



Daphne III Programme: Youth4Youth: Empowering Young People
in Preventing Gender-based Violence through Peer Education

Attitudes on Gender Stereotypes and Gender-based Violence among Youth

Country report: Greece

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Introduction

Gender equality means “equal empowerment and participation for both men and women in all spheres of public and private life”. However, “this does not imply that both sexes are the same but rather that they are equal”. “For more than a hundred and fifty years, the women’s emancipation movement has focused on eliminating the pervasive discrimination experienced by most women and attaining more equal participation of men and women in the life of the community. As a result, the lives of most women and men today differ considerably from those of a century ago”. “Although significant progress has been made in terms of gender equality [...] a number of obstacles to gender equality are still a daily reality in Europe” (Council of Europe, 2009).

National Context

In Greece, gender equality is nowadays recognized as a fundamental principle and a human right through a series of legislative acts and enactments. The situation, however, concerning the areas of advancement for women¹ such as equal access to education, equal opportunities in the labor market, distribution of work in the home and childcare and youth culture, suggests that a lot of work is still needed in Greece in order to achieve gender equality.

As for the field of education, “having a look at the sex disaggregated data regarding either the students or the teachers, and also the distribution by sex in decision making positions in education, it is more than evident that the legislative act seem to be inadequate towards the achievement of de facto equality; this occurs because it is an issue of social perception, mentality and stereotypes regarding both sexes as well as their roles” (Πετρουλάκη και συν, 2008).

Concerning the labor market in Greece, although women’s representation has increased in occupations that require particular educational qualifications, which were historically considered as male strongholds, currently unemployment continues to be higher among females than among males, regardless of age group or educational qualifications. In 2006, for example, female unemployment was 13.6%, while male unemployment was 5.6% (Spinthourakis, 2008b). Nowadays, the situation remains more or less the same: examining the data published by the National Statistical

Service of Greece in June 2012 for the years 2007 to 2012, female unemployment is consistently 6% higher than male unemployment (Ελληνική Στατιστική Αρχή, 2012). Especially, after starting the financial crisis, unemployment for women rose from 19.2% in 2011 to 25.8% in 2012 (the respective percentages for the male population are 13.2% for 2011 and 18.9% for 2012 respectively) (Ελληνική Στατιστική Αρχή, 2012).

In addition to unemployment, the gender pay gap in Greece is of note. In February 2007, the Bank of Greece published a study on “*Education, Labour and Wage Differentials*” in the country. “In examining the gender wage differentials across the whole pay distribution and on an average level, the study findings revealed [among others] that women’s earnings averaged about 84% of those of their male counterparts” (Papapetrou, 2007).

Political participation of women in Greece still remains far from achieving equality. According to a National Report sent to the United Nations in 2001, Greece was described as “a society that continues to assume that men wield more authority than women” suggesting that “politics still obviously remain male-dominated”. In 2007, “statistics indicated that less than 10 percent of Greece’s national parliament was composed of women, in contrast to 7 other countries in the European Union that had a composition greater than 30 percent” (United Nations, 2001). In 2012 the situation has not improved dramatically, as only 61 women deputies were elected in June 2012 (20.33%, slightly higher than the percentage in the elections of 2009, where 59 females were elected out of 300 deputies). It is of note that in the current (2012) government which is called on to handle a very difficult situation and make particularly important decisions, only 2 women are participating in the 39-person governmental scheme (ministers and vice-ministers).

Apart from participation in social areas such as education, labor and political participation, the situation concerning *intimate/dating partner violence* –an issue that is also directly related to the patriarchal structure of society, is not the desired one. The unique national epidemiological study for domestic violence in Greece (conducted in 2002-2003, with a sample of 1200 women aged 18-60) showed that 56% of women reported that they had experienced verbal and/or psychological abuse, 3.6% reported physical abuse and 3.5% sexual abuse (ΚΕΘΙ, 2003: Τσιριγώτη και

συν, 2011). Only 8.8% of women, however, considered that their partners/husbands are violent; this result suggests that Greek society is in general quite tolerant of intimate partner violence and this is why women do not consider verbal or psychological abuse by their partners as violent behaviors. Also, the fact that 39.7% out of 5.3% of women who had a previous marriage or intimate relationship reported that they had been victims of their partners, indicates that the reported low percentages of physical and sexual abuse lead to underestimation of the real magnitude of the problem in Greece.

Moreover, direct and indirect estimation of the magnitude of intimate partner violence was attempted in the context of the DAPHNE project entitled “Improving the Response to Intimate Partner Violence (IPV) in Military Settings” (Petroulaki et al, 2006b): in a questionnaire-based study, participants (227 male conscripts with mean age 22,4 years) were asked to report intimate partner violence cases that they were aware of as well as their own experiences as observers, victims or perpetrators. A high percentage of the respondents reported that they knew of at least one couple where the man hit the woman in their neighborhood (27%), among their friends (16%) and in their families (3%). Moreover, more than 60% of the soldiers believed that in more than half of the couples the man insults his wife/partner. They also responded (44.9%) that they had exercised verbal abuse against their own intimate partners and that they were victims of verbal abuse by their intimate partners (36.3%). Another percentage of young males reported that they have abused physically (13.5%) or sexually (10.8%) their partners, while 6.4% and 19.8% of them reported that they were victims of physical abuse and sexual abuse by their partners respectively.

In a study conducted in 2003 with a sample of 486 young girls (15-21 years old), more than half of the participants (61.5%) reported that they had suffered at least one form of intimate partner violence (physical, sexual or psychological abuse) in the context of their current (or previous) intimate relationship. One out of 3 participants reported being a victim of physical abuse (35.2%) and almost 4 out of 10 (37.9%) of sexual abuse. The most frequent form of violence was psychological abuse (threatens, verbal abuse, controlling behavior by their partners). Last but not least, it is of note that 20% of young women believed that -under “specific conditions”- physical abuse

of a women by her partner (e.g. if she was unfaithful), as well as forced sexual contact within marriage, is acceptable (Pentarakı, 2003; Τσιρυγώτη και συν, 2011).

According to the results of the DAPHNE project entitled “Date Rape Cases among Young Women: Strategies for Support and Prevention”, 142 women (18-24 years old) out of the 478 of the Greek sample reported that they were forced to have sex against their will: 24 out of 328 women reported that they were raped by a person who had a form of power over them and 32 out of 332 women reported that they were raped because they were afraid to say “no” (MIGS, 2008; Τσιρυγώτη και συν, 2011).

Gender equality means equal authorization and participation of both sexes in all spheres of both public and private life. Gender is related to a person's position in society, his/her identity, how s/he perceives him/herself; moreover, gender influences the way of thinking and feeling (Bakardzieva, 2005). All of the above mentioned problematic situations -concerning either people's social participation or private life- are related to non-equal treatment of genders and their origin is strongly related to the existence of well-established gender stereotypes. Gender stereotypes are formed when society attributes and strengthens generic characteristics or roles toward men and women, such as greater emotional expression in women, greater tendencies toward violence and aggression in men. Characteristics and roles stereotypically attributed to women and men can be misleading and therefore can lead to situations -as those mentioned above- which prevent gender equality. It is encouraging, however, that these stereotypes are related to *genders* and not to *sexes*, which if identified early, could be changed through appropriate interventions with young people.

Aims

In this context, the main aim of the study was to explore young students' attitudes on issues related to gender stereotypical roles, stereotypical behaviors of both men and women in romantic (*intimate* or *dating*) relationships and violent behaviors between partners in such relationships. Moreover, the study aimed to explore any differences in these attitudes among boys and girls. According to the study's results, appropriate modifications of the educational material for the “Youth 4 Youth” intervention will be made, where needed. The exploration of gender-based violence related experiences was not included in the aims of the study, as this issue was out of the scope of the programme “Youth 4 Youth”.

Methodology

Schools

Four public lyceums, out of the five invited, participated in the Youth4Youth questionnaire study. All schools were located in the Attica region; one in the center of Athens, two in the southern suburbs and one in the northern suburbs. Three of them were General schools and one was Artistic school.

Participants

A total of 699 students participated in the Y4Y questionnaire study, of whom 57.5% were female (402 girls) and 42.5% were male (297 boys). In regards to students' demographic characteristics, as derived from the questionnaires collected, participants' ages ranged from 15 to 20 years old ($M = 16.61$, $SD = .870$). Out of the 699 students, 34.3% were in the 1st grade of lyceum, 33.5% in the 2nd and 32.2% in the 3rd grade respectively. Table 1 presents the number of students that participated in the study by school, grade and sex. As for participants' nationalities, the vast majority of the students were of Greek nationality (91.9%) and a small portion of Albanian nationality (4.8%) (see Table 2). The majority of participants (92.3%) have been raised in a city with over 100.000 residents, while small percentages have been raised in a town of 1.500 to 15.000 residents (5.1%) and in a village (2.6%).

Table 1: Number of participants by school, grade and sex

Name of School		N participated			
		Grade			Total
		A	B	C	
38 th Lyceum of Athens	Males	21	12	25	58
	Females	18	27	18	63
3 rd Lyceum of Keratsini	Males	33	37	43	113
	Females	43	50	47	140
4 th Lyceum of Keratsini	Males	45	32	25	102
	Females	42	49	37	128
Artistic Lyceum of Gerakas	Males	12	5	7	24
	Females	26	22	23	71
Total		240	234	225	699

Table 2: Students' nationality (frequency)

Greek	635	Bulgarian	1
Albanian	33	Swiss	1
Cypriot	3	Ukrainian	1
Russian	3	Belgian	1
English	2	Spanish	1
Swedish	2	Lebanon	1
Moldavian	2	Pakistan	1
Egyptian	1	Romanian	1

Regarding the existence of a romantic or intimate relationship, 84.3% of students replied that they had a romantic relationship up to that time compared to 14.2% that replied negatively; however, 1.6% did not answer this question. Of the participants that answered that they had a romantic relationship, 57.7% were females and 42.3% were males. For the question regarding the number of romantic relationships that students had during the last two years, more than 7 out of 10 students (74%) answered that they had 1 to 3 romantic relationships (29.6% had 1 relationship, 28.1% 2 relationships, 16.3% 3 relationships), while 2 out of 10 (21%) responded that they had more than 3 romantic relationships (3-21 relationships) and 1 out of 10 (5%) that they did not have a romantic relationship during the last two years. As for this time period, almost half of the students (51.4%) reported that they have a romantic relationship, with duration of 1 to 6 months (37.6%), 6 to 12 months (21.5%), 13 months to 2 years (16.2%), over 2 years (9.9%), and 14.9% reported that they have just started to date.

Description of Measures

Apart from the demographic/background information, the questionnaire consisted of two main parts.

Part I aimed at measuring attitudes regarding gender –and specifically concerning women- on the basis of a 16-item scale. The scale is a combination of some widely used scales from literature (items 1-12 from the Attitudes Toward Women Scale for Adolescents “AWSA” which was developed to assess adolescents’ attitudes toward women’s rights and roles (Galambos et al, 1985), items 13-15 from the gender stereotype scale initially developed by Foshee et al (1982) and item 16 derived from a

survey conducted in the context of a previous Daphne Project “Perspective”. The rationale behind the inclusion of items from multiple research instruments was to explore whether students’ attitudes shift when the items referred to different age ranges (adults vs. adolescents) and whether they could function differently as predictors of attitudes towards gender-based violence. The four response categories for this part of the questionnaire were strongly agree, agree, disagree, and strongly disagree. As for its reliability, the Attitudes toward Women Scale (questionnaire items I.1 to I.16), after reversing items 3, 5, 7, 9 and 12, were found to have a good reliability indicator (Cronbach’s $\alpha = .819$).

Part II of the questionnaire consisted of three sub-scales related to attitudes toward gender-based violence.

The aim of the first sub-scale “Attitudes toward Violence” (II.A1 to II.C2, total 22 items) was to assess the degree to which students condone gender based violence and was mainly based on the “Young people’s views on relationships” developed by Zero Tolerance in the context of a national survey in England and Scotland (Burton et al, 1998). The response categories for this subscale were Never OK, Sometimes OK, Often OK, and Always OK. The Attitudes toward Violence Scale was found to have a good reliability indicator (Cronbach’s $\alpha = .804$).

The second subscale “Justifications of Violence” (21 items) concerning “potential reasons” that people give to explain why men are sometimes violent toward women – namely justification of intimate partner violence. The subscale was based (a) on the above mentioned instrument developed by Zero Tolerance and (b) on the “Acceptance of Couple Violence” scale concerning attitudes and beliefs’ assessment on topics such as male on female violence, female on male violence and acceptance of general dating violence, developed by CDC (Dahlberg et al, 2005). The four response categories for this subscale were Never, Sometimes, Often, and Always. The Justifications of Violence Scale was also found to have a good reliability indicator (Cronbach’s $\alpha = .835$).

The last subscale, “Knowledge-Myths” (19 items), also based on the above mentioned scales, as well as on a questionnaire developed in the context of the Daphne III project “Perspective”, was intended to measure the extent of students’ agreement with various myths about gender-based violence. The four response categories for this part of the questionnaire were strongly agree, agree, disagree, and strongly disagree. The

Knowledge-Myths Scale was found to have an acceptable reliability indicator (Cronbach's $\alpha = .633$).

The target group for all of the above mentioned scales were students of secondary education, aged 15-17 years old.

Procedure Followed

In order to secure that the conduction of the Y4Y questionnaire study would take place during the school year 2011-2012, a series of several preparation actions were undertaken beforehand.

1. *Identification of schools:* The identification of schools that would be interested to participate in the Y4Y questionnaire study started in May 2011. Five secondary schools were identified on the basis of their location (all in Attica region) and their type (all public lyceums). It should be noted here that, among the five schools identified, 2 lyceums already had a previous cooperation with EAVN in the context of other projects and EAVN addressed to them considering that it would be easier –in terms of communication and cooperation- to implement this project too.
2. *Preparation of school invitations:* After the identification of schools, invitations were prepared in order to inform school principals about the project's identity and aims, the study's aims and procedure, as well as the project's additional activities such as school exhibitions and the Informational Teachers' Workshop, and to raise their interest in the project. The invitations were sent to the five schools in June 2011.
3. *Request and obtainment of permission:* After the schools' positive answers were collected, EAVN prepared and submitted an application to the Ministry of Education, Lifelong Activities and Religious Affairs, and more specifically to the Pedagogical Institute, in order to obtain the official approval for the Y4Y questionnaire study's conduction. The application was submitted on the 27th of September, 2011. However, after three months, the Pedagogical Institute asked for the application to be resubmitted, after following their suggestions and making two changes in the content of the Y4Y questionnaire: (a) to replace the word "OK" with the word "RIGHT" for several items and (b) to replace the word

“sex” with the phrase “sexual intercourse”¹. In the resubmission, on the 11th of January, 2012, EAVN (a) proposed to replace the word “OK” with the respective Greek word “ΕΝΤΑΞΕΙ”, and not with the word “RIGHT”, arguing that it would change the meaning of items and it would provoke a methodological issue in the research tools, and (b) to replace the word “sex” with the phrase “sexual intercourse”. After this, the approval for the Y4Y questionnaire study was obtained on the 7th of February, 2012.

4. *Communication with schools:* After the obtainment of the official permission, EAVN, on the 13th of February, 2012, contacted the five invited schools in order firstly to ensure their participation in the research and secondly to arrange the briefing, informative visits in schools. One lyceum was not willing to participate in the Y4Y study, due to time constraints.
5. *Informative visits in schools:* EAVN’s staff visited the four schools, from the 28th of February to the 9th of March, 2012 (see also Table 3), in order to raise students’ interest to participate in the study. In these visits, EAVN’s staff approached students in their classrooms, for 10 minutes on average, in order to introduce them on the Y4Y project’s aims, identity and research, explaining the importance of participating in the study and clarifying some issues related to the completion of questionnaire, such as anonymity and confidentiality regarding the data. During these visits, students were also asked for their parents’ consent for their participation in the study, by giving them the respective forms in order to have them completed by their parents; adult students did not have to return a parental consent form.
6. *Completion of questionnaires:* After communication with school principals in order to ensure that the school curriculum would not be disrupted, EAVN’s staff visited the four schools for the completion of questionnaires from the 1st of March to the 27th of April, 2012 (see also Table 3). Questionnaires were completed within the regular school curriculum and their completion’s duration ranged from 20 to 40 minutes. Before handing out the questionnaires, EAVN’s staff asked students to return their parental consent forms, as well as the students themselves if they wanted to participate in the study or not, so that students who were not willing to participate could be excluded.

¹ With the phrase «ερωτική επαφή» in Greek.

Table 3: Timeline of basic activities in the 4 schools

Name of School	Activities	
	Information visit	Questionnaire completion
38 th Lyceum of Athens	28 th February	1 st March
3 rd Lyceum of Keratsini	8 th March	15 th March
4 th Lyceum of Keratsini	8 th March	16 th March
Artistic Lyceum of Gerakas	9 th March	27 th March & 27 th April

Results

A. ATTITUDES TOWARD WOMEN

A set of questions was used in order to assess students' stereotypical attitudes toward women. Students were asked to assess the 16 statements presented in Table A.1 in order to indicate the degree to which they agree or disagree with each one on a 4-point scale (1 = strongly disagree to 4 = strongly agree); which means, the closer to 1, the less tolerant and conservative towards violence is the attitude declared and vice versa, the closer to 4 the more tolerant and conservative the attitude. The "desired" attitude for all of the questions that follow is for students to strongly disagree with all of the statements that describe stereotypical attitudes toward women.

Descriptives

Mean ratings, standard deviations and cumulative percentages of students' agreement with statements regarding stereotypical attitudes toward women are illustrated in Table A.1. Specifically, almost 4 out of 5 students seem to hold conservative and patriarchal attitudes believing that *"swearing is worse for a girl than for a boy"* and that *"most girls like to show off their bodies"*, while more than 3 out of 5 students believe that *"most boys go out with girls just for sex"*. Additionally, a percentage of students ranging from 26.5% to 53.3% seem to hold a supportive stance for several gender stereotypical statements and to agree with *"the boy should be expected to pay all expenses on a date"*, *"it is more accepted for a boy to have many sexual partners than for a girl"*, *"most girls cannot be trusted"*, *"boys are better leaders than girls"* and *"on the average, girls are not as smart as boys"*.

More than 3 out of 5 students seem to hold less stereotypical attitudes towards women as for boys and girls equal rights, as they believe that *"it is all right for a girl to ask a boy out on a date"* or *"to want to play rough sports like football"*, as well as *"girls should have the same freedoms as boys"*, while concerning equality in education, more than 4 out of 5 students, believe that *"it is more important for boys than girls to do well in school"*, that *"more encouragement in a family should be given to sons than daughters to go to college"* and that *"girls should not be more concerned with becoming good wives and mothers rather than desiring a professional or business career"*. In regards to the stereotypical gender roles of males and females, the majority of students supported that *"in general the father should not have greater authority than the mother in making the family decisions"* (4 out of 5 students), as well as they

realized that “if both spouses have jobs, they should share of the housework such as washing dishes and doing the laundry” (more than 3 out of 5 students).

Table A.1. Mean ratings and percentages of students’ agreement with statements regarding stereotypical attitudes toward women

Please indicate whether you agree or disagree with each of the statements below (<i>1 = strongly disagree to 4 = strongly agree</i>):	Total			Agree & Strongly Agree
	N	M	SD	%
1. Swearing is worse for a girl than for a boy.	697	3.06	.787	80.6
13. Most girls like to show off their bodies.	693	3.01	.751	79.3
14. Most boys like to go out with girls just for sex.	694	2.76	.822	64.1
2. On a date, the boy should be expected to pay all expenses.	695	2.43	.854	53.3
16. It is more accepted for a boy to have many sexual partners than for a girl.	697	2.43	.994	48.8
15. Most girls can’t be trusted.	697	2.43	.915	45.9
10. Boys are better leaders than girls.	695	2.19	1.00	34.4
3. On the average, girls are as smart as boys.*	690	2.07	.857	26.5
7. It is all right for a girl to ask a boy out on a date.*	692	1.90	.759	17.3
5. It is all right for a girl to want to play rough sports like football.*	694	1.89	.846	18.7
9. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.*	693	1.86	.830	14.7
6. In general, the father should have greater authority than the mother in making family decisions.	699	1.83	.913	22.0
11. Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career.	695	1.80	.844	18.0
12. Girls should have the same freedom as boys.*	697	1.57	.778	12.9
4. More encouragement in a family should be given to sons than daughters to go to college.	693	1.45	.714	8.50
8. It is more important for boys than girls to do well in school.	697	1.41	.644	4.90
Attitudes toward Woman Scale (all items)	693	2.13	.831	-

* Reversed items.

Gender comparisons

In Table A.2 below, mean scores of the “Attitudes Toward Women” scale are presented per sex and item. In general, boys provided more conservative answers in comparison with the girls (mean of mean scores of the 16 items was 2.39 and 1.94 for boys and girls respectively). This difference between boys and girls is statistically significant ($F=241,14$, $df=1$, $p<.000$).

Both, boys and girls, seem to hold equally conservative attitudes when answering that “swearing is worse for a girl than for a boy” and that “most girls like to show off their bodies” (these were the items with the higher mean scores by students of both sexes). There were specific items, however, where answers differed between girls and boys: in the statement “it is all right for a girl to ask a boy out on a date”, girls (mean 2.05) seem to hold a more conservative attitude than the boys (mean 1.70); on the other hand, boys (mean 2.85) considered that “boys are better leaders than girls” while girls had quite a different opinion (mean 1.70). Finally, items related to equal opportunities in education (namely items 15 and 16) received the lowest conservative ratings by both sexes.

Table A.2. Mean ratings of students in regards to their attitudes toward women per sex

Girls			Please indicate whether you agree or disagree with each of the statements below (<i>1 = strongly disagree to 4 = strongly agree</i>):	Boys		
N	M	SD		N	M	SD
401	2.96	.797	01. Swearing is worse for a girl than for a boy.	296	3.19	.752
398	2.84	.717	13. Most girls like to show off their bodies.	295	3.23	.739
400	2.78	.780	14. Most boys like to go out with girls just for sex.	294	2.72	.875
401	2.29	.824	02. On a date, the boy should be expected to pay all expenses.	294	2.62	.859
400	2.23	.922	16. It is more accepted for a boy to have many sexual partners than for a girl.	297	2.70	1.02
400	2.18	.804	15. Most girls can't be trusted.	297	2.76	.951
400	1.70	.750	10. Boys are better leaders than girls.	295	2.85	.929
396	1.95	.861	03. On the average, girls are as smart as boys.*	294	2.24	.825
399	2.05	.766	07. It is all right for a girl to ask a boy out on a date.*	293	1.70	.704
401	1.62	.659	05. It is all right for a girl to want to play rough sports like football.*	293	2.26	.931
399	1.57	.675	09. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.*	294	2.26	.854
402	1.51	.731	06. In general, the father should have greater authority than the mother in making family decisions.	297	2.25	.965
399	1.47	.667	11. Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career.	296	2.25	.851

401	1.36	.637	12. Girls should have the same freedom as boys.*	296	1.86	.855
401	1.29	.598	04. More encouragement in a family should be given to sons than daughters to go to college.	292	1.66	.801
400	1.24	.540	08. It is more important for boys than girls to do well in school.	297	1.63	.704

* Reversed items.

In Figures A.1.1 to A.1.16, the percentages of students' answers per statement per sex are presented, aiming to provide in more detail the differences between boys' and girls' attitudes toward women.

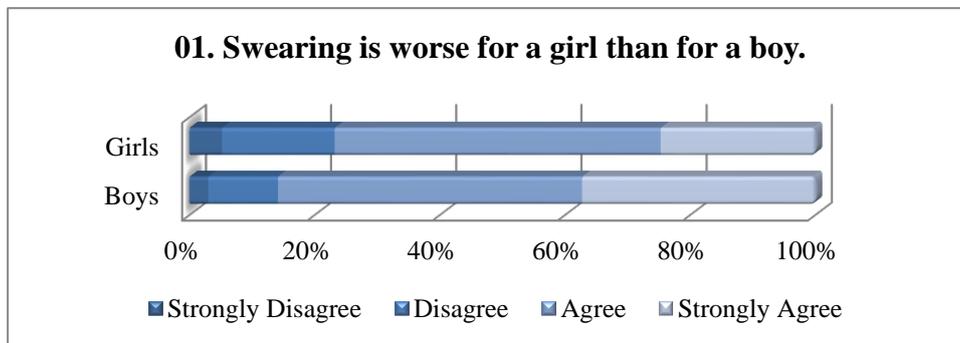


Figure A.1.1. Percentage (%) of students' responses per sex

“Swearing is worse for a girl than for a boy” seems –as already mentioned- to be one of the main stereotypical attitudes among both sexes as 76.8% of girls and 85.6% of boys declared that they agree or strongly agree with the statement and only 5.2% and 3% of girls and boys respectively, rejected it.

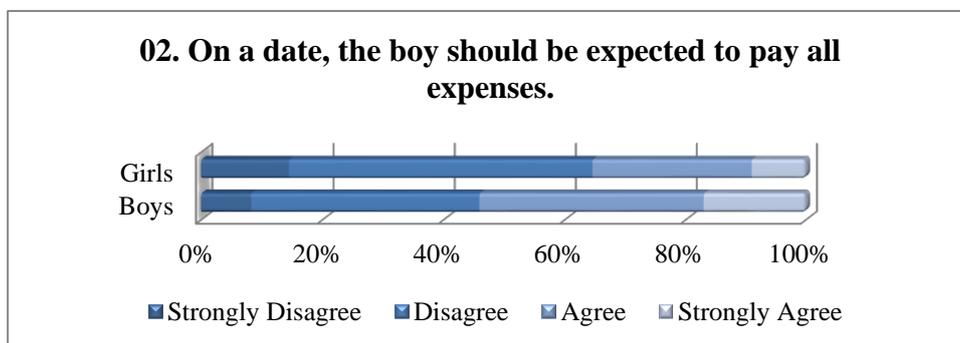


Figure A.1.2. Percentage (%) of students' responses per sex

The attitude according to which “*boys should pay all expenses on a date*” seem to be highly stereotypical mainly for boys, as more than half of the boys agree or strongly agree with the item while only 1 out of 3 girls agree or strongly agree.

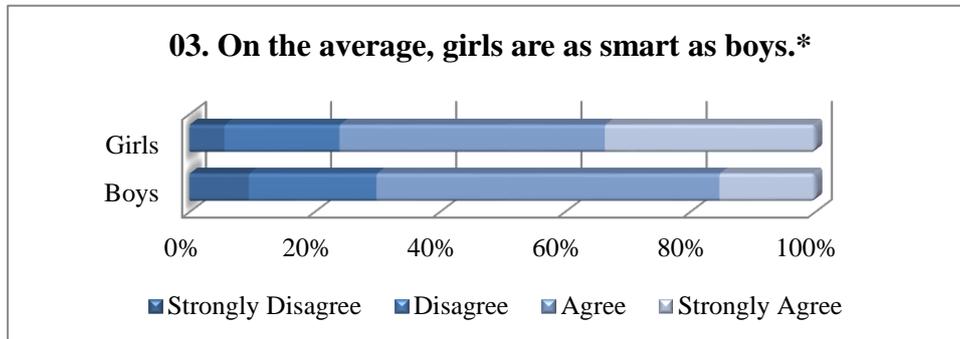


Figure A.1.3. Percentage (%) of students’ responses per sex

Almost 1 out of 3 boys and 1 out of 4 girls do not agree that “*on the average girls are as smart as boys*”; it is not clear, however, whether each student who responded “disagree or strongly disagree” believed that girls are less smart or smarter than boys. This statement represents a gender stereotype that seems to be less powerful nowadays in comparison to the past.

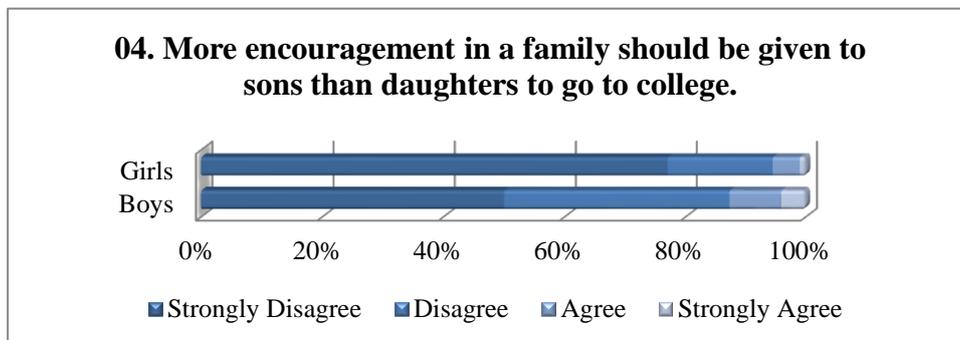


Figure A.1.4. Percentage (%) of students’ responses per sex

As in the previous statement, students’ answers suggest that the stereotype regarding equal opportunities for studies in the context of the family is not as strong as it was in the past, as only 1 out of 10 boys and 1 out of 20 girls agreed or strongly agreed with that “*more encouragement in a family should be given to sons than daughters to go to college*”.

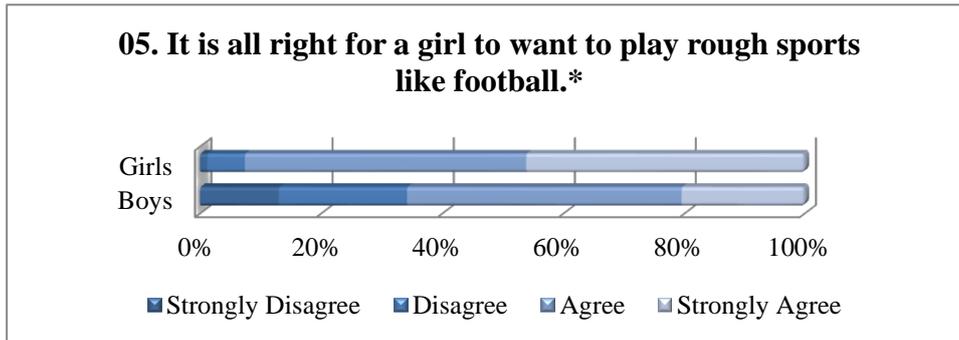


Figure A.1.5. Percentage (%) of students’ responses per sex

Although almost 1 out of 3 boys (34.2%) do not agree that “*it is ok for a girl to want to play rough sports*”, only 1 out of 10 girls had the same opinion. In this case, the gender stereotype seems to be strong only among boys.

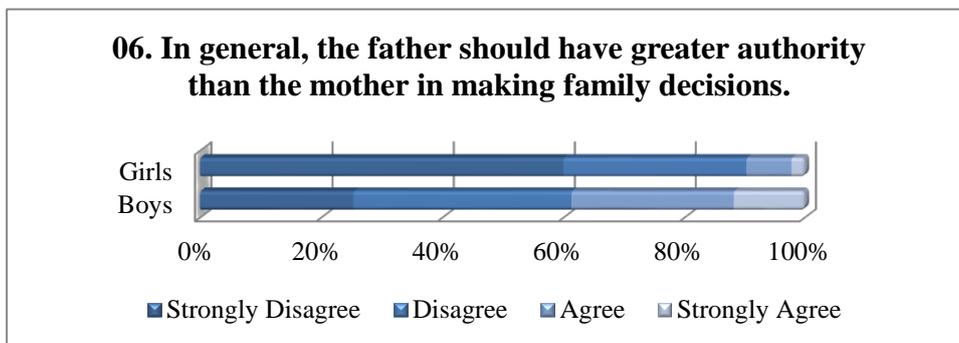


Figure A.1.6. Percentage (%) of students’ responses per sex

When students were asked to answer whether they agree or disagree with that “*in general, the father should have greater authority than the mother in making family decisions*”, almost 4 out of 10 boys (38.7%) agreed or strongly agreed while only 1 out of 10 girls seemed to maintain the same conservative attitude, indicating that this stereotypical belief is stronger among boys than girls.

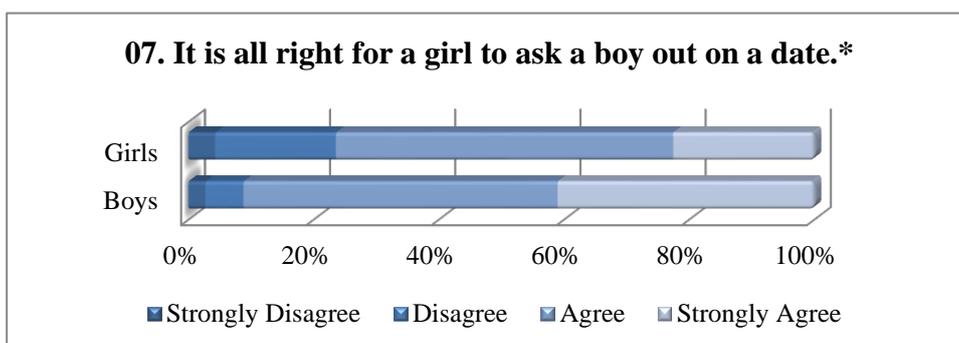


Figure A.1.7. Percentage (%) of students’ responses per sex

Although both, girls and boys agreed with that “*it is all right for a girl to ask a boy out on a date*”, boys seem to be more “comfortable” with this than girls (91.2% of boys vs. 76.5% of girls agreed or strongly agreed).

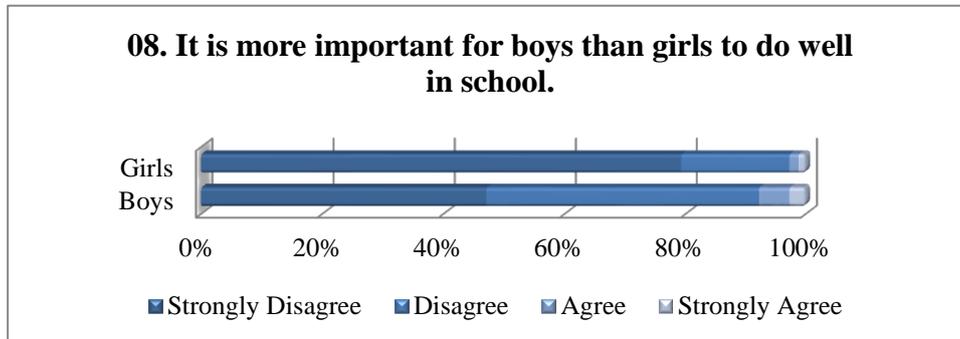


Figure A.1.8. Percentage (%) of students’ responses per sex

Students’ responses regarding boys’ and girls’ school progress was not stereotypical at all, as only 7.8% of boys and 2.7% of girls considered that “*it is more important for boys than girls to do well in school*”. Students’ responses to this statement are in accordance with their responses in the statement “*more encouragement in a family should be given to sons than daughters to go to college*”.

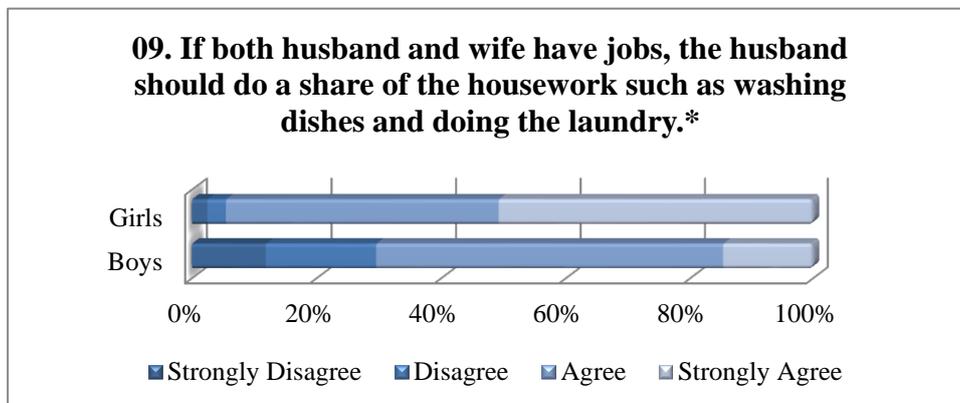


Figure A.1.9. Percentage (%) of students’ responses per sex

Similarly with students’ theses in the statement “*in general, the father should have greater authority than the mother in making family decisions*”, boys’ responses to the statement “*if both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry*” are more stereotypical than girls as 29.6% of them disagreed or strongly disagreed with the item, while only 5.5% of girls shared the same opinion.

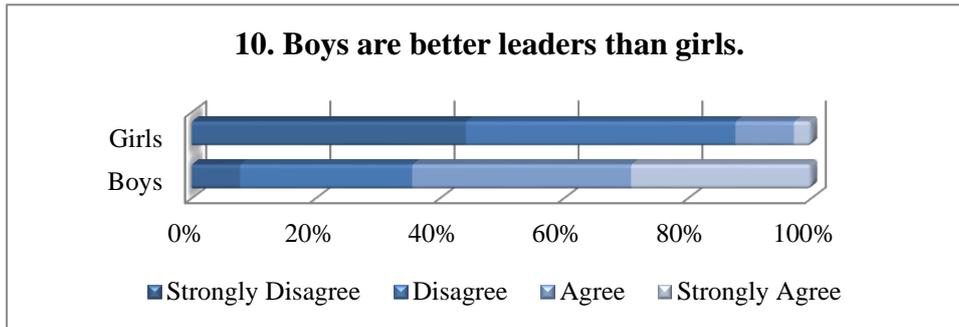


Figure A.1.10. Percentage (%) of students’ responses per sex

The difference between boys and girls concerning gender stereotypical roles is quite obvious in their responses to the statement “*boys are better leaders than girls*”: although only 1 out of 10 girls agreed or strongly agreed with this opinion, more than half of the boys (64.5%) either agreed (35.3%) or strongly agreed (29.2%).

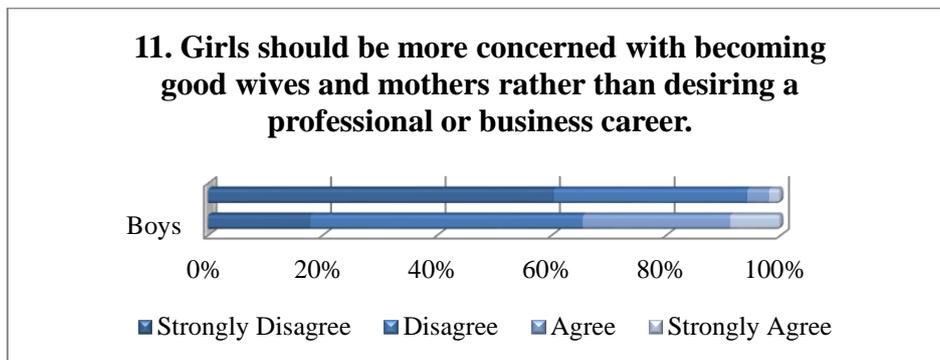


Figure A.1.11. Percentage (%) of students’ responses per sex

Although almost 1 out of 3 boys agreed or strongly agreed with that “*girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career*”, only 1 out of 20 girls had the same opinion. This result, however, seems to be in contradiction with the boys’ responses concerning equal opportunities between the two sexes regarding studies and school progress.

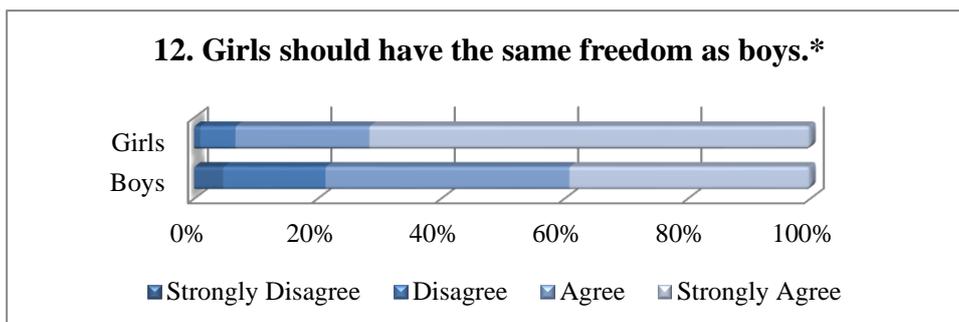


Figure A.1.12. Percentage (%) of students’ responses per sex

Additionally, 1 out of 5 boys did not agree with the statement “*girls should have the same freedom as boys*”, while the respective percentage for girls is quite lower (less than 1 out of 10 girls, 6.7%). Therefore, the “*same freedom among boys and girls*” issue seems to continue to be a stereotype for boys but not for girls.

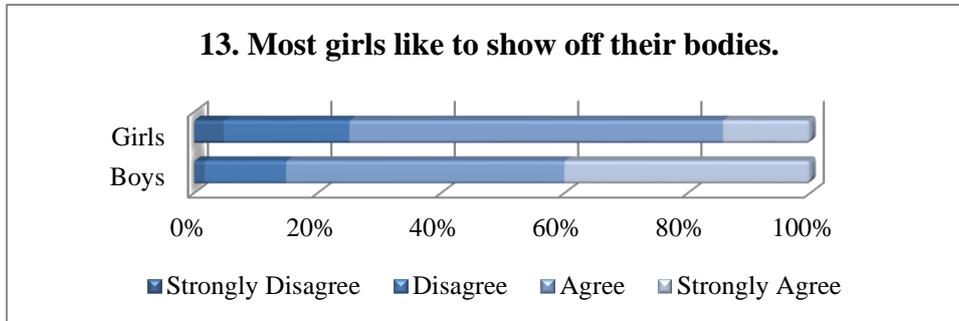


Figure A.1.13. Percentage (%) of students’ responses per sex

Most students agreed with that “*most girls like to show off their bodies*” (85.1% and 74.9% for boys and girls respectively). Boys’ “strongly agree” percentage, however, was higher than the respective percentage for girls (40% vs. 14.3%). This suggests that although students of both sexes maintain a gender stereotype for women (“*they like to show off their bodies*”), boys seem to be more conservative than girls.

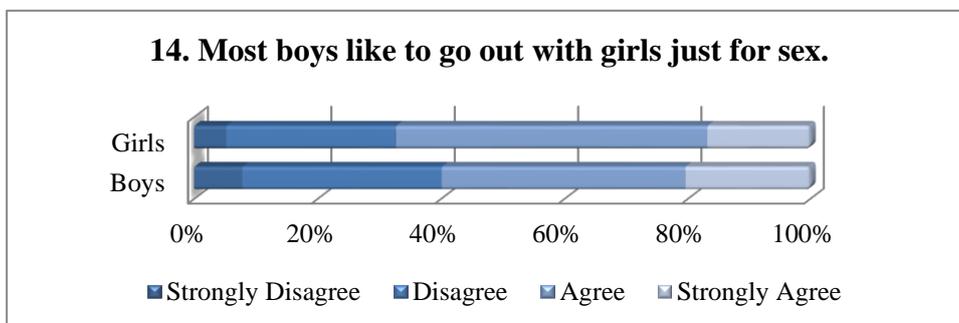


Figure A.1.14. Percentage (%) of students’ responses per sex

As above, both boys and girls agreed with that “*most boys like to go out with girls just for sex*” (59.9% and 67.3% respectively) and only 7.8% and 5.2% of boys and girls respectively strongly disagreed with this statement. This result suggests that this issue is one of the most predominant stereotypes for students, both boys and girls.

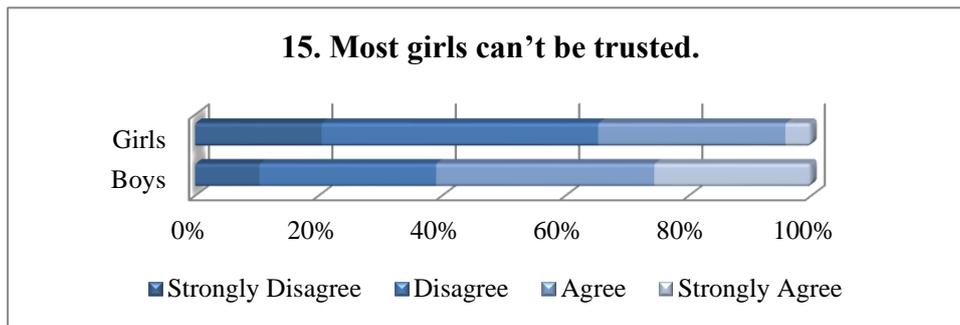


Figure A.1.15. Percentage (%) of students' responses per sex

Another gender stereotype that seems to still be quite strong is that “*most girls can't be trusted*”. Students' positive –and therefore stereotypical- responses in this statement were 61% and 34.7% for boys and girls respectively. Moreover, 1 out of 4 boys strongly agreed that most girls can't be trusted, making this specific statement among the most predominant boys' stereotypes toward women.

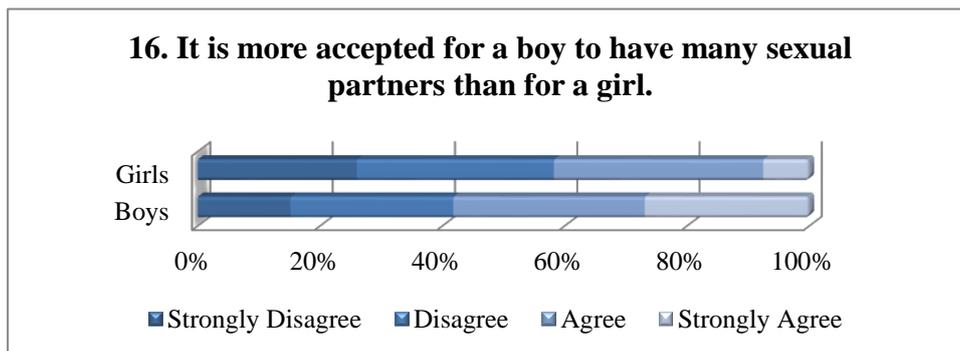


Figure A.1.16. Percentage (%) of students' responses per sex

Lastly, concerning whether “*it is more accepted for a boy to have many sexual partners than for a girl*”, a difference in the responses between boys and girls is observed. Six out of 10 boys and 4 out of 10 girls agreed or strongly agreed with the statement. Boys' attitudes toward this aspect of intimate relationships is more stereotypical than girls, as more boys' strongly agreed with this statement (26%) as compared with girls (7.5%).

B. ATTITUDES TOWARD VIOLENCE

A set of 22 items was used for assessing students' stereotypical attitudes toward dating/intimate violence. Students were asked to declare on the basis of a 4-point scale (never, sometimes, often and always) whether they considered as "OK" the presence of a variety of abusive behaviors in a relationship under different conditions. When a positive answer (that means, other than "never") was given, students had to indicate the frequency they considered as acceptable for the existence of the behaviors in question. This means, the closer to 1, the less tolerant towards abusive behaviors in a relationship is the attitude declared, while answers closer to 4 indicate more tolerant attitudes towards intimate/dating violence.

Descriptives

Table B.1 presents the 22 items from which the Attitudes toward Violence Scale is consisted, sorted by mean values. Mean values range from a maximum of 2.61 (*"It's OK for a boy to shout at his girlfriend if she is not treating him with respect"*) to a minimum of 1.05 (*"It's OK for a boy to hit his girlfriend if she is constantly nagging/arguing"*). For 20 out of 22 items mean values are less than 2, indicating that tolerance towards abusive behaviors among dating/intimate partners is quite low. The mean for all items was 1.49.

"Shouting" at a partner either when the "perpetrator" *is not treated with respect by his/her partner* or *when his/her partner is constantly nagging/arguing* (items 17, 18, 19 and 15) seems to be the most accepted behavior by students for both, boys and girls as perpetrators. In both cases, however, *shouting by boys at their girlfriends* seems to be more acceptable than the opposite (2.61 vs. 2.47 for boys and girls respectively in the first condition related to respect and 1.97 vs. 1.84 for boys and girls respectively in the second condition related to nagging/arguing).

"Setting of limits" by one partner on the other is also a behavior towards which students seems to be tolerant, especially when limits concern *"where the partner goes"* (items 21 and 9 with means 1.67 and 1.63 for boys and girls respectively) and partner's way of dressing (item 12, for boys *"how their girlfriends are dressed* mean 1.77 vs. 1.33 for item 11, for girls *"how her boyfriend dresses"*).

Abusive behaviors between partners where students' answers tended to be closer to 1 than to 2, namely where the students indicate less tolerance, were the following: *"spy*

on the mobile phone of partner”, “threatening of partner to...”, “insult” and “hit” the partner under different conditions.

It should be mentioned that the mean scores of the statements “It’s OK for a boy to push a girl into having sex if he has spent a lot of money on her”, “It’s OK for a boy to push a girl into having sex if they have been dating” and “It’s OK for a boy to push a girl into having sex if she has been flirting with him all night” were 1.22, 1.55 and 1.44 respectively, indicating that a number of students believe that sometimes, under some conditions, it is normal for a boy to pressure a girl into having sex.

Furthermore, although behaviors such as “not treating the partner with respect” and “constantly nagging/arguing” were considered by students as a sufficient reason for a boy or girl to shout at their partners, the same behaviors were not sufficient reason for a partner to hit and/or insult his/her partner.

Table B.1. Mean ratings of students’ answers on statements regarding stereotypical attitudes toward violent behaviors

Item	It’s OK...	M	SD
17	...for a boy to shout at his girlfriend if she is not treating him with respect	2.61	.962
18	...for a girl to shout at her boyfriend if he is not treating her with respect	2.47	.973
19	...for a boy to shout at his girlfriend if she is constantly nagging/arguing	1.97	.714
15	...for a girl to shout at her boyfriend if he is constantly nagging/arguing	1.84	.695
12	...for a boy to set limits on how his girlfriend dresses	1.77	.736
21	...for a boy to set limits to where his girlfriend goes	1.67	.766
09	...for a girl to set limits to where her boyfriend goes	1.63	.756
01	...for a boy to push a girl into having sex if they have been dating	1.55	.847
23	...for a girl to hit her boyfriend if he has been unfaithful	1.49	.917
03	...for a boy to push a girl into having sex if she has been flirting with him all night	1.44	.764
13	...for a girl to spy on the mobile phone of her boyfriend	1.44	.693
06	...for a boy to spy on the mobile phone of his girlfriend	1.38	.619
02	...for a boy to hit his girlfriend if she has been unfaithful	1.38	.855
11	...for a girl to set limits on how her boyfriend dresses	1.33	.563
07	...to threaten to leave a partner in order to achieve something you want	1.31	.626
22	...threatening to hit a partner as long as you don’t actually hit him/her	1.22	.539
08	...for a boy to push a girl into having sex if he has spent a lot of money on her	1.21	.632
04	...for a girl to hit her boyfriend if he is not treating her with respect	1.19	.563

16	...for a girl to hit her boyfriend if he is constantly nagging/arguing	1.09	.421
10	...for a girl to insult her boyfriend in front of others	1.08	.373
14	...for a boy to hit his girlfriend if she is not treating him with respect	1.08	.402
05	...for a boy to insult his girlfriend in front of others	1.08	.357
20	...for a boy to hit his girlfriend if she is constantly nagging/arguing	1.05	.339
	Attitudes toward Violence Scale (all items)	1.49	.645

Gender comparisons

As for students' attitudes toward violent behaviors between intimate partners according to their sex (see Table B.2), in general it seems that they were in accordance with the results regarding attitudes toward women. Although for once boys provided more conservative answers in comparison to girls, the difference between boys and girls responses was not statistically significant.

"Shouting" at the partner was once again the most acceptable behavior by both, boys and girls. Boys, however, tended to be more tolerant in regards to when "*a boy shouts at his girlfriend if she is not treating him with respect*" (2.85) than for a girl in the same condition (2.45). For girls, on the other hand, the opposite was valid as their tolerance for "*boys who shout at their girlfriends*" (2.45) was less than "*for girls who shout at their boyfriends if they are not treating them with respect*" (2.64). The results concerning "*shouting at the partner when he/she is constantly nagging/arguing*" were quite similar: boys were more tolerant towards boys than girls (2.20 vs. 1.75), while girls were more tolerant towards girls than boys (1.91 vs. 1.81).

Items with the highest differences in the answers given by boys and girls were those concerning whether "*it is ok for a boy to push a girl into having sex*" either "*if they have been dating*" (boys 1.90 vs. girls 1.30) or "*if she has been flirting with him all night*" (boys 1.77 vs. girls 1.21). As for the statement "*it's ok for a boy to hit his girlfriend if she has been unfaithful*", the mean score for boys was 1.67 while for girls it was 1.17. Moreover, boys' answers were more conservative for the statements "*it's ok for a boy to set limits*" either on "*how his girlfriend is dressed*" (boys 2.05 vs. girls 1.57) or on "*where his girlfriend goes*" (boys 1.90 vs. girls 1.50).

The items where boys and girls seem to have quite similar attitudes were: "*it's ok threatening to hit a partner as long as you don't actually hit him/her*" (~1.22), "*it's ok for a girl to hit her boyfriend if he is not treating her with respect*" (~1.19), "*it's ok for*

a girl to hit her boyfriend if he is constantly nagging/arguing” (~1.09), “it’s ok for a girl to insult her boyfriend in front of others” (~1.08), and “it’s ok for a girl to set limits on how her boyfriend dresses” (~1.33).

Table B.2. Mean ratings of students in regards to their attitudes toward violence per sex

Boys			Please indicate whether you think the following behaviours may be <i>Never, Sometimes, Often, or Always OK...</i>	Girls		
N	M	SD		N	M	SD
297	2.85	1.04	17. ... for a boy to shout at his girlfriend if she is not treating him with respect.	400	2.45	.931
291	2.24	.985	18. ... for a girl to shout at her boyfriend if he is not treating her with respect.	400	2.64	.865
296	2.20	.797	19. ... for a boy to shout at his girlfriend if she is constantly nagging/arguing.	401	1.81	.689
292	1.75	.819	15. ... for a girl to shout at her boyfriend if he is constantly nagging/arguing.	400	1.91	.593
295	2.05	.865	12. ... for a boy to set limits on how his girlfriend dresses.	400	1.57	.806
295	1.90	.970	21. ... for a boy to set limits to where his girlfriend goes.	399	1.50	.772
291	1.48	.917	9. ...for a girl to set limits to where her boyfriend goes.	397	1.75	.592
297	1.90	.695	1. ... for a boy to push a girl into having sex if they have been dating.	400	1.30	.947
291	1.47	1.05	...for a girl to hit her boyfriend if he has been unfaithful	394	1.51	.633
297	1.77	.655	3. ... for a boy to push a girl into having sex if she has been flirting with him all night.	399	1.21	.583
290	1.25	.702	13. ... for a girl to spy on the mobile phone of her boyfriend.	397	1.58	.651
297	1.48	.875	6. ... for a boy to spy on the mobile phone of his girlfriend.	400	1.32	.540
296	1.67	.794	2. ... for a boy to hit his girlfriend if she has been unfaithful.	400	1.17	.631
291	1.30	.533	11. ... for a girl to set limits on how her boyfriend dresses.	398	1.36	.544
292	1.26	.588	7. ...to threaten to leave a partner in order to achieve something you want.	400	1.35	.511
290	1.23	.508	22. ...threatening to hit a partner as long as you don’t actually hit him/her.	398	1.23	.552
297	1.39	.532	8. ...for a boy to push a girl into having sex if he has spent a lot of money on her.	401	1.08	.590
292	1.18	.578	4. ...for a girl to hit her boyfriend if he is not treating her with respect.	400	1.20	.431
292	1.08	.570	16. ...for a girl to hit her boyfriend if he	400	1.11	.437

			is constantly nagging/arguing.			
292	1.07	.473	10. ...for a girl to insult her boyfriend in front of others.	400	1.11	.434
297	1.17	.459	14. ...for a boy to hit his girlfriend if she is not treating him with respect.	400	1.02	.221
297	1.16	.406	5. ... for a boy to insult his girlfriend in front of others.	401	1.03	.179
297	1.09	.260	20. ...for a boy to hit his girlfriend if she is constantly nagging/arguing.	400	1.02	.205

In Figure B.1 below are presented the responses indicating *zero tolerance* of students's attitudes toward violent behaviors between intimate/dating partners. Although students' tolerance toward specific violent behaviors are *almost zero*, namely the percentage of answer "never OK" was >90%, there are specific cases, however, where both, boys and girls, seem to be quite tolerant. Statements with responses close to *zero tolerance* were: "*it is OK for a boy to hit his girlfriend if she is constantly nagging/ arguing*" (98.5% and 95.3% for girls and boys respectively), "*it is OK for a girl to hit her boyfriend if he is constantly nagging/ arguing*" (92.5% and 94.9% for girls and boys respectively). On the other hand, students' responses were particularly "tolerant" for the statement "*It is OK for a boy to shout at his girlfriend if she is not treating him with respect*", as 9 out of 10 boys and girls agreed or strongly agreed.

In general, boys seem to be more tolerant toward boys' violent behavior against their partners and girls, on the other hand, are more tolerant toward girls' violent behaviour against their partners.

Items with major differences between sexes where boys seemed to be more tolerant than girls are: "*it is OK for a boy to push a girl into having sex if they have been dating*" (45.1% vs. 78.5% of boys and girls respectively responded "never"), "*it is OK for a boy to push a girl into having sex if she has been flirting with him all night*" (49.8% vs. 83% of boys and girls respectively responded "never"), "*it is OK for a boy to hit his girlfriend if she has been unfaithful*" (64.2% vs. 90% of boys and girls respectively responded "never"), "*it is OK for a boy to set limits on how his girlfriend dresses*" (23.7% vs. 47.8% of boys and girls respectively responded "never"), and "*it is OK for a boy to for a boy to push a girl into having sex if he has spent a lot of money on her*" (75.8% vs. 96% of boys and girls respectively responded "never").

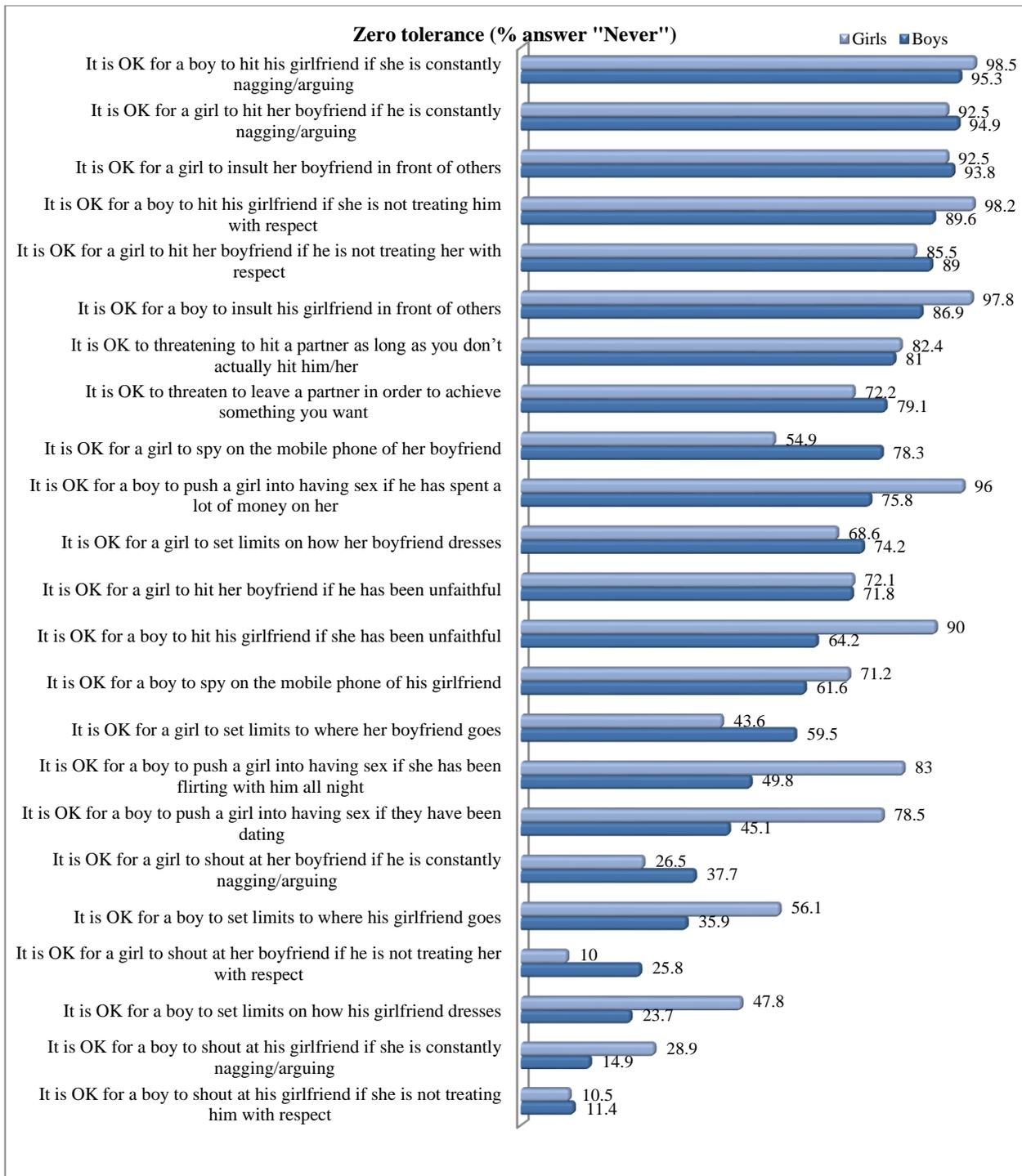


Figure B.1: Percentages of response “Never” (zero tolerance) provided by students to statements describing violent behaviors between intimate/dating partners per sex.

Respectively, items with major differences between sexes where girls seemed to be more tolerant than boys are: “it is OK for a girl to shout at her boyfriend if he is not treating her with respect” (10% vs. 25.8% of girls and boys respectively responded

“never”), “it is OK for a girl to shout at her boyfriend if he is constantly nagging/arguing” (26.5% vs. 37.7% of girls and boys respectively responded “never”), “it is OK for a girl to set limits to where her boyfriend goes” (43.6% vs. 59.5% of girls and boys respectively responded “never”), and “it is OK for a girl to spy on the mobile phone of her boyfriend” (54.9% vs. 78.3% of girls and boys respectively responded “never”).

In Figures B.2.1 to B.2.11 below are presented boys’ and girls’ responses concerning specific violent behaviors of one intimate/dating partner against the other (in most cases boys and girls are considered as both, *victims* and *perpetrators*).

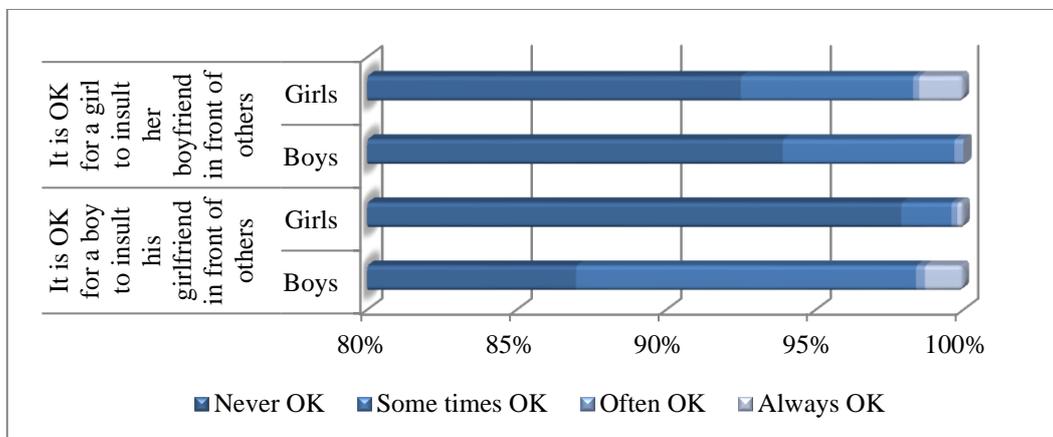


Figure B.2.1: Percentage (%) of students’ responses per sex

Both, boys and girls are not tolerant toward *one partner insulting the other*; boys, however, are less tolerant when “a girl insults her partner in front of others” than when a boy does it (6.1% vs. 13%) and girls are less tolerant “when a boy insults his partner in front of others” than when a girl does it (2.1% vs. 7.5%).

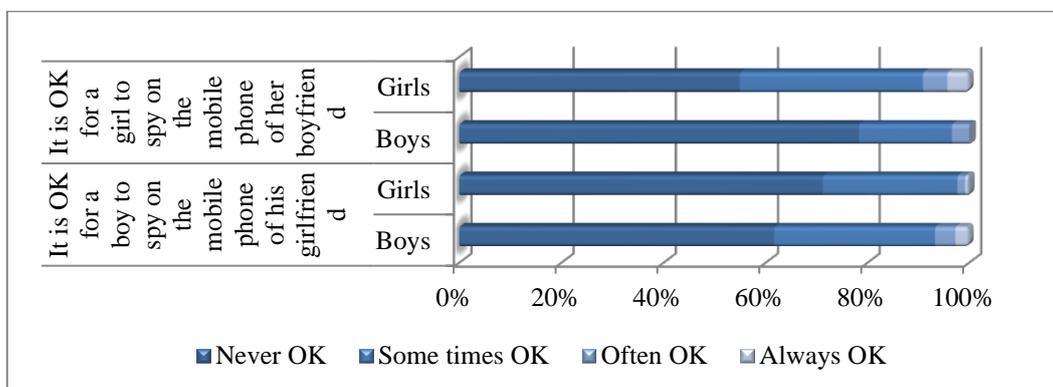


Figure B.2.2. Percentage (%) of students’ responses per sex

Students seem to consider as acceptable for *one partner to spy on the other's mobile phone*; again boys are more tolerant “*when boys spy on their girlfriends' mobile*” than the opposite (38.3% vs. 21.7%) and girls “*when girls spy on their boyfriends' mobile phones*” respectively (45.1% vs. 28.8%). Namely, almost 4 out of 10 girls considered that “*it is OK for a girl –at least sometimes- to spy on her boyfriend's mobile phone*”.

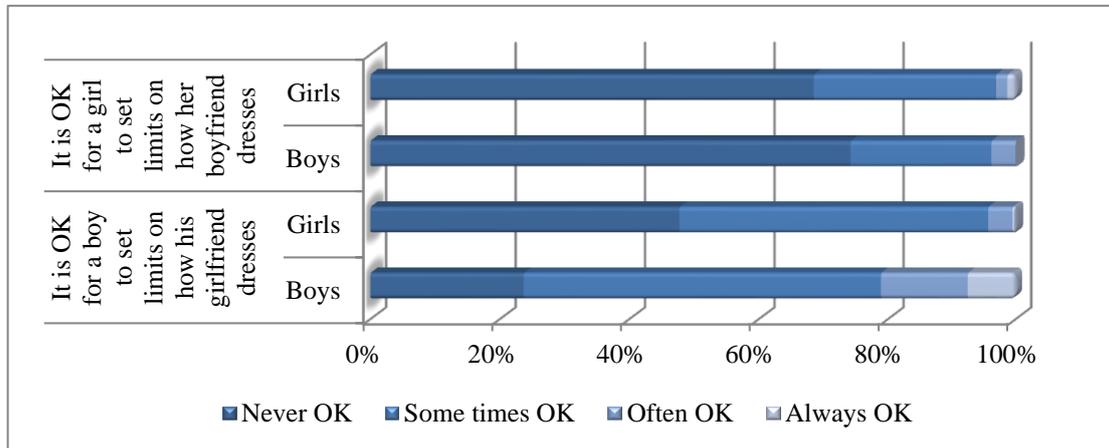


Figure B.2.3. Percentage (%) of students' responses per sex

When students were asked whether they considered as *okay for a boy and for a girl to set limits* on “*how their partners dress*”, responses of boys and girls were differentiated according to the sex of the person who is limited about the way s/he is dressed. Specifically, students were more tolerant in cases where “*a boy sets limits on how his girlfriend dresses*” (positive answers 76.4% and 52.3% for boys and girls respectively) than in cases where “*a girl sets limits on how her boyfriend dresses*” (25.8% and 31.5% for boys and girls respectively). It could be noted here that it is ok for *a man to set limits on how his partner dresses* seems to be a stereotypical attitude common for both, boys and girls.

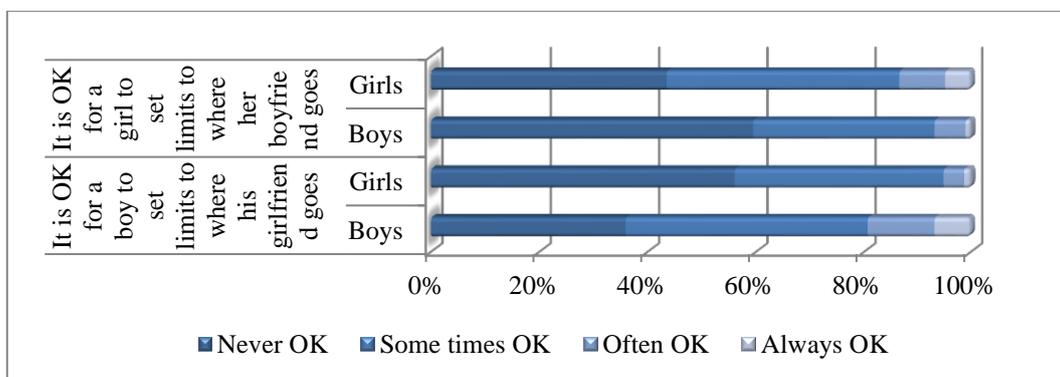


Figure B.2.4. Percentage (%) of students' responses per sex

More than 6 out of 10 boys and 4 out of 10 girls considered that –at least sometimes– “it is OK for a boy to set limits to where his girlfriend goes”. The pattern of students’ responses for the oposite i.e. when “a girl to set limits to where her boyfriend goes”, is quite the reverse, as 6 out of 10 girls and 4 out of 10 boys agreed that it is OK at least sometimes.

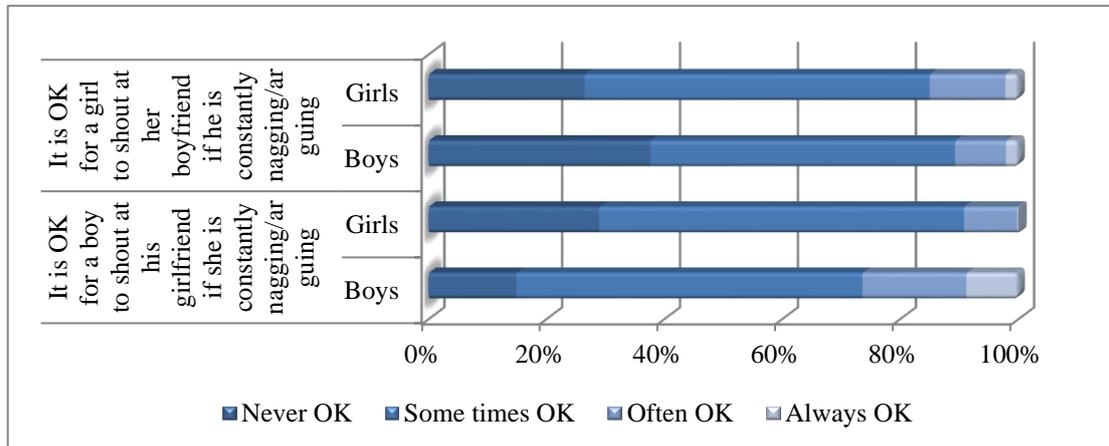


Figure B.2.5. Percentage (%) of students’ responses per sex

“Shouting at a intimate/dating partner” seems to be quite an acceptable behavior for both boys and girls either when a boy “shouts at his girlfriend” or “when a girl shouts at her boyfriend if she/he is constantly nagging or arguing”: the respective percentages of positive answers –namely “it is OK”- were 85.2% and 71% for boys and girls respectively “when a boy shouts at his girlfriend” and 62.4% and 73.5% for boys and girls respectively “when a girl shouts at her boyfriend”. Again, boys were more tolerant toward boys and girls toward girls.

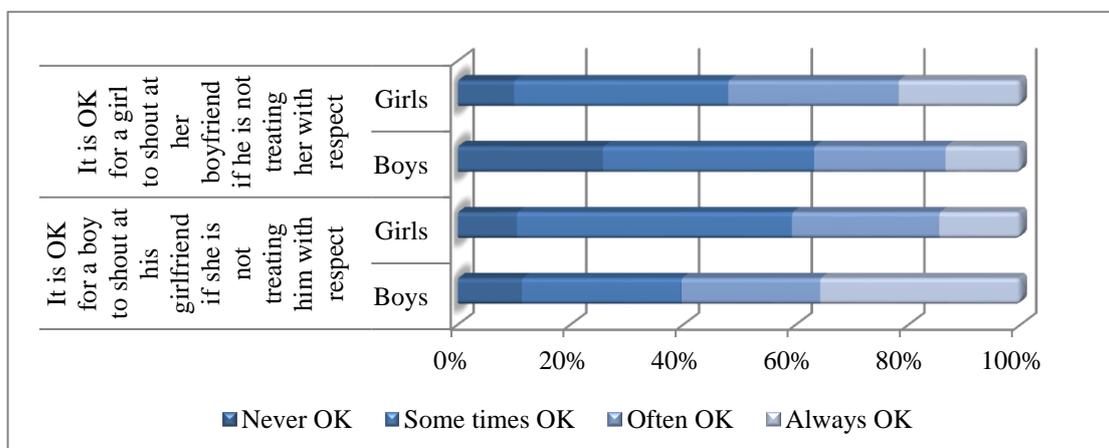


Figure B.2.6. Percentage (%) of students’ responses per sex

Students were more tolerant “when a partner shouts at his/her partner if she/he was not treating him/her with respect” than “when s/he is constantly nagging/arguing”. In all cases, more than 3 out of 4 students considered that this behavior is OK. The lowest positive percentage (74.3%) was given by boys when “a girl shouts at her boyfriend if he is not treating her with respect”.

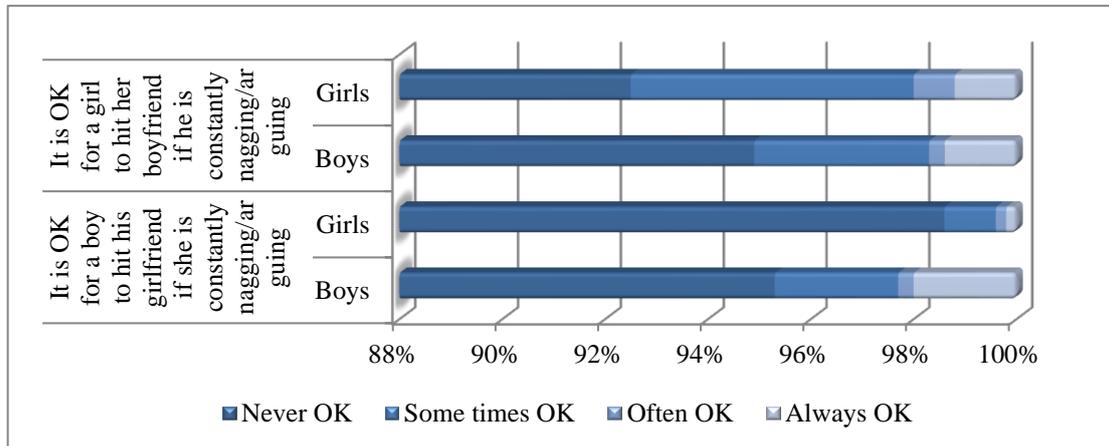


Figure B.2.7. Percentage (%) of students’ responses per sex

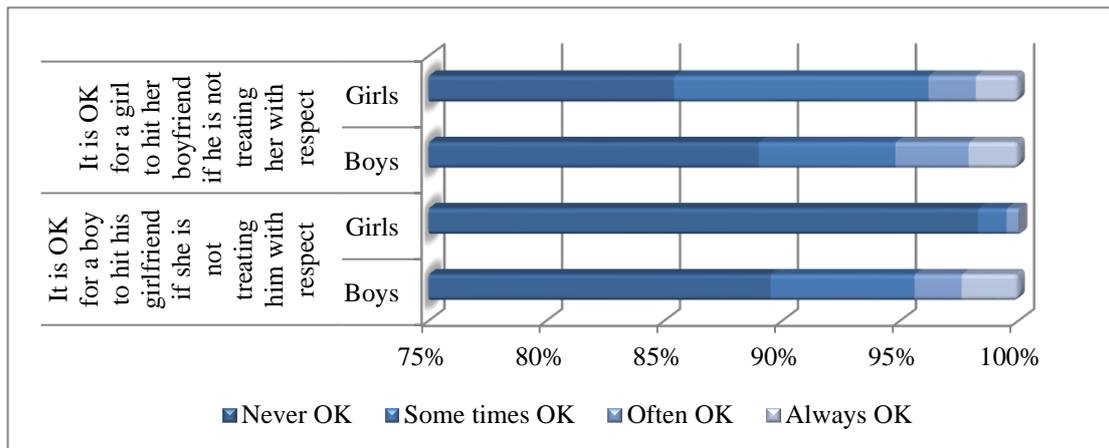


Figure B.2.8. Percentage (%) of students’ responses per sex

As depicted in Figures B.2.7 and B.2.8, *hitting of a partner by the other*, regardless of the sex of both, victim and perpetrator, is a behavior that students show no tolerance, which also holds true for the case “the partner is constantly nagging/arguing” and “if s/he is not treating his/her partner with respect”. In the latter case, however, 1 out of 10 boys provided a positive answer when the perpetrator is a boy and respectively 14.6% of girls provided a positive answer when the perpetrator is a girl.

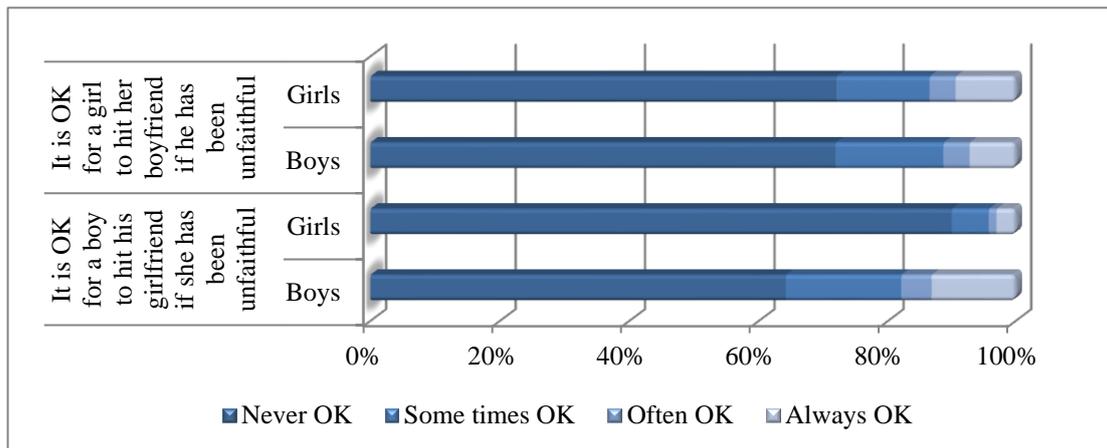


Figure B.2.9. Percentage (%) of students' responses per sex

On the other hand, *hitting of the partner* seems to be a more acceptable behavior when “*the partner has been unfaithful*”. Specifically, 35.8% of boys and 10% of girls considered that at least sometimes “*it is OK for a boy to hit his girlfriend if she has been unfaithful*” and 28% of boys and girls considered that at least sometimes “*it is OK for a girl to hit her boyfriend if he has been unfaithful*”. In this case, it seems that girls are less tolerant towards boys-perpetrators, while boys are more tolerant towards boys-perpetrators.

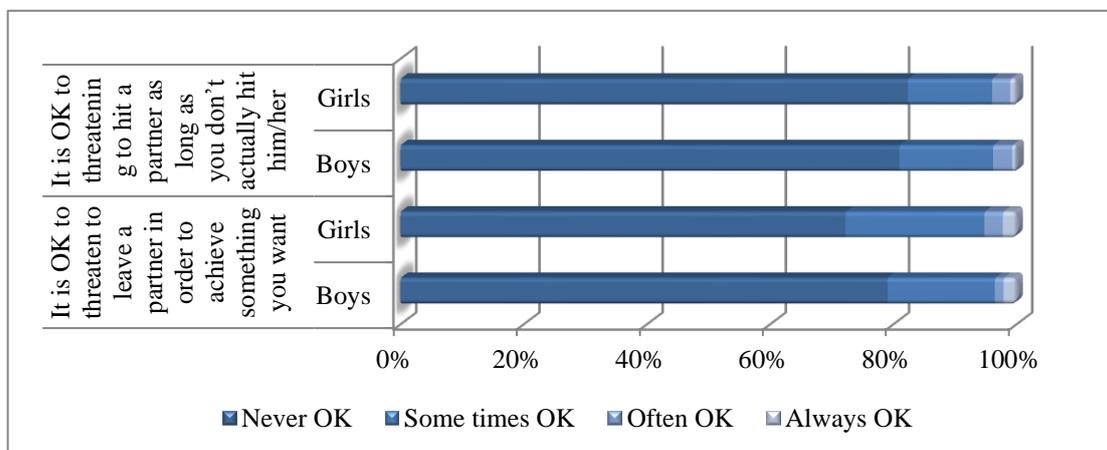


Figure B.2.10. Percentage (%) of students' responses per sex

Almost 1 out of 5 students, boys and girls, considered that “*it is OK for a partner to threaten to hit his/her partner as long as he/she does not actually hit him/her*”, as well as “*to threaten to leave his/her partner in order to achieve something he/she wants*”.

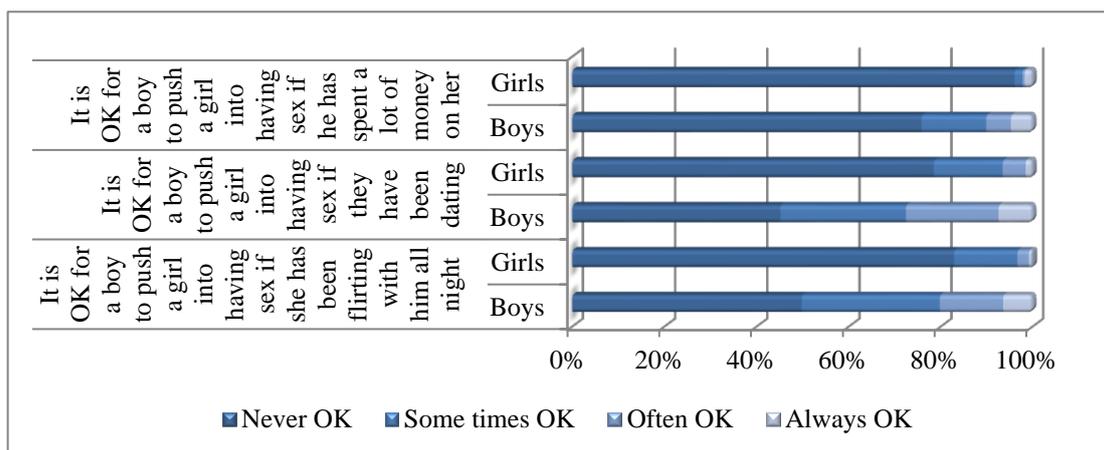


Figure B.2.11. Percentage (%) of students' responses per sex

As for the set of questions concerning whether “*it is OK for a boy to push a girl into having sex*” under different conditions, boys in general are more tolerant in all cases than girls. Specifically, for the case when “*she has been flirting with him all night*”, 50.2% of boys provided positive responses (vs. 17.1% of girls). For the case when “*they have been dating*”, 54.9% of boys considered that –at least sometimes- “*it is OK for a boy to push a girl into having sex*” while only 21.5% of girls had the same opinion. Lastly, 1 out of 4 boys considered that –at least sometimes- “*it is OK for a boy to push a girl into having sex if he has spent a lot of money on her*” while only 3.9% of girls shared the same opinion. These results suggest that stereotypical attitudes mainly of boys (but also of girls in some cases) on issues related to sexual behavior of boys against girls are still quite strong.

C. JUSTIFICATIONS OF VIOLENCE

For assessing students' attitudes towards common and well-established -but in their majority *non valid*- justifications of men/boys violence against women/girls, a 20-item scale was used. Among the scale's items there were also statements including justifying why some men are violent towards women such as “*because they want to control women*” and “*because they consider themselves superior to women*”, which can be considered as the real reason for gender-based violence and violence between intimate/dating partners. Although students were asked to declare on the basis of a 4-point scale (never, sometimes, often and always) whether they considered each individual “justification” as a sufficient reason for men/boys abusive behavior against women/girls, they actually declared whether they justify violence of men against

women. For positive answers (other than “never”) students had to indicate the frequency they consider as justifiable men’s violent behavior against women. This means, the closer to 1, the less tolerant the attitude towards men’s violence against women and the opposite, the closer to 4 the more tolerant the attitude towards men’s violence against women.

Descriptives

The justifications that were rated by the total sample of students (including boys and girls) highly as the *real reasons* (even if they are not) for some men expressing violent behaviors against women were the following: because “*they cannot control their anger*” and “*because they are jealous*” (mean 2.79), “*because they consider themselves superior to women*” (2.68), “*because they want to control women*” (2.66), “*because of alcohol and drug use*” (2.65), “*because they have mental problems*” (2.63) and “*because they are physically stronger than women*” (2.52). On the other hand, other falsified beliefs that were considered in the past as sufficient reasons for *why some men are violent against women* seem to have no power any longer, according to the students’ ratings. Some examples of such kind of reasons justifying why some men are violent against women were “*because it is necessary*” (1.16), “*because that makes them attractive to women*” (1.39), “*because women like it*” (1.77), “*because they are under stress*” (1.84) and “*because women are not patient or tender enough with them*” (1.93).

Table C.1. Mean ratings of students’ answers on statements regarding common justifications of violent behaviors

Some men are violent toward women because...	M	SD
15. ... they cannot control their anger	2.79	.752
12. ... they are jealous	2.79	.808
14. ... they consider themselves superior to women	2.68	.874
7. ...they want to control women	2.66	.863
1. ...of alcohol or drug use	2.65	.721
13. they have mental problems	2.63	.876
6. ...they are physically stronger than women	2.52	.925
9. ...they were abused as children	2.43	.828
3. ...they can’t control their sexual urges	2.42	.775
20. ... they can’t take “no” for answer	2.39	.826
4. ...women provoke them	2.20	.748
11. ... they are naturally aggressive	2.19	.870
10. ... no one stops them	2.12	.852
2. ...they misunderstand women	2.09	.797

5. ...women are not patient or tender enough with them	1.93	.768
8. ... they are under stress	1.84	.740
17. ... women like it	1.77	.769
16. ... society expects them to	1.60	.751
18. ... that makes them attractive to women	1.39	.659
19. ... it is necessary	1.16	.473

Gender comparisons

Concerning how often boys and girls think each of the given justifications as the reasons *why men may be violent toward women*, some differences were observed for specific items on the basis of students' sex (see Table C.2).

Table C.2. Mean ratings of students in regards to their attitudes toward violence per sex

Boys			How often do you think each of these statements is a reason why men may be violent toward women?	Girls		
N	M	SD		N	M	SD
293	2.68	0.78	15. ... they cannot control their anger	399	2.89	0.72
295	2.72	0.86	12. ... they are jealous	401	2.85	0.76
296	2.55	0.88	14. ... they consider themselves superior to women	401	2.78	0.86
295	2.50	0.84	7. ...they want to control women	397	2.78	0.86
296	2.60	0.78	1. ...of alcohol or drug use	402	2.69	0.67
296	2.47	0.91	13. they have mental problems	397	2.75	0.83
293	2.42	0.96	6. ...they are physically stronger than women	401	2.60	0.89
294	2.40	0.89	9. ...they were abused as children	401	2.45	0.78
296	2.30	0.83	3. ...they can't control their sexual urges	402	2.52	0.72
295	2.24	0.85	20. ... they can't take 'no' for answer	401	2.51	0.79
295	2.43	0.81	4. ...women provoke them	400	2.04	0.65
295	2.29	0.90	11. ... they are naturally aggressive	400	2.12	0.84
294	2.02	0.85	10. ... no one stops them	401	2.19	0.85
295	2.08	0.83	2. ...they misunderstand women	401	2.11	0.77
293	2.10	0.82	5. ...women are not patient or tender enough with them	400	1.82	0.71
295	1.87	0.76	8. ... they are under stress	398	1.83	0.72
295	1.95	0.85	17. ... women like it	401	1.65	0.68
294	1.52	0.71	16. ... society expects them to	400	1.67	0.78
294	1.45	0.69	18. ... that makes them attractive to women	401	1.35	0.64
293	1.22	0.53	19. ... it is necessary	398	1.13	0.42

In Figure C.1, below, are presented the percentages of the answer “never”, which “cancels” the stereotypical attitude for individual justifications for “*why some men are violent toward women*”, per sex. In general, the pattern of responses between boys and

girls is quite similar. It seems, for example, that both sexes agreed that *it is never a justification for some men to be violent toward women because it is necessary or because that makes them attractive to women*. Therefore, the specific stereotypical justifications of male violence toward women seem to no longer be powerful. On the other hand, both boys and girls consider that *men are violent toward women because they cannot control their anger, because they are jealous, because of alcohol or drug use and because women provoke them*. These results suggest that although some stereotypical attitudes are not accepted by students as justifications for why men are violent towards women, there are however other stereotypes that are widely accepted. Fortunately, apart from students' *false* beliefs about the reasons leading to male violence against women, they also rated highly the *real* ones that, according to the related literature, are directly related to gender stereotypes of a patriarchal society and lead men to such violent behaviors, namely “*because they consider themselves superior to women*” and “*they want to control women*”.

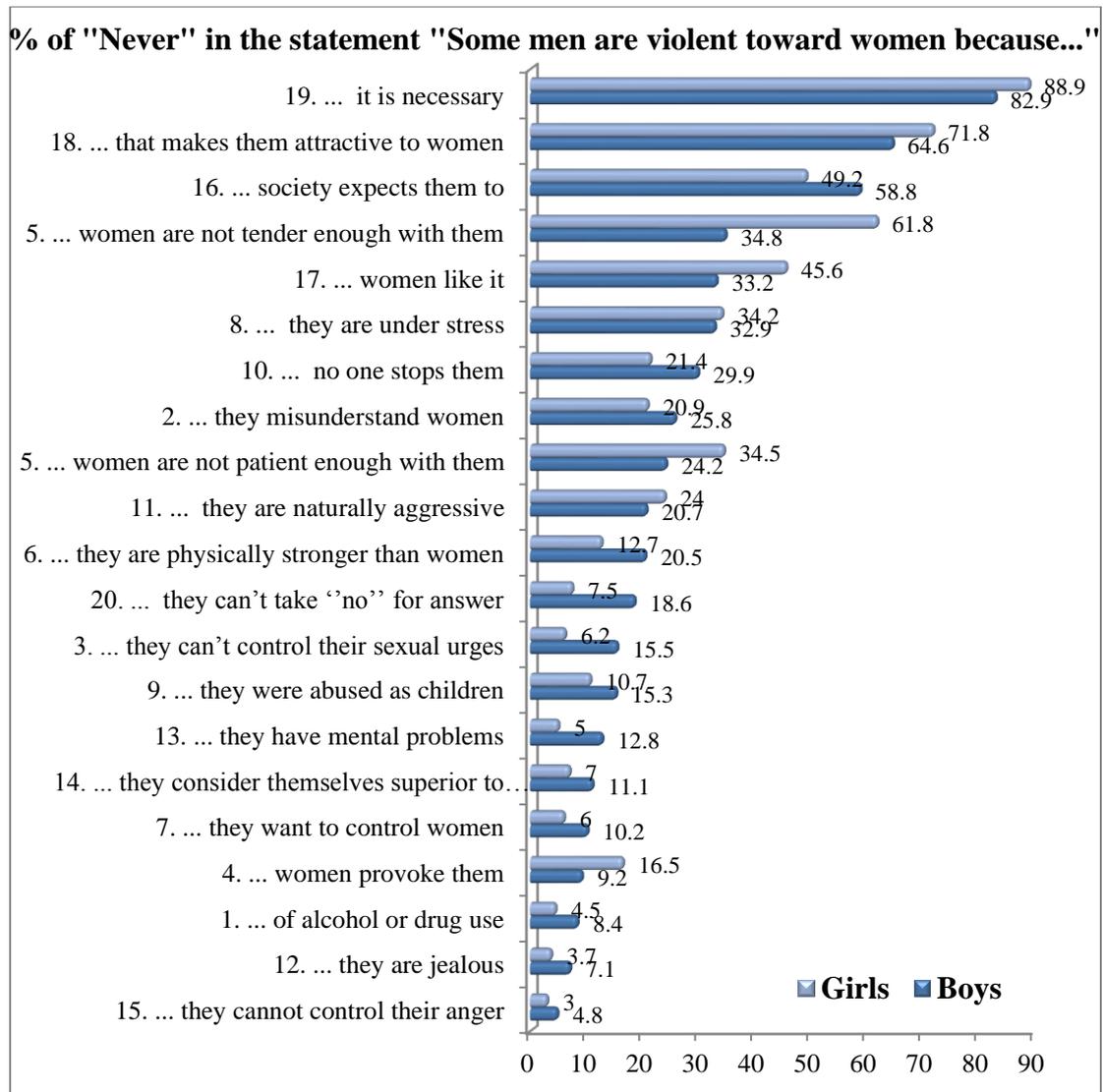


Figure C.1. Percentages (%) of answer “Never” for individual justifications on why some men are violent toward women per sex

As a general observation, it could be noted that 3 out of 4 students, boys and girls, accepted that men’s violent behaviour results from “male” characteristics such as their natural aggressiveness, external factors such as the use of drugs or alcohol, stress or victimization during their childhood, and even women’s behaviors such as they like violent men and provoke men’s violent behavior. On the other hand, 3 out of 4 boys and 4 out of 5 girls understood that men’s violence against women occurs because “men want to control women”, “society expects them to be violent” and “they consider themselves superior than women”.

In Figures C.2.1 to C.2.6 below, the percentages of students’ answers for each individual justification for men’s violence against women are presented per sex.

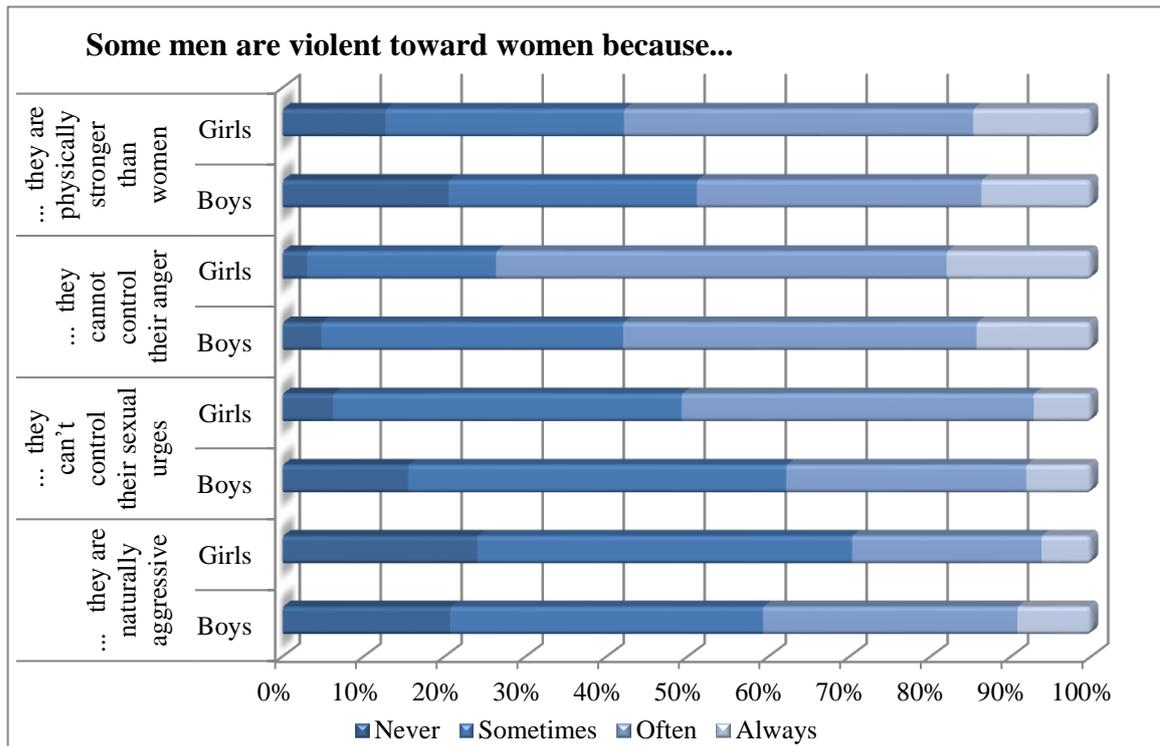


Figure C.2.1 Students’ answers in regards to justifications of men’s violence against women related to stereotypical “male characteristics” per sex

Justifications for men’s violence against women related to stereotypically male gender characteristics seem to be accepted by both, boys and girls. Therefore, almost 8 to 9 out of 10 boys and girls considered that -at least sometimes- some men are violent toward women “*because they cannot control their anger*” (95.2% for boys and 96.9% for girls respectively), “*because they cannot control their sexual urges*” (84.4% for boys and 93.7% for girls respectively), “*because they are physically stronger than women*” (79.6% for boys and 87.2% for girls respectively), and “*because they are naturally aggressive*” (79.3% for boys and 75.9% for girls respectively).

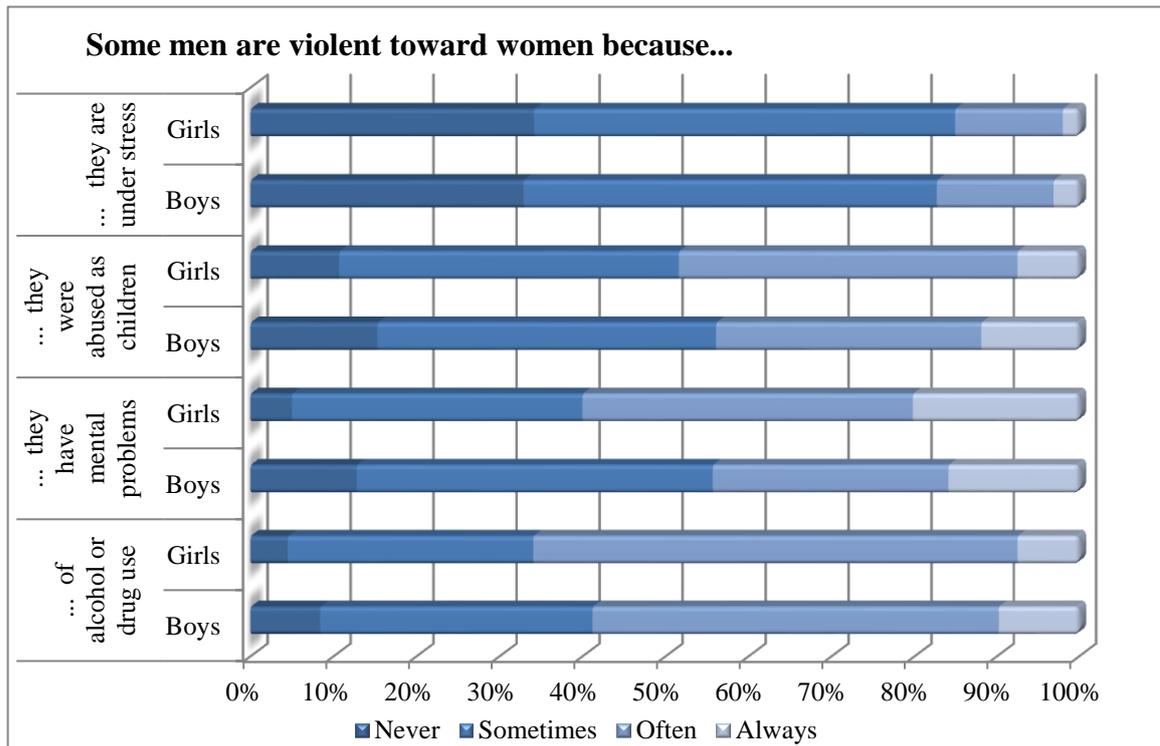


Figure C.2.2 Students’ answers in regards to justifications of men’s violence against women related to external or other factors (substance abuse, stress, mental problems, victimization) per sex

Students’ responses for justifications of men’s violence against women related to factors such as substance abuse, stress, mental problems and victimization during childhood were also stereotypical: students considered that -at least sometimes- the reasons why some men are violent toward women are “*the use of drugs or alcohol*” (91.6% for boys and 95.6% for girls respectively), and “*because they have mental problems*” (87.2% for boys and 95.2% for girls respectively). The percentages of students, both boys and girls, that considered that some men are violent against women “*because they are under stress*” were quite lower (67.1% for boys and 65.9% for girls respectively).

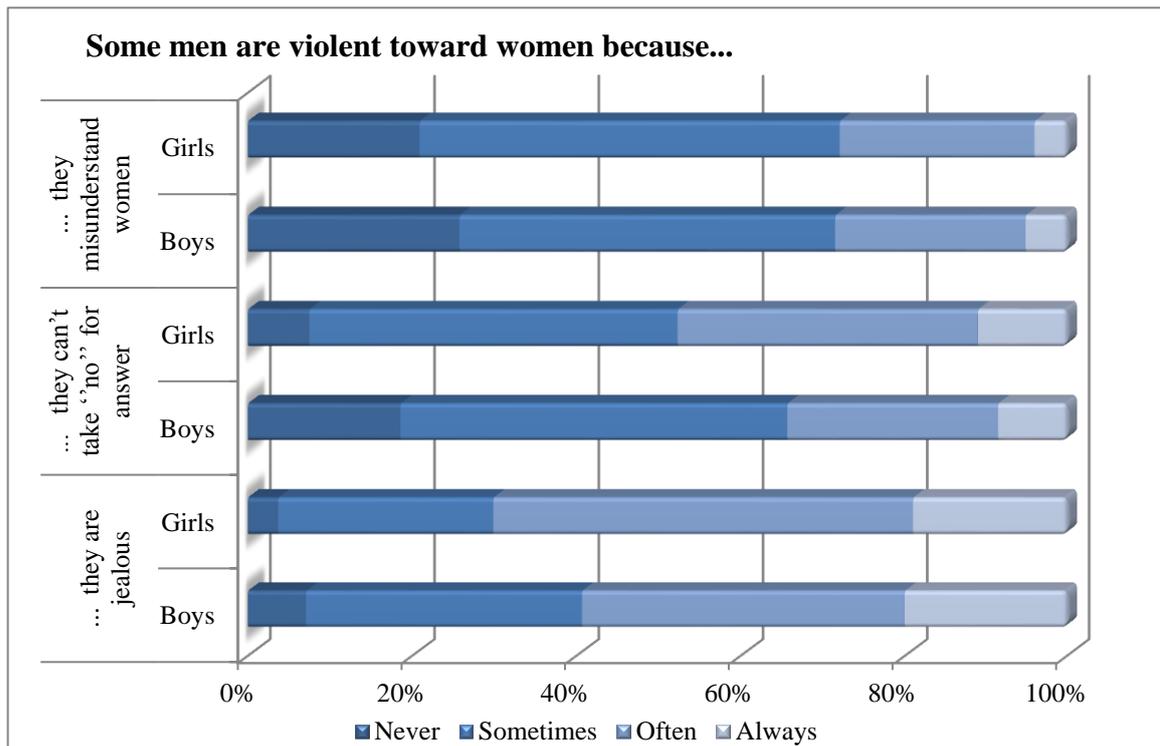


Figure C.2.3 Students’ answers in regards to justifications of men’s violence against women related to stereotypical attitudes for men’s behaviours in the context of intimate/dating relationships per sex

Moreover, justifications related to stereotypical men’s behaviours in the context of intimate/dating relationships such as jealousy, refusal to take “no” for answer and misunderstanding of women were also accepted by students as reasons for which some men are violent against women. Specifically, more than 9 out of 10 boys and girls considered that men are violent “*because they are jealous*” (92.9% for boys and 96.3% for girls respectively), “*because they cannot take “no” for an answer*” (81.4% for boys and 92.6% for girls respectively) and more than 7 out of 10 “*because they misunderstand women*” (74.3% for boys and 79% for girls respectively).

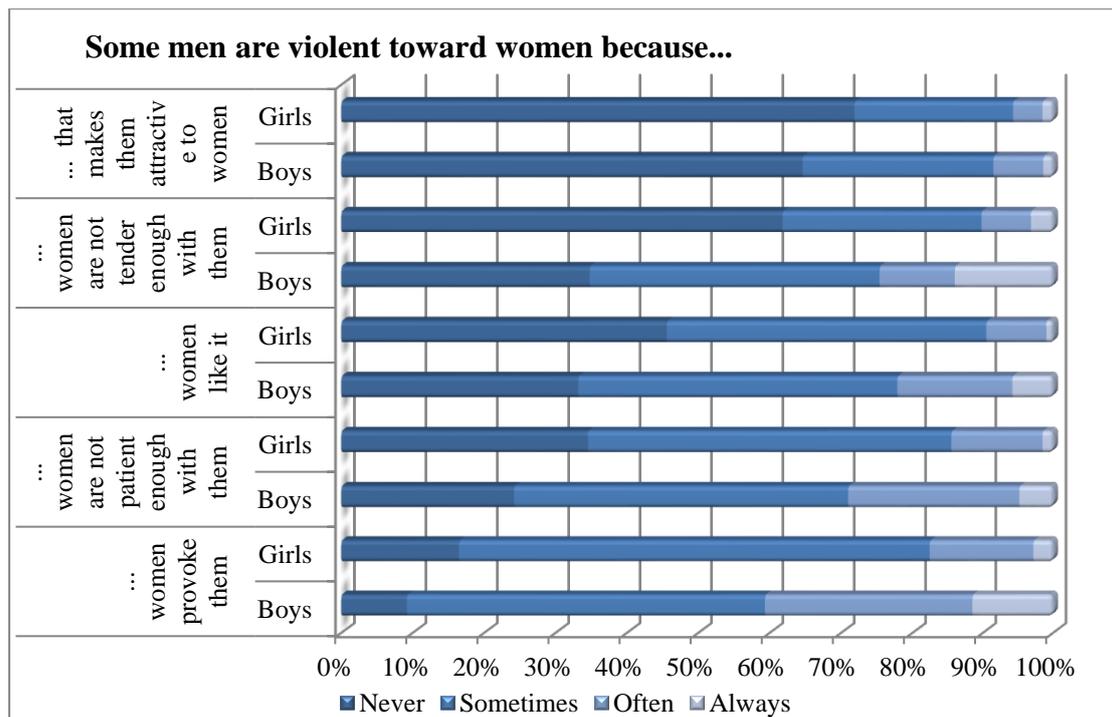


Figure C.2.4 Students’ answers in regards to justifications of men’s violence against women related to stereotypical attitudes for women’s behaviours either in the context of intimate/dating relationships or in general per sex

It is of note that, according to the results which are presented in Figure C.2.4, students considered that women are –at least sometimes- responsible for their victimization by men. Specifically, 9 out of 10 boys and 8 out of 10 girls considered that at least sometimes men are violent against women “*because women provoke them*” (90.9% for boys and 83.6% for girls respectively), “*because women are not patient enough with them*” (75.8% for boys and 65.5% for girls respectively), “*because women like it*” (66.8% for boys and 54.4% for girls respectively), and “*because women are not tender enough with them*” (65.2% for boys and 38.2% for girls respectively). Moreover, almost 1 out of 3 boys and girls considered that some men are violent against women “*because that makes them attractive to women*” (35.4% for boys and 28.1% for girls respectively). In all the above mentioned cases related to women’s behaviors, boys held more stereotypical attitudes than girls. Girls’ higher percentages, however, especially when concerning “*women provoke men to be violent*” -at least sometimes-, suggest that this stereotypical attitude, namely blaming the victim for her victimization, still remains powerful.

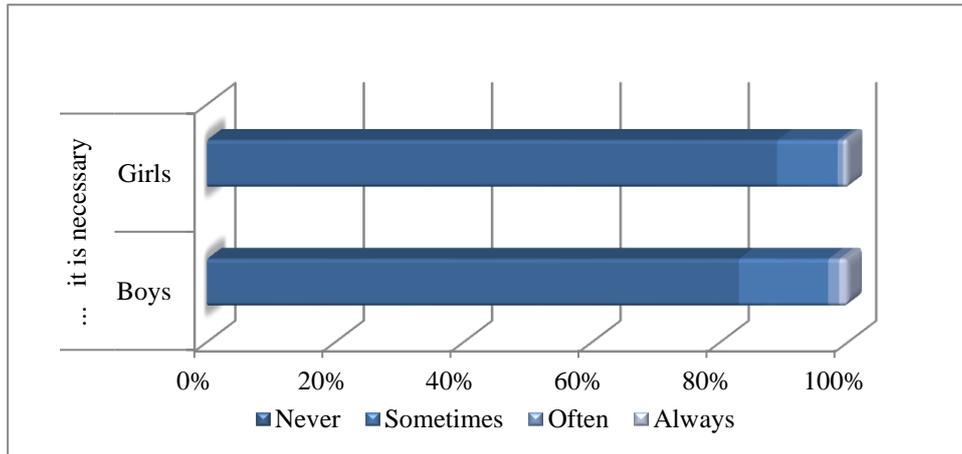


Figure C.2.5: Students' answers in regards to the statement "men's violence against women it is necessary" per sex.

In contradiction with the above results are the students' responses to the statement "some men are violent against women because it is necessary": even for the response "at least sometimes", only 1 out of 10 girls and less than 2 out of 10 boys agreed.

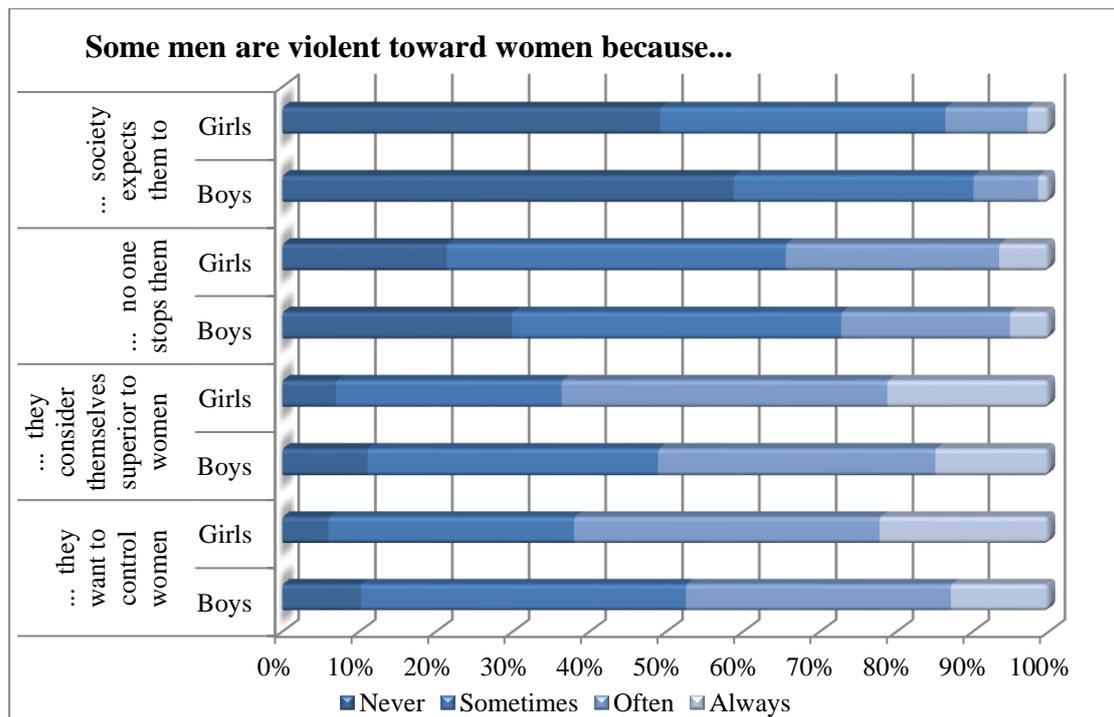


Figure C.2.6: Students' answers in regards to justifications for men's violence against women related to control of men over women per sex

Finally, it is encouraging that students –apart from fault beliefs - have also realized that the reasons for which some men are violent towards women are "because they

want to control women” (89.9% for boys and 94% for girls respectively), “because they consider themselves superior to women” (88.8% for boys and 93% for girls respectively), “because no one stops them” (70.1% for boys and 78.5% for girls respectively) and “because society expects them to” (41.2% for boys and 50.8% for girls respectively).

D. KNOWLEDGE-MYTHS

For assessing students’ attitudes towards common myths related to gender stereotypes and stereotypical behaviors in intimate relationships, a set of 19 statements was used. Students were asked to declare whether they agree with each one of the *myths* on the basis of a 4-point scale (strongly disagree, disagree, agree, strongly agree). This means that the closer to 1, the more conservative is the attitude and the closer to 4, the lesser conservative it the attitude.

Descriptives

Mean ratings and standard deviations of students’ agreement with statements regarding common myths related to gender stereotypes and behaviors in the context of intimate/dating relationships are presented in table D.1. It is of note that for 5 out of 19 statements, the mean ratings provided by students were more than 2.5; that means that these specific myths still remain powerful, as the students more often agreed than disagreed with the *myths* in question. Specifically, students agreed that “most women are concerned about whether men like them” (3.34), “if a person is being abused, they could just exit the relationship” (3.31), “sometimes girls provoke sexual aggression by boys because of the way they are dressed” (3.09), “if a boy gets really jealous about his girlfriend it proves that he really cares for her” (2.55), as well as “women are more likely to be sexually abused by a stranger than someone they know” (2.54).

On the other hand, other myths seem not to be accepted by the students, given the fact that the respective ratings were very close to the answer “strongly disagree” (2 or less out of 4). This category includes statements such as “a girl who has had many sexual partners deserves to be gossiped about” (2.0), “whatever happens between either married couples or dating partners is a personal matter and other people should not interfere even if hitting or threatening is involved” (1.67 for married couples and 1.62 for dating partners respectively), and the myth “men hit women simply because they love them” (1.34).

Table D.1. Mean ratings and standard deviations of students' agreement with statements regarding common myths related to gender stereotypes and behaviors in the context of intimate/dating relationships

Please indicate to what extent you agree or disagree with the following statements:	M	SD
18. Most women are concerned about whether men like them.	3.34	.663
11. If a person is being abused, they could just exit the relationship.	3.31	.795
13. Sometimes girls provoke sexual aggression by boys because of the way they are dressed.	3.09	.774
2. If a boy gets really jealous about his girlfriend it proves that he really cares for her.	2.55	.828
10. Women are more likely to be sexually abused by a stranger than someone they know.	2.54	.752
9. Financial difficulties are the most common reason for problems that involve violence in relationships.	2.48	.737
3. Sometimes it helps a relationship if partners make each other jealous on purpose.	2.43	.773
5. Women are just as likely to be violent toward their partners as men.	2.18	.844
12. Sometimes girls are to blame when their partners hit them.	2.18	.848
1. Most of the time hitting and shouting happen in grown-up relationships and rarely in adolescent relationships.	2.16	.696
17. Women name things as «sexual harassment» when in reality, they are only simple jokes.	2.15	.832
4. When a girl says 'no' to her partner's sexual advances this often means 'yes'.	2.14	.815
8. Violence in relationships (e.g. hitting, pushing, and constant shouting) rarely happens among highly educated people.	2.14	.869
15. Just slapping or pushing your partner isn't a form of violence.	2.12	.856
14. Violence in relationships (e.g. hitting, pushing, and constant shouting) most commonly happens among immigrant communities.	2.07	.788
19. A girl who has had many sexual partners deserves to be gossiped about.	2.00	.916
6. Whatever happens between married couples is a personal matter and other people should not interfere even if hitting or threatening is involved.	1.67	.803
7. Whatever happens between dating partners is a personal matter and other people should not interfere even if hitting or threatening is involved.	1.62	.747
16. Men hit women simply because they love them.	1.34	.631
Knowledge-Myths Scale (all items)	2.29	.787

Gender comparisons

In Table D.2 and Figure D.1 below are presented the mean scores provided by students for each individual myth in question per sex. Overall, the difference of the responses between boys and girls are statistically significant (mean of mean scores of the 19 myths was 2.39 for boys vs. 2.22 for girls, $F=64,09$, $df=1$, $p<.000$), indicating that the *myths* under examination are more accepted by boys than by girls.

Specifically, boys' mean scores are higher than girls' for 15 out of 19 statements indicating that common myths related to gender stereotypes and stereotypical behaviors in intimate or dating relationships are more accepted by boys than by girls. Girls, on the other hand, agreed to a higher degree than boys in 4 out the 19 statements: “if a person is being abused, they could just exit the relationship”, “financial difficulties are the most common reason for problems that involve violence in relationships”, “sometimes it helps a relationship if partners make each other jealous on purpose”, and “women are just as likely to be violent toward their partners as men”, with higher difference to be noted in the latter myth (mean rating 2.29 vs. 2.03).

Table D.2: Mean ratings of students in regards to their attitudes toward violence per sex

Boys			Please indicate to what extend you agree or disagree with the following statements.	Girls		
N	M	SD		N	M	SD
296	3.35	0.74	18. Most women are concerned about whether men like them.	401	3.34	0.60
294	3.28	0.83	11. If a person is being abused, they could just exit the relationship.	399	3.34	0.77
295	3.18	0.78	13. Sometimes girls provoke sexual aggression by boys because of the way they are dressed.	401	3.02	0.76
297	2.73	0.85	2. If a boy gets really jealous about his girlfriend it proves that he really cares for her.	401	2.42	0.79
294	2.62	0.76	10. Women are more likely to be sexually abused by a stranger than someone they know.	400	2,49	0.74
293	2.45	0.80	9. Financial difficulties are the most common reason for problems that involve violence in relationships.	401	2.52	0.69
296	2.39	0.82	3. Sometimes it helps a relationship if partners make each other jealous on purpose.	400	2.47	0.74
292	2.03	0.90	5. Women are just as likely to be violent toward their partners as men.	400	2.29	0.79

293	2.44	0.84	12. Sometimes girls are to blame when their partners hit them.	400	1.,99	0.80
294	2.19	0.74	1. Most of the time hitting and shouting happen in grown-up relationships and rarely in adolescent relationships.	402	2.15	0.67
295	2.55	0.82	17. Women name things as «sexual harassment» when in reality, they are only simple jokes.	401	1.87	0.72
296	2.43	0.82	4. When a girl says 'no' to her partner's sexual advances this often means 'yes'.	398	1.94	0.75
293	2.20	0.92	8. Violence in relationships (e.g. hitting, pushing, and constant shouting) rarely happens among highly educated people.	400	2.11	0.83
293	2.24	0.89	15. Just slapping or pushing your partner isn't a form of violence.	400	2.04	0.83
291	2.16	0.84	14. Violence in relationships (e.g. hitting, pushing, and constant shouting) most commonly happens among immigrant communities.	400	2.01	0.74
295	2.22	0.97	19. A girl who has had many sexual partners deserves to be gossiped about.	402	1.84	0.84
293	1.76	0.85	6. Whatever happens between married couples is a personal matter and other people should not interfere even if hitting or threatening is involved.	401	1.60	0.76
295	1.71	0.79	7. Whatever happens between dating partners is a personal matter and other people should not interfere even if hitting or threatening is involved.	399	1.56	0.71
296	1.54	0.74	16. Men hit women simply because they love them.	401	1.20	0.49

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree)

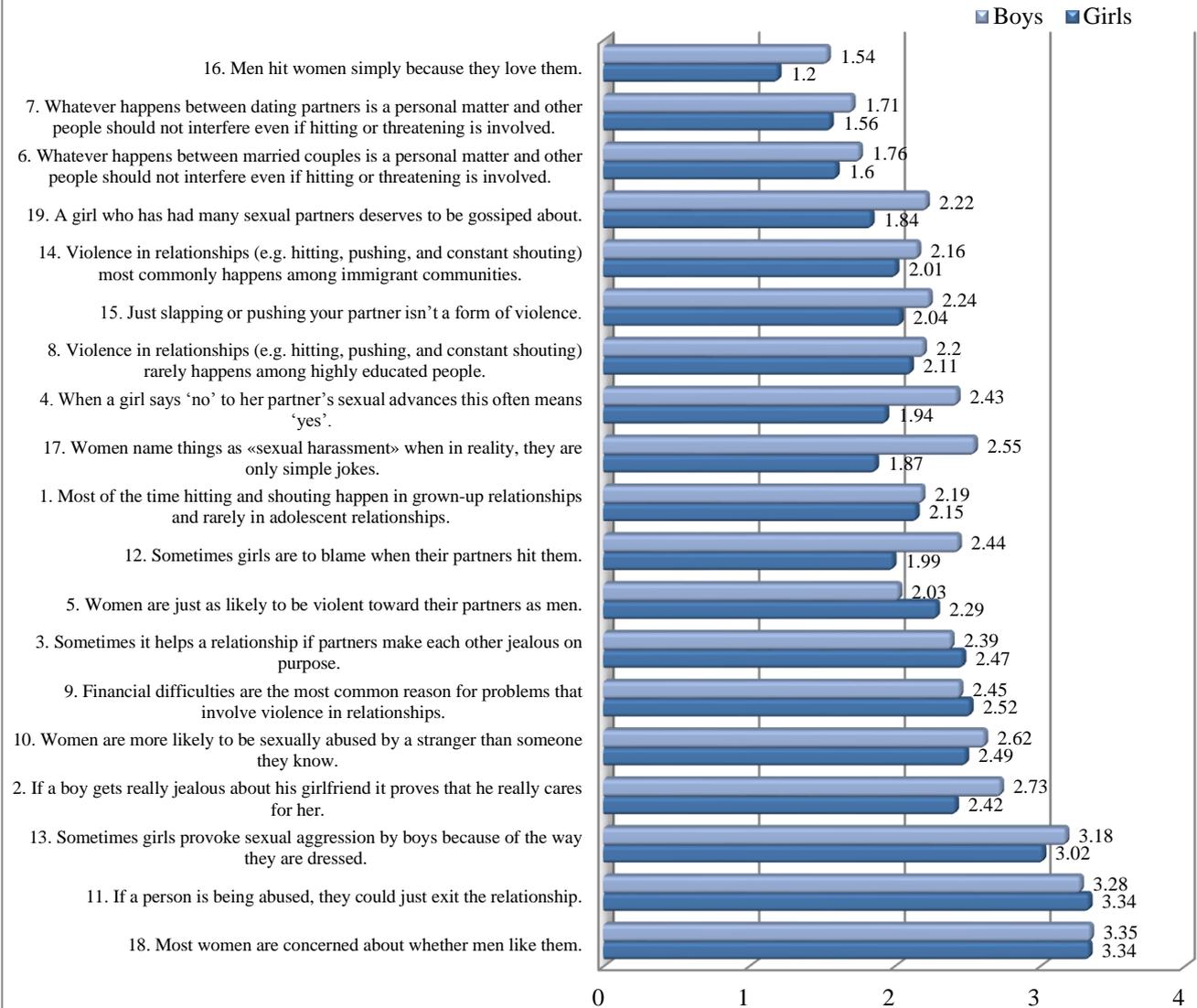


Figure D.1: Mean ratings of students' responses in regards to their attitudes toward common myths related to gender stereotypes and stereotypical behaviors in the context of intimate/dating relationships

Moreover, in Figures D.2.1 to D.2.7, the percentages of students' answers for the seven myths with the higher differences among sexes (>10%) are presented. For the rest of the statements boys' and girls' responses were similar (<8%), while in specific cases were almost identical (e.g. for the myth “*if a person is being abused, they could just exit the relationship*” boys and girls agreed or strongly agreed at 84.7% and 84.4% respectively).

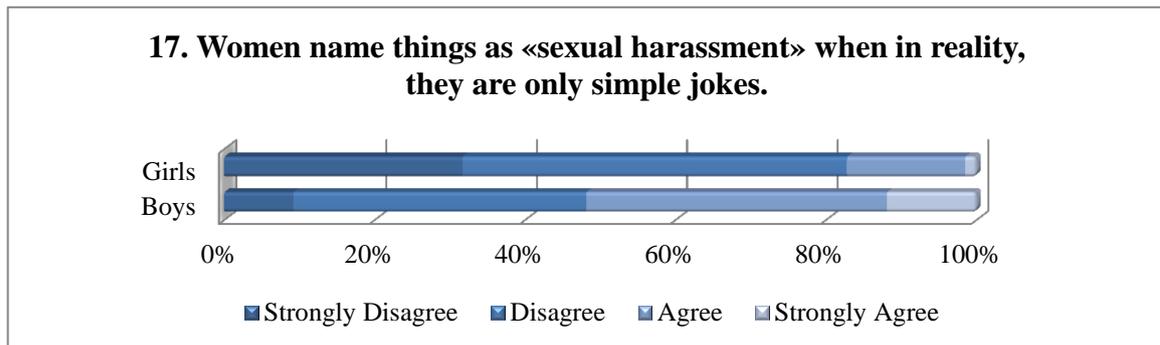


Figure D.2.1: Percentage (%) of students' responses per sex

Although more than half of the boys (51.9%) agreed or strongly agreed with that “*women name things as «sexual harassment» when in reality, they are only simple jokes*”, less than 1 out of 5 girls (17.2%) shared the same opinion.

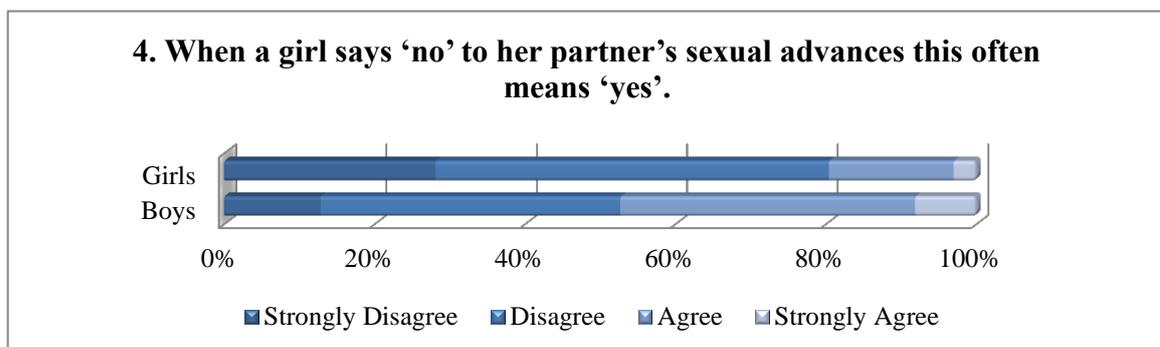


Figure D.2.2: Percentage (%) of students' responses per sex

Similarly, almost half of the boys (47.3%) agreed or strongly agreed with that “*when a girl says 'no' to her partner's sexual advances this often means 'yes'*”, while less than 1 out of 5 girls provided similar responses. The results suggest that this specific myth continues to be valid, mainly among boys but also among girls even though to a lesser extent.

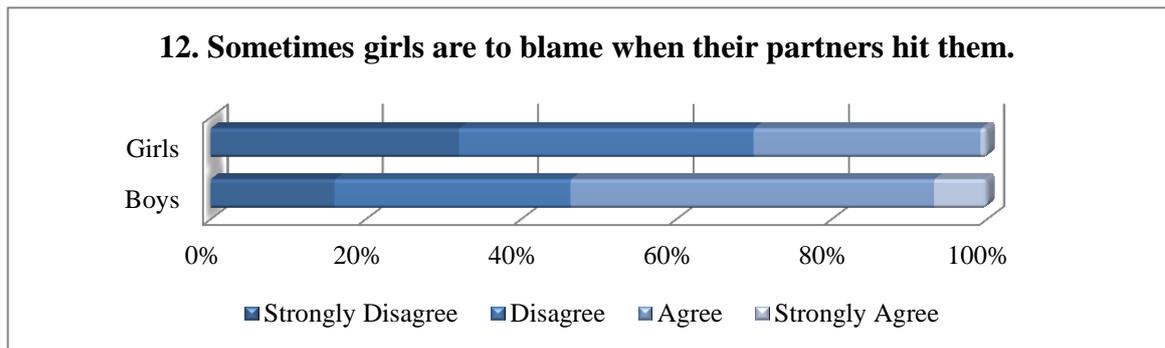


Figure D.2.3: Percentage (%) of students’ responses per sex

Once again, boys’ agreement with the statement “*sometimes girls are to blame when their partners hit them*” is higher than girls’ agreement (53.6% for boys vs. 30% for girls respectively). Moreover, 6.8% of boys “strongly” agreed with the item, while only 0.8% of girls provided the same response.

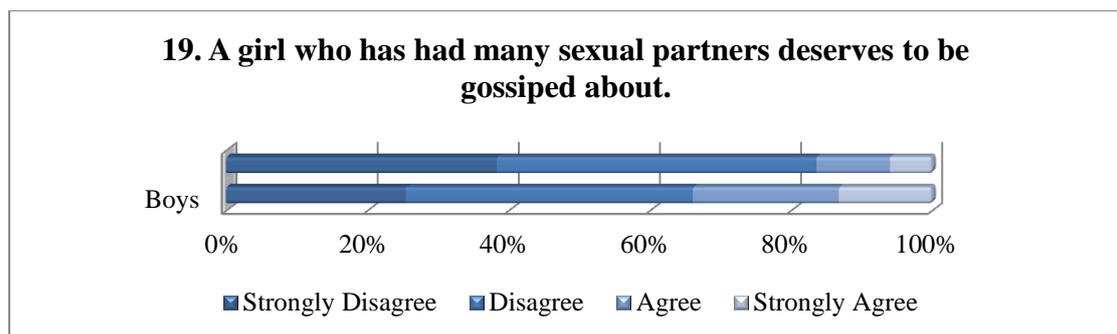


Figure D.2.4: Percentage (%) of students’ responses per sex

Although the majority of students, both boys and girls, did not agree with that “*a girl who has had many sexual partners deserves to be gossiped about*”, twice as many boys than girls agreed or strongly agreed with this specific myth (33.9% for boys vs. 16.4% for girls respectively).

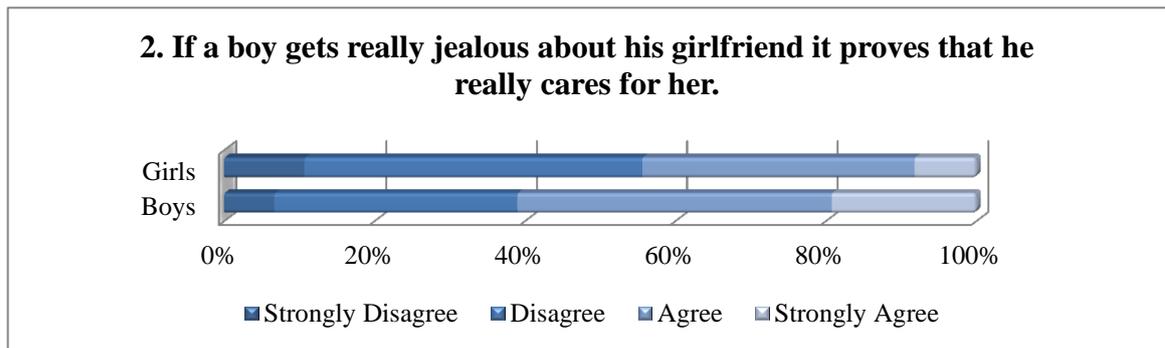


Figure D.2.5. Percentage (%) of students' responses per sex

Concerning the myth “*if a boy gets really jealous about his girlfriend it proves that he really cares for her*”, again seems to be more accepted by boys than by girls, as 61% of boys agreed or strongly agreed with the item vs. 44.4% of girls. As for the “strongly agree” option, the percentage of girls was less than half of the respective percentage of boys (8.2% for girls vs. 19.2% for boys respectively).

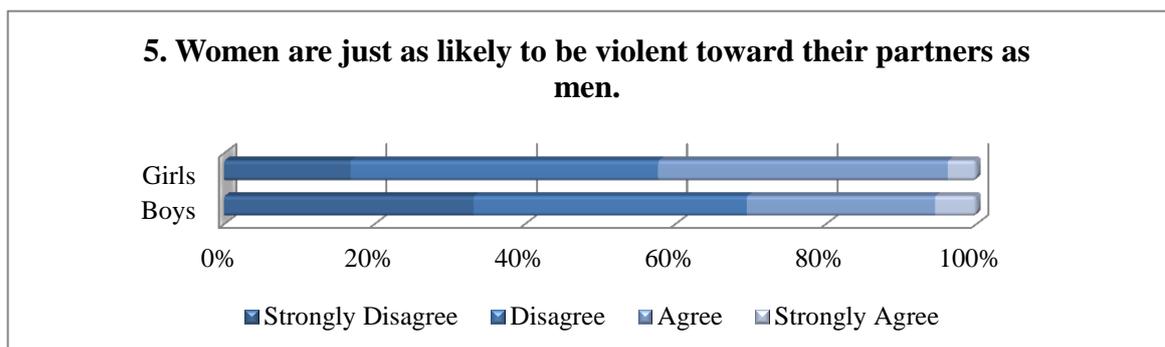


Figure D.2.6. Percentage (%) of students' responses per sex

As for the statement “*women are just as likely to be violent toward their partners as men*”, this is the only one myth in which girls' agreement was higher than boys', and higher than 10% (42.3% for girls vs. 30.5% for boys respectively).

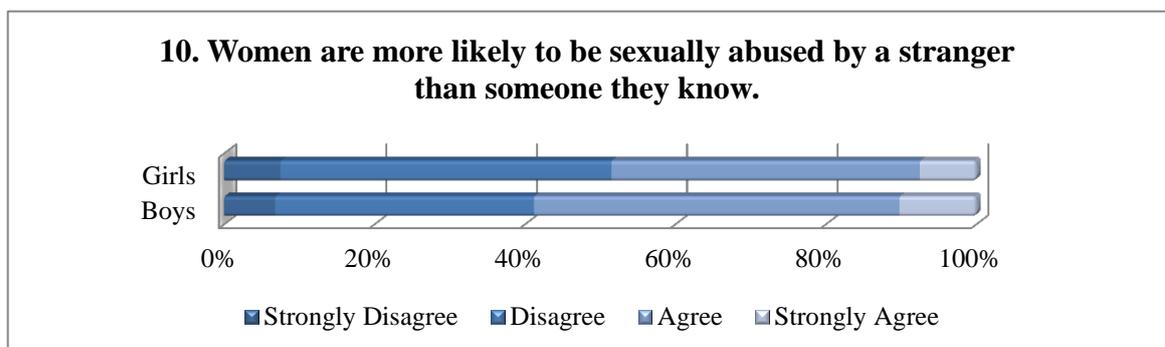


Figure D.2.7. Percentage (%) of students' responses per sex

Lastly, the myth according to which “*women are more likely to be sexually abused by a stranger than someone they know*” seems to still remain prevalent among students. The myth, however, seems to be more accepted by boys than girls (the percentages of agreement were 58.8% for boys vs. 48.5% for girls respectively).

Age Comparisons

Pearson r correlation statistical analysis revealed that there are no statistical significant differences in regards to attitudes toward women and toward violence, as well as to knowledge and myths related to violence depending on students’ age differences.

Discussion

After exploring students' stereotypical attitudes toward women, it was found that in a large number of cases students hold conservative attitudes, often closely related to a patriarchal society values. The vast majority of boys and girls, for example, even nowadays continue to believe that *swearing is worse for a girl than for a boy* and that *most boys go out with girls just for sex*. Additionally, students seem to hold stereotypical attitudes in regards to specific gender roles as, for example, *the boy should be expected to pay all expenses on a date, it is more accepted for a boy to have many sexual partners than for a girl, most girls cannot be trusted, and on the average, girls are not as smart as boys*.

On the other hand, it is encouraging that regarding other issues, most students seemed to have shift their position, holding less stereotypical attitudes than in the past towards behaviors such as *it is all right for a girl either to ask a boy out on a date, or to want to play rough sports like football, or to have the same freedoms as boys*. Moreover, the vast majority of students seemed to almost reject stereotypes related to gender equality in education, as they do not agree either with that *it is more important for boys than girls to do well in school*, or with that *more encouragement in a family should be given to sons than daughters to go to college*, or with that *girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career*. In regards to stereotypical gender roles of males and females, most students supported that *in general the father should not have greater authority than the mother in making the family decisions*, as well as that *if both spouses have jobs, they should share of the housework such as washing dishes and doing the laundry*.

In general, boys provided more conservative responses as compared with girls regarding issues related to attitudes toward women and this was even more obvious for well-established gender stereotypes, believing for example that *boys are better leaders than girls*. In other cases, it seemed that specific gender stereotypes are common among boys and girls (for example, *most girls like to show off their bodies*), and only in a few cases students of both sexes rejected gender stereotypes (for example, *it is NO more important for boys than girls to do well in school*).

Students' responses on issues related to dating/intimate violence suggest that specific violent behaviors are well-accepted by both boys and girls as justified, while others are almost totally rejected. Specifically, "*shouting*" at a partner either when the "perpetrator" *is not treated with respect by his/her partner* or when *his/her partner is constantly nagging/arguing* seemed to be accepted by both boys and girls. Indeed, boys were more tolerant when a boy "shouts" at his girlfriend and, vice versa, girls were more tolerant towards girls who "shout" at their boyfriends (the same was also valid in regards to "*spy on the other's mobile phone*"). Lack of respect, however, as well as constant nagging/arguing were not considered as adequate reasons either by boys or by girls in order to justify "hitting" or "insulting" a partner by her/his partner. *Hitting of the partner*, however, seemed to be –at least sometimes- accepted by students *when the partner has been unfaithful*. Once again, girls were less tolerant towards boys-perpetrators, while boys were more tolerant towards boys-perpetrators.

"*Setting of limits*"—namely controlling- of one intimate partner over the other was also among the behaviors towards which students seemed to be tolerant especially when limits concern "*where the partner goes*" and, for the boys "*how their girlfriends are dressed*"; it is of note that neither boys nor girls considered as of equal importance the case when "*a girl set limits on how her boyfriend dresses*".

Abusive behaviors between intimate partners where students' answers tended to be less tolerant were related to "*threatening of partner to...*", "*insulting*" and "*hitting*" the partner under different conditions. Overall, boys seemed to be more tolerant towards boys' violent behavior against their partners and girls on the other hand, were more tolerant towards girls' violent behaviour against their partners.

Referring to their sexes, it seems that boys provided more conservative answers –and therefore were more tolerant toward violent behaviors between intimate partners-, in comparison to girls. The items with the highest differences in the answers given by boys and girls were whether "*it's ok for a boy to hit his girlfriend if she has been unfaithful*", "*it's ok for a boy to set limits on how his girlfriend is dressed*", and "*it is okay for a boy to push a girl into having sex* (under different conditions); this latter result suggests that stereotypical attitudes mainly of boys -but also of girls in some cases- on issues related to sexual behavior of boys towards girls are still quite strong. On the other hand, items where boys and girls seem to have quite similar attitudes

were related to issues rated very low by both sexes (less tolerance) such as *to threaten a partner* (as long as you don't actually hit him/her), and *to hit or insult a partner* (under different conditions).

Students were also asked for their opinion in regards to a series of common *-but in their majority non valid-* justifications for violence of men/boys against women/girls. In general, the majority of boys and girls accepted that men's violent behaviour results from "male" characteristics such as their natural aggressiveness, external factors such as the use of drugs or alcohol, stress or victimization during their childhood and women's behaviors such as they like and even provoke men's violent behavior. Specifically, a number of stereotypical justifications for why some men are violent towards women were rated by both boys and girls highly as to be the *real reasons* of men's abusive behavior against their intimate partners ("they cannot control their anger", "they are jealous", "they use alcohol and drug", "they have mental problems", "they are physically stronger than women" etc.). On the other hand, other false beliefs that might, in the past, have been considered as adequate reasons for why some men are violent towards women seemed to be less powerful now (such as some men are violent against women because "it is necessary", "that makes them attractive to women", "society expects them to", "women like it", "they are under stress" and because "women are not patient or tender enough with them"). Furthermore, it seemed that in their majority students also realized that men's violence against women occurs because *men want to control women, society expects them to be violent and they consider themselves superior than women.*

In general, the pattern of responses regarding the justifications of violence was similar between boys and girls. It was found, for example, that both sexes agreed that it should *never happen* for some men to be violent toward women *because it is necessary* or *because that makes them attractive to women*. Therefore, these specific stereotypical justifications of male violence against women seem to be no longer powerful. On the other hand, both boys and girls consider that men are violent against women because they cannot control their anger, because they are jealous, because of alcohol or drug use and because women provoke them. These results suggest that although some stereotypical attitudes were not accepted by students as justifications for why men are violent against women, there were other similar stereotypes that are

widely accepted. It is fortunate that among students' false beliefs about the reasons for male violence against women, the real reasons, that according to the related literature lead men to such behaviors, were also included; namely that *they consider themselves superior to women and they want to control women*.

Justifications of men's violence against women related to stereotypically male gender characteristics seemed to be acceptable by both, boys and girls.

Students' responses for justifications of men's violence against women related to factors such as substance abuse, stress, mental problems and victimization during childhood were also stereotypical: they considered that -at least sometimes- the reason why some men are violent toward women is due to one of these factors. Moreover, justifications related to stereotypical men's behaviours in the context of intimate/dating relationships such as jealousy, refusal to take "no" for an answer and misunderstanding of women were also accepted by students as reasons for which some men are violent against women.

It is of note that students considered that women are -at least sometimes- responsible for their victimization by men ("*because they provoke them*", "*because they are not patient enough with them*", "*because they like it*", or "*because they are not tender enough with them*"). For all of the above mentioned cases related to women's behaviors, boys held more stereotypical attitudes than girls. Girls' high percentages, however, especially concerning "*women provoke men to be violent*" -at least sometimes-, suggest that this stereotypical attitude, namely blaming the victim for her victimization, still remains powerful.

In contradiction to the results mentioned above, students' responses in regards to the statement that "*some men are violent against women because it is necessary*", even sometimes, no longer holds true. Finally, it is encouraging that students -among stereotypical beliefs - have also realized that the reasons for "*why some men are violent against women*" are the ones deriving from the values of a patriarchal society; namely "*because they want to control women*", "*because they consider themselves superior to women*", "*because no one stops them*" and "*because society expects them to*".

Concerning a series of common myths related to gender stereotypical roles and behaviors in intimate/dating relationships, students' responses depicted that although some myths are no longer accepted, others still remain powerful. For example, students did not agree with that *"a girl who has had many sexual partners deserves to be gossiped about"*, *"whatever happens between either married couples or dating partners is a personal matter and other people should not interfere even if hitting or threatening is involved"*, or with that *"men hit women simply because they love them"*. On the other hand, students did agree with that *"if a person is being abused, they could just exit the relationship"*, with that *"sometimes girls provoke sexual aggression by boys because of the way they are dressed"*, and with that *"if a boy gets really jealous about his girlfriend it proves that he really cares for her"*.

In general, the common myths related to gender stereotypes and stereotypical behaviors in intimate or dating relationships were more accepted by boys than by girls. For example, more than half of the boys agreed with that *"women name things as «sexual harassment» when in reality, they are only simple jokes"*, while girls did not share the same opinion. Similarly, almost half of the boys agreed with that *"when a girl says 'no' to her partner's sexual advances this often means 'yes'"*, while girls considered that this is not valid. Even for cases where both boys and girls, either accepted or rejected in their majority a myth (for example, both accepted that *"if a boy gets really jealous about his girlfriend it proves that he really cares for her"* and both rejected that *"a girl who has had many sexual partners deserves to be gossiped about"*), again boys' responses seemed to be more stereotypical than girls' responses.

Lastly, there are issues where the lack of knowledge led both boys and girls to embrace false beliefs, as for example the myth that *"women are more likely to be sexually abused by a stranger than someone they know"*, which seem to remain still prevalent among students.

Conclusions and Recommendations

Overall, it seems that students' attitudes toward gender stereotypical roles, stereotypical behaviors of men and women in the context of *intimate* or *dating* relationships and violent behaviors between intimate partners are under continuous *negotiation*: for a number of stereotypes, young people's attitudes are toward the desired direction, namely toward their rejection, while for other stereotypes, students' attitudes remain quite conservative. Girls, in general, seem to have modified their beliefs about genders and their roles more than boys, for the majority of the issues they were asked about in comparison with the past. Boys, on the other hand, although still hold more conservative attitudes related to gender stereotypes than the girls, have however changed their position and rejected a number of false beliefs that were considered as valid in the past.

Considering that the power of gender stereotypes relies heavily upon the *complementary* attitudes of both genders, the results showed that mainly girls, but also boys as well, questioning gender stereotypes that were considered as true in the past, gradually were led towards the deconstruction of these stereotypes and consequently towards healthier relationships between genders, zero tolerance against intimate/dating violence, equal opportunities for social participation and ultimately gender equality. In order to achieve gender equality, however, much work -and time- is needed at multiple levels, ranging from legislation to continuous awareness raising of the general public and targeted interventions in a variety of environments such as work and education. Specifically in the educational system, continuous effort should be made, mainly with young people (the younger the intervention starts, the better), as stereotypical thinking and feelings can be easily questioned at earlier stages of development than during older stages when stereotypes are quite stronger and therefore much more difficult (though not impossible) to deconstruct.

To this end, the present study's results support this effort by pointing out the issues where stereotypical beliefs are still predominant concerning the roles and behaviors of both genders, especially in the context of intimate relationships, as well as the ones that are no longer powerful. Additionally, the results indicate the issues that boys still continue to maintain conservative attitudes on, the issues that girls still maintain similar attitudes on and the stereotypical beliefs that all young people still continue to

maintain. These are precisely the topics that should be targeted in the context of future interventions of any type (school based interventions, campaigns, etc.), either in boys' and girls' population respectively, or in mixed groups of young people for the latter case.

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