### DEFINING HAZING

**Allan & Madden (2008)**

**College student hazing**

- A gap exists between student experiences of hazing and their willingness to label their behaviors as hazing.
- Limited definition with an emphasis on physical harm
- Reframe – i.e., “hazing can be good or bad”
- Deny, minimize, and/or normalize
- Fail to see power dynamics of coercion and over-simplify

### REPORTING HAZING TO OTHERS


**High School Students**

- 40% students would not report being hazed

**Allan & Madden (2008)**

- 95% college students who said they were hazed did not report. Reasons include:
  - Not wanting to get team or group in trouble (37%)
  - Afraid of negative consequences to self from team or group (20%)
  - Did not know where to report it (9%)

### HAZING & SPECIFIC POPULATIONS (e.g., athletes, gender differences, NPHC)

**Johnson & Holman (2004)**

**Study of athletics**

- Females tend to be less violent (exceptions)
- Females are more likely not to haze
- Females are more likely to accept refusal to participate
- Females are more likely to decline involvement
- In high school boys experience significantly more hazing behaviors than girls

**Lee-Olukoya (2009)**

**Study of historically black sororities**

- Hazing characterized by physical & non physical intimidation
- Repeat cycle used to support the development of pride & respect
- Physical hazing (“taking wood”, running errands, etc) is a rite of passage designed to intimidate & ensure the integrity of the organization.
- Hazing is rationalized as acceptable & legitimate practice of indoctrination
- Victims developed self doubt, poor self image, & negligent concept of love
- Gaining power does not prevent victim from becoming hazing perpetrator
WHO HAZES?

Hoover & Pollard (2000)
- Hazing starts young, and continues through high school and college
- Both men and women engage in hazing

Allan & Madden (2008)
- More than half of students involved in student organizations and teams experienced hazing
- Hazing occurs across a range of student groups including Athletes, Greek-letter, club sports, performing arts, service clubs, intramurals, academic clubs, and honor societies

Allan & Madden (2009)
- 47% report experiencing at least one hazing behavior in high school
- In high school, hazing behaviors cut across student activities:
  - Sports 47%
  - ROTC 46%
  - Band or other performing arts 34%
  - Other co-curricula organizations and clubs 20%

WHO KNOWS ABOUT HAZING?

Hoover & Pollard (2000)
- Institutions must share the responsibility when hazing occurs

Allan & Madden (2008)
- Knowledge of hazing extends beyond the student groups engaging in hazing behaviors
- Students are not likely to report hazing to campus officials.
- Students recognize hazing as part of the campus culture.
- Students most often talk with friends and family about their experiences of hazing

Perceptions of coaches:
- There were no significant findings between female and male coaches in the four index constructs
- Generally, both female and male coaches:
  - Did not condone hazing practices
  - Believe that athletes have the choice of opting out
  - Dismissed the influence of alcohol
  - Believe that other activities can establish team commitment, loyalty & cohesion
  - Policy and institutional response to hazing are effective

Allan & Madden (2009)
- In high school, many of hazing behaviors occur in view of adults with no response from adults.
PERCEPTIONS ABOUT HAZING PREVENTION/ALTERNATIVES TO HAZING

- Coaches perceive that athletes have the choice of opting out
- Believe that other activities can establish team commitment, loyalty & cohesion
- Policy and institutional response to hazing are effective

- Alternatives to hazing:
  - Students who engaged in hazing were more likely to engage in positive team-building activities.
  - Non-hazing activities are important, but not sufficient.
  - "We’ll do those non-hazing things for the first six weeks. The last four are ours."

Allan & Madden (2008)
- Students report limited exposure to prevention efforts beyond the “hazing is not tolerated” approach.

Waldron & Kowalski (2008)
- Many athletes are not empowered to challenge power structure of their team.

McGlone (2005)
- Law enforcement involvement:
  - Athletic Directors indicated this would have some impact
  - Senior Women’s Administrators & Student Athletes indicated this would have a great impact

McGlone (2005)
- All groups (student athletes, ADs, Sr.Admin) indicated the following actions would have some impact:
  - Establish both NCAA & institutional athletic hazing education program
  - Disciplinary Actions
  - Offering alternative team building activities
  - Establish written athletic hazing policy with reporting procedures and consequences

Allan & Madden (2008)
- For K-12 environment, schools focus on bullying and are often silent about hazing. Different dynamics means that bullying education and policies will not likely address hazing as well.

- Hazing exposes athletes to physical and psychological risks, and is associated with reduced rather than greater team cohesiveness.
### MOTIVATIONS FOR HAZING

- Hazing fulfills a basic need to belong regardless of the consequences
- Hazing is an attempt to create a rite of passage

**Sweet (1999)**
- Hazing occurs because it is defined by students as necessary and desirable part of entry into an organization. Also, hazing is more likely to occur with students who define themselves in relation to the organization or activity (identity tied to status gained from group membership).

**Campo, S., Poulos, G., & Sipple, J. (2005)**
- Motivations to haze include:
  - Sadistic/Sociopathic - “I enjoy seeing people in pain.”
  - Power - “When you haze you feel like a god.”
  - Anger/Revenge - “I went through it, so they have to.”
  - Instrumental - “It creates bonds and maintains traditions.”
  - Conformist - “I don’t like hazing, but I do it because that’s what our chapter does.”
- Conforming to misperceptions
  - “Most brothers believe it’s important to humiliate the pledges” (42% agree)
  - “I believe it is important to humiliate the pledges.” (30% agree)
  - “Maybe some of us go along with it because we think everyone else thinks it’s a good idea.”

**Lee-Olukoya (2009)**
- Repeat cycle used to support the development of pride and respect Physical hazing (“taking wood”, running errands, etc.) is a rite of passage designed to intimidate and ensure the integrity of the organization

### CONSEQUENCES OF HAZING

- ¾ of those hazed reported one or more negative consequences
- 13% left the group because of being hazed
- 13% wanted revenge as a result of being hazed
- Many of the students reported positive consequences of being hazed
- The lessons learned from hazing can continue throughout life – “from the locker room to the board room”
- Many victims will experience positive consequences from being hazed and would not report it

**Lee-Olukoya (2009)**
- Victims developed self doubt, poor self image, and negligent concept of love
- Gaining power does not prevent victim from becoming hazing perpetrator

- Hazing exposes athletes to physical and psychological risks, and is associated with reduced rather than greater team cohesiveness.
STUDENT PERCEPTIONS OF HAZING

Hoover & Pollard (2000)
- Students do not distinguish between “fun” and hazing
- Students often feel that adults condone hazing

- Overall, students perceived hazing as harmful, but were neutral about their susceptibility to harm.
- Students believe having friends outside their organization would be most helpful in extricating them from hazing situations.

Lee-Olukoya (2009)
- Hazing is rationalized as acceptable and legitimate practice of indoctrination

Allan & Madden (2008, 2009)
- For college students, 9 out of 10 who report experiencing a hazing behavior do not consider themselves to have been hazed.
- For high school students, 8 out of 10 who report experiencing a hazing behavior do not consider themselves to have been hazed.

WHAT DOES HAZING LOOK LIKE?

Allan & Madden (2000)
- Alcohol consumption, humiliation, isolation, sleep-deprivation, and sex acts are hazing practices common across groups in college.

Holman & Caperchione (2004)
- Both females and males engage in hazing that include behaviors that represent sexual harassment
- Both females and males experience sexual abuse and sexual objectification of females

Lee-Olukoya (2009)
- Hazing is characterized by physical and non physical intimidation

Allan & Madden (2009)
- In high school, common hazing behaviors reported include behaviors that are humiliating, isolating, dangerous and illegal.
References:


