

Acculturation and Dating Violence Victimization Among Filipino and Samoan Youths

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Dating violence victimization is an important public health issue. Recent studies on minority youths have found higher risks of dating violence victimization compared to White youths. This study examined the influence of acculturation components on youths' experiences of dating violence by utilizing data from a survey of 193 Samoan and Filipino youths in Hawai'i. We found that parental role (punishment) and gender roles (appearance, female empowerment) were associated with verbal abuse dating violence victimization. We found that gender role (appearance) and ethnic identity (out-group orientation) were associated with controlling dating violence victimization. Ethnic identity (i.e., ethnic identity achievement = having strong commitment to own ethnicity) was a protective factor for controlling dating violence victimization. Parental roles may mediate gender role attitudes and ethnic identity in immigrant youths. This highlights the need for culturally-tailored dating violence prevention and intervention efforts for youths and their families.

KEYWORDS *dating violence, Asian, Pacific Islander, ethnic identity, immigrant, parenting, gender roles*

In the last two decades, increasing attention has been devoted to dating violence research as well as raising public awareness of the issue (Foshee,

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Linder, MacDougall, & Bangdiwala, 2001; Johnson et al., 2005; O'Keefe, 1997). Despite the wealth of emerging research, the field remains ambiguous. For example, prevalence of dating violence victimization estimates vary widely from 9% to 65% due to the lack of standardization in the definition of dating violence and the methodologies used to measure it (Lewis & Fremouw, 2001). Some studies define dating violence only as physical abuse (Ackard, Nuemark-Sztainer, & Hannan, 2003; Arriaga & Foshee, 2004), while others include emotional abuse such as threatening and controlling behaviors (Jouriles, McDonald, Garrido, Rosenfield, & Brown, 2005). Despite the broad range in prevalence estimates, most researchers agree that dating violence is a serious public health concern. Dating violence victimization is associated with unhealthy behaviors and mental health issues, such as alcohol and substance abuse, risky sexual behaviors, unhealthy weight control, and depression (Chase, Treboux, & O'Leary, 2002; Gover, 2004; Ramisetty-Mikler, Goebert, Nishimura, & Caetano, 2006; Silverman, Raj, Mucci, & Hathaway, 2001). Furthermore, experiencing dating violence as an adolescent predicts encountering intimate partner violence as an adult (Magdol, Moffitt, Caspi, & Silva, 1998; Smith, White, & Holland, 2003). The Centers for Disease Control and Prevention (CDC) recognizes dating violence as a public health priority in Healthy People 2010, a national prevention agenda created to identify the most significant preventable threats to health in the United States (CDC, n.d.).

A significant criticism that has emerged from past dating violence research is that the majority of research utilizes predominately White samples with minimal representation of other ethnic groups (Lewis & Fremouw, 2001). Recent studies suggest that youths of ethnic minority, such as African-Americans and Hispanics, are at a higher risk for dating violence than their White counterparts (Ackard et al., 2003; Foshee et al., 2001; Howard & Wang, 2003). However, very few studies have examined the dating experiences of Asian-American and Pacific Islander youths. One of the first epidemiological studies conducted in Hawai'i found that Samoan, Filipino, and Native Hawaiian adolescents report higher rates of dating violence than their Japanese and White peers (Ramisetty-Mikler et al., 2006). This study aims to understand the risk factors for dating violence among understudied immigrant populations of Samoan and Filipino adolescents in Hawai'i.

Studies with ethnic minority youths suggest that the process of acculturation may influence dating violence (Sanderson, Coker, Roberts, Tortolero, & Reininger, 2004; Silverman et al., 2007; Yeh, 2003). Acculturation refers to the changes that groups or individuals experience when they are exposed to another culture (Williams & Berry, 1991). This may include changes in parental roles, as newer immigrant parents often work multiple low-waged jobs limiting their time to support and supervise their children who may be struggling to navigate through two cultures (Cheng & Ho, 2003; Guerrero, Hishinuma, Andrade, Nishimura, & Cunanan, 2006; Mayeda, Okamoto, &

Mark, 2005). This is especially troubling in light of studies that suggest less parental supervision and involvement are associated with higher rates of dating violence (Chase et al., 2002; Magdol et al., 1998; Sanderson et al., 2004). Another acculturative change immigrant youths may experience is change in their gender roles, beliefs, and attitudes. Ulloa, Jaycox, Marshall, and Collins (2004) found that Latino immigrant youths were more likely to ascribe to traditional gender roles and to condone violence in dating relationships. The acculturation process may also lead to changes in ethnic identity (Schwartz, Montgomery, & Briones, 2006; Soriano, Rivera, Williams, Daley, & Reznik, 2004). Ethnic identity is a psychological construct that reflects a commitment and membership to an ethnic group, positive evaluation of the group, and awareness of cultural values and practices (Phinney, Cantu, & Kurtz, 1997). Although limited research has been done in this area, studies suggest that loss of ethnic identity may be associated with increased risk for dating violence victimization (Rickert, Wiemann, Vaughan, & White, 2004; Sanderson et al., 2004).

Although dating violence research has been extensive, no study has examined how these three components of acculturation affect risk for dating violence victimization among Asian-American and Pacific Islander youths. This study examines the associations among and between parental roles, gender role beliefs, ethnic identity, and dating violence victimization in Samoan and Filipino youths.

METHOD

Participants

Data were utilized from the cross-sectional study of adolescents from the Asian/Pacific Islander Youth Violence Prevention Center in Honolulu, Hawai'i (Mayeda, Hishinuma, Nishinuma, Garcia-Santiago, & Mark, 2006). The focus of the study was to examine mental and behavioral risks in youths of Asian-American and Pacific Islander ancestry. This study includes youths who indicated that they were of Samoan or Filipino heritage, regardless if they were of full or mixed ancestry.

Procedures

Students attending three Hawai'i public high schools on the island of O'ahu were randomly selected based on the ethnic background that their parents had chosen on their school records. The three schools were selected due to the high proportions of Asian-American and Pacific Islander students. The selected students were approached by research associates and informed about the purpose and content of the study. They were also informed that their participation was voluntary and all information would be confidential.

Students who were interested were given a parental permission form to take home, which also included standard information about the study.

Students who returned parental permission forms were excused from their class to be individually interviewed in a private area of the school campus. Prior to administering the survey, participants were given an assent form to sign and a \$25 money order. A trained bi-lingual research associate verbally reviewed the content of the assent form with the participant and reminded the participant that all information was confidential, the participant could skip over any questions, and the participant could stop taking the survey at anytime. The entire survey was read to each participant and responses collected by a research associate. The average interview lasted one hour. The University of Hawai'i Committee on Human Studies (institutional review board) approved all research procedures.

Measures

Demographic questions included sex, ethnicity, and generation. Because mixed ethnicities are common in Hawai'i, youths were categorized as Samoan if they had at least some Samoan ancestry but no Hawaiian or Filipino ancestry. Youths were categorized as Filipino if they had some Filipino ancestry but no Samoan or Hawaiian ancestry. Students were categorized into three groups of first, second, and third or higher generation, depending on how they answered the following questions: "Do you, your parents or grandparents come from another country? If you were first generation, how old were you when you moved to the United States?" Students were also asked if they had sexual intercourse in their lifetime.

Three components of acculturation—parental role, gender role attitudes, and ethnic identity—were assessed. The measures were adapted from *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youth: A Compendium of Assessment Tools*, 2nd ed., developed by the CDC (Dahlberg, Toal, Swahn, & Behren, 1996). Parental role was measured with 26 questions that students rated "never," "sometimes," or "often." Factor analyses were performed on the larger data set for those who had complete scores ($N = 256$). Maximum likelihood and promax rotations were used with variations in the number of factors specified. These questions were divided into four factors: (1) parental involvement (How often do your parents talk with you about what is going on in your life?); (2) positive recognition (When you do something that your parents like or approve of, how often do they say something nice, praise, or give approval?); (3) punishment (If you do something that you are not allowed to do or that your parents don't like, how often do your parents slap you?); and (4) translator role (How often do you have to speak English for your parents?). This factor solution was based on the scree test (plot of eigenvalues), test of the sufficiency of a four-factor solution ($\chi^2 = 292.5$, $p = .0022$), simple factor

structure, and meaningfulness of the factors. Cronbach alpha (internal consistency) for Factors 1, 2, 3, and 4 were 0.75, 0.66, 0.63, and 0.73 respectively.

Gender role beliefs were assessed with 18 dichotomous statements, which were divided into four factors: (1) condoning partner violence (There are times when violence between dating partners is okay.); (2) condoning female perpetration (A boy who makes his girlfriend jealous on purpose deserves to be hit.); (3) sexist attitudes (Most girls like to show off their bodies.); and (4) gender equity attitudes (Boys and girls should have equal responsibility for household chores.). Factor analyses were performed on the larger data set for those who had complete scores ($N = 335$). The solution was based on the scree test (plot of eigenvalues), test of the sufficiency of a four-factor solution ($\chi^2 = 141.4$, $p = .0002$), simple factor structure, and meaningfulness of the factors. Cronbach alpha (internal consistency) for Factors 1, 2, 3, and 4 were 0.83, 0.80, 0.65, and 0.63 respectively.

Ethnic identity consisted of 15 agree or disagree statements rated on a 4-point Likert scale. Some of the CDC Compendium items were from Phinney's scale (1992; see Irwin et al., 2005). Factor analysis done by Irwin et al. (2005) found three domains of ethnic identity: (1) ethnic identity achievement (I have spent time trying to find out more about my own ethnic group, such as its history, traditions, and customs.); (2) out-group orientation (I feel anger towards many people of other ethnic backgrounds.); and (3) belonging (I have a lot of pride in my ethnic group and its accomplishments.).

The dating violence measures were also adapted from the CDC Compendium. Students who indicated that they had dated or gone out with someone were asked eight "yes" or "no" questions to assess dating violence victimization. Factor analyses were performed on the larger data set for those who had complete scores ($N = 258$). Maximum likelihood and promax rotations were used with variations in the number of factors specified. Dating violence victimization fell into two categories: (1) verbal abuse (My boyfriend/girlfriend insulted me in front of others or put down my looks.), and (2) controlling behavior (My boyfriend/girlfriend had not let me do things with other people.). This solution was based on the scree test (plot of eigenvalues), test of the sufficiency of a two-factor solution ($\chi^2 = 20.9$, $p = .0746$), simple factor structure, and meaningfulness of the factors. Factor 1 consisted of Items 1, 2, 5, 7, and 8, and was labeled Verbal Abuse (standardized coefficient loadings = 0.75, 0.49, 0.41, 0.62, 0.46, respectively; Cronbach alpha [internal consistency] = 0.70). Factor 2 consisted of the remaining Items 3, 4, and 6, and was labeled Controlling Behaviors (standardized coefficient loadings = 0.76, 0.69, 0.55, respectively; Cronbach alpha = 0.73). The overall Cronbach alpha of all eight items was 0.78. Concurrent validity was supported by the inter-factor correlations: Factors 1 and 2 = 0.49 ($p < .0001$), Factor 1 and overall = 0.81 ($p < .0001$), and Factor 2

and overall = 0.91 ($p < .0001$). Composite factor scores were derived from the means of the contributing items.

Data Analysis

Descriptive and bivariate analyses were conducted for all variables of interest. Stepwise regression analyses were done with controlling and verbal abuse dating violence victimization as the dependent variables. The independent variables included ethnicity, sex, age, generation, sexual intercourse, parental role factors, gender role factors, and ethnic identity factors. Individuals with missing scores were excluded listwise.

RESULTS

Sample Description

One hundred ninety-three students identified themselves as Filipino or Samoan. Three out of four participants (76%) indicated that they had dated or gone out with someone. Five participants did not answer the dating question. Table 1 presents the sample description of the participants who have dated ($n = 143$). Filipino participants accounted for 57% of the sample. Slightly more females (57%) were represented in the sample. The mean age in years of the participants was 16.3. About half of students indicated that they were second generation. About one in three students (33%) reported that they had sexual intercourse. One in five students (21%) indicated that they had dated someone who was abusive.

Mean Differences

Table 2 shows the mean scores for the three acculturation components and dating violence types by sex, ethnicity, and generation. Males scored

TABLE 1 Sample Description ($N = 143$)

Demographic variable	<i>n</i>	%
Ethnicity		
Filipino	82	57.3
Samoan	61	42.7
Female	82	57.3
Generation		
1st	40	28.0
2nd	69	48.3
3rd+	16	11.2
Sexual intercourse	47	32.9
Ever dated abusive	30	21.0

TABLE 2 Mean Scores for Acculturation Components and Dating Violence Victimization by Sex, Ethnicity, and Generation

Variables	Sex		Ethnicity			Generation			ANOVA	Post Hoc												
	Male	Female	ANOVA	Differences	Filipino	Samoan	ANOVA	1			2	3+										
Parental role																						
Factor 1: Parental Involvement	2.18	2.07	$F = 2.4$ $df = 1,141$ $p = .123$	2.02	2.25	$F = 10.9$ $df = 1,141$ $p = .001$	Filipino < Samoan	1.98	2.15	2.27	$F = 3.4$ $df = 2,122$ $p = .037$									1 < 3		
Factor 2: Positive Recognition	2.43	2.49	$F = 1.0$ $df = 1,141$ $p = .329$	2.46	2.47	$F = 0.0$ $df = 1,141$ $p = .923$		2.37	2.50	2.59	$F = 3.6$ $df = 2,122$ $p = .032$										1 < 3	
Factor 3: Punishment	1.82	1.87	$F = 1.0$ $df = 1,141$ $p = .379$	1.74	2.00	$F = 16.6$ $df = 1,141$ $p < .0001$	Filipino < Samoan	1.76	1.85	1.98	$F = 1.8$ $df = 2,122$ $p = .167$										1 & 2 > 3	
Factor 4: Translator Role	1.44	1.58	$F = 1.6$ $df = 1,138$ $p = .213$	1.45	1.61	$F = 2.2$ $df = 1,138$ $p = .140$		1.65	1.59	1.03	$F = 6.0$ $df = 2,119$ $p = .003$											
Gender role																						
Factor 1: Conditioning Partner Violence	1.52	1.44	$F = 0.8$ $df = 1,141$ $p = .367$	1.44	1.52	$F = 1.0$ $df = 1,141$ $p = .316$		1.56	1.45	1.22	$F = 3.2$ $df = 2,122$ $p = .045$											1 > 3
Factor 2: Conditioning Female Perpetration	2.02	1.73	$F = 6.3$ $df = 1,141$ $p = .013$	1.78	1.95	$F = 2.0$ $df = 1,141$ $p = .155$	Male > Female	1.91	1.78	1.50	$F = 2.3$ $df = 2,122$ $p = .109$											
Factor 3: Sexist Attitudes	2.79	2.82	$F = 0.1$ $df = 1,141$ $p = .765$	2.68	2.98	$F = 6.7$ $df = 1,141$ $p = .011$	Filipino < Samoan	2.74	2.84	2.47	$F = 1.8$ $df = 2,122$ $p = .173$											
Factor 4: Gender Equity Attitudes	3.22	3.56	$F = 16.6$ $df = 1,141$ $p < .0001$	3.44	3.38	$F = 0.6$ $df = 1,141$ $p = .444$	Male < Female	3.31	3.43	3.52	$F = 1.3$ $df = 2,122$ $p = .288$											

(Continued)

TABLE 2 (Continued)

Variables	Sex		Ethnicity			Generation			ANOVA	Post Hoc		
	Male	Female	Differences	Filipino	Samoaan	1	2	3+				
											Differences	ANOVA
Ethnic Identity												
Factor 1:	2.98	2.99		2.82	3.22	$F = 23.7$ $df = 1,141$ $p < .0001$	Filipino < Samoaan	3.03	3.06	2.67	$F = 4.1$ $df = 2,122$ $p = .018$	1 & 2 > 3
Ethnic Identity Achievement												
Factor 2:	1.77	1.59	Male >	1.62	1.73	$F = 1.7$ $df = 1,141$ $p = .200$	Female	1.71	1.64	1.34	$F = 3.3$ $df = 2,122$ $p = .040$	1 & 2 > 3
Out-Group Orientation												
Factor 3:	3.54	3.46		3.35	3.68	$F = 18.1$ $df = 1,141$ $p < .0001$	Filipino < Samoaan	3.51	3.55	3.29	$F = 2.2$ $df = 2,122$ $p = .112$	
Belonging												
Dating Violence Victimization												
Verbal Abuse	0.17	0.23		0.20	0.21	$F = 0.2$ $df = 1,139$ $p = .693$		0.21	0.18	0.30	$F = 1.2$ $df = 2,120$ $p = .308$	
Controlling	0.26	0.28		0.31	0.22	$F = 2.5$ $df = 1,139$ $p = .732$		0.32	0.24	0.23	$F = 0.7$ $df = 2,120$ $p = .479$	

higher than females for Gender Role Factor 2: Condoning Female Perpetration ($F = 6.3$, $df = 1,141$, $p = .013$); while females scored higher for Gender Role Factor 4: Gender Equity Attitudes ($F = 16.6$, $df = 1,141$, $p < .0001$). Males scored higher for Ethnic Identity Factor 2: Out-Group Orientation ($F = 5.1$, $df = 1,141$, $p = .026$). Samoan participants scored higher than Filipino participants for Parental Role Factor 1: Parental Involvement ($F = 10.9$, $df = 1,141$, $p < .01$); Parental Role Factor 3: Punishment ($F = 16.6$, $df = 1,141$, $p = .0001$); Gender Role Factor 3: Sexist Attitude ($F = 6.7$, $df = 1,141$, $p = .011$); Ethnic Identity Factor 1: Ethnic Identity Achievement ($F = 23.7$, $df = 1,141$, $p = .0001$); and Ethnic Identity Factor 3: Belonging ($F = 18.1$, $df = 1,141$, $p < .0001$). Participants who were of third generation or more scored Parental Role Factor 1: Parental Involvement ($F = 3.4$, $df = 2,122$, $p = .037$) and Factor 2: Positive Recognition ($F = 3.6$, $df = 2,122$, $p = .032$) higher than first generation participants. Participants who were first and second generations scored higher on Parental Role Factor 4: Translator Role than the third or more generation participants. First generation participants scored higher on Gender Role Factor 1: Condoning Partner Violence ($F = 3.2$, $df = 2,122$, $p = .045$) than third generation participants. First and second generation participants scored higher on Ethnic Identity Factor 1: Ethnic Identity Achievement ($F = 4.1$, $df = 2,122$, $p = .018$) and Factor 2: Out-Group Orientation ($F = 3.3$, $df = 2,122$, $p = .040$) than third generation participants. No differences among sex, ethnicity, and generation for dating violence victimization emerged from the analysis.

Correlations

Correlations were obtained between the three acculturation components and dating violence victimization (see Table 3). Correlations greater than 0.30 are highlighted herein. For Parental Role, the strongest correlation was found between Factor 1: Parental Involvement and Factor 2: Positive Recognition ($r = 0.37$). Gender Role Factor 1: Condoning Partner Violence was highly correlated with Factor 2: Condoning Female Perpetration ($r = 0.67$), Ethnic Identity Factor 2: Out-Group Orientation ($r = 0.41$), and Verbal Abuse ($r = 0.36$). Ethnic Identity Factor 1: Ethnic Identity Achievement was correlated with Ethnic Identity Factor 3: Belonging ($r = 0.49$). Being victimized by controlling behaviors and verbal abuse were also positively correlated ($r = 0.42$).

Regression Analysis

Table 4 presents the final results of stepwise regression analyses. Parental Role Factor 3: Punishment, Gender Role Factor 3: Sexist Attitudes, and Gender Role Factor 4: Gender Equity Attitudes were associated with verbal abusive dating violence behavior, explaining 14% of the variance. Parental Role Factor 3: Punishment; Gender Role Factor 3: Sexist Attitudes and Ethnic

TABLE 3 Correlation Matrix for Acculturation Components and Dating Violence Victimization

Variables	Parental Roles				Gender Roles				Ethnic Identity				Dating Violence	
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 1	Factor 2	Factor 3	Factor 4	Factor 1	Factor 2	Factor 3	Factor 4	Verbal Abuse	Controlling
Parental Role														
Factor 1: Parental Involvement	1													
Factor 2: Positive Recognition	0.037**	1												
Factor 3: Punishment	-0.00	-0.03	1											
Factor 4: Translator Role	0.01	-0.05	0.05	1										
Gender Role														
Factor 1: Condoning Partner Violence	-0.10	-0.08	-0.01	0.09	1									
Factor 2: Condoning Female Perpetration	-0.05	-0.14*	0.02	0.04	0.67**	1								
Factor 3: Sexist Attitudes	-0.05	-0.09	0.11	0.10	0.28**	0.35**	1							
Factor 4: Gender Equity Attitudes	-0.01	0.20*	0.03	0.11	-0.21*	-0.10	-0.00	1						
Ethnic identity														
Factor 1: Ethnic Identity Achievement	0.22**	0.13	0.03	0.25**	0.08	-0.03	-0.02	0.15	1					
Factor 2: Out-Group Orientation	-0.02	-0.20*	0.02	0.24**	0.41**	0.28**	0.17*	-0.13	0.16	1				
Factor 3: Belonging	0.22**	0.04	0.04	0.12	-0.05	0.03	0.06	0.03	0.49**	-0.10	1			
Dating Violence														
Verbal Abuse	-0.01	-0.01	0.25**	0.03	0.04	-0.06	0.18*	0.18*	0.02	0.10	0.06	1		
Controlling	-0.10	0.05	0.15	0.06	0.05	0.13	0.22**	0.08	-0.14	0.18*	-0.13	0.42**	1	

Note. * $p < .05$; ** $p < .01$.

TABLE 4 Multiple Regression Model Sample Characteristics and Acculturation Components Associated with Dating Violence

Variables in model	Standardized	<i>p</i>	ANOVA
Independent variables of verbal abuse victimization			<i>F</i> = 6.4, <i>df</i> = 3,114, <i>p</i> < .0001
Parental Role Factor 3: Punishment	0.084	.013	
Gender Role Factor 3: Sexist Attitudes	0.117	.015	
Gender Role Factor 4: Gender Equality Beliefs	0.136	.027	
Independent variables of controlling victimization			<i>F</i> = 6.6, <i>df</i> = 3,114, <i>p</i> < .0001
Parental Role Factor 3: Punishment	0.215	.002	
Gender Role Factor 3: Sexist Attitudes	0.132	.008	
Ethnic group	-0.166	.011	

Group were associated with controlling behaviors in dating violence, explaining 15% of the variance.

DISCUSSION

The results of our study suggest that parental role and gender role beliefs are related to dating violence victimization. Furthermore, differences exist in the risk factors associated with controlling behaviors and verbal abuse. For example, Gender Role Factor 4: Gender Equality Beliefs, seem to be related to being victimized by verbal abuse, while it held no association for being victimized by controlling behaviors. However, two risk factors were highly related to both type of dating violence victimization. Youth from our sample who rated high on Parental Role Factor 3: Punishment, were more likely to be victimized by both types of dating violence. This finding is consistent with studies that have shown a positive relationship between receiving physical punishment from a parent and later experiencing partner abuse (Kaura & Allen, 2004; Shalanski, Coker, & Davis, 2003). Foshee, Benefield, Ennett, Bauman, and Suchindran (2004) also found that being hit by an adult predicted dating violence victimization among a sample of 1,291 eighth and ninth graders. One explanation for these findings is that parental aggression may indirectly affect adolescents' acceptance of abusive behavior as a problem-solving technique in interpersonal relationships. It may also be confounded by socioeconomic status which has been associated with variables such as the use of more punitive parent discipline. Because our study did not differentiate between "reasonable" punishment (e.g., taking away of privileges) that happens with "everyday" parenting versus parental abuse, future studies should examine this relationship further.

We also found that Gender Role Factor 3: Sexist Attitudes, predicted both types of dating violence. Other studies have found that youths who

hold sexist attitudes may be more likely to endorse and accept abusive or violent behaviors in dating relationships (Foshee et al., 2004). Ulloa et al. (2004) found that girls who held less traditional gender role attitudes were more likely to recognize signs of dating violence. Given these findings, we were surprised to discover that Gender Role Factor 4: Gender Equity Attitudes increased risk for verbal abusive victimization. One explanation for this counterintuitive finding may be that more empowered girls may threaten and invoke violent reactions from males who may ascribe to traditional gender roles (Johnson et al., 2005). Another explanation is that these girls may be more likely to recognize signs of dating violence and be more able to readily admit their experience of it.

Contrary to other studies (Sanderson et al., 2004), our study did not find ethnic identity to have any effect on dating violence victimization. Although research on the influence of ethnic identity on dating violence is still at its infancy, research suggests having a strong sense of ethnic identity may be a protective factor in other aspects of adolescent development. For example, Guerrero et al. (2006) found that learning one's genealogy was positively correlated with school performance. In addition, Irwin et al. (2005) found that having a clear sense of ethnic background and spending time trying to find out more about one's ethnic group and heritage are protective factors for delinquent and violent behavior for Asian and Pacific Islander youths.

Our study did not find gender differences among dating violence victimization rates. Focus groups conducted by Fredland et al. (2005) with adolescents suggest that verbal and emotional abuse may occur relatively equally among boys and girls but be incited for different reasons. Although we did not include questions related to physical dating violence in our study, studies have shown that females are physically victimized more severely than males and suffer more injuries (Cohall, Cohall, Bannister, & Northridge, 1999). Moreover, O'Keefe (1997) found that males and females view and respond very differently to episodes of dating violence. When conflicts become physically aggressive, males often did not take it seriously and thought "it was funny" while females reported feelings of fear and emotional hurt. Our study also did not account for those who might minimize abusive behavior, thus failing to label it as abuse, which happens often among adolescents (Armstrong et al., 2001). Future studies should aim to include more context to their data collection method to gain a fuller understanding of how youths experience and perceive dating violence.

Given these findings, we have created a conceptual model that illustrates the relationships between components of acculturation and dating violence victimization (see Figure 1).

Limitations

Although our sample size was relatively small, the rate of dating violence victimization reported in this study was consistent to national dating violence

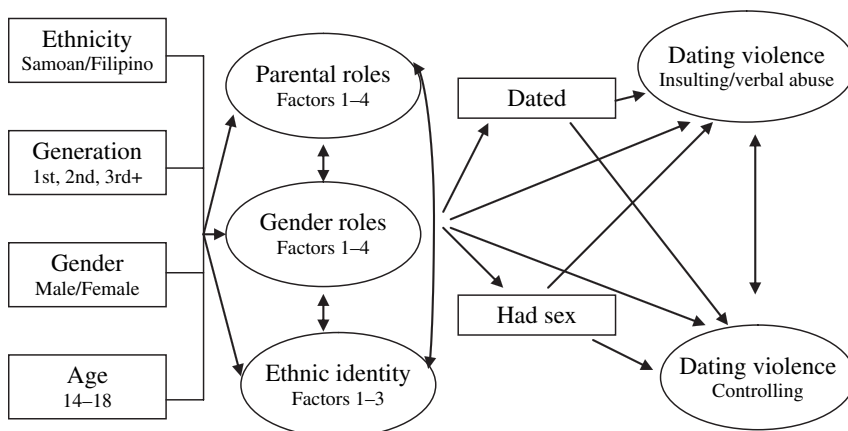


FIGURE 1 Conceptual model linking acculturative influences and dating violence.

rates reported for high school students (Jouriles et al., 2005; Silverman et al., 2001). One of the limitations of our study is our sole use of self-reports, which hinges on reliable memories and truthful reporting. Although the participants were ensured of their confidentiality, the interviews were conducted in-person, which may have censored some of the participants' answers or willingness to be forthcoming. Victims of interpersonal violence seldom report their cases to authorities, especially those who feel there may be a sociocultural or linguistic barrier with the entity providing them help (Silverman et al., 2007). This may have underestimated the true prevalence of dating violence victimization in this sample. Our study was also cross-sectional, which gave us very little information on the causality of dating violence and the context in which it occurs. Jouriles et al. (2005) found that one-time assessments can underestimate prevalence rates while a cumulative assessment strategy yields a higher prevalence rate of dating violence. In addition, we only examined two types of dating violence and did not include sexual or physical forms. However, psychological abuse often precedes physical abuse (Kaura & Allen, 2004), which warrants the importance of focusing on this type of victimization.

Despite these limitations, this is one of the first studies to examine dating violence risk and protective factors among Samoan and Filipino youths. Because of the limited number of studies conducted with these populations, future studies can begin building on this study to create comprehensive and effective dating violence prevention programs that address the needs of various ethnic populations.

Future Direction

Several implications related to dating violence prevention efforts emerged from this study. Although the existence of different types of dating violence

(i.e., physical, verbal, emotional, sexual) is recognized, current prevention methods do not treat them as separate mechanisms with different risk and protective factors. This study suggests that different forms of dating violence may follow different pathways, meaning that predictors for physical violence may not be exactly the same for emotional violence. Future studies should aim to identify the risk and protective factors of the specific types of dating violence. Dating violence prevention efforts should be comprehensive to address the various forms of dating violence by decreasing the risk factors and increasing the protective factors. In addition, the context of how dating violence occurs should be further examined to understand how these risk and protective factors interplay (Lewis & Fremouw, 2001). Future studies should use focus groups and more qualitative studies to explore how ethnic minority youths experience dating violence (Fredland et al., 2005).

Because sexist attitudes predicted both types of dating violence victimization, more attention should be paid to how sexist attitudes and beliefs affect the likelihood of experiencing dating violence. Dating violence prevention efforts should focus on addressing these attitudes and/or environments. Additionally, gender equity beliefs also seem to increase risk for being victimized in dating relationship. More research needs to be conducted to examine how holding gender equity beliefs impact experiences and perceptions of dating violence.

Finally, parents should be involved in future dating violence prevention and intervention efforts. Adolescence is a crucial period in life where self-identity and belief systems are formed, and parental roles may mediate gender role attitudes and ethnic identity. For example, the Safe Dates Dating Violence Prevention Program has been shown to be effective in decreasing dating violence rates, by focusing on changing norms associated with partner violence and decreasing gender stereotyping by promoting family and community involvement (Foshee et al., 1996). Without proper familial support, some teens may desire to develop intimate relationships, which could make them more vulnerable to accepting forms of violence in the relationship.

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