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Jealousy and Romantic Relational Aggression Among Dating College Students

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by

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Abstract

Most of the research on relational aggression has been conducted with samples of older children and early adolescents and has focused primarily on same-sex peer relationships (Goldstein & Tisak, 2004). The aim of this study was to contribute to the relatively meager research on relational aggression in the context of college students' romantic relationships by exploring the role of interpersonal jealousy. Participants included 377 undergraduate student volunteers (64 men and 313 women) ranging in age from 18 to 58 who were recruited through the Department of Psychology's subject pool (i.e., Sona). The data were collected in the form of an online survey hosted through the online research system used by the Department of Psychology (i.e., Qualtrics). Measures of key variables included the Multidimensional Jealousy Scale (MJS) and the Romantic Relational Aggression subscale from the Self-Report of Aggression and Social Behavior Measure (SRASBM). The scores on all three subscales of the MJS (i.e., cognitive, emotional, and behavioral) were positively related to scores on the Romantic Relational Aggression subscale of the SRASBM. Although all three subscales of the MJS predicted romantic relational aggression, the Cognitive and Behavioral subscales explained the most unique variance. The implications of these findings and the study's limitations are discussed.

Keywords: romantic relational aggression, jealousy, college students

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Introduction

Relational aggression is a form of aggressive behavior that involves the manipulation of social relationships, as in rumor spreading or social ostracism (Goldstein, Teran, & McFaul, 2008). Others have termed relational aggression as a set of behaviors intended to damage another's relationships, reputation, or feelings of belonging or inclusion, or to exert social control (Werner & Crick, 1999). In the context of intimate relationships, relational aggression could also involve intentionally making a romantic partner jealous or threatening to end a relationship (Ellis, Crooks, & Wolfe, 2009).

Most of the research on relational aggression has been conducted with samples of older children and early adolescents, and has focused primarily on same-sex peer relationships (Goldstein & Tisak, 2004). While less is known about relational aggression among older adolescents and emerging adults, this topic is beginning to receive increased attention. Not only does relational aggression continue to be a significant problem for older adolescents and early adults, but there is reason to believe that the increased importance of intimate partnerships during this developmental period may make relational aggression in dating relationships even more salient (Prather, Dahlen, Nicholson, & Yowell, 2012). Linder, Crick, and Collins (2002) found that relationally aggressive behaviors in college students' dating relationships were associated with a number of negative relationship qualities. Additionally, victims of romantic relational aggression generally reported insecure dating relationships, while perpetrators reported distrust and jealousy in their relationships (Ellis et al., 2009). Moreover, relational aggression may be an important but often neglected aspect of the broader problem of intimate partner violence and abuse that is unfortunately common among both teens and

emerging adults (Ellis et al., 2009; Goldstein et al., 2008). Thus, relational aggression appears to be a relevant concern in both peer and romantic relationships among college students.

The present study aimed to contribute to the relatively meager research on relational aggression in the context of college students' romantic relationships by exploring the role of interpersonal jealousy. A number of personality and individual difference factors have been shown to predict relationally aggressive behaviors in college students' peer relationships and intimate partnerships; however, the relationship between romantic jealousy and relational aggression in college students' dating relationships has not been adequately investigated. It is hoped that learning more about this potential relationship can eventually inform efforts to understand, prevent, and treat relational aggression in this population.

Literature Review

Relational Aggression

Relational aggression refers to a set of behaviors intended to manipulate and/or damage another's relationship, reputation, or feelings of belonging or inclusion (Linder et al., 2002; Prather et al., 2012). Although relational aggression is typically viewed as a type of indirect aggression, it can be direct or indirect. Examples of indirect relational aggression include gossip, spreading rumors, and subtle forms of manipulation; whereas, more direct forms include overt social exclusion or threats to end a relationship if the victim does not conform to the aggressor's wishes (Czar, Dahlen, Bullock, & Nicholson, 2011). In the context of romantic relationships, relational aggression is associated with psychosocial maladjustment, problem behavior, and lower levels of relationships quality

(Goldstein, 2011). Linder et al. (2002) found that both relational aggression and victimization in romantic relationships were associated with negative relationship features involving reduced trust and elevated jealousy.

Compared with overt forms of aggression (i.e., verbal and physical aggression), far less is known about relational aggression. This is especially true among older adolescents and early adults, as most of the relational aggression literature has focused on the peer relationships of children and early adolescents (Goldstein & Tisak, 2004). Goldstein (2011) agreed that relational aggression had been shown to be relatively common among in youths' relationship formation and further noted that when it occurred in same-sex friendships, relational aggression was especially salient for young women, and that compared to young men, young women were more bothered by relational aggression and spent more time thinking about it and discussing it.

Among older adolescents and early adults, it is clear that relational aggression in peer relationships is detrimental. A growing body of research has identified a number of adverse correlates of relational aggression among college students, such as peer rejection and insecure attachment, substance use, antisocial behaviors and psychopathic personality traits, anxiety, and depression (Linder et al., 2002). Although it has received less attention in the literature than peer relational aggression, romantic relational aggression (i.e., relationally aggressive behaviors occurring in the context of intimate partnerships) also appears problematic (Prather et al., 2012). Prather and colleagues (2012) found that the acceptance of couple violence was positively related to the perpetration of relational aggression in dating relationships, indicating that individuals

who hold less negative attitudes toward couple violence would be more likely to engage in relational aggression in their intimate partnerships.

Although a number of variables have been identified that appear useful in predicting relational aggression in both the peer and romantic relationships of college students, the potential role of jealousy is unknown. Since some of the relationally aggressive behaviors that occur in the context of romantic relationships seem to involve attempts to provoke jealous reactions in one's partner (e.g., flirting with someone else in front of one's partner, withdrawing one's time and attention from one's partner and reallocating them elsewhere), it seems that students who tend to be jealous in their romantic relationships may be more relationally aggressive.

Jealousy

At the broadest level, romantic jealousy refers to a complex set of emotions, cognitions, and behaviors (Melamed, 1991; Pfeiffer & Wong, 1989). The emotional experience of jealousy is varied. For some individuals, the experience may be characterized primarily by anger. For others, feelings of shame, rejection, or sadness may dominate the picture (Pfeiffer & Wong, 1989). The cognitive component of jealousy often involves how one interprets the quality of one's relationship and various threats to it (e.g., the perception of real or imagined attraction between one's partner and a rival). As Pfeiffer and Wong (1989) noted, interpretations of threats are not necessarily rational and include worries or suspicions without supporting evidence. The behavioral component of jealousy refers primarily to how individuals cope when jealous. According to Pfeiffer and Wong (1989), some of these behaviors are aimed at detecting threats (e.g., searching a partner's belongings for evidence of infidelity) and others seek to protect the

relationship from perceived threat (e.g., showing up unannounced to interrupt a potential encounter between one's partner and a suspected rival). Some jealous behaviors (e.g., exerting excessive control over one's partner) are often viewed as forms of emotional or psychological abuse (Ellis et al., 2009) and may be a precursor to intimate partner violence (Elphinstion, Feeney, Noller, Connor, and Fitzgerald, 2013). Nemeth, Bonomi, Lee, and Ludwin, (2012) found that anxiety about sexual fidelity, a common feature of jealousy, is used as a strategy by perpetrators to control victims. This suggests one way in which jealousy via infidelity concerns may serve as both a trigger for the acute violent episode and as a more persistent tactic for sustained abuse over time.

Jealousy is a common phenomenon in romantic relationships and appears to be relevant in many cases of relationship dissatisfaction. Approximately one third of couples under the age of 50 seeking counseling identified jealousy as a primary reason for pursuing professional help (Worley & Sampson, 2014). Elphinstion and colleagues (2013) found that the most common jealousy-evoking situation between romantic partners involved one partner's choice to give time and attention to someone who is not their partner.

Jealousy has been found to be a factor behind many negative relationship experiences, such as intimate partner violence, verbal and physical aggression, and relational dissatisfaction and uncertainty (Elphinstion et al., 2013). Knobloch, Solomon, and Cruz (2001) also found that the experience and expression of jealousy was associated with a host of negative intrapersonal and relational outcomes, including relational dissatisfaction. They also found that cognitive jealousy was closely tied to relational uncertainty. Communication and jealousy have been found to be related not only to

relational satisfaction, but also to relationship stability and permanence, with communication associated positively and jealousy associated negatively. Communicative responses to jealousy are significantly more predictive of relational satisfaction than jealousy experience alone (Andersen, Elvoy, Guerro, & Spitzberg, 1995).

The Present Study

The present study explored the possible relationship between jealousy and romantic relational aggression in a college student sample. Research investigating these issues is important, given the evidence that relational aggression is problematic among college students and the increased salience of romantic relationships during this developmental stage (Goldstein & Teran, 2008; Linder et al., 2002). With so little evidence of a relationship between these constructs, the present study should be viewed as an exploratory investigation designed to determine whether assessing individual differences in jealousy is likely to have utility in understanding relational aggression. It was predicted that jealousy would be positively related to romantic relational aggression. That is, we expected that college students higher in jealousy would report higher levels of romantic relational aggression. Although we had no basis for making specific predictions with regard to the possible role of participant gender, we included this variable to determine whether there were gender differences on the variables of interest. Finally, although we were primarily interested in the cognitive dimension of jealousy (i.e., the degree to which one worries about one's partner's romantic interest in others), we selected a multidimensional measure of jealousy that also permitted is to assess the emotional and behavioral aspects of jealousy.

Methods

Participants

Participants were 377 undergraduate student volunteers (64 men and 313 women) ranging in age from 18 to 58 (*Mdn* age = 20) recruited through the Department of Psychology's subject pool. In terms of their racial/ethnic backgrounds, participants identified themselves as African American (31%), Caucasian (62.9%), Hispanic/Latino (1.3%), American Indian (.5%), Asian (1.3%), and other (2.9%). With regard to their sexual orientation, most participants identified themselves as heterosexual or straight. Freshmen were somewhat overrepresented with the numbers of sophomores, juniors, and seniors roughly equivalent. Most of the sample did not belong to Greek organizations, and slightly more than half approximately half lived off campus. Additional information about the demographic characteristics of participants can be found in Table 1. Eligibility to participate in the study required participants to be either involved in a current romantic relationship (73.7% of the sample) or to have been involved in a romantic relationship at some time during the previous 12 months (26.3% of the sample). Of those currently involved in a relationship, most involved opposite-sex (i.e., male-female) relationships (94.6%), followed by same-sex relationships involving two women (4%), and same-sex relationships involving two men (1.4%). Many of these relationships were long term, lasting more than 2 years (40.3%), and most were described as dating relationships (71.9%). Additional information about the current relationships of participants currently involved in romantic relationships and previous relationship of those not currently involved in a romantic relationship can be found in Table 2 and Table 3, respectively.

Measures

Demographic Questionnaire. A brief demographic questionnaire was used to collect information about participants' gender, age, race, sexual orientation, relationship status, and living arrangements. Most of this information was used to describe the sample; however, the questions about age and relationship status were also used to make sure that participants qualified to participate in the study.

Multidimensional Jealousy Scale (MJS; Pfeiffer & Wong, 1989). The 24-item MJS was used to assess jealousy across three domains: cognitive, emotional, and behavioral. All items were rated on a 1 to 7 scale; however, the scale anchors differ for each of the domains. Items on the cognitive domain and behavioral domains are rated as to their frequency of occurrence. Specifically, cognitive items are rated from 1 ("all the time") to 7 ("never"), and behavioral items are rated from 1 ("never") to 7 ("all the time"). Items on the emotional domain are rated by how pleased vs. upset each situation would make the participant from 1 ("very pleased") to 7 ("very upset"). Although the associations of all three domains to romantic relational aggression were of interest, the primary domain of interest for this study was the cognitive domain, as it provides the most direct measure of the degree to which one worries about his or her partner's interest in a romantic rival as well as interest shown in one's partner by a rival. Russell and Harden (2005) reported the reliability coefficients of .82 for the cognitive scale, .90 for the emotional scale, and .81 for the behavioral scale. The MJS has been used in a number of studies, and comparisons with other measures of jealousy have supported its validity.

Self-Report of Aggression and Social Behavior Measure (SRASBM; Linder et al., 2002; Morales & Crick, 1998). Romantic relational aggression was measured using

the 5-item Romantic Relational Aggression subscale from the 56-item SRASBM. Respondents rated each item on a 7-point scale to indicate how true it is for them from 1 ("not at all true") to 7 ("very true"). Czar and colleagues (2011) used this scale and reported reliability coefficients of .72 to .76 range. Evidence of convergent validity has been provided in the form of correlations with measures of romantic relationship quality and several indices of psychological adjustment.

Procedure

Potential participants were recruited through the online research system used by the Department of Psychology (i.e., Sona; https://usm.sona-systems.com/). After reading a brief description of the study posted through Sona, potential participants who were interested signed up for the study. After signing up, they received a URL directing them to an online consent form and all survey measures hosted through Qualtrics. They were informed about the possible risks and benefits of the study, reminded that participation was voluntary and could be discontinued at any point during the study without penalty, and provided with the primary researcher's contact information. Students who wished to participate provided electronic consent before being directed to the study questionnaires, all of which were administered online through Qualtrics. To protect the anonymity of participants and make sure that it was not possible to link them to their responses, informed consent was obtained by using a yes/no item where potential participants must select "yes" in order to see any study questionnaires instead of collecting names or electronic signatures. The amount of time required to complete the study was approximately 30 minutes. The study was approved by the Institutional Review Board

(IRB) at the University of Southern Mississippi as part of a larger study on relational aggression.

Results

Data Screening

The electronic data were downloaded from Qualtrics and saved as an SPSS data file. Although this data file initially appeared to contain data from 472 respondents, 47 cases contained nothing but missing data and were deleted. This is fairly typical for online survey studies conducted using the Department of Psychology's subject pool and probably reflects participants who accessed the survey and then decided not to complete it at that point in time.

The data file was then examined for cases with excessive missing data on the variables of interest. Three cases in which respondents omitted the entire Romantic Relational Aggression subscale of the SRASBM were deleted. This is far less missing data than is typically encountered in online survey research using this subject pool.

Next, two procedures recommended in the online survey research literature (e.g., Huang, Curran, Keeney, Poposki, & DeShon, 2012; Meade & Craig, 2012) were utilized to identify and remove participants who responded carelessly. First, responses on two directed response items (e.g., "Please answer 'agree' to this question") that had been blended into the online questionnaires were examined. Thirty-two participants failed one or both of the directed response items and were removed from the data file. Second, survey completion time was examined in order to identify participants who completed the survey so quickly that it is unlikely that they could have read the instructions on each questionnaire and attended to item content. This led to the removal of another seven

respondents. These numbers were somewhat lower than what is typical for online survey research conducted with this subject pool, suggesting that participants in this study were somewhat more likely to attend to the instructions and item content when answering.

Several analyses were then completed to check for the presence of univariate outliers (i.e., cases with extreme scores on any variable of interest). Given the size of the sample, a conservative criterion of $z > 4$ was used to identify univariate outliers. On this basis, the data from five additional participants were omitted from, resulting in the final sample size ($N = 377$) used in all analyses.

Preliminary Analyses

Alpha coefficients and descriptive statistics for all variables can be found in Table 4. The internal consistencies of the scales were adequate (i.e., αs > .70) to excellent, suggesting that the scales used to measure each variable were assessing unitary constructs. Participants obtained higher mean scores on MJS Emotional than on the MJS Cognitive or Behavioral subscales, indicating that they were likely to report that they would be upset across a number of situations in which their partner behaved in ways that might raise concerns about their fidelity. As expected, the distributions of all variables were skewed, which violates the assumption of normality required for parametric statistics. The Romantic Relational Aggression subscale of the SRASBM and both the Cognitive and Behavioral subscales of the MJS were positively skewed (i.e., most participants obtained low scores on these variables, leading scores to cluster on the left of the distributions); the Emotional subscale of the MJS was negatively skewed (i.e., most participants obtained high scores on this variable, leading scores to cluster on the right of the distribution).

Based on the desire to utilize parametric statistics, the distributions of these variables were transformed to achieve normality. Specifically, logarithmic transformations were applied to the Romantic Relational Aggression, MJS Cognitive, and MJS Behavioral subscales. A reflected square-root transformation was applied to the MJS Emotional subscale. These transformations normalized the distributions, and transformed scores were used in subsequent analyses unless otherwise noted.

One-way (gender) Analyses of Variance (ANOVAs) were computed to determine whether women and men differed on any of the variables of interest (see Table 5). In order for the means and standard deviations by gender to be comparable with those for the full sample presented in Table 4, non-transformed scores were used in these analyses. Given the degree of skewness previously noted, ANOVAs were computed using bootstrapping methods to account for the non-normality of the data. There were a total of 1,000 random samples generated with 95% bias-corrected confidence intervals. There were no statistically significant gender differences on any variable. Thus, women and men in the present study did not differ on any of the MJS subscales or the Romantic RA subscale of the SRASBM.

Primary Analyses

Interrelationships among variables were examined via bivariate correlations for the full sample (see Table 6). We predicted that interpersonal jealousy, as measured by the MJS, would be positively related to romantic relational aggression. This hypothesis was supported, as scores on all three subscales of the MJS (i.e., cognitive, emotional, and behavioral) were positively related to scores on the Romantic RA subscale of the SRASBM. Participants who reported having more frequent jealous thoughts about their

romantic partner (MJS Cognitive), being more upset when faced with potential indicators of their partner's infidelity (MJS Emotional), and/or engaging in behaviors indicative of jealousy (MJS Behavioral) reported being more likely to engage in relationally aggressive behavior in the context of their romantic relationships.

Given that each of the three MJS subscales was related to the Romantic Relational Aggression subscale of the SRASBM, a hierarchical multiple regression was computed in which romantic relational aggression was regressed on respondent gender, age, and each of the three MJS subscales. This type of analysis allows us to determine whether all three subscales of the MJS were relevant to romantic relational aggression when considered together and while taking respondent gender and age into account. Respondent gender and age were entered in Step 1, and each of the three MJS subscales were entered simultaneously on Step 2.

The full regression model was significant, $R = .53$, $F\ (5, 376) = 28.82$, $p = .000$. The addition of the three MJS subscales on Step 2 resulted in a significant change in R^2 (see Table 7). Each of the three MJS subscales predicted scores on the Romantic Relational Aggression subscale while taking respondent gender and age into account. The relative contributions of the MJS Cognitive and Behavioral subscales were comparable and larger than the contribution of the MJS Emotional subscale.

Discussion

This study was conducted in order to explore whether there was a relationship between interpersonal jealousy and romantic relational aggression in a college student sample. Despite the clear theoretical connection between these variables, the possible role of jealousy among intimate partners had not been previously investigated in the

context of romantic relational aggression. The main findings of the study were that interpersonal jealousy was positively related to romantic relational aggression and that no significant gender differences were observed on either jealousy or romantic relational aggression. While all three forms of jealousy assessed by the Multidimensional Jealousy Scale (i.e., cognitive, emotional, and behavioral) were positively related to romantic relational aggression while taking respondent gender into account, the cognitive and behavioral dimensions explained more of the unique variance in romantic relational aggression than the emotional dimension.

Our prediction that jealousy would be positively related to romantic relational aggression in college students' dating relationships was clearly supported. Although we were most interested in the relationship of the cognitive component of jealousy to romantic relational aggression, all three subscales of the MJS (i.e., cognitive, emotional, and behavioral) were positive predictors of romantic relational aggression while accounting for respondent gender. Thus, students who reported having more frequent jealous thoughts about their romantic partner (MJS Cognitive), being more upset when faced with potential indicators of their partner's infidelity (MJS Emotional), and/or engaging in behaviors indicative of jealousy (MJS Behavioral) were more likely to report engaging in relationally aggressive behavior in their romantic relationships. This finding is consistent with the work of Linder and colleagues (2002), which showed that relationally aggressive behaviors in college students' dating relationships were associated with a number of negative relationship qualities. In addition, our findings were consistent with those of Ellis and colleagues (2009), who found that victims of romantic

relational aggression generally reported insecure dating relationships, while perpetrators reported distrust and jealousy in their relationships.

The present study did not find evidence of gender differences on jealousy or romantic relational aggression. That is, male and female students in the present sample did not differ on any of the MJS subscales or in terms of romantic relational aggression. This is somewhat of a departure from Goldstein's (2011) finding that relational aggression in same-sex friendships was more salient for young women than young men; however, it should be noted that the participants in the present study were older than those in Goldstein's study and that the present study focused on romantic rather than peer relational aggression. The lack of gender differences observed in romantic relational aggression is consistent with previous studies that found no gender differences in peer or romantic relational aggression among college students (e.g., Czar et al., 2011; Prather et al., 2012). Considered in this context, the present findings provide additional evidence that the widely held belief that relational aggression is far more common among women may be erroneous when it comes to emerging adults.

Limitations

There were a number of limitations of the present study that should be considered. First, the use of a college student sample limits the degree to which the results can be generalized to a non-college population of the same age range as well as to the broader adult population. Second, women were overrepresented in the present sample (i.e., roughly 83% of the participants were women). While there are considerably more women than men enrolled at the university from which the sample was collected, women were still overrepresented in the present sample relative to their numbers across the

university. Third, this study relied on self-report measures which were highly face valid, raising questions about issues of response bias or the possible lack of insight into one's own behaviors. Although it is not clear how one could reasonably assess constructs such as cognitive jealousy without relying heavily on self-report measures, the study of relational aggression would certainly benefit from supplementing self-report data with other data collection methods (e.g., comparing self-report data with other-report data). Finally, it is important to note that the research design utilized here was correlational and that it does not permit the inference of causal relationships. While the present findings are consistent with the possibility that jealousy leads to romantic relational aggression, they are also consistent with the possibility that romantic relational aggression leads to jealousy or that a third variable leads to both jealousy and romantic relational aggression.

Future Directions

The present findings suggest that the construct of interpersonal jealousy, especially its cognitive and behavioral dimensions, is likely to be relevant in understanding relational aggression in college students' romantic relationships. In addition to addressing the above limitations through the collection of data from more diverse samples and the application of innovative methodologies that extend beyond self-report data, future research should develop and evaluate more sophisticated models of the relationship between jealousy, romantic relational aggression, and other relevant variables. There is a growing body of evidence linking a variety of personality traits to relational aggression among emerging adults. Perhaps jealousy should be considered alongside some of the personality traits known to be relevant in relational aggression. For example, might certain aspects of self-esteem (e.g., global self-esteem, contingent

self-esteem) moderate the relationship between jealousy and relational aggression? It will also be important going forward to examine jealousy as a situational factor rather than viewing it only as a stable trait. For example, experimental manipulations designed to provoke jealousy among participants would not only help to assess the direction of the relationship between jealousy and relational aggression but would also allow researchers to determine whether jealousy is best conceptualized as a dispositional factor or as a situational one. Another intriguing possibility involves the study of jealousy and relational aggression in high-risk populations (e.g., perpetrators of intimate partner violence). For example, a study of jealousy and romantic relational aggression conducted with perpetrators of intimate partner violence could provide valuable information about their role in overt aggression and violence.

In sum, the present study provides future researchers with a useful starting point by demonstrating that interpersonal jealousy, as assessed with the Multidimensional Jealousy Scale, is positively related to romantic relational aggression, as assessed with the Romantic Relational Aggression subscale of the Self-Report of Aggression and Social Behavior Measure, in a college student sample. It is hoped that this will lead to additional work aimed at providing a more comprehensive understanding of the role of jealousy in relational aggression.

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Table 1

Demographic Characteristics of Participants (*N* = 377*)*

Characteristic	*n*	%
Gender		
Male	64	17
Female	313	83
Race/Ethnicity		
African American/Black	117	31
Caucasian/White	237	62.9
Hispanic/Latino	5	1.3
American Indian/Alaskan Native	2	0.5
Asian	5	1.3
Other	11	2.9
Year in College		
Freshman	132	35.0
Sophomore	76	20.2
Junior	86	22.8
Senior	83	22.0
Member of Sorority or Fraternity		
Yes	94	24.9
No	283	75.1
Live On or Off Campus		
On Campus	175	46.4
Off Campus	202	53.6
Type of Residence		
Dorm	156	41.4
Greek House	16	4.2
Apartment On Campus	5	1.3
Apartment Off Campus	113	30.0
With Parent(s)	29	7.7
House Off Campus	58	15.4
Sexual Orientation		
Heterosexual or Straight	350	92.8
Gay or Lesbian	6	1.6
Bisexual	20	5.3
Other	1	0.3

Table 2

Information About the Relationships of Participants Currently in a Romantic Relationship (*N* = 278)

Characteristic	*n*	%
Parties in the Relationship		
Woman & Man	263	94.6
Man & Man	4	1.4
Woman & Woman	11	4.0
Length of Relationship		
< 1 Month	6	2.2
1-3 Months	21	7.6
3-6 Months	27	9.7
6-9 Months	24	8.6
9-12 Months	20	7.2
1-2 Years	68	24.5
More Than 2 Years	112	40.3
Type of Relationship		
Dating	200	71.9
Live Together	35	12.6
Engaged	14	5.0
Live Together and Engaged	11	4.0
Married	18	6.5

Table 3

Information About the Most Recent Relationship of Participants Not Currently in a Romantic Relationship (*N* = 99)

Characteristic	*n*	%
Parties in the Relationship		
Woman & Man	97	98.0
Man & Man	2	2.0
Woman & Woman	0	0
Length of Relationship		
< 1 Month	6	6.1
1-3 Months	22	22.2
3-6 Months	18	18.2
6-9 Months	9	9.1
9-12 Months	8	8.1
1-2 Years	20	20.2
More Than 2 Years	16	16.2
Type of Relationship		
Dating	93	93.9
Live Together	4	4.0
Engaged	1	1.0
Live Together and Engaged	1	1.0
Married	0	0

Table 4

Alpha Coefficients and Descriptive Statistics (*N* = 377)

Measure	*α*	*M (SD)*	Skewness
MJS			
Cognitive	.95	20.74 (13.05)	1.02
Emotional	.81	43.10 (7.21)	-0.55
Behavioral	.84	17.62 (8.83)	1.15
SRASBM			
Romantic RA	.72	10.55 (5.35)	1.23

Note. MJS = Multidimensional Jealously Scale; SRASBM = Self-Report of Aggression and Social Behavior Measure; RA = relational aggression.

Table 5

Univariate Gender Comparisons (*N* = 377)

	Men (*n* = 64)		Women (*n* = 313)		
Measure	*M (SD)*	95% CI	*M (SD)*	95% CI	*F* (1,376)
MJS					
Cognitive	20.81 (12.86)	17.53-24.28	20.73 (13.10)	19.18-22.33	.00, *ns*
Emotional	42.47 (6.93)	40.68-44.16	43.22 (7.27)	42.41-44.02	.58, *ns*
Behavioral	16.53 (9.23)	14.43-18.83	17.84 (8.74)	16.99-18.67	1.17, *ns*
SRASBM					
Romantic RA	10.09 (5.30)	8.87-11.53	10.65 (5.37)	10.02-11.20	.56, *ns*

Note. MJS = Multidimensional Jealously Scale; SRASBM = Self-Report of Aggression and Social Behavior Measure; RA = relational aggression; CI = 95% bias-corrected confidence interval using 1,000 bootstrap resamples of the data.

Table 6

Intercorrelations Among Variables (*N* = 377)

Measure	1	2	3	4
1. MJS Cognitive	-			
2. MJS Emotional	.00	-		
3. MJS Behavioral	.41**	.17*	-	
4. SRASBM Romantic RA	.43**	.15*	.44**	-

Note. MJS = Multidimensional Jealously Scale; SRASBM = Self-Report of Aggression and Social Behavior Measure; RA = relational aggression.

*$p < .01$. **$p < .001$.

Table 7

Hierarchical Regression Analysis Summary for Respondent Gender, Age, and Jealousy Predicting Romantic Relational Aggression (*N* = 377)

Variable	*B*	*SE B*	β	R^2	ΔR^2
Step 1				.00	
Gender	.03	.03	.05		
Age	.00	.00	.03		
Step 2				.28	.28**
MJS Cognitive	.24	.04	.31**		
MJS Emotional	.02	.01	.10*		
MJS Behavioral	.30	.05	.29**		

Note. MJS = Multidimensional Jealously Scale.

*$p < .05$. **$p < .001$.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

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NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the “Adverse Effect Report Form”.
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

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PROJECT TITLE: Romantic Relationships in College
PROJECT TYPE: New Project
RESEARCHER(S): Eric Dahlen, Ph.D.
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DEPARTMENT: Psychology
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PERIOD OF APPROVAL: 02/11/2015 to 02/10/2016
Lawrence A. Hosman, Ph.D.
Institutional Review Board