ADOLESCENT DATING VIOLENCE

by

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Thesis submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements

for the degree of

MASTER OF SCIENCE

in

Family and Child Development

APPROVED:

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August, 1987

Blacksburg, Virignia

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(ABSTRACT)

Dating relationships were examined for a sample of 156 female and 124 male college freshman. Comparison of self esteem, mastery, coping strategies, and negotiation styles were made between those who had experienced dating violence and those who had not. A theoretical framework based on the resource aspect of exchange theory is used to frame the study. Factor analysis was used to identify coping strategies and negotiation styles. Discriminate analysis was used to determine the discriminating power of the independent variables. Findings indicate that the negotiation style of Negative Affect and the coping strategies of Confrontation and Social Support discriminate between violent and nonviolent group membership.

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Introduction

It is only during the past six years that research has begun to materialize on the issue of adolescent dating violence. Studies indicate that a substantial number of high school and college students experience various forms and levels of violence in their courtship experiences (Cate, Henton, Koval, Christopher, & Lloyd, 1982; Laner & Thompson, 1982; Makepeace, 1981). Of those who are participants in dating violence, research indicates that between 39% and 54% maintain ongoing relationships despite experienced abuse (Bogal-Allbritten & Allbritten, 1985; Matthews, 1984; Sigelman, Berry, & Wiles, 1984).

The purpose of this study is to extend prior research by exploring factors that distinguish between adolescents who experience no violence in dating relationships and adolescents who maintain dating relationships despite incidences of violence. Differences in self-esteem, mastery, use of coping strategies, and choice of negotiation styles will be examined.

THEORETICAL FRAMEWORK

For the purposes of this study, violence is described as an actual physical altercation with or without injury (Walker, 1984). Various theoretical frameworks have been used to explain courtship violence. Laner and Thompson (1982) present the most in-depth approach by integrating concepts of conflict and exchange theories in conjunction with cultural influences such as tolerance for and acceptance of violent behavior. This framework is implicit in much of the literature.

In keeping with previous research, the present study incorporates the resource aspects of social-exchange theory into its description of maintenance in abusive and nonabusive dating relationships. Gelles and Straus (1979), summarizing the distinctive contributions of selected theories of violence, maintain that an individual's range of available resources illustrates situations in which violence may be used, i.e. when other resources are inadequate. Self-esteem, mastery, use of coping strategies and choice of negotiation style are viewed as resources that each dating partner brings to the relationship.

More specifically, self-esteem and mastery are described as psychological resources that mediate the negative consequences of life strains, in this case relationship violence (Pearlin & Schooler, 1978). Abusive

acts in dating relationships most likely function to increase vulnerability by confronting partners with "evidence of their own failures--or lack of success--and with inescapable proof of their inability to alter the unwanted circumstances of their lives" (Pearlin, Lieberman, Menaghan, & Mullan, 1981, p. 340). For this study, remaining in an abusive relationship is expected to correlate with lower self-esteem and less of a sense of being in control of life situations.

Coping is also considered a resource. Typically, people facing a problem or life strain react by making an effort to cope by changing the problematic situation or by controlling the interpretation or meaning of the problematic situation (Lazarus & Folkman, 1984; Pearlin & Schooler, 1978). The manner in which a person copes with conflict in a dating relationship, for example, should be a resource that helps distinguish between adolescents in abusive and nonabusive relationships. Based on past empirical findings on coping (Pearlin & Schooler, 1978) adolescents who use coping strategies that directly modify or change situations out of which relationship conflicts occur would seem less likely to be in abusive relationships. In addition, these adolescents are expected to use a wider range of coping responses.

Power has also been identified as a resource in the literature on close relationships (Goode, 1971). One person's ability to influence the behavior of another is often described as power (Falbo, 1977). However, Scanzoni and Szinovacz (1980) describe power as "successfully accomplishing or resisting changes" (p. 101). They view negotiation as part of the decision making process when one or both partners are "trying to negotiate a resolution to some opposition" (p. 64). This project was conducted in order to identify the negotiation styles and, based on the findings of Falbo and Peplau (1980), it was expected that individual negotiation style will differentiate between adolescents in nonabusive and abusive dating relationships. Young people in nonviolent dating relationships will most likely utilize direct bilateral negotiation styles which include bargaining, reasoning, being persistent, discussing and compromising (Falbo & Peplau, 1980).

REVIEW OF LITERATURE

Makepeace (1981) in a ground-breaking study, discovered that 21% of participants acknowledged having at least one personal experience involving violence with a dating partner. Since then researchers using varying definitions of courtship violence have estimated that between 12% and 65% of dating couples engage in some form of violent behavior (Bernard & Bernard, 1983; Bogal-Allbritten & Allbritten, 1985; Lane & Gwartney-Gibbs, 1985; Laner & Thompson, 1982; Matthews, 1981; O'Keefe, Brockopp, & Chew, 1986; Sigelman et al., 1984). Though researchers such as Sigelman et al. (1984) indicate that 53% of males and 52% of females acknowledge involvement in abusive acts during a dating relationship; the majority of studies found that approximately one-fourth of young people in dating relationships experience violent episodes (Bernard & Bernard, 1983; Cate et al., 1982; Laner & Thompson, 1982).

Differences in definition, measurement and sample selection may account for the varying incidence rates reported. For example, Lane and Gwartney-Gibbs (1985) include "acquaintances, friends, partners, and dates" (p. 57) in their operational definition of participants in courtship violence while Laner and Thompson (1982) and O'Keefe, et al. (1986) include verbal abuse as well as physical abuse in their definitions. Differences are also

apparent in the samples chosen for research. Only two available studies involved high-school-aged populations and investigations focusing on college students indicate relatively wide age ranges in their samples.

Past research reveals that a substantial number of young men and women choose to remain in abusive relationships. However, only Koval and Lloyd (1986), in an unpublished paper, attempted to ascertain "characteristics of abusive or abused partners' ongoing relationships" (p. 3).

This investigation expanded research in the area of dating violence by identifying points of similarity and contrast between two groups of adolescents, those who have experienced violent dating relationships and those who have not, controlling for age range, living arrangements, and education level.

Independent Variables

Self-Esteem. Examining resources that possibly affect participation in abusive dating relationships is of paramount importance in understanding the incidence of courtship violence. Sanford (1980) maintains that self-esteem is the primary resource required for self-protection. Low self-esteem increases the probability of experiencing violence during adolescence (Kaplan, 1972). A poor self-image promotes the inability to terminate a violent relationship through feelings of helplessness;

feeling deserving of the abuse; and acceptance of violence as normative behavior (Gelles & Straus, 1979; Walker, 1984).

There is a discrepancy in the literature about the relationship between self-esteem and courtship violence. Whereas Makepeace (1987) maintained that self-esteem is not a determinant of involvement in violent relationships, Deal & Smith-Wampler (1986) concluded that it is a significant predictor of participation in courtship abuse. Lenore Walker in her research concerning battered women has also observed discrepancies regarding this variable. In 1979 she concluded that self-esteem was significantly related to the occurrence of spouse abuse. She later reported opposite results (1984) and stated that "this finding of a positive self-image is unusual and inconsistent with current theories about battered women" (Walker, p.80). It is therefore important to study self-esteem as it relates to adolescent dating violence in order to reach a clearer understanding (Laner, 1983).

Mastery. Personal control is also viewed as a psychological resource that could affect participation in abusive relationships. Generalized beliefs regarding mastery concern, in part, the extent to which people feel that they can control outcomes of importance (Pearlin & Schooler, 1978). A person's interpretation of an event is an important factor in assessing mastery. According to

Folkman (1984), cognitive appraisal processes are used to determine the meaning and relevancy of specific experiences as they relate to a personal sense of well-being. She maintains that "the greater the appraised threat in a situation, the more meaningful controlability will be" (p. 842). Therefore, if the potential for harm during the course of an altercation is considered relevant to the individual's well-being, the importance of being able to control the outcome of such an event will be greater. Application of this concept to a violent dating partnership indicates that mastery plays an important part in the ability to terminate an abusive relationship. Bandura (1977) asserted that situational appraisals of control "determine . . . how long [a person] will persist in the face of obstacles and aversive experiences" (p. 80). Walker (1984) elaborates on a theory of learned helplessness, as originally proposed by Seligman (1975), which hinders the ability to affect positive control over life experiences (p. 2). No other studies reviewed for this project included mastery as a resource. It is therefore important to study this variable in an effort to understand the influence it may have on personal acceptance of participation in courtship violence.

Coping Strategies. Makepeace (1981) suggested that stresses and strains exceed the coping abilities of those who participate in dating violence which results in

eruptions of aggression and violence. Coping, as defined by Pearlin and Schooler (1978), "refers to behavior that protects people from being psychologically harmed by problematic social experience" (p. 2). Strategies used by adolescents to cope with courtship conflict or abuse have never been studied. Analysis of these strategies could provide important insight into the interactional patterns of abusive dating partners. Those efforts used to master, reduce, or tolerate pressure created by stress (Folkman, 1984) are key variables potentially indicating a susceptibility towards violent interaction. Piug (1984) maintained that college couples who abuse one another deal inadequately with relationship stresses. Perception of violence as a acceptable component of conflict management may enable definition of abuse as love in an attempt to explain why the violence has occurred (Henton et al., 1983). Violence is also viewed as normative behavior which may allow dating partners to tolerate violence without suffering undue stress.

Selective ignorance, or an attempt to highlight attention on positive or rewarding aspects of a situation, denial, passive acceptance, withdrawal, magical thinking, blind faith, and belief that the problem will go away are all considered strategies for managing stressors (Pearlin & Schooler, 1978). This type of cognitive restructuring functions to regulate emotions or distress and is

considered emotion-focused coping. Problem-focused coping
refers to strategies such as problem solving, decision
making, and/or direct action (Folkman, 1984). Folkman
maintained that successful problem-focused efforts depend
primarily on the success of emotion-focused efforts. If a
young person perceives violence as a manifestation of love,
or normative behavior, little effort will be made to
utilize problem-focused coping strategies aimed at
eliminating violence. It is therefore important to assess
the different coping strategies used by adolescents in
violent and non-violent dating relationships.

Negotiation Styles. Strategies used to influence
decision making in the presence of implicit or explicit
opposition as defined by Falbo and Peplau (1980) are a)
direct-bilateral: negotiating, compromising; b) direct
unilateral: stating needs, asking; c) indirect-bilateral:
smiling, being affectionate and d) indirect-unilateral:
pouting, remaining silent. Direct-bilateral strategies are
seen as positive as these styles are considered more
inclusive of a partner in the decision-making process. Use
of indirect-unilateral negotiation styles are considered
evasive, one-sided, and therefore negative (Falbo, 1977;
Falbo & Peplau, 1980).

Yllo and Straus (1981) in an article concerning
violence among married and cohabitating couples maintain
that nonviolent skills for conflict management, such as

discussion and negotiation, are essential components of intimate relationships. Laner (1983) pointed out that these skills are lacking in couples who are involved in dating violence.

Koval and Lloyd (1986) found that individuals who maintained abusive dating relationships reportedly utilized indirect-unilateral power strategies. These strategies do not require a partner's cooperation and are used when the goal is important and non-compliance is expected (Falbo & Peplau, 1980). Falk (1977) asserted that men who batter lack the skills and self-confidence needed to ask for what they want in a nonthreatening manner. Since Koval and Lloyd's is the only study investigating negotiation styles, further study is justified in order to establish accuracy of predictability.

In order to fully understand the dynamics of courtship violence, research must consider the context in which it occurs. Self-esteem, mastery, use of coping strategies, and choice of negotiation styles are all resources empirically or theoretically connected to the ability or inability to eliminate violence in dating partnerships. Investigation of the relationships among these various factors will enhance knowledge concerning adolescent dating violence in an effort to better understand this phenomenon.

METHODOLOGY

Sample

Data were collected from a random sample of 300 female and 300 male college freshman living in campus dormitories at Virginia Tech (N=600). This selection procedure was chosen in order to limit the study to adolescent dating relationships, diminish the number of cohabitating couples and reduce age variation in the sample. Four hundred and one individuals responded, indicating a 67% response rate. One hundred and seventeen participants were considered ineligible due to lack of a serious dating partner. The majority (96%) of the participants were 18 and 19 years old. Of the students who responded, 56% (156) were female, 44% (124) were male, 94% were white, 2% were black, and 4% reported other racial backgrounds.

Measurement

Rosenberg's (1965) Self-Esteem Scale was used to assess self-esteem. Participants responded to the 10-item instrument on a seven-point Likert-type response scale ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The scale is a well-validated measure of self-esteem (McCarthy & Hoge, 1982). Past research found that test-retest reliability was .85, reproducibility was 92%,

and scalability was 72% (Silber & Tippett, 1965; Simons & Murphy, 1985).

A modified version of the Conflict Tactics Scale (Straus, 1979) was used to determine degree of relationship violence. This 10-item instrument includes a five-point Likert-type response scale ranging from 1 (Threatened Only) to 5 (Frequently Done). Reliability was established through the use of item-to-total correlation and average intercorrelation (Straus, 1979). Validity was determined in a number of analyses as this scale is universally used in the study of violent relationships (Bullcroft & Straus, 1975; Steinmetz, 1977b).

Items assessing the use of coping strategies were from the Ways of Coping Inventory (Lazarus & Folkman, 1984). The 41 items include a seven-point Likert-type response scale ranging from 1 (Never) to 7 (Always). Folkman and Lazarus (1980) established reliability at .80 (Chronbach's alpha).

Negotiation styles were measured by the Power Strategies Scale (Falbo, 1982) supplemented with items suggested by Scanzoni (1978). Participants were asked to respond to 23 items using a seven-point Likert-type response scale ranging from 1 (Never) to 7 (Always). Reliabilities for all strategies were above .80 and were established by Falbo and Peplau (1980) based on a computational formula outlined by Winter (1973).

Demographic items include: age, gender, dating status, employment and income status of parents, in addition to other personal data.

Data Analysis

Frequency distributions, means, and standard deviations were computed for each variable. A correlation matrix was generated for initial inspection and factor analysis was used to identify coping strategies and negotiation styles. Finally, discriminate analysis (multiple regression with a dichotomous dependent variable) was implemented to determine differences in personal and relationship characteristics between adolescents in nonabusive dating relationships and adolescents in abusive relationships. This discriminate procedure results in a forecasting function, where the objective is to predict group membership, and an evaluative function which is comparable to the F test of the R^2 in a typical multiple regression.

RESULTS

Incidence

Thirty-four percent of respondents self-reported
the following violent experiences: pushed, shoved, grabbed
(17%), slapped (14%), wrestled or pinned down (7%), threw
an object at (6%), punched with fist (4%), clawed,
scratched, bit (3%), or kicked (3%). One respondent
indicated abuse using a lethal weapon. The responses were
similar for those reporting violence perpetrated by their
dating partners: pushed, shoved, grabbed (20%), slapped
(15%), threw an object at (9%), wrestled or pinned down
(7%), clawed scratched, bit (6%), punched with fist (5%),
kicked (5%), or hit with object (4%). Three respondents
indicated abuse with a lethal weapon.

Respondents who had experienced courtship violence
indicated that their partners initiated physical abuse 51%
of the time while they initiated the abuse 41% of the time.
The remaining 8% reported that both partners were equally
responsible for initiating violent altercations. When the
partner initiated violence, respondents indicated that they
either tried to get away (13%), protected themselves (18%),
or fought back (20%). If they initiated the abuse, their
partner tried to get away (9%), protected themselves (18%),
or fought back (14%).

In 1979, Lenore Walker proposed a cycle of violence theory outlining a sequential, circular pattern consisting of three stages associated with recurrent interpersonal violence in intimate relationships. These stages: tension building; acute battering; and loving contrition outline salient phases in the abusive relationship. When asked, "Does this illustration represent the pattern of how physical arguments occur in your dating relationship?", 53% of respondents who had experienced courtship violence identified it as the predominant pattern of physical abuse. Thirty-two percent were "Not Sure", and 15% said "No" and indicated a different pattern.

Results indicated that abuse was most likely to occur after the relationship had progressed to serious dating (81%). Sixteen percent of participants in violent dating partnerships reported that the relationship got worse after an incident of violence. Fifty-one percent indicated no change and 33% maintained that the relationship improved. For 93% of the respondents experiencing dating violence, the first incident of courtship abuse occurred between the ages of 15 and 18, and 31% of these respondents had experienced violence with more than one dating partner. The most common sources of physical arguments was jealousy over involvement, or perceived involvement, with another person (51%) and sexual pressure (10%). Thirty-five percent reported other sources

of physical arguments including rough play, frustrations from daily living, or petty arguments that evolved into abusive interaction. The least likely reason given for a violent altercation was the use of alcohol or drugs (1%).

Participants were asked to identify feelings resulting from physical arguments with their dating partners. Sorrow (54%), loss of control (51%), hurt (44%), anger (41%), and guilt (39%) were the predominant responses. Seldom did anyone involved in courtship violence identify feelings of gladness (6%), satisfaction (7%), or worthlessness (7%).

Factor Analysis

Factor analysis of coping strategies resulted in the identification of eight factors: Denial/Distancing; Accepting Responsibility; Problem Solving; Confrontation; Social Support; Spiritual Belief/Fantasy; Self-Control; and Escape. Five negotiation styles were identified: Negative Affect; Direct Appeal; Bargaining/Compromise; Ultimate Effort; and Indirect Appeal.

The type of factor analysis used was principal factoring with iteration. This method of analysis extracts the number of factors with eigenvalues greater than or equal to 1.0. The varimax technique was used to rotate the axis orthogonally. The resulting factors are described as dimensions or categories of the variables to be studied.

Discriminate Analysis

Initial results of the discriminate analysis revealed that 186 (66%) of the respondents were classified as nonviolent and 94 (34%) were violent. Table 3 illustrates the means and standard deviations computed for coping strategies, negotiation styles, mastery, and self-esteem by group. For both groups the most frequently used strategies for coping with relationship stress were Self-Control and Accepting Responsibility. Respondents in both groups were least likely to use Escape/Avoidance responses. The most frequently utilized negotiation styles included Bargaining/Compromise and Direct Appeal. Negative Affect and Ultimate Effort were used least frequently.

A discriminate analysis was computed to assess whether the variables included in the study enable correct classification of group membership in either the nonviolent or violent category. Prior probabilities were based on the initial results of the discriminate analysis on the sample in which nonviolent membership was 66% and violent membership was 34%. A pooled covariance matrix was

utilized because the test of homogeneity of within
covariance matrices yielded an observed Chi square =
129.43, $\underline{df}$ = 120, $\underline{p}$-value = .26. This was calculated by
dividing the total number of correct classifications by the
total number of responses. Correct classification for the
nonviolent group was equal to 89% ($\underline{N}$ = 162) whereas correct
classification for violent group membership equaled 31%
($\underline{N}$ = 29)(Table 5). Correct classification overall occurred
for 70% of the respondents.

Finally, a stepwise discriminate analysis was
computed to determine which, if any, of the variables
better discriminated between violent and nonviolent dating
behavior. Negative Affect, Social Support, and
Confrontation were found to be significantly related to
group membership. In response to relationship conflict,
respondents in the violent group relied significantly more
often on negotiation styles based on Negative Affect, such
as insulting or being especially disagreeable. They were
also significantly more likely to confront and blame dating
partners. Conversely, those who coped by seeking social
support such as asking a friend or relative for advice were
significantly less likely to be involved in violent dating
relationships.

Tables 4 and 5 About Here

Mastery and self-esteem did not discriminate between violent and nonviolent respondents.

SUMMARY AND DISCUSSION

The present study indicates that 34% of participants experienced violence in a serious dating relationship. These findings are in accordance with previous research (Bernard & Bernard, 1983; Lane & Gwartney-Gibbs, 1985; O'Keefe et al., 1986). Responses illuminated important information concerning the process of physical arguments during courtship. Reciprocity during abusive altercations was exhibited as were interpersonal dynamics highlighting patterns of initiation of abuse and responses to the violent acts. Sequential patterns reported by respondents in abusive relationships were found to support Walker's (1979) cycle of violence theory.

Although participants in courtship abuse often felt sorry, hurt, angry, and/or guilty about the physical altercations their feelings of self-worth were apparently unaffected as only 7% reported strong feelings of worthlessness. This finding is reinforced by results of the discriminate analysis which indicated no evidence to support a significant relationship between self-esteem and maintenance of violent-free dating relationships. It may appear incongruous that individuals reporting a high level of self-esteem are just as likely to be involved in dating violence as those exhibiting a poorer self image. When young people accept violence as normative behavior and even

maintain that the abuse signifies love in their intimate relationships, as Cate et al. (1981) discovered, they are unlikely to display a negative self-image. In addition, Walker (1984) proposed that perserverance in a violent relationship may contribute to a positive sense of self worth through feelings of survival under adverse conditions. Another reason for these results may be that college students do not rely solely on dating relationships to maintain a sense of self-worth. Rewards from involvement in multiple roles, i.e. coursework, extra-curricular activities, and peer relationships, may account for similarity in self-esteem between both groups (Baruch, Barnett, & Rivers, 1985).

Even though participants in courtship violence reported strong feelings of not being in control after violent interactions (51%), these responses appear unrelated to global feelings of mastery. As with self-esteem a sense of mastery is multifaceted. College life necessitates independent thought and action requiring problem-solving and decision making. The dating relationship is but one component and, even when abusive, may not diminish feelings of personal control. This finding indicates that these respondents must not view the violence as a threat, potentially affecting their sense of well-being (Folkman, 1984). If, as mentioned previously, the physical arguments are considered normative, and if

participants assume responsibility for their actions (as indicated by frequency of use of Accepting Responsibilities as a coping strategy), then their sense of mastery would parallel that of respondents who have not experienced courtship violence.

The discriminate analysis did indicate that negotiation styles based on Negative Affect and coping strategies utilizing Confrontation are significantly related to participation in adolescent dating violence. A young person who attempts to influence a dating partner's behavior by withdrawing, being especially disagreeable, insulting, or swearing is at greater risk of involvement in courtship violence. These results parallel Koval & Lloyd's (1986), and support the hypothesis that young people in violent dating relationships are more likely to use indirect unilateral styles that do not require a partner's cooperation. Since high degrees of satisfaction are associated with the use of direct styles (Falbo & Peplau, 1980), those utilizing indirect means of negotiation would most likely be less satisfied with the relationship and therefore more prone to disagreement and the potential for abuse.

Those who respond to relationship conflicts by expressing anger towards, and blaming their partner, in an effort to get their partner to change are also more inclined to participate in abusive dating relationships.

Confrontational blaming is a coping strategy that does not modify or change a situation out of which relationship conflict occurs (Pearlin & Schooler, 1978). Although Confrontation is a problem-focused coping strategy, the direct action it implies is based on blaming which is not conducive to successful problem-solving efforts (Folkman, 1984).

Those respondents who chose to cope with relationship stress by asking a friend or relative for advice, seeking sympathy and understanding from someone else, or bolstering their own morale in an effort to feel better about the stressful situation were more likely to be successful in avoiding physical altercations with their dating partners. This finding is in keeping with previous research showing that support does mitigate the effects of stress (Pearlin et al., 1981). The ability to communicate concerns to others about issues involving conflict in dating relationships illustrates the importance of social support as a resource in the prevention of interpersonal violence.

CONCLUSION

Adolescent dating violence in the United States is a normal component of courtship behavior for many young people. The most recent studies indicate that increasing numbers of young adults are reporting experience with physical abuse in their intimate relationships (Deal & Smith-Wampler, 1986; Makepeace, 1987).

This study adds to the literature information about what occurs during a physical argument between dating couples. The findings compliment and build on past research concerning the initiation of and response to acts of violence. Support is found for Walker's (1979) cycle of violence theory. In addition, evidence is provided that a theoretical framework integrating the resource aspects of social-exchange theory offers a useful rationale for the study of adolescent courtship violence.

Analysis of the data indicated that ways of coping with relationship conflict do discriminate between those young people who experience dating violence and those who maintain violent-free relationships. Strategies used for negotiatign relationship changes also differentiate between violent and nonviolent group membership.

This project focused primarily on personal characteristics and behavior that may account for involvement in courtship violence. We acknowledge the

importance of integrating these findings into a more global
explanation of courtship violence which should include the
social context in which the violence occurs and address the
dyadic nature of abusive interaction.

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TABLE 1

Coping Factors

Factor	Item	Factor Loading
Denial/ Distancing	don't let it get to me; refuse to think too much about it	.79
	go on as if nothing had happened	.71
Accepting Responsibility	wish that I could change what had happened or how I feel	.69
	realize I brought the problem on myself	.69
Problem Solving	try to see things from my partner's point of view	.68
	come up with a couple of different solutions to the problem	.63
Confrontation	blame my partner	.74
	express anger to my partner about how I feel	.72
Social Support	ask a relative or friend I respect for advice	.69
	get sympathy and understanding from someone else	.68
Spiritual Belief/Fantasy	pray	.61
	prepare myself for the worst	.54
Self Control	don't do anything I might regret	.65
	try not to act too hastily	.60
Escape/ Avoidance	avoid being around other people	.68
	sleep more than usual	.66

Only the first two items on each factor are included in the table. All items and loadings are available from the authors.

N = 257

TABLE 2

Negotiation Factors

Factor	Item	Factor Loading
Negative Affect	be especially disagreeable	.82
	withdraw; become cold and silent	.75
Direct Appeal	try to persuade	.80
	simply ask for what I want or need	.67
Bargain/ Compromise	talk about it; discuss our differences and needs	.78
	try to negotiate something agreeable to both of us; compromise	.76
Ultimate Effort	cry	.67
	say it is in her/his best interest	.61
Indirect Appeal	bring it up in an indirect way; hint or make suggestions	.85
	be especially affectionate; use "sweet talk"	.69

Only the first two items on each factor are included in the table. All items and loading are available from the authors.

N = 276

Table 3

Group Means and Standard Deviations

Variable	Nonviolent N = 186		Violent N = 94	
	Means	Standard Deviation	Means	Standard Deviation
Denial/ Distancing	3.52	.89	3.48	.98
Accepting Responsibility	3.98	.95	3.98	1.00
Problem Solving	4.51	.95	4.53	.98
Confrontation	2.98	1.12	3.51	1.12
Social Support	3.80	1.27	3.66	1.28
Spiritual Belief/ Fantasy	3.28	1.23	3.45	1.21
Self Control	4.58	1.47	4.28	1.42
Escape/Avoidance	2.95	1.04	3.31	1.19
Negative Affect	1.89	.85	2.51	1.10
Direct Appeal	4.35	1.02	4.65	1.05
Bargain/ Compromise	4.98	1.32	4.97	1.41
Indirect Appeal	3.35	.87	3.71	.85
Ultimate Effort	2.50	1.35	2.78	1.51
Esteem	5.56	.89	5.44	1.06
Mastery	5.58	1.04	5.38	1.17

Table 4

Stepwise Selection Summary

N = 274 Variable	Partial R	Wilks Lambda	Prob < Lambda
Negative Affect (Negotiation Style)	.0900	.910	.0001
Confrontation (Coping Strategy)	.0095	.901	.0001
Social Support (Coping Strategy)	.0121	.890	.0001

Table 5

Classification Summary

N = 274		
	Classified By Factor	
Classified By Sort	Non-Violent	Violent
Non-Violent	162 (89.50)	19 (10.50)
Violent	64 (68.82)	29 (31.18)

89% of those who identified themselves as having no abusive relationships were correctly classified by the factors as being nonviolent.

31% of those who identified themselves as experiencing abusive relationships were correctly classified by the factors as being violent.

Literature Review

Research concerning courtship violence has only been available since Makepeace's study conducted in 1981. Since then approximately twenty-two studies have examined varying aspects of this phenomenon. This literature review provides an overview of the major studies that have been conducted regarding the incidence of courtship violence. It focuses on those studies directly related to this investigation.

Initial explorations of courtship violence were atheoretical and predominantly directed towards determining incidence, description, prediction, and definition of the problem. All of the reviewed studies used some version of the Conflict Tactics Scale (Straus, 1979) to measure the type of violence and relied on survey methodology to collect data from samples of university students.

Makepeace (1981), surveyed 202 college students and discovered that 21% of participants acknowledged having at least one personal experience involving violence with a dating partner. In addition, 62% of participants knew of others who had been involved in abusive dating relationships. Makepeace not only estimated the incidence of dating violence, but described the types of violence in which respondents participated and identified "basic social correlates of the phenomenon" (p. 97). The results indicated that pushing, shoving, and slapping were

predominant types of abuse followed by threatening, punching and striking with an object. Severely violent acts including choking and assault with a weapon were acknowledged by less than 2% of respondents.

Sources of disagreement precipitating violence included jealousy, sexual pressure, and drinking behavior. Women overwhelmingly perceived themselves as victims (92%), while only 70% of male participants considered themselves as aggressors. About half of those who had experienced violence with a dating partner terminated the relationship as a result of the abuse.

In 1983, Makepeace initiated another study exploring the relationship between life change stress and courtship violence. This project utilized responses from 244 college students and measured life events stress. Results indicated that only undesirable life event changes for male respondents, such as school and peer relationship problems, were related to courtship violence. Events associated with family violence (financial pressure and family stress) were not reported to be associated with dating violence. These findings indicate that the life events related to courtship violence are unique to the life cycle stage of the dating partners.

His most recent project (Makepeace, 1987) examined social factor differences between four types of respondents; those participants who have experienced dating

violence, those who have not experienced dating violence, male offenders, and female victims. The social factors studied include background factors (demographics); experiential factors such as parenting styles, dating history, substance abuse, and school achievement; and character variables, to include social isolation, self-esteem, and social stress. Makepeace concluded that experiences differ between those participants reporting courtship violence and those who had never been involved in an abusive dating relationship. Results from this survey indicated no relationship between self-esteem and involvement in violent dating relationships.

Cate, Henton, Koval, Christopher, and Lloyd (1982) proceeded Makepeace's (1981) original descriptive study with a social psychological investigation of dating violence concerning interpretation of the abuse by participants, reciprocity, and attitudes toward abuse. This project utilized questionnaire responses from 355 college students. The abuse incidence rate of 22% closely paralleled Makepeace's findings. Anger, confusion, and love were described most frequently by respondents as explanations for the violence. Reciprocity was indicated in 68% of abusive relationships. Only 22% reported that violence caused the relationship to deteriorate and more than half of the respondents remained in relationships after violence had occurred.

In 1983, these same researchers (Henton, Cate, Koval, Lloyd, & Christopher) conducted the first of only two studies investigating dating violence at the high school level. They surveyed 644 students from five schools and determined that 12% of the participants had personally experienced violence in a dating relationship. Of that 12%, 41% were still dating the partner with whom the violence had occurred. Henton et al. discussed the acceptance of relationship violence by dating couples and concluded that male participants in abusive relationships reported significantly more positive attitudes towards violence than either those who had never experienced courtship abuse or those females who had been involved in premarital violence.

Laner and Thompson (1982) tested hypotheses about courtship violence encompassing components of conflict and choice and exchange theory. They concluded that abuse is more likely to occur during stages of serious involvement rather than in casual dating relationships. Laner (1983) went on to publish other results from this study addressing contextual aspects of dating violence. Male participants viewed the violence as being mutual (68%) more often than did females (48%). Both men and women perceived the cause of the violent interactions to be either personal or interpersonal in nature rather than situational. The majority of violent incidences were not drug or alcohol

related and usually occurred in private settings with no witnesses.

Only one investigation has examined characteristics of ongoing relationships (Koval & Lloyd, 1986). In a survey of 644 college students they utilized a scale developed by Falbo and Peplau (1980) to determine if choice of power strategies differentiated between violent and nonviolent dating partners. Results showed that respondents currently involved in violent partnerships used more indirect power strategies, such as pouting and withdrawal, whereas those who had not experienced courtship abuse utilized direct unilateral power strategies that include asking and statement of needs.

In 1986, Deal and Wampler proposed a multi-causal model of dating violence including past experiences, attitudes, personality and situational factors, and socioeconomic status. In this study of 410 undergraduate students they assessed self-esteem using Rosenberg's Self-Esteem Scale (1965) and concluded that self-esteem is a significant predictor of involvement in courtship violence.

It is obvious by the research that a substantial number of young people maintain dating relationships in which violence occurs. While previous studies have established important information about courtship violence, it is imperative that factors which may relate to the

decision to remain in an abusive relationship be
investigated in order to clarify the relationship between
these variables.

APPENDIX B

METHODOLOGY

Methodology

This appendix elaborates on the procedures used for the pilot study and data collection utilized in this study.

Pilot Study

In April, 1987, a pilot survey was administered to a sample of fifteen university students. The purpose of the pilot was threefold: to identify any ambiguous or confusing terminology, to determine if response choices provided adequate item variance, and to obtain overall reactions to the questionnaire. In some cases, item terminology was altered as a result of feedback from pilot participants.

Data Collection

Data was collected from a random sample of three hundred female and three hundred male college freshman living in campus dormitories at Virginia Tech (N=600). This selection procedure was chosen in order to limit the study to adolescent dating relationships, diminish the number cohabitating couples and reduce age variation in the sample.

The research design was based on Dillman's (1978) Total Design Method for mail questionnaires. The questionnaire consisted of a screening question, three 8" x

12" sheets of paper, and a cover sheet folded and stapled
in the middle to form a booklet, the dimensions of which
are 6" by 8" (Appendix C). The cover, graphically designed
to create a positive impression, included the title, Dating
Relationship Research Project, and affiliation, Department
of Family and Child Development, Virginia Polytechnic
Institute and State University, to establish the legitimacy
of the study. The instrument was produced on computer and
printed on white paper. The cover was gray with blue
lettering. Special consideration was given to the entire
format of the questionnaire in order to create a
professional image and denote to respondents the importance
of the study.

A survey packet consisting of the twelve page
booklet, a cover letter describing the project, a screening
question defining eligibility for participation, and a
stamped, pre-addressed return envelope was sent to each
participant. In keeping the Dillman's (1978) approach a
post card (Appendix D) was sent one week after the initial
mailing requesting completion of the survey by those who
had not done so and thanking participants who had already
responded. Fifteen days after the original mailing a
follow-up letter was mailed to nonrespondents (Appendix D).
A final mailing, consisting of a letter, replacement
questionnaire, and a stamped, pre-addressed envelope was
sent to all remaining non-respondents.

Responses were received from 401 individuals resulting in a response rate of 67%. This figure was calculated as the percentage of students in the sample from whom responses were received (Dillman, 1978).

Questionnaires were all coded twice in order to insure greater accuracy in the location of coding errors. Negatively worded items were reverse coded to read in a positive direction. All analyses were computed through use of the Statistical Analysis System (SAS)(Helwig & Council, 1986).

Responses to the 41 coping items were factor analyzed to reduce and organize the data. The type of factor analysis used was principal factoring with iteration. This method of analysis extracts the number of factors with eigenvalues greater than or equal to 1.0. The varimax technique was used to rotate the axis orthogonally. The resulting eight factors are described as dimensions of coping.

The same procedure was calculated for items identifying negotiation styles. These 21 items were reduced to five factors describing techniques used in negotiation (see Appendix E).

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APPENDIX C

INSTRUMENT

Dating Relationships Research Project
Department of Family & Child Development

Virginia Polytechnic Institute
and State University

This questionnaire is designed to obtain information from people who have been involved in a dating relationship within the last two years. You have received this questionnaire because your name was randomly selected from the freshman class at Virginia Tech so that a realistic portrayal of dating relationships among university women and men is possible.

However, we want to be sure that you should fill out the questionnaire. Please <u>circle</u> the number in front of the statement that best describes your current dating status.

1. Casually dating; have not had a serious dating partner within the past two years.

2. Casually dating; have had a serious dating partner within the past two years.

3. Seriously dating one person.

4. Engaged.

IF YOU CIRCLED **NUMBER 2, 3, OR 4**, PLEASE **FILL OUT THE QUESTIONNAIRE** AND RETURN IT IN THE SELF-ADDRESSED, STAMPED ENVELOPE.

IF YOU CIRCLED NUMBER <u>1</u>, PLEASE **RETURN** THE QUESTIONNAIRE (WITHOUT ANSWERING ANY OF THE QUESTIONS) TO US IN THE SELF-ADDRESSED, STAMPED ENVELOPE.

Part A

First, it is important that we gain a greater understanding of the nature of your dating relationship, (i.e., how you feel about the relationship, what you discuss with each other). Circle numbers to the right and left of each of the items to indicate how often both you and your dating partner do the following things.

How Often Do *You*   How Often Does *Your Partner*

Never				Very often		Never				Very often
1	2	3	4	5	Talk about the quality of the relationship (how good it is, how satisfying, how to improve it)	1	2	3	4	5
1	2	3	4	5	Discuss how much each person gives to the relationship	1	2	3	4	5
1	2	3	4	5	Tell the other what is wanted, or needed from the relationship	1	2	3	4	5
1	2	3	4	5	Talk about how close you feel to the other	1	2	3	4	5
1	2	3	4	5	Tell the other how special this relationship is, compared with others	1	2	3	4	5
1	2	3	4	5	Talk about feeling that what happens to one also affects the other	1	2	3	4	5
1	2	3	4	5	Say that there is a sense of "belonging" with each other	1	2	3	4	5
1	2	3	4	5	Express feelings of commitment to the relationship	1	2	3	4	5
1	2	3	4	5	Spend time discussing and trying to work out problems	1	2	3	4	5
1	2	3	4	5	Say how much the other is needed	1	2	3	4	5
1	2	3	4	5	Disclose very intimate things to the other	1	2	3	4	5
1	2	3	4	5	Tell the other how much in love you are	1	2	3	4	5
1	2	3	4	5	Try to change behavior to help solve problems between you	1	2	3	4	5

In your relationship with your dating partner,

How Often Do You:

		Never				Very often
1.	Get confused about how you feel	1	2	3	4	5
2.	Think or worry about losing some of your independence	1	2	3	4	5
3.	Feel unsure about continuing the relationship	1	2	3	4	5
4.	Feel that your dating partner demands or requires too much time and attention	1	2	3	4	5
5.	Argue with each other	1	2	3	4	5
6.	Try to change things about your partner that bother you	1	2	3	4	5
7.	Feel "trapped" or pressured to continue the relationship	1	2	3	4	5
8.	Feel angry or resentful toward your dating partner	1	2	3	4	5
9.	Communicate negative feelings (anger, dissatisfaction, frustration) toward your partner	1	2	3	4	5
10.	Have serious disagreements about problems that threaten to lead to a breakup	1	2	3	4	5

11. How long have you been in this dating relationship? _____

(months/years)

Part B

In close relationships most people experience instances where both partners feel very strongly about a situation. Each feels compelled to influence the other to do what he/she wants. When you want to influence your partner to do things your way, to what extent do you use the following strategies? (Circle number)

		Never		Sometimes				Always
1.	Simply ask for what I want or need	1	2	3	4	5	6	7
2.	Try to persuade	1	2	3	4	5	6	7
3.	Repeatedly make my point until he/she gives in	1	2	3	4	5	6	7
4.	Use logic and reason; give all the reasons my way is best	1	2	3	4	5	6	7

		Never		Sometimes			Always	
5.	Bring it up in an indirect way; hint or make suggestions	1	2	3	4	5	6	7
6.	Say how very important my request is; how much it means to me	1	2	3	4	5	6	7
7.	Say it is in her/his best interest	1	2	3	4	5	6	7
8.	Talk about it; discuss our differences and needs	1	2	3	4	5	6	7
9.	Use my expertise; claim I have a lot of experience in such matters	1	2	3	4	5	6	7
10.	Be especially affectionate; use "sweet talk"	1	2	3	4	5	6	7
11.	Appeal to a sense of fairness; say its the only fair and right thing to do	1	2	3	4	5	6	7
12.	Try to negotiate something agreeable to both of us; compromise	1	2	3	4	5	6	7
13.	Do some "fast talking"	1	2	3	4	5	6	7
14.	Lie	1	2	3	4	5	6	7
15.	Withdraw; become cold and silent	1	2	3	4	5	6	7
16.	Be especially disagreeable	1	2	3	4	5	6	7
17.	Discuss the issue heatedly	1	2	3	4	5	6	7
18.	Insult or swear at	1	2	3	4	5	6	7
19.	Leave the room, house, etc.	1	2	3	4	5	6	7
20.	Cry	1	2	3	4	5	6	7
21.	Threaten to break up	1	2	3	4	5	6	7

22. In general, to what extent do you think you can influence your partner's behavior?

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

23. Who usually wins major disagreements in your relationship?

Partner Always	Partner Usually	About Equal	Me Usually	Me Always
1	2	3	4	5

Part C

After an argument with your dating partner, when nothing is really settled and you feel very upset, to what extent do you: (Circle number)

		Never		Sometimes			Always	
1.	Just concentrate on what I have to do next.	1	2	3	4	5	6	7
2.	Try to analyze the situation in order to understand it better.	1	2	3	4	5	6	7
3.	Turn to school or a substitute activity to take my mind off things.	1	2	3	4	5	6	7
4.	Understand that time will make a difference; the only thing to do is wait.	1	2	3	4	5	6	7
5.	Try to get my partner to change.	1	2	3	4	5	6	7
6.	Blame myself.	1	2	3	4	5	6	7
7.	Don't do anything I might regret.	1	2	3	4	5	6	7
8.	Hope a miracle will happen to solve everything.	1	2	3	4	5	6	7
9.	Go on as if nothing had happened.	1	2	3	4	5	6	7
10.	Try to keep my feelings to myself.	1	2	3	4	5	6	7
11.	Sleep more than usual.	1	2	3	4	5	6	7
12.	Express anger to my partner about how I feel.	1	2	3	4	5	6	7
13.	Get sympathy and understanding from someone else.	1	2	3	4	5	6	7
14.	Tell myself things that help me to feel better.	1	2	3	4	5	6	7
15.	Wait to see what will happen.	1	2	3	4	5	6	7
16.	Apologize or do something to make up.	1	2	3	4	5	6	7
17.	Make a plan of action and follow it.	1	2	3	4	5	6	7
18.	Let my feelings out somehow.	1	2	3	4	5	6	7
19.	Realize I brought the problem on myself.	1	2	3	4	5	6	7
20.	Try to make myself feel better by eating, drinking, smoking, using drugs, etc.	1	2	3	4	5	6	7
21.	Try not to act too hastily.	1	2	3	4	5	6	7
22.	Change something so things will turn out all right.	1	2	3	4	5	6	7

		Never		Sometimes		Always		
23.	Avoid being around other people.	1	2	3	4	5	6	7
24.	Don't let it get to me; refuse to think too much about it.	1	2	3	4	5	6	7
25.	Ask a relative or friend I respect for advice.	1	2	3	4	5	6	7
26.	Keep others from knowing how bad things are.	1	2	3	4	5	6	7
27.	Make light of the situation; refuse to get too serious about it.	1	2	3	4	5	6	7
28.	Blame my partner.	1	2	3	4	5	6	7
29.	Make a promise to myself that things will be different next time.	1	2	3	4	5	6	7
30.	Come up with a couple of different solutions to the problem.	1	2	3	4	5	6	7
31.	Accept it, since nothing can be done.	1	2	3	4	5	6	7
32.	Wish that I could change what had happened or how I feel.	1	2	3	4	5	6	7
33.	Vow to change something about myself.	1	2	3	4	5	6	7
34.	Daydream or imagine a better time in our relationship.	1	2	3	4	5	6	7
35.	Wish that the situation would go away or somehow be over with.	1	2	3	4	5	6	7
36.	Pray.	1	2	3	4	5	6	7
37.	Prepare myself for the worst.	1	2	3	4	5	6	7
38.	Go over in my mind what I will say or do.	1	2	3	4	5	6	7
39.	Try to see things from my partner's point of view.	1	2	3	4	5	6	7
40.	Remind myself that things could be worse.	1	2	3	4	5	6	7
41.	Exercise to relieve tension.	1	2	3	4	5	6	7

Part D

When other means of communication don't work, physical arguments may result. The following list describes things that dating partners have sometimes done during such an argument. Please indicate whether you or your partner have done any of the following. (See example below)

	Threatened Only 1		Never Done 2	Rarely Done 3	Occasionally Done 4	Frequently Done 5

You   Your Partner

You							Your Partner				
1	2	3	4	5	pushed. shoved, grabbed	1	2	3	4	5
1	2	3	4	5	wrestled or pinned down	1	2	3	4	5
1	2	3	4	5	threw an object at	1	2	3	4	5
1	2	3	4	5	clawed. scratched. bit	1	2	3	4	5
1	2	3	4	5	slapped	1	2	3	4	5
1	2	3	4	5	punched with fist	1	2	3	4	5
1	2	3	4	5	hit with object	1	2	3	4	5
1	2	3	4	5	kicked	1	2	3	4	5
1	2	3	4	5	attempted to strangle	1	2	3	4	5
1	2	3	4	5	used lethal weapon (knife, gun, etc.)	1	2	3	4	5

** If You Answered With a 1 Or 2 To ALL Items Above, Go To Item Part F

13. How is the physical argument maintained?
    1. Partner initiates; I try to get away
    2. Partner initiates; I try to protect myself
    3. Partner initiates; I fight back
    4. I initiate; Partner tries to get away
    5. I initiate; Partner tries to protect self
    6. I initiate; Partner fights back

14. What is the most common source of physical arguments in your relationship? (Circle number)
    1. Jealousy over involvement, or perceived involvement, with another person
    2. Use of alcohol or drugs
    3. Sexual pressure
    4. Other (please specify)_____

15. Does this illustration represent the pattern of how physical arguments occur in your dating relationship?

Physical Argument Occurs

Tension Builds

Calm returns: Loving Concern Expressed
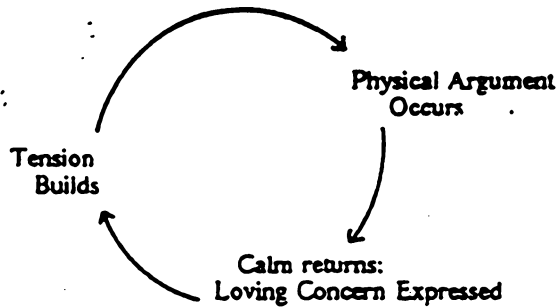
(Circle answer)
1. Yes
2. Not sure
3. No   If No, please describe the pattern as it occurs in your relationship.

16. In what stage of the relationship did physical arguing begin?
   1. Casual dating
   2. Serious dating
   3. Engaged
   4. Other (please specify) _____

17. What was the effect of the physical arguing on your relationship?
   1. Relationship got worse
   2. Relationship stayed the same
   3. Relationship improved

18. How old were you when you first experienced a physical argument with a dating partner? ____.
                                    (age)

19. Have you experienced physical arguments with any other dating partner? (Circle number).
   1. No
   2. Yes   If Yes, in how many relationships have you experienced physical arguments? _____
                              (Number)

Part E

After a disagreement with your partner, when an argument has been physical, to what extent do you feel:

		Not At All	A Little	Somewhat	A Lot	Extremely
1.	Confused	1	2	3	4	5
2.	Fearful	1	2	3	4	5
3.	Anxious	1	2	3	4	5
4.	Shocked	1	2	3	4	5
5.	Betrayed	1	2	3	4	5
6.	Hurt	1	2	3	4	5
7.	Guilty	1	2	3	4	5
8.	Ashamed	1	2	3	4	5
9.	Worthless	1	2	3	4	5
10.	Disgusted	1	2	3	4	5
11.	Angry	1	2	3	4	5
12.	Depressed	1	2	3	4	5
13.	Sorry	1	2	3	4	5
14.	Satisfied	1	2	3	4	5
15.	Glad	1	2	3	4	5
16.	In control	1	2	3	4	5

** Part F

Because dating relationships set the stage for marriage we would like to know how you feel about the following family roles: husband, wife, mother, and father. (Circle number)

		Strongly Disagree						Strongly Agree
1.	A wife should have equal authority with her husband in making family decisions.	1	2	3	4	5	6	7
2.	A married woman's most important task in life should be caring for her family.	1	2	3	4	5	6	7
3.	A married woman's greatest reward and satisfaction come through children.	1	2	3	4	5	6	7

		Strongly Disagree					Strongly Agree	
4.	A mother of young children should work only if the family needs money.	1	2	3	4	5	6	7
5.	A woman's career should be just as important to her as encouraging her husband in his career.	1	2	3	4	5	6	7
6.	A wife should make long-range career plans just as her husband does.	1	2	3	4	5	6	7
7.	A woman who works, should use the same strategies for career advancement that a man does.	1	2	3	4	5	6	7
8.	An employed wife should expect to do most of the household chores herself.	1	2	3	4	5	6	7
9.	A wife should give up her job if it interferes with being a wife and mother.	1	2	3	4	5	6	7
10.	A mother should not be upset if her children feel as close or closer to their father as to her.	1	2	3	4	5	6	7
11.	A woman should find her career as satisfying as being a wife and mother.	1	2	3	4	5	6	7
12.	A wife should not be disturbed if she makes more money than her husband.	1	2	3	4	5	6	7
13.	An employed mother can establish just as warm and secure a relationship with her children as a non-employed mother.	1	2	3	4	5	6	7
14.	A married man's chief responsibility should be his career.	1	2	3	4	5	6	7
15.	A married man's most important task in life should be providing financial support for his family.	1	2	3	4	5	6	7
16.	A father should be just as willing as a mother to miss work to care for a sick child.	1	2	3	4	5	6	7
17.	A father can parent a child just as well as a mother.	1	2	3	4	5	6	7
18.	A husband should not be upset if his wife's career sometimes requires her to be away from home overnight.	1	2	3	4	5	6	7
19.	A married man's greatest reward and satisfaction should come from his career.	1	2	3	4	5	6	7

		Strongly Disagree						Strongly Agree
20.	A husband should not be disturbed if his wife makes more money than he does.	1	2	3	4	5	6	7
21.	A husband should have final authority in making major family decisions.	1	2	3	4	5	6	7
22.	A husband should turn down a promotion if it means spending less time with his family.	1	2	3	4	5	6	7
23.	Husbands of wives employed full-time should equally share household tasks (i.e., doing the laundry, vacuuming, preparing meals).	1	2	3	4	5	6	7
24.	If both spouses are employed full-time, the husband should equally share child care tasks (i.e., changing diapers, bathing children, taking children to and from day care).	1	2	3	4	5	6	7
25.	A husband should be willing to move if his wife is offered a better job in another town.	1	2	3	4	5	6	7

Part G

Now, it's important that we know more about how you view yourself. Please give an honest appraisal of your feelings by reacting to the next few items.

		Strongly Disagree						Strongly Agree
1.	On the whole, I'm satisfied with myself.	1	2	3	4	5	6	7
2.	I am able to do things as well as most other people.	1	2	3	4	5	6	7
3.	I feel that I have a number of good qualities.	1	2	3	4	5	6	7
4.	I take a positive attitude toward myself.	1	2	3	4	5	6	7
5.	I am very independent.	1	2	3	4	5	6	7
6.	Being alone doesn't bother me.	1	2	3	4	5	6	7
7.	I have many inner resources.	1	2	3	4	5	6	7
8.	I enjoy doing things by myself.	1	2	3	4	5	6	7
9.	I feel that I'm a person of worth, at least on an equal basis with others.	1	2	3	4	5	6	7
10.	At times I think I'm no good at all.	1	2	3	4	5	6	7

	Strongly Disagree					Strongly Agree	
11. I feel I don't have much to be proud of.	1	2	3	4	5	6	7
12. There is little I can do to change many of the important things in my life.	1	2	3	4	5	6	7
13. Sometimes I feel that I'm being pushed around in life.	1	2	3	4	5	6	7
14. All in all, I'm inclined to feel that I'm a failure.	1	2	3	4	5	6	7
15. There is really no way I can solve some of the problems I have.	1	2	3	4	5	6	7
16. I have little control over the things that happen to me.	1	2	3	4	5	6	7
17. I often feel helpless in dealing with the problems of life.	1	2	3	4	5	6	7
18. I wish I had more respect for myself.	1	2	3	4	5	6	7
19. I certainly feel useless at times.	1	2	3	4	5	6	7

Part H

Finally, we would like to request some general information needed to help interpret the results of the study.

1. How old are you? _____
    (years)

2. Which one of the following best describes your racial or ethnic identification?
    1. Black
    2. White (Caucasian)
    3. Other (specify) _____

3. What is your sex? (Circle number)
    1. Female
    2. Male

4. To what extent do your parents support you financially?
    1. 100% Supported By My Parents
    2. They Mostly Support Me, But I Have Some Income Of My Own
    3. About 50% Supported By My Parents
    4. I Am Mostly Independent, But I Receive Some Support
    5. 100% Financially Independent

5. How many brothers and sisters do you have? _____   _____
    (Brothers)   (Sisters)

6. What is the employment status of your parents? (Circle number for each)

Mother	Father
1. Employed Full-Time (more than 35 hrs/wk)	1. Employed Full-Time (more than 35 hrs/wk)
2. Employed Part-Time (less than 35 hrs/wk)	2. Employed Part-Time (less than 35 hrs/wk)
3. Not Employed Outside The Home	3. Not Employed Outside The Home
4. Retired	4. Retired
5. Other _____	5. Other _____

7. Where are your parents employed? (Leave blank if not employed)

Mother _____

Father _____

8. What are your parents occupations? (Leave blank of not employed)

Mother _____

Father _____

9. What is the marital status of your parents (Circle number for each parent)

Mother	Father
1. Married (first marriage)	1. Married (first marriage)
2. Remarried	2. Remarried
3. Separated	3. Separated
4. Divorced	4. Divorced
5. Widowed	5. Widowed
6. Other (please specify)_____	6. Other (please specify)_____

10. What are the education levels of your parents? (Circle number for each parent)

Mother	Father
1. Some high school	1. Some high school
2. High school degree	2. High school degree
3. Vocational/technical school	3. Vocational/technical school
4. Some college	4. Some college
5. Bachelor's degree	5. Bachelor's degree
6. Some graduate credits	6. Some graduate credits
7. Master's degree	7. Master's degree
8. Doctoral degree	8. Doctoral degree

11. What was the approximate income of your family last year?

1.	Less Than $20,000	6.	$60,000 - $69,999
2.	$20,00 - $29,000	7.	$70,000 - $79,999
3.	$30,000 - $39,999	8.	$80,000 - $89,999
4.	$40,000 - $49,999	9.	$90,000 - $99,999
5.	$50,000 - $59,999	10.	$100,000 Or More

APPENDIX D

CORRESPONDENCE

VIRGINIA TECH

Department of Family
and Child Development

Wallace Annex
Blacksburg, Virginia 24061-8299

May 1, 1987

Dear Student:

You have been selected, at random, from the freshman undergraduates living in dormitories at Virginia Tech to participate in an important study that will represent university students as a whole. This study is designed to find out more about student attitudes and behaviors in regard to dating relationships. Your answers will help develop an understanding of how these issues affect today's college students. Please take the opportunity to make this a successful research project.

You may be aware that research studies involving students are quite common. However, many studies conveniently choose students from specific courses or only obtain volunteers. both of these methods result in a limited view of university students. This study is different. You have been *randomly* selected so that a realistic portrayal of university women and men is possible.

You may be sensitive to the fact that some of the questions are personal and private. We hope that you will share these important aspects of yourself in order to insure that the results depict a sincere and correct picture of college students. Your responses will be recorded by the questionnaire number located on your study booklet. However, your name and identifying information will NEVER be linked to your response in reporting the data. The research findings will report group trends and not individual responses. All your answers will be held in STRICT CONFIDENCE. Please take the time, now, to complete the enclosed questionnaire.

If you have any questions or concerns regarding this research project, please call the number below. After you complete the questionnaire, put it in the stamped, return envelope and mail it back. Your cooperation is greatly appreciated and we extend, in advance, thanks for your time, effort, and openness.

Sincerely yours,

Joann Schladale
Project Director

_ 64 _

Dear Student:

Last week a questionnaire asking about your dating relationships was mailed to you. If you have already completed and returned the questionnaire, please accept our sincere thanks. If not, please do so as soon as possible. Because this project involves a small, but representative, sample of Virginia Tech students, it is extremely important that YOUR questionnaire be included in the study if the results are to accurately reflect the attitudes and behavior of college men and women.

If by chance you did not receive the questionnaire, or it was misplaced, please call _____ (evenings and weekends) and we will put another one in the mail for you. Thank you for making this a successful research project.

Sincerely yours,

Joann Schladale
Project Director

VIRGINIA TECH

Department of Family
and Child Development

Wallace Annex
Blacksburg, Virginia 24061-8299

May 15, 1987

Dear Student:

You were recently contacted about participating in the Dating Relationship Research Project here at Virginia Tech. We want you to know that each response is extremely important to the success of the study. If we have not received your response, we hope you will take the time to complete and return the questionnaire.

The large number of questionnaires returned is very encouraging. However, our ability to correctly describe college students feelings about dating relationships depends on you. You may have different, yet equally important, perspectives than those who have already returned the questionnaire. Your unique contribution to this study is critical.

In the event that you did not receive a questionnaire, or it was misplaced, please call the number below (evenings and weekends) and we will put another one in the mail to you. Also, if you have any questions or concerns regarding this research project, please call. We would be happy to talk with you. We understand your need for privacy and assure you of complete confidentiality.

Your cooperation is greatly appreciated.

Sincerely yours,

Joann Schladale
Project Director

VIRGINIA TECH

Department of Family
and Child Development

Wallace Annex
Blacksburg, Virginia 24061-8299

May 28, 1987

Dear Student:

Spring is here, finals are approaching, and we know your time is limited; however, we are depending upon you to guarantee a successful outcome for the Dating Relationship Research Project.

Dating relationships are undergoing changes from the traditional image that we have grown up with. Young people are now dating for longer periods before marriage and are facing different issues and decisions than previously. This project is one of only a few studies addressing this topic and your response will provide valuable information.

We have enclosed a questionnaire and ask that you return it at your earliest convenience. Each response is vital and we appreciate your consideration.

Sincerely yours,

Joann Schladale
Project Director

Virginia Polytechnic Institute and State University

APPENDIX E

SUPPLEMENTARY TABLES

TABLE 6

Factor Analysis of Coping Items

Factor 1	Item	Denial/Distancing	Loading
	24	don't let it get to me; refuse to think too much about it	.79
	9	go on as if nothing had happened	.71
	27	make light of the situation; refuse to get too serious about it	.68
	31	accept it, since nothing can be done	.61
	15	wiat to see what will happen	.56
	4	understand that time will make a difference; the only thing to do is wait	.54
	10	try to keep my feelings to myself	.49
	3	turn to school or a substitute activity	.48
	1	just concentrate on what I have to do next	.41

Factor 2		Accepting Responsibility	
	32	wish that I could change what had happened or how I feel	.69
	19	realize I brought the problem on myself	.69
	6	blame myself	.64
	33	vow to change something about myself	.63
	22	change something so things will turn out all right	.56
	29	make a promise to myself that things will be different next time	.52
	16	apologize or do something to make up	.52
	35	wish that the situation would go away or somehow be over with	.50

Factor 3		Problem-Solving	
	39	try to see things from my partner's point of view	.68
	30	come up with a couple of different solutions to the problem	.63
	18	let my feelings out somehow	.62
	17	make a plan of action and follow it	.56
	2	try to analyze the situation in order to understand it better	.54
	41	exercise to relieve tension	.51
	40	remind myself that things could be worse	.49
	38	go over in my mind what I will say or do	.49
Factor 4		**Confrontation**	
	28	blame my partner	.74
	12	express anger to my partner about how I feel	.72
	5	try to get my partner to change	.69
Factor 5		**Social Support**	
	25	ask a relative or friend I respect for advice	.69
	13	get sympathy and understanding from someone else	.68
	14	tell myself things that help me to feel better	.36

Factor 6		Spiritual Belief/Fantasy	
	36	pray	.61
	37	prepare myself for the worst	.54
	34	daydream or imagine a better time in our relationship	.50
	8	hope a miracle will happen to solve everything	.45
Factor 7		Self-Control	
	7	don't do anything I might regret	.65
	21	try not to act too hastily	.60
Factor 8		Escape/Avoidance	
	23	avoid being around other people	.68
	11	sleep more than usual	.66
	26	keep others from knowing how bad things are	.34

TABLE 7

Factor Analysis of Negotiation Items

Item	Loading

Factor 1: Negative Affect

16	be especially disagreeable	.82
15	withdraw; become cold & silent	.75
18	insult or swear at	.75
17	discuss the issue heatedly	.74
19	leave the room, house, etc.	.56
13	do some fast talking	.49

Factor 2: Direct Appeal

2	try to persuade	.80
2	simply ask for what I want or need	.67
1	repeatedly make my pont until he/she gives in	.60
4	use logic & reason; give all the reasons my way is best	.55

Factor 3: Bargain/Compromise

8	talk about it; discuss our differences and needs	.78
12	try to negotiate something agreeable to both of us; compromise	.76

Factor 4: Ultimate Effort

20	cry	.67
7	say it is in her/his best interest	.61
11	appeal to a sense of fairness; say it's the only fair thing to do	.58
6	say how very important my request is; how much it means to me	.51
21	threaten to break up	.48

Factor 5: Indirect Appeal

5	bring it up in an indirect way; hint or make suggestions	.85
10	be especially affectionate; use "sweet talk"	.69