

**SCHOOL OF PUBLIC HEALTH
COLLEGE OF HEALTH SCIENCES
UNIVERSITY OF GHANA, LEGON**



**BYSTANDER ATTITUDES AND BEHAVIORS RELATED TO SEXUAL AND
INTIMATE PARTNER VIOLENCE PREVENTION AMONG UNDERGRADUATE
STUDENTS AT THE UNIVERSITY OF GHANA, LEGON CAMPUS**

BY

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MASTER OF PUBLIC HEALTH DEGREE**

DECEMBER, 2021

DECLARATION

I, Bolade Adebimpe Rebecca Ibine, hereby declare that this work is a result of my independent work done under supervision. References to other works have been duly acknowledged. I further declare that this work has not been submitted for award for any degree in this institution and other universities elsewhere.



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DEDICATION

I dedicate this work to my husband Femi and my sons Matthew and Nathaniel who have been supportive to make this work a success. I also wish to dedicate this dissertation to all persons who have been victims of intimate partner and sexual violence and going through the process of healing. It is my deep desire that they find peace and that no one ever has to face similar trauma.

A special appreciation to my class leader Alberta Whajah, for her helpful directions.



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LIST OF ABBREVIATIONS

IPV Intimate Partner Violence

SV Sexual Violence

WHO World Health Organization

UG University of Ghana

Key words: intimate partner violence, sexual violence, bystander attitudes, bystander intervention



ABSTRACT

Background: In Ghana and worldwide, intimate partner violence and sexual assault are costly problems for women's health. Female college students are disproportionately targeted for these incidents. Previous interventions and programs on college campuses focused on victims and perpetrators without taking sufficient advantage of the potential for intervention by witnessing bystanders. Therefore, it is vital to assess college students' current bystander attitudes and behaviors regarding sexual and intimate partner violence.

Objective: This research sought to assess the attitudes and behaviors related to intervening as a bystander towards sexual and intimate partner violence among students at the University of Ghana (UG) Legon campus.

Method: A descriptive quantitative cross-sectional study involving 477 male and female undergraduate students in the University of Ghana, Legon campus residences, using structured questionnaires was conducted. Descriptive statistics were determined for all outcomes and the strength of associations between variables tested using Pearson's Chi square test and logistic regression analysis with STATA version 16.

Results: The study involved 407 responding undergraduate students who are resident on the University of Ghana Legon campus. Of these, males made up more than half (51.6%), and 67.0% of all respondents were between ages 21 and 25 years. Majority of the respondents (66.3%) received an allowance ranging from 0 - 500 GHC every month. The proportion of respondents with positive bystander attitude towards sexual and intimate partner violence was 59.9% ($p = 59.9\%$, 95% CI = 55.0% - 64.7%). Female respondents had significantly 2.16 times the odds of being positive bystanders as compared to males (aOR = 2.16; 95% CI = 1.39 – 3.33; $p = 0.001$). Also, males compared to females were more likely to agree to statements that seem to suggest

that victims of sexual or intimate partner violence are to be blamed for the act. Respondents with a monthly allowance between 501 – 1000 GH¢ were 2.00 times more likely to be positive bystanders as compared to those with a lower monthly allowance of 0 - 500 GH¢ (aOR = 2.09; 95% CI = 1.26 – 3.50; $p = 0.004$).

Conclusion: The proportion of students with positive bystander attitude towards sexual and intimate partner violence in Legon was 59.9%. Predictors of positive bystander attitude towards sexual and intimate partner violence were being friends with the victims, being a female bystander and having a monthly allowance of 501 – 1000 GH¢. There is a need to establish gender-tailored bystander sensitization programs and curriculum electives to improve the overall positive bystander attitudes among the students in Legon towards intimate partner and sexual violence.



DEFINITION OF TERMS

Intimate partner violence (IPV): Behaviors perpetrated within an intimate relationship by an intimate partner or former partner that cause physical, sexual, or mental harm, including physical aggression, sexual coercion, controlling acts, or psychological abuse (Alzahrani et al., 2016; WHO, 2018).

Sexual violence (SV): Any attempt or completed (rape) nonconsensual sexual act or contact (i.e., unwanted touching), including noncontact sexual abuse (e.g., verbal sexual harassment, threatened SV) (regardless of relationship with victim), in any setting (Basile et al., 2014).

Bystanders: Persons who are present and witness events, situations, or emergencies but is not a participant in the event.



CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Intimate partner violence (IPV) and sexual violence (SV) in intimate or non-intimate relationships are a pervasive global health challenge with high costs to women and children's physical, mental and socio-economic welfare (Walton-Moss et al., 2005). It is estimated that 1 in 3 women worldwide has been exposed to intimate or non-intimate partner sexual and physical violence or both (WHO, 2018). The Ghana Demographic and Health Survey (GDHS) reveals that 38.7 percent of ever-married Ghanaian women between the reproductive ages of 15 and 49 had experienced IPV by a husband or partner at some point in their life (Ghana Statistical Service (GSS) et al., 2018). Despite the prevalence of IPV in the subregion, most cases remain unnoticed or unreported to the appropriate authorities.

IPV and SV cause a multiplicity of immediate and long-term health consequences – physically (injury), psychologically (substance abuse, symptoms of Post-Traumatic Stress Disorder), sexually and risks to the reproductive health (e.g., sexually transmitted infections, unwanted pregnancy) (Acierno et al., 2002; Ogum Alangea et al., 2018).

Young female college students are a high target of IPV and sexual victimization throughout their schooling, while fewer male students report being victims (Hines & Palm Reed, 2015). A recent study revealed that a quarter of female students at the University of Cape Coast (UCC), Ghana reported their first sexual experience as coerced or nonconsensual (Rominski, Moyer, et al., 2017). Therefore, it is pertinent to understand the determinants and recognize ways to eradicate violent behaviors in intimate relationships, particularly among this vulnerable population. A significant barrier to detecting and preventing IPV in Africa is a tradition of insufficient disclosure, as only

up to 4 percent of women ever disclose IPV exposure to the appropriate authorities. Fear of retaliation, lack of trust in the system, economic dependence on the abusive partner, and cultural demand for "respect" of the partner are some of such barriers to partner violence disclosure.

Universities are responsible for providing and maintaining a safe environment for their students and all who work on the campus. In recent years, many studies have reviewed the various IPV and SV prevention policies and programs on college campuses worldwide (Anasuri, 2016; Dills et al., 2016; DomesticShelters.org, 2015; University of Michigan, 2021). The emerging trend in the literature for prevention is through bystander education, which moves from approaching the issues on an individual scope to a community-level prevention approach (Banyard et al., 2007; DeKeseredy et al., 2000; Schwartz & DeKeseredy, 2000). There is a need to move prevention approaches beyond changing individuals to modifying the enabling system that creates and maintains sexual and intimate partner misconducts (Swift & Ryan-Finn, 1995). Bystanders refer to persons who are present and witness emergencies. These are situations that may precede criminal events or actual criminal events and, by being present, the bystander may provide assistance, contribute to the adverse event or do nothing (Banyard et al., 2004). Bystanders are themselves not directly involved in the event as perpetrators or victims. Conversely, when individuals intervene in events and influence a positive outcome, they have displayed positive bystander behavior (Dovidio et al., 2017). Positive behavior includes removing a person from a high-risk situation before or during an assault, challenging social norms that condone the use of force in relationships, or lending support to a survivor after an incident.

Bystander education programs equip participants to act as positive bystanders by re-orienting social beliefs and norms that influence attitudes and behaviors and recognizing intimate partner and sexually violent circumstances so they might intervene appropriately and effectively.

Participants also learn strategies for primary prevention (Before the IPV or SV situation occurs), secondary intervention (while the IPV or SV is occurring), and offering support to a survivor (Angela Frederick Amar et al., 2012; Banyard et al., 2004).

Given the report that a quarter of female students at a public tertiary institution in Ghana reported being coerced or having nonconsensual first sexual encounter (Rominski, Moyer, et al., 2017), it is imperative to consider current and proven approaches to bystander behavior modification to achieve long term prevention of IPV and SV among Ghanaian university campuses.

There is a dearth of empirical studies on bystander attitudes and behaviors towards IPV and SV at tertiary institutions in Ghana. As a result, this research sort to fill in the gap in our knowledge and identify barriers to positive bystander conduct.

1.2 Problem statement

The global prevalence of IPV and SV among female college students is estimated at 9 to 87 percent (Harned, 2002). In Ghana, the proportion of women aged 15-49 subjected to physical or SV over 12 months was as high as 19.2 percent (Ghana Statistical Service (GSS) et al., 2018).

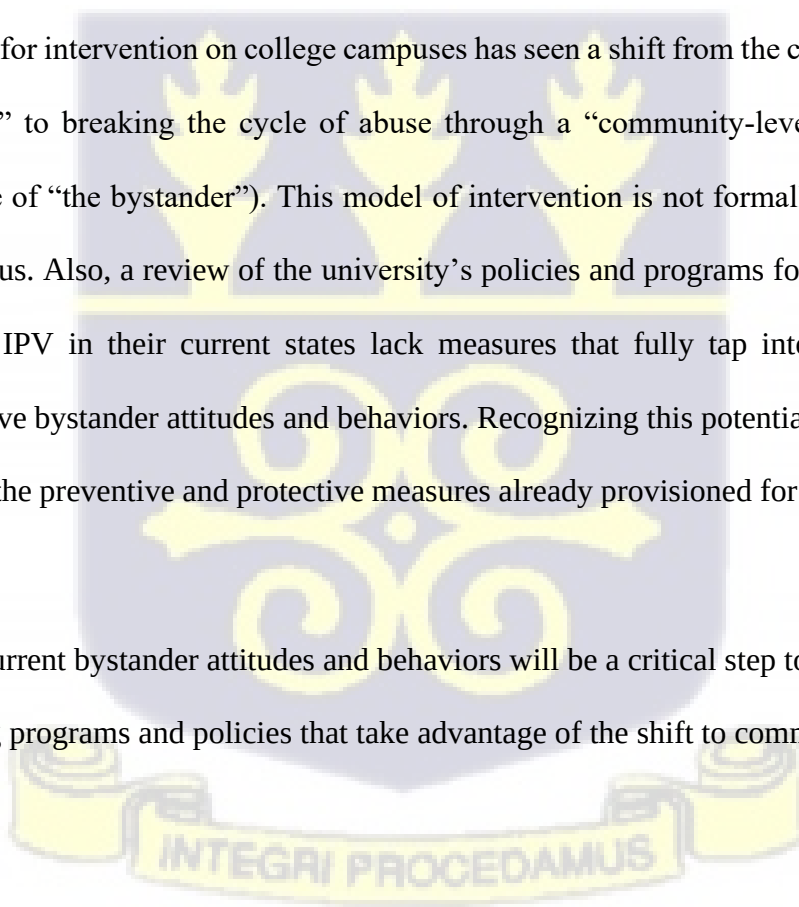
There have been studies on predictors, help-seeking behaviors, rape-myth acceptance, prevalence, impacts, and types of intimate partner misconducts perpetrated against women on various university campuses in Ghana and the general population (Ivy Amoakohene et al., 2019; Rominski, Darteh, et al., 2017; Rominski, Moyer, et al., 2017). The University of Ghana published the "Sexual Harassment and Misconduct Policy" in 2017 detailing the measures and guidelines provided by the institution to create a safe learning environment and available measures for reporting, investigating, and penalizing offenders of SV, harassment, sexual misconduct, and IPV

(University of Ghana, 2017). There is, however, a paucity of literature on bystander intervention models for Ghanaian college campuses.

Intention and readiness to help are prominent predictors of enacting a behavior (Ajzen, 2011). It suggests what someone will do once faced with a circumstance. These predictors may vary among males compared to females. The barriers to acting as bystanders include: failing to recognize the potential violence, deficient intervention skills, underestimating the seriousness of the situation despite an intention to help, or not feeling responsible to act (Angela Frederick Amar et al., 2012; Banyard & Moynihan, 2011). Therefore, this study assessed the possibility of gender variations in the bystander attitudes and behaviors among the University of Ghana students. It also assessed the confidence of study participants in performing bystander behaviors.

The global trend for intervention on college campuses has seen a shift from the context of “victim” and “perpetrator” to breaking the cycle of abuse through a “community-level” approach (i.e., taking advantage of “the bystander”). This model of intervention is not formally instituted at the UG Legon campus. Also, a review of the university’s policies and programs for curtailing sexual harassment and IPV in their current states lack measures that fully tap into the potential of promoting positive bystander attitudes and behaviors. Recognizing this potential will improve the effectiveness of the preventive and protective measures already provisioned for within the current UG policy.

Measuring the current bystander attitudes and behaviors will be a critical step to inform actions towards tailoring programs and policies that take advantage of the shift to community-level intervention.



1.3 The Conceptual Framework for the Study

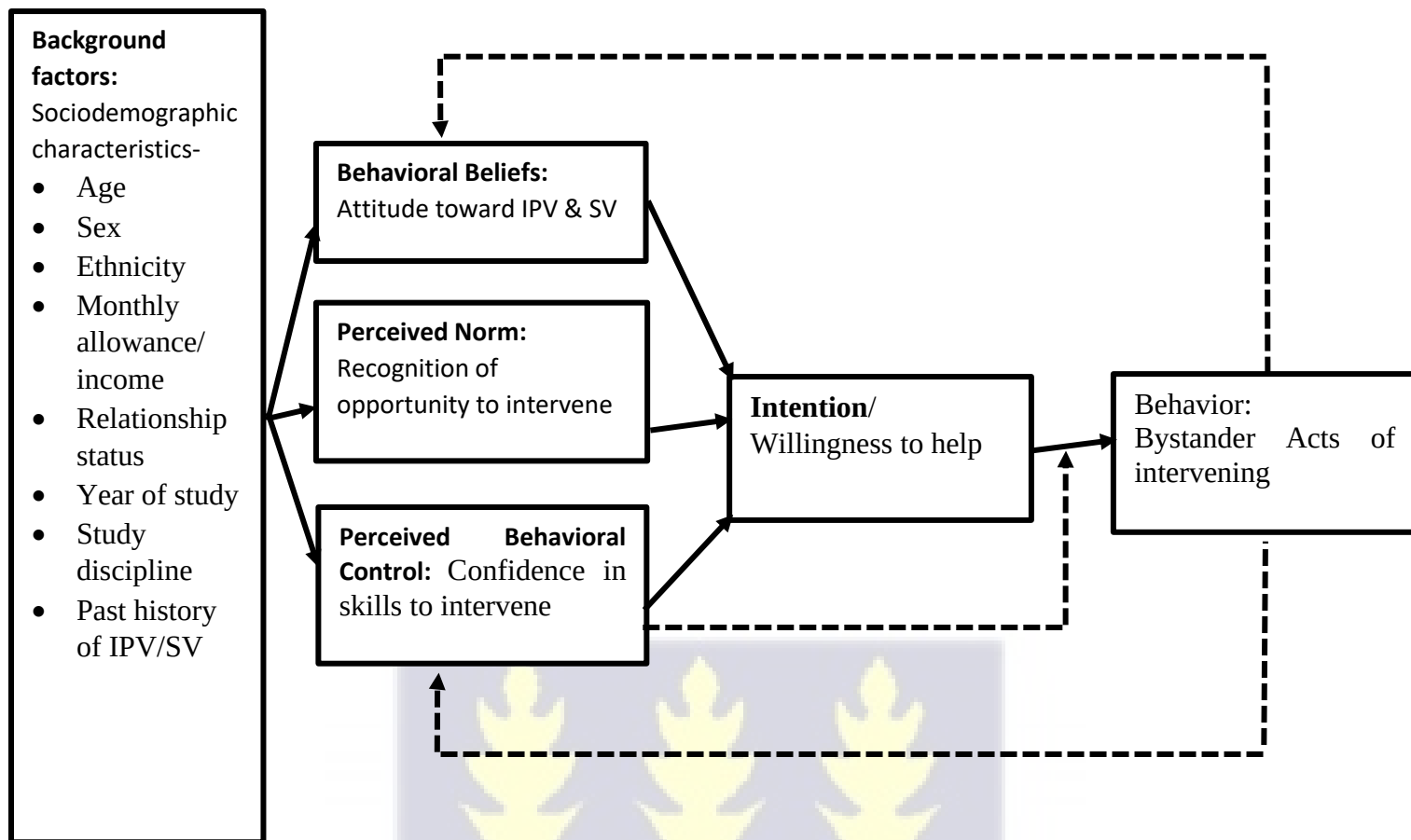


Figure 1: Conceptual Framework on the Factors that Influence a Bystander's Attitude and Behavior towards preventing IPV and SV.

Source: Ajzen, I. (2010)

1.3.1 Explaining the Conceptual Framework

The conceptual framework adopted for this research attempts to explain the various factors that influence bystander responses to IPV and SV. The framework is based on Ajzen's Reasoned Action Approach (Ajzen, 2011); which proposes that a person's attitudes toward a particular behavior, perceived norms, and perceived behavioral control shape their intentions, while their intentions also shape their behaviors.

1. **Personal Attitude:** The attitude of an individual towards a behavior refers to his or her proclivity to respond favorably or negatively to the psychological context. This is due to the strength of their behavioral beliefs, which reflect if the person considers the outcome of the behavioural experience to be worthwhile or otherwise. Thus, an undergraduate student will have a favorable attitude toward bystander interventive behavior if they believe the outcome or experience will be positive or pleasant as a result of the action taken. Literature has described that a person's attitude toward domestic violence predicted the likelihood of victim blame for the violence. Therefore, this mediated the informal helper's "helpful response" (West & Wandrei, 2002). This finding is significant for this study because it emphasized the role of personal attitude in partner and sexual violence intervention.
2. **Perceived Norms:** According to Ajzen, perceived norms that influence an individual's intent to perform a behavior include the individual's perception of typical actions of relevant people in their environment and motivators to act in accordance with social influencers (Fishbein & Ajzen, 2011). Assuming the norm for people in a bystander's environment is to condemn partner and sexual violence and to take actions that intervene in such situations; the bystander is more likely to appropriately recognize these violent

situations and perceive them as opportunities to intervene as is expected or considered appropriate in their particular environment.

3. **Perceived Behavioral Control:** This refers to an individual's perceived ability to perform or control a behavior. The skills, barriers, and facilitators that are perceived as relevant for a behavioral performance all wield this control. Self-efficacy necessitates knowledge, a sense of risk, and an understanding of the benefits of intervening in intimate partner and sexual violence situations. Banyard and Moynihan (2011) discovered that self-efficacy is a significant predictor of bystander behavior in college students (Banyard & Moynihan, 2011).

According to the reasoned-action perspective, behavior is determined by intention and moderated by perceived behavioral control. Attitude, perceived norm, and perceived behavioral control all influence the possible intention of a person to help. Perceived behavioral control is expected to exert direct and indirect influence on definitive actions via intention. Finally, engaging in a type of behavior has a feedback influence on the other three determinants of intention or willingness to assist in similar situations subsequently.

Sociodemographic characteristics are both personal and social factors that can influence behavior (Hill et al., 1977). In the reasoned-action approach model, the sociodemographic traits also mediate the determinants of a bystander's behavior.

1.4 Research questions

- What are the attitudes of undergraduate students at the UG Legon campus as bystanders in situations of IPV and SV?

- How willing and confident are the undergraduate students at the UG Legon campus to perform positive bystander behaviors for IPV and SV?
- What are the associations between bystander attitudes, behaviors, and socio-demographic characteristics of the undergraduate students at the UG Legon campus?

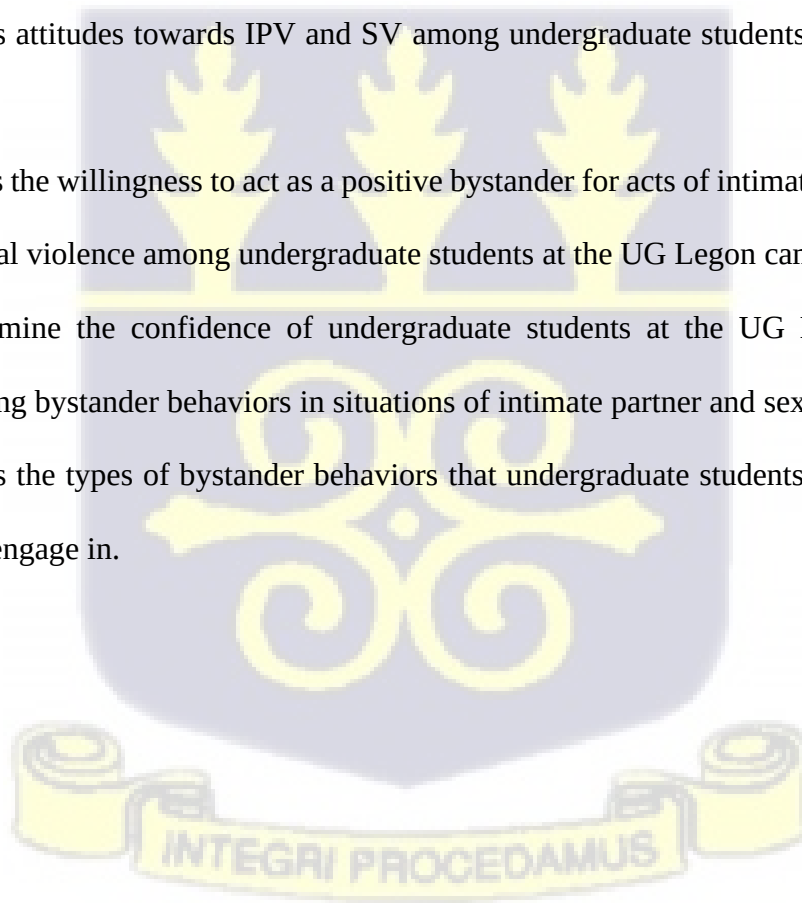
1.5 Objectives of the Study

1.5.1 General objective:

To assess the attitudes and behaviors related to intervening as a bystander towards sexual and intimate partner violence among students at the University of Ghana (UG) Legon campus.

1.5.2 Specific objectives:

1. To assess attitudes towards IPV and SV among undergraduate students at the UG Legon campus.
2. To assess the willingness to act as a positive bystander for acts of intimate partner violence and sexual violence among undergraduate students at the UG Legon campus.
3. To determine the confidence of undergraduate students at the UG Legon campus in performing bystander behaviors in situations of intimate partner and sexual violence.
4. To assess the types of bystander behaviors that undergraduate students at the UG Legon campus engage in.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This review explores the literature on the following thematic perspectives; (a) a historical perspective on the approach to resolving intimate partner and sexual violence, (b) the bystander intervention approach, (c) factors influencing bystander attitudes and behaviors.

2.1 Intimate partner violence and sexual violence; a historical perspective

Historically, society prioritized the perpetrator and victim in the issues of IPV and SV. However, these violent situations share three critical components: the presence of a vulnerable victim, a motivated perpetrator, and frequently third parties (the bystanders). Bystanders have only recently gained attention, and bystander behavior is a complex phenomenon. *Bystanders* who witness situations can actively assist, contribute to the adverse event, or remain passive and do nothing (Banyard et al., 2004). The latter two contexts describe a bystander's negative behavior, whereas the first describes *an upstander* who exhibited a bystander's positive behavior (DeSmet et al., 2016).

2.2 The Burden of Intimate partner violence and sexual violence in Africa

Intimate partner violence (IPV) and sexual violence (SV) either in intimate or non-intimate relationships are a global public health problem. The World Health Organization (WHO) estimates that 1 in 3 women worldwide has been exposed to intimate or non-intimate partner sexual and physical violence or both (WHO, 2018).



2.3 The Concept of Bystander Attitudes and Behavior in Preventing Intimate Partner and Sexual Violence

According to the Merriam-Webster dictionary, bystanders refer to a person who are present and witness events, situations, or emergencies but doesn't participate in the event. Bystander intervention has been documented as an effective strategy for preventing campus sexual assault than strategies focusing on potential perpetrators or victims (McMahon et al., 2017). The bystander approach encourages individuals witnessing the violence to take deliberate and practical steps to protect the victims. During an act of SV or IPV, bystanders may choose to intervene or remain silent and observe. Many people may even call others to witness the event or take out their phones to photograph or record the situation for social media posting (Cares et al., 2015). Individuals who do not intervene may be incapable of recognizing the misconduct. On the other hand, an upstander is someone who intervened to assist a victim of in these situations (Cares et al., 2015).

2.4 The Theory of Planned Behavior and Theory of Reasoned Action

According to the psychological theory of planned behavior (TPB), a person's performance of a series of actions is highly predictive of their behavioral intentions or willingness to act (Ajzen, 2011). Individual actions are also predicted or modified by other variables such as personal characteristics, beliefs, attitudes, perceived norms, and behavioral controls (Fishbein & Ajzen, 2011; Norberg et al., 2007). These suggest that behavioral intention is not the sole predictor of individual actions (Norberg et al., 2007). Perceived behavioral controls influence the degree to which an individual perceives their skill level or confidence in completing given tasks (Bandura, 1977; Dills et al., 2016; Fishbein & Ajzen, 2011). Thus, in the context of bystander behaviors toward IPV and SV, there are similar mediators of planned behavior that can be altered to predict positive bystander behavior.

2.5 Factors influencing Bystander Attitudes and Behaviors

Sociodemographic Factors

Age: Age significantly impacts bystander behavior in cases of IPV (Banyard & Moynihan, 2011). Younger bystanders have demonstrated a greater likelihood of intervening in IPV and SV than older adults (Beeble et al., 2008; Frye, 2007). However, a study conducted in South Korea rather found that older adults were more likely to intervene when they witnessed a situation of ongoing sexual misconduct or afterward (Kim et al., 2019).

Sex: Female bystanders tend to be more empathetic and willing to intervene in intimate partner violence situations than male bystanders (Beeble et al., 2008). Banyard identified a functional correlation between a bystander's sex and the attitude exhibited during IPV and SV in a study among 389 undergraduates (Banyard, 2008). Another survey of full-time undergraduate students aged 18–24 years regarding their attitudes toward SV revealed that male bystanders were reported to be more willing to intervene in cases of rape than female bystanders in the study. Although, female bystanders were assessed as being more effective at dealing with this type of misconduct than their male counterparts (Angela F. Amar et al., 2014).

Ethnicity: A recent web-based survey to determine the effect of students' racial identity on bystander attitudes toward IPV and SV revealed racial identity was significantly associated with bystander behaviours (Hoxmeier et al., 2021). White students were significantly more likely than students of colour to intervene in the event of SV and IPV. Compared to their white counterparts, Asian American students had significantly lower odds of intervention (Hoxmeier et al., 2021). A different study discovered that older-aged white men exhibited the least empathy towards sexual assault than younger white and black men of either age group (Diamond-Welch et al., 2016). Additionally, a bystander's community background influenced their behaviour, where black men

from rural areas, whether elderly or young, expressed a greater interest in intervening in sexual violence than white men of all ages and community settings. There is scarce local or regional literature on variations in bystander attitudes and behaviors based on ethnic diversity.

Relationship Status: Married bystanders are more likely to not interfere with sexual violence because they wonder if they will be perceived as a "third party" (Dos Santos et al., 2019). A Yoruba (Nigerian) proverb says no one should interfere in a fight between partners, emphasizing normalization of violence, pervading dating relationships, and creating significant barriers to potential bystander responsibility (Minayo et al., 2011; Murta et al., 2014).

Year of Study:

A recent systematic review revealed bystander intervention in SV and IPV cases was more likely among first- and second-year university students than final-year university students. However, efficacy in intervening does not appear to vary by year group (Kettrey & Marx, 2019). The study emphasized that the early years constitute a period of greater risk for socialization and SV. It is also a critical period of opportunity to empower potential bystanders that can thwart such misconduct within the college community. (Darley & Latane, 1968).

Past History of Intimate Partner and Sexual Violence: Bystanders who were victims or childhood observers were more likely to intervene and offer tangible support to victims of IPV. However, these former victims are often unwilling to establish formal structures or procedures to assist other victims (Beeble et al., 2008). Contrary to this finding, however, Banyard noted that students who had been witnesses or victims of SV or IPV self-reported a greater sense of responsibility for ending such situations and expressed greater confidence as bystanders (Banyard & Moynihan, 2011).

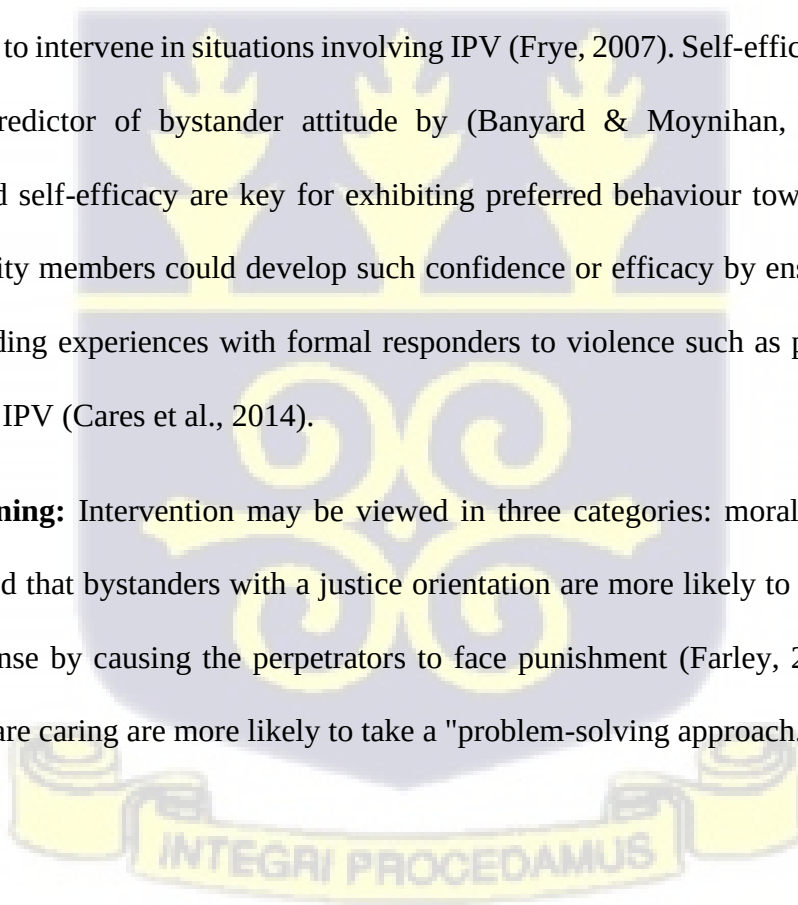
Secondary Factors

Recognition of Opportunity to Intervene / Willingness to help: A study revealed that developing a relationship with any of the parties involved in IPV affects one's recognition of the situation and the willingness to intervene (Farley, 2017). This same study also found that being a direct witness to an act of violence prompts action of intervention compared to when a violent situation is reported.

Notwithstanding, some bystanders do nothing to assist despite no potential harm to them. This is because they are unsure whether their intervention is required or desired or what they could or should do to assist (Cares et al., 2014).

Confidence in Skills to Intervene: Bystanders who felt more confident in their ability to intervene were more likely to intervene in situations involving IPV (Frye, 2007). Self-efficacy was identified as a positive predictor of bystander attitude by (Banyard & Moynihan, 2011). Perceived effectiveness and self-efficacy are key for exhibiting preferred behaviour toward SV (Banyard, 2008). Community members could develop such confidence or efficacy by ensuring community resources, providing experiences with formal responders to violence such as police, and raising awareness about IPV (Cares et al., 2014).

Acts of Intervening: Intervention may be viewed in three categories: moral, just, and caring. Farley established that bystanders with a justice orientation are more likely to initiate the "rules-sanctions" response by causing the perpetrators to face punishment (Farley, 2017). In contrast, bystanders who are caring are more likely to take a "problem-solving approach."



CHAPTER THREE

METHODS

3.0 Introduction

This chapter presents the methods and procedures employed in this study. It comprises the study design, study location, study population, sample size, sampling techniques, data collection techniques and tools, ethical considerations, data processing, and analysis.

3.1 Study design

This study is an institution-based cross-sectional study that used quantitative techniques to assess the attitudes and behaviors for intervening as a bystander in the circumstances related to intimate partner violence and sexual violence among students at the University of Ghana (UG) Legon campus. Pre-designed questionnaires, including validated tools, were used for data collection.

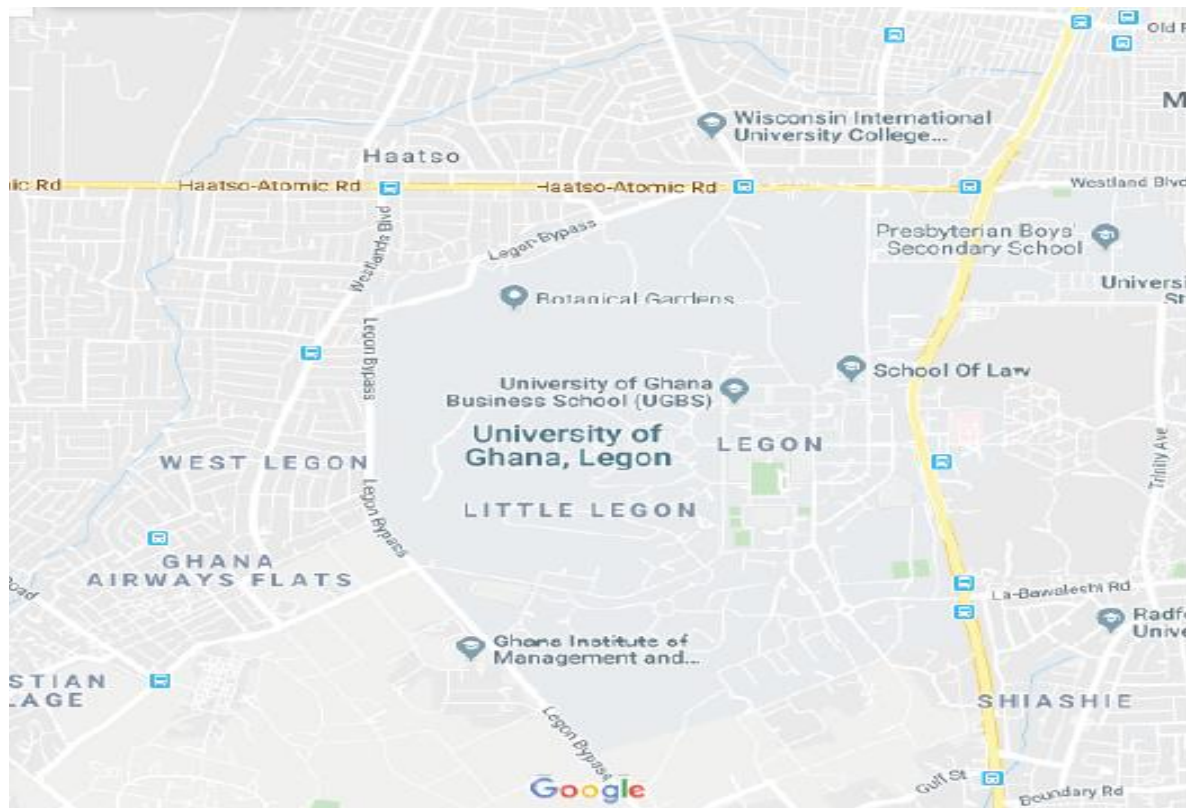
3.2 Study location/area

The study was conducted at the undergraduate students' Halls of Residences of the University of Ghana, Legon campus in Accra. This community was chosen because it has the advantage of accessibility to the study population.

3.2.1 Profile of the Study Area

The study was conducted at the University of Ghana's main campus, Legon, in Accra, the capital city of Ghana. The University of Ghana was established in 1948 and is the oldest of the national public universities in Ghana, attaining full university status in 1961. It has four colleges, nineteen schools, five institutes, and eleven learning centers (University of Ghana, 2016). The current student population is over 53,000, of which about 82.9% are undergraduate and 13.7% graduates with an enrolment ratio of about 1.1 males to 1 female. As of 2020, there were 7,353 registered

graduate students (University of Ghana, 2020). The University provides accommodations in Halls of Residence for under-graduate and post-graduate students. These consist of officially recognized 14 halls of residence and two hostels which include; Commonwealth Hall, Akafo Hall, International Student Hotel, African Union Hall, Legon Hall, Bani Hall, James Topp Nelson or TF Hostels, Volta Hall, Elizabeth Sey Hall, Jean Nelson Aka Hall, Jubilee Hall, Hilla Limann Hall, Mensah Sarbah Hall, and Alexander Kwapong Hall. All the halls are mixed apart from Commonwealth Hall that accommodates only male students, and Volta hall that accommodates only females.



A map depicting the study area (Source: Google Map)

3.3 Study population

The target population for the study was made up of male and female undergraduate students who are residing on the UG-Legon main campus and able to read English. Both sexes were selected for this survey because reports suggest variations exist in bystander behaviors and attitudes between males and females.

3.3.1 Inclusion Criteria

- Undergraduate students (all year groups) who were residing in the Halls of residence on the University of Ghana Legon campus
- Undergraduate residential students who were available at the time of the study and consent to take part in the study irrespective of their year of undergraduate study or discipline

3.3.2 Exclusion criteria

- Students who were not available during the period of study
- Students who did not consent to participate in the study

3.4 Sample size estimation/determination

The acceptable minimum sample size is calculated using the Taro Yamane formula (1967:886) (Isreal, 1992).

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = minimum sample size for the study

N = population size (44,474 enrolled undergraduate students of the University of Ghana, Legon as at July 2020)

e = Level of precision at 5% (standard value of 0.05)

$$n = \frac{44,474}{1+44,474(0.05)^2}$$

$$n = 397$$

Allowing for a 20% non-response rate = 79.4

Total Sample size = 477.

3.4.1 Sampling methods

Multi-stage sampling was used. This sampling technique involved a combination of two random sampling techniques. The first stage involved getting a list of all the Halls of residence with undergraduate residents from the University of Ghana Computing Systems (UGCS). The total population of undergraduate students in the included halls was obtained. Each hall then formed a stratum from which the study participants were selected (stratified sampling). To arrive at the expected proportion of participants from each hall, the n^{th} student was calculated using N/n for each hall (where N is the total calculated study sample size, and n is the population of students per hall of residence at the time of the study).

With appropriate permission from the Hall Tutor, a list of all room numbers with undergraduate residents was retrieved. The second stage then involved random sampling of rooms from each hall after coding the room numbers. Questionnaires were distributed to all students within the selected rooms at the time of survey. Those who received preliminary information and signed an informed consent form for participation, were provided with an electronic tablet to complete the survey. Students who preferred paper-based questionnaires were provided with a copy, while adhering to the Covid-19 prevention protocols. Students were allowed to complete the questionnaire in the

comfort and privacy of their rooms or at a preferred location that ensured privacy and autonomy during the process. Research assistants stood at some distance or outside the rooms but were available to monitor respondents and respond to any queries. Participants were aware of their choice to opt-out of the survey willingly at any point in the survey, without the knowledge of the research assistant. Also, the research assistant were not privy to the responses to the questionnaire, and no identifying information was obtained or stored. The selected rooms were visited one after the other until the proportionate number of students per hall was obtained. This process was repeated in all the occupied halls at the time of the study, until the required sample size was obtained.

3.4.2 Data Collection Techniques and Tools

Structured questionnaires was administered to participants according to the specified objectives with closed-ended questions and Likert-type questions. The questions were divided into domains, namely:

Socio-demographic characteristics (7- items) consisting participants' age, sex, ethnicity, average monthly allowance, year of study, discipline, and residence hall.

The adapted Illinois Rape Myth Acceptance Scale IRMA-Short Form including a scale which reflects societal attitudes regarding rape. It has 21 items adopted from (Prevention Innovations Research Center, 2015). Using a Likert scale, higher scores indicated more rape-supportive attitudes.

Bystander efficacy Scale related to SV and IPV: IPV Efficacy Short Form and SV Efficacy Short Form. This scale assessed the confidence level of participants in engaging in bystander behaviors. The scale items are rated on a 100-point scale where 0 means *no confidence* while 100 denotes

complete or sufficient confidence to engage in positive behaviors as bystanders. Each short form has 4 items, and both forms are sourced from (Cares et al., 2015) and (Prevention Innovations Research Center, 2015).

The bystander Intention to help Scale-short form is a 26-item scale which measured the likelihood of participants actually engaging in the positive bystander behaviors. There are 14 items which assessed intent to help a known person, and 12 items assessing a bystander's intent to help a stranger. All of the 26 items are sourced from (Prevention Innovations Research Center, 2015) and (Cares et al., 2015).

The bystander behavior scale adopted from (Banyard, 2008) is a 24-item tool that measured specific bystander behaviors engaged in by participants in the last two months. The scale allowed a "Yes" or "No" answer, with a third option to select "no opportunity" if they hadn't had an opportunity to engage in the behavior in the past two months.

3.4.3 Data Analysis



Data collected was exported into Microsoft Excel and subsequently imported into STATA version 16. Descriptive statistics was generated for socio-demographic characteristics of respondents, and the results was summarized as frequencies and percentages. Numerical results were equally summarized as means and standard deviations. Tests of association were determined between outcome variables (bystander attitudes, and behaviors) and independent variables such as socio-demographic characteristics and rape-myth acceptance using Pearson's chi-square test. Logistic regression analysis was also conducted to establish the strength of significant association between age, sex, relationship status, year of study, monthly allowance, history of IPV and bystander attitudes towards preventing IPV and SV.

3.4.4 Study variables

Outcome variables

Primary outcome variable: Bystander attitudes & behaviors towards preventing IPV and SV

Secondary outcome variables:

- Attitudes, willingness or intention to help, recognition of the opportunity to intervene
- Confidence in skills to intervene (Cares et al., 2015)
- Acts of intervening.

Independent variable

- Socio-demographic characteristics-age, sex, ethnicity, monthly allowance/income, relationship status, year of study, study discipline, history of IPV or SV

3.4.5 Pretest and Quality assurance measures

Three research assistants were trained on the scope of the study, the study method, the research tool, and how to obtain an informed consent from participants. The assistants supported the principal investigator with data collection from the various halls. A Telegram group was formed for the research team for ease of real-time communication, feedback and support between the team members and with the principal investigator during the field work.

The researcher and assistants pretested the questionnaire among 10 undergraduate students at the Family Health University College, Accra. The latter had similar characteristics to the sample to ensure clarity of the methodology and the accuracy of the sampling tools. This also served to familiarize the research team with the questionnaire and any technical issues with data collection plan.

3.4.6 Dissemination of results

The findings of this study will be made available to the university library, the Anti-Sexual Harassment Committee, the University of Ghana's Center for Gender Studies and Advocacy (CEGENSA), and the University Council. The work might be published in a journal to serve as a foundation for future research.

3.5 Ethical considerations

3.5.0 Ethical Clearance

Approval was obtained from the Institute of statistical, social and Economic Research - Ethics Committee for the Humanities (ISSER-ECH).

3.5.1 Permission

Additional permission was obtained from the Hall Administrators of the various halls of residence whose students were included in the study. Written participant consent was sought before they were included in the study. All procedures were thoroughly explained, and confidentiality of all information was assured

3.5.2 Participant's consent

After outlining the benefits and risks of participation, eligible participants were asked for informed consent. Participants were made aware that their participation is entirely voluntary and could opt-out at any moment with no repercussions. Before administering the questionnaire, written consent was acquired.

3.5.3 Privacy and Confidentiality

In ensuring anonymity, participants were identified with codes and numbers. No information regarding participants' names or any other information that traces the data collected was taken.

3.5.4 Data Storage and Usage

Data in this study is strictly for research purposes. Participant information are being kept on a computer with a secure password on electronic media and accessible to the principal investigator only. Data is being kept in encrypted storage for five years. In future usage or dissemination of the data, the de-identification ensures anonymity.

3.5.5 Compensation

Study participants were informed that, there will be compensation involved with participating in the study before the questionnaires were issued. Individuals who participate in the study by answering questionnaires were given either a hand sanitizer, alcohol wipe or a sealed facemask worth not more than GH¢ 5.00 as compensation for their time spent.

3.5.6 Potential Benefits

Participating in this study gave participants an opportunity to gain some knowledge and awareness on IPV and SV. It is expected that the scientific knowledge gained from the study will motivate bystander education initiatives to prevent IPV and SV within the university campus and curriculum and in other tertiary institutions in the country.

3.5.7 Potential Risks

This study did not come with risk that borders on physical damage to the participant except the risk of having to share information which may seem personal. Participants had a small risk of psychological discomfort associated with the answering of the questionnaires due to the sensitive nature of the topic being studied. Provision was made for such participants who appeared to or notified the research team of having such discomfort to get referral and at the counselling and placement center on the Legon campus.

In the midst of the pandemic, there was a risk of contracting Covid-19. As a result, the following interventions were implemented to ensure the safety of respondents and the research team:

1. Respondents received brief reminder/education on the Covid-19, mode of transmission and prevention.
2. Respondents and research assistants sanitized their hands with alcohol before exchanging the questionnaires and electronic devices.
3. Pens given to a respondent were single use and not transferred for other respondents use.
4. Social distancing was maintained between research team and respondents
5. Respondents who were not wearing mask were offered one or not be engaged by research assistants.
6. All members of the team received a daily reminder of the Covid-19 safety protocol.

3.5.8 Cost to participant

This study came at no cost to participants except their personal time spent answering the questionnaire.

3.5.9 Conflict of Interest

The researcher as the principal investigator hereby declare no conflict of interest in this study.

3.6 Funding for the Study

The study is solely funded by the principal investigator and it is purely in partial fulfilment of the requirements for the award of a Master of Public Health degree at the School of Public Health of the University of Ghana.

CHAPTER 4

4.1 Socio-demographic characteristics of respondents

The results in table 1 below shows the socio-demographic characteristics of respondents. Out of the 407 respondents involved in the study, 67.0% were between ages 23 and 27 years with more than half of the respondents being males 51.6%. Respondents who indicated they were not in a relationship were in the majority (63.6%). However, among those who indicated they were in a relationship, 81.8% were dating/courting. Forty three percent of the respondents were in their third year of study (level 300). Majority of the respondents 66.3% (270/407) indicated they received an allowance ranging from 0 - 500 GH¢ every month. Eighty four percent of the respondents reported no history of intimate partner violence.

Table 1: Socio-demographic characteristics of respondents

(n = 407)		
Variables	Frequency	Percent (%)
Age		
18 - 22	101	24.8
23 - 27	273	67.0
28 - 32	32	7.9
33 - 37	1	0.3
Sex		
Male	210	51.6
Female	197	48.4
Relationship status		
In a relationship	148	36.4
Not in a relationship	259	63.6
Relationship type		
Married	9	6.1*
Cohabiting	6	4.1*
Sexual union	22	14.9*
Non sexual union	8	5.4*
Dating/courting	121	81.8*

Year of study		
Level 100	14	3.4
Level 200	147	36.1
Level 300	175	43.0
Level 400	71	17.4
Monthly allowance		
0-500 GH¢	270	66.3
501- 1000 GH¢	112	27.5
1001-1500 GH¢	22	5.4
> 1500 GH¢	3	0.7
History of IPV		
Yes	23	5.7
No	342	84.0
Prefers not to say	42	10.3

*Multiple response

4.2 Bystander Attitudes towards Sexual and Intimate Partner Violence

Most of the attitude items showed positive bystander attitudes among respondents with mean scores significantly greater than 3 indicating their strong disagreement with the attitude items in table 2. However, respondents showed a poor attitude towards all forms of IPV and SV by significantly agreeing that ‘rape happens when a guy’s sex drive goes out of control’ (mean score = 2.78; $p = 0.001$). For items such as ‘If a girl acts like a flirt, eventually she is going to get into trouble’, and ‘Guys don’t usually intend to force sex on a girl, but sometimes they get too sexually carried away’ respondents displayed a neutral position with mean scores that were not significantly different from 3.

A simple t-test to determine the attitude of bystanders towards sexual and intimate physical violence using twenty-one items showed that bystanders had a significantly positive attitude (> 3) towards sexual and intimate physical violence. The overall mean score of bystanders towards sexual and intimate partner violence was 3.24 with a standard error of 0.04.

Table 2: Bystander Attitudes towards Sexual and Intimate Partner Violence

Attitude	Mean	Standard error	p-value
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of control	3.32	0.07	0.000
2. When girls go to parties wearing flirty clothes, they are asking for trouble	3.25	0.07	0.000
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped	3.14	0.07	0.049
4. If a girl acts like a flirt, eventually she is going to get into trouble	2.95	0.07	0.412
5. When girls get raped, it's often because the way they said "no" was unclear	3.64	0.07	0.000
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex	2.51	0.07	0.000
7. When guys rape, it is usually because of their strong desire for sex	2.84	0.07	0.019
8. Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away	2.98	0.06	0.729
9. Rape happens when a guy's sex drive goes out of control	2.78	0.07	0.001
10. If a guy is drunk, he might rape someone unintentionally	3.19	0.06	0.002
11. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing	3.59	0.06	0.000
12. If both people are drunk, it can't be rape	3.16	0.06	0.009
13. If a girl doesn't physically resist sex—even if protesting verbally—it can't be considered rape	3.39	0.07	0.000
14. If a girl doesn't physically fight back, you can't really say it was rape	3.54	0.06	0.000
15. A rape probably doesn't happen if a girl doesn't have any bruises or marks	3.86	0.06	0.000
16. If the accused "rapist" doesn't have a weapon, you really can't call it rape	3.92	0.06	0.000
17. If a girl doesn't say "no" she can't claim rape	3.20	0.07	0.003
18. A lot of times, girls who say they were raped agreed to have sex and then regret it	3.30	0.06	0.000
19. Rape accusations are often used as a way of getting back at guys	3.22	0.06	0.000
20. A lot of times, girls who say they were raped often led the guy on and then had regrets	3.19	0.06	0.001
21. Girls who are caught cheating on their boyfriends sometimes claim it was rape	3.12	0.06	0.049
Overall	3.24	0.04	0.000
Mean score >3 = positive bystander attitude			
Statistically significant (p<0.05)			



4.2.1 Proportion of respondents with positive bystander attitude towards all forms of IPV

The proportion of respondents with positive bystander attitude towards sexual and intimate partner violence was 59.9% ($p = 59.9\%$, 95% CI = 55.0% - 64.7%). The proportion of males with positive bystander attitude towards sexual and intimate partner violence 53.3% (percentage = 53.3%, 95% CI = 46.6% - 60.0%) and the proportion of females with positive bystander attitude towards sexual and intimate partner violence (percentage = 67.0%, 95% CI = 60.4% - 75.6%). This represents a significantly higher prevalence of positive bystander attitude towards sexual and intimate partner violence among females as compared to males.

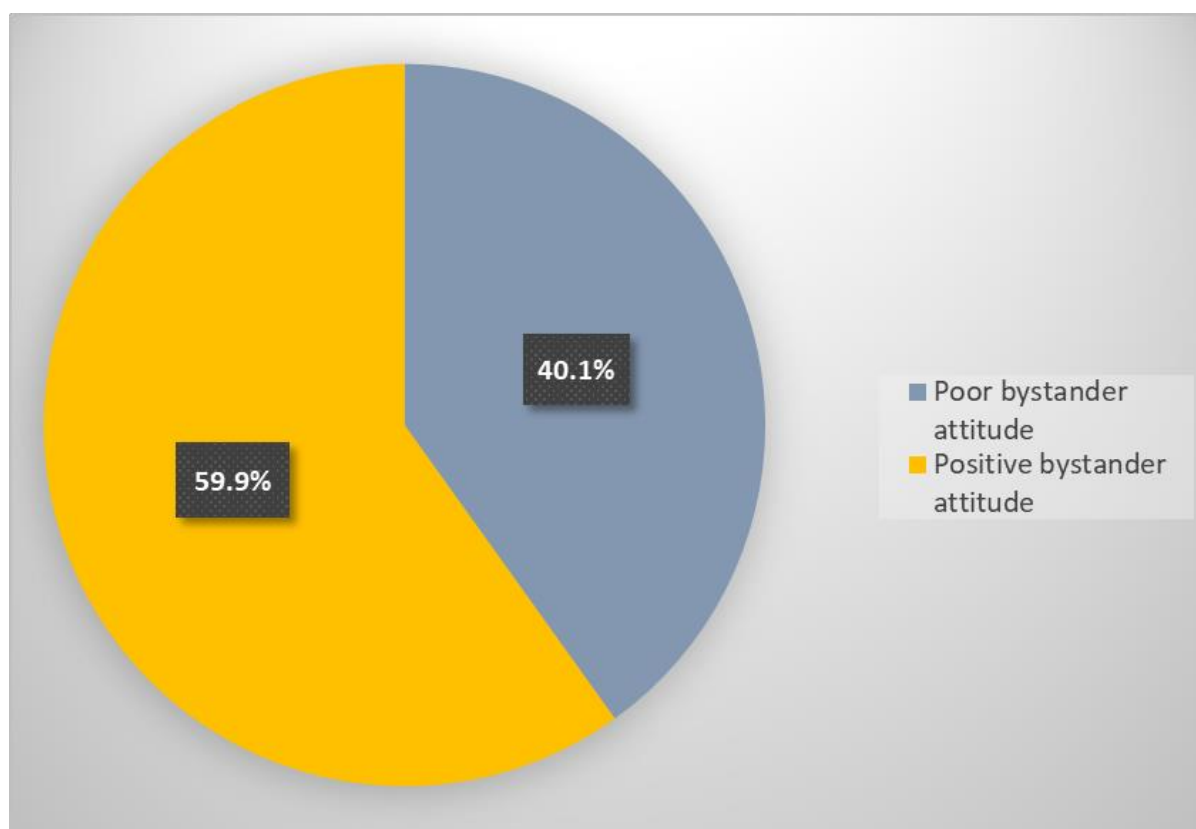


Figure 2: *Proportion of respondents with positive bystander attitude towards IPV and SV*

4.3 Intent to Help

Most of the items used to determine the intention of bystanders to assist or express desire to assist strangers in cases of sexual or intimate relationship assault were found not to be statistically significant. However, respondents indicated a significant willingness to ‘tell someone I don’t know if I think their drink was spiked with a drug’ (mean score = 3.420; $p < 0.001$).

All items used to assess whether respondents will help or assist their friends faced with sexual and intimate partner violence turned out to be statistically significant. Overall, respondents had a significantly good intent to help individuals faced with sexual and intimate partner violence (mean score = 3.26; $p < 0.001$).

Table 3: Intent to Help

Items	Mean	Standard Error	p-value
A. INTENT TO HELP STRANGERS			
1. I talk with people I don’t know about sexual abuse and intimate partner abuse as issues for our community	2.892	0.063	0.089
2. I talk with people I don’t know about going to parties together and staying together and leaving together	2.919	0.064	0.204
3. I tell someone I don’t know if I think their drink was spiked with a drug	3.420	0.066	0.000
4. I express concern to someone I don’t know if I see their partner exhibiting very jealous behaviour and trying to control them	3.059	0.063	0.346
5. I express concern to someone I don’t know who has unexplained bruises that may be signs of abuse in relationship	2.926	0.066	0.268
6. I approach someone I don’t know if I thought they were in an abusive relationship and let them know that I’m here to help.	2.975	0.062	0.690
7. I let someone I don’t know who I suspect has been sexually assaulted know that I’m available for help and support	2.956	0.063	0.485
8. If I see a guy talking to a female I don’t know. He is sitting very close to her and by the look on her face, I can see she is uncomfortable; I will ask her if she is ok or try to start a conversation with her	3.061	0.062	0.324
9. If I see someone I don’t know with their partner and they are in a heated argument with the fist of the partner clenched around the arm of the person I don’t know who also looks upset, I ask if everything is okay	3.027	0.062	0.661
10. I express disagreement with someone I don’t know who says using physical force in a relationship is okay	3.155	0.069	0.025
11. If the partner of someone I don’t know is shoving or yelling at them I ask the person being shoved or yelled at if they need help	3.047	0.062	0.451

12. If I hear someone I don't know talking about using physical force with their partner, I speak up against it and express concern for their partner	3.098	0.063	0.122
13. I walk someone I know home from a party who has had too much to drink	3.177	0.067	0.009
B. INTENT TO HELP A FRIEND			
1. I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help	3.371	0.072	0.000
2. I let someone who I suspect has been sexually assaulted know I'm available for help and support	3.386	0.066	0.000
3. I ask someone who seems upset if they are okay or need help	3.342	0.069	0.000
4. If someone said they had an unwanted sexual experience but don't call it rape, I express concern or offer to help	3.376	0.066	0.000
5. I express concern to someone I know who has unexplained bruises that may be signs of abuse in relationship	3.428	0.066	0.000
6. I stop and check in on someone who looks intoxicated when they are being taken upstairs (or an isolated corner) at party	3.437	0.067	0.000
7. I see a guy talking to a woman I know. He is sitting close to her and by look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her	3.423	0.068	0.000
8. I see someone I know and their partner. They are in a heated argument. The partner has their fist clenched around the arm of the person I know and the person I know looks upset. I ask if everything is okay	3.415	0.067	0.000
9. If the partner of someone I know is shoving or yelling at them I ask the person being shoved or yelled at if they need help	3.450	0.065	0.000
10. I tell someone I know if I think their drink was spiked with a drug	3.590	0.065	0.000
11. I express disagreement with someone I know who says using physical force in a relationship is okay	3.528	0.068	0.000
12. If I hear someone, I know talking about using physical force with their partner, I speak up against it and express concern for their partner	3.641	0.065	0.000
13. I walk someone I know home from a party who has had too much to drink	3.678	0.066	0.000
OVERALL	3.261	0.047	0.000

Mean score >3 = Good intent

Statistically significant ($p < 0.05$)

4.4 Bystander Efficacy Scale related to SV and IPV

Table 4 shows the confidence of respondents in completing particular actions linked to witnessing SV and IPV. More than half of the respondents 52.6% (214/407) indicated that they were very certain to 'Get help and resources for a friend who tells me they have been raped'. Over forty percent (43.5%) indicated that they were moderately certain to 'Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable'. Also, 46.2% of

respondents stated that they were very certain to ‘Speak up to someone who is making excuses for forcing someone to have sex with them’.

Two hundred and one out of 407 respondents (49.4%) indicated that they were very certain to ‘talk to a friend who I suspect is in an abusive relationship’. In addition, 41.8% (170/407) also showed that they were going to ‘Get help if I hear of an abusive relationship in my dorm or other residence’.

Out of the 407 respondents, 40.8% indicated they were going to ‘Speak up to someone who is calling their partner names or swearing at them’.

Table 4: Bystander Efficacy Scale related to SV and IPV

A. SEXUAL ABUSE - BYSTANDER EFFICACY	RESPONSE			
	CAN'T DO	QUITE UNCERTAIN	MODERATELY CERTAIN	VERY CERTAIN
1. Get help and resources for a friend who tells me they have been raped.	30(7.4)	33(8.11)	130(31.9)	214(52.6)
2. Doing something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party	19(4.7)	45(11.1)	172(42.3)	171(42.0)
3. Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable	14(3.4)	51(12.5)	177(43.5)	165(40.5)
4. Speak up to someone who is making excuses for forcing someone to have sex with them	15(3.7)	43(10.6)	161(39.6)	188(46.2)
B. IPV - BYSTANDER EFFICACY				
	CAN'T DO	QUITE UNCERTAIN	MODERATELY CERTAIN	VERY CERTAIN
1. Talk to a friend who I suspect is in an abusive relationship.	12(2.9)	39(9.6)	155(38.1)	201(49.4)
2. Get help if I hear of an abusive relationship in my dorm or other residence.	14(3.4)	63(15.5)	170(41.8)	160(39.3)
3. Speak up to someone who is making excuses for using physical force in a relationship	15(3.7)	52(12.8)	164(40.3)	176(43.2)
4. Speak up to someone who is calling their partner names or swearing at them.	24(5.9)	82(20.2)	166(40.8)	135(33.2)

4.5 Association between Bystander Behaviour and Gender

The results of the bivariate analysis (Chi Square) are shown below in Table 5. The bystander behaviour statement which showed significant association with gender include; “If I saw a friend/stranger taking a very intoxicated person up to their room, I said something and asked what the friend was doing” ($p = 0.018$), with most of the respondents willing to take any action in this situation being males (63.1%).

In addition, more than half of the respondents (59.5%) who were willing to act if they saw a friend/stranger grabbing or pushing their partner and would say something to them ($p = 0.025$) were found to be males.

Table 5: Association between Bystander Behaviour and Gender

Bystander Efficacy	Response (%)	Male	Female	p-value
1. I encouraged others to learn more and get involved in preventing sexual or intimate partner violence/abuse				0.704
Yes	184(45.2)	99(53.8)	85(46.2)	
No	67(16.5)	34(50.8)	33(49.2)	
No opportunity	156(38.3)	77(49.4)	79(50.6)	
2. I talked with a friend about sexual and/or intimate partner violence as an issue for our community.				0.432
Yes	162(39.8)	84(51.9)	78(48.2)	
No	84(20.6)	48(57.1)	36(42.9)	
No opportunity	161(39.6)	78(48.5)	83(51.6)	
3. I talked with a friend about what makes a relationship abusive and what warning signs might be.				0.996
Yes	185(45.5)	95(51.4)	90(48.7)	
No	79(19.4)	41(51.9)	38(48.1)	
No opportunity	143(35.1)	74(51.8)	69(48.3)	
4. If a friend/stranger said they had an unwanted sexual experience but they don't call it 'rape' I expressed concern and/or offered to help.				0.343
Yes	138(33.9)	78(56.5)	60(43.5)	
No	83(20.4)	42(50.6)	41(49.4)	
No opportunity	186(45.7)	90(48.4)	96(51.6)	

5. I approached a friend/stranger if I thought they were in an abusive relationship and let them know that I was there to help.

0.257

Yes	122(30.0)	69(56.6)	53(43.4)
No	101(24.8)	54(53.5)	47(46.5)
No opportunity	184(45.2)	87(47.3)	97(52.7)

6. I let a friend/stranger I suspect had been sexually assaulted know that I was available for help and support.

0.911

Yes	132(32.4)	70(53.0)	62(47.0)
No	95(23.3)	49(51.6)	46(48.4)
No opportunity	180(44.2)	91(50.6)	89(49.4)

7. I supported a friend/stranger who wanted to report sexual assault or intimate partner violence/abuse that happened to them even if others could get in trouble.

0.406

Yes	118(29.0)	67(56.8)	51(43.2)
No	92(22.6)	46(50.0)	46(50.0)
No opportunity	197(48.4)	97(49.2)	100(50.8)

8. If I saw a friend/stranger taking a very intoxicated person up to their room, I said something and asked what the friend was doing.

0.018*

Yes	111(27.3)	70(63.1)	41(36.9)
No	89(21.9)	42(47.2)	47(52.8)
No opportunity	207(50.9)	98(47.3)	109(52.7)

9. I confronted a friend/stranger who made excuses for abusive behaviour by others.

0.560

Yes	145(35.6)	80(55.17)	65(44.8)
No	78(19.2)	39(50.0)	39(50.0)
No opportunity	184(45.2)	91(49.5)	93(50.5)

10. I expressed disagreement with a friend/stranger who said having sex with someone who is passed out or very intoxicated is okay.

0.482

Yes	131(32.2)	71(54.2)	60(45.8)
No	84(20.6)	46(54.8)	38(45.2)
No opportunity	192(47.2)	93(48.4)	99(51.6)

11. If I saw a friend/stranger grabbing or pushing their partner, I said something to them.

0.025*

Yes	148(36.4)	88(59.5)	60(40.5)	
No	71(17.4)	38(53.5)	33(46.5)	
No opportunity	188(46.2)	84(44.7)	104(55.3)	
12. If I heard a friend/stranger insulting their partner, I said something to them.				0.219
Yes	162(39.8)	92(56.8)	70(43.2)	
No	70(17.2)	35(50.0)	35(50.0)	
No opportunity	175(43.0)	83(47.4)	92(52.6)	
13. I heard a friend/stranger talking about forcing someone to have sex with them, spoke up against it and expressed concern for the person who was forced.				0.088
Yes	116(28.5)	62(53.5)	54(46.5)	
No	71(17.4)	44(62.0)	27(38.0)	
No opportunity	220(54.1)	104(47.3)	116(52.7)	
14. I heard a friend/stranger talking about using physical force with their partner, spoke up against it and expressed concern for their partner.				0.537
Yes	108(26.5)	57(52.8)	51(47.2)	
No	78(19.2)	44(56.4)	34(43.6)	
No opportunity	221(54.3)	109(49.3)	112(50.7)	
15. I walked a friend/stranger home from a party when they had too much to drink.				0.051
Yes	121(29.7)	73(60.3)	48(39.7)	
No	79(19.4)	41(51.9)	38(48.1)	
No opportunity	207(50.9)	96(46.4)	111(53.6)	
16. I went with a friend/stranger to talk with someone (community resource, police, crisis centre, etc.) about an unwanted sexual experience or intimate partner violence/abuse.				0.152
Yes	87(21.4)	43(49.4)	44(50.6)	
No	89(21.9)	54(60.7)	35(39.3)	
No opportunity	231(56.8)	113(48.9)	118(51.1)	
17. I called the police or authorities when a friend/stranger needed help because of being hurt sexually or physically.				0.643
Yes	73(22.9)	51(54.8)	42(45.2)	
No	88(21.6)	47(53.4)	41(46.6)	
No opportunity	226(55.5)	112(49.6)	114(50.4)	

18. I made sure a friend/stranger didn't leave an intoxicated friend behind at a party.				0.455
Yes	121(29.7)	68(56.2)	53(43.8)	
No	80(19.7)	41(51.3)	39(48.7)	
No opportunity	206(50.6)	101(49.0)	105(51.0)	
19. If I saw a friend/stranger grabbing or pushing their partner, I said something to them				0.331
Yes	141(34.6)	79(56.0)	62(44.0)	
No	62(15.2)	33(53.2)	29(46.8)	
No opportunity	204(50.1)	98(48.0)	106(52.0)	
20. If I heard a friend/stranger insulting their partner, I said something to them				0.530
Yes	163(40.1)	87(53.4)	76(46.6)	
No	61(15.0)	34(55.7)	27(44.3)	
No opportunity	183(45.0)	89(48.6)	94(51.4)	
21. If expressed concern to a friend/stranger who has unexplained bruises that may be signs of abuse in their relationship				0.363
Yes	141(34.6)	79(56.0)	62(44.0)	
No	59(14.5)	31(52.5)	28(47.5)	
No opportunity	207(50.9)	100(48.3)	107(51.7)	
22. When I heard that a friend/stranger was accused of sexual abuse or intimate partner violence/abuse, I came forward with what I knew rather than keeping silent.				0.495
Yes	127(31.2)	70(55.1)	57(44.9)	
No	67(16.5)	36(53.7)	31(46.3)	
No opportunity	213(52.3)	104(48.8)	109(51.2)	

***Statistically significant ($p < 0.05$)**

4.6 Gender specific difference in bystander attitude

From table 6, there was a statistically significant difference in the bystander attitudes of males compared to females. Across all 21 items, males had a generally poor bystander attitude as compared to females (diff = -0.277; $p < 0.001$).

Males agreed that “rape accusations are often used as a way of getting back at guys” as compared to females who disagreed with this notion (diff = - 0.639; $p < 0.001$).

There was also a significant gender difference on the statement that “A lot of times, girls who say they were raped often led the guy on and then had regrets” (diff = - 0.450; $p < 0.001$) with the male respondents agreeing more with the statement.

Furthermore, both males and females seemed to disagree that “If the accused “rapist” doesn’t have a weapon, you really can’t call it rape”. However, males significantly agreed less with the statement as compared to females (diff = - 0.412; $p = 0.001$)

Also, both genders agreed that “If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of control” (diff = - 0.345; $p = 0.014$) although females agreed more with this statement.

Table 6: Gender specific difference in bystander attitude

Variables	Male	Female	Difference	p-value
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of control	3.16(0.097)	3.50(0.099)	-0.345	0.014
2. When girls go to parties wearing flirty clothes, they are asking for trouble	3.14(0.096)	3.38(0.099)	-0.238	0.085
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped	3.04(0.095)	3.23(0.099)	-0.191	0.165
4. If a girl acts like a flirt, eventually she is going to get into trouble	2.76(0.088)	3.14(0.097)	-0.380	0.004
5. When girls get raped, it’s often because the way they said “no” was unclear	3.52(0.095)	3.78(0.092)	-0.258	0.052
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex	2.36(0.092)	2.66(0.102)	-0.303	0.027
7. When guys rape, it is usually because of their strong desire for sex	2.77(0.089)	2.92(0.099)	-0.147	0.270
8. Guys don’t usually intend to force sex on a girl, but sometimes they get too sexually carried away	2.84(0.090)	3.13(0.090)	-0.289	0.024
9. Rape happens when a guy’s sex drive goes out of control	2.79(0.091)	2.78(0.096)	0.014	0.917
10. If a guy is drunk, he might rape someone unintentionally	3.13(0.087)	3.25(0.089)	-0.120	0.336

11. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing	3.50(0.090)	3.69(0.085)	-0.181	0.148
12. If both people are drunk, it can't be rape	3.09(0.089)	3.24(0.085)	-0.148	0.232
13. If a girl doesn't physically resist sex—even if protesting verbally—it can't be considered rape	3.29(0.092)	3.50(0.091)	-0.212	0.103
14. If a girl doesn't physically fight back, you can't really say it was rape	3.38(0.088)	3.71(0.084)	-0.334	0.007
15. A rape probably doesn't happen if a girl doesn't have any bruises or marks	3.75(0.084)	3.98(0.078)	-0.237	0.039
16. If the accused "rapist" doesn't have a weapon, you really can't call it rape	3.72(0.089)	4.13(0.077)	-0.412	0.001
17. If a girl doesn't say "no" she can't claim rape	3.09(0.094)	3.33(0.098)	-0.244	0.073
18. A lot of times, girls who say they were raped agreed to have sex and then regret it	3.14(0.084)	3.48(0.086)	-0.344	0.004
19. Rape accusations are often used as a way of getting back at guys	2.91(0.079)	3.55(0.082)	-0.639	0.000
20. A lot of times, girls who say they were raped often led the guy on and then had regrets	2.98(0.083)	3.43(0.080)	-0.450	0.000
21. Girls who are caught cheating on their boyfriends sometimes claim it was rape	2.95(0.085)	3.30(0.086)	-0.357	0.003
OVERALL	3.11(0.052)	3.39(0.052)	-0.277	0.000

4.7 Association between socio-demographic characteristics and bystander attitude

Table 7 below shows the crude-odds ratios and adjusted odds ratios of the association between socio-demographic characteristics and bystander attitude.

Female respondents had 1.78 times the odds of being positive bystanders as compared to males (cOR = 1.78; 95% CI = 1.19 – 2.66; $p = 0.005$). However, after adjusting for all other variables (Age, Sex, Relationship status, Year of study, Monthly allowance, History of IPV) female respondents had significantly 2.16 times the odds of being positive bystanders as compared to males (aOR = 2.16; 95% CI = 1.39 – 3.33; $p = 0.001$).

The odds of being a positive bystander was 3.53 times as great amongst respondents in their 4th year of study (Level 400) as compared to those in their first year of study (cOR = 3.53; 95% CI = 1.06 – 11.69; $p = 0.039$). After adjusting for all other variables, this association lost its statistical significance (aOR = 3.66; 95% CI 0.96 – 13.94; $p = 0.057$).

Respondents with a 501 – 1000 GHC monthly allowance were significantly 2.00 times more likely to be positive bystanders as compared to those with a monthly allowance of 0 - 500 GHC (cOR = 2.00; 95% CI = 1.24 – 3.22; $p = 0.004$). After adjusting for all other variables, respondents with a 501 – 1000 GHC monthly allowance were 2.09 times more likely to be positive bystanders as compared to those with a monthly allowance of 0 - 500 GHC (aOR = 2.09; 95% CI = 1.26 – 3.50; $p = 0.004$).

Respondents having a history of IPV or SV as a victim or perpetrator, did not have any significant association with their odd of having a positive bystander attitude. Notwithstanding, those with no history of IPV showed only 1.17 times greater odd of being a positive bystander as compared to those who have a history of IPV (cOR = 1.17; 95% CI = 0.49 – 2.73; $p = 0.725$).

Table 7: Association between socio-demographic characteristics and bystander attitude

Variables	cOR (95% CI)	p-value	aOR (95% CI)	p-value
Age (years)				
18 - 20	1.00		1.00	
21 - 25	1.38 (0.87 - 2.19)	0.171	1.36 (0.80 - 2.29)	0.253
26 - 30	1.08 (0.48 - 2.39)	0.859	1.04 (0.37 - 2.90)	0.937
Sex				
Male	1.00		1.00	
Female	1.78 (1.19 - 2.66)	0.005*	2.16 (1.39 - 3.33)	0.001*
Relationship status				
In a relationship	1.00		1.00	
Not in a relationship	1.18 (0.78 - 1.78)	0.433	1.35 (0.86 - 2.12)	0.198
Year of study				
Level 100	1.00		1.00	
Level 200	2.54 (0.81 - 7.95)	0.110	2.58 (0.77 - 8.63)	0.124
Level 300	2.77 (0.89 - 8.59)	0.079	2.98 (0.88 - 10.11)	0.080
Level 400	3.53 (1.06 - 11.69)	0.039*	3.66 (0.96 - 13.94)	0.057

Monthly allowance

0-500 GHC	1.00		1.00	
501- 1000 GHC	2.00 (1.24 - 3.22)	0.004*	2.09 (1.26 - 3.50)	0.004*
1001-1500 GHC	1.16 (0.48 - 2.79)	0.748	1.28 (0.46 - 3.56)	0.630
> 1500 GHC	0.40 (0.04 - 4.46)	0.457	0.27 (0.02 - 3.32)	0.307

History of IPV

Yes	1.00		1.00	
No	1.17 (0.49 - 2.73)	0.725	1.38 (0.55 - 3.45)	0.493
Prefers not to say	1.13 (0.40 - 3.17)	0.814	1.36 (0.45 - 4.12)	0.585

***Statistically significant (p<0.05)**



CHAPTER 5

DISCUSSION

5.1 Introduction

This section covers the discussion of study results in relation to reviewed literature as well as the limitations in performing the study.

5.2 Proportion of Respondents with Positive Bystander Attitude

This current study looked at bystander attitudes and behaviors related to sexual and intimate partner violence prevention among undergraduate students at the University of Ghana, Legon campus. Study results showed that the proportion of respondents with positive bystander attitude towards sexual and intimate partner violence in Legon to be 59.9%. This figure is higher than the general proportion of 35% of positive bystander attitudes recorded in a cross-sectional study among 603 college students in India (Asher et al., 2020). A much lower proportion of 33.7% was captured by an analysis of nationally representative data acquired from the Avon Foundation in the United States of America (Weitzman et al., 2020). Disparities in proportion of positive attitudes among bystanders of sexual and intimate partner violence may be due to difference in geographic and population characteristics such as sample size, age and location. Even though the current proportion with positive bystander attitude is higher among the undergraduate students at the university of Ghana, similar to the recommendation in a related study on SV at the University of Cape Coast (Rominski, Darteh, et al., 2017); more education can be done to promote positive bystander attitudes – a step closer to drastically eliminating sexual and intimate partner violence.

5.3 Factors Influencing Positive Bystander Attitude

This current study's results also showed that more than 40% of respondents were willing to help a friend who is in an abusive relationship or suffers sexual, physical or verbal violence.

Similarly, Weitzman et al., 2020 in their study noted that among the 1,307 students, those who knew victims (29% for sexual violence and 55% for IPV) were more likely to assist them compared to those who did not have any relationship with the victims (8% for sexual violence and 26% for IPV). However, Serrano - Montilla et al. (2020) found that individuals across twenty-eight European countries were equally willing to assist a victim of sexual or intimate partner violence irrespective of whether they knew the victims or not (Serrano-Montilla et al., 2020). Though they reported that willingness to help known or unknown victims was the same, difference was found in the type of help offered. It was noted that countries that exhibited lower tolerance to sexual and intimate partner violence were more likely to offer formal help such as reporting to the police or getting a psychologist for the victim compared to countries with higher tolerance to sexual and intimate partner violence where informal help such as talking to the victim was prevalent (Serrano-Montilla et al., 2020). Difference in willingness to help and the type of help offered may be attributed to a lack of proper education on the subject coupled with wrong ideologies or perceptions. It is imperative that education is carried out among the Ghanaian populace to encourage people who witness an act of sexual or intimate partner violence to intervene irrespective of whether they know the victim or not.

This current study also revealed a significant difference in the bystander attitudes of males compared to females, stating that males had a generally poor bystander attitude as compared to females. Also, males compared to females were more likely to agree to statements that seem to suggest that victims of sexual or intimate partner violence are to be blamed for the act. Time and time again, literature finds the gender of a bystander to be significantly associated with acts of intervention during sexual and intimate partner violence (Angela F. Amar et al., 2014; Asher et al., 2020; Banyard, 2008; Banyard & Moynihan, 2011; Beeble et al., 2008; Brown et al., 2014;

Reid & Dundes, 2017). According to researchers, Banyard (2008) and Beeble et al. (2008), female bystanders were found to be more willing to intervene in both sexual and intimate partner violence compared to male bystanders noting the gender as a functional correlate to attitude exhibited by a bystander during an act of sexual and intimate partner violence (Banyard, 2008). Banyard et al. (2011) also noted that male bystanders were more likely to assume or report that it was not their responsibility to stop or prevent an act of sexual and intimate partner violence compared to female bystanders (Banyard & Moynihan, 2011).

Likewise, Asher et al. (2020) also noted that female college students were more likely to intervene in situations of IPV such as eve teasing, physical abuse or cyberbullying compared to their male counterparts (Asher et al., 2020). However, results of a survey showed that male bystanders were more willing to intervene in sexual violence as compared to female bystanders. Despite this finding, female bystanders were reported to be more efficacious than their male counterparts during intervention (Angela F. Amar et al., 2014). Some researchers relate the poor level of willingness and efficacy of male bystanders to the fact that men are often unable to identify a possible act of sexual or intimate partner violence (Brown et al., 2014; Reid & Dundes, 2017). Education on identifying possible acts of sexual or intimate partner violence should be targeted at the male gender to encourage their willingness in preventing or stopping sexual or intimate partner violence as bystanders.

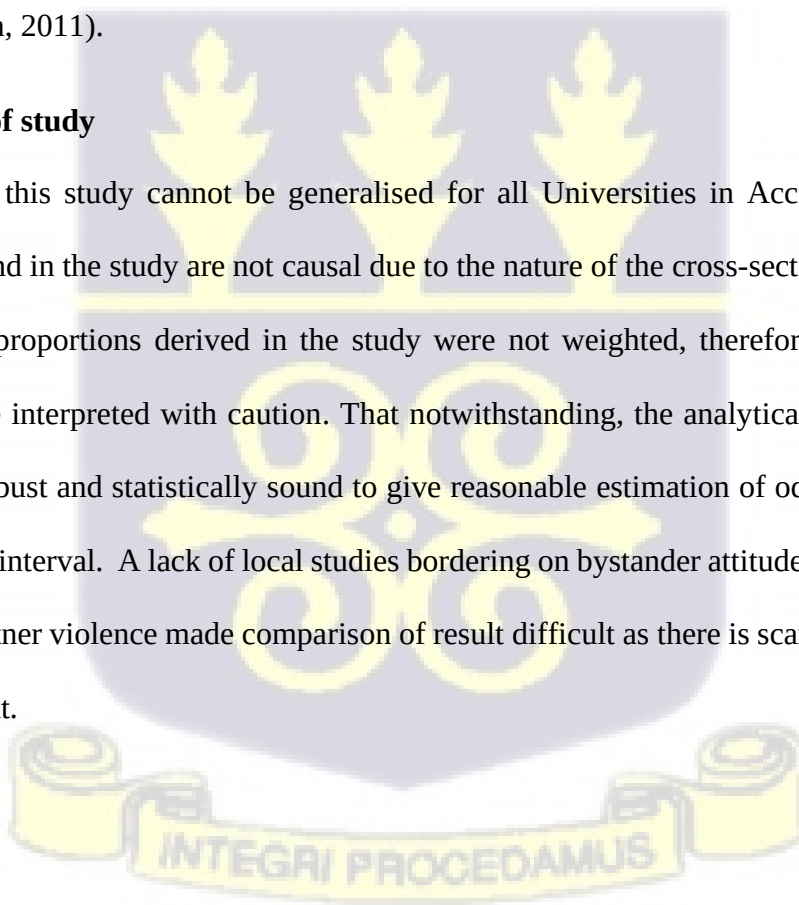
Respondents of this present study with a monthly allowance of 501 – 1000 GH¢ were more likely to be positive bystanders as compared to those with a monthly allowance of 0 - 500 GH¢. Allison and Risman (2014) argue this to be related to the existence of wealth or social class among students in the same school, residence or class such that a bystander who is below or above the social class of the intimate partners involved in sexual or intimate partner violence may be reluctant to

intervene (Allison & Risman, 2014). This reluctance may be displayed by bystanders in the bid to avoid being ridiculed by the intimate partners or their friends or told to mind their business. School authorities must endeavor to break the wealth or social class divisions that exists among students as this causes more harm than good.

The results at the end of this study confirmed the background factors that may modify recognition of opportunity to intervene (perceived norm), confidence in skills to intervene (perceived behavioral control) and, attitudes towards IPV and SV (behavioral beliefs). And the findings also reveal how these factors, influence the willingness (intention) to help and ultimately predict the likelihood of performing bystander acts of intervention (behavior). These findings support the proposed conceptual framework adopted for this study based on Ajzen's Reasoned Action Approach (Ajzen, 2011).

5.4 Limitation of study

The findings of this study cannot be generalised for all Universities in Accra or Ghana. The associations found in the study are not causal due to the nature of the cross-sectional study design employed. The proportions derived in the study were not weighted, therefore the conclusions drawn should be interpreted with caution. That notwithstanding, the analytical methods used in this study are robust and statistically sound to give reasonable estimation of odds ratios within a 95% confidence interval. A lack of local studies bordering on bystander attitudes related to sexual and intimate partner violence made comparison of result difficult as there is scarcity of data in the Ghanaian context.



CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

A cross-sectional study was conducted among undergraduate students at the Legon Campus of the University of Ghana. The proportion of students with positive bystander attitude towards sexual and intimate partner violence in Legon was 59.9%. Predictors of positive bystander attitude towards sexual and intimate partner violence were being friends with the victims, being a female bystander and having a monthly allowance of 501 – 1000 GHC.

6.2 Recommendation

1. Within its purpose and mandate, the UG Anti-Sexual Harassment Committee could propose policies that ensure all students study relevant curricular electives during the early school years. This study's findings suggest a need to consider gender-tailored educational programs and sensitization initiatives to increase potential positive bystanders on the Legon campus.
2. There needs to be an increased visibility and access to the career and counselling unit, relevant authorities and avenues for reporting, seeking help and support for victims and bystanders.
3. Recommendation for further studies:
 - A prospective study of the impact of a pilot bystander sensitization model on the attitudes and behavior of UG students towards IPV and SV.



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APPENDICES

Appendix I: Participant's information sheet

Title of study: Bystander attitudes and behaviors related to sexual and intimate partner violence prevention among undergraduate students at the University of Ghana, Legon campus

Introduction

I am [Name of Research Assistant], a research assistant for Bolade Adebimpe Rebecca, IBINE who is a Master of Public Health student at the School of Public Health, University of Ghana. We want you to take part in research titled: Bystander attitudes and behaviors related to sexual and intimate partner violence prevention among undergraduate students at the University of Ghana, Legon campus.

General Information about Research

This research examines bystander attitudes and behaviors towards Intimate Partner Violence (IPV) and Sexual Violence (SV) among undergraduate students at the University of Ghana's Legon campus. The study will look at potential bystander readiness and confidence to act and gender variations in bystander attitudes and behaviors. The study's findings will influence future research and advise suitable institutional initiatives and policies to decrease sexual and intimate partner abuse on campus by leveraging possible bystander interventions.

If you accept to participate in the study, you will be one of our participants. You will be requested to sign a consent form before answering questions from the provided questionnaire. You have the option of completing the survey on an electronic tablet given by the research assistant or on paper. You may take the survey in the privacy of your room, with research assistants on hand to assist you as required. All Covid 19 procedures shall be followed. The survey will last around 15 minutes.

Possible Risks and Discomforts

There are no physical risks to participating in this study. Because of the sensitive nature of the issue being investigated, there is a minor risk of psychological distress connected with completing the surveys. If you experience any uneasiness due to taking part in this survey, please notify the research assistant immediately. You will be directed through appropriate support or referred to the campus counseling and placement service.

Possible Benefits

There are no immediate benefits to participating in this study. Your involvement, on the other hand, will contribute to scientific knowledge and its attendant advantages. Participating in this survey also provides a chance to learn about and raise awareness about intimate partner and sexual misconduct.

Confidentiality

All information supplied will be safeguarded to the best of our abilities. There will be no mention of you in any reports. There is no need to provide any identifying information (e.g., name, email, or phone number). Paper-based questionnaires will be collected and sealed in an envelope. At the same time, electronic surveys will be directly transmitted to secure central storage that only the researcher will have access to. The responses will not be disclosed to research assistants. The researchers will retain the completed forms; no one else will have access to the data.

Compensation

There will be no monetary incentive for taking part in the study. However, in consideration of your consent and participation in the study, you will be given either a pen, hand sanitizer, alcohol wipe, or a sealed facemask costing no more than Ghc 3.00 as compensation for your time and effort spent after completing the survey.

Withdrawal from Study

This study is entirely voluntary. You may decline to answer a question or withdraw from the survey at any moment without penalty or any adverse effect to you. You or your legal representative will be informed in a timely manner should information become available that may be relevant to your willingness to continue participation or withdraw.

Contact for Additional Information

If you have questions or need more information about this study, or if you need to make a report regarding the behavior of any of the research assistants, please contact the researcher:

Name: Bolade Adebimpe Rebecca Ibine

Email: baribine@st.ug.edu.gh

Phone: 0243225251

Supervisor: Deda, Ogum Alangea (Dr.)

Email: dogumalangea@ug.edu.gh

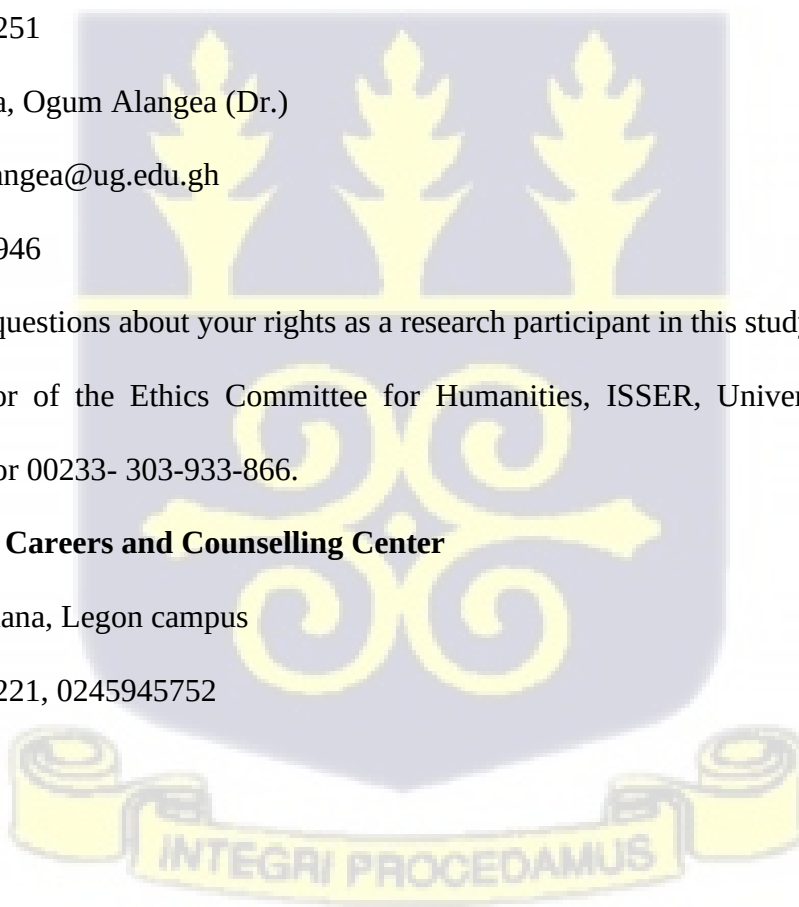
Phone: 0502596946

If you have any questions about your rights as a research participant in this study you may contact the Administrator of the Ethics Committee for Humanities, ISSER, University of Ghana at ech@ug.edu.gh or 00233- 303-933-866.

Contact for UG Careers and Counselling Center

University of Ghana, Legon campus

Phone: 0204999221, 0245945752



Appendix II: Consent Form

"I have read or have had someone read all of the above, asked questions, received answers regarding participation in this study, and am willing to give consent for me, my child/ward to participate in this study. I will not have waived any of my rights by signing this consent form.

Name of Participant

Signature or mark of Participant

Date

If participant cannot read and or understand the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

Name of witness

Signature of witness / Mark

Date

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Name of Person who Obtained Consent

Signature of Person Who Obtained Consent

Date



Appendix III: Questionnaire

TOPIC: BYSTANDER ATTITUDES AND BEHAVIORS RELATED TO SEXUAL AND INTIMATE PARTNER VIOLENCE PREVENTION AMONG UNDERGRADUATE STUDENTS AT THE UNIVERSITY OF GHANA, LEGON CAMPUS

Dear Participant,

This study aims to examine bystander attitudes and behaviors among undergraduate students at Ghana's Legon campus in order to provide suggestions for policies and programs that leverage the potential advantages of positive bystander interventions in reducing sexual and intimate partner abuse.

Please contribute to this research by answering the following questions and sharing your experiences. Be as open as honest as you can. Thank you.

SECTION 1: SOCIO-DEMOGRAPHIC CHARACTERISTICS

	QUESTIONS	CODING CATEGORIES
1	Age (State your last birthday age)	
2.	Sex	1. Male 2. Female
3.	a. Relationship status	1. In a relationship [] 2. Not in a relationship []
	b. Relationship type (more than one response is allowed if applicable)	1. Married [] 2. Single [] 3. cohabiting [] 4. sexual union [] 5. non sexual union []
4.	Ethnicity	1. Ashanti [] 2. Akuapem [] 3. Fante [] 4. Akyem [] 5. Kwahu [] 6. Ewe []

		7. Ga-Adangbe []
		8. Others [] _____
5.	Year of study	1. Level 100 [] 2. Level 200 [] 3. Level 300 [] 4. Level 400 []
6.	How much is your monthly allowance/income?	1. 0-500 Ghc [] 2. 501- 1000 Ghc [] 3. 1001-1500 Ghc [] 4. > 1500 Ghc []
7.	Program of study	
8.	Have you had a history of your intimate partner being violent towards you?	1. Yes [] 2. No [] 3. Prefer not to say []

SECTION 2: Bystander Attitudes

2A. This section will assess your views regarding rape: Please read the following statements and score your level of agreement using the scale below: 1 2 3 4 5

Where 1 = Strongly Agree and 5 = Extremely Disagree

Items	1	2	3	4	5
1. If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of control					
2. When girls go to parties wearing flirty clothes, they are asking for trouble					
3. If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped					
4. If a girl acts like a flirt, eventually she is going to get into trouble					
5. When girls get raped, it's often because the way they said "no" was unclear					
6. If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex					
7. When guys rape, it is usually because of their strong desire for sex					

8. Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away					
9. Rape happens when a guy's sex drive goes out of control					
10. If a guy is drunk, he might rape someone unintentionally					
11. It shouldn't be considered rape if a guy is drunk and didn't realize what he was doing					
12. If both people are drunk, it can't be rape					
13. If a girl doesn't physically resist sex—even if protesting verbally—it can't be considered rape					
14. If a girl doesn't physically fight back, you can't really say it was rape					
15. A rape probably doesn't happen if a girl doesn't have any bruises or marks					
16. If the accused "rapist" doesn't have a weapon, you really can't call it rape					
17. If a girl doesn't say "no" she can't claim rape					
18. A lot of times, girls who say they were raped agreed to have sex and then regret it					
19. Rape accusations are often used as a way of getting back at guys					
20. A lot of times, girls who say they were raped often led the guy on and then had regrets					
21. Girls who are caught cheating on their boyfriends sometimes claim it was rape					

SECTION 3: Intent to Help

The following are some actions that individuals do to assist or express desire to assist in cases of sexual or intimate relationship assault: Please read the following list of actions and use the following scale to determine how likely YOU ARE to engage in these activities: 1 2 3 4 5

Where 1 = You are not at all likely to engage in the act and 5 = You are extremely likely to engage in the activity stated 3A. Intent to help strangers

Items	1	2	3	4	5
1. I talk with people I don't know about sexual abuse and intimate partner abuse as issues for our community					
2. I talk with people I don't know about going to parties together and staying together and leaving together					
3. I tell someone I don't know if I think their drink was spiked with a drug					

4. I express concern to someone I don't know if I see their partner exhibiting very jealous behavior and trying to control them					
5. I express concern to someone I don't know who has unexplained bruises that may be signs of abuse in relationship					
6. I approach someone I don't know if I thought they were in an abusive relationship and let them know that I'm here to help.					
7. I let someone I don't know who I suspect has been sexually assaulted know that I'm available for help and support					
8. If I see a guy talking to a female I don't know. He is sitting very close to her and by the look on her face, I can see she is uncomfortable; I will ask her if she is ok or try to start a conversation with her					
9. If I see someone I don't know with their partner and they are in a heated argument with the fist of the partner clenched around the arm of the person I don't know who also looks upset, I ask if everything is okay					
10. I express disagreement with someone I don't know who says using physical force in a relationship is okay					
11. If the partner of someone I don't know is shoving or yelling at them I ask the person being shoved or yelled at if they need help					
12. If I hear someone I don't know talking about using physical force with their partner, I speak up against it and express concern for their partner					
13. I walk someone I know home from a party who has had too much to drink					

3B. Intent to help a friend

Items	1	2	3	4	5
1. I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help					
2. I let someone who I suspect has been sexually assaulted know I'm available for help and support					
3. I ask someone who seems upset if they are okay or need help					
4. If someone said they had an unwanted sexual experience but don't call it rape, I express concern or offer to help					
5. I express concern to someone I know who has unexplained bruises that may be signs of abuse in relationship					

6. I stop and check in on someone who looks intoxicated when they are being taken upstairs (or an isolated corner) at party					
7. I see a guy talking to a woman I know. He is sitting close to her and by look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her					
8. I see someone I know and their partner. They are in a heated argument. The partner has their fist clenched around the arm of the person I know and the person I know looks upset. I ask if everything is okay					
9. If the partner of someone I know is shoving or yelling at them I ask the person being shoved or yelled at if they need help					
10. I tell someone I know if I think their drink was spiked with a drug					
11. I express disagreement with someone I know who says using physical force in a relationship is okay					
12. If I hear someone, I know talking about using physical force with their partner, I speak up against it and express concern for their partner					
13. I walk someone I know home from a party who has had too much to drink					

SECTION 4. Bystander efficacy Scale related to SV and IPV

4A. Sexual Abuse – Bystander Efficacy

The actions listed below assesses people's confidence in completing particular actions linked to witnessing sexual assault. Please take the time to read over each of the following behaviors. Indicate how sure you are in your ability to complete them in the Confidence section. Rate your level of confidence by entering a whole number ranging from 0 to 100 on the scale provided below:

0	10	20	30	40	50	60	70	80	90	100
Can't do	Quite	Uncertain			Moderately	Certain			Very certain	

1. Get help and resources for a friend who tells me they have been raped.	%
2. Doing something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party	%
3. Do something if I see a woman surrounded by a group of men at a party who looks very uncomfortable	%
4. Speak up to someone who is making excuses for forcing someone to have sex with them	%

4B. IPV– Bystander Efficacy

The actions listed below assess people's confidence in completing particular actions linked to witnessing intimate partner abuse. Please take the time to read over each of the following behaviors. Indicate how sure you are in your ability to complete them in the Confidence section. Rate your level of confidence by entering a whole number ranging from 0 to 100 on the scale provided below:

0	10	20	30	40	50	60	70	80	90	100
Can't do	Quite	Uncertain				Moderately Certain		Very certain		

1- Talk to a friend who I suspect is in an abusive relationship.	%
2- Get help if I hear of an abusive relationship in my dorm or other residence.	%
3- Speak up to someone who is making excuses for using physical force in a relationship	%
4- Speak up to someone who is calling their partner names or swearing at them.	%

SECTION 5: Bystander Behavior

This section evaluates several activities a person can do when confronted with sexual or intimate relationship abuse. However, the frequency with which any of these acts has been carried out is unimportant for the purposes of this survey. Please read the list below and circle Y (for yes) or N (for no) for any items indicating actions YOU have engaged in WITHIN THE LAST 2 MONTHS. If you haven't been in a similar circumstance for a particular action in the last two months, circle NP (for no opportunity).

Items	1	2	3
1. I encouraged others to learn more and get involved in preventing sexual or intimate partner violence/abuse	Y	N	NP
2. I talked with a friend about sexual and/or intimate partner violence as an issue for our community.	Y	N	NP
3. I talked with a friend about what makes a relationship abusive and what warning signs might be.	Y	N	NP
4. If a friend/stranger said they had an unwanted sexual experience but they don't call it 'rape' I expressed concern and/or offered to help.	Y	N	NP
5. I approached a friend/stranger if I thought they were in an abusive relationship and let them know that I was there to help.	Y	N	NP

6. I let a friend/stranger I suspect had been sexually assaulted know that I was available for help and support.	Y	N	NP
7. I supported a friend/stranger who wanted to report sexual assault or intimate partner violence/abuse that happened to them even if others could get in trouble.	Y	N	NP
8. If I saw a friend/stranger taking a very intoxicated person up to their room, I said something and asked what the friend was doing.	Y	N	NP
9. I confronted a friend/stranger who made excuses for abusive behavior by others.	Y	N	NP
10. I expressed disagreement with a friend/stranger who said having sex with someone who is passed out or very intoxicated is okay.	Y	N	NP
11. If I saw a friend/stranger grabbing or pushing their partner, I said something to them.	Y	N	NP
12. If I heard a friend/stranger insulting their partner, I said something to them.	Y	N	NP
13. I heard a friend/stranger talking about forcing someone to have sex with them, spoke up against it and expressed concern for the person who was forced.	Y	N	NP
14. I heard a friend/stranger talking about using physical force with their partner, spoke up against it and expressed concern for their partner.	Y	N	NP
15. I walked a friend/stranger home from a party when they had too much to drink.	Y	N	NP
16. I went with a friend/stranger to talk with someone (community resource, police, crisis center, etc.) about an unwanted sexual experience or intimate partner violence/abuse.	Y	N	NP
17. I called the police or authorities when a friend/stranger needed help because of being hurt sexually or physically.	Y	N	NP
18. I made sure a friend/stranger didn't leave an intoxicated friend behind at a party.	Y	N	NP
19. If I saw a friend/stranger grabbing or pushing their partner, I said something to them	Y	N	NP
20. If I heard a friend/stranger insulting their partner, I said something to them	Y	N	NP
21. If expressed concern to a friend/stranger who has unexplained bruises that may be signs of abuse in their relationship	Y	N	NP
22. When I heard that a friend/stranger was accused of sexual abuse or intimate partner violence/abuse, I came forward with what I knew rather than keeping silent.	Y	N	NP