1993

Hooking up: non-intimate relationship patterns on a college campus

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TITLE: Hooking-Up: Non-Intimate Relationship Patterns on A College Campus

DATE: May 30, 1993
Hooking-up: Non-intimate Relationship
Patterns on a College Campus.

by

Gailon E. Jacobs

A thesis
Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Master of Arts

in
The Department of Social Relations

Lehigh University
May 20, 1993
This thesis is accepted and approved in partial fulfillment of the requirements for the Master of Arts in Social Relations.

Date: 5/20/93

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Acknowledgements

I would like to take this opportunity to acknowledge a number of people who were involved with this thesis. I want to thank my thesis committee members, those that participated in the research, and my friends who proofread the drafts. In addition, would like to thank my family and friends for their loving support during the past year. I especially would like to thank my Mom for giving me the support I needed to make it through what seemed like an impossible task.
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I. ABSTRACT

The purpose of this study was to examine the uncommitted, short-term heterosexual relationships college students have termed "hooking-up". The term "hook-up" has not been defined by researchers. A 49 item questionnaire was randomly distributed to 820 undergraduate students. Students defined terms associated to relationships, answered questions concerning their most recent hook-up and completed Rosenberg's (1965) Self-Esteem Scale. Five research questions were addressed. The first research question concerned the definition of hooking-up. The second question involved differences between the definition of hooking-up and what occurred on the hook-up. The third question addressed the differences men and women have regarding hooking-up. The fourth question discussed self-esteem and hooking-up. The last question addressed alcohol and hooking-up. Of the respondents (55 percent women and 45 percent men) 80 percent indicated that they had hooked-up while in college. The subjects had a general definition of what a hook-up was, but this definition included more sexual activity (e.g. deep (French) kissing to sexual intercourse, including petting, and oral sex) than what actually occurred in the encounter. Men and women had slight differences in what sexual behaviors occurred in their most recent hook-up.
The results of Rosenberg's Self-Esteem Scale showed that no significant differences between frequency of hooking-up and self-esteem. Alcohol and other drugs played a key role in hook-ups. Implications of the results of the study are explored.
II. **INTRODUCTION**

Premarital sexual activity has become more acceptable since the 1960's (Cate et al., 1993) and there have been concomitant changes in relationships. Heterosexual relationships have gone from a committed, and long-term focus, to that of non-intimate, short-term focus with dating a thing of the past (Schur, 1992; Whyte, 1990; Cobliner, 1988). Cobliner (1988) reports that relationships of college students are centered more on recreational sexual activity rather than commitment or establishment of long-term relationships: students want to "play the field". Others find that students are more sexual and less emotionally committed in their relationships (Schur, 1992; Erickson, 1992) and even define "intimacy" as being sexually intimate (Kilpatrick, 1988).

There has been little research focusing on issues surrounding this change in collegiate heterosexual relationships. Although research in areas such as date rape or use and abuse of alcohol is abundant, virtually no research has focused on heterosexual relationships themselves; that is, how individuals view relationships and what occurs in them. Today, "hooking-up" is the term college students use for short-term relationships which
include "impersonal" (Humphreys, 1970, p. 2) sexual activity with little to no commitment or emotional intimacy.

This thesis examined students' views of and participation in "hook-up" relationships. I surveyed students to assess how they define temporary short-term relationships. I examined the definitions of hooking-up, as well as what occurs in a hook-up. I explored the differences between men and women and how self-esteem affects an individual's tendency to get involved in short-term encounters. Finally, I looked at the influence of drugs and alcohol on hooking-up.

III. Literature Review

The terms "love" and "intimacy" are used to describe dimensions of relationships between men and women. Researchers have various definitions of love and intimacy. These definitions are important in assessing and describing the nature of heterosexual relationships. The changes in definitions may reflect the change in how adolescents relate to each other.

a. Love

Love has been described in a variety of ways by social scientists, ranging from love in marriage to attachment
between friends. Researchers use different categories to describe the styles of love. Erich Fromm (1956) defined two styles of love, genuine love and "pseudo" love, in his book The Art of Love. Genuine love is "an expression of productiveness and implies care, respect, responsibility and knowledge" (p.59). He defines this style of love as that associated with married couples or love between family members. "Pseudo" love, characterized by a dependency of one partner on the other, may be dysfunctional in that there is an abused spouse or someone who has a "crush" on his/her partner.

Unlike Fromm, Safilios-Rothschild (1977) argued that individuals express and define love very differently. She described five styles of love: "true-love", "romantic love", "love-friendship", "mature love' and "affectionate love."

John A. Lee (1974) developed three styles of love from his empirical data collected from his research on college students. The three primary love styles that Lee developed included eros, ludus, and storage. Eros is typified by romantic and passionate love, an erotic form of love. Ludus refers to a style of love in which love is a game. This type of person enjoys having many different partners, playing each one as if a mark in a game. Storage love is a compassionate love which develops out of long-term
friendships.

Hendrick and Hendrick (1987) used Lee's typology, 'the styles of loving,' in their study of the religious belief of 1374 college students. Yancey and Berglass' (1991) study of 42 male and 98 female undergraduate students also related Lee's love styles to college students' overall life satisfaction. Yancey and Berglass (1991) showed that there was a positive correlation between ludus style of love and life satisfaction for men, while there was a negative relationship between the two for women.

Hendrick and Hendrick (1987) and Yancey and Berglass (1991) also incorporate three secondary styles of love: mania, pragma, and agape. The mania style lover is possessive and dependent. An individual in a manic relationship, may have trouble focusing on anything or anyone except the partner; he/she is obsessed. Pragma love is logical and rational. For example, pragma type people believe that it is reasonable to love someone with a similar background. They may look at appropriate love prospects to see that they have worthy characteristics such as job, age, or religion. Both women and men have a negative relation between manic love and life satisfaction (Yancey & Berglass, 1991). Finally, agape love is selfless love, and may or may not be dysfunctional. Agape love is dysfunctional if the person gives up everything for his/her partner. Yancey
and Berglass (1991) showed that women had a positive relation between agape love and life satisfaction.

These various definitions of love are useful in describing the type of relationships in which young people are involved.

Other researchers have focused on the components of love rather than different styles of love. Styles of love vary in the amount of dependency, attachment, and involvement (Rubin, 1970). Rubin (1970) developed love and liking scales which have been shown to be reliable and valid in a number of experiments (Critelli, Myers & Loos, 1986). Rubin tested his love and liking scales on 158 dating couples from the University of Michigan. Rubin's romantic love scale has three major components. The first component includes "affiliative and dependent needs." The second is the "predisposition to help." The third is "exclusiveness and absorption" (Rubin, 1970, p.267). The liking scale measures the respect one has for another. With the aid of Rubin's scales, one can assess the nature of relationships between men and women.

Critelli, Myers and Loos (1986) identified five components of love from their empirical analysis of data from 123 dating couples. These five components include:

Romantic Dependency: The relationship is exclusive and one person's happiness is dependent on his/her partner.
Communicative Intimacy: This is characterized by having a solid relationship and being able to talk openly with the partner.

Physical Arousal: This is characterized by feeling romantically and sexually aroused and attracted to one's partner.

Respect: This is characterized by feeling that one's partner is mature and having good judgement.

Romantic Compatibility: This combines the feelings of romantic-dependency with contentment and emotional satisfaction.

Critelli et al (1986) argued that all five of these components of love are necessary in healthy committed relationships. If one of the components is missing, then the relationship may not be emotionally satisfying to one or both of the partners.

b. Intimacy

As with love, intimacy has been defined differently by researchers. Some, such as Erikson and Steinberg, focus on the attachment aspect of intimacy. Erikson (1963) theorizes that intimacy is "the capacity to commit to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments even though they may call for significant sacrifices and compromises" (Erikson,
Roscoe, Kennedy, and Pope (1987) cite Steinberg (1985) who argues that intimacy is "an emotional attachment between two people characterized by concern for each other's well-being; a willingness to disclose private, and occasionally sensitive topics, and a sharing of common interests and activities" (Roscoe, Kennedy & Pope, 1987, p. 511).

Both Erikson and Steinberg imply a long-term relationship when describing intimacy (Erikson, 1963; Roscoe, Kennedy & Pope, 1987). Although intimacy is a complex and meaningful part of a relationship, Erikson's definition of intimacy focuses on the strength of the intimate relationship, and sticking through thick and thin, while Steinberg's definition includes more implications of communication and sharing.

Mitchell, on the other hand, focuses on the involvement aspect of intimacy. Mitchell (1976) stated "intimacy is the need for deep involvement with another person...the need for a close personal relationship with another person and the need for intense closeness and involvement with something meaningful" (p.275). Unlike Erikson and Steinberg, Mitchell's definition of intimacy does not necessarily imply permanence.
c. Sex as intimacy

Today, adolescents are interchanging the term sex for intimacy (Erickson, 1992; Kilpatrick, 1988). For adolescents, intimacy may be difficult to express either verbally or through physical gestures. Instead, intimacy is "interwoven" (Mitchell, 1976, p. 276) with sexual expression. It is not always poor sex that is causing disappointment with relationships in adolescents. Disappointment with relationships occur because many adolescents cannot express their feelings and emotions regarding sexual contacts to their partners (Shaughnessy & Shakesby, 1992; Mitchell, 1976).

Over the last 25 years, there have been changes in the way intimacy is defined. Erikson (1963) did not believe that sexual contact was necessary component of intimacy. Erikson also argue that commitment and self-abandonment were linked to intimacy. Today, few adolescents associate the terms commitment and self-abandonment with intimacy; instead, they associate sex with intimacy (Roscoe, Kennedy and Pope, 1987). Contrary to this idea of associating sex with intimacy, Roscoe, Kennedy and Pope (1987) argue that there are ways of being intimate without sexual activity and that the concepts of intimacy and sex are not interchangeable. Peplau, Rubin & Hill (1977) go on to argue that premarital sex may actually impede the development of
Moss and Schwebel (1993) believe intimacy has five components. These components include: commitment, affective intimacy, cognitive intimacy, physical intimacy and mutuality. Intimacy assists people in preserving both their physical and mental health (Moss and Schwebel, 1993).

Kilpatrick (1988) reports that the term intimacy is taking on a different connotation than in the past. Individuals are now talking of "intimate" relations and not "love" relations. Intimacy refers almost exclusively to physical intimacy, with or without love (Kilpatrick, 1988).

By viewing intimacy as only including physical intimacy, adolescents of today see relationships much differently than past generations. This change in perspective demands consideration when researching relationships.

d. Dating

Traditionally, adolescents have pursued dating as a means for initiating and building relationships with the opposite sex, and for achieving love and intimacy (Whyte, 1990). The dating culture has changed over time and the degree to which "love" or "intimacy" or "sex as intimacy" is sought has also changed.

In Skipper and Nass' (1966) study of dating and socio-
economic levels of men and women, they stated that a date includes some form of recreation, socialization, raising one's status, and possible spouse selection. In the 1970's and 1980's, it became acceptable to "reject the formal rules for dating" (Strouse, 1986). In 1983, Korman interviewed 258 unmarried women and concluded that there were unwritten rules that proscribe the behavior for men and women. As an example, a man is suppose to initiate dating and sexual activity. A woman, in turn, is reluctant to engage in sexual activity (Perper & Weis, 1987; Byers & Lewis, 1988; Knox & Wilson, 1981; Peplau, Rubin & Hill, 1977). Men control the date initiation and date-paying, while women may feel the need to reciprocate with sexual activity in exchange for what the male spent on her (Korman, 1983).

Young people today are less inclined to go out on a date with other people. Socializing in groups is preferred. Dating has become obsolete (Whyte, 1990). From his historical analysis of dating, Whyte (1990) argued that no suitable replacement for the term date has been found and that adolescents still seem to understand what the term implies. Rather than going on dates, young men and women frequent bars and parties in hopes of establishing a relationship with someone of the opposite (Strouse, 1986; Whyte, 1990).

Further support for the demise of dating comes from the
analysis of the length of relationships. Over the last 30 years there has been a dramatic change in the length of relationships among the college-age population. Men and women are engaging in relationships that are sporadic and without commitment. Cobliner (1988) who explored the shift in relationships of college students, argues that individuals are trying to suppress feelings of intimacy and romance.

According to Cobliner (1988) these changes in commitment to relationships is related to difference in ethos, the ascent of women, the advances in contraception, residence mobility, and change in child care.

First, the ethos of the American adolescents has transformed from self-restraint to self-indulgence. Adolescents have developed a short-term and permissive attitude. Sexual relationships are being used to bolster self-esteem and to increase social standing among peers. A relationship with an emotional involvement is considered risky among adolescents.

Second, the ascent of women has begun to challenge the traditional domain of men, in both the work-force and relationships. Some men respond to this positively, while other men respond to it with anger directed toward women. Women now are permitted to ask men on dates and initiate sexual activity without being thought of as "loose" or
"easy."

Third, the advancement of contraceptive methods have helped women become sexually on par with men. Before the 1960's, women had fewer option in birth control methods and men were in "control" of contraception. With the advent of the pill and other birth control devices, women may choose their own partners and initiate relationships themselves. Women also can be more spontaneous in their decision to engage in sexual activity or sexual intercourse without the fear of pregnancy.

Fourth, the geographic mobility of the United States’ residents has changed drastically over the last 25 years. With 25 percent of United States’ families moving every year, adolescents are reluctant to form friendships and attachments with others. This creates emotional instability in people’s lives as they hesitate getting involved in a long-term, committed relationship.

Finally, the child care patterns has changed. Recently, children have become the focus of family attention. Most children have never experienced hunger or thirst or hardship and they get their wishes granted by their parents. Children seek immediate gratification which continues through adolescence.

These five societal changes influence an adolescent’s ability and desire to form relationships (Cobliner, 1988).
According to Cobliner (1988), these short-term, uncommitted relationships are becoming not only the norm, but also a form of connection desired by individuals.

**e. Factors affecting relationships**

Other factors also affect relationships between adolescents. The next section of the paper discusses the influence of gender, age, self-esteem and alcohol on relationships.

1. **Male-Female differences in relationships**

Gender plays a part in sexuality (Cate et al., 1993), but there are different perspectives on the role of gender on relationships. Fromm (1956) reported that individuals are attracted to each other because of opposite sex character types. Men usually had character types associated with activity, discipline and adventurism. Fromm associated feminine character types to receptiveness, protection, and motherliness. He posits that polarities were helpful in establishing a relationship and he foresaw increased problems in relationships as society became more gender neutral, making it difficult to form and to establish meaningful loving relationships (Fromm, 1956).

Until recently, the men's role was to initiate the relationship and pursue sexual activity (Cate et al., 1993).
Men usually want more sex and expect it sooner than do women (Christopher & Cate, 1988; Knox and Wilson, 1981; Roche, 1986; Byers and Lewis, 1988; Safilios-Rothschild, 1977; Peplau, Rubin & Hill, 1977). One of the reasons men give for dating is for sexual activity (Roscoe, Diana, & Brooks, 1987). Men also relate sexual satisfaction to the frequency of sexual activity (Darling, Davidson, & Passarello, 1992).

Women are expected to be hesitant about engaging in sexual activity and take a passive role in it. Women's primary objective for dating is to establish intimacy (Roche, 1986; Roscoe, Diana & Brooks, 1987). Women associate sexual intimacy with love and commitment more often than men do. Women prefer to be emotionally attached to their partner and relate their life satisfaction to the amount of mutual commitment in a relationship (Christopher & Cate, 1988; Darling & Davidson, 1986; McCabe, 1987).

It is not surprising that there is usually disagreement between men and women over what should occur in a relationship. Knox and Wilson's (1981) study of 334 male and female college students, revealed that fewer than 15 percent of the men and women in their research felt their dating partners shared an understanding of how long to wait before engaging in sexual activity. Men are more likely to be satisfied with the first sexual intercourse than women because for men, sexual intercourse confirms their status.
and their masculinity among their peers within society (Darling & Davidson, 1986; Christopher & Cate, 1988; Byers and Lewis, 1988).

The difference in attitudes regarding relationships and sexual activity between men and women may be changing. This change in women’s attitudes can be evidenced by "Ladies’ only nights" in bars or the Chippendales’ men stripping for female audiences. Perper and Weis (1987) report that women are becoming more aggressive in initiating dating and sexual activity. They described this as proceptive behavior, a behavior pattern which is designed to express interest in another person. Women often send verbal and nonverbal signals to attract men, including eye contact and flirting (Byers & Lewis, 1988). Research by Perper and Weis (1987) and Byers and Lewis (1988) has shown that women usually do the initial signalling to the man to initiate the relationships, although men usually are the first to actively initiate sexual activity.

The gender differences that exist within relationships directly affect today’s adolescents. Adolescents may be receiving mixed signals as to what is proper behavior in a heterosexual relationship. The role of a man or a woman in today’s society is not as clearly defined as it once was.
2. Age-related differences and relationships

Age-related differences exist among adolescents. At each stage of development (early, middle, and late adolescence) girls and boys have distinct expectations of what is important in relationships and different reasons for dating and engaging in relationships (D’Augelli & D’Augelli, 1977; Roscoe, Diana & Brooks, 1987).

D’Augelli and D’Augelli’s (1977) researched the moral reasoning process for sexual decision-making with both male and female adolescents. Their first stage of maturation is the egoistic reasoning stage. At this stage the young person will examine the cost-benefit of getting involved with another person. S/he focuses on his/her own enjoyment, with little regard for the partner. The second level of development is termed the dyadic reasoning stage. In this stage, someone will make judgements about his/her partner based on stereotypes or perceived expectations. Finally, the more mature adolescent, who is around the age of college students, reaches the interactive reasoning level, at which there is mutual effort and reciprocity between the partners within a relationship. As adolescents progress through these stages, there typically are more advances in sexual experiences.

Similar to D’Augelli and D’Augelli (1977), Roscoe, Diana and Brooks’s (1987) research showed that early,
middle, and late adolescents have different reasons for entering into relationships and place various levels of importance on personal characteristics. They showed that early and middle adolescents are in search of immediate gratification; therefore early and middle adolescents date to fulfill their own egocentric needs. The reasons for relationships are recreation, and socialization. They choose their partners based on prestige, looks, and approval from others.

Late adolescents believe that intimacy and companionship are the basis for relationships, while, socialization and recreation are of lesser importance. Older adolescents are more independent and less concerned about how others perceive them. The adolescents' main focus of the relationship is the future (Roscoe, Diana & Brooks, 1987).

It is important to note the different developmental levels of the individuals in relationships because college students should be in the late adolescents developmental stage. Although two individuals in college may be of the same age, their reasons for engaging in a relationship could be much different due their being at dissimilar developmental levels. These differences may result in emotional and sexual conflict between the partners.
3. Self-esteem and relationships

Self-esteem has been argued to play a key role in the development of relationships among adolescents. Self-esteem has been defined by Rosenberg (1965) as "the evaluation which the individual makes and customarily maintains with regard to himself [sic], expressed as an attitude of approval or disapproval" (p. 5). To adolescents much of their self-esteem can be based upon what others think of them (Harper & Marshall, 1991). Those with lower self-esteem levels will look to others for approval. Most research on sex and sex roles on self-esteem have consistently shown adolescents girls to have a lower self-esteem than adolescent boys (Harper & Marshall, 1991; Bohrnstedt & Fisher, 1986).

Peer influence has an affect on adolescents' self-image and self-esteem (Bohrnstedt & Fisher, 1986). For teenagers, peer groups have a great deal of influence on what adolescents say or do (Harper & Marshall, 1991; Bohrnstedt & Fisher, 1986). Peer pressure is a contributing factor to the increased sexual activity among adolescents. An example of this peer pressure is found in the "Spur Posse Group" of a southern California high school. The young men of the spur posse keep a tally of the number of young women with whom they have had sexual intercourse. The men with the most points are looked up to as leaders of the group.
Young men and women do not want to be the only one not having sex. Perceived pressure from a peer group can influence men and women, especially men, to engage in sexual activity (Cate et al., 1993). In college, this peer pressure can be tremendous (Roche, 1986; Hopkins, 1977; Mitchell, 1976). For example, in fraternities awards and trophies are given out to the man who had sex with the most women and/or the most beautiful woman. It can be a prestigious honor to win one of the awards (Roscoe, Diana, & Brooks, 1987).

Along with peer pressure, Hajack and Garwood (1988) believe that an adolescent's sexual drive is motivated by emotional needs that may have nothing to do with sex. Sex is used as a "quick-fix" (p. 755) to ease loneliness, raise self-esteem, confirm his/her concept of masculinity or femininity, or ease boredom. Orgasm is used to fix these emotional problems, but, since the nonsexual, emotional needs are not solved, there is a need to indulge again in sex. The sex drive becomes artificially high and intimacy can be difficult. At this point, sex becomes a coping mechanism and partners become objects to deal with emotional needs (Hajack & Garwood, 1988; White & DeBlassie, 1992; Darling, Davidson & Passarello, 1992; Shaughnessy & Shakesby, 1992).
Self-esteem has a direct influence on an adolescent's decision to engage in sexual activity. Those with lower self-esteem levels will look toward their peers for acceptance. By having sexual intercourse, they may be able to increase their status (either perceived or real status) among their peer group. Furthermore, this association between self-esteem and sex may explain the trend toward shorter, less committed relationships.

4. Alcohol and other drugs and relationships

The role of alcohol and drugs cannot be ignored in adolescent relationships. Strouse (1986) studied Midwestern college-aged students who frequented bars. He argues that the drinking problems can only be addressed after one looks at the dating and sexual patterns of the students. Alcohol seems to make it acceptable to engage in behavior that would normally be considered unacceptable (i.e. increased sexual activity or foul language). A college-age woman states that she went to bars or fraternity parties "to meet people of the opposite sex, to get drunk, thereby creating an easier way to meet people of the opposite sex" (Strouse, 1986, p. 379).

Drinking has become associated with getting sexually and emotionally involved with someone (Cate et al., 1993; Erickson, 1992; Strouse, 1986). Alcohol reduces students'
inhibitions (Cate et al., 1993; Erickson, 1992). Mark Erickson, Director of Student Life at Lehigh University, surveyed students and discovered that most freshmen reported having been sexually intimate with another person under the influence of alcohol.

Alcohol is a major influence in college settings. Most social contacts in bars or parties usually occur under the influence of alcohol. Generally, college students have easy access to alcohol and it has become an acceptable means of making contacts. Within non-intimate, sexual encounters, alcohol can be a contributing factor to sexual activity. Alcohol can induce sexual arousal, impair the decision making process and unmask some otherwise hidden types of behavior, such as forms of sexual violence (Darling, Davidson & Passarello, 1992; Christopher & Cate, 1988; Knox and Wilson, 1981; Mitchell, 1976).

IV. Research Questions

The current literature on love, intimacy and dating does not adequately describe the short-term, uncommitted and impersonal sexual activity of today's college students. Definitions of love, intimacy, commitment, and relationships in the literature do not address the behaviors typically defined as hooking-up. The five research questions
addressed in this study provide a framework for explaining hooking-up.

First, how do college students define the term hook-up? Second, are there differences between the students' definition and what they report occurs in a hook-up? Third, do men and women define hook-up differently: Are there gender differences in what they report occurs in a hook-up? Fourth, do those with low self-esteem engage in hook-ups more often that those with high self-esteem? Finally, are drugs and alcohol related to what happens in a hook-up?

V. Method

Undergraduate students attending a medium-sized, competitive, private university in Pennsylvania. The majority of the students attending the institution are white, upper-middle class.

Data were gathered using an anonymous questionnaire which was sent to the selected students' campus mail boxes. The students were randomly selected by computer, using the last three digits of their social security numbers. The subjects responded to 49 close-ended questions. The questions asked how the students defined hooking-up, fooling around, intimacy, commitment and relationships. There also were questions on what sexual activity occurred in their
most recent hook-up. The last ten questions assessed the student's self-esteem. Participants were assured of confidentiality and instructed not to write their names on the survey booklet. Subjects returned the survey in a self-addressed envelope. A copy of the survey appears in Appendix A. There were 211 students who completed and returned the survey, a 25 percent response rate.

Of the 211 undergraduate students 117, were female (55 percent), 92 were male (43 percent), and 2 did not report their sex. The sex of respondents was not representative of the university, which is approximately 35 percent female and 65 percent male.

The breakdown of students' year in school was 20 percent freshmen, 22 percent sophomores, 30 percent juniors, and 27 percent seniors. The University has approximately 25% of the students in each of the four classes. There were slightly more juniors and seniors who responded to the survey than freshmen and sophomores.

There were 46 percent from the College of Arts and Science, 17 percent from the College of Business, and 33 percent from the College of Engineering. This was close to the University breakdown with approximately 45% from the College of Arts and Sciences, 25% from the College of Business and 30% from the College of Engineering.
VI. Results

a. Definition of hooking-up

The subjects were asked what behaviors were associated with a hook-up. A fourteen-variable behavior scale was used in which the subjects chose as many behaviors as they felt applied to their definition of a hook-up. The scale ranged from "no physical contact" to "sexual intercourse." The subjects also had the opportunity to comment on other forms of behaviors not included within the scale.

The percentage of respondents who indicated that a particular behavior was associated with a hook-up is listed in Table 1. Most subjects in this study defined a hook-up as sexual activity ranging from deep (French) kissing to sexual intercourse. Deep (French) kissing is the most widely mentioned behavior associated with hooking-up in this study (83%). Over 70 percent of the subjects believed hooking-up involved breast petting (both over and under clothing). Between 63 percent and 67 percent of the respondents believed hooking-up included petting of female and male's genitals. Oral sex was included in approximately 57 percent of the definitions of hooking-up. Finally, sexual intercourse was involved in 55 percent of the respondents' definitions. Very few people thought no physical contact (3%) and/or holding hands (26%) defined a hook-up.
Table 1: Behaviors associated with definitions of hooking-up, definitions of fooling around and what actually occurs in a hook-up.

<table>
<thead>
<tr>
<th>Sexual Behavior</th>
<th>defined hook-up (N=211)</th>
<th>defined fooling around (N=208)</th>
<th>occurred on hook-up (N=161)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep or French Kissing</td>
<td>83.3%</td>
<td>77.8%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Heavy Breast Petting (under clothing)</td>
<td>74.8%</td>
<td>75.5%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Light Breast Petting (over clothing)</td>
<td>71.0%</td>
<td>75.5%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Light Petting of Female Genitals (over clothing)</td>
<td>66.7%</td>
<td>71.2%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Heavy Petting of Female Genitals (under clothing)</td>
<td>66.7%</td>
<td>66.8%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (over clothing)</td>
<td>64.7%</td>
<td>66.3%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (under clothing)</td>
<td>63.8%</td>
<td>62.5%</td>
<td>37.9%</td>
</tr>
<tr>
<td>Oral Stimulation of Male Genitals</td>
<td>57.6%</td>
<td>48.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Oral Stimulation of Female Genitals</td>
<td>56.7%</td>
<td>48.6%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Petting until Female Reaches Orgasm</td>
<td>56.7%</td>
<td>47.1%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Petting until Male Reaches Orgasm</td>
<td>56.7%</td>
<td>46.6%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Sexual Intercourse</td>
<td>55.2%</td>
<td>26.4%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Light Kissing or Holding Hands</td>
<td>25.7%</td>
<td>38.4%</td>
<td>55.9%</td>
</tr>
<tr>
<td>No Physical Contact</td>
<td>03.3%</td>
<td>01.9%</td>
<td>01.9%</td>
</tr>
</tbody>
</table>

Fooling around was defined differently than hooking-up. Only 26 percent of the participants believed fooling around included sexual intercourse. Slight behavioral differences were found to exist between fooling around and hooking-up with breast petting, genital petting, oral sex and achieving
orgasm. Unlike the definition for a hook-up, more subjects (38% versus 26%) defined fooling around to include less overt sexual acts such as hand holding and light kissing. The behaviors associated with fooling around are found in Table 1.

In addition to the above question, the subjects were asked to associate their own definition of hooking-up with the term intimacy, relationships, and commitment. When subjects were asked "What behaviors do you associate with intimacy?," only 24 percent said hooking-up was a behavior associated with intimacy. The subjects were asked "What behaviors do you associate with a relationship?," 27 percent of the respondents believed hooking-up was part of a relationship. Finally, an overwhelming majority (96%) did not believe hooking-up was a behavior associated with commitment.

In summary, the over half of the respondents defined a hook-up as including sexual activity from deep (French) kissing to sexual intercourse. Hooking-up was associated with physical contact between partners; but not with commitment, intimacy or a relationship. Students seems to have developed an accepted definitions for the term hooking-up that differs from their definition of fooling around, intimacy, relationships, or commitment.
b. What occurs in a hook-up

The subjects were asked if they had ever engaged in a hook-up during their college careers. Of the 211 cases, 80 percent had engaged in a hook-up while attending the university, averaging just over two hook-ups per semester.

The subjects were asked to describe what occurred on their most recent hook-up. The same fourteen variable behavior scale, used for their definitions of hook-up and fooling around, was utilized. Subjects could choose all the behaviors that applied and add comments if necessary. The results for what activity occurred in a hook-up are found in Table 1.

In general, subjects reported the behaviors of their most recent hook-up as less sexually intense than what they had previously defined as hooking-up. The results showed that only 27 percent engaged in sexual intercourse, while 55 percent defined sexual intercourse as a part of a hook-up. Similar results were found for oral sex (21 percent versus 58 percent for male oral sex and 21 percent versus 57 percent for female oral sex). More individuals reported that they held hands and kissed in a hook-up (56%) than reported that they engaged in petting, oral sex and sexual intercourse.

The students were asked to describe their association with their partner after the hook-up. The answers ranged
from not seeing or speaking to their partner after the incident to being involved in a steady dating relationship with their partner. Just over 10 percent of the respondents said they did not see or speak to each other. The largest number of the cases (36 percent) said they sometimes saw and spoke to each other. Twenty-one percent of the respondents saw each other regularly, but did not hook-up. Finally, 26 percent of the sample were in a steady dating relationship with their partner.

Subjects were asked "What were the positive consequences to hooking-up?" The most frequent response was that it was fun and exciting (78%). A distant second was "it was a way to show my partner that I cared," (36%).

An overwhelming number of students who responded to the survey found their most recent hook-up to be a positive experience. Only seven percent said they would be unwilling to hook-up again. There was no one reason for it being a negative experience that was always mentioned. Some of the reasons for not wanting to hook-up included that the subject felt guilty about the situation and/or the individual was drunk.

In summary, the subjects experienced less sexual activity in their hook-up than what was previously defined. Most of the students found the hook-ups to be positive, but most are not involved in a steady relationship with their
partner after the encounters.

c. Male-female differences in hooking-up

Gender differences in definitions of hook-up and behaviors that occurred when hooking-up were examined. Also, the frequency of hooking-up per semester was studied. There were significant behavioral differences between men and women in their definitions of hooking-up and what behaviors occurred in the hook-up.

Differences were found between men and women on their definition of hooking-up. Of the fourteen variables defining hooking-up, eight were statistically significant. As the sexual behavior became more intense, there was less of a gender difference. Table 2 shows a chi-square analysis of the differences men and women have in their definition of hooking-up. Except for sexual intercourse, women were more sexual in their definition of hooking-up than men.
Table 2: (N=208) The percentage of subjects by gender who agreed that the behavior defined a hook-up (includes those who have engaged in hook-up while in college and those who have not).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Men</th>
<th>Women</th>
<th>X^2, p</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Physical Contact</td>
<td>05.4%</td>
<td>00.9%</td>
<td>3.82, .05</td>
</tr>
<tr>
<td>Light Kissing or Holding Hands</td>
<td>22.8%</td>
<td>27.6%</td>
<td>0.61, .43</td>
</tr>
<tr>
<td>Deep or French Kissing</td>
<td>77.2%</td>
<td>88.8%</td>
<td>5.06, .02</td>
</tr>
<tr>
<td>Light Breast Petting (over clothing)</td>
<td>64.1%</td>
<td>76.7%</td>
<td>3.96, .04</td>
</tr>
<tr>
<td>Heavy Breast Petting (under clothing)</td>
<td>66.3%</td>
<td>81.0%</td>
<td>5.86, .01</td>
</tr>
<tr>
<td>Light Petting of Female Genitals (over clothing)</td>
<td>58.7%</td>
<td>72.4%</td>
<td>4.32, .03</td>
</tr>
<tr>
<td>Heavy Petting of Female Genitals (under clothing)</td>
<td>55.4%</td>
<td>75.0%</td>
<td>8.79, .00</td>
</tr>
<tr>
<td>Oral Stimulation of Female Genitals</td>
<td>51.1%</td>
<td>60.3%</td>
<td>1.70, .18</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (over clothing)</td>
<td>54.3%</td>
<td>72.4%</td>
<td>7.30, .00</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (under clothing)</td>
<td>52.2%</td>
<td>72.4%</td>
<td>9.06, .00</td>
</tr>
<tr>
<td>Oral Stimulation of Male Genitals</td>
<td>50.0%</td>
<td>62.9%</td>
<td>3.50, .06</td>
</tr>
<tr>
<td>Petting until Female Reaches Orgasm</td>
<td>50.0%</td>
<td>61.2%</td>
<td>2.61, .10</td>
</tr>
<tr>
<td>Petting until Male Reaches Orgasm</td>
<td>50.0%</td>
<td>61.2%</td>
<td>2.61, .10</td>
</tr>
<tr>
<td>Sexual Intercourse</td>
<td>59.8%</td>
<td>51.7%</td>
<td>1.34, .24</td>
</tr>
</tbody>
</table>

When the question was asked if he/she had "targeted" anyone in which to hook-up with, 55 percent had targeted someone. Women had a tendency to target perspective
partners more frequently than men, but this difference was not statistically significant.

There also were slight gender differences in what males and females reported to have occurred in the hook-up. There were three statistically significant behavioral differences between men and women. More men reported that sexual intercourse occurred in their last hook-up than women. Also, more men indicated they were involved in light petting of female breasts and genitals than women. Although not statistically significant, women reported "no physical contact," "light kissing or holding hands" and "petting until male reaches orgasm" as occurring more frequently than men. Table 3 shows the differences men and women have in what occurred in their most recent hook-up.
Table 3: (N=161) The percentage of subject by gender who agreed that the behavior occurred in their most recent hook-up.

<table>
<thead>
<tr>
<th>Sexual Behavior</th>
<th>Men</th>
<th>Women</th>
<th>X², p</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Physical Contact</td>
<td>0.0%</td>
<td>3.1%</td>
<td>2.06, .15</td>
</tr>
<tr>
<td>Light Kissing or Holding Hands</td>
<td>53.8%</td>
<td>57.3%</td>
<td>.18, .66</td>
</tr>
<tr>
<td>Deep or French Kissing</td>
<td>95.4%</td>
<td>93.8%</td>
<td>.19, .65</td>
</tr>
<tr>
<td>Light Breast Petting (over clothing)</td>
<td>70.8%</td>
<td>53.1%</td>
<td>5.03, .02</td>
</tr>
<tr>
<td>Heavy Breast Petting (under clothing)</td>
<td>67.7%</td>
<td>55.2%</td>
<td>2.52, .11</td>
</tr>
<tr>
<td>Light Petting of Female Genitals (over clothing)</td>
<td>60.0%</td>
<td>38.5%</td>
<td>7.16, .00</td>
</tr>
<tr>
<td>Heavy Petting of Female Genitals (under clothing)</td>
<td>67.7%</td>
<td>55.2%</td>
<td>1.61, .20</td>
</tr>
<tr>
<td>Oral Stimulation of Female Genitals</td>
<td>24.6%</td>
<td>18.8%</td>
<td>.80, .37</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (over clothing)</td>
<td>38.5%</td>
<td>37.5%</td>
<td>.01, .90</td>
</tr>
<tr>
<td>Manual Stimulation of Male Genitals (under clothing)</td>
<td>38.5%</td>
<td>37.5%</td>
<td>.01, .90</td>
</tr>
<tr>
<td>Oral Stimulation of Male Genitals</td>
<td>21.5%</td>
<td>20.8%</td>
<td>.00, .91</td>
</tr>
<tr>
<td>Petting until Female Reaches Orgasm</td>
<td>21.5%</td>
<td>14.6%</td>
<td>1.30, .25</td>
</tr>
<tr>
<td>Petting until Male Reaches Orgasm</td>
<td>12.3%</td>
<td>17.7%</td>
<td>.86, .35</td>
</tr>
<tr>
<td>Sexual Intercourse</td>
<td>36.9%</td>
<td>19.8%</td>
<td>5.80, .01</td>
</tr>
</tbody>
</table>

To further assess the differences between men and women in hooking-up, a regression analysis was run predicting the number of times a person hooks-up. The independent variables were gender, place of residence and year in school. Sex of the subject was not statistically
significant (Beta=.12; p<.1) when controlling for place of residence and year in school. The result of this regression analysis was confirmed with a t-test (t(207) =.94; p<.35).

To assess the experience after the hook-up, the subjects were asked about their association with their partner after the encounter. The respondents' answers ranged from they 'neither see nor speak to their partner' (coded as 1) to they 'are in a steady dating relationship' (coded as 5). A significant correlation was found between the partner's association with each other and gender (t(203)=2.03; p<.04). A regression analysis was run predicting the association with the partner after the hook-up. The independent variables were gender, place of residence and year in school. Sex of the subject was statistically significant (Beta=.04; p<.04) when controlling for place of residence and the year. Women were more likely than men to be in a steady dating relationship.

The respondents also were asked to assess how they felt after the experience. Using a Likert scale, answers ranged from strongly disappointed (coded as a 1) to strongly satisfied (coded as a 5) with the hook-up. Most students (63 percent) indicated that they were satisfied to strongly satisfied with their encounter. Only 14 percent of the students were disappointed or strongly disappointed with the encounter. A chi-square analysis was done to assess the
differences between men and women. More men were satisfied with the experience than women ($X^2(167) = 11.2; p<.02$).

To further assess factors associated with feelings of satisfaction or disappointment, a regression analysis was run predicting how satisfied respondents were with the hook-up. The independent variables of the regression analysis were gender, place of residence and year in school. Sex was not statistically significant (Beta=.25; p<.2) when controlling for place of residence and the year.

There were statistically differences between men and women on why they hooked-up. Women were more likely to hook-up with someone because they liked their partner ($X^2(163)=4.52, p<.03$) and because they wanted to feel wanted or loved ($X^2(163)=.03; p<.03$). Men and women hooked-up because they "wanted to have fun." The difference between the genders was not significant ($X^2(163)=.25, p<.61$). Other reasons men and women reported for engaging in a hook-up were "because I was drunk," "to relieve stress or boredom," and "to make someone jealous."

In summary, there are gender differences in what occurs on a hook-up, but these differences are slight. These differences appear not only in sexual activity during the encounter, but also in feelings of satisfaction or disappointment after the hook-up and why men and women
engaged in the hook-up.

d. Self-esteem levels and hooking-up

The fourth research question addresses the influence of self-esteem levels on the frequency of hooking-up, that is do those with lower self-esteem hook-up more often than those with higher self-esteem? The subjects were administered Rosenberg’s (1965) Self-Esteem Scale. This ten point scale was developed to measure adolescents’ feelings of their individual worth and acceptance. The variables were added together, with codes for some variables reversed to have all items in the same direction on the scale, yielding one score ranging from 10 to 40 points. High self-esteem levels were indicated by a low score and low self-esteem levels had a high score. The difference in self-esteem levels between men and women were statistically significant \(t(201)=2.28, \ p<.024\). Women had lower self-esteem levels than men.

Self-esteem, however, was not associated with the frequency of hooking-up per semester. Furthermore, when men and women were examined separately, there was no correlation with frequency of hooking-up and self-esteem.

Self-esteem levels also did not correlate with the feelings of satisfaction or disappointment after the hook-up. When men and women were examined separately, there was
no relationship between feelings after the hook-up and self-esteem.

e. Alcohol and hooking-up

Subjects were asked if they were under the influence of drugs or alcohol in their most recent hook-up. If the subjects were intoxicated, they were asked to rate their level of intoxication from somewhat under the influence (characterized by being relaxed or giddy) to extremely intoxicated (characterized by memory loss or blacking-out).

Alcohol was reported to be used in 68 percent of the most recent hook-up's (71 percent female and 63 percent male). Of those that were under the influence of drugs or alcohol, 40 percent felt they were somewhat under the influence of drugs or alcohol. About 24 percent believed they were moderately under the influence of drugs or alcohol, in which they experienced some mechanical difficulty and slurring of speech. Finally, three percent felt they were extremely intoxicated which involved blacking-out or memory loss.

There was no significant gender differences between men and women's level of intoxication ($t(165)= .42, p<.67$). However, those students who liked their partner were more likely not to be under the influence of drugs or alcohol.
VII. Discussion

Undergraduates were surveyed to assess how hooking-up was defined and to examine how these definitions in terms of sexual activity relates to previously described views on love, intimacy and dating. The effects of gender, self-esteem and alcohol on hooking-up also were examined.

a. Definition of hooking-up

The present research explores the phenomenon "hooking-up." A variety of terms are synonymous with hooking-up; such as scamming, scooping, scoping, or horizontal kissing. However, hooking-up is the most commonly used phrase among college students.

When students were asked to define the term hook-up using various descriptions of sexual activity, their responses included deep (French) kissing to sexual intercourse. Hooking-up is associated with more intense sexual activity than fooling around. Unlike relationships of love, intimacy, and commitment, the results from this study show hooking-up as impersonal sexual activity.
Hooking-up differs from the traditional date that Skipper and Nass (1966) describe as a socialization process between people of the opposite sex with the possibility of courtship or marriage. Hooking-up is defined by these subjects as impersonal sexual activity devoid of commitment or intimacy. Contrary to Erikson's theory that sexual activity is not associated with intimacy, hooking-up links sex to intimacy. The implications of "sex is intimacy" complement Kilpatrick's (1988) findings that intimacy is exclusively physical and includes little regard for the partner's feelings and/or future. Although by this survey, about a quarter of the students hooked-up as a prelude to a dating relationship.

b. What occurs in a hook-up

Participants definitions of hooking-up are significantly different than self-reported behaviors of their most recent hook-ups. The participants' define of hooking-up as more sexually intense than what actually occurred in their reported hook-up. Most individuals held hands or kissed in their most recent hook-up, but, unlike the definition of hooking-up, did not engage in oral sex or sexual intercourse.

Although more than ten percent of the participants did not see or speak to each other after their most recent hook-
up, the majority of respondents perceive it as a positive experience. These results are clearly inconsistent with much of the literature on love, intimacy, and dating which emphasizes commitment and attachment. For example, Erikson (1965) posits the necessity of commitment if a relationship is to be emotionally fulfilling. One woman’s comments concerning hooking-up include, "It’s fun. My first time was a learning experience." The students seem to like the concept of hooking-up because it is fun and usually relationship developing from the encounter is not expected.

c. Male-female differences in hooking-up

As with the literature on love, intimacy and dating by Darling, Davidson and Passarello (1992), Roche (1986), and Roscoe, Diana and Brooks (1987), this study provides some support for the idea that men and women are different in their beliefs about sexual activity. The men of this study reported having engaged in sexual intercourse in a hook-up more often than women. From these results of reported sexual intercourse occurring in a hook-up, there may be support for the idea that women are look for a commitment from the partner before engaging in intercourse. This could be related to the men’s feelings that sex is a game. But the results showed both men and women hook-up to have fun. Even though women are not having sexual intercourse as
frequently as men, women are engaging in this hook-up game as often as men.

The research also supports the idea that men were more satisfied with the experience than women. Roche, (1986), Roscoe, Diana and Brooks (1987) argue that women need an emotional attachment with their partners before engaging in sexual activity. This study provides some support for their argument because women are more likely to report hooking-up with someone they like, while men are more likely to hook-up with someone to have fun. Yancey and Berglass (1991) state that sex was a game to be played with many partners and that men have a positive correlation with this ludus style of love and life satisfaction. Women relate their satisfaction to the amount of mutual commitment in the relationship (Christopher & Cate, 1988; Darling & Davidson, 1986; McCabe, 1987).

A surprising result came from the question regarding whether he/she had "targeted" anyone with which to hook-up. Women from this research have more of a tendency to target a perspective hook-up partners than men. As one man comments, "We (men) take whatever comes along." This attitude again disagrees with the literature on mature forms of love in which the partner is of primary or equal concern. However, this idea of taking "whatever comes along" provides some support for the research of Yancey and Berglass (1991) with
men preferring many partners.

Women, more often than men, may target a particular partner because the women feel safer with someone they know or someone they know of. This gives women an emotional attachment to men before hooking-up. This fits with the idea that women have a tendency of liking the partners with which they hook-up.

In summary, there are differences between men and women in hooking-up, but the similarities outweigh the differences. Men, generally, are more likely to engage in sexual intercourse and be more satisfied with the experience than women. Also, women are more likely to feel an attachment to the person they choose to hook-up with. These trends shown in this study correspond to much of the research on love and intimacy.

d. Self-esteem and hooking-up

Rosenberg's (1965) Self-Esteem Scale was designed to assess how adolescents feel about their own self-worth. This research supports the work of Harper and Marshall (1991) and Bohrnstedt and Fisher (1986) with the statistically significant differences between men and women in self-esteem levels. Women of this study, in general, have a lower self-esteem level than men.

Based on the research by Hajack and Garwood (1988) the
research question speculates that those with lower self-esteem engage in more frequent hook-up's, using sex as a type of coping mechanism. There was nothing to correlate self-esteem levels to frequency of hooking-up, to feelings after the encounter, or to reasons why the individual engaged in the hook-up. These findings were the same for men and women.

e. Alcohol and hooking-up

Alcohol and drugs were a factor in the hook-up for the subjects. Although a higher degree of sexual involvement did not correlate with a greater amount of alcohol or drugs most hook-up's occurred under the influence of drugs or alcohol. These results correspond with the research by Strouse (1986) and Erickson (1992) in which alcohol is seen as a stimulus for students to engage in sexual activity.

VIII. Problems with the study

The main problem with the study was the low response rate. Of the 820 questionnaires sent to subjects, only 25 percent (211) were returned completed. The ratio of men to women did not correspond with that of the university. Also the subjects' year in school was slightly different from that of the university. There may have been differences in
the results had the subjects corresponded with the demographics of the university.

Because of the low response rate there may have been differences in the attitudes towards hooking-up. The students who participated in the study self-selected themselves. Those that responded to the survey were willing to take the time to necessary to complete the survey. These participants were not offended by the questions, as could have been the case with those that chose not to respond. The participants also could be more liberal in their views in their views on sexuality and sexual activity and may have had good experiences in their past hook-up’s. The group that did respond could be different in their frequency of hook-up’s per semester than that of the group that did not respond. Because of the small sample size, there are limitations to the results of the study.

These results from this study may not be generalizable to other colleges and universities. Before the questionnaire can be shown to be reliable and valid, the survey should be tested with other students at other institutions. However, this study yielded interesting results concerning differences in definitions and behaviors in a hook-up and the similarities between men and women in hooking-up.
IX. Conclusion

This study raises questions about why students define the behaviors in a hook-up as more sexually intense than the behaviors that occur in the hook-up. Reasons for this difference can be speculated. This study may not be generalizable across all college student populations and the findings of this study may not correspond with the beliefs of other college students.

Although there are differences between the definition of hooking-up and the behaviors that occur on a hook-up, men and women seem to get involved in these relationships. From the results, both men and women feel little if any peer pressure from their friends and women are as likely to engage in such behavior as men.

Very few students reported being concerned with acquaintance rape or AIDS from hooking-up. This result could be due to the self-selection of the participants in the study or the wording of the questions in the survey. Acquaintance rape is a concern of many students and college administrators. With the differences in definitions and expectations in a hook-up, rape or date rape could result. When a woman or a man is expecting only kissing and petting, but ends up having sexual intercourse, women and/or men may feel violated and abused.
AIDS is another concern of today's sexually active college students. With approximately 20 percent of all hook-up's ending with sexual intercourse, contracting AIDS is a realistic possibility. Even with the use of contraception, the HIV virus could be contracted. Many college students feel they are invincible and will not contract the HIV virus or AIDS. The idea of "it can't happen to me" persists. But even with the media's focus on AIDS, college students from this study are not concerned about contracting the disease.

More research still needs to be done on the changes in heterosexual relationships. Hooking-up is a social activity that not only affects the emotional and physical side of individuals. Students are hooking-up because it is fun, relieves boredom or tension and it is a way to feel wanted or loved. Hooking-up is a form of impersonal sexual activity that students appear to enjoy during their college years.
X. REFERENCES


XI. Appendix

Appendix A: The questionnaire that was sent to 820 randomly selected college students.

Dear Student,

My name is Gailon Jacobs and I am pursuing my Master’s degree in Social Relations. While an undergraduate at Lehigh, I became interested in the number of definitions students had for the term "hook-up", along with the lack of dating and the number of hook-up’s that occurred on campus. As a result, I have decided to do my thesis on relationships on college campuses. I am particularly interested in both the definitions people give to relationships and the reasons for engaging in non-emotional relationships. I need your opinions and feelings regarding relationships in college.

You have been randomly selected to participate in this study. I would like to stress that your participation in this research is voluntary and will be kept confidential. Please feel free to leave any questions blank that you may feel are too personal or that make you feel uncomfortable. You will find a number on the top of your survey. This number is for follow-up purposes only. Your decision to participate in this study will not affect your grades or your standing at Lehigh. Once the data have been recorded, all lists and codes will be destroyed and there will be no record of your participation. The findings will be shared with administrators who make decisions regarding social life at Lehigh University. No individual opinions will be distinguished when the results are compiled.

DO NOT WRITE YOUR NAME ON THE SURVEY. After completing the survey, place it in the enclosed self-addressed envelope and drop it in campus mail. Your help is greatly appreciated. If you have any questions or concerns please feel free to call me (8-0066); my thesis advisor, Dr. Joan Spade, in the Department of Sociology and Anthropology (8-3821); or Linda Cope of the Office of Research and Sponsored Programs (8-4861).

Again, I appreciate your help with my research in this important area.

Sincerely,

Gailon E. Jacobs
Please answer the following questions so that we can better analyze the data.

1. Are you
   1 FEMALE
   2 MALE

2. Are you a
   1 FRESHMAN
   2 SOPHOMORE
   3 JUNIOR
   4 SENIOR
   5 GRADUATE

3. Where do you live?
   1 RESIDENCE HALL
   2 SORORITY OR FRATERNITY HOUSE
   3 OFF-CAMPUS
   4 HOME
   5 OTHER ____________________________

4. Are you in the
   1 COLLEGE OF ARTS AND SCIENCES
   2 COLLEGE OF BUSINESS AND ECONOMICS
   3 COLLEGE OF ENGINEERING AND APPLIED SCIENCES
   4 COLLEGE OF ARTS AND ENGINEERING
   5 COLLEGE OF EDUCATION
   6 OTHER ____________________________

5. How many brothers do you have? ____________________________
   How many are older than you? ______

6. How many sisters do you have? ____________________________
   How many are older than you? ______

Please use the following scale to answer questions 7 - 13.

1 NEVER
2 1-2 TIMES PER MONTH
3 3-6 TIMES PER MONTH
4 7 OR MORE TIMES PER MONTH
7. How often do you go on a date with a person of the opposite sex?
   1  2  3  4

8. How often do you go to off-campus parties with a group of friends?
   1  2  3  4

9. How often do you go to off-campus parties with a person of the opposite sex?
   1  2  3  4

10. How often do you go up the Hill to fraternity parties with a group of friends?
    1  2  3  4

11. How often do you go to fraternity parties with a person of the opposite sex?
    1  2  3  4

12. How often do you go to bars with a group of friends?
    1  2  3  4

13. How often do you go to bars with a person of the opposite sex?
    1  2  3  4

14. Have you ever engaged in sexual intercourse?
    1  YES
    2  NO

15. If yes, how old were you when you first had sexual intercourse?
    1  UNDER 15 YEARS OF AGE
    2  16-18 YEARS OF AGE
    3  19-21 YEARS OF AGE
    4  22-23 YEARS OF AGE
    5  OVER 24 YEARS OF AGE

Now, I would like to ask you about your definitions of specific terms.
16. What behaviors do you associate with the term "hook-up"? (Please circle all that apply.)

1. NO PHYSICAL CONTACT WITH ANOTHER PERSON.
2. HOLDING HANDS AND/OR LIGHT KISSING
3. DEEP OR FRENCH KISSING
4. LIGHT BREAST PETTING
   (over woman's clothing)
5. HEAVY BREAST PETTING
   (under woman's clothing)
6. LIGHT PETTING OF FEMALE GENITALS
   (over woman's clothing)
7. HEAVY PETTING OF FEMALE GENITALS
   (under woman's clothing)
8. ORAL STIMULATION OF FEMALE GENITALS
9. MANUAL STIMULATION OF MALE GENITALS
   (over a man's clothing)
10. MANUAL STIMULATION OF MALE GENITALS
    (under a man's clothing)
11. ORAL STIMULATION OF MALE GENITALS
12. PETTING UNTIL FEMALE REACHES ORGASM
13. PETTING UNTIL MALE REACHES ORGASM
14. SEXUAL INTERCOURSE
15. OTHER

17. What behaviors do you associate with the term "fooling around"? (Please circle all that apply.)

1. NO PHYSICAL CONTACT WITH ANOTHER PERSON.
2. HOLDING HANDS AND/OR LIGHT KISSING
3. DEEP OR FRENCH KISSING
4. LIGHT BREAST PETTING
   (over woman's clothing)
5. HEAVY BREAST PETTING
   (under woman's clothing)
6. LIGHT PETTING OF FEMALE GENITALS
   (over woman's clothing)
7. HEAVY PETTING OF FEMALE GENITALS
   (under woman's clothing)
8. ORAL STIMULATION OF FEMALE GENITALS
9. MANUAL STIMULATION OF MALE GENITALS
   (over a man's clothing)
10. MANUAL STIMULATION OF MALE GENITALS
    (under a man's clothing)
11. ORAL STIMULATION OF MALE GENITALS
12. PETTING UNTIL FEMALE REACHES ORGASM
13. PETTING UNTIL MALE REACHES ORGASM
14. SEXUAL INTERCOURSE
15. OTHER
18. What behaviors do you associate with the term "intimacy"? (Please circle all that apply.)
   1. ADMIRING SOMEONE WITHOUT THEIR BEING AWARE
   2. HOLDING HANDS WITH OR HUGGING A PARTNER
   3. GAZING INTO SOMEONE'S EYES
   4. TALKING ABOUT FEELINGS/DISAGREEING
   5. RELYING ON THE OTHER PERSON
   6. PLANNING THE FUTURE TOGETHER
   7. SPENDING TIME TOGETHER
   8. BEING ABLE TO DISAGREE
   9. KISSING
   10. HOOKING-UP
   11. SEXUAL INTERCOURSE WITHOUT LOVE
   12. SEXUAL INTERCOURSE WITH LOVE
   13. OTHERS OR ANY ADDITIONAL COMMENTS

19. What behaviors do you associate with the term "commitment"? (Please circle all that apply.)
   1. DATING, BUT ALSO SEEING OTHER PEOPLE
   2. SAYING "I LOVE YOU"
   3. DATING IN A MUTUALLY EXCLUSIVE STEADY RELATIONSHIP
   4. HOOKING-UP
   5. HELPING IN TIME OF NEED OR ILLNESS
   6. MUTUAL CONCERN FOR EACH OTHER
   7. SEXUAL INTERCOURSE WITHOUT LOVE
   8. SEXUAL INTERCOURSE WITH LOVE
   9. OTHER OR ANY ADDITIONAL COMMENTS
20. What behaviors do you associate with the term "relationship"? (Please circle all that apply.)

1. TALKING ABOUT TRIVIAL TOPICS
2. COOKING/MAKING SOMETHING FOR YOUR PARTNER
3. TALKING ABOUT DEEP MEANINGFUL TOPICS
4. STEADY DATING WITHOUT LOVE, BUT WITH INTENSE LIKING
5. FEELING FREE ENOUGH TO BE ABLE TO DISAGREE
6. STEADY DATING WITH LOVE
7. MUTUAL SHARING AND CONCERN FOR THE OTHER
8. DOING THINGS FOR EACH OTHER
9. DOING THINGS WITH EACH OTHER
10. RECOGNIZING EACH OTHER'S FAULTS
11. HOOKING-UP
12. SEXUAL INTERCOURSE WITHOUT LOVE
13. SEXUAL INTERCOURSE WITH LOVE
14. OTHER OR ANY ADDITIONAL COMMENTS.

Using your own definition of the term "hooking up", please answer the following questions.

21. Have you ever hooked-up while at Lehigh University?
   1. YES (If yes, please continue with the questions)
   2. NO (If no, please go to question 39)

22. How often do you hook-up in a typical semester?
   1. 1 TIME PER SEMESTER
   2. 2 TIMES PER SEMESTER
   3. 3-5 TIMES PER SEMESTER
   4. 6-10 TIMES PER SEMESTER
   5. 10 OR MORE TIMES PER SEMESTER

Please answer questions 23-39 as they pertain to your most recent hook-up.

23. How long ago was your last hook-up?
   1. WITHIN THE LAST SEVEN DAYS
   2. WITHIN THE LAST 14 DAYS
   3. WITHIN THE LAST 30 DAYS
   4. WITHIN THE LAST 60 DAYS
   5. WITHIN THE LAST SIX MONTHS
   6. OVER SIX MONTHS AGO
24. On this particular occasion did you expect to hook-up?
   1  YES
   2  NO

25. Did you target a specific person to hook-up with?
   1  YES
   2  NO

26. What occurred in the hook-up?
    (Please circle all that apply.)
   1  NO PHYSICAL CONTACT WITH ANOTHER PERSON.
   2  HOLDING HANDS AND/OR LIGHT KISSING
   3  DEEP OR FRENCH KISSING
   4  LIGHT BREAST PETTING
       (over woman’s clothing)
   5  HEAVY BREAST PETTING
       (under woman’s clothing)
   6  LIGHT PETTING OR FEMALE GENITALS
       (over woman’s clothing)
   7  HEAVY PETTING OF FEMALE GENITALS
       (under woman’s clothing)
   8  ORAL STIMULATION OF FEMALE GENITALS
   9  MANUAL STIMULATION OF MALE GENITALS
       (over a man’s clothing)
  10  MANUAL STIMULATION OF MALE GENITALS
       (under a man’s clothing)
  11  ORAL STIMULATION OF MALE GENITALS
  12  PETTING UNTIL FEMALE REACHES ORGASM
  13  PETTING UNTIL MALE REACHES ORGASM
  14  SEXUAL INTERCOURSE
  15  OTHER

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27. If sexual intercourse was involved, was contraception used?
   1  YES
   2  NO

28. Were you under the influence of drugs or alcohol?
    (Please only circle one.)
   1  NO DRUGS OR ALCOHOL
   2  SOMewhat UNDER THE INFLUENCE OF DRUGS
      OR ALCOHOL (relaxed, giddy)
   3  MODERATELY UNDER THE INFLUENCE OF DRUGS
      OR ALCOHOL (slurred speech, mechanical difficulty)
   4  EXTREMELY INTOXICATED (blacked-out, memory loss)
29. Did you continue an association with your partner?  
(Please only circle one.)
1. NO, WE DID NOT SEE OR SPEAK TO EACH OTHER AGAIN  
2. SOMETIMES WE SEE EACH OTHER, BUT WE DO NOT SPEAK  
3. SOMETIMES WE SEE AND SPEAK TO EACH OTHER  
4. WE SEE EACH OTHER REGULARLY, BUT DO NOT HOOK-UP.  
5. WE ARE IN A STEADY DATING RELATIONSHIP

30. Who showed the first sign of interest? 
1. YOU  
2. YOUR PARTNER

31. If sexual advances were made, who made the first sexual advances?  
1. YOU  
2. YOUR PARTNER

32. Did you feel as though you were forced into this encounter?  
1. YES  
2. NO

33. Why did you hook-up?  
(Please circle all that apply.)  
1. I REALLY LIKED MY PARTNER  
2. TO IMPRESS MY FRIENDS  
3. I WAS DRUNK  
4. I WANTED TO MAKE SOMEONE JEALOUS  
5. TO RELIEVE STRESS OR TENSION  
6. TO FEEL WANTED OR LOVED  
7. TO HAVE FUN  
8. OTHER (please specify)

34. How did you feel after the experience?  
(Please only circle one.)  
1. STRONGLY DISAPPOINTED  
2. SOMewhat DISAPPOINTED  
3. NEITHER DISAPPOINTED NOT SATISFIED  
4. SOMewhat SATISFIED  
5. STRONGLY SATISFIED
35. Were there any positive consequences from hooking-up? Please circle all that apply.)
1 NO, NONE AT ALL
2 IT WAS A POWER TRIP
3 IT WAS A TENSION RELIEVER
4 IT BOLSTERED MY SELF-ESTEEM
5 IT WAS A BEGINNING TO A RELATIONSHIP
6 MY FRIENDS WERE IMPRESSED
7 OTHER (please specify)

36. Would you being willing to hook-up again? (Please circle all that apply.)
1 YES, ANYTIME, ANYPLACE
2 POSSIBLY, IT DEPENDS UPON THE SITUATION
3 POSSIBLY, IT DEPENDS UPON THE PERSON
4 POSSIBLY, IT DEPENDS UPON IF I WERE DRINKING
5 NO, NEVER

37. If you would be willing to hook-up again, please specify why. (Please circle all that apply.)
1 IT WAS FUN AND EXCITING
2 IT WAS A WAY TO RELEASE TENSION
3 IT WAS A WAY TO GET REVENGE
4 IT WAS A WAY TO FEEL LOVED
5 IT WAS A WAY TO SHOW MY STATUS ON CAMPUS
6 IT WAS A WAY TO SHOW MY PARTNER THAT I CARED
7 IT WAS A WAY TO GET SEX
8 OTHER (please specify)

38. If you are not willing to hook-up again, please specify why. (Please circle all that apply.)
1 IT WAS PAINFUL
2 IT WAS AN ABUSIVE SITUATION
3 I FEEL GUILTY ABOUT THE SITUATION
4 I WAS DRUNK
5 I FELT AS THOUGH EVERYONE KNEW WHAT I HAD DONE
6 I GOT A SEXUALLY TRANSMITTED DISEASE OR GOT PREGNANT
7 OTHER (please specify)
For the next set of questions we would like to learn about how you view yourself.

SA for STRONGLY AGREE
A for AGREE
D for DISAGREE
SD for STRONGLY DISAGREE

39. I feel that I am a person of worth, at least on an equal basis with others. SA A D SD

40. I feel that I have a number of good qualities. SA A D SD

41. All in all, I am inclined to feel that I am a failure. SA A D SD

42. I am able to do things as well as most other people. SA A D SD

43. I feel I do not have much to be proud of. SA A D SD

44. I take a positive attitude toward myself. SA A D SD

45. On the whole, I am satisfied with myself. SA A D SD

46. I wish I could have more respect for myself. SA A D SD

47. I feel useless at times. SA A D SD

48. At times I think I am no good at all. SA A D SD

49. It is important what people think of me. SA A D SD

Thank you very much for taking the time to participate in this research. If you would like a copy of the results, please send your name and address to Gailon Jacobs, the Department of Sociology and Anthropology in Price Hall #40. To ensure confidentiality, do not write your name on this survey.
XII. Biography of Gailon E. Jacobs

Gailon E. Jacobs and her twin sister, Kristin, were born in Huntsville, Alabama on April 2, 1967 to the parents of John H. Jacobs and Leilani M. Miller. She and her family moved from Alabama to California and then two years later moved to Boca Raton, Florida. Gail graduated from Spanish River High School in June of 1985. In 1989, she graduated from Lehigh University with a Bachelors of Arts degree in government with minors in psychology and economics.

While at Lehigh, Gail was a very successful varsity swimmer. She received numerous athletic honors including: Freshmen Female Athlete of the Year, Mary O’Hurley Award for Sportsmanship and Cooperation, Senior Athlete of the Year, three time East Coast Conference MVP, four time South Side Booster Award Winner, and four time Varsity Swim Team MVP. She also had the honor of being featured in Sports Illustrated’s Faces in the Crowd.

Aside from swimming, Gail participated in a number of other activities. She was a member of Omicron Delta Kappa (ODK), an Orientation Leader for New Student Orientation, organizer of a Women’s Lecture Series for the Dean of Students Office and coordinator to the Students Offering Support (S.O.S.) Hotline.

Upon graduation, Gail received the Undergraduate Merit Award and took a job as an admissions counselor in the Office of Admissions for Lehigh University. After going to graduate school for three years on a part-time basis, Gail resigned her position as Assistant Director of Admissions to pursue her Social Relations degree fulltime. During this last year she has been the Hall Director for Taylor Residential College, Assistant Swim Coach and an interviewer for the Admissions Office.
END
OF
TITLE