Annotated Bibliography for Hazing, 2011 - 2014

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE
DIRECTORATE OF RESEARCH DEVELOPMENT AND STRATEGIC INITIATIVES

Dr. Richard Oliver Hope Human Relations Research Center
Directed by Dr. Daniel P. McDonald, Executive Director
366 Tuskegee Airmen Drive Patrick AFB, FL 32925
321-494-2747

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Prepared by
Abirami Dandapani, STEM Intern
Katelyn Stiller, Research Intern

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Summary: This document presents a collection of internally and externally published research articles focusing on hazing. Articles include authors from both academic and military settings. This bibliography includes articles, citations, and abstracts. A total of 10 reference citations are provided that span from 2011 to 2014.

Internal Reports

Svec, L., LCDR. (2014). Hazing: Results from two military studies. DEOMI, PAFB.

Purpose: sought to obtain objective data with regard to hazing.

Sample size:
- Students in attendance of the Equal Opportunity Advisor (EOA) course conducted at Defense Equal Opportunity Management Institute (DEOMI) participated in this study. Students were military members with a diverse range in age, career field, gender, and race.
- However, they were all present to learn how to become EOAs.

Methodology:
- A total of 106 participants completed the survey.
- A mixed-method cross-sectional survey was utilized to gauge various hazing constructs to include knowledge about and experience with hazing.
- Participants' self-report response to hazing knowledge and experience questions were either "yes" or "no."
- Participants were asked to fill in the definition of hazing and bullying. Responses were analyzed and categorized by content.
- Hazing assessment questions were forced-choice scenario assessments.
- Excel software was used to enter the data and obtain descriptive statistics.

Findings:
- The majority of participants were Army (58%), male (57%), in the 30–40 years old age range (60%), Black (50%), and had been deployed (74%).
- The majority of participants marked yes to all hazing knowledge questions.
- Participants' self ratings of understanding how hazing relates to equal opportunity were highest at 90% and lowest with regard to military law at 84%.
- The majority of participants (58%) marked yes in response to whether they had received hazing training, with the training described as a brief or presentation at the unit followed by computer-based training.

Implications/Prevention Strategies:
- These studies utilized current hazing theory, anecdotal evidence, and current concerns to investigate hazing in the military.
- The goal was to explore and establish the baseline of hazing training, knowledge, and experience from which training and policy could be refined.
- It is important to keep in mind the need for more data from more diverse sources; however, this data does provide a useful snapshot of information.

Future research:
- Future studies may consider utilizing the DEOCS as a vehicle for obtaining a wider base of participants, validation, and testing of best practices.

External Reports

Allan, E. J., & Madden, M. (2012). The nature and extent of college student hazing. *International Journal of Adolescent Medicine and Health, 24*(1), 83-90.

Purpose: This study explored the nature and extent of college student hazing in the USA.

Sample size: 11,482 undergraduate students, aged 18–25 years, who attended 1 of 53 colleges and universities. Additionally, researchers interviewed 300 students and staff at 18 of the campuses.

Methodology: a web-based survey.

Findings:
- Results reveal hazing among US college students is widespread and involves a range of student organizations and athletic teams.
- Alcohol consumption, humiliation, isolation, sleep-deprivation and sex acts are hazing practices common across student groups.
- Furthermore, there is a large gap between the number of students who report experience with hazing behaviors and those that label their experience as hazing.

Implications/Prevention Strategies:
- To date, hazing prevention efforts in post-secondary education have focused largely on students in fraternities/sororities and intercollegiate athletes.
- Findings from this study can inform development of more comprehensive and research-based hazing prevention efforts that target a wider range of student groups.
- Further, data can serve as a baseline from which to measure changes in college student hazing over time.

Future research: None.

Brooks, K. J. (2013). *The differences in the perceptions of hazing between student groups on a university campus* (Master's thesis, University of Central Arkansas, 2013). Conway: UMI Dissertation Publishing.

Purpose: to investigate the differences in students' perceptions about hazing acts, specifically between students who have a membership in a student group and those who do not.

Sample size: 243 students at a college.

Methodology:
- Not distributed randomly, but after collection were analyzed to find demographical data.

Findings:
- Statistically significant differences were discovered among the listed variables (sex, ethnicity/race, student group membership, and grade point average) in determining what students identify as hazing.
- Students who were part of groups were significantly more likely to consider certain acts hazing and/or harmful, as compared to students who were not members of campus organizations.
- Females, White or Caucasian, or students with a higher GPA, were significantly more likely to consider certain acts as hazing and/or harmful, as compared to Males, African American or Black, or students with lower GPAs respectively.
- Finally, the research study identified 5 common themes among students' interpretations of hazing definition: physical and mental abuse, causing of harm, use of force, newcomers/new members relationship, and separation.

Implications/Prevention Strategies: None.

Future research:
- Further research studies can also be done to explore student needs or wants in choosing to participate in bullying and whether or not students have been victims.
- In addition, the number of studies done on the subject primarily focus only through the eyes of students, it would be recommended for research to also look at administrators, faculty, and staff as they also play a role in the development of students.
- With limited knowledge about hazing occurring within secondary schools, it would be useful to explore the development of hazing within younger generations.

Chang, G.C. (2011) *The hidden curriculum: Hazing and professional identity* (Master's thesis, Seattle Pacific University, 2011). ProQuest Dissertations Publishing.

Purpose: to examine the role of hazing as a rite of passage on social identity development among medical residents.

Sample size: A total of 161 physicians in training participated in this study

Methodology:
- The survey was administered online and participants completed 2 social identity measures, a justice measure, and a workplace mistreatment measure, which was used in the absence of a validated hazing measure.
- There were 2 waves of data collection.
- At Time 1, participants completed questions for all 4 variables.
- All participants were invited to return the following day to complete justice items, which served as the moderator variable; 22 participants returned to complete the survey at Time 2.
- Moderated multiple regression was conducted to test the hypothesis that there would be an interactional effect of hazing and perceived justice on social identity such that social identity is maximized under conditions of high hazing and high perceived justice.

Findings:
- The results indicated that justice was a significant predictor of social identity as measured by the social identification scale (Cameron, 2004), and both justice and hazing were significant predictors of social identity.
- However, the interaction between justice and hazing was non-significant.
- The results indicated that justice was a significant predictor of social identity as measured by both dependent variables, and hazing was a significant predictor only with 1 of the dependent variables.
- However, the interaction between justice and hazing was non-significant. Results suggest that a fair work environment, regardless of the level of hazing, is related to high social identity.
- Moreover, in environments of high organizational justice, when hazing occurs, social identity makes a sharp decline.

Implications/Prevention Strategies:
- When hazing is experienced as a part of a socialization process that is perceived as fair, social identity is maximized. As a result, people are willing to deal with hazing to boost their social status.

Future research: None.

Cimino, A. (2011). The evolution of hazing: Motivational mechanisms and the abuse of
      newcomers. *Journal of Cognition and Culture, 11*(3-4), 241-267.

Purpose: 1) It synthesizes a century of theory on severe initiations and extracts 3 primary
      explanatory themes.
2) It examines the dynamics of enduring human coalitions to generate an evolutionary theory of
      hazing.

Sample size: None.

Methodology: 2 laboratory experiments.

Findings:
- 1 potential function of hazing is to reduce newcomers' ability to free ride around group entry.

Implications/Prevention Strategies: None.

Future research: None.

Cimino, A. (2013). Predictors of hazing motivation in a representative sample of the United States. *Evolution and Human Behavior, 34*(6), 446-452.

Purpose: This paper replicates and extends prior findings on predictors of hazing motivation in a university population.

Sample size: a representative sample of college students in the United States.

Methodology: None.

Findings:
- Results suggest that probable vectors of ancestral exploitation by newcomers (e.g., freely available group benefits) predict desired hazing severity, and that these effects generalize to a larger and more diverse sample.

Best practices: None.

Implications/Prevention Strategies:
- Hazing's evident complexity and cultural patterning strongly impact all newcomers, and thus the student body.
- As a result, hazing continues to pervade in student culture as an ancestrally motivated action.

Future research: None.

Evans, R. (2013). Hazing in the ADF: A culture of denial? *Australian Army Journal, 10*(3), 113-
     127.

Purpose: This article uses the techniques of criminology to explore hazing as a group social
     practice in the Australian Defense Forces, or ADF, and considers whether the response to
     the ADF to hazing can be characterized as collective denial.

Sample size: None.

Methodology: None.

Findings:
- Majority of the ADF denied the existence of hazing, and thus this creates a hostile environment for reporting hazing.
- As a result, this collective denial allows the prevalence of hazing to continue to exist.

Implications/Prevention Strategies: None.

Future research: None.

Holland, M. D. (2011). Personality traits as predictors of hazing: The role of sociotropy and autonomy. University of Arkansas: UMI Dissertation Publishing.

Purpose: The purpose of this study was to determine if personality traits, as defined by the Personal Style Inventory II, would predict those who are susceptible of being subjected to hazing activities.

Sample size: The study was completed by 298 male college students who were enrolled at 4-year public universities located in the South to South East region of the United States and were affiliated with a Greek letter organization.

Methodology:
- The study included a demographic form, the College Hazing Behavior Scale that was developed for the purpose of this study, and the PSI II that was disseminated through an online survey.
- The study was examined through use of the statistical analysis of Cronbach Alpha and Logistic Regression Model.

Findings:
- While not controlling for other possible predictors, the scores on sociotropy and autonomy measures were significant predictors of specific types of hazing behaviors.
- Specifically, sociotropy was viewed as a reliable predictor of being subjected to the overall concept of being hazed, psychological abuse, being yelled, sworn, or cursed at, and the deprivation of food, sleep, and hygiene.
- Further, autonomy was viewed a reliable predictor of a person's susceptibility of being subjected to the overall concept of hazing, being hazed during a rush activity, consumption of non-food substances, psychological abuse, being yelled, sworn, or cursed at, and the deprivation of food, sleep, and hygiene.
- Furthermore, the reliability estimates suggested that the CHBS and PSI II are internally consistent.

Implications/Prevention Strategies: None.

Future research: None.

Myers, M. (2014). Hazing reports up as more come forward. Retrieved June 30, 2016, from http://www.militarytimes.com/story/military/archives/2014/04/06/hazing-reports-up-as-more-come-forward/78546206/

Purpose: This article discusses ways to prevent hazing in the military as more cases are being brought forward.

Sample size: None.

Methodology: None.

Findings:
- Although reports of hazing have increased, this does not mean that hazing has increased.
- It means that victims and service members in general are more willing to discuss it to help stop its spread.

Implications/Prevention Strategies:
- It is best to commend good work, not to punish bad work in the military.

Future research: None.

Waldron, J. J., & Kowalski, C. (2013). Crossing the line. *Research Quarterly for Exercise and Sport, 80*(2), 291-302.

Purpose: to find out about hazing in high school and college environments.

Sample size: 10 female and 11 male current collegiate or former high school athletes.

Methodology:
- Individuals participated in individual interviews about their hazing experiences.

Findings:
- Data analysis resulted in 7 lower order themes and 2 higher order themes.
- The higher order theme of the general aspects of hazing included types of factors influencing, reasons for, and the effects of hazing.
- The higher order theme of hazing as deviant overconformity included rites of passage, hazing and the team, and the ambiguity of hazing.
- Results indicated that athletes reported engaging in risky, hazing behaviors and that both the values of sport as well as the desire to be accepted by teammates encouraged hazing.

Implications/Prevention Strategies: None.

Future research: None.