After the Final Rose: Effects of *The Bachelor* on Viewers' Perceived Realism, Relationship

Satisfaction, and Expectation of Sexual Timing

A Senior Project presented to

The Faculty of the Communication Studies Department

California Polytechnic State University, San Luis Obispo

In Partial Fulfillment

Of the Requirements for the Degree

Bachelor of Arts

By

Macy Boschee

Dr. Julia Woolley
Senior Project Advisor

_____
Signature

Dr. Bernard Duffy
Department Chair

_____
Signature

Abstract

The purpose of this study was to determine the effect of ABC's *The Bachelor* on viewers' ideology of dating and relationships. Ninety-eight participants voluntarily took part in a survey, posted to Facebook. The survey measured whether increased exposure to *The Bachelor* affects viewers' perceived realism of television, relationship satisfaction, or expectations of sexual timing. The role of viewing habits on each of these factors was also examined. The effects of exposure to The Bachelor on the dependent variables, perceived realism and relationship satisfaction, were measured using an analysis of variance (ANOVA). Effects of exposure on expectations of sexual timing were analyzed using Chi Square testing. Ultimately, the results support an association between increased exposure to *The Bachelor* and viewer's perceptions of television realism. There were no associations, however, between increased exposure to *The Bachelor* and relationship satisfaction, or with expectations of sexual timing. Viewing habits were significantly associated with perceived realism and relationship satisfaction.

Table of Contents

Introduction

"Will you accept this rose?" These five words have kept millions of viewers returning every Monday night to watch as the infamous rose ceremony unfolds. After eleven years and

seventeen seasons to date, *The Bachelor* has become a reality television phenomenon. Reality television is making huge strides in network programming. Since 2000, the number of reality television shows has jumped from four to over three hundred, reported in 2010 (Ocasio 2012). From home improvement, to weight loss, to dating, there seems to be a reality show for any audience. One of the largest subgenres is reality-dating programming. Arguably the most popular of its kind, ABC's *The Bachelor* has produced spinoffs, *The Bachelorette* and *Bachelor Pad*, amongst various parodies, including Ben Stiller's *Burning Love*. "The show, set to enter its 17th season on ABC in the US next year, has been sold to more territories by Warner Bros International Television Production – taking the total number of local productions in 2012 to 10" (Rosser, 2012). Since 2002, the show has transformed reality television and arguably reality as well.

The show begins with a parade of limousines to the Bachelor Mansion, in Agoura Hills, California. Twenty-five beautiful women are introduced to the unknown bachelor (recent season have announced the bachelor prior to filming), all vying for his attention. Weekly episodes feature footage from group dates, one-on-one dates, and the occasional two-on-one date. Following the week of dates, a rose ceremony is held, where the bachelor is allotted a certain number of roses, having to send contestants home. With twenty-five women under one roof, dating the same man, tensions are high and drama is in abundance. This search for love quickly transforms into a competition. The bachelor takes the final two women to his hometown to meet his family and test their compatibility. An engagement usually concludes the series, when the last rose is handed out. The final episode, "After the Final Rose," reunites the couple for the first time, to expose their relationship status and allows the rejected contestants an opportunity for closure. With millions of viewers regularly tuning in each week, it begs to question what affect the show has, aside from its entertainment purpose.

Literature Review

Both Cultivation Theory and Social Learning Theory apply to the potential consequences of reality television shows, such as *The Bachelor.* Cultivation Theory argues, "television shapes concepts of social reality" (Gerbner & Gross 1976). "Media's influence is not uniform or automatic, but it is likely to be most profound if (a) media images are highly consistent, (b) people are exposed to large amounts of media, and (c) these people have a limited basis for what they see and hear (Gerbner, Gross, Morgan, & Signorelli, 1994). Using Cultivation Theory, I can predict that increased exposure to *The Bachelor* will influence viewers' ideology of dating and relationships. Most viewers do not experience the situations portrayed on television; therefore, they are left with the information and accounts of those in the media. My research will explore whether increased exposure to *The Bachelor* affects individuals' perceived realism of television, relationship satisfaction, and expectations of sexual timing. Social Cognitive Theory states that we learn behaviors through observation and modeling, such as positive reinforcement (Stevens Aubrey, Rhea, Olson, Fine, Hauser, Kaylor, & Yang 2007). According to this theory, viewers may watch the show, observing the so-called "reality," and interpret the behaviors to be social norms. Using Social Learning Theory as a basis, I assume that increased exposure to the messages on *The Bachelor* will lead individuals to interpret them as social norms. For example, I will measure whether increased exposure to The Bachelor affects individuals' expectations of sexual timing. The potential ideological role of mass media, as well as the popularity of reality television, warranted the following research.

Cultivation Theory is gaining popularity with the rise of reality television programming. Shannon Clark and Robin Nabi (2007) surveyed four hundred college women to determine if televised sexual content influences sexual attitudes and behaviors. They found that television consumption, alone, is not associated with personal sexual attitudes and behaviors, but is

associated with perceptions of peers' sexual attitudes and behaviors. The study went further to determine that consumption of dating television programs, both real and fictional, is associated with "accelerated expectations of sexual timing, both personally and of their peers, more permissive sexual attitudes in relationships, and reports of engaging in sexual activities earlier in a relationship" (Clark & Nabi 2007). Clark and Nabi related their findings to Cultivation Theory, the idea that viewers' attitudes are altered by exposure to television inconsistent with reality. Therefore, if audience members view *The Bachelor* as reality, they are more likely to believe the actions and storyline are also authentic. A limitation offered by the researchers was the cross-sectional design of the study, which did not allow for a causal claim to be made between television exposure and perceptions of sexual permissiveness. They suggested that future research explore how television depictions could be construed to accurately portray social norms, while also providing entertainment and promoting viewer identification. I will expand on this research by looking directly at one reality-dating program and it's effect on viewers' expectations of sexual timing. My research will also expand research to all ages and genders.

Another example of applying Cultivation Theory is Ferris, Smith, Greenberg, & Smith's (2007) research on the content of reality television. These researchers wanted to know the extent that the content of reality dating shows is related to actual dating attitudes, preferred dating characteristics, and dating behaviors of viewers. A team of coders analyzed sixty-four hours of reality dating programs, to determine the content portrayed. A survey was then administered to one hundred ninety-seven undergraduates to measure their dating attitudes, preferences, and behaviors. The study concluded that men, with higher viewing, were more likely to endorse attitudes that men are sex driven and women are sex objects. The greater the exposure to reality dating content also influenced viewers to endorse using hot tubs and alcohol on a first date. The researchers were cautious, however, to note that other factors, including culture and age, might

contribute to individuals' dating attitudes and beliefs. It is also noted that these sexual portrayals may be reinforced through other channels, such as radio and books, and that it is difficult to determine if attitudes lead people to watch the dating programs or if the dating programs result in these attitudes. The researchers recommend that future studies expand across channels to test their influence and perform content analyses of the programs' themes, dating attitudes, and behaviors. I will expand on this research by testing for a relationship between attitudes and behaviors portrayed and viewers' relationship satisfaction levels.

Social Learning Theory is at the core of many different studies. For example, Eileen Zurbriggen and Elizabeth Morgan (2006) examined the relationship between reality dating programs and attitudes toward sex and sexual behavior. Three hundred and thirty-four undergraduates completed self-report questionnaires, measuring their levels of viewing and involvement (watching for entertainment versus watching to learn), as well as their attitudes about sex, dating, and relationships. "The amount of reality dating program viewing," regardless of involvement level, "was positively correlated with adversarial sexual beliefs, endorsement of a sexual double standard, and the beliefs that men are sex-driven, appearance is important in dating, and dating is a game" (Zurbriggen & Morgan 2006). These findings are consistent with Social Learning Theory in how viewers are observing these beliefs and then applying them in their own lives. The study is especially interesting in noting that people watching television for entertainment were just as likely to take on these beliefs as those viewers watching to learn. Zurbriggen and Morgan suggest expanding the demographic of participants, performing a content analysis of reality dating program content, as well as measuring longitudinal data examining the relationship between consuming reality dating programming and the initiation of sex. If viewers of *The Bachelor* are watching to learn about dating and sex, it would follow that many of them may share similar values portrayed on the show. My study expands on this

research by measuring the extent to which exposure to a reality-dating program affects individuals' expectations of sexual timing.

Amanda Hall (2005) also had Social Learning Theory at the basis of her research. Hall performed a study examining the ideological role of mass media. Using in-depth interviews and observations, as well as textual analysis, Hall explored viewers' identity, regulation, and consumption in *The Bachelor.* The research focused on how viewers consume *The Bachelor* messages and how the study participants identified with *The Bachelor* text. During group viewing sessions, Hall observed that viewers directly interacted with the program; talking to the people in the show and with the friends they were watching with. Reality television shows, including *The Bachelor*, all have a degree of authenticity to them. "In order to consider the programs as authentic, the viewers have to negotiate the paradoxes and contradictions inherent in the genre and to reconcile the tensions between what is subjectively real and fictional" (Beck, Hellmueller, & Aeschbacher 2012). Hall's research resonates with Social Learning Theory in how the audience creates similarities or distinctions between their own lives and the show, will determine how they assimilate the world of perceived reality. Hall argues that *The Bachelor* text reinforces ideological messages such as: patriarchal gender roles, heterosexuality, and age. As viewers observe these messages in the show, they are likely to take on the behaviors in their own lives. A noted limitation of the study is the lack of diversity among the participants. Hall discusses that future research could expand viewing motives for watching "trash TV," along with conducting a genre analysis. This study pertains to my research in how viewing habits may affect how viewers receive messages and if there is a correlation between social viewing and perceived realism.

Based on the previous literature, the following research questions were formulated:

RQ1: Does increased exposure to *The Bachelor* affect individuals' perceived realism of

television?

RQ2: Does increased exposure to *The Bachelor* affect individuals' relationship satisfaction levels?

RQ3: Does increased exposure to *The Bachelor* affect individuals' expectation of sexual timing?

RQ4: Do viewing habits have any effect on individual's perceived realism, relationship satisfaction, or expectation of sexual timing?

<div align="center">Methods</div>

Sample

A survey link was posted twice from my Facebook account and then shared by two friends. The survey was accessible to my seven hundred forty-six friends, as well as the friends of those who shared the survey on their own timelines. Ninety-eight individuals voluntarily participated in the study. The sample was 71.4% women (N=70) and 28.6% men (N=21). The age of participants ranged from 17 to 80, with a mean of 28.32 and standard deviation of 13.59. Although there were outliers, I did not remove any, as age was not used as a covariate in any analyses. The survey also measured participants' relationship status. Of the participants, twenty-six (26.53%) recorded being married. Six (6.1%) responded being engaged, while thirty-four (34.69%) said they were dating exclusively. One respondent (1.02%) recorded dating non-exclusively; twenty-six (26.53%) said they were not currently dating, while five individuals (5.1%) have never dated. Length of participants' current relationship was recorded in months and ranged from 0 to 716. The average length was 79.28 months and the standard deviation was 133.05. Again, no outliers were removed, as length of relationship was not used as a covariate in analyses.

Measures

Exposure to The Bachelor. Participants were asked about their level of exposure to *The Bachelor*; complete seasons, a few episodes, fragments of episodes, or never having seen the show. The results of the study indicate that 72 out of the 98, or 74%, subjects have been exposed at some level to *The Bachelor*. Twenty-six (27%) participants reported watching complete seasons of the show. Another sixteen (16%) reported watching a few episodes, and thirty (31%) having watched fragments of episodes.

Viewing Habits. Viewing habits were recorded asking participants whom they most often watch with. The list of options included: alone, with family, with friends, with a significant other, or never having seen the show. The results of the study indicate that twelve (12.1%) participants reported watching alone, thirty-one (31.6%) watch with family, twenty-five (25.5%) watch with friends, four (4.1%) watch with their significant others, and twenty-five (26.5%) have never seen the show.

Perceived Realism. Perceived realism is defined as how truthful viewers believe television content to be. It was measured using Rubin, Perse, & Taylor's Perceived Realism Scale (Stevens Aubrey, Rhea, Olson, Fine, Hauser, Kaylor, & Yang 2007). Respondents indicated their agreement with four statements (1= strongly disagree, 5= strongly agree) regarding the realism of television. An example of the types of statements used is, "By watching I can see how other people live." After reviewing my data, I decided to reverse code the item, "If I see something on TV, I can't be sure it is that way." However, the reliability of the scale proved to be stronger without the item, therefore I removed the statement. The scale was then summed and averaged to record a mean of 2.57 with a standard deviation of 2.62, and Chronbach's α .79.

Relationship Satisfaction. Relationship satisfaction measures how happy people are in their current or most recent relationship. It was measured using a 7-item Relationship Assessment Scale (Hendrick, 1988). Participants recorded their satisfaction with four statements (1= low

satisfaction to 5= high satisfaction). Participants were asked to reference their current or most recent relationship. An example of the types of questions used is, "How has your relationship met your original expectations?" The scale was summed and averaged to create a mean of 4.09, a standard deviation of 3.64, and Chronbach's ⍺ .93.

Expectation of sexual timing. Expectation of sexual timing is the point in a relationship when an individual believes it is appropriate to engage in intimate acts, including: holding hands, kissing, staying the night, introducing one's partner to one's family, and saying, "I love you." It was measured based on a scale used by Aubrey, Harrison, Kramer, & Yellin (2003). Respondents were asked to report when, on average, they feel it is appropriate, in a relationship, to engage in these acts. The acts were chosen based on those often experienced by contestants on *The Bachelor*. Participants were able to chose from a list including: casual encounter, first date, second date, within the first month, 2-6months, 7months-1 year, 1+ years, or never. The mode of each act was recorded, as follows. Thirty-eight participants (38.8%) reported that it is appropriate to first "hold hands" on the first date. When it is appropriate to "kiss" divided participants; thirty (30.6%) participants responded on the first date, while another thirty participants said within the first month. "Introduce one's partner to one's family" recorded a mode of "2-6 months," with a majority, sixty-three (64.3%) participants in agreement. "Stay the night" was also found appropriate at 2-6 months, with forty-one (41.8%) participants responses. Forty-seven (48%) of participants agreed that it is appropriate to "Say, 'I love you'" at 2-6 months.

Procedure

A link to the survey was administered through Facebook. The link directed participants to an informed consent form, asking participants to participate in a study regarding, "How Media Affects Users' Attitudes and Beliefs." See Appendix B for a copy of the consent form. Once accepting the terms, participants were directed to the survey on Google Docs. Those who did not

agree to the terms simply did not participate in the survey. The survey began by asking basic demographic information, including: age, gender, current relationship status, and length of current relationship. It then moved into testing for perceived realism, followed by relationship satisfaction. Next, I tested participants' expectations of sexual timing in regard to five intimate acts. It wasn't until the end of the survey, that participants were asked questions specific to *The Bachelor*. Level of exposure to *The Bachelor* was measured, as well as viewing habits of viewers. I felt it was pertinent to my research that I wait to obtain information regarding *The Bachelor* until the end, in order to control for biases toward the show or influencing answers. As a whole, the survey aimed to test how increased exposure to *The Bachelor* affects individuals' perceived realism of television, relationship satisfaction, and expectation of sexual timing.

<div align="center">Results</div>

Research Question1 questioned whether greater exposure to *The Bachelor* affects individuals' perceived realism of television. After running an analysis of variance (ANOVA), I found a significant relationship between increased exposure to *The Bachelor* and individuals' perceived reality of television, $F_{(3, 94)}=3.92$, $p< 0.05$). The relationship was statistically significant at 0.05; therefore, increased exposure to *The Bachelor* is associated with higher perceived realism of television. As one might expect, the significant difference is between those participants who have seen complete seasons of the show and those who have never been exposed to the show.

Research Question 2 asked whether greater exposure to *The Bachelor* affects individuals' relationship satisfaction. An analysis of variance (ANOVA) was conducted, however, a significant relationship between the two variables was not found, $F_{(3, 87)}=1.74$, $p= .17$). The relationship was not significant at the 0.05 level, therefore there is no association between exposure to *The Bachelor* and relationship satisfaction.

Research Question 3 asked if greater exposure to *The Bachelor* affects individuals' expectation of sexual timing. Because my dependent variable, expectation of sexual timing, is categorical, I ran Chi Square tests. "Hold hands" $x^2(7)=10.17$, $p=0.36$. "Kiss" $x^2(7)=14.77$, $p=0.47$. "Introduce to your family" $x^2(7)=11.50$, $p=0.49$. "Stay the night" $x^2(7)=23.28$, $p=0.33$. "Say, 'I love you'" $x^2(7)=7.18$, $p=0.85$. Because none of these values are at or below my significance level of 0.05, I can conclude that there is not an association between increased exposure to *The Bachelor* and earlier expectations of sexual timing.

Research question 4 asked if viewing habits have an effect on individual's perceived realism, relationship satisfaction, or expectation of sexual timing. I tested the dependent variables, perceived realism and relationship satisfaction, using an analysis of variance, since they are both continuous variables. There was a statistically significant relationship between viewing habits and perceived realism $F (4, 93) = 2.50$, $p<0.05$). There was also a significant relationship between viewing habits and relationship satisfaction, $F (4, 86)= 2.50$, $p< 0.05$). Those who watch the show with family reported being significantly less satisfied in their relationships than those who have never seen the show. I used Chi Square tests to measure the relationship between viewing habits and expectations of sexual timing. "Hold hands" $x^2(4)=8.10$, $p=0.78$. "Kiss" $x^2(4)=17.42$, $p=0.63$. "Introduce to your family" $x^2(4)=22.87$, $p=0.12$. "Stay the night" $x^2(4)= 24.90$, $p=0.63$. "Say, 'I love you'" $x^2(4)=11.84$, $p=0.76$. As none of the p-values are below 0.05, I can conclude that viewing habits are not associated with expectations of sexual timing.

I ran exploratory statistics to see whether gender plays a role in perceived realism, relationship satisfaction, or expectations of sexual intimacy. There was not a relationship found between gender and any of the three dependent variables.

<p align="center">Discussion</p>

My research sought to determine if ABC's *The Bachelor* affects individuals' perceived realism of television, relationship satisfaction, or expectations of sexual timing. My data suggests that increased exposure to *The Bachelor* is associated with viewers' perceived realism of television. My data did not, however, support that increased exposure to *The Bachelor* affects relationship satisfaction or expectations of sexual timing. There was an association between viewing habits and perceived realism, as well as relationship satisfaction.

Theoretical Implications

Clark and Nabi (2007) related their findings to Cultivation Theory, the idea that viewers' attitudes are altered from exposure to television, inconsistent with reality. This appears consistent with my findings that increased exposure to *The Bachelor* increases viewers' perceptions of television reality. My research suggests that television is masking fictional elements behind the title of "reality," ultimately leaving the interpretation up to the viewer. The genre name alone, "reality television," seems to be describing the lives of real people, not characters playing fictional roles. However, with twenty-five women competing for the love of one man, this doesn't seem to be the case on *The Bachelor*. As viewers continue to watch these portrayals of love and dating, their attitudes and behaviors often become reflective of the shows. However, my research did not appear consistent with Cultivation Theory in regard to relationship satisfaction nor expectations of sexual timing. I found no relationship between exposure level to *The Bachelor* and relationship satisfaction levels, nor expectations of sexual timing.

Practical Implications

The findings of my research have direct implications for how people perceive reality television. Because the contestants are real people, not characters, as mentioned above, viewers' find themselves relating to the contestants. The show tries to portray the storyline as normal and desired, altering society's notion of reality. My research suggests that there is an association with

increased exposure to *The Bachelor* and higher perceptions of television as reality. If these trends continue, social norms will continue to reflect these inconsistent realities portrayed on "reality" television.

Limitations

I chose a convenience method of sampling, using Facebook to attract participants through easy accessibility. However, this convenience did come with limitations. The population of subjects that took my survey was friends of mine on Facebook. Because of this, fifty-seven percent of the participants (N=56) were between the ages of 20 and 22. This majority of ages may give different results than an older or younger population would have given. I also wasn't able to know who took my survey. Although sampling via the Internet allowed for anonymity, other than participants' age and gender, which was provided in the survey, I couldn't account for subjects' character traits, culture, or television habits, aside from *The Bachelor*. Further, it is possible that those people who have Facebook accounts differ in viewing habits or opinions that those without Facebook accounts, whom I did not obtain data from.

Another limitation of my study is that I wasn't able to give a definite causal relationship. I found that increased exposure to The Bachelor is associated with higher perceptions of reality, however this could easily be reversed. For example, it is possible that individuals, who perceived television to be more realistic, choose to watch The Bachelor more than people who do not perceive this to be the case.

A third limitation of my survey is how I measured for relationship satisfaction. If participants were not currently in relationships, they were instructed to use their most recent relationships. It is possible that negative previous experiences or heartbreak led to inaccurate recall or soap boxing, influencing their answers.

It is also possible that the data about perceived realism is not accurate. Although it was not

my sole intention to test viewers' perceived realism of *The Bachelor,* independent from other shows, depending on which show participants were basing their answers on, the results may vary. For instance, when answering, "Television allows me to see how other people live," someone thinking of a documentary will likely answer differently than someone thinking of *The Simpsons*.

Future Research

Future research could include an analysis of the content in *The Bachelor.* In creating my research question, I made assumptions about the show and viewers' values. I assumed that what is shown on *The Bachelor* is not realty and should not be perceived this way. There are both fictional and nonfictional aspects to any show, however further research could be done to determine which aspects, or how many aspects, in *The Bachelor* are in fact, reality. I would also suggest somehow narrowing the measure of perceived realism, solely to individuals' perceptions of *The Bachelor.* As reality television is becoming so prevalent in the media, it is imperative that we know the effects it has on viewers. My research sought to determine the effects *The Bachelor*, in particular, has on viewers' perceived realism of television, relationship satisfaction, and expectations of sexual timing.

APPENDIX A

Please answer the following demographic questions.

1. Age _____

2. Gender _____ female _____ male

3. Current relationship status

Married

Engaged

Dating (exclusively)

Dating (not exclusively)

Not Dating

Have never dated

4. Length of current/previous relationship (in months) _____

Please rate your level of agreement with the following statements.

(Select values from a range of 1, strongly disagree, to 5, strongly agree)

5. Television presents things as reality.

6. Television allows me to see how other people live.

7. If I see something on TV, I can't be sure it is that way.

8. By watching television, I can learn about life's problems and situations.

Please rate your level of satisfaction with the following aspects about your relationship.•

Use your current or most recent relationship to answer. If you have never been in a relationship, leave the following four questions blank. (Select values from a range of 1, low satisfaction, to 5, high satisfaction)

9. How well does your partner meet your needs?

10. In general, how satisfied are you with your relationship?

11. How is your relationship compared to most?

12. To what extent has the relationship met your original expectations?

Please indicate at which point in a relationship it is appropriate to engage in the following activities. (Casual encounter, first date, second date, within first month, 2-6 months, 7months-1 year, 1+ years, or never)

13. Hold hands

14. Kiss

15. Introduce him/her to your family

16. Stay the night

17. Say, "I love you"

Please answer the following questions regarding media use. •

18. Have you ever seen "The Bachelor?"

Yes, complete season(s)

Yes, a few episodes

Yes, fragments of episodes

Never

19. With whom do/did you most often watch with?

Alone

With family

With friends

With my significant other

I have never watched the show

Other _____

APPENDIX B

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT, "How Media

Affects Users' Attitudes and Beliefs."

A research project on media effects is being conducted by Macy Boschee, a student in the

Department of Communication Studies at Cal Poly, San Luis Obispo, under the supervision of

Dr. Julia Woolley. The purpose of the study is to determine how media use affects users'

attitudes and beliefs.

You are being asked to take part in this study by completing the following questionnaire.

Your participation will take approximately five minutes. Please be aware that you are not

required to participate in this research and you may discontinue your participation at any time

without penalty. You may also omit any items on the questionnaire you prefer not to answer.

There are no risks associated with participation in this study. Your responses will be

provided anonymously to protect your privacy. There will be no means through which your

identity could be linked with your responses. Potential benefits associated with the study include

contributing to knowledge to how media use shapes societies' attitudes and beliefs.

If you have questions regarding this study or would like to be informed of the results when

the study is completed, please feel free to contact Macy Boschee at mboschee@calpoly.edu. If

you have concerns regarding the manner in which the study is conducted, you may contact Dr.

Steve Davis, Chair of the Cal Poly Human Subjects Committee, at (805) 756-2754,

sdavis@calpoly.edu, or Dr. Dean Wendt, Interim Dean of Research, at (805) 756-1508,

dwendt@calpoly.edu.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by completing the following questionnaire. Please print this consent cover form now for your reference, and thank you for your participation in this research.

Works Cited

Aubrey J., Harrison K., Kramer L., & Yellin J. (2003). Variety versus timing: Gender differences in college students' sexual expectations as predicted by exposure to sexually oriented television. *Communication Research*. 30(4):432–460.

Beck, D., Hellmueller, L. C., & Aeschbacher, N. (2012). Factual Entertainment and Reality TV. *Communication Research Trends*, 31(2), 4-27.

Clark, S., & Nabi, R. (2007). Television Consumption and Young Women's Expectations of Sexual Timing. *Conference Papers -- International Communication Association,* 1.

Ferris, A. L., Smith, S. W., Greenberg, B. S., & Smith, S. L. (2007). The Content of Reality Dating Shows and Viewer Perceptions of Dating. *Journal Of Communication*, 57(3), 490-510.

Gerbner, G., & Gross, L. (1976). "The scary world of TV's heavy viewer.*" Psychology Today,* 10(4): 41-89.

Gerbner, G., Gross, L., Morgan, M., & Signorelli, N. (1994) *Living with television: The dynamics of the cultivation process.* In J. Bryant & D. Zillmann, *Perspectives on media effects* (pp. 17-40).

Hall, A. (2005). Yes I Will Accept This Rose: Representation, Consumption, and Identity in ABC's The Bachelor. Retrieved from University of Georgia Theses and Dissertations.

Hendrick, S. S. (1988). A generic measure of relationship satisfaction. *Journal of Marriage and the Family*, 50, 93–98.

Ocasio, A. (2012, September 18). Reality TV By The Numbers. Retrieved from

    http://screenrant.com/reality-tv-statistics-infographic/

Rosser, M. (2012, July 31). The Bachelor Picked Up in Six Countries. Retrieved from

    http://broadcastnow.co.uk/news/international/the-bachelor-picked-up-in-six-countries/

Stevens Aubrey, J. L., Rhea, D. M., Olson, L., Fine, M., Hauser, T. M., Kaylor, B. T. and Yang,

    a. y. (2007). "I Watch, Therefore I Control: The Influence of Television Viewing on

    Controlling Behaviors in Romantic Relationships" *Paper presented at the annual meeting*

    of the NCA 93rd Annual Convention, Chicago, IL Online.

Zurbriggen, L. E., & Morgan, M. E. (2006). WhoWants to Marry a Millionaire? Reality Dating

    Television Programs, Attitudes Toward Sex, and Sexual Behaviors. Sex Roles, Vol. 54.