College Students' Social Interactions:

Costs and Benefits of

Joining Campus Organizations

by

Sierra Kelsey Dimberg

A Thesis Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Approved April 2016 by the
Graduate Supervisory Committee:

Terence Tracey, Chair
Becky Kochenderfer-Ladd
Sharon Robinson-Kurpius

ARIZONA STATE UNIVERSITY

May 2016

ABSTRACT

There is limited research on bullying among college students and even less research on hazing behaviors among students who are in a campus organization. Previously used scales were created for use with children and were not behavior specific, leaving out adult experiences college students may encounter and asking about bullying in general which leaves the definition up to the responder. This study aimed to create an instrument that examines behavior specific experiences with college students and their peers, in the general college setting and specific to a campus organization they belong to. Five hundred and two undergraduate students completed surveys of college experiences, affect, and well-being. Results indicate one factor for college bullying and one factor for hazing in college organizations. Bullying and hazing were found to be similar but different, with students having more experiences with bullying and the two experiences having different relations to affect and well-being. This study lends to the growing literature on bullying experiences of adults and begins the necessary evaluation of hazing in college organizations.

DEDICATION

I dedicate this to my favorite person in the world, my little brother Van Dimberg. You have inspired me more than you will ever know.

ACKNOWLEDGEMENTS

I would like to thank my co-chairs and thesis committee for helping me through this process. Dr. Tracey, for his patience and assistance in helping me with statistics (a daunting task for any to take on). Dr. Ladd, for her warmth and willingness to take on this project. Dr. Kurpius, for her enthusiasm and words of encouragement. I would also like to thank Dr. Spanierman for her continued guidance.

Special thanks to Jeffrey for his continuous encouragement, aid, and always lending an open ear. Much appreciation to Kelsey for her support.

Family and friends have been a huge emotional support, providing me with laughs during this strenuous time; thank you to you all. Many thanks to my leading ladies: Mom, Becky, and Morgan. Your hard work pushed me to work even harder!

Padre and Hope, thank you for your technical assistance, revisions, and always being there when I need it, no matter how many phone calls a day. Proper thanks to you, Padre, for always believing in me and for the tough love.

I could not have accomplished this without all of your help! Thank you everyone.

TABLE OF CONTENTS

APPENDIX Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

Introduction

Going to college can be a fun, exciting, nerve-wrecking, and life changing time that encompasses new teachers, new peers, possibly a new location, and further exploration of self. Part of the college experience for some students involves joining a student organization such as sororities, fraternities, athletics, performance arts (e.g., band, orchestra, drama), ROTC, and other associations based on common interests and concerns (e.g., religious, political). Each year, hundreds of thousands of college students nationwide join a campus organization. For example, national data (gathered in 2000) on fraternity and sorority involvement showed that 10.9% of college students indicate that they plan to joined Greek life (HERI, 2013). In addition, the North American Intrafraternity Conference (IFC) reported 350,000 undergraduate members in 2012 and the National Panhellenic Conference (NPC) claimed 380,565 undergraduate members in 2015 (ASHE, 2014; NPC, 2015). In Division I sports for college, there are 460,000 athletes across 24 sports (NCAA, 2015). Moreover, the United States (U.S.) has over 1,100 universities that offer Army, Navy and Marine Corps, or Air Force ROTC programs to college students (Today's Military, 2015). These are just a few of the largest student organizations nationally; but there are many more that are available to students.

Benefits and Costs of Membership in College Organizations

Such college organizations provide students with opportunities to engage with others who share common academic, social and career goals, interests and values. Thus,

joining these organizations not only gives individuals opportunities to socialize with others who are similar to them in important ways while in college, but they are often the start of lifelong friendships and critically provide gateways to a diversity of career paths.

Further, participation in college organizations provides relevant and important opportunities to build interpersonal skills and enhance several areas of social-emotional, academic, and physiological functioning. For example, Park (2014) found that joining religious organizations predicted the development of interracial friendships. Moreover, it is argued that student organizations provide a role in developing leaders by providing contexts in which students can try out newly acquired skills—succeeding or failing—within a relatively safe and accepting peer environment (McCannon & Bennett, 1996). Other research has shown a positive impact on student retention, satisfaction, personal growth, and campus involvement (Long, 2012; McCannon & Bennett, 1996). For instance, in a study of 286 undergraduates, Holzweiss, Rahn, and Wickline (2007) found 23% of students were involved in a campus organization; moreover, these students reported several personal benefits, such as career development, relationship growth, and learning, which they attributed to participation in student organizations. Although results on academic benefits for student organization remain controversial, in a study of 3,282 fraternity and 5,204 sorority members, Long (2012) found Greek involvement to be "good" for study, critical thinking, service, and management skills and career development.

However, for some students there are costs that are associated with belonging to campus organizations including lower grade point averages (GPA), increased alcohol

consumption, and potentially hazing (Allan & Madden, 2008). Hazing is an act a new initiate of an organization experiences that can be demeaning. For example, a study conducted at the University of Maine of over 100,000 collegiate students found that more than 50% of surveyed students reported being hazed as part of a club, team, or organization (Allan & Madden, 2008). Moreover, they found that alcohol consumption, humiliation, isolation, sleep-deprivation, and sex acts led the list of most common hazing practices. Perhaps even more concerning is at least one person a year dies as a result of hazing in the United States and many more are physically injured or emotionally harmed (www.nobullying.com/hazing-definition).

Although colleges are increasingly adopting no hazing policies, not enough is being done to ensure it does not happen. Such policies are difficult to adopt as well as to enforce for a variety of reasons, including university officials being unaware of how widespread and dangerous hazing really is and because hazing is a very complex problem with roots deeply embedded within university organizations' traditions. Traditionally, coaches, supervisors, and organization leaders tend to support or condone hazing (whether explicitly or implicitly) as "the way it has always been". In addition, students feel a sense of connection and belonging to something that has been ongoing for generations; thus, they may be reluctant to report dangerous hazing as it seems to provide members with a sense of bonding and unity, such that those who "pass" the hazing ritual are not only considered part of the group—but part of history and tradition. As Van Raalte, Cornelius, Linder, and Brewer (2007) noted, society and history believes hazing can build team cohesion, while research shows cohesion decreases with hazing behaviors.

Consequently, it remains difficult to stop the tradition of hazing as a rite of passage or acceptance into many campus organizations.

Thus, while acknowledging the many benefits of belonging to a college group or organization, one aim of this study was to understand the costs that some students must pay for such membership. Specifically, some organizations require that their new members endure initiation practices that border on violence to increase group cohesion. Such initiation practices, known as hazing, are not only unnecessary for building group unity in universities, college groups, and other such organizations, but they are also dangerous and illegal and can result in serious injury or death. Thus, for this study, I was interested in the degree to which hazing is still a part of college student organizations' initiation practices.

Social Life on Campuses without Belonging to a College Organization

Not all college students choose to join a student organization. In a study of 813 college students conducted by McCannon and Bennett (1996), 83% of students reported that they did not belong to any such group. Moreover, about half of these cited job responsibility as the reason for not joining a student organization. Although not pledging themselves to any particular organization or group, students may still enjoy their college experience, student life, and campus activities. For example, students can participate in volunteer work in their community, attend informal gatherings with friends from classes, join study groups, or attend athletic games or university events.

Unfortunately, even in informal peer settings, students are not protected from some potential costs of social interactions. Specifically, students have reported

experiencing negative treatment by fellow students that can be considered bullying. Moreover, it is reasonable to expect that these abusive interactions would have negative outcomes for the students involved. Unfortunately, despite the growing body of research demonstrating the harmfulness of bullying and peer victimization among school-aged children and adolescents (Hymel & Swearer, 2015), less is known about the effects of similar aggressive behaviors that occur in college. Moreover, what is known about bullying and peer victimization in adulthood is typically limited to studies of workplace bullying or sexual harassment and rarely includes an examination of such behaviors within college settings. However, as will be discussed in the literature review, such problems clearly exist among college students. Thus, a second aim of this study was to examine the degree to which college students are victims of bullying by their peers.

Hazing and Bullying: Theoretical Definitions and Distinctions

Although hazing and bullying share many defining characteristics, and indeed, hazing is even construed by some as a form of bullying (www.nobullying.com/ hazing-definition; www.nfhs.org), sufficient differences exist to warrant an examination of these constructs as two distinct forms of harmful behavior. Thus, another aim of this study was to examine the types of behaviors that distinguish hazing from bullying.

Defining hazing. Hazing refers to degrading, humiliating, and aggressive acts that new initiate members are expected to perform to be accepted into a group or organization. Hazing is known to be a part of the initiation processes of many fraternities, sororities, athletic teams, marching bands, and ROTC (Hoover & Pollard, 1999)—and in

response to the widespread use of hazing behaviors, many colleges and universities have created policies against the use of such initiation practices.

In order to recognize and enforce such policies, hazing must be clearly defined. For example, Arizona State University's policy (www.asu.edu/aad/manuals/ssm/ssm104-03.html) defines hazing as "any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: 1) the act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with the university; and 2) the act contributes to a substantial risk of potential physical injury, mental harm, or degradation, or causes physical injury, mental harm, or personal degradation." In addition, hazing definitions typically include humiliating or dangerous activity expected of a student to belong to a group, *regardless of their willingness to participate* (National Federation of High School Associates). As will be demonstrated in later sections, this definition of hazing illustrates both similarities and differences with bullying.

Defining bullying. Most of what is known about bullying has been learned from studying children and youths' peer groups in school. The existing research typically has relied on definitions that include three specific characteristics of aggressive behavior: (a) intended to harm, (b) repeated, and (c) includes a power imbalance (Olweus, 1995). The aggressive behavior may be overt (e.g., physical, verbal) or covert (e.g., indirect, threatened). Peer victimization, conversely, is defined as when an individual is exposed repeatedly over time to negative actions on the part of one or more individuals and

additionally includes an imbalance in strength or power (Kodzopeljic, Smederevac, Mitrovic, Dinic, & Colovic, 2014; Flanagan et al., 2013; Smokowski & Kopasz, 2005; Espelage & Swearer, 2003). In the next section, these characteristics are compared to those defining hazing.

Theoretical distinctions between hazing and bullying. Based on the preceding definitions, several similarities can be found between hazing and bullying. Specifically, both involve: (a) intentionally humiliating another and (b) the presence of a power imbalance such that the victim feels powerless to stop the behavior (e.g., new initiates are less powerful than longstanding members).

However, they also differ in very important ways (Nuwer, 1999). For one, they differ in the *purported intent* of the negative behaviors such that, while bullying has no other intent but to harm the targeted victim, proponents of hazing argue that the purpose of humiliation and degradation is not to harm but ultimately to provide new recruits with a sense of belonging and acceptance. In addition, they also differ in *chronicity or perceived stability* of the experiences. Specifically, students who are bullied are often targeted by peers who dislike them, and the bullying can occur at any time without the victim knowing when the harassment will end. In contrast, those who are hazed are targeted because they want to be accepted by a particular group, and once accepted (i.e., initiation phase passes), hazing ends.

They may also differ in terms of the degree of *perceived controllability* the targets have over the negative treatment. That is, victims of bullying are sought out by peers for unprovoked aggression that they are unable to stop or avoid, whereas victims of hazing

appear to have sought membership in groups that either knowingly, or unbeknown to them, utilize aggressive tactics as part of an initiation process. Thus, victims of hazing, while perhaps not expecting to be hazed, know that they *could* end the humiliation and refuse to participate; albeit they would have to pay the high cost of being excluded from joining a group that may offer them important social connections and career-focused experiences associated with many of the exclusive organizations.

Finally, hazing can be differentiated from bullying by its *inherent* cyclical nature whereby those previously victimized by hazing are expected to become the "hazers" once they are in power (i.e., a member in good standing within the organization). In this sense, hazing becomes deeply embedded within the traditions of the organizations that use such practices; thus, hazing is not only condoned but often is encouraged at the institutional level with the purpose of instilling pride, a sense of community, and group cohesion (Crow & Macintosh, 2009).

In sum, despite sharing similarities, it can be argued that bullying and hazing reflect two distinct forms of harmful behavior based on: a) purported intention of aggression; b) victims' or initiates' perceived stability; c) victims' or initiates' perceived controllability; and d) the cyclical nature in which new members are expected to haze new recruits in a similar manner to which they experienced.

Hazing and Bullying: Need for Empirical Evidence

Unfortunately, because of the paucity of research, it is not clear to what degree hazing actually differs from bullying in terms of its harmful effects on students' well-being. All too often, hazing practices border on inhumane practices that look quite

similar to bullying; consequently, it would be reasonable to expect that hazing could have similar effects. Thus, in places (e.g., high schools, colleges) where hazing is banned, hazing definitions typically include humiliating or dangerous activity expected of a student to belong to a group, *regardless of the student's willingness to participate* (National Federation of High School Associates).

Moreover, because of implicit institutional support of hazing practices, research on the actual effects of hazing on young adults' adjustment is difficult to undertake. Such research is all the more difficult to conduct given the code of silence that surrounds hazing, including initiates' reluctance to say anything negative about the organization they want to join or even to question such practices or rituals. Thus, given the lack of research on hazing within college organizations, it is difficult to estimate the pervasiveness and harmfulness of these experiences. Moreover, because research on hazing is still new, the field still lacks a reliable and valid instrument for assessing hazing in college. This study aimed to address this gap in the literature by creating a measure to tap students' experiences of hazing and to estimate its prevalence among students in a college organization.

A premise of this study was that hazing within college organizations has become so extreme that it is basically institutionally-condoned bullying. That is, rather than instilling a sense of belonging and well-being in its initiates and motivating them to work their hardest to achieve their full potential, I hypothesized that hazing would be associated with psychological and emotional distress, similar to bullying.

Although it was beyond the scope of this study to examine the underlying mechanisms that distinguish bullying and hazing (e.g., intention, stability, degree of perceived controllability), it is important to have a reliable measure for assessing bullying in college to ensure that hazing, not traditional bullying, is indeed being assessed. In addition to developing a hazing measure, I also developed a measure of bullying that includes behaviors distinct from hazing.

Summary of Study Aims

For many students, participating in extracurricular activities and organizations, such as fraternities or sororities, athletics, band, ROTC, religious, or other organizations plays an important role in their college experience. For example, in addition to providing encouragement, support, and friendship, these groups offer students opportunities to develop life skills outside the college classroom. Unfortunately, similar to the peer groups of school-aged children, participation in social activities comes with the possibility of being abused and mistreated by others. For this study, I was interested in the unique experiences of college students.

In sum, the aims of this study were threefold: (1) to develop instruments that distinguish between bullying and hazing behaviors among college-age students; (2) to estimate the prevalence of bullying among college students and (3) to determine the distinctiveness of hazing and bullying by comparing their associations with well-being and positive and negative emotional affect.

The first aim will be achieved by examining the psychometric support for surveys focusing on bullying and hazing in college students. Moreover, as will be discussed in

greater detail in the following sections, my aim was to develop scales that distinguish among various types of aggression, such as direct face-to-face- forms (e.g., physical, verbal, threats, taunts) and indirect forms (e.g., relational, cyberbullying).

The second aim of estimating the prevalence of bullying among college students was addressed using descriptive statistics (i.e., the extent to which individuals in college organizations experience these behaviors).

The third aim was examined using procedures for establishing convergent and divergent validity. Specifically, I evaluated convergent validity by showing that hazing and bullying were positively correlated and that both were similarly correlated with poorer well-being and negative emotional affect. In contrast, divergent validity was evaluated showing that hazing is more strongly associated with direct forms of bullying (e.g., physical, verbal threats and taunts) as opposed to indirect (e.g., relational, cyberbullying).

Significance of the Study

Results from this study will hopefully set the ground work for further research on both bullying and hazing among college students. The results provide information for mental health professionals to create and implement potential intervention programs to prevent victimization of bullying as well as to inform the public and colleges of the effects of hazing. For example, findings offer preliminary results that university organizations can consider to inform, prepare, and help their students. These programs may better prepare college students for their social experiences at a university—both within and outside organized college groups.

CHAPTER II

Literature Review

In the following sections, I review literature on bullying and hazing in various contexts to demonstrate that hazing among college students involved in student organizations presents a distinct problem from that reported in the extant bullying literature. Specifically, I discuss how hazing within college student organizations differs from bullying in a) mandated school (K-12) and b) the workplace.

School-aged (K to 12) bullying compared to hazing in college. Most of what is known about bullying has been learned from studying children and youths' peer groups in school. Very briefly, bullying is behavior that is intended to harm, is repeated, and includes a power imbalance (Olweus, 1995). Peer victimization, conversely, is defined as when an individual is exposed repeatedly over time to negative actions on the part of one or more individuals and additionally includes an imbalance in strength or power (Kodzopeljic, Smederevac, Mitrovic, Dinic, & Colovic, 2014; Flanagan et al., 2013; Smokowski & Kopasz, 2005; Espelage & Swearer, 2003). Common forms of bullying include verbal, physical, relational, and more recently, cyberbullying (Wang, Iannotti, & Nansel, 2009). It has been estimated that between 10% and 30% of school-aged youth are victims of bullying (Hymel & Swearer, 2015).

Research with school-aged children and youth clearly show that far from being harmless child's play, bullying can have severe and lasting harmful effects on individuals' adjustment. For example, in a sample of 5,171 primary and secondary students from Norway, Solberg and Olweus (2003) found that victims of bullying

demonstrated higher depressive tendencies and negative self-evaluations. Further, in a cross-national research project of 15,686 students in grades six through ten, Nansel et al. (2001) showed that experiences of bullying were related to necessitous psychosocial functioning such as problem behaviors, emotional well-being, social well-being, and the influence of parents. Other studies consistently show that victims of bullying are at increased risk for externalizing and internalizing disorders (Bifulco, Schimmenti, Jacobs, Bunn, & Rusu, 2014), including anxious and depressed symptoms (Swearer, Song, Carey, Eagle, & Mickelson, 2001) as well as adverse effects on life satisfaction and subjective well-being (Office for National Statistics, 2014).

While the same definition used for bullying in younger samples can be adopted for college students, it is likely that the types of behaviors that constitute bullying change over time. In other words, the ways in which young children bully their peers most likely differs from the strategies college students use to intentionally harm more vulnerable age mates. However, because most studies have been conducted with younger populations, an adequate measure of bullying is still needed to assess the aggressive behaviors college-age students use to bully their peers. For instance, although there is a growing literature examining bullying among college students, to the best of my knowledge, such studies ask directly about experiencing, witnessing, or engaging in bullying generally as opposed to assessing specific bullying behaviors. For example, the most widely used scales ask if they have been the victim of bullying behavior, engaged in bullying behavior, or witnesses to bullying behavior which encompass aspects of a bystander, victim, and bully

but neglect to address specific behaviors the victims are experiencing (Chapell, 2006; Chapell, 2004; Craig, 1998; Hamburger & Vivolo, 2001).

Nevertheless, using such measures has provided us with preliminary evidence that bullying is occurring on college campuses at an alarming rate. One such study was conducted by Rospenda and colleagues (2013) who adapted the *Generalized Workplace Harassment Questionnaire* (GWHQ) to include items to capture college experiences the GWHQ lacked, such as cyberbullying, peer pressure, and pranks or jokes. The GWHQ defines bullying as covert hostility, verbal hostility, manipulation, and physical aggression; and students were considered victims of bullying if they had experienced any of the aforementioned behaviors just one time in the past four months. Using this approach, Rospenda and colleagues (2013) reported that 43% of 2,118 undergraduate students experienced bullying at college. Unfortunately, because the GWHQ was developed for the workplace, despite the addition of items, the scale has never been sufficiently validated and overlooks many experiences unique to college students.

In another study with college students, Chapell (2006) used the Olweus Bully/Victim Questionnaire (OBVQ) that was developed for use with school-aged children (and that utilizes the commonly accepted definition of bullying which states a person is victimized from bullying if the behavior was aggressive with intent to harm, repeated, and if there was a power imbalance present). Chapell (2006) found that 25 of 119 students from a large eastern university reported being bullied. Moreover, physical bullying was the least common form while verbal was more common than social. Another study conducted by Chapell and colleagues (Chapell et al., 2004) using the

OBVQ showed that 33.4% of 1,025 undergraduate students reported seeing a student bully another student once, while 24.7% saw this occasionally, and 2.9% saw this frequently. Moreover, these undergraduate students also reported that 18.5% were themselves bullied once or twice, 5% were bullied occasionally, and 1.1% were bullied frequently.

Although such findings indicate that bullying occurs on college campuses, there are limitations to the use of the OBVQ for this population. Specifically, it was developed for use with school-aged children and it does not ask about specific behaviors the individual has experienced. That is, it directs questions generally about bullying (i.e., provides a definition of bullying and then asks how frequently that has happened). For example, Chapell (2004) directly asked students, "Have you ever seen a student being bullied in college by another student?" (p. 57). College students may think that bullying only happens in K-12 school; not realizing that bullying can happen in college. They may also not perceive what is happening to them as bullying or they may not be willing to admit that they are being bullied. Thus, a measure of bullying is still needed for college students to assess frequency of experiencing bullying-related behaviors without directly using the term “bullying” that may make students reluctant to answer. This study addresses this need.

Workplace Bullying. Not only would it appear that workplace bullying is prevalent, it is also associated with negative outcomes. For example, in a study of 262 employees of large retail and wholesale companies, Devonish (2013) reported that workplace bullying was associated with lower job satisfaction and higher work-place

depression. Another study by Chekwa and Thomas Jr. (2013) examined factors associated with workplace bullying among 50 randomly selected adults who work and are online students from Troy University. They found that 37% had taken one or more days off of work due to stressful relationships at work and that 73%, with a better economy, would change jobs because of workplace bullying. A comprehensive literature review of 42 studies showed work-related bullying to be broken down by workloads, evaluation and advancement, and work processes (Bartlett & Bartlett, 2011). The most common issue they found with work-related bullying was the exertion of power over the victim (Bartlett & Bartlett, 2011). They also found negative impacts with the organization and individual such as loss of productivity, legal and health care costs, increased training and turnover, worker safety, job satisfaction, fear, humiliation, decreased group cohesion, job loss, and lower performance (Bartlett & Bartlett, 2011). Hansen et al. (2006) reported high negative affectivity with trait anxiety and neuroticism among 437 workers.

Collectively, results on workplace bullying substantiate the need to examine these types of behaviors among college students. However, there is not a workplace scale that captures the specific experiences of college students—or the unique experiences of students in an organization. For example, in a literature review of 42 studies on workplace bullying, findings revealed that "positional power created opportunities for the bully to exert power over the target", (Bartlett & Bartlett, 2011, p. 73). Thus, it is common that a workplace scale on bullying asks questions regarding authority figures or superior coworkers in the workplace setting; however, college students do not typically have such authority figures—they have peers and professors. Thus, although students

receive course instructions and grades from professors, the professor is not "in charge" of the student like a boss is in a work setting.

In addition, students may have a job outside college, but the scales mentioned above do not tap bullying behaviors that occur within the university context. Moreover, college students are in a unique transition of work life as they are emerging adults preparing for their careers, but they are not quite in the workplace and serving. They participate in activities with their peers and may have a peer or supervisor who is nevertheless a professor. Their unique experiences could ultimately be related to anxiety and influence other areas of their college experience or overall well-being. Thus, a new scale was necessary to capture the experiences college students have with being bullied that includes terminology with which the students can identify.

Hazing in College Organizations

While bullying is possible across a diversity of settings, hazing is limited to settings in which new members wish to be included, such as an exclusive organization. College campuses are unique to other settings in the pure number of potential organizations that students can join, including fraternities, sororities, athletic teams, bands, ROTC, and many more. Each organization has its own set of rules or rituals for initiating new members into their group, and several studies examining such organizations find that hazing is not an uncommon part of the initiation process (Allan & Madden, 2008; Campo, Poulos, & Sipple, 2005; Crow & Macintosh, 2009; Hoover & Pollard, 1999; Nuwer, 1999). Proponents of hazing rituals argue that hazing builds group cohesion and camaraderie; thus, while both hazing and bullying aim to humiliate their

victims, it is argued that hazing serves a more meaningful purpose. For example, using university-derived definitions of hazing, Campo, Poulos, and Sipple (2005) found that 12.4% of 2,000 undergraduate students from a northeastern university reported being hazed for the purposes of team building.

Hazing is similar to bullying in that they both involve a power imbalance between the person or persons bullying or hazing and the targets (initiates; victims). In response to concerns that hazing may be more harmful than purported, many universities have created policies to stop hazing within their organizations. Unfortunately, research is lacking that would shed light on the best way to identify incidences of hazing, including how to encourage reporting from those involved who are typically reluctant to come forward. Specifically, there is a "code of silence" or stonewalling within the organizations that utilize hazing such that no one wants to say negative things about the organizations they want to join, or to bring negative attention or press into their activities. Thus, for this project, I developed a measure that may promote reporting of specific hazing behaviors without actually using the term hazing or referring to hazing directly.

As noted earlier, hazing involves humiliating, sometimes dangerous and harmful acts that, although typically unwanted, are nonetheless endured to be included by the existing group. Moreover, hazing rituals have persisted over time due to the cyclical nature in which those who are victimized by hazing as recruits are then expected to haze others once they are active members and in power. Thus, hazing typically occurs when older members of an organization require new initiates to do or perform acts that make them uncomfortable and separate them from the older members. Hazing can also be done

to someone the group (or a powerful member within the organization) feels is "different" or “weaker” than the majority.

Initiation rituals can take many forms from fairly benign activities to humiliating and harmful hazing to potentially fatal hazing. Van Raalte, Cornelius, Linder, and Brewer (2007) asked 167 athletes to report on the types of hazing they encounter using the Team Initiation Questionnaire (TIQ). The TIQ assesses activities and behaviors deemed “acceptable”, “questionable” or “unacceptable” that may be used during initiation rituals. On the more benign side of the continuum, common forms of “acceptable” hazing behaviors, included being tattooed, pierced, branded, or having their heads shaved (36%), and being required to wear embarrassing clothing (41%). However, these athletes also reported experiencing “non-acceptable” forms of hazing such as being yelled, cursed, or sworn at (55%), being required to participate in a drinking contest (53%), and being deprived of food or sleep (19%). Although this study does not examine whether college students deem hazing behaviors as acceptable, a wide range of behaviors were used to cover the continuum from benign initiation practices to violent types of hazing.

Effects of Bullying and Hazing Among College Students

College life poses many challenges and experiences that raise students’ anxiety—and participation in a student organization has its own set of stressors; victimization by bullying or hazing among such students may exacerbate these feelings. Links have been demonstrated showing that victimization from bullying is associated with higher levels of anxiety (Swearer et al., 2001; Craig, 1998) and lower levels of life satisfaction or well-

being (Office for National Statistics, 2014). However, not only has the prevalence of such experiences not been estimated but, to the best of my knowledge, positive and negative affect has also not been examined among college students related to bullying or hazing behaviors. It is important to investigate the rate at which college students may experience victimization that is specific to bullying, thus also examining their affect and well-being associated to that experience.

Measurement Considerations: Distinctions Between and Within Bullying and Hazing

As has been argued, bullying and hazing are two related, but distinct, experiences. Specifically, bullying is behavior that is intended to harm, has occurred on numerous occasions, and includes a power imbalance (Olweus, 1995). The person engaging in bullying behavior performs with an intention to harm, whether physically or mentally, the other person or group of persons. This behavior is not humorous to the victim and is unwanted. There is no set number of experiences to be qualified as bullying, but it has to be more than once and there is no set length of time the behaviors have to occur (e.g., days, weeks, months). A power imbalance that can be between two persons or groups of persons must also exist in bullying that can be between two persons or groups of persons.

Similarly, hazing is behavior that is generally unwanted and includes a power difference. However, in contrast, hazing is part of initiation into a group that is time limited such that once an initiate is a member, the hazing stops. Moreover, compared to bullying, which is intended to harm and exclude, hazing is not intended to harm but ultimately to include and give new members a sense of shared experience and

community. When individuals join a group and are being initiated, they may expect to be hazed as part of the group culture, but they perceive the humiliation, discomfort, and pain as something that they have to endure to be part of the group; thus, they do not see themselves as having a choice but to submit. The current, older, and active members of the group hold power over the initiates and use their power to force the person or persons to do things they may not wish to do.

Types of bullying. There are four types of bullying that are most commonly reported in the literature: two direct or overt forms—physical and verbal—and two indirect or covert forms—relational and cyberbullying. Specifically, physical bullying involves direct physical harm including hitting, tripping, pushing, shoving, and so forth. Verbal bullying is the use of insults, offensive name-calling, taunting or threatening. Relational bullying includes social manipulation, rumor spreading, or purposefully excluding someone. Finally, cyberbullying is bullying behavior through the use of technology and can include cruel texts, calls, emails, graphics, and social media. This form of bullying can be anonymous and occur at any time and place. For this study, I assessed all four forms of bullying.

Types of hazing. In contrast, initiation-hazing behavior has been divided into three categories: benign, harassment, and violent. Benign rituals can be considered relatively harmless such as temporarily depriving initiates privileges that are given to members of the group, taking tests, and requiring an item to be with them at all times. Harassment hazing may cause discomfort to initiates and includes verbal abuse, threats, requiring humiliating acts to be performed or attire to be worn, and deprived of

necessities. Violent hazing involves physical harm including being beaten, forced to consume drugs or alcohol, abductions, and exposure to high levels of heat, cold, or water. For this study, I assessed all three types.

Summary of Study Hypotheses

Hazing differs from bullying in many important ways, and although different, may nonetheless have similar effects on college students' well-being, especially violent forms of hazing. As research on hazing is still fairly new, an important first aim of this study is to examine the factor structure of a new measure tapping hazing and bullying. Specifically, I expected to have a 7-factor structure: 4 forms of bullying (physical, verbal, relational and cyber bullying) and 3 forms of hazing (benign, harassment, violent).

A final aim was to establish the validity of the new hazing and bullying scales. This was to be accomplished by comparing the new scales to a pre-existing victimization scale that had previously been used with college students (Forms of Bullying Scale Victimization version; FBS-V). Specifically, the new hazing measure would be deemed to evidence divergent validity if the hazing measure is more strongly associated with direct forms of bullying (e.g., physical, verbal threats and taunts) as opposed to indirect (e.g., relational, cyberbullying). Convergent validity will be evident if the separate constructs of hazing and bullying are positively correlated. Moreover, they will be similarly correlated with poorer well-being and affect.

I hypothesized a four factor structure for bullying and a three factor structure for hazing. I also hypothesized that all hazing would be associated similarly to bullying with lower positive affect, higher negative affect, and lower well-being. I hypothesized to

establish convergent validity if hazing and bullying were similarly related to well-being and affect. I also hypothesized to establish divergent validity if hazing was more strongly associated with direct bullying and my scales would be deemed valid if hazing and bullying were different when compared to a previously established measure of bullying.

CHAPTER III

Method

Participants

There were two overlapping samples in this study. Every participant completed the bullying scales but only those who indicated that they were a member of a college organization completed the hazing scale in addition.

College Bullying Scale Participants. Participants ranged in age from 18 to 52 (N = 468, M = 21.54, SD = 5.099) with one to six years of college experience: first year of college (n = 181; 38.7%), second year (n = 90; 19.2%), third year (n = 84; 17.9%), fourth year (n = 70; 15%), fifth year (n = 26; 5.6%), and sixth year (n = 15; 3.2%). Students reported their sex assigned at birth (male = 1; female = 2): male (n = 163; 34.8%), and female (n = 305; 65.2%). Students identified as Black/African American (n = 26; 5.6%), Hispanic/Latino(a) (n = 73; 15.6%), Asian/Asian American/Pacific Islander (n = 72; 15.4%), Native American (n = 4; .9%), White/European American (n = 263; 56.2%), and Other (n = 30; 6.4%).

Students described their major in written format and the researcher coded all responses; "psychology" was coded as 1 (n = 42; 9%), "business" was coded as 2 (n = 85; 18.2%), "communications" was coded as 3 (n = 27; 5.8%), "history/law/political science/criminal justice" were coded as 4 (n = 28; 6%), "sociology/social work/family development/human services" were coded as 5 (n = 52; 11.1%), "health/nutrition/ exercise" were coded as 6 (n = 26; 5.6%), "engineering" was coded as 7 (n = 15; 3.2%), "art related/language" were coded as 8 (n = 29; 6.2%), "biology related" was coded as 9

(*n* = 29; 6.2%), "education/liberal studies" were coded as 10 (*n* = 10; 2.1%), "finance/economics/ accounting/math" were coded as 12 (*n* = 36; 7.7%), and "other" were coded as 11 (*n* = 89; 19%).

Students described where they went to school based on region of the United States. Most participants attended schools in the Southwest (Arizona, New Mexico, Texas, Oklahoma; *n* = 353; 75.4%), with other participants in the West (Alaska, Oregon, California, Idaho, Nevada, Utah, Montana, Wyoming; *n* = 70; 15%), in the Midwest (North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Wisconsin, Michigan, Illinois, Iowa, Missouri, Ohio, Indiana; *n* = 13; 2.8%), in the Northeast (Pennsylvania, New York, Vermont, New Hampshire, Maine, Massachusetts, Connecticut, Rhode Island, New Jersey, Delaware, Maryland; *n* = 8; 1.7%), and in the Southeast (Arkansas, Louisiana, Mississippi, Alabama, Georgia, Florida, Tennessee, Kentucky, West Virginia, Virginia, North Carolina, South Carolina; *n* = 18; 3.8%). Participants' GPA averaged 3.28 (SD = .523).

Social Experiences Within College Campus Organizations Scale Participants. Participants ranged in age from 18 to 51 (*N* = 217, *M* = 20.61, *SD* = 3.850). In terms of sex assigned at birth, participants identified as male (*n* = 83; 38.2%) and female (*n* = 134; 61.8%). Participants majors were coded to be Psychology (*n* = 20; 9.2%), Business (*n* = 42; 19.4%), Communications (*n* = 17; 7.8%), History/Law/Political Science/Criminal Justice (*n* = 11; 5.1%), Social Work/Family Development/Sociology/Human Services (*n* = 12; 5.5%), Health/Nutrition/Exercise (*n* = 14; 6.5%), Engineering (*n* = 6; 2.8%), Art/Language Related (*n* = 16; 7.4%), Biology Related (*n* = 21; 9.7%), Education/Liberal

Studies (*n* = 1; .5%), Finance/Economics/Accounting/Math (*n* = 19; 8.8%), and Other (*n* = 38; 17.5%). Students selected their year in college as first year (*n* = 86; 39.6%), second year (*n* = 49; 22.6%), third year (*n* = 38; 17.5%), fourth year (*n* = 30; 13.8%), fifth year (*n* = 9; 4.1%), and sixth year (*n* = 4; 1.8%). Region of the United States was separated by West (*n* = 41; 18.9%), Midwest (*n* = 8; 3.7%), Southwest (*n* = 156; 71.9%), Northeast (*n* = 3; 1.4%), and Southeast (*n* = 5; 2.3%). Participants' GPA averaged 3.28 (*SD* = .522). Students identified as Black/African American (*n* = 8; 3.7%), Hispanic/Latino(a) (*n* = 28; 12.9%), Asian/Asian American/Pacific Islander (*n* = 30; 13.8%), Native American (*n* = 3; 1.4%), White/European American (*n* = 131; 60.4%), and Other (*n* = 17; 7.8%).

Procedure

This study was approved by the ASU IRB (STUDY00003786) (see Appendix A). Students were contacted for participation through message and Facebook posts in a snowball method and asked to send or post to any students they may know who were eligible. The researcher posted on LinkedIn to recruit participants and several instructors were also contacted via email to send information regarding the study to their students. The survey was only administered in English. Data were collected using Qualtrics, an online survey method. All surveys were anonymous; I enabled the Anonymize Response feature" of Qualtrics. The participant first signed an informed consent form explaining the study's anonymity, voluntariness, confidentiality, and risks or benefits to them participating. They were informed that they may complete or choose not to do the study at any given time if they choose, at no penalty, and that their responses are completely confidential in that only the researcher will see the responses. There is minimal risk

associated with this study that possibly includes anxiety or remembering unpleasant events, if they indeed encountered being victimized or hazed. However, the benefits outweigh the risks because it will inform future college organizations about the rates of these events occurring.

Five hundred and ninety United States undergraduate college students started the survey. Thirty-four students did not consent, 23 stopped answering after demographic questions, and 31 did not answer two or more scales; thus, 88 incomplete surveys were deleted from analyses for a final total of $N = 502$. College Bullying Scale included 468 participants of the 502 and Social Experiences within College Campus Organizations Scale included 217 participants. They completed surveys: BBC Well-Being, Positive and Negative Affect Schedule (PANAS), College Bullying Scale, Forms of Bullying Scale Victimization version (FBS-V), and Social Experiences within College Campus Organizations Scale. The study took students 10-30 minutes to complete, and the participants were able to complete the study from wherever they were located with their own personal electronic device.

Missing data were evaluated for the College Bullying Scale and each of the 35 items was missing 15-19 participants and were excluded with listwise deletion, which resulted in a loss of 34 cases (n = 468 participants).

If the participant indicated that they were a member of a student organization, they also completed the Social Experiences within College Campus Organizations Scale. Missing data were evaluated for the Social Experiences within College Campus

Organizations Scale and all 28 items were missing for 272-275 participants; items were excluded using listwise deletion resulting in a loss of 293 cases and 217 participants.

Participants were asked if they belonged to any student organizations after completing several other scales; indicating "fraternity", "athletics", "performance arts", "ROTC", "sorority", "religious", "other", or "none". If students selected "none", they were sent to the debriefing form and the survey was finished. Students were also asked which organization they would be referring to when answering the Social Experiences Within College Campus Organizations Scale; "fraternity" was coded as 1, "sorority" was coded as 2, "athletics" was coded as 3, "performance arts" was coded as 4, "ROTC" was coded as 5, "religious" was coded as 6, and "other" was coded as 7. Students belonged to different student organizations: 45 Fraternity, 54 Athletes, 20 Performance Art (e.g., band, orchestra, and drama), 2 ROTC, 73 Sorority, 39 Religious, and 71 Other.

Measures

College Bullying Scale. I tested a newly created instrument that I designed to tap the types of experiences college students have with being victimized from bullying. The items were generated by the researcher's professional discussions, readings, experiences, and knowledge. Moreover, Wang, Iannotti, and Nansel (2009) had the most recent description of forms of bullying commonly assessed in the field. Bullying is commonly broken down into physical, verbal, relational, and cyber. The scale is a self-report measure that asked participants to rate the frequency with which they have experienced each behavior *during the past semester*: 1= never, 2= once, 3= two-three times in the past

semester, 4= four-six times in the past semester, 5= more than seven times in the past semester.

The newly developed scale included 35 items tapping physical, verbal, relational and cyber bullying. Specifically, 7 items were selected to tap physical bullying (e.g., “I have been pushed.”), 6 items on verbal bullying (e.g., “I have been yelled at.”), 9 items on relational bullying (e.g., "I have had rumors spread about me"), and 13 items on cyberbullying (e.g., "I have received a mean/cruel/threatening email."). Students were also asked if they had ever been bullied in college; “yes” was coded as 1 and “no” was coded as 2. To counter any response sets attributable to responding to only negative items, 9 positive items were included only as filler. For example, students were asked to rate how often: "I felt supported during a difficult time" and "I made new friends.” (See Appendix B).

Social Experiences within College Campus Organizations Scale. I tested a newly created instrument that I designed to tap the types of experiences college students in student organizations have with initiation practices, if they indicated involvement in an organization. The items were generated by the researcher's professional discussions, readings, experiences, and knowledge. For example, while research on hazing is limited, I primarily relied on information retrieved from stophazing.org on the types of hazing commonly experienced. Hazing is broken down into behaviors that are benign, harassment, and violent. The scale is a self-report measure that asks participants to rate the frequency with which they have experienced each behavior *during the past* semester:

1= never, 2= once, 3= two-three times in the past semester, 4= four-six times in the past semester, 5= more than seven times in the past semester.

Twenty-eight items tapping the various forms of hazing were drawn from several sources (Van Raalte, Cornelius, Linder & Brewer, 2007; Allan & Madden, 2008; Crow & Macintosh, 2009; www.ocm.auburn.edu/stop_hazing/recognize/types.html; stophazing.org). Nine items were selected to reflect benign hazing (e.g., “I was required to perform duties not assigned to other members.”), eight items were intended to tap harassment hazing (e.g., “I have been deprived of maintaining a normal schedule to eat."), and 11 were developed to assess violent hazing (e.g., "I have been forced to consume alcohol.”). In addition to the hazing items, 11 positively toned filler items were included to reduce any negative response set, such as “I volunteered with others as service to the community”.

Bullying and hazing are examined as separate constructs because hazing is due to being a member of a club or organization and may be different from bullying in terms of effects. Hazing behavior was defined as behaviors that are required or done to new members of a student organization by older members. This is different from bullying because bullying may be performed by any member to any other member, new initiate or older member. Another difference is the types of behaviors performed for each. Another major difference between hazing and bullying is that hazing is not always intended to harm, while bullying is done with intent to harm the other person or persons (Stop Hazing, 2015). Professionals who are well versed in bullying and hazing literature looked at the items to make sure they captured a good representation of the domains presented.

Positive and Negative Affect Schedule (PANAS). Watson, Clark, and Tellegen (1988) created a 20-item measure to examine positive affect and negative affect, taking items from Zevon and Tellegen's (1982) mood checklist. One thousand and three non-clinical participants responded having underwent a particular emotion during a specific time frame of the last week on a 5-point frequency scale (1= very slightly or not at all, 2= a little, 3= moderately, 4= quite a bit, 5= very much). A few sample emotion items include "interested", "distressed", "excited", "upset", and "strong". Researchers ran a robust maximum likelihood confirmatory factor analysis (CFA) and the best model fit was a nested model (RCFI= .94, RMSEA= .058, SRMR= .052, and an indicated small $\chi 2$). There was high internal consistency for the PA scale ($\alpha = .89$) and NA scale ($\alpha = .85$) (Crawford & Henry, 2004). Results from a confirmatory factor analysis support the construct validity of the PANAS (Crawford & Henry, 2004).

BBC Well-Being. Kinderman, Schwannauer, Pontin, and Tai (2011) developed a general measure of well-being, taking items from the WHOQOL-BREF and the Psychological Well-Being Questionnaire to create their pool of 24 items. The domains they included from the scales consist of: physical health, psychological health, social relationships and environment, self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others, and personal growth. The 1,940 participants completed the scale to measure how happy they generally felt in most parts of their life on a scale from one to four (1= not at all, 2= a little, 3= very much, 4= extremely). A few sample items are "Are you feeling able to grow and develop as a person?" and "Are you happy with yourself and your achievements?" They first ran an exploratory factor

analysis (EFA) with maximum likelihood extraction and varimax rotation. Then they ran a confirmatory factor analysis (CFA) to determine construct validity. The best model was a three factor solution which included psychological well-being, physical health, and well-being and relationships ($\chi 2 = 80.71$; $p \leq .001$; RMSEA = .054 (.051–.057); CFI = .921; and GFI = .906), indicating a valid scale. There was high internal consistency for the three subscales with the 16 item psychological well-being ($\alpha = .928$), five item relationships ($\alpha = .787$), and12 item physical health and well-being ($\alpha = .881$). Tests of concurrent validity revealed that age was unrelated but the level of schooling was correlated to the total score and three subscale scores.

Forms of Bullying Scale- Victimization (FBS-V). Shaw and colleagues (2013) developed the Forms of Bullying Scale with items derived from the revised Olweus Bully/Victim Questionnaire and the Peer Relations Questionnaire. There are two versions, the victimization version and perpetration version, but only the victimization version was used for this study. The FBS-V has 10 items that ask if participants have experienced certain behaviors within a certain time frame of the past term or semester. For example, one item is "I was made to feel afraid by what someone said he/she would do to me" and participants respond on a scale one to five (1= this did not happen to me, 2= once or twice, 3= every few weeks, 4= about once a week, 5= several times a week or more). Researchers generated five forms of bullying as verbal, threatening, physical, relational, and social but results provide a total score. To demonstrate convergent validity, the scale was correlated with anxiety and was found to be associated with higher scores on the FBS-V. The reliability of the FBS-V was high ($\alpha = .92$), while also

demonstrating good construct validity for the factor structure in study one ($\chi 2 = 1449.7$; $p \leq .001$; RMSEA = .047; CFI = .960) and two ($\chi 2 = 477.2$; $p \leq .001$; RMSEA = .048; CFI = .970).

Data Analysis Plan

IBM SPSS Statistics 23 was used for all analyses. An exploratory factor analysis (EFA) with maximum likelihood extraction and oblique (direct oblim) rotation was first run on the College Bullying Victimization Scale items to determine which items to include in the scale. Principal axis factoring (PAF) was used to examine the shared variance of the measurements. An exploratory factor analysis (EFA) with principal axis extraction and oblique (direct oblim) rotation was then run with undergraduate students who indicated involvement in a student organization to determine which items on the Social Experiences Within College Campus Organizations Scale should be included. Descriptive statistics were conducted to examine the prevalence of victimization of bullying and hazing behavior among college students, as well as affect and well-being. Bivariate analyses were conducted followed by tests of mean differences to determine if bullying and hazing differed. Tests were run to determine the psychometric properties of reliability and validity of the measures. Correlations and Steiger z (Steiger, 1980) tests of dependent correlations were also conducted with the resulting bullying and hazing scales with the affect and well-being scales to determine if hazing was similarly associated to well-being and affect as bullying as hypothesized.

CHAPTER IV

Results

College Bullying Scale

Fifty-three (11.3%) participants responded "yes" to one item, "I was bullied in college". An exploratory factor analysis was performed of the 35 items from the College Bullying Scale on the data from 468 university students. Based on the scree plot of eigenvalues (see Figure 1), one factor was extracted.

Table 1.

College Bullying Scale

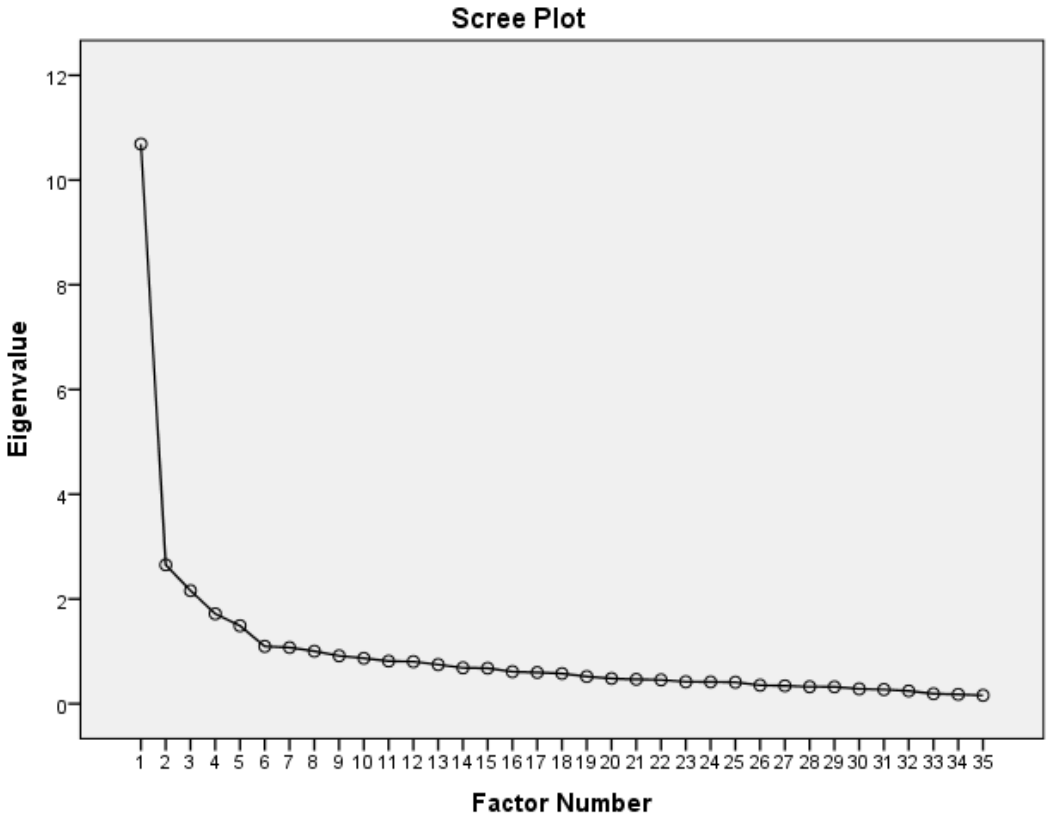
	Factors
College Bullying Items	1
I have been meanly cursed at.	**.550**
I have been excluded from participating in an activity that I could have attended.	**.352**
I have been kicked for no reason.	**.448**
I have been called names unfairly.	**.554**
I have been spit on.	**.364**
I have had my personal property stolen/destroyed intentionally to get at me.	**.382**
I have received a mean/cruel video online.	**.480**
I have been yelled at unfairly.	**.622**
A webpage was created with my name that I did not authorize.	**.375**
I have had a nasty joke played on me.	**.603**
I have been threatened for no reason.	**.684**
I have been pinched for no reason.	**.499**
I have been teased nastily.	**.666**
I have been intimidated out of spite.	**.588**
I have been deliberately left out of an event.	**.558**
I have been gossiped about online.	**.660**
I have had false rumors spread about me.	**.630**

I have been excluded from group activities for no apparent reason.	**.447**
I have received negative facial/physical gestures.	**.501**
I have been rudely mimicked.	**.599**
Pictures of me were spread against my wishes.	**.491**
I have had my reputation damaged.	**.459**
I have had inappropriate or compromising pictures taken of me that I did not permit.	**.416**
I have not been accepted by my peers.	**.301**
Another student logged into my personal social account without my permission.	**.511**
I have been deliberately left out of an online group.	**.471**
I have been shoved/pushed out of spite.	**.652**
I have received a mean/cruel/threatening email.	**.457**
I have been hit (punched or slapped) out of spite.	**.527**
I have received a mean/cruel/threatening text message.	**.576**
I have been tripped unprovoked.	**.601**
I have received a mean/cruel/threatening phone call.	**.644**
A text message about me that was untrue was sent.	**.645**
I have had false rumors spread about me online.	**.624**
I have received a mean/cruel picture online.	**.647**
Factor Variance	**29.231**

Note. Structure Matrix of EFA for College Bullying Scale. Bolded eigenvalues are loaded onto factor chosen.

Figure 1.

Exploratory Factor Analysis Scree Plot College Bullying Scale



Note. Eigenvalues of the College Bullying Scale.

I also examined the four factor solution as this was hypothesized, but the factors were not easily interpretable. All four forms of bullying behaviors loaded on the same factors and I could not make a clear and distinct definition for each factor (See Appendix G). To further identify the optimal number of factors, a parallel analysis (O'Connor, 2000) based on 500 random samples and a 95% cutoff was conducted and this revealed three factors which again had different forms of bullying loaded on the same factors and was not

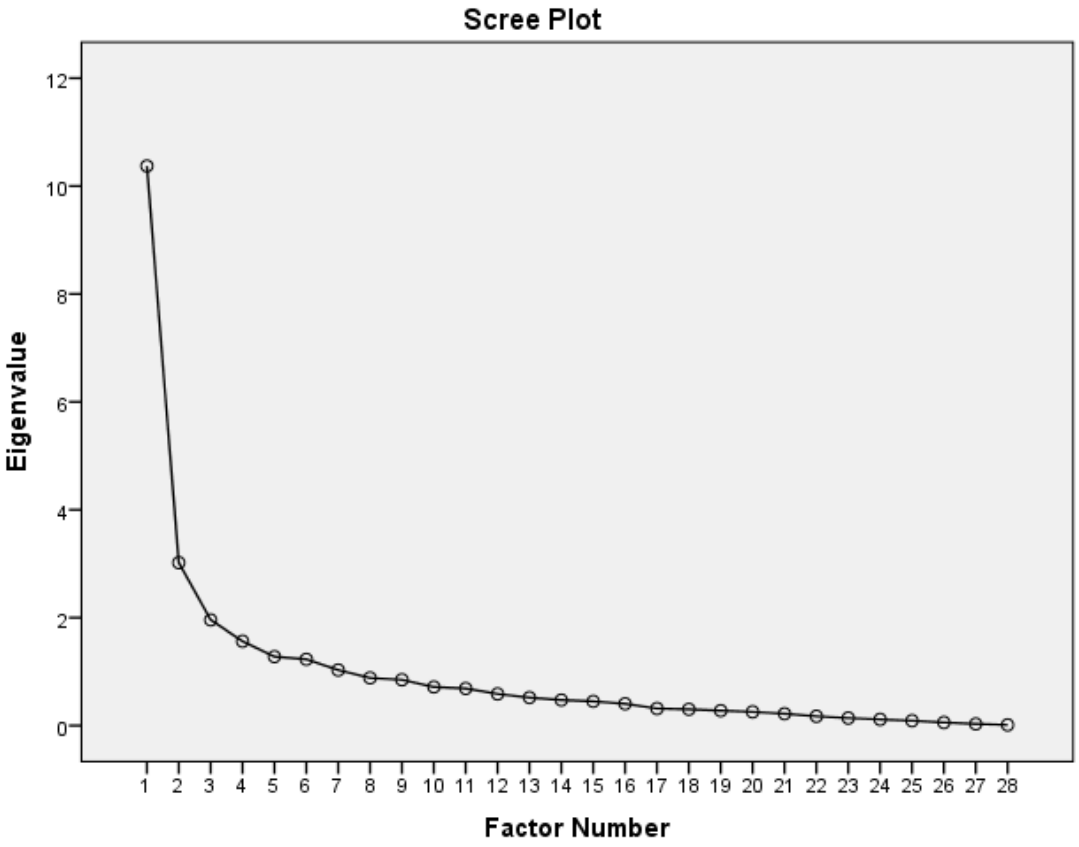
interpretable. Given the principles of parsimony and interpretability, the one factor solution was selected. The factor loadings of the one factor solution for the College Bullying Scale are presented in Table 1.

Social Experiences within College Campus Organizations Scale

An exploratory factor analysis was performed of the 28 items from the Social Experiences within College Campus Organizations Scale on the data from 217 university students. Based on the scree plot of eigenvalues (see Figure 2), one factor was extracted.

Figure 2.

Exploratory Factor Analysis Social Experiences Within College Campus Organizations Scale.



Note. Eigenvalues of the Social Experiences within College Campus Organizations Scale.

I also examined the three factor solution as this was hypothesized, but the factors were not easily interpretable as behaviors from each of the three forms of hazing loaded on the same factor (See Appendix H). To further identify the optimal number of factors, a parallel analysis (O'Connor, 2000) based on 500 random samples and a 95% cutoff was conducted and this revealed four factors which was also not interpretable due to different forms loading on the same factors. Given the principles of parsimony and interpretability, the one factor solution was selected. The factor loadings of the one factor

solution for the Social Experiences within College Campus Organizations are presented in Table 2.

Table 2.
Social Experiences Within College Campus Organizations Scale

	Factors
Hazing Items	1
I have been deprived of privileges granted to other members of my group.	**.307**
I have been socially isolated by other members of my group.	**.270**
I have been forced to drink water in excess.	**.337**
I have had tests on meaningless information.	**.293**
I have been identified with demeaning terms.	**.546**
I have been required to refer to other members of my group with titles (e.g., "Mr", "Miss").	**.294**
I have been expected to always have a certain item in my possession.	**.300**
I have been abducted/kidnapped.	**.844**
I have been asked to wear embarrassing/humiliating attire.	**.630**
I have had to perform degrading, crude, or humiliating acts.	**.814**
I have been expected to perform personal service for other members (e.g., carry books, errands, cooking, cleaning).	**.433**
I have been sleep deprived.	**.361**
I have been required to engage in sexual simulations.	**.588**
I have been deprived of maintaining a normal schedule to keep up with bodily cleanliness.	**.516**
I have been expected to harass others of my group.	**.799**
I have been expected to harass others outside of my group.	**.771**
I have been forced to consume alcohol.	**.560**
I was required to perform duties not assigned to other members.	**.616**
I have been expected to take part in illegal	**.537**

activity.	
I have been forced to consumer drugs.	**.588**
I have been beaten.	**.690**
I have been paddled.	**.735**
I have been physically branded.	**.719**
I have been expected to abuse/mistreat animals.	**.682**
I have been expected to be nude in public.	**.816**
I have been required to remain silent with an implied threat for violation.	**.701**
I have been forced to endure cold weather or extreme heat without appropriate protection.	**.725**
I have been deceived about my group membership by others in the group.	**.565**
Factor Variance	**36.091**

Note. Structure Matrix of EFA for Social Experiences Within College Campus Organizations Scale. Bolded eigenvalues are loaded onto factor chosen.

Scale means, standard deviations and internal consistency estimates are reported in Table 3. Internal consistency for each scale was conducted with examination of the Cronbach's alpha. Bullying, hazing, positive and negative affect, and forms of bullying-victimization, had alpha levels above .80, indicating good internal consistency. Participants had a range of 10-50 points for positive and negative affect, a higher score indicating higher affect and a lower score indicating lower affect for each of the 10 items assessing positive and negative affect (Watson, Clark, & Tellegen, 1988). Participants positive affect ranged from 10 to 50 (M = 33.30, SD = 7.614), while negative affect ranged from 10 to 46 (M = 22.12, SD = 6.934). Participants' well-being scores were broken down into three categories; psychological well-being, physical health and well-being, and relationships, with higher scores indicating greater well-being for each realm. Participants overall scored higher on well-being with psychological (M = 40.90, SD =

6.511), physical health (*M* = 22.85, *SD* = 4.943), and relationships (*M* = 17.47, *SD* = 4.186). Participants responded to the Forms of Bullying Scale-Victimization with a mean score of the frequency divided by the number of bullying behaviors and higher scores indicating more introduction to bullying (Shaw, Dooley, Cross, Zubrick, & Waters, 2013). Their scores ranged from 1 to 4.8, (*M* = 12.96, *SD* = 5.15).

Table 3.

Internal Consistency & Reliability for College Bullying, Hazing, Positive Affect, Negative Affect, Psychological Well-Being, Physical Health and Well-Being, Relationships, and Forms of Bullying-Victimization.

Variable	*M*	*SD*	Min, Max	α
Bullying	1.25	.34	1.0, 3.0	.92
Hazing	1.22	.35	1.0, 3.18	.89
Positive Affect	33.30	7.61	13.0, 49.0	.89
Negative Affect	22.12	6.93	10.0, 40.0	.84
Physical Health and Well-Being	22.85	4.94	7.0, 35.0	.77
Relationship Well-Being	17.47	4.19	9.0, 25.0	.80
Psychological Well-Being	40.90	6.51	21.0, 55.0	.77
Forms of Bullying-Victimization	12.96	5.15	1.0, 4.8	.93
"I was bullied."	1.89	.32		

Note. M = mean, *SD* = standard deviations, α = Cronbach's alpha.

It was hypothesized that there would be greater degree of bullying than hazing. To examine this, the average scores of the bullying scale and hazing scale were compared. The average of the bullying scale was 1.25 (*SD* = .34) and the hazing scale was 1.22 (*SD*

= 9.35) and the paired t-test was t (191) = 1.49, p = .14). This result indicates that students did not experience bullying more than they did hazing, as hypothesized. The correlations among the variables of the study are presented in Table 4. Bullying was negatively associated with physical health and well-being as hypothesized. Hazing was positively associated with negative affect, also hypothesized. Bullying and hazing were positively associated as expected. Convergent validity was demonstrated because bullying and hazing were positively associated and had similar associations for negative affect. While only bullying was associated with negative physical health and well-being, hazing and bullying were similar in correlations to relationship well-being and psychological well-being. Hazing was not found to be more strongly associated with direct forms of bullying as hypothesized because the proposed direct and indirect distinction in bullying was not supported in the factor analysis. Forms of bullying-victimization was positively associated with bullying (r = .53, $p \leq .01$) and hazing (r = .35, $p \leq .01$) and the difference between these two dependent correlations (Steiger, 1980) was significant (z = 3.30, p <.05) indicating that the bullying scale appropriately captured more variance with another bullying scale than did hazing.

Table 4.

Full Correlations Table of Positive Affect, Negative Affect, Physical Health & Well-Being, Relationship Well-Being, Psychological Well-Being, Forms of Bullying-Victimization, College Bullying, and Hazing.

	PA	NA	PHWB	RWB	PWB	FBSV	B	H
NA	-.14*							
PHWB	.46*	-.32*						
RWB	.42*	-.26*	.56*					
PWB	.61*	-.29*	.67*	.65*				
FBSV	-.05	.21*	-.10*	-.07	-.12*			
B	-.00	.18	-.09*	-.09	-.08	.48*		
H	-.06	.23*	-.09	-.05	-.16*	.36*	.49*	
Bullied	.02	-.20*	.08	.07	.07	-.26*	-.40*	-.29*

Note. PA = Positive Affect, NA = Negative Affect, PHWB = Physical Health & Well-Being, RWB = Relationship Well-Being, PWB = Psychological Well-Being, B = Bullying, and H = Hazing, Bullied = 1 item "I was bullied in college", and FBV = Forms of Bullying-Victimization. N = 468 after pairwise deletion for all variables unless the correlation includes the hazing variable. * $p \leq .01$

The 1 item from the bullying scale, "I was bullied in college" was similarly related to both bullying and hazing scales (r= -.46 and -.28) but it was more related to bullying than hazing (z = -2.55, $p < .05$) indicating that global perceptions of bullying were more related to bullying behaviors than hazing behaviors, supporting the discriminant validity.

Dependent correlations were also conducted to determine differences in bullying and hazing behaviors on affect and well-being and are presented in Table 5 (Steiger, 1980). There were no differences in the relation of bullying and hazing to positive affect,

negative affect, physical health and well-being, relationship well-being, and psychological well-being. These results indicate that hazing and bullying were similar in their relation to most outcomes. However, there were differences in the relations of hazing and bullying with forms of bullying victimization which shows that bullying had a greater relation to this formerly created bullying scale than did hazing, supporting the discriminant validity for the two measures. There were also significant differences between the measures and their relation with the one item "I was bullied in college" which also supports discriminant validity.

Table 5.

Test of differences in dependent correlations for bullying & hazing with positive affect, negative affect, physical health & well-being, relationship well-being, and psychological well-being.

Variable	Bully *r*	Hazing *r*	Steiger z
PA	-.00	-.06	.81
NA	.16	-.26	-.71
PHWB	-.09	-.09	-1.35
RWB	-.09	-.05	-1.09
PWB	-.08	-.16	-.13
FBSV	.48	.36	3.29*
Bullied	-.43	-.28	-2.55

Note. PA = positive affect, NA = negative affect, PHW = physical health & well-being, RWB = relationship well-being, PWB = psychological well-being, and Bullied = 1 item "I was bullied in college". (N=192) _ *$p<.05$*

CHAPTER V

Discussion

There were three aims of this study: (1) to create a scale that examined bullying behaviors among college students and hazing behaviors among college students in student organizations, (2) to establish the prevalence of bullying behaviors among college students, and (3) to compare outcomes of the bullying and hazing measures on different outcomes, such as physical health and well-being, relationship well-being, psychological well-being, positive affect, and negative affect. I hypothesized a four-factor structure for the College Bullying Scale and a three-factor structure for the Social Experiences within College Campus Organizations Scale. I also hypothesized that bullying and hazing would be similar, but different, in associations with negative affect and lower well-being. I aimed to establish convergent validity if hazing and bullying were positively related and similarly associated to measures of well-being and affect. I aimed to establish divergent validity if the bullying and hazing scale were related differently to the Forms of Bullying-Victimization Scale.

I expected to have a four-factor structure for the College Bullying Scale because there are four commonly accepted forms of bullying well known in research (physical, verbal, relational, and cyber). However, exploratory factor analysis revealed a one factor solution indicating that students do not tend to distinguish among the various forms of bullying. Similarly, I hypothesized a three-factor structure for the Social Experiences within College Campus Organizations Scale based on three forms of hazing across literature (benign, harassment, and violent). Results of the exploratory factor analysis

revealed a one factor solution was best, indicating students who are in student organizations do not distinguish among the forms of hazing. Bullying and hazing were found to be moderately related to each other, indicating that they are similar but capture unique variance.

The study demonstrated both convergent validity with respect to the relations of bullying and hazing with key outcomes, as well as discriminant validity with respect to different relations of some of the outcomes between the bullying and hazing scales. Bullying was more related to the *Forms of Bullying-Victimization Scale* than hazing, which further demonstrates a unique capture of variance. One item, "I was bullied in college" was highly associated with both bullying and hazing but was more closely related to bullying, further demonstrating discriminant validity and support for the two separate scales. There was no relation to positive affect for bullying or hazing. There was moderate and similar association to negative affect for bullying and hazing. There was a moderate relation to physical health and well-being for bullying but not for hazing. There was no association for bullying or hazing to relationship well-being. There were small and similar associations for psychological well-being for bullying and hazing. The one item of "I was bullied in college" was more similarly associated with bullying than hazing, indicating discriminant validity.

Bullying and hazing behaviors are being experienced by college students among their peers and when in a student organization. These behaviors are different and are experienced differently for college students. It is important to note differences among these behaviors because students who are in student organizations are at a higher risk of

being exposed to both behaviors. It is important to note the differences between these two experiences, bullying and hazing, because universities have policies against hazing but do they all condemn bullying behavior as strongly? If these behaviors are different, there needs to be different policies and consequences for engaging in such. More information on the differences between bullying and hazing may help create prevention programs universities can use to target these behaviors.

Common to other research showing peer victimization rates to be 10-33% (Hymel & Swearer, 2015), I found 11.3% of participants to identify with having been bullied in college when asked directly after the behavior specific items. However, this one item measure only had a moderate, at best, relation with the bullying behaviors scale calling into question what people base their perception of bullying on. Bullying is commonly thought of as solely a children's issue, despite findings showing that adults experience bullying in the work place (Chekwa & Thomas Jr., 2013; Devonish, 2013; Bartlett & Bartlett, 2011). This finding suggests that bullying may be occurring at college with rates similar to peer victimization research in other contexts. While this study demonstrated the beginning steps of creating a scale to be used that is behavior specific to college students, future research needs to continue to establish the prevalence rates of these behaviors occurring at the college level, as opposed to other age groups more commonly looked at in research such as children and adolescents.

Limitations

Bullying and hazing are similar in their intent to humiliate and sharing a power imbalance, but they are also different in terms of purported intent, perceived stability,

perceived controllability, and the cyclical nature. While I found significant associations for bullying and hazing with affect and well-being, they were low to moderate correlations. The dependent correlations indicated no differences between bullying and hazing in their relations to the key outcomes, affect and well-being. It is not clear if there are variables to consider related to affect and well-being. There may be buffering effects to these outcomes, hence the moderate associations found. I could include the positive filler items to see if there is an association with bullying or hazing or the outcomes. Future research needs to conduct a confirmatory factor analysis (CFA) to determine if the factors generated from the EFA's hold true. Item response theory may also be utilized to determine which items to keep for the scales.

While it is important to know the types of bullying or hazing behaviors students are experiencing and their outcomes, it is also of the utmost importance to further examine differences between the two college student experiences. One such difference is to investigate whether students find these behaviors acceptable. For example, Van Raalte, Cornelius, Linder, and Brewer (2007) found that 167 athletes identified some hazing behaviors such as being branded or wearing embarrassing clothing, as acceptable and others such as being deprived of food or sleep and forced alcohol consumption, not acceptable. This could further examine the difference between bullying and hazing by finding out the purported intent behind the behaviors. Researchers should include measures of group cohesion and acceptance to determine outcomes. One such measure could be the Team Initiation Questionnaire created by Hoover (1999). Acceptance beliefs

may affect students' outcomes and should be included in future research to establish a mediation or moderation effect with hazing and outcomes.

Research can also focus on determining the length of time enduring bullying or hazing behaviors to further distinguish between these two phenomena. Hazing is considered experiences during the initiation period, but are there behaviors that continue after this phase? If college students are being bullied, how long are they targeted? If students are experiencing bullying longer than an initiation period for hazing, the outcomes for bullying may be worse and exhibit a bigger difference between hazing and bullying. Another area future research could include is qualitative responses to questions surrounding bullying or hazing behaviors or experiences. Specifically, researchers can ask students about their perceived controllability of the bullying and hazing behaviors, while being careful not to victim blame.

Finally, researchers may be curious to explore the cyclical nature of hazing and bullying. I argued that hazing is cyclical because the "hazee" becomes the "hazer" after initiation, while bullying is the bully and the victim. Currently, the cycle is considered a difference between bullying and hazing but there is increasing evidence suggesting that victims of bullying are also bullies, or victim-bullies (Mishna, Khoury-Kassabri, Gadalla, Daciuk, 2012; Edmondson & Zeman, 2009). It is important to note if both victims of bullying and hazing then go onto assuming the higher power role because this may also affect their outcomes. Research shows victim-bullies have maladjustment in depression, social anxiety, and self-esteem (Lereya, Copeland, Zammit, & Wolke, 2015; Yang, Li, & Salmivalli, 2015; Isolan, Salum, Osowski, Zottis, & Manfro, 2013). However, it is

important to note that these findings are based on youth and research is again needed on the adult population, particularly in the school setting of college, to establish bully-victims, or "hazees-hazers".

Hazing, particularly, is rooted in tradition and history for many organizations and universities. In order to establish no-hazing policies, universities need to create a common definition for the behavior. In order for a solid theoretical and interpretable definition to be determined, much more research is needed surrounding hazing behaviors and its outcomes. More research could lead to prevention work with college students to reduce these behaviors and experiences if more is known about the prevalence and their outcomes. For example, if more research shows bullying to be experienced by many more students than hazing, prevention efforts may focus on reducing bullying behaviors and outcomes associated with this experience. It is also important for future research to consider other outcome measures and variables to get more information on how bullying or hazing affects a college student.

Conclusion

I developed two one factor scales to be used with college students that capture bullying behavior among their peers and hazing behaviors that occur within college campus organizations. Students are experiencing all four forms of bullying and all three types of hazing when they are confronted with these behaviors. The next step in this research is to conduct a confirmatory factor analysis to determine if the two one factor structures hold true for another college sample. Future research needs to continue to examine these phenomena of bullying and hazing among college students.

References

Allan, E. J. & Madden, M. (2008). Hazing in view: College students at risk. *Initial findings from the National Study of Student Hazing*, 1-52.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author.

ASHE Higher Education Report. (2014). The influence of fraternity and sorority involvement: A critical analysis of research (1996-2013). *39*(6), 1-153. doi: 10.1002/aehe.20012

Auburn University. (2016). Types of Hazing. Retrieved from: http://ocm.auburn.edu/stop_hazing/recognize/types.html

Bartlett, J. E. & Bartlett, M. E. (2011). Workplace bullying: An integrative literature review. *Advances in Developing Human Resources*, *13*(1), 69-84. doi:10.1177/1523422311410651

Bifulco, A., Schimmenti, A., Jacobs, C., Bunn, A., & Rusu, A. C. (2014). Risk factors and psychological outcomes of bullying victimization: A community-based study. *Child Indicators Research*, *7*, 633-648.

Campo, S. Poulos, G., & Sipple, J. W. (2005). Prevalence and profiling: Hazing among college students and points of intervention. *American Journal of Health and Behavior*, *29*(2), 137-149.

Chapell, M. S., Hasselman, S. L., Kitchin, T., Lomon, S. N., MacIver, K. W., & Sarullo, P. L. (2006). Bullying in elementary school, high school, and college. *Adolescence*, *41*(164), 633-648.

Chapell, M., Casey, D., De la Cruz, C., Ferrell, J., Forman, J., Lipkin, R., Newsham, M., Sterling, M., & Whittaker, S. (2004). Bullying in college by students and teachers. *Adolescence*, *39*(153), 53-64.

Chekwa, C. & Thomas, E. (2013) Workplace bullying: Is it a matter of growth? *Journal of Diversity Management*, *8*(1), 45-50.

Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children, *Personality and Individual Differences*, *24*(1), 123-130.

Crawford, J. R. & Henry, J. D. (2004). The positive and negative affect schedule (PANAS): Construct validity, measurement properties and normative data in a large non-clinical sample. *British Journal of Clinical Psychology*, *43*, 245-265.

Crow, R. B. & Macintosh, E. W. (2009). Conceptualizing a meaningful definition of hazing in sport, *European Sport Management Quarterly*, *9*(4), 433-451. doi: 10.1080/16184740903331937

Devonish, D. (2013).Workplace bullying, employee performance and behaviors. *Employee Relations*, *35*(6), 630-647. doi: 10.1108/ER-01-2013-0004

Edmondson, L., & Zeman, L. D. (2009). Hurt people hurt people: Female bully-victims, *Reclaiming Children & Youth, 18*(3), 24-28.

Espelage, D. L., & Swearer, S. M. (2003). Research on school bullying and victimization: What have we learned and where do we go from here?. *School Psychology Review, 32*, 365-383.

Flanagan, K. S., Vanden Hoek, K. K., Shelton, A.; Kelly, S. L., Morrison, C. M., & Young, A. M. (2013). Coping with bullying: What answers does children's literature provide?. *Social Psychology International*, *34*(6), 691-706. doi: 10.1177/0143034313479691

Hamburger, M. E. & Vivolo, A. M. (2001). Measuring bullying victimization, perpetration, and bystander experiences: A compendium of assessment tools. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

Hansen, A. M., Hogh, A., Persson, R., Karlson, B., Garde, A. H., & Orbaek, P. (2006). Bullying at work, health outcomes, and physiological stress response, *Journal of Psychosomatic Research*, *60*, 63-72.

Higher Education Research Institute (HERI). (2013). *The American freshmen survey publications*. Retrieved from http://www.heri.ucla.edu/tfsPublications.php

Holzweiss, P., Rahn, R., & Wickline, J. (2007). Are all student organizations created equal? The differences and implications of student participation in academic versus non-academic organizations, *The College Student Affairs Journal, 27*(1), 136-150.

Hoover, N. & Pollard, N. (1999). *Initiation rites and athletics: A national survey of NCAA sports teams.* Alfred University and Reidman Insurance Co., Inc.

Hymel, S. & Swearer, S. M. (2015). Four decades of research on school bullying: An introduction, *American Psychologist*, *70*(4), 293-299. doi:10.1037/a0038928

Isolan, L., Salum, G. A., Osowski, A. T., Zottis, G. H., & Manfro, G. G. (2009). Victims and bully-victims but not bullies are groups associated with anxiety symptomatology among Brazilian children and adolescents, *European Child & Adolescnt Psychiatry, 22*(10), 641-648.

Kinderman, P., Schwannauer, M., Pontin, E., & Tai, S. (2011). The development and validation of a general measure of well-being: The BBC well-being scale, *Quality of Life Research*, *20*, 1035-1042. doi: 10.1007/s11136-010-9841-z

Kodzopeljic, J., Smederevac, S., Mitrovic, D., Dinic, B., & Colovic, P. (2014). School bullying in adolescence and personality traits: A person-centered approach. *Journal of Interpersonal Violence*, *29*(4), 736-757. doi: 10.1177/0886260513505216

Kota, R., Schoohs, S., Benson, M., & Moreno, M. A. (2014). Characterizing cyberbullying among college students: Hacking, dirty laundry, and mocking. *Societies*, *4*(4), 549-560.

Lereya, S. T., Copeland, W. E., Zammit, S., & Wolke, D. (2015). Bully/victims: A longitudinal, population-based cohort study of their mental health, *Euopean Child & Adolescent Psychiatry*, *24*(12), 1461-1471.

Lester, D. (2014). College student stressors, depression, and suicidal ideation. *Psychological Reports: Sociocultural Issues in Psychology*, *114*(1), 293-296.

Long, L. (2012). Unchallenged, professed core values: Do undergraduate fraternity/sorority members actually benefit in the areas of scholarship, leadership, service, and friendship? *College Student Affairs Journal*, *30*(2), 15-30.

McCannon, M. & Bennett, P. (1996). Choosing to participate or not: A study of college students' involvement in student organizations. *College Student Journal*, *30*(3).

Mishna, F., Khoury-Kassabri, M., Gadalla, T., & Daciuk, J. (2012). Risk factors for involvement in cyber bullying: Victims, bullies, and bully-victims, *Children and Youth Services Review, 34*(1), 63-70.

Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth prevalence and association with psychosocial adjustment. *The Journal of the American Medical Association*, *285*(16), 2094- 2100.

National Federation of High School Associates. Retrieved from: https://www.nfhs.org/

Nuwer, H. (1999). *Wrongs of passage: fraternities, sororities, hazing, and binge drinking.* Bloomington, IN: Indiana University Press.

O'Connor, B. P. (2000). SPSS and SAS programs for determining the number of components using parallel analysis and velicer's MAP test. *Behavior Research Methods, Instruments, & Computers : A Journal of the Psychonomic Society, Inc, 32*(3), 396.

Office for National Statistics. (2014). Measuring national well-being- Exploring the well-being of children in the UK, 2014. Retrieved from: http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-

being/exploring-the-well-being-of-children-in-the-uk--2014/rpt-measuring-national-wellbeing-children-uk-2014.html

Olweus, D. (1995). Bullying or peer abuse at school: Facts and intervention. *Current Directions in Psychological Science*, *4*, 196-200. doi: 10.1111/1467-8721.ep10772640

Park, J. J. (2014). Clubs and the campus racial climate: Student organizations and interracial friendship in college, *Journal of College Student Development*, *55*(7), 641-660.

Pett, M. A., Sullivan, J. J., & Lackey, N. R. (2003). *Making sense of factor analysis: The use of factor analysis for instrument development in health care research*. Thousand Oaks, CA; London: SAGE.

National Panhellenic Conference (NPC). (2015). *2014–2015 annual report*.

NCAA. (2015). *Student Athletes*. Retrieved from: http://www.ncaa.org/student-athletes

No Bullying. (2014). Hazing Definition. Retrieved from: www.nobullying.com/hazing-definition

Rospenda, K. M., Richman, J. A., Wolff, J. M., & Burke, L. A. (2013). Bullying victimization among college students: Negative consequences for alcohol use. *Journal of Addictive Diseases*, *32*(4), 325-342. doi: 10.1080/10550887.2013.849971

Shaw, T. S., Dooley, J. J., Cross, D., Zubrick, S. R., & Waters, S. (2013). The forms of bullying scale (FBS): Validity and reliability estimates for a measure of bullying victimization and perpetration in adolescence, *Psychological Assessment*, *25*(4), 1045-1057.

Smokowski, P.R., & Kopasz, K. H. (2005). Bullying in school: An overview of types, effects, family characteristics, and intervention strategies. *Children & Schools*, *27*(2), 101-110. doi: 10.1093/cs/27.2.101

Solberg, M. E. & Olweus, D. (2003). Prevalence estimation of school bullying with the olweus bully/victim questionnaire, *Aggressive Behavior*, *29*, 239-268. doi: 10.1002/ab.10047

Steiger, J. H. (1980). Tests for comparing elements of a correlation matrix. *Psychological Bulletin*, *87*(2), 245-251. doi: 10.1037/0033-2909.87.2.245

Stop Hazing. (2016). Hazing Vs. Bullying. Retrieved from: http://www.stophazing.org/hazing-vs-bullying/

Student Services Manual (SSM). (2009). SSM 104-03: Hazing Prevention. Retrieved from: www.asu.edu/aad/manuals/ssm/ssm104-03.html

Swearer, S. M., Song, S. Y., Cary, P. T., Eagle, J. W., & Mickelson, W. T. (2001). Psychosocial correlates in bullying and victimization: The relationship between depression, anxiety, and bully/victim status. *Journal of Emotional Abuse*, *2*(2-3), 95-120.

Today's Military: ROTC Programs. (2015). Retrieved from: http://todaysmilitary.com/training/rotc?source-id=ROTC_Broad&content-id=r.o.t.c&medium-id=Broad&campaign-id=Todays_Military_Responsive

Van Raalte, J. L., Cornelius, A. E., Linder, D. E., & Brewer, B. W. (2007). The relationship between hazing and team cohesion. *Journal of Sport Behavior*, *30*(4), 491- 507.

Wang, J., Iannotti, R. J., & Nansel, T. R. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health*, *45*, 368-375. doi: 10.1016/j.jadohealth.2009.03.021

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scale. *Journal of Personality and Social Psychology*,*54*(6), 1063-1070.

Yang, A., Li, X., & Salmivalli, C. (2015). Maladjustment of bully-victims: Validation with three identification methods, *Educational Psychology*. doi: 10.1080/01443410.2015.1015492

Zevon, M. A. & Tellegen, A. (1982). The structure of mood change: An idiographic/nomothetic analysis. *Journal of Personality and Social Psychology*, *43*, 111-122.

APPENDIX A

IRB APPROVAL LETTER

EXEMPTION GRANTED

Becky Ladd
Social and Family Dynamics, T. Denny Sanford School of (SSFD)
480/965-3329
Becky.Ladd@asu.edu

Dear Becky Ladd:

On 1/21/2016 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	College Students' Social Interaction: Costs and Benefits of Joining Campus Organizations.
Investigator:	Becky Ladd
IRB ID:	STUDY00003786
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Students Social Interactions Consent Form 1_19_16.pdf, Category: Consent Form; • College Students Social Interactions PROTOCOL_SocialBehavioral 1_19_16.docx, Category: IRB Protocol; • Social media recruitment materials, Category: Recruitment Materials; • Social Interactions Measures 1_19_2016.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Tracey CITI Collaborative Institutional Training Initiative.pdf, Category: Non-ASU human subjects training (if taken within last 3 years to grandfather in); • Dimberg CITI report completion.pdf, Category: Non-ASU human subjects training (if taken within last 3 years to grandfather in); • Becky Ladd Completion reports CITI 4-26-12.pdf, Category: Non-ASU human subject training (if taken within last 3 years to grandfather in);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 1/21/2016.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc:
Sierra Dimberg
Terence Tracey

APPENDIX B

COLLEGE BULLYING SCALE

Directions: The college experience includes both positive and negative social interactions with one's peers and classmates. For this survey, we would like for you to think about your social interactions with other college students. Thus, for each type of described behavior, indicate if, during your time in college, another student ever directed that behavior toward you—and if so, how often.

PLEASE ANSWER EACH OF THE ITEMS BELOW WITH RESPECT TO EXPERIENCING THE BEHAVIOR FROM ANOTHER COLLEGE STUDENT.

Item Number	*Physical Items*	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been kicked for no reason	1	2	3	4	5
2	I have been shoved/pushed out of spite	1	2	3	4	5
3	I have been tripped unprovoked	1	2	3	4	5
4	I have been hit (punched or slapped) out of spite	1	2	3	4	5
5	I have been spit on	1	2	3	4	5
6	I have had my personal property stolen/destroyed intentionally to get at me	1	2	3	4	5
7	I have been pinched for no reason	1	2	3	4	5

Item Number	*Verbal Items*	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been yelled at unfairly	1	2	3	4	5
2	I have been meanly cursed at	1	2	3	4	5
3	I have been called names unfairly	1	2	3	4	5
4	I have been threatened for no reason	1	2	3	4	5
5	I have been nastily teased	1	2	3	4	5
6	I have been intimidated out of spite	1	2	3	4	5

Item Number	*Relational Items*	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been deliberately left out of an event	1	2	3	4	5
2	I have had false rumors spread about me	1	2	3	4	5
3	I have been excluded from group activities for no apparent reason	1	2	3	4	5
4	I have received negative facial/physical gestures	1	2	3	4	5
5	I have been rudely mimicked	1	2	3	4	5
6	I have been excluded from participating in an activity that I could have attended.	1	2	3	4	5
7	I have had my reputation damaged	1	2	3	4	5
8	I have not been accepted by peers	1	2	3	4	5
9	I have had a nasty joke played on me	1	2	3	4	5

Item Number	*Cyber Items*	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have received a mean/cruel/threatening email	1	2	3	4	5
2	I have received a mean/cruel/threatening text message	1	2	3	4	5
3	I have received a mean/cruel/threatening phone call	1	2	3	4	5
4	I have had inappropriate or compromising pictures taken of me that I did not permit	1	2	3	4	5
5	Pictures of me were spread against my wishes	1	2	3	4	5
6	A webpage was created with my name that I did not authorize	1	2	3	4	5
7	A text message about me that was untrue was sent	1	2	3	4	5
8	I have been deliberately left out of an online group	1	2	3	4	5
9	I have had rumors spread about me online	1	2	3	4	5
10	Another student logged into my personal social media account without my permission	1	2	3	4	5
11	I have been gossiped about online	1	2	3	4	5
12	I have received a mean/cruel picture online	1	2	3	4	5
13	I have received a mean/cruel video online	1	2	3	4	5
Number	*Additional Item*	Yes				No
1	I have been bullied in	1				2

	college	

Item Number	*Positive Items*	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I made new friends.	1	2	3	4	5
2	I have participated in helpful study groups.	1	2	3	4	5
3	I was encouraged to do well in my classes.	1	2	3	4	5
4	I felt supported during a difficult time.	1	2	3	4	5
5	I felt accepted by my classmates.	1	2	3	4	5
6	I have grown socially as a result of the relationships I have formed with other students.	1	2	3	4	5
7	I have been mentored by another student.	1	2	3	4	5
8	A student invited me to go to an event (e.g., concert, talk, sporting event).	1	2	3	4	5
9	I have been made to feel that I belong at college.	1	2	3	4	5

APPENDIX C

SOCIAL EXPERIENCES WITHIN COLLEGE STUDENT ORGANIZATIONS SCALE

Directions: A number of experiences which may occur among members of campus organizations are listed below. Read each statement and then indicate how often you have experienced the behavior during your time in college. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your experience with other student participants or members of the college organization(s) you are affiliated with.

PLEASE ANSWER EACH OF THE ITEMS BELOW WITH RESPECT TO EXPERIENCING THE BEHAVIOR FROM ANOTHER MEMBER OF YOUR ORGANIZATION.

Item Number	Benign Items	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been deceived about my group membership by others in the group	1	2	3	4	5
2	I have been required to remain silent with an implied threat for violation	1	2	3	4	5
3	I have been deprived of privileges granted to other members of my group	1	2	3	4	5
4	I was required to perform duties not assigned to other members	1	2	3	4	5
5	I have been socially isolated by other members of my group	1	2	3	4	5
6	I have had tests on meaningless information	1	2	3	4	5
7	I have been identified with demeaning terms	1	2	3	4	5
8	I have been required to refer to other members of my group with titles (e.g. "Mr.", "Miss")	1	2	3	4	5
9	I have been expected to always have a certain item in my possession	1	2	3	4	5

Item Number	Harassment Items	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been asked to wear embarrassing/humiliating attire	1	2	3	4	5
2	I have had to perform degrading, crude, or humiliating acts	1	2	3	4	5
3	I have been expected to perform personal service for other members (e.g. carry books, errands, cooking, cleaning)	1	2	3	4	5

4	I have been sleep deprived	1	2	3	4	5
5	I have been required to engage in sexual simulations	1	2	3	4	5
6	I have been deprived of maintaining a normal schedule to eat	1	2	3	4	5
7	I have been deprived of maintaining a normal schedule to keep up with bodily cleanliness	1	2	3	4	5
8	I have been expected to harass other members of my group	1	2	3	4	5
9	I have been expected to harass others outside of my group	1	2	3	4	5

Item Number	Violent Item	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I have been forced to consume alcohol	1	2	3	4	5
2	I have been forced to consume drugs	1	2	3	4	5
3	I have been beaten	1	2	3	4	5
4	I have been paddled	1	2	3	4	5
5	I have been physically branded	1	2	3	4	5
6	I have been forced to drink water in excess	1	2	3	4	5
7	I have been expected to abuse/mistreat animals	1	2	3	4	5
8	I have been expected to be nude in public	1	2	3	4	5
9	I have been expected to part take in illegal activity	1	2	3	4	5
10	I have been abducted/kidnapped	1	2	3	4	5
11	I have been forced to endure cold weather or extreme heat without appropriate protection	1	2	3	4	5

Item Number	Positive Item	Frequency Scale (1= never; 2=once; 3= 2-3 in the past semester; 4= 4-6 in the past semester; 5=more than 7 times in the past semester)				
1	I was called a nice name	1	2	3	4	5
2	I received a mentor	1	2	3	4	5
3	I participated in a ceremony to honor my group involvement	1	2	3	4	5
4	I received a pin or other gifts as a way of honoring my membership	1	2	3	4	5
5	I enjoyed training or practicing alongside others	1	2	3	4	5

	in the group					
6	I felt accepted by others in my group	1	2	3	4	5
7	I felt that my career prospects have been improved due to my participation in this group.	1	2	3	4	5
8	I engaged in positive group activities, such as team trips, retreats, or other outings.	1	2	3	4	5
9	I was supported in obtaining and maintaining a high grade point average (GPA)	1	2	3	4	5
10	I volunteered with others as service to the community	1	2	3	4	5
11	I felt my experience of college was enhanced by being a member of this group.	1	2	3	4	5

APPENDIX D

POSITIVE AND NEGATIVE AFFECT SCHEDULE (PANAS)

Please indicate the extent you have felt this way over the past week.

Item Number	Feeling	Very Slightly or not at all	A little	Moderately	Quite a bit	Extremely
1	Interested					
2	Distressed					
3	Excited					
4	Upset					
5	Strong					
6	Guilty					
7	Scared					
8	Hostile					
9	Enthusiastic					
10	Proud					
11	Irritable					
12	Alert					
13	Ashamed					
14	Inspired					
15	Nervous					
16	Determined					
17	Attentive					
18	Jittery					
19	Active					
20	Afraid					

APPENDIX E

THE BBC WELL-BEING SCALE

This questionnaire attempts to measure how happy you feel generally in most parts of your life. Select the response that best describes your experience.

	Not at all	*A little*	*Moderately*	*Very Much*	*Extremely*
1. Are you happy with your physical health					
2. Are you happy with your quality of sleep					
3. Are you happy with your ability to perform daily living activities					
4. Do you feel depressed or anxious					
5. Do you feel able to enjoy life					
6. Do you feel you have a purpose in life					
7. Do you feel optimistic about the future					
8. Do you feel in control of your life					
9. Do you feel happy with yourself as a person					
10. Are you happy with your looks and appearance					
11. Do you feel able to live your life the way you want					
12. Are you confident in your own opinions and beliefs					
13. Do you feel able to do the things you choose to do					
14. Do you feel able to grow and develop as a person					
15. Are you happy with yourself and your achievements					
16. Are you happy with your personal and					

family life					
17. Are you happy with your friendships and personal relationships					
18. Are you comfortable about the way you relate/connect with others					
19. Are you happy with your sex life					
20. Are you able to ask someone for help with a problem					
21. Are you happy that you have enough money to meet your needs					
22. Are you happy with your opportunity for exercise/leisure					
23. Are you happy with access to health services					
24. Are you happy with your ability to work					

APPENDIX F

FORMS OF BULLYING SCALE-VICTIMZIATION (FBS-V)

Please respond to indicate which, if any, of these behaviors you have experienced in the past semester or term.

Item	This did not happen to me	Once or twice	Every few weeks	About once a week	Several times a week or more
1. I was teased in nasty ways					
2. Secrets were told about me to others to hurt me					
3. I was hurt by someone trying to break up a friendship					
4. I was made to feel afraid by what someone said he/she would do to me					
5. I was deliberately hurt physically by someone and/or a group ganging up on me					
6. I was called names in nasty ways					
7. Someone told me he/she wouldn't like me unless I did what he/she said					
8. My things were deliberately damaged, destroyed, or stolen					
9. Others tried to hurt me by leaving me out of a group or not talking to me					
10. Lies were told and/or false rumors spread about me by someone to make my friends or others not like me					

APPENDIX G

EXPLORATORY FACTOR ANALYSES RESULTS FOR THE HYPOTHESIZED FOUR-FACTOR COLLEGE BULLYING SCALE

	Factors			
Bullying Items	1	2	3	4
I have been meanly cursed at.	.546	.073	-.068	.161
I have been excluded from participating in an activity that I could have attended.	.352	.366	-.012	.275
I have been kicked for no reason.	.446	-.062	.218	.168
I have been called names unfairly.	.544	.241	.066	.165
I have been spit on.	.356	-.066	.175	.255
I have had my personal property stolen/destroyed intentionally to get at me.	.380	-.122	.217	.034
I have received a mean/cruel video online.	.475	-.244	.402	.141
I have been yelled at unfairly.	.616	.087	-.218	.083
A webpage was created with my name that I did not authorize.	.377	-.279	.445	.233
I have had a nasty joke played on me.	.597	-.017	.148	.121
I have been threatened for no reason.	.681	-.163	-.285	.175
I have been pinched for no reason.	.500	-.305	-.129	.018
I have been teased nastily.	.660	.092	-.256	.003
I have been intimidated out of spite.	.586	.110	-.164	-.044
I have been deliberately left out of an event.	.556	.457	-.069	.256
I have been gossiped about online.	.657	.115	-.043	-.273
I have had false rumors spread about me.	.633	.134	.145	-.362
I have been excluded from group activities for no apparent reason.	.441	.439	-.089	.138
I have received negative facial/physical gestures.	.503	.312	-.047	.123
I have been rudely mimicked.	.600	.289	-.182	-.046
Pictures of me were spread against my wishes.	.492	.165	.376	-.059
I have had my reputation damaged.	.459	.308	.172	-.357
I have had inappropriate or compromising pictures taken of me that I did not permit.	.411	.076	.219	-.319
I have not been accepted by my peers.	.298	.203	-.132	.095
Another student logged into my personal social media account without my permission.	.510	-.267	.398	-.078
I have been deliberately left out of an online group.	.470	.262	.221	.190
I have been shoved/pushed out of spite.	.651	-.279	.046	-.009
I have received a mean/cruel/threatening email.	.457	-.219	.000	.056
I have been hit (punched or slapped) out of spite.	.527	-.379	-.056	.117

I have received a mean/cruel/threatening text message.	.572	-.191	-.236	-.112
I have been tripped unprovoked.	.590	-.393	-.215	.020
I have received a mean/cruel/threatening phone call.	.643	-.352	-.283	-.028
A text message about me that was untrue was sent.	.647	.067	-.166	-.350
I have had false rumors spread about me online.	.621	.095	.295	-.247
I have received a mean/cruel picture online.	.649	-.276	-.203	-.075

APPENDIX H

EXPLORATORY FACTOR ANALYSES RESULTS FOR THE HYPOTHESIZED THREE-FACTOR SOCIAL EXPERIENCES WITHIN COLLEGE CAMPUS ORGANIZATIONS SCALE

	Factors		
Hazing Items	1	2	3
I have been deprived of privileges granted to other members of my group.	.308	.274	.471
I have been socially isolated by other members of my group.	.268	.265	.350
I have been forced to drink water in excess.	.334	-.163	.342
I have had tests on meaningless information.	.291	.253	.103
I have been identified with demeaning terms.	.542	.422	.243
I have been required to refer to other members of my group with titles (e.g., "Mr.", "Miss")	.284	.128	.084
I have been expected to always have a certain item in my possession.	.298	.270	.174
I have been abducted/kidnapped.	.841	.343	-.165
I have been asked to wear embarrassing/humiliating attire.	.626	.272	.158
I have had to perform degrading, crude, or humiliating acts.	.816	.230	-.199
I have been expected to perform person service for other members (e.g., carry books, errands, cooking, cleaning).	.431	.369	.015
I have been sleep deprived.	.360	.183	.276
I have been required to engage in sexual simulations.	.564	.035	.198
I have been deprived of maintaining a normal schedule to keep up with bodily cleanliness.	.516	.252	.060
I have been expected to harass other members of my group.	.793	.293	-.142
I have been expected to harass others outside of my group.	.777	.176	-.498
I have been forced to consume alcohol.	.554	-.291	.250
I was required to perform duties not assigned to other members.	.615	.243	-.024
I have been expected to take part in illegal activity.	.532	.273	-.310
I have been forced to consume drugs.	.572	-.180	-.047
I have been beaten.	.692	-.632	.094
I have been paddled.	.735	-.203	-.241
I have been physically branded.	.710	-.228	.241

I have been expected to abuse/mistreat animals.	.684	-.654	.006
I have been expected to be nude in public.	.812	-.430	-.091
I have been required to remain silent with an implied threat for violation.	.690	-.037	-.284
I have been forced to endure cold weather or extreme heat without appropriate protection.	.727	-.273	.064
I have been deceived about my group membership by others in the group.	.561	-.308	.162