayed in a new fashion for students when adjusting to campus life. For instance, in the past, fraternities and sororities on campus have reiterated the gender norms to the members of the organizations (Schwartz et al., 2006). It has been found that sorority and fraternity members are more likely "to have conservative attitudes toward male and female role, including but not limited to endorsement of male-dominant, female-submissive gender roles" (Schwartz et al., 2006, p. 91). In addition, men in fraternities have been found to have higher rates of dating violence. Furthermore, as for college males, Franchina, Eisler, and Moore (2001) found that those who are "high in masculine gender-role stress responded to threatening female partner behavior with more negative attributions, negative affect, and endorsement of verbal and physical aggression" (as cited in Schwartz et al., 2004, p. 222).

Conversely, there are some colleges that are trying to conquer the male gender norms by creating organizations, such as City University of New York's John Jay College of Criminal Justice's Men Creating Change, which is now a part of the national organization Men Can Stop Rape (Miranda, 2011). With this organization, a group of students create events to spread awareness and to discuss gender norms of masculinity

(Miranda, 2011). Following in Schwartz et al.'s (2006) study, fraternity and sorority members' stereotypical attitudes decreased after participating in preventive interventions about stereotypical gender norms. With dating violence awareness programs, it allows students and administrators to address an issue that is still considered taboo to discuss (Miranda, 2011).

Summary of the Literature Review

As domestic/dating violence continues in society, having a larger understanding on what it actually includes will help spread the awareness and importance of the issue. This analysis addresses some identity factors that can assist in future interventions of abusive relationships. College students are one of the most susceptible victims and/or perpetrators of dating violence. During their college experience, students may take this time to try new relationships and learn what they like and dislike. Then, as individuals' develop into their identities, their family history, relationships with peers, and experiences in college all act as risk factors of dating violence for college students.

With a higher chance of dating violence in college, the ability of self-identifying incidents without actual physical harm is unlikely for students who lack awareness of the issue. Therefore conducting more research regarding an undergraduate's knowledge of dating violence could possibly prevent his or her chances of becoming a victim. In addition, it will assist with spreading awareness to others about the differences between an abusive and healthy relationship.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro, NJ. Rowan is one of the nine state public institutions in New Jersey, located in Gloucester County in South Jersey. At first, Rowan University began as a normal school, Glassboro Normal School (Rowan University, 2013a), which was available only to individuals who would be training to become an elementary school teacher through its two-year training school. However, as years passed, Rowan University (2013a) continued to grow and change to become a teachers college, then a university. In 2012, Rowan University (2013a) partnered with Cooper University Health Care to create Cooper Medical School. Furthermore, it recently has changed again when Rowan University (2013a) became recognized as New Jersey's second comprehensive public research institution when the New Jersey Medical and Health Sciences Education Restructuring Act transferred the University of Medicine and Dentistry of New Jersey's School of Osteopathic Medicine to Rowan. In addition, now Rowan University has two other campuses besides Glassboro, which includes Camden and Stratford, NJ (Rowan University, 2013a). The institution now offers 74 bachelor's, 51 master's, 4 doctorates, and 2 professional degrees (Rowan University, 2015.)

With this growth, the student enrollment is now close to 16,000 students (Rowan University, 2015). Currently at Rowan University (2015) for the school year 2015 to 2016, there are 13,169 students who are enrolled as undergraduates. Of the 13,169

students, only 4,483 students reside on campus in eight residence halls, five apartment complexes, and Rowan's International House (Rowan University, 2015).

Population and Sample Selection

The target population for this study included all Rowan University's undergraduate students for the academic year of 2013 to 2014, which was a total of 10,951 students. This includes on-campus and off-campus students. These students usually are around the ages of 18 to 22 years old. For a 95% confidence rate with a 4% error, the study would require 569 participants to voluntarily respond to the survey. I worked with a staff member of the Office of Institutional Effectiveness using Vovici to distribute the survey to the selected undergraduates through their emails.

For the qualitative part of the mixed-method study, at the bottom section of the survey, I asked participants if they were willing to participate in a follow-up interview, which would be face-to-face, to contact me by email. I interviewed three male and three female students without any knowledge of his or her past. At first I was looking for students who were either freshman or senior students to compare their experiences. However, the six students that participated in the interviews ranged from sophomore year to senior year. Prior to the interview, there was a consent form (Appendix E) that the participating students signed. In addition, prepared letters from Allison Pearce, the Assistant Director of Healthy Campus Initiatives, and Amy Hoch, a psychologist from the Counseling and Psychological Services Center, (Appendix B) acknowledged that this study took place during spring semester 2014.

Instrumentation

The instrumentation for this study consists of a survey (Appendix D) and an interview schedule (Appendix F). The survey is from a dissertation by Kathleen M. Hutchinson (2012), who focused on the college student's perceptions on dating violence. The survey was originally created by Price and Byers in 1999, which consists of "6 subscales that assess general attitudes toward male perpetrated and female perpetrated psychological, physical, and sexual dating violence" (as cited in Hutchinson, 2012, p. 50). However, these four subscales Hutchinson (2012) chose from the six are used in this study: Attitudes Towards Female Psychological Dating Violence (AFDV-Psyc; 13 items), Attitudes Towards Female Physical Dating Violence (AFDV–Phys; 12 items), Attitudes Towards Male Psychological Dating Violence (AMDV-Psyc; 15 items), and Attitudes Towards Male Physical Dating Violence (AMDV-Phys; 12 items). The instrumentation used a 5 point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for 50 items. Price and Byers' instrument has a Cronbach Alpha reliability value of .75, .85, .83, and .83, as respectively listed above, which showed these statements to be reasonably reliable.

The first part of this instrumentation included a brief demographic form for the participating student to complete. From Hutchinson's (2012) dissertation, the 50 statements were slightly altered so that any student regardless of their sexual orientation could provide an answer. These statements were carefully designed to allow the individuals to express his or her level of agreeability to the possible action done in relationships. Furthermore, the 50 statements were divided into these four categories:

Attitudes Toward Psychologically Violent Perpetrators (18 items), Attitudes Toward Physically Violent Perpetrators (16 items), Attitudes Toward Victims of Psychological Violence (10 items), and Attitudes Toward Victims of Physical Violence (6 items). Similar to Hutchinson's (2012) instrument, the survey also used a 5 point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for the 50 statements. In addition to those items, a list of 10 resources available for the Rowan community, on and off campus, was added to the survey, which assisted with one of the research questions addressed (Rowan University, 2013b). This part of the instrumentation also used a 5 point Likert Scale ranging from 1 (Very Unfamiliar) to 5 (Very Familiar) for the 10 items.

The instrumentation prepared for the qualitative portion of the study was carefully designed based on the theories discussed in Chapter II. The protocol included eight questions, which were created by me, and some of them inquired about the basic knowledge of dating violence, as well as its effects. It also included a few questions that focus on the selected participant's personal perception of what dating violence is and how gender and cultural norms may affect it. One of the questions addressed how the participant's culture affected his or her relationships, coinciding with Greenberg and Goldman's (2008) study on gender and culture.

With the Institutional Review Board (Appendix A) of Rowan University's approval, a pilot test of the survey instruments was conducted with five undergraduate students who were conveniently selected. This pilot test was used to validate and to check the readability of the survey and qualitative questions to ensure an understanding of the

topics that were discussed. The undergraduates that took the pilot test reported that the 50 survey items and eight interview questions were easy to understand and saw no foreseeable issues for the interview. Cronbach Alpha was used to calculate the internal consistency and reliability for survey items 1 to 50 and 51 to 60. These items used the 5 point Likert scale of Strongly Disagree to Strongly Agree and Very Unfamiliar to Very Familiar, respectively. An Alpha coefficient with a value of .70 or greater shows that the survey instrument is internally consistent and reliable. With this Cronbach Alpha test, an Alpha coefficient of .769 and .852 was returned, meaning the survey instrument is considered reliable.

Data Collection

Permission was granted by Kathleen Hutchinson (2012) (Appendix C) to use her modified version of the 1999 Price and Bryers' survey that she conducted in her dissertation, *Predictors of College Students' Dating Violence Perceptions and Help-Seeking Recommendations*, to conduct the study on the awareness and perception that Rowan undergraduate students have. With the instrumentation for the quantitative study, a staff member in the Office of Institutional Effectiveness used Vovici to distribute the survey to randomly selected undergraduates via email. Due to the lack of response through email, a second method, paper surveys, was then offered to undergraduate students who were conveniently selected. These paper surveys were distributed in three different locations: the Chamberlain Student Center, the Campbell Library, and the Recreation Center.

A brief message regarding the interview portion of the study was included at the bottom of the survey. It informed the participating undergraduates to contact me via email if they were interested in further research. However, instead of contacting me by email, five of the six undergraduate participants informed me in person of their interest in participating with the interview portion right after their completion of the survey. When the five participants informed me of their interest, they also informed me of when they were available. There was a small portion of individuals who contacted me by email to express their interest of participating, which is how the sixth and last participant was chosen. Before scheduling interviews, participants were asked to sign an informed consent form (Appendix E). The informed consent form expressed the participant's agreement to the study and permission to be audio recorded during the interview. All six interviews occurred in late April and early May of 2014. To ensure the participant's confidentiality, their responses were linked with the code Participant 1, 2, etc., in the following chapters.

Data Analysis

In the survey instrumentation, there were seven questions that pertained to the demographics of the participants. These questions included gender, ethnicity, age, year in college, current residency, current relationship status, and the number of intimate relationships. With the 50 survey items that described different possible situations that can occur in a relationship, the data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) program, where frequency tables were formed. In those

tables, descriptive statistics were used to analyze the collected data, specifically the frequency distribution, percentages, means, and standard deviations.

The data collected from the transcriptions of the interviews were analyzed using content analysis (Sisco, 1981; Appendix G). The data were analyzed to determine the possible similarities and differences by a phrase or clause. Once determined, the data were organized into appropriate categories, which then was showcased by specific themes. With each of the themes, the frequency and rank were defined and direct quotes and personal anecdotes were used to support the themes.

Chapter IV

Findings

Profile of the Survey Sample

The subjects in this study were conveniently selected through two methods on Rowan University's main campus in Glassboro, NJ in May 2014. The first method was through an email distribution to randomly selected Rowan undergraduate students by a staff member in the Office of Institutional Effectiveness to reach the targeted sample size. Forty (7.02%) undergraduate students participated through this method. Then with the second method, 200 paper surveys were distributed to students at the Chamberlain Student Center, Campbell Library, and Recreation Center, 158 surveys were returned. Thus with a total of 198 responses out of the 569 targeted sample size, the overall response rate was 34.8%. There were 125 (63.1%) female students and 72 (36.4%) male students who participated in the study. The subjects were between the ages of 18 to 43, with a majority of participants ranging from 18 to 22 years of age (85.7%). Two individuals' ages were missing from the surveys.

Table 4.1 presents the demographic data of the subject's ethnicity along with their gender. More than half the subjects identified themselves as White (61.9%). Fifteen subjects (9.6%) identified with two or more ethnicities and 10 subjects (5.0%) who identified as Other in their responses. Two subjects did not identify their ethnicities.

Table 4.1

Gender and Ethnicity of Subjects (*n*=196)

	Gender			
	Male		Female	
Ethnicity	*f*	%	*f*	%
African American/Black	16	8.1	23	11.7
White/Caucasian	37	18.8	85	43.1
Hispanic/Latino(a)	11	5.6	14	7.1
Asian American/Pacific Islander	7	3.6	6	3.0
Native American	1	0.5	2	1.0
Other	4	2.0	6	3.0

Table 4.2 shows the demographic data of the subject's residency and year in college. A majority of the subjects (62.4%) lived on campus. Also, the majority of the subjects (37.6%) were in their fourth year of college. Table 4.3, illustrates the demographic data of the subject's current relationship status and the number of intimate relationships he or she has had. A majority of the subjects (54.0%) identified as single. In addition, over half (52.5%) of the participants have had one to two intimate relationships thus far.

Table 4.2

Residency and Year in College of Participants (*n*=197)

	Current Residency			
	On- Campus		Off- Campus	
Year in College	*f*	%	*f*	%
First Year	17	8.6	1	0.5
Second Year	35	17.8	5	2.5

Table 4.2 (continued)

	Current Residency			
	On- Campus		Off- Campus	
Year in College	*f*	%	*f*	%
Third Year	25	12.7	20	10.2
Fourth Year	39	19.8	35	17.8
Fifth Year	6	3.0	8	4.1
5+ Years	1	0.5	5	2.5

Table 4.3

Relationship Status and Number of Intimate Relationships of Participants (*N*=198)

	Relationship Status							
	Single		Dating		Committed Relationship		Married	
Number of Intimate Relationships	*f*	%	*f*	%	*f*	%	*f*	%
0	28	14.1	3	1.5	0	0.0	1	.5
1	28	14.1	9	4.5	18	9.1	1	.5
2	27	13.6	7	3.5	12	6.1	2	1.0
3	7	3.5	4	2.0	13	6.6	1	.5
4+	17	8.6	8	4.0	12	6.1	0	0.0

Analysis of the Data

Research question 1. What are the attitudes of selected Rowan University undergraduate students towards dating violence?

With the 50 statements given in the survey to the subjects, the data were separated into four different categories to capture their attitudes toward dating violence. The four categories are listed as: Attitudes Toward Psychologically Violent Perpetrators, Attitudes

Toward Physically Violent Perpetrators, Attitudes Toward Victims of Psychological Violence, and Attitudes Toward Victims of Physical Violence. In Table 4.4, the Attitudes Toward Psychologically Violent Perpetrators were expressed in which a majority of the subjects had similar responses to the 18 statements. For instance, majority of the subjects (82.8%) either strongly agreed or agreed with the statement, "There is never a reason for a man to threaten his partner." Another statement the majority of subjects (77.3%) either strongly agreed or agreed with was, "A woman should not control what her partner wears." A majority of the subjects (85.9%) also reported that they did not agree that a woman had to threaten her partner in order for them to listen. In addition, majority of the subjects (90.5%) either strongly disagreed or disagreed with the statement, "It is O.K. for a man to badmouth his partner."

Table 4.4

Attitudes Toward Psychologically Violent Perpetrators
(Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
There is never a reason for a man to threaten his partner. *n*=196, *M*=4.22, *SD*=1.05, Missing=2	9	4.5	7	3.5	16	8.1	63	31.8	101	51.0
A woman should not control what her partner wears. *N*=198, *M*=3.97, *SD*=1.11	11	5.6	12	6.1	22	11.1	80	40.4	73	36.9

Table 4.4 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
A man should not insult his partner. *N*=198, *M*=3.95, *SD*=1.21	15	7.6	14	7.1	16	8.1	73	36.9	80	40.4
A man does not need to know his partner's every move. *n*=197, *M*=3.91, *SD*=1.06, Missing=1	9	4.5	15	7.6	21	10.6	91	46.0	61	30.8
There is no excuse for a woman to threaten her partner. *n*=197, *M*=3.87, *SD*=1.29, Missing=1	19	9.6	14	7.1	24	12.1	57	28.8	83	41.9
A man should not tell his partner what to do. *N*=198, *M*=3.73, *SD*=1.18	12	6.1	22	11.1	32	16.2	73	36.9	59	29.8
There is never a reason for a man to yell and scream at his partner. *N*=198, *M*=3.50, *SD*=1.17	5	2.5	45	22.7	43	21.7	56	28.3	49	24.7
There is never a good enough reason for a man to swear at his partner. *N*=198, *M*=3.40, *SD*=1.20	11	5.6	45	22.7	35	17.7	67	33.8	40	20.2
There is never a good enough reason for a woman to swear at her partner. *n*=197, *M*=2.73, *SD*=1.12, Missing=1	22	11.1	75	37.9	51	25.8	33	16.7	16	8.1

Table 4.4 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
It is understandable when a man gets so angry that he yells at his partner. *N*=198, *M*=2.65, *SD*=1.26	47	23.7	51	25.8	34	17.2	56	28.3	10	5.1
Sometimes women just can't help but swear at their partners. *n*=197, *M*=2.57, *SD*=1.17, Missing=1	41	20.7	67	33.8	29	14.6	55	27.8	5	2.5
Sometimes women just can't help but swear at their partners. *n*=197, *M*=2.57, *SD*=1.17, Missing=1	41	20.7	67	33.8	29	14.6	55	27.8	5	2.5
Sometimes men just can't help but swear at their partner. *N*=198, *M*=2.19, *SD*=1.16	71	35.9	60	30.3	29	14.6	34	17.2	4	2.0
Women have a right to tell their partner how to dress. *N*=198, *M*=1.97, *SD*=.97	70	35.4	85	42.9	27	13.6	11	5.6	5	2.5
Women have the right to tell their partners what to do. *N*=198, *M*=1.85, *SD*=.953	84	42.4	78	39.4	20	10.1	13	6.6	3	1.5
It is OK for a woman to bad mouth her partner. *n*=197, *M*=1.76, *SD*=.92, Missing=1	94	47.5	72	36.4	19	9.6	9	4.5	3	1.5

Table 4.4 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
If a woman yells and screams at her partner it does not really hurt him/her seriously. *n*=197, *M*=1.72, *SD*=.89, Missing=1	96	48.5	73	36.9	18	9.1	7	3.5	3	1.5
Sometimes women have to threaten their partners so that they will listen. *N*=198, *M*=1.71, *SD*=.90	100	50.5	70	35.4	15	7.6	11	5.6	2	1.0
It is O.K. for a man to badmouth his partner. *N*=198, *M*=1.59, *SD*=.79	109	55.1	70	35.4	11	5.6	7	3.5	1	.5

The responses for the second category, Attitudes Toward Physically Violent Perpetrators (see Table 4.5), also received similar answers for each statement by the subjects. For instance, a majority of the subjects (84.8%) either strongly agreed or agreed with the following statement, "It is never OK for a man to hit his partner." A majority of the subjects (85.9%) also reported that they agreed that there is no good reason for a man to push his partner. There was another majority (95.5%) of subjects that either strongly disagreed or disagreed with the following statement, "It is OK for a man to slap his partner if he/she deserves it." Another statement with the second highest "strongly disagree" or "disagree" response (93.9%) was, "Pulling hair is a good way for a woman to get back at her partner."

Table 4.5

Attitudes Toward Physically Violent Perpetrators
(Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
It is never OK for a man to hit his partner. *n*=195, *M*=4.44, *SD*=1.184, Missing=3	15	7.6	5	2.5	7	3.5	21	10.6	147	74.2
There is no good reason for a man to push his partner. *n*=197, *M*=4.26, *SD*=.921, Missing=1	5	2.5	6	3.0	16	8.1	75	37.9	95	48.0
It is never OK for a woman to slap her partner. *n*=197, *M*=4.05, *SD*=1.232, Missing=1	14	7.1	15	7.6	15	7.6	56	28.3	97	49.0
A woman should not hit her partner regardless what he/she has done. *N*=198, *M*=3.94, *SD*=1.297	15	7.6	20	10.1	22	11.1	46	23.2	95	48.0
It is no big deal if a woman shoves her partner. *N*=198, *M*=1.88, *SD*=.959	79	39.9	86	43.4	14	7.1	16	8.1	3	1.5
A man usually does not slap his partner unless he/she deserves it. *n*=196, *M*=1.81, *SD*=.966, Missing=2	97	49.0	53	26.7	34	17.2	10	5.1	2	1.0

Table 4.5 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Sometimes women just cannot stop themselves from punching their partners. *N*=198, *M*=1.67, *SD*=.923	112	56.6	52	26.3	23	11.6	9	4.5	2	1.0
It is OK for a woman to slap her partner if he/she deserves it. *n*=197, *M*=1.60, *SD*=.873, Missing=1	117	59.1	54	27.3	15	7.6	10	5.1	1	.5
Sometimes jealousy makes a man so crazy that he must slap his partner. *n*=197, *M*=1.53, *SD*=.918, Missing=1	132	66.7	43	21.7	7	3.5	13	6.6	2	1.0
Sometimes love makes a man so crazy he hits his partner. *n*=197, *M*=1.53, *SD*=.889, Missing=1	130	65.7	43	21.7	11	5.6	12	6.1	1	.5
Sometimes a woman must hit her partner so that he/she will respect her. *N*=198, *M*=1.53, *SD*=.707	142	71.7	43	21.7	8	4.0	4	2.0	1	.5
Some women have to pound their partners to make them listen. *N*=198, *M*=1.51, *SD*=.859	130	65.7	48	24.2	9	4.5	9	4.5	2	1.0

Table 4.5 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Sometimes men just cannot stop themselves from punching their partners. *n*=197, *M*=1.50, *SD*=.890, Missing=1	136	68.7	37	18.7	11	5.6	12	6.1	1	.5
Pulling hair is a good way for a woman to get back at her partner. *N*=198, *M*=1.40, *SD*=.739	139	70.2	47	23.7	6	3.0	4	2.0	2	1.0
It is OK for a man to slap his partner if he/she deserves it. *N*=198, *M*=1.31, *SD*=.671	151	76.3	38	19.2	5	2.5	2	1.0	2	1.0

The 10 statements in the third category, Attitudes Toward Victims of Psychological Violence (see Table 4.6), received comparable responses of disagreement by the majority of subjects. For instance, a majority of subjects (59.1%) either strongly disagreed or disagreed with the statement, "Relationships always work best when women please their partners." Another statement that the majority of subjects (85.9%) either strongly disagreed or disagreed with was, "A woman should always change her ways to please her partner." Then a majority of subjects (88.4%) also either strongly disagreed or disagreed with the statement, "A woman should always do what her partner tells her to do." The only statement that a majority of the subjects (41.9%) either strongly agreed or

agreed with was, “It is understandable when a woman gets so angry that she yells at her partner.”

In the last category, Attitudes Toward Victims of Physical Violence (see Table 4.7), the received responses for the six statements were congruent to the first three categories. For instance, a majority of subjects (81.9%) strongly agreed or agreed with the statement “A woman should break up with a partner when he/she hits her.” Similarly, this statement “There is never a reason for a man to get slapped by his partner” was strongly agreed or agreed with by a majority of subjects (72.7%). There was another majority of subjects (86.8%) that strongly disagreed or disagreed with the idea that if women cheat on their partners, they should be slapped. A majority of subjects (87.8%) also strongly disagreed or disagreed with the statement, “Some women deserve to be slapped by their partners.”

Table 4.6

Attitudes Toward Victims of Psychological Violence
(Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
It is understandable when a woman gets so angry that she yells at her partner. *N*=198, *M*=2.90, *SD*=1.289	42	21.2	33	16.7	40	20.2	68	34.3	15	7.6

Table 4.6 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Relationships always work best when women please their partners. *n*=197, *M*=2.28, *SD*=1.133, Missing=1	62	31.3	55	27.8	50	25.3	23	11.5	7	3.5
A man should always ask his partner first before going out with his friends. *n*=197, *M*=1.88, *SD*=.980, Missing=1	84	42.4	72	36.4	24	12.1	14	7.1	3	1.5
A woman should ask her partner first before going out with her friends. *n*=198, *M*=1.79, *SD*=.919	90	45.5	74	37.4	22	11.1	9	4.5	3	1.5
A man should always do what his partner tells him to do. *N*=198, *M*=1.79, *SD*=.762	72	36.4	103	52.0	17	8.6	4	2.0	2	1.0
It is important for a man to always dress the way his partner wants. *n*=197, *M*=1.77, *SD*=.778, Missing=1	77	38.9	97	49.0	15	7.6	7	3.5	1	.5
A woman should always change her ways to please her partner. *n*=197, *M*=1.69, *SD*=.828, Missing=1	98	49.5	72	36.4	19	9.6	7	3.5	1	.5

Table 4.6 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
A woman should always do what her partner tells her to do. *n*=197, *M*=1.65, *SD*=.829, Missing=1	101	51.0	74	37.4	15	7.6	4	2.0	3	1.5
A woman should not see her friends if it bothers her partner. *N*=198, *M*=1.77, *SD*=.947	100	50.5	57	28.8	29	14.6	10	5.1	2	1.0
It is important for a woman to always dress the way her partner wants. *N*=198, *M*=1.70, *SD*=.859	96	48.5	76	38.4	19	9.6	3	1.5	4	2.0

Table 4.7

Attitudes Toward Victims of Physical Violence
(Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
A woman should break up with a partner when he/she hits her. *N*=198, *M*=4.19, *SD*=.968	5	2.5	8	4.0	23	11.6	70	35.4	92	46.5
There is never a reason for a man to get slapped by his partner. *N*=198, *M*=3.93, *SD*=1.171	8	4.0	24	12.1	22	11.1	63	31.8	81	40.9

Table 4.7 (continued)

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
A man should break up with a partner when he/she slaps him. *N*=198, *M*=3.70, *SD*=1.174	10	5.1	22	11.1	48	24.2	55	27.8	63	31.8
Some men deserve to be slapped by their partners. *n*=197, *M*=1.92, *SD*=1.169, Missing=1	94	47.5	60	30.3	19	9.6	12	6.1	12	6.1
Women who cheat on their partners should be slapped. *N*=198, *M*=1.61, *SD*=.990	124	62.6	48	24.2	13	6.6	6	3.0	7	3.5
Some women deserved to be slapped by their partners. *n*=197, *M*=1.52, *SD*=.837, Missing=1	127	64.1	47	23.7	17	8.6	3	1.5	3	1.5

Research question 2. What level of familiarity do selected Rowan University undergraduate students report regarding the campus resources for domestic/dating violence?

In the last section of the survey that the selected Rowan University undergraduate students took, there was a list of 10 available resources for domestic/dating violence to test their familiarity. Six of the resources are available on-campus (see Table 4.8), which majority of the responses were similar. For instance, the resource with a majority (83.8%) of either Very Familiar or Familiar was the "Student Health Services." A majority of

subjects (64.7%) were either very familiar or familiar with the "Shuttle Service/Escorts" resource. Then a majority of the subjects (47.0%) were either very unfamiliar or unfamiliar with the "Rape Aggression Defense System (R.A.D.)." Another resource that was very unfamiliar or unfamiliar to majority of the respondents (51%) was the "Student Life Coordinator."

Table 4.8

Selected Undergraduates' Familiarity of On Campus Resources (Very Unfamiliar=1, Unfamiliar=2, Somewhat Familiar=3, Familiar=4, Very Familiar=5)

	Very Unfamiliar		Unfamiliar		Somewhat Familiar		Familiar		Very Familiar	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Student Health Services *N*=198, *M*=4.24, *SD*=.96	6	3.0	5	2.5	21	10.6	69	34.8	97	49.0
Shuttle Service/Escorts *N*=198, *M*=3.7, *SD*=1.21	16	8.1	16	8.1	38	19.2	70	35.4	58	29.3
Counseling and Psychological Services *N*=198, *M*=3.43, *SD*=1.29	19	9.6	31	15.7	44	22.2	53	26.8	51	25.8
Department of Public Safety Victim Witness Services *N*=198, *M*=2.89, *SD*=1.32	38	19.2	42	21.2	50	25.3	40	20.2	28	14.1

Table 4.8 (continued)

	Very Unfamiliar		Unfamiliar		Somewhat Familiar		Familiar		Very Familiar	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Rape Aggression Defense System (R.A.D.) *n*=197, *M*=2.69, *SD*=1.237, Missing=1	40	20.2	53	26.8	49	24.7	38	19.2	17	8.6
Student Life Coordinator *n*=193, *M*=2.57, *SD*=1.33, Missing=5	53	26.8	48	24.2	44	22.2	25	12.6	23	11.6

As for Rowan University's off campus resources (see Table 4.9), the selected subjects gave similar responses for each resource. A majority of the subjects (56.0%) were either very familiar or familiar with the "Glassboro Police Department." A resource that received a majority (68.2%) of either unfamiliar or very unfamiliar was the "Gloucester County Prosecutors Office – Sexual Assault Response Team." Then a majority of respondents (72.3%) found the "Services Empowering the Rights of Victims (SERV)" either unfamiliar or very unfamiliar. The final off campus resource, "Family Court" also received a majority (79.8%) of either unfamiliar or very unfamiliar.

Table 4.9

Selected Undergraduates' Familiarity of Off Campus Resources (Very Unfamiliar=1, Unfamiliar=2, Somewhat Familiar=3, Familiar=4, Very Familiar=5)

	Very Unfamiliar		Unfamiliar		Somewhat Familiar		Familiar		Very Familiar	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Glassboro Police Department *n*=195, *M*=3.55, *SD*=1.18, Missing=3	16	8.1	17	8.6	51	25.8	66	33.3	45	22.7
Gloucester County Prosecutors Office-Sexual Assault Response Team *n*=197, *M*=2.09, *SD*=1.12, Missing=1	74	37.4	61	30.8	40	20.2	14	7.1	8	4.0
Services Empowering the Rights of Victims (SERV) *N*=198, *M*=2.01, *SD*=1.20	91	46.0	52	26.3	29	14.6	14	7.1	12	6.1
Family Court *N*=198, *M*=1.84, *SD*=1.02	92	46.5	66	33.3	26	13.1	7	3.5	7	3.5

Profile of the Interview Sample

For each participant there was only one interview conducted, which varied in time based upon the individual's personal responses to the questions. The interviews occurred at the end of April through the beginning of May of 2014. The participants were selected through convenience sampling from the list of volunteer survey subjects who expressed interest in further research. The participants' demographic data are shown in Table 4.10. Three of the participants self identified as White (Non-Hispanic), two of the participants

self identified as Latino/a; and the sixth participant identified as Other, specifically Haitian.

The ages varied between 20 to 24 years old: one participant was 20 years old, two of the participants were 21 years old; two 22 year olds; and one 24 year old. This gave a mean age of 21.6 years. With these interviews, there were three females (50%) and three males (50%) who participated. None of the participants were freshmen at Rowan University. One participant was a sophomore, two participants were juniors, and remaining three were seniors at Rowan University. Also, at the time of these interviews four participants lived on campus and the other two lived off campus in apartments around Glassboro.

Table 4.10

Gender and Ethnicity of Interview Participants (N=6)

	Gender			
	Male		Female	
Ethnicity	*f*	%	*f*	%
White (Non-Hispanic)/Caucasian	2	33.3	1	16.7
Hispanic/Latino(a)	1	16.7	1	16.7
Other	0	0.0	1	16.7

Two of the participants shared an educational major in Public Relations. While the remaining four participants held diverse majors that included Finance, Human Resources, Psychology, and Sociology: Women's Gender Study. Three of the participants also held a minor in various subjects that included Sociology with a

concentration in Applied Behavior Analysis for Children, Communication with a concentration in Africana Studies, and Journalism and Communication Studies.

A biography of each participant is listed below:

Participant 1 was a junior majoring in Finance, who lived on the main campus of Rowan University at the time of the interview. Participant 1, a Latino male, is the middle child of his family and has an older brother and younger sister. He was born in Dominican Republic but his family currently resides in Perth Amboy, New Jersey. He is part of the Equal Opportunity Fund/Maximizing Academic Potential (EOF/MAP) Program Pre-College Institute 2011.

Participant 2 was a senior who majored in Public Relations, who lived off campus by Rowan's main campus. He was an active member in Rowan's Public Relations Student Society of America (PRSSA). His love for media and analyzing culture within public relations allowed him to excel in his organization. During this interview, this participant disclosed that being raised by his white-collar, corporate type of father in a "middle class Caucasian household" was what began his love for media and pop culture.

Participant 3 was a sophomore with a Human Resources major. Participant 3, a White (Non-Hispanic) male, has two sisters and lived on campus at the time of the interview. He was the Treasurer for the Gay Straight Alliance student organization at Rowan University, which was renamed to Prism. He is also an Admissions Ambassador and served as an Underclassmen Outreach Coordinator, as well as, the Vice President of Prism (the new name for the Gay Straight Alliance student organization) for the following year.

Participant 4 was a senior with a major in Psychology and a minor in sociology, concentration in Applied Behavior Analysis for Children. Participant 4, who self-identified as Haitian, lived on campus and worked at the Chamberlain Student Center. She was the President of a Christian student organization, New Life Ministries. This organization promotes religion and acts as an outlet for students if they are in need of prayer or an individual to talk to. New Life Ministries also hold events on and off campus singing for others.

Participant 5 was a senior with a major in Women's Gender Study and a minor in Communication and a concentration in Africana studies. This participant, a Latina female, specifically Dominican, is the middle child of three daughters and was raised by a single mother, while her father was inconsistent in her life. At Rowan University, she resided on campus as a Resident Assistant for Chestnut Hall and also worked as an Undergraduate Coordinator for the Harley Flack Mentoring Program. In addition to her two positions on campus, Participant 5 was an active sister of Lambda Theta Alpha Latin Sorority, Inc. and was a part of the EOF/MAP Pre-College Institute 2010. She enjoyed being involved on campus and working on different diversity programs.

Participant 6, a White (Non-Hispanic) female, was a junior with a major in Public Relations and a minor in Journalism and Communication Studies. She lived off campus in an apartment complex next to Rowan's main campus. For her first two years, Participant 6 commuted to Rowan's main campus from Mantua and was not as active in campus activities. This academic school year though, Participant 6 was involved in two student organizations: PRSSA and To Write Love on Her Arms (TWLOHA). She was involved with the Philanthropy committee for PRaction, which worked with the national

movement, PACT5 that raises awareness to prevent sexual assault and rape on college campuses through student-produced documentaries. As for TWLOHA, this participant was the Secretary of the organization where they focused on raising more awareness for suicide, depression, self-harm, and addiction. For the following academic school year, Participant 6 was the President of TWLOHA.

Research question 3. What do selected Rowan University undergraduate students report about the role of gender identity in relationships?

"What is your idea of masculinity and femininity?"

Through the content analysis of the responses given by the selected participants, the data collected, shown in Table 4.11, expressed their ideas when hearing the words "masculinity" and "femininity." When the participants were describing their idea of "Masculinity," five of the six participants mentioned various terms that are normally used when describing the stereotypical idea of a man. For instance, some of these words included "Provider," "Protector," and "Dominate." As for their description of the idea for "Femininity," all six participants used words that also would describe the stereotypical idea of a woman. "Sensitive," "Submissive," and "Delicate" were some of the words given in these interviews.

Another theme that was noted from this interview question was the notion that gender is a societal construct. With five of the six participants, they used terms like "Socially built" or "Society" in their response. For instance, Participant 3 stated, "So honestly, the idea of people being masculine or feminine is a very socially built thing." Then Participant 4 also said, "You would find that in our society that femininity as being more submissive and less powerful compared to masculinity in our society." Within this

theme, four of the five participants also expressed how they do not agree with the stereotypes associated with each gender. In Participant 4's response, she pointed out, "In my perspective, I feel that masculinity and femininity are just sexual, your sexual orientation, like how you see yourself as. I don't see one being more superior than another."

Table 4.11

Selected Undergraduates' Idea of Masculinity and Femininity (*N*=6)

Category	Subcategory	Frequency	Rank
Femininity/Feminine	Caring Sensitive Hesitant Submissive/Passive Dainty/Delicate	6	1
Masculinity/Masculine	Direct Provider Protector Strong/Forceful Dominate	5	2
Gender	Culture Socially Built Society	5	2
Total Frequency		16	

"Does Rowan's campus culture influence your ideas on gender roles for male and female students?"

Using content analysis for the responses provided by the selected participants, Table 4.12 shows their ideas of gender roles on Rowan's campus. There was a majority (66.67%) with four of the six participants that expressed their belief that the gender roles

for male and female students at Rowan are equal. For instance, Participant 1 stated how every student is in college "to get a degree and career and for us to progress in life." Participants 4 and 6 both pointed out how Rowan has created a more accepting space for students in regards to gender identity. Although Participant 6 became more involved in her junior year, she stated, "With everything I did in Tunnel of Oppression, everything I saw was really me being submerged into the people who are really accepting of others."

At the time of Participant 5's interview, there was news about rape culture in leaked emails from a secret fraternity, Epsilon Iota, at American University. This topic was mentioned in Participant 5's interview, which led to her disclosing her own personal experiences within Greek life at Rowan. Being in a Latina sorority at Rowan, she pointed out how there are some individuals who think minority Greek life are disrespectful and that they do not have a good reputation on campus. However through her experiences, she said:

> In our culture, minority culture, men are taught that you protect the female, whether someone else is disrespecting her, and that's why they get in fights with other men or whether she's drunk in a corner, you need to help her. I have never been to a party and been disrespected in a minority party. I've been to Caucasian ones and I'm like, "Woah, what are you doing?" But at a minority party, I can tell you probably nine out of 10, another man will be like, "Yo, you good?" or people would be doing rounds and be like "You okay?" because it is ingrained in men and in us that you got to look out for one another.

In addition with Participant 5's response, she consistently reiterated the idea of respect with the minority men that she interacts with. She said these men show more respect towards women in their culture.

The other two participants, however, felt very differently. For Participant 2, he disclosed a personal experience he had on one of the first weekends on campus. As a non-traditional student, he came to Rowan at the age of 22 and his ideas about gender roles came from personal experiences before attending. Participant 2 said:

> I remember my first couple weekends here, I would ask a girl out on a date and she was like "Woah, I'm not okay for a date, but I would like to come over and we can drink." And I thought like that's not appropriate, that's actually like backwards of everything that I thought I knew about dating and culture or going to a club and dancing with someone you don't know at all.

As for the last participant, Participant 3, he felt it was more difficult to answer this question due to the progressive students he is around more often. He said, "I try to keep myself part of a smaller community that is more well informed and we understand what it means for people to follow gender roles, we basically say f*** gender roles." Participant 3 also said, "I guess I'm limited in my perception because I don't let myself interact with people who are not open to being aware about those kind of thing."

Table 4.12

Selected Undergraduates' Idea of Gender Roles at Rowan University (*N*=6)

Category	Subcategory	Frequency	Rank
Equal	Common Goals Accepted Trying to be	4	1
Culture-shocked		1	2
Non-existent		1	2
Total Frequency		6	

Research question 4. What do selected Rowan University undergraduate students report about the role of cultural norms affecting the ideas of gender roles in relationships?

"Do you think one's cultural background can affect one's idea of a relationship? If so, how has it affected yours?"

The data collected in Table 4.13 was completed through content analysis of the responses provided by the selected participants, which showed their opinion on whether culture affects relationships. When asked this question during the interview, all six of the participants quickly agreed that culture has effects on individual's relationships. A majority of the participants (66.67%) referred back to their own culture. For instance, Participant 1 stated, "I'm Dominican, and my father is very old fashion with having my sister wash dishes but not asking me to wash the dishes because that is a girl's job." With his response, he pointed out gender roles within his family, which he continued on how watching his father treats his mother has influenced his idea of how to be a man and how to treat women. Participant 1 also stated that to him, being a man in the relationship is an unsigned verbal contract to be the "protector" and "provider." Participant 5, who is also Dominican, pointed out how her culture and her personal experiences have affected her

idea of relationships. During her interview, she disclosed that her mother and father had a rough relationship while they were married but because she was young, she did not know most of it. However, Participant 5 was able to witness her mother and her mother's second husband's relationship when she was older, which was a violent and abusive relationship. She pointed out how she does not like that man and that she considers him as her mother's husband, not her stepfather. Participant 5 disclosed that although the physical violence is over, there is still mental and emotional violence present and her mother is with her husband because, "she knows that with him, they can provide a better life together than if she was alone." Participant 5 stated, "So my culture being that, again, the machismo and seeing my mom and all that, has definitely affected my view and definitely shaped me to be who I am and what I think about relationships and what I think is right and wrong."

Another instance of how gender roles are described would be when Participant 2 stated, "Just from my experience, I've dated a woman that's not from a Caucasian cultural background. She had more of an emphasis of taking care of her man." He described women of different cultural backgrounds, such as Puerto Rico, Spain, or Italy, to have a "higher emphasis on taking care of their man." However when Participant 2 described his own cultural influences on his relationships, he stated how growing up without a mother figure and a "White-Collar, corporate" father allowed him to have a progressive stance towards social norms. Participant 4, who is Haitian, pointed out that in Haiti, homosexual relationships are "not even an option" and heterosexual relationships are dominant in their culture. She stated, "The females are always the one who are more submissive compared to the male. The male is known as being more superior."

The other two participants agreed with the notion that culture can affect an individual's idea of a relationship but did not refer to their own culture. For instance, Participant 3 pointed out, "There are some cultures where your father will arrange a marriage for you, so that kind of eliminates any sort of possible hope that you have for some sort of relationships other than who you are going to marry in the end." When asked how culture has affected his personal relationships, he disclosed that he has not had many relationships with individuals of other cultures but only had relationships with "standard, American teenagers." In addition, he felt that he does not have a cultural background that he "checks back to," even though he said his partners were American. As for Participant 6's response to this question, she related to an individual's experiences as his or her culture. She stated, " If you grow up in an abusive relationship that might be all you know and that you think it's okay." When asked how her culture has affected her relationships, she then stated:

> For me, I think I'm very guarded so I kind of close myself off to people. I'm not very open and I back out a lot of things just because that's, in my experience, there was a bad situation and I was kind of closed out from it and closed off emotionally in expressing how I felt about it. So I, at that point, I receded into myself, so it's kind of just been me, I'm very, okay I only need me.

Table 4.13

Selected Undergraduates' Views on Cultural Influences of Relationships (*N*=6)

Category	Subcategory	Frequency	Rank
Influential	Gender Roles Submissive Machismo Experiences	6	1
Total Frequency		6	

"What influences do you believe are a part of abusive situations?"

Through content analysis of the responses given by the selected participants, the data collected shown in Table 4.14, the views of what influences abusive relationships were discussed. A majority of the selected participants (66.67%) pointed out that there were certain things that influenced physical violence in abusive relationships. For instance, Participant 1 stated, "Broken homes, I read in psychology classes and sociology classes that when somebody as a child is beaten in their home, they take it with them to their next family, when they get married on their own." Furthermore, Participant 4 also responded similarly, "The abuser probably had a bad childhood or has probably been abused. I think it's more of a cycle. Those who hurt others are hurt people basically that are just repeating the cycle over and over again."

Another theme within physical abuse that was discussed was the cultural aspect of individuals. Participant 3 stated, "There are certain situations where some people believe that the other person should act a certain way; whether it is society presses or it could be their cultural difference to act a certain way." He also addressed how some countries have strict regulations over its population, which may affect the individual's idea of

relationships. An example Participant 3 stated, “If they say the woman you are with should be yours, like your property, then if they were to be in America and they still expect that; that could end up turning into a very abusive situation.” Participant 5 reiterated that she believes culture is an influence in abusive relationships, referring to the idea of machismo in the Latin culture she spoke about while answering an earlier question.

Another concept that Participant 5 believed is influential to physically abusive situations is an individual’s interpersonal relationships. For instance, she spoke of a personal experience:

> When they argued, they would push and shove. Or they would be yelling or they’ll be like “Come get your roommate” and the roommates won’t do anything. So then by your roommates not doing anything, it is influencing you that nothing is wrong, nothing’s wrong, nothing’s going on. So when it happened to this person, and I got called, I went right over there and I was like “What’s going on?” They went to go shove each other when I was there and I was like “Ok, we’re not going to do that, and you need to leave.”

Participant 5 stressed how friends have an effect on an individual’s idea of what is right and wrong. She stated, “I feel like when other people don’t stand up, like your friends don’t say it’s wrong, you’re not going to think it’s wrong.” She also pointed out that once she interjected that specific situation, it broke the tension.

Similar to the influence of one’s interpersonal relationships, one’s lack of self-reflection was another concept that Participant 2 believed to influence abusive relationships, specifically psychological violence. Participant 2 stated that people do not

usually stop and think about their actions and how it represents themselves. He also pointed out how individuals are "constantly compromising and comparing themselves to things they have seen in the media." Furthermore, Participant 5 suggested that the way a person handles the stress or the violence of the relationship influences the psychological abuse. She stated, "Sometimes women and men do provoke their partners, where they keep poking, and poking and poking, the partner will snap. That is just how our brain works, that is how our bodies work, that is how we react."

Table 4.14

Selected Undergraduates' Views on Influences of Abusive Relationships (*N*=6)

Category	Subcategory	Frequency	Rank
Physical Violence	Broken Home	5	1
	Bad Childhood		
	Society's View		
	Interpersonal Relationships		
	Culture		
	Misconceptions		
Psychological Violence	Lack of Self Reflection	2	2
	Culture		
	Stress Management		
Total Frequency		7	

Research question 5. Are selected Rowan University undergraduate students aware of the multiple forms of dating violence?

"What is your definition of dating violence?"

Through the content analysis of the selected participants' responses, Table 4.15 showcases their definition of dating violence. All six participants included in their

responses that there are different forms of violence with dating violence. The two types of violence that the majority of selected participants (83.33%) mentioned in their responses were Emotional/Psychological and Physical Violence. For instance, Participant 4 defined dating violence as "any form of abuse with a significant other or someone that you are dating" and Participant 2 defined it as "the action of any form of abuse whether emotionally, intellectually, or physically."

Furthermore, another theme that occurred with the selected participants' definition of dating violence was with the idea of safety or comfortableness. Three of the selected participants (50%) included descriptions of the environment a violent relationship would have. For instance, Participant 1 defined it as "two people who are continuously seeing each other in a mutual and intimate way, and either party acts in a way that is not okay towards the other person that makes them feel uncomfortable." Participant 5 also said, "You just feel uncomfortable because you have been touched, or mentally, physically, or verbally abused and then you start feeling uncomfortable in your relationship." Then Participant 3 described it as "the action being taken can really, really negatively affect the other person on a very internal level, so I feel that is not a very safe environment."

Table 4.15

Selected Undergraduates' Definition of Dating Violence (*N*=6)

Category	Subcategory	Frequency	Rank
Types of Violence		6	1
Emotional/Psychological Violence	Verbal Mental Intellectual	5	2
Physical Violence		5	2
Unsafe/Uncomfortable Environment		3	3
Total Frequency		19	

"How many forms of abuse are you aware of?"

Content analysis was used to determine which forms the selected participants were aware about, data collected shown in Table 4.16. All six of the selected participants identified both physical violence and emotional violence. However, with emotional violence, each participant also addressed a type of emotional abuse, such as verbal, mental, or intellectual, as a different form.

Another form of abuse that only two selected participants (33.33%) mentioned was sexual violence. With that, there was some uncertainty with this form when Participant 3 stated, "There's obviously sexual assault but that would kind of fall under the category of physical assault." The selected participants addressed three of the four types of abuse mentioned in Chapter II. The form of abuse that was not acknowledged was economical abuse.

Table 4.16

The Types of Abuse Selected Undergraduates Recognized (*N*=6)

Category	Subcategory	Frequency	Rank
Emotional/Psychological Violence	Verbal Mental Intellectual	6	1
Physical Violence		6	1
Sexual Violence		2	2
Total Frequency		14	

What is your perception of dating violence?

With the content analysis of the selected participants' responses for this question, Table 4.17 displays the themes from the data gathered. The majority of the selected participants (83.33%) mentioned two themes while answering this question. The first theme was about the occurrence of dating violence. For instance, Participant 2 stated, "We turn a blind eye to a lot of it, and a lot of people don't even voice it." Participant 3 also said, "Like psychological abuse, that can really mess up a person and they don't even realize it's happening. Generally I would say it's very hidden; it's definitely there but it's all under the radar." Then Participant 4 said:

> It's occurring more and people are not speaking more about it. But I do think it is something that occurs a lot. And I do not mean to be a feminist or whatever, but I think it probably happens to the majority of the females compared to males. I know it happens to males too, but they're less likely to speak about it.

The second theme that came from this question was about a type of psychological abuse, specifically verbal abuse. In Participant 2's response, he pointed out that verbal abuse is a lot more accepted in our culture and is usually portrayed through media.

Similarly, Participant 3 also stated, “You can be blind to some things so you can be part of a very unhealthy relationship where there can be a lot of verbal abuse happening that you don’t really realize and you just go on.” Then Participant 1 pointed out a difference between physical and verbal abuse. He stated, “If you see it physically, you would react immediately. But when it comes down to verbally, and you see a couple yelling at one another, you kind of freeze up and just walk away.”

Another topic that was briefly discussed was pertaining to an individual’s intent. Two of the selected participants (33.33%) disclosed personal situations. For instance, with Participant 6’s response, she disclosed a situation regarding her then co-workers’ relationship. She pointed out how she noticed her co-worker’s boyfriend, who also worked with them, was extremely manipulative and questioned his girlfriend often. Then Participant 5 pointed out how some individuals, who may be intimate, do not know his or her own limit. For instance, she said:

> If you are too rough here, [one may think] “Hmm…how far can I go when we are not having sex or when we are not being intimate?” Or even when playing around, a little shove and a little push that can come with something behind it. Those little things are signs that men and women need to view.

Furthermore, she continued with an example of how she normally talks with her hands and her friends informed her of how she at times hits them but she does not realize it. Participant 5 disclosed, “It almost makes me upset because it is like ‘Wow, you viewed a physical abusive relationship and you do not like putting your hands on people, but you do it.’” She discussed how it might be her first reaction because of what she saw growing up. She stated, “Even when we are little, like in my culture, when kids do something

wrong, you are going to get a 'pow pow,' a little smack on the butt or a little smack on the hand." Participant 5 also pointed out how many things are situational and how people have different experiences, which may affect how someone interprets his or her intent.

Table 4.17

Selected Undergraduates' Perception of Dating Violence (*N*=6)

Category	Subcategory	Frequency	Rank
Ignored	Under the radar Turn a blind eye	5	1
Verbal Abuse		5	1
Individual's Intent		2	2
Total Frequency		12	

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study focused on the knowledge Rowan University undergraduates had about the taboo issue of dating violence. The study helped determine whether the students were informed about the multiple types of violence, such as psychological or physical. The study also determined how familiar the selected undergraduates were with the available on and off campus resources at Rowan University. Each subject was an undergraduate student during the spring 2014 semester. With the survey section of the study (Appendix D), 198 subjects voluntarily completed the survey. The survey had 50 items focusing on different possible violent situations that may occur in relationships and 10 items regarding Rowan University's on and off campus resources. These items used a Likert scale of 1 to 5 rating their agreeability and familiarity. Then the Statistical Package for the Social Sciences (SPSS) computer program analyzed the data collected.

In addition, this study used interviews to collect more data. There were six interviews with the selected participants. These participants were selected through convenience sampling from the list of volunteers who showed interest. Each interview varied in time based on the participant's responses to the eight interview questions. These questions focused on the participant's idea of what dating violence is and what he or she believed influenced the violence. It also sought out the role of gender identity within relationships and how cultural norms may affect relationships.

Each interview was recorded with my personal tablet and transcribed to collect the data. With the transcribed data, I then used content analysis to analyze the similar

phrases and clauses to formulate specific themes. These themes were organized by the frequency and rank in table format. In order to support the themes, direct quotes and personal anecdotes were shared to showcase the selected participant's experience with dating violence.

Discussion of the Findings

Research question 1. What are the attitudes of selected Rowan University undergraduate students towards dating violence?

In the current study, most students responded similarly for the survey items regarding their attitudes towards dating violent perpetrators and victims. When focusing on the psychologically violent perpetrators, majority of the students were able to notice threatening and controlling actions from the statements. For instance, one of the statements that the majority either strongly agreed or agreed was, "There is never a reason for a man to threaten his partner." From the students' attitudes toward these statements, it is noticeable that the students were aware of how this type of perpetrator used his or her power to gain control in a relationship. Harnishfeger (1998) explained "violence is viewed as both a means of communication and as a potential conflict management tactic" (p. 86).

Then with the students' responses towards their attitudes about victims of psychological violence, majority of them either strongly disagreed or disagreed with most of the statements. By showing their disagreement, they were also showing their ability to point out the competition factor in a close relationship, which Sprey defined competition as a victim's loss as the perpetrator's gain (Harnishfeger, 1998). With the statements used in this category, it was similar to the red flags of abusive behavior that was mentioned in

the knowledge base. As many interpersonal violence cases have shown, psychological abuse usually occurs before physical violence. The violence and aggression can change throughout a relationship, which is linked with the amount of power one has in the relationship. Also in the knowledge base, many studies point out how controlling behaviors are associated with higher levels of physical and sexual aggression (Bell, 2008).

When the undergraduate subjects answered the statements toward physically violent perpetrators, majority of the subjects either strongly disagreed or disagreed with the physical violence expressed. The subjects' disagreement with the violence showed that they also disagreed with the "Anger Out" expression that Rutter et al.'s (2012) study explained. Also when Langhinrichsen-Rohling (2012) stated that female violent behaviors are generally presumed as less dangerous, the data here showed a disagreement with any type of physical violence, regardless of gender.

Furthermore, when discussing the subjects' attitudes towards the victims of physical violence, majority of the subjects either strongly disagreed or disagreed with the violence and did not blame the victim. The knowledge base presented many instances where gender may affect the violence more when it is physical. But the data showed regardless of whether the victim is male or female, the subjects disagreed with the aggression portrayed by the perpetrator.

Research question 2. What level of familiarity do selected Rowan University undergraduate students report regarding the campus resources for domestic/dating violence?

The top two on campus resources that the majority of the subjects were familiar with were the Student Health Services and the Shuttle Services/Escorts. Although the Student Health Services received a majority (83.8%) of familiarity and the Shuttle Services/Escorts received a lesser majority (64.7%) of familiarity, it is still beneficial that the students were aware of these resources. As the knowledge base presented, the many incidents of dating violence normally go unreported, especially with college students. According to Lloyd and Emery (2000), they believed that victims often do not choose to talk to counselors for multiple reasons including shame, isolation and fear, which convey a message of acceptance of abuse to other students. With the data collected about the on campus resources, the Counseling and Psychological Services was only familiar to a little over half of the sample (52.6%), which may correlate to how many students are actually reporting to counselors. In addition to the on campus resources, the students were also asked to rate their familiarity with the off campus resources available to them at Rowan University. Of the four resources listed, only the Glassboro Police Department received a majority (56%) of familiarity. But although these students are aware of the resources, according to Murray and Kardatzke (2007), the victims of dating violence are more likely to disclose to their friends, not counselors or law officials.

Research question 3. What do selected Rowan University undergraduate students report about the role of gender identity in relationships?

When asked what the selected undergraduate participants' idea of masculinity and femininity was, majority used common stereotypes as their ideas to describe those two words. The data inferred that these students think with more of a traditional attitude rather than an egalitarian attitude. As Berkel et al. (2004) pointed out, traditional attitudes

are based on "stereotypical characteristics associated with their sex" (p. 120). Similar to what the knowledge base presented, many of the resources identified the traditional idea of a male role using the same terms as what the participants used to describe masculinity, such as "provider," "protector," or "strong." As for the idea of a female role, the participants' idea correlated with Allen et al.'s (2009) concept of *benevolent sexism* by using terms like "sensitive," "submissive," and "caring" to describe femininity. For instance, when Participant 1 disclosed:

> My father is extremely old fashion with having my sister wash dishes but not asking me to wash the dishes, because that is a girl's job. And I guess it would just keep going on in her mind to step down like that when she has her own relationships. It will be like "I'm the girl in the relationship, so I do this," you know?

His experience with his father showcased how the gender norms at home affect his sister's role as a female with certain restrictions with current and future relationships. This specific experience also showcased how he as a male would be molded with what tasks he should and should not do in a relationship. Furthermore, with the participants' stereotypical responses, it coincides with how Hodgson and Fisher's (1978) study found how individuals tackle certain questions during their Moratorium status in their identity development. The data collected about the idea of masculinity showed the questions male individuals choose to find how they can contribute to society, which the traditional gender norm focused on being the provider and protector. As mentioned above, the data collected about femininity focused on how the female identity can act in society, not how they can contribute to it.

As these roles were discussed, the participants related these ideas as societal constructs, which furthered the conversation to show how majority of them actually did not agree with the traditional/stereotypical idea of gender. The selected participants showcased their egalitarian attitudes through their experiences at Rowan University. For instance, Participant 1 believed every student is in college "to get a degree and career" and "to progress in life." Some other participants mentioned how they believe male and female students are equal at Rowan. They also pointed out that they see how the University is creating a more accepting space for a student's gender identity for equality. However, with Participant 5's experience in Greek life, it provided an insight of how fraternities and sororities reiterate gender norms, similar to what Schwartz et al. (2006) stated. Participant 5 disclosed two separate experiences with fraternities, one with minority fraternities and the other with Caucasian fraternities. According to Participant 5, the minority men "are taught that [they] protect the female," which include respecting her and helping her if necessary. But from her experience at Caucasian fraternity parties, she said she was disrespected, which may be as Franchina, Eisler, and Moore (2001), described as stress responding to threatening female partner behavior.

Research question 4. What do selected Rowan University undergraduate students report about the role of cultural norms affecting the idea of gender roles in relationships?

According to the selected participants' responses, they all believed that cultural norms do affect the ideas of gender norms in relationships. As two of the participants come from a Dominican background, their responses portrayed gender roles in a relationship. Participant 1 pointed out how his father would allocate certain chores at home based on gender. He stated how his father would have his sister wash dishes but not

him. Participant 1 also felt that he as a man has an unsigned verbal contract to be the "protector" and "provider," which is applicable to the *Machismo* idea of a Latino male in a relationship (Campbell et al., 1997). Furthermore, when Participant 5 disclosed her mother's relationship with her father and her mother's second husband, the two male figures portrayed *Machismo* with their dominant role in that relationship. Participant 5 also disclosed that her mother is still with her husband because she knows that they can provide a better life together for their daughter, Participant 5's younger sister. Through her mother's actions, Participant 5's mother portrays the *Marianismo* expectation that is held in the Latino culture.

Similar to the Latino culture and other cultures addressed in the knowledge base, Participant 4 pointed out how Haitian men are known to be more superior than Haitian females. Participants 2 and 3 also discussed some cultures that hold similar gender norms like Greenberg and Goldman (2008) pointed out. Participant 2 described how the women of these other cultures that he has dated previously usually held a greater emphasis of caring for her man, which agreed with Allen et al.'s (2009) concept of benevolent sexism. With this idea of a female caring more for her male partner, as the male is dominant in the relationship, Participants 3 and 5 both reiterated how culture can influence an abusive relationship.

Furthermore, Participant 6's idea of culture differed from the other five participants. She related an individual's culture to his or her personal experiences, which can be explained by the social learning theory that was discussed in the knowledge base. For instance, when Participant 6 stated, "If you grow up in an abusive relationship that might be all you know and that you think it's okay." It is similar to Bell's (2008) research

that showed criminal ideas are learned from parents and peers. As the interviews continued, majority of the participants also pointed out other influences that affect a relationship that can be socially learned. Participants 1 and 4's responses related to an individual's life at home like a broken home or a bad childhood. In Participant 4's interview, she brought up how abusive situations are "more of a cycle," which the knowledge base called the Cycle of Violence. The influences Participant 1 and 4 discussed refer to the *differential association* of the Social Learning Theory. This element is based on imitating the repetitive aggression by the individual's close associates and learning that aggression is what is considered right and not wrong in a broken home. An individual can easily imitate someone else's behavior that they observed previously in their own future relationships. As mentioned before, an individual's peers can affect their own beliefs, which Participant 5 disclosed a personal experience with her friends. She mentioned how she acted as a bystander in an aggressive situation, where she was able to reinforce that the aggression was not acceptable to her or her friend.

Research question 5. Are selected Rowan University undergraduate students aware of the multiple forms of dating violence?

With the selected participant's responses, they all were aware of different types of dating violence and acknowledged that when asked what their definition is of dating violence. However the participants mostly addressed two of the four types of dating violence: physical and emotional/psychological violence. Only two of the selected participants mentioned sexual violence.

When the participants discussed about the various types of violence, they often included another form of emotional violence. For instance, participants included verbal or

mental abuse as another type of dating violence. But as the knowledge base addressed, some examples of emotional violence included yelling at the victim, humiliating the victim in public or stalking. The selected participants' responses showed the lack of understanding of what this form of violence actually entails, especially since so many different types of actions are grouped under emotional/psychological violence. Furthermore, as it was mentioned above, only two participants mentioned sexual violence. However it was apparent that these participants were not certain if this form should be included in the category of physical violence or not. Thus showing how these students are lacking the details of what these types of violence include.

Although these selected participants do not know all the facts of dating violence, they are still aware of it. The majority of the participants (83.33%) acknowledged how this issue is apparent to them but often not talked about. They described these actions of dating violence, especially emotional/psychological violence, as things that are usually under the radar or ignored.

Conclusions

The data from the study were able to confirm majority of the previous research from the knowledge base. The students' attitudes were congruent towards the various categories of dating violence. For psychological violence, majority of the students recognized the red flags of violent perpetrators as their form of communication in the survey statements (Bell, 2008, Harnishfeger, 1998). The majority of students also disagreed with any form of physical violence. In this category of violence, the students' attitudes did not change when the statements were different by gender, which goes

against what Langhinrichsen-Rohling (2012) stated about the presumption of female violence.

Following these students' attitudes on dating violence, the study also showcased which resources they were most familiar with. From Rowan University's Glassboro campus, it provides students with numerous resources that are on and off campus. Among the 10 resources that were listed in the survey, majority of the students were more familiar with two on campus resources and only one off campus resource, which was the Glassboro Police Department. As Murray and Kardatzke (2007) stated, the victims may open up to their friends more than officials like higher education administrators or police officers.

While discussing gender identity the selected participants of the qualitative interviews responded with a more traditional attitude about masculinity and femininity. These traditional attitudes coincide with Hodgson and Fisher's (1978) study regarding an individual's identity development in the Moratorium stage. Furthermore, the students who responded on the surveys had a mix of traditional and egalitarian attitudes toward gender roles. But with further discussion with the selected participants, the majority of the participants displayed an egalitarian attitude about gender identity shown or seen in their personal experiences (Berkel et al., 2004).

With the qualitative data, all of the selected participants also believed that cultural norms affect the gender norms in a relationship, which agrees with some of the knowledge base (Allen et al., 2009; Campbell et al., 1997; Greenberg & Goldman, 2008). Four of the selected participants (66.67%) referred back to their own culture while answering this interview question. Some of them were able to provide examples of how

their culture affected the ideas of gender roles for themselves as well as other family members. Then one of the selected participants responded to the idea of culture as an individual's experiences, which correlated with the Social Learning Theory (Bell, 2008). Responding to another interview question, majority of the participants (83.33%) acknowledged that various factors could influence a person in a violent relationship.

All of the selected participants acknowledged that there is more than one form of violence in a violent relationship. However, the majority (83.33%) was only able to recognize physical and emotional/psychological violence. A common theme that occurred was that the selected participants would include different types of emotional violence as another form of dating violence. The responses showed their lack of understanding about domestic/dating violence. Throughout this study, the data show that Rowan University undergraduates' attitudes and ideas correlated with many other studies within the knowledge base.

Recommendations for Practice

Based on the data, previous research, and conclusions of this study, the following recommendations are made for future practice:

1. Healthy Campus Initiatives can develop further programs that discuss and explain the multiple forms of dating violence with the students to gain more understanding of the forms.
2. Student leaders in different student organizations and offices should get Green Dot Training to be aware of how bystander intervention may prevent a violent situation from occurring.

3. Residential Learning and University Housing can add the predictors of a violent relationship to their training for Resident Assistants, Resident Learning Coordinators, and Resident Directors. It can be more information for them to recognize while practicing Green Dot's Bystander Intervention.
4. There can be programming within the Office of Social Justice, Inclusion, and Conflict Resolution about various cultures' gender norms to discuss the similarities and differences with students.

Recommendations for Future Research

The following recommendations for future research are based upon this study's findings and conclusions:

1. Future studies should also include the theory of moral development to see how morality would weigh in on violent relationships.
2. The study can collect an equal number of male and female students to compare the attitudes by gender.
3. It could include a larger number of participants in the qualitative study to collect more data about how culture affects an individual's ideas on gender norms.
4. It can expand on the quantitative and qualitative scope by including faculty and staff in the study to reflect on the institution's campus culture.

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Appendix A

Institutional Review Board Approval Letter

FOR IRB USE ONLY:

Protocol Number: IRB-_____ Chair Approval: _____ Date: _____

Received: _____ **Approved For Use by Rowan IRB: 6/2013 Revised: 01/21/2014**

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. After completing the application, please submit an **original and two (2) copies of the original to the Research Office, James Hall – 3rd Floor and send an electronic version of the completed original IRB application to hartman@rowan.edu. NOTE: Applications must be typed. Incomplete and handwritten applications will be returned.** Be sure to make a copy for your files.

Step 1: Determine if the proposed research is subject to IRB review.
All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Consult the "Frequently Asked Questions" on the IRB website and your faculty advisor regarding student research.

Additionally, the Office of Human Research Protections (OHRP), an agency of the federal government, provides decision tree checklists and other information that is available for the public to review. The decision tree checklist on the OHRP website can assist you in determining your research is subject to IRB review.

Step 2: If the proposed research is subject to IRB review, complete the identifying information on page 2. Include and document the Principal Investigator(s), Faculty Advisor PI, Student and Co-Investigator(s).

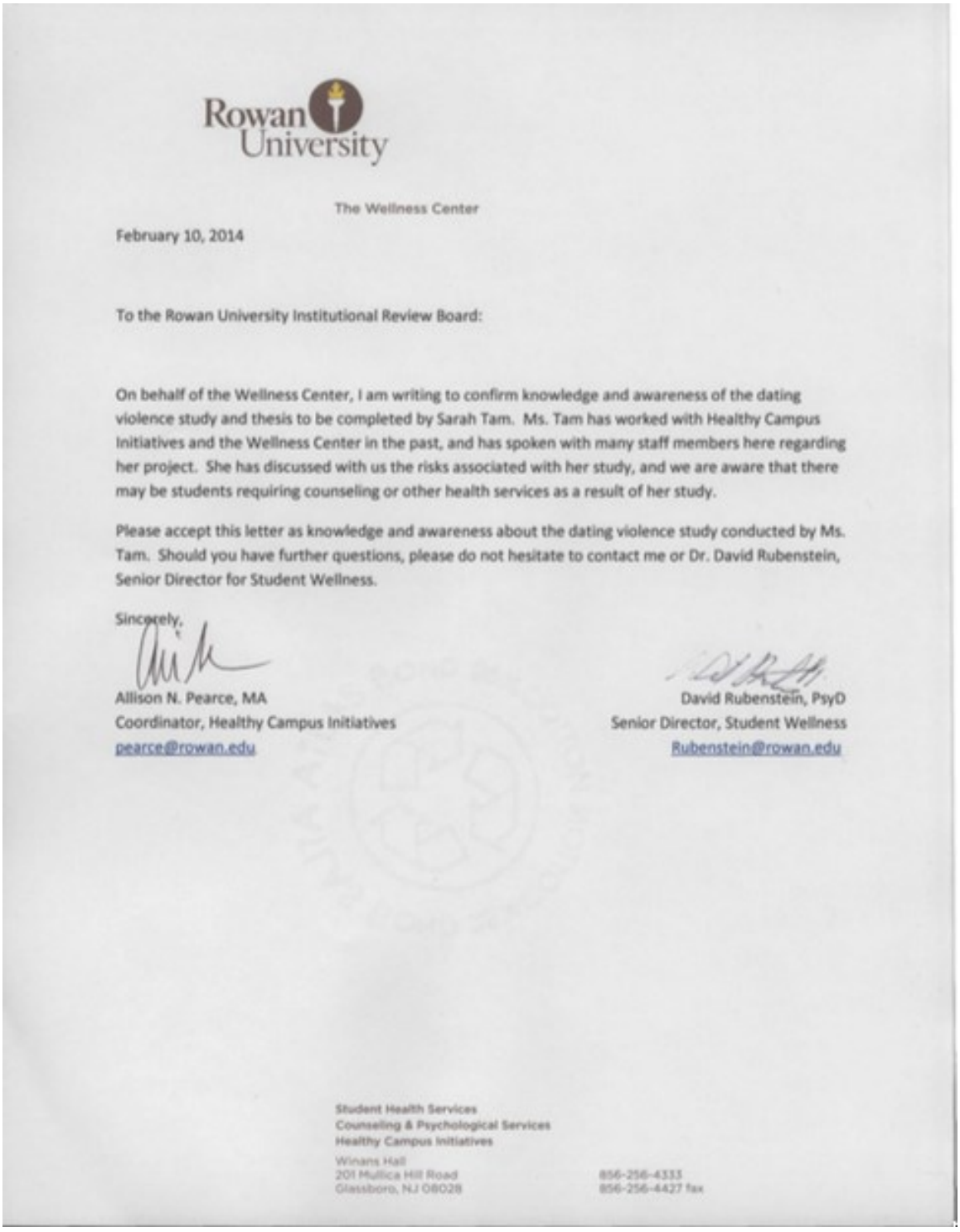
Project Title: The Awareness of Rowan University Undergraduate Students Regarding Dating Violence	
Date: 2/25/2014 Faculty Principal Investigator*** (PI) / PI: Dr. Burton Sisco Student(s)**: Sarah Tam Faculty Principal Investigator Home Department: Educational Services, Administration, & Higher Education Department Mailing Address (PI): Street: 201 Mullica Hill Road City & State: Glassboro, NJ Zip Code: 08028 Email: sisco@rowan.edu Telephone #: 856-256-4500	Mailing Address #2 (Student): Street: 15 Michelle Court City & State: Marlboro, NJ Zip Code: 07746 Email: tams15@students.rowan.edu Telephone #: 848-459-2246 Co-Investigators (If applicable): 1) 2)

* - If a doctoral student, please provide faculty sponsor above and obtain doctoral advisor's or coordinator's signature in Certifications section of IRB Application
** - If you are a student, please do not provide your name in the Faculty Principal Investigator (PI) section. If multiple students are identified, then list all students under Students or attach a student personnel list
*** - If you are a faculty advisor, please provide your name in the Faculty Principal Investigator box/section

Page 1 of 29

Appendix B

Letters of Awareness from Allie Pearce & Amy Hoch



Rowan University

The Wellness Center

February 10, 2014

To the Rowan University Institutional Review Board:

On behalf of the Wellness Center, I am writing to confirm knowledge and awareness of the dating violence study and thesis to be completed by Sarah Tam. Ms. Tam has worked with Healthy Campus Initiatives and the Wellness Center in the past, and has spoken with many staff members here regarding her project. She has discussed with us the risks associated with her study, and we are aware that there may be students requiring counseling or other health services as a result of her study.

Please accept this letter as knowledge and awareness about the dating violence study conducted by Ms. Tam. Should you have further questions, please do not hesitate to contact me or Dr. David Rubenstein, Senior Director for Student Wellness.

Sincerely,

Allison N. Pearce, MA
Coordinator, Healthy Campus Initiatives
pearce@rowan.edu

David Rubenstein, PsyD
Senior Director, Student Wellness
Rubenstein@rowan.edu

Student Health Services
Counseling & Psychological Services
Healthy Campus Initiatives

Winans Hall
201 Mullica Hill Road
Glassboro, NJ 08028

856-256-4333
856-256-4427 fax

Rowan University

The Wellness Center

February 7, 2014

To Whom It May Concern:

I am writing this letter in support of Sarah Tam's thesis on dating violence. In the event her study should trigger any emergent issue for a participant, the Wellness Center is available to provide crisis management services as well as individual and group therapy for those students if needed. I am happy to be the liaison for those students and will work collaboratively with Ms. Tam to ensure the students receive any support they need.

If you have any further questions, please feel free to call me at (856) 256-4463.

Sincerely,

Amy Hoch Psy D

Amy L. Hoch, Psy.D.
Licensed Psychologist

Student Health Services
Counseling & Psychological Services
Healthy Campus Initiatives

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Appendix C

Approval Email from Kathleen Hutchinson

Google Apps @Rowan

Tam, Sarah <tams15@rowan.edu>

Request to use Attitudes Towards Dating Violence Survey for Thesis

Kathleen Hutchinson <kmm93@zips.uakron.edu> Thu, Feb 20, 2014 at 2:57 PM
To: "Tam, Sarah" <tams15@students.rowan.edu>

Sarah,

The Attitudes Towards Dating Violence scale I used in my dissertation was originally drawn from Price and Byers (1999) work. You are more than welcome to use my modified version. Note, though, that the items in Appendix B are missing 2 items from Price and Byers original AMDV-Phys subscale (e.g., "Sometimes a man cannot help hitting his girlfriend when she makes him angry," and "There is no good reason for a man to slap his girlfriend,"). So, if you want to stay as close as you can to the original scale and compare the reliability with Price and Byers, you may want to insert these items back in. Even with compulsive double and triple checking, sometimes mistakes still happen.

Wish you the best on your thesis,

Kati

On Thu, Feb 20, 2014 at 2:03 PM, Tam, Sarah <tams15@students.rowan.edu> wrote:

Kathleen,

My name is Sarah Tam and I'm currently a graduate student enrolled in the MA Higher Education Administration program at Rowan University. I would like to ask for your permission to use your instrumentation, Appendix B - Attitudes Towards Dating Violence, in the your dissertation, Predictors of College Students' Dating Violence Perceptions and Help-Seeking Recommendations. This survey is the best fit for my thesis topic on College Students' Perceptions and Awareness of Dating Violence on Rowan University's campus. I would greatly appreciate your permission.

Thank you so much.

--
Sarah Tam
Chamberlain Student Center
Graduate Coordinator for Event Services
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Graduate Intern
Office of Multicultural Affairs

--
Kathleen Hutchinson, M.A.
kmm93@zips.uakron.edu
Doctoral Candidate
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Appendix D

Quantitative Survey Instrumentation

Attitudes Toward Dating Violence

Participation in this survey is voluntary, and not required to answer any of the questions, however your cooperation is greatly appreciated and important to the success of this study. This survey is also a part of a graduate study. The purpose of this study is to examine the perspective and knowledge of a Rowan University undergraduate student regarding dating violence. All participants must be 18 years old or older and all responses will be kept anonymous and confidential. If you have any questions or problems concerning your participation in this study, you may contact Sarah Tam by phone, 848-459-2246, or email, tams15@students.rowan.edu, or Dr. Burton Sisco, thesis advisor by phone at 856-256-4500 x 3717, or email sisco@rowan.edu.

The following questions will ask about your background information. Please check the appropriate spaces or enter the correct information in the blank space provided for each item.

Background Information

Please check all that apply:

1. **Gender**: _____ Male _____Female

2. **Ethnicity**: _____ African American/Black _____ White/Caucasian
   _____ Hispanic/Latino/a _____ Asian American/Pacific Islander
   _____ Native American _____Other, Please specify _____

3. **Age**: _____

4. **Year in College**: _____ First year _____ Second year _____ Third year
   _____ Fourth year _____ Fifth year _____ 5+ years

5. **Current Residency**: _____ On-Campus _____ Off Campus

6. **Relationship Status**: _____ Single _____ Dating
   _____ Committed Relationship _____ Married

7. **Number of Intimate Relationships**: _____ 0
   _____ 1
   _____ 2
   _____ 3
   _____ 4+

The following statements describe the attitudes of various behaviors in dating relationships that different people have. This may occur when a couple has differences in a relationship. Please answer honestly to the best of your ability by choosing the number that expresses your level of agreeability to the statements. There is no right or wrong answer to these statements.

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It is O.K. for a man to bad mouth his partner.	1	2	3	4	5
2. There is never a good enough reason for a woman to swear at her partner.	1	2	3	4	5
3. It is important for a man to always dress the way his partner wants.	1	2	3	4	5
4. Women who cheat on their partners should be slapped.	1	2	3	4	5
5. A woman should ask her partner first before going out with her friends.	1	2	3	4	5
6. Some men deserve to be slapped by their partners.	1	2	3	4	5
7. Some women deserve to be slapped by their partners.	1	2	3	4	5
8. Sometimes women just cannot stop themselves from punching their partners.	1	2	3	4	5
9. A man should always ask his partner first before going out with his friends.	1	2	3	4	5
10. Sometimes men just cannot stop themselves from punching their partners.	1	2	3	4	5
11. A man should not tell his partner what to do.	1	2	3	4	5
12. A man should not insult his partner.	1	2	3	4	5
13. Women have a right to tell their partner how to dress.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14. A man should always do what his partner tells him to do.	1	2	3	4	5
15. Some women have to pound their partners to make them listen.	1	2	3	4	5
16. Pulling hair is a good way for a woman to get back at her partner.	1	2	3	4	5
17. Sometimes men just can't help but swear at their partners.	1	2	3	4	5
18. It is never O.K. for a man to hit his partner.	1	2	3	4	5
19. It is no big deal if a woman shoves her partner.	1	2	3	4	5
20. Sometimes jealousy makes a man so crazy that he must slap his partner.	1	2	3	4	5
21. It is O.K. for a man to slap his partner if he/she deserves it.	1	2	3	4	5
22. There is no excuse for a woman to threaten her partner.	1	2	3	4	5
23. A woman should always change her ways to please her partner.	1	2	3	4	5
24. If a woman yells and screams at her partner it does not really hurt him/her seriously.	1	2	3	4	5
25. It is never O.K. for a woman to slap her partner.	1	2	3	4	5
26. A woman usually does not slap her partner unless he/she deserves it.	1	2	3	4	5
27. A woman should not control what her partner wears.	1	2	3	4	5
28. Sometimes love makes a man so crazy that he hits his partner.	1	2	3	4	5
29. Sometimes a woman must hit her partner so that he/she will respect her.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
30. A woman should not see her friends if it bothers her partner.	1	2	3	4	5
31. A man does not need to know his partner's every move.	1	2	3	4	5
32. A man usually does not slap his partner unless he/she deserves it.	1	2	3	4	5
33. It is O.K. for a woman to slap her partner if he/she deserves it.	1	2	3	4	5
34. It is O.K. for a woman to bad mouth her partner.	1	2	3	4	5
35. Women have the right to tell their partner what to do.	1	2	3	4	5
36. A woman should not hit her partner regardless of what he/she has done.	1	2	3	4	5
37. A woman should always do what her partner tells her to do.	1	2	3	4	5
38. It is understandable when a woman gets so angry that she yells at her partner.	1	2	3	4	5
39. Relationships always work best when women please their partners.	1	2	3	4	5
40. It is important for a woman to always dress the way her partner wants.	1	2	3	4	5
41. There is never a reason for a man to get slapped by his partner.	1	2	3	4	5
42. There is never a reason for a man to threaten his partner.	1	2	3	4	5
43. Sometimes women have to threaten their partners so that they will listen.	1	2	3	4	5
44. It is understandable when a man gets so angry that he yells at his partner.	1	2	3	4	5

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
45. Sometimes women just can't help but swear at their partners.	1	2	3	4	5
46. A man should break up with a partner when he/she slaps him.	1	2	3	4	5
47. There is never a good enough reason for a man to swear at his partner.	1	2	3	4	5
48. A woman should break up with a partner when he/she hits her.	1	2	3	4	5
49. There is no good reason for a man to push his partner.	1	2	3	4	5
50. There is never a reason for a man to yell and scream at his partner.	1	2	3	4	5

The following statements are different resources that are available on campus and off campus. Please answer honestly by choosing the number that expresses your level of familiarity to these resources. There is no right or wrong answer to these statements.

Statement	Very Unfamiliar	Unfamiliar	Somewhat Familiar	Familiar	Very Familiar
On Campus:					
51. **Counseling and Psychological Services**: To have opportunities to speak privately and confidentially with a trained counselor about personal concerns and/or emotional problems.	1	2	3	4	5
52. **Department of Public Safety Victim Witness Services:** To assist members of the Rowan community who are/were victims or witnesses of a crime.	1	2	3	4	5

Statement	Very Unfamiliar	Unfamiliar	Somewhat Familiar	Familiar	Very Familiar
53. **Rape Aggression Defense System (R.A.D.)**: To teach females realistic, self-defense tactics and techniques.	1	2	3	4	5
54. **Shuttle Service/Escorts:** To ensure the health, safety and welfare of the Rowan community. It is available for any student, employee, or visitor who may feel unsafe traveling from one location to another.	1	2	3	4	5
55. **Student Health Services**: Located in the Wellness Center at Winans Hall	1	2	3	4	5
56. **Student Life Coordinator**	1	2	3	4	5
Off Campus: 57. **Family Court:** To get a Temporary Restraining Order on the Glassboro campus.	1	2	3	4	5
58. **Glassboro Police Department**	1	2	3	4	5
59. **Gloucester County Prosecutors Office – Sexual Assault Response Team**	1	2	3	4	5
60. **Services Empowering the Rights of Victims (SERV)**: This program provides 24-hour emergency safe housing, counseling, support groups, outreach, advocacy and accompaniments for victims of violence.	1	2	3	4	5

Thank you so much for your participation!

If you are interested and willing to participate in the interview portion of this study, please contact Sarah Tam at tams15@students.rowan.edu. There will be an informed consent form prior to the interview and participants' names will be kept confidential for this study.

Appendix E

Informed Consent Form

Dear Participant,

Your voluntary participation in this interview is being requested to assist me in the completion of the requirements in my graduate program "Higher Education Administration" at Rowan University. This research study focuses on young adult's perceptions of dating violence. Participation in this qualitative research is open to all Rowan University undergraduate students taking courses during the 2014 spring semester.

The interview includes eight questions that will be presented to you. The qualitative information given through the interviews will remain completely confidential, which means your responses will be linked with a code, such as Participant A, B, etc., in the actual study. These codes of the participants' identities will be kept in a secure location. Your identity will not be revealed in any report of the study. Furthermore, in order to collect the data from your responses, there will be a voice recorder during the actual interview. At any moment of the interview, the participants have the right to withdraw with no explanation necessary.

I appreciate your participation and time for this interview, but I do ask for your honest for my research to be valid.

If you choose to participate in this study:

- Complete the form below and return back to me prior to the interview.
- The interview will be scheduled after the below information is completed.

If you have any additional questions please feel free to contact me at my Rowan email (Tams15@students.rowan.edu) or the Chair of my thesis Dr. Burton Sisco, Ed.D. (Sisco@rowan.edu). Thank you for your cooperation in this study.

- -

To: Sarah Tam

I, _____, give my consent to honestly participate in this interview focusing on Rowan University undergraduate students' perspective on dating violence.

I agree to be audio recorded:

_____ _____

(Signature of Participant) (Date)

_____

(Signature of Participant) (D ate)

By signing this form, the participant understands and acknowledges all of the terms listed above, and the participant had chances to ask questions about the study.

_____ _____

(Signature of Investigator/or person explaining the form) (Date)

Appendix F

Qualitative Questions for Research

Rowan University Undergraduate Qualitative Questions about Dating Violence:

1. What is your definition of dating violence?

2. How many forms of abuse are you aware of?

3. What is your idea of masculinity and femininity?

4. Do you think one's cultural background can affect one's idea of a relationship? If so, how has it affected yours?

5. What is your perception of dating violence?

6. What influences do you believe are a part of abusive situations?

7. Do you know what types of affects can occur after a dating violent relationship?

8. Does Rowan's campus culture influence your ideas on gender roles for male and female students?

Appendix G

Rules and Procedures for Content Analysis of Written Data

RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.
2. Verbiage not considered essential to the phrase or clause will be edited out – e.g., articles of speech, possessives, some adjectives, elaborate examples.
3. Where there is a violation of conventional syntax in the data, it will be corrected.
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).
5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will be derived for the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units form a particular question's responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).
5. Frequencies of units in each cluster category are determined and further analysis steps are taken, depending on the nature of the data – i.e. ranking of categories with verbatim quotes which represent the range of ideas or opinions. (p. 177).

Sisco, B. R. (1981). *A study of the attitudes of selected academics and selected decision-makers toward adult learners.* (Unpublished doctoral dissertation). Syracuse University, Syracuse, NY.