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**ATTITUDES TOWARD VICTIMS OF RAPE
AMONG UNIVERSITY POPULATIONS**

**A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville**

Graciela Lea White

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DEDICATION

I dedicate this dissertation to my beloved parents,

Ralph Lee White

and

Graciela Gomez-White

for teaching me that love is all that counts.

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ABSTRACT

The purpose of this study was to assess the attitudes toward victims of rape among four university populations. Data were collected during the fall, 1996 semester. A total of 349 participants in this investigation consisted of four populations at The University of Tennessee, Knoxville, including 52 administration, 144 faculty, 64 designated contact persons, and 89 undergraduate students. A modified Semantic Differential Scale was utilized. Respondents were asked to rate four concepts, each representing varying degrees of acquaintanceship between the perpetrator and the victim (stranger, acquaintance, date, and gang rape), followed by ten bipolar descriptors, representative of Evaluative, Potency, and Activity dimensions.

An analysis of variance was utilized to determine whether there were differences among university populations. An independent t test was applied to measure the effect of gender and personal knowledge of a rape incident. The effect of gender was further examined on each descriptor respective of the four semantic concepts using the Kruskal-Wallis One Way ANOVA on ranks. Data analysis showed that there were no differences in attitudes among the four university populations toward victims of stranger, acquaintance, date, or gang rape. Gender differences were found in attitudes toward victims of stranger and gang rape, but not toward victims of acquaintance or date rape. Among the total sample population with and without personal knowledge of a rape incident, no differences were found in attitudes toward a victims of stranger, acquaintance, date, or gang rape.

The following conclusions were drawn:

1. The perception of victims of stranger, acquaintance, date, and gang rape is viewed as more similar than dissimilar across administrative, faculty, designated contact person, and student populations.
2. The perception of victims of stranger and gang rape is viewed as more dissimilar than similar between males and females across administrative, faculty, designated contact person, and student populations.
3. The perception of victims of acquaintance and date rape is viewed as more similar than dissimilar between males and females across administrative, faculty, designated contact person, and student populations.
4. It can be concluded that analysis of bipolar descriptors can elicit useful information regarding as to whether specific differences exist within each semantic concept.
5. Males are more likely than females to perceive victims of stranger, acquaintance, date, or gang rape with less favorable characteristics among bipolar descriptors within the Evaluation category opposed to the Potency or Activity categories of the Semantic Differential Scale.
6. The perception of victims of stranger, acquaintance, date, or gang rape is viewed as more similar than dissimilar between individuals with and without personal knowledge of a rape incident across administrative, faculty, designated contact person, and student populations.

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CHAPTER I

INTRODUCTION

Rape on a college campus as a form of social violence is a growing public health concern. A number of important national policy reports have identified rape as a public health concern meriting further investigation (Bureau of Justice Statistics, 1992; U. S. Department of Health and Human Services, 1991; National Victim's Center, 1992). Despite heightened public policy and scholarly attention over the past two decades, rape remains the most underreported and misunderstood of all violent crimes (Allison & Wrightsman, 1993; Goodman, Koss, Fitzgerald, Russo, & Keita, 1993).

Because so few cases of rape on college campuses are officially reported, it is difficult to assess the extent of the problem at each particular school. Studies estimate that only 5% of rapes on campus, or 1 in every 10, are reported to campus authorities (Allison & Wrightsman; Miller, 1992). For those schools that undertake monitoring rape, results yield incidence rates similar to findings reported in nationwide studies (Allison & Wrightsman, 1993). According to Koss (1993), the validity of rape statistics is impeded by methodological flaws in sampling and interview bias. Allison and Wrightsman and Bell et al. (1992) acknowledge that despite the major flaws in assessment, most experts concede that the United States has the highest incidence rate of rape among the industrialized countries.

Rape is a major contributor to fear, distress, injury, and even death, crossing lines of ethnicity, economic status, sexual orientation, and age (Goodman et al., 1993). While rape victims are typically portrayed as women, rape of males can also occur. Studies estimate that as many as one in four women and one in eight males are victimized by rape according to its legal definition (Koss, 1993; Miller, 1992). The legal definition of rape includes:

acts involving nonconsensual sexual penetration obtained by physical force, by threat of bodily harm, or when the victim is incapable of giving consent by virtue of mental illness, mental retardation, or intoxication (Goodman et al., 1993, p. 1055).

Rape on college campuses is a complex problem because the relationship between the perpetrator and the victim defines the various circumstances in which a rape can occur (i.e., stranger rape, acquaintance rape, date rape, gang rape, and spousal rape). Specifically denoted within its legal definition, "nonconsensual" sexual behavior serves as the common denominator among these various types of rape. Based on this construct, it seems logical that public perception of rape should be similar to other serious crimes such as armed robbery or drunk driving where scrutiny is primarily directed toward the actions of the perpetrator rather than the behavior, physical appearance, or relationship to the victim. Unfortunately, however, society does not view the various types of rape with the same degree of scrutiny. For example, studies indicate that the degree of victim blaming is more extensive for those victims raped by a

date or an acquaintance as opposed to victims raped by a stranger or a gang (Check & Malamuth, 1983; Koss, Dinero, Seibel, & Cox, 1988).

Because rape is often underreported and often misunderstood, the complexity of the problem lends itself to being politically sensitive and characterized by some university personnel as merely an exaggerated hype or fad (Collison, 1992, 1993). Nevertheless, a common theme throughout the literature is the need for collective action on behalf of the entire campus community to better understand the complexity of rape. Because attitudes bridge the gap between knowledge and behavior, assessing attitudes must precede collective intervention. Moreover, attitudes toward rape may influence the extent to which university personnel groups make informed decisions to enact health promotion strategies such as educational programs, counseling, security, medical services, and judicial policy. In short, the results of attitudinal studies may play a significant role in better understanding the most underreported of all violent crimes.

I. Purpose of the Study

The purpose of this study was to assess the attitudes toward victims of rape among four university populations. This study was based on the concept that attitudes toward rape victims may influence the extent to which individuals interpret and respond to a rape incident. For the purpose of this investigation, the following null hypotheses were tested:

1. There were no differences in attitudes toward victims of stranger rape among four university populations.

2. There were no differences in attitudes toward victims of acquaintance rape among four university populations.
3. There were no differences in attitudes toward victims of date rape among four university populations.
4. There were no differences in attitudes toward victims of gang rape among four university populations.
5. There were no gender differences in attitudes toward victims of stranger rape among the total sample population.
6. There were no gender differences in attitudes toward victims of acquaintance rape among the total sample population.
7. There were no gender differences in attitudes toward victims of date rape among the total sample population.
8. There were no gender differences in attitudes toward victims of gang rape among the total sample population.
9. There were no differences in attitudes toward victims of rape among the total sample population who had personal knowledge of a rape incident.

II. Need for the Study

In order to assess the emotional climate of the college environment, it is important to broaden the scope of inquiry regarding attitudes toward victims of rape. This study was among the first attempts to gain a global perspective by assessing the attitudes of four university populations, all of which have the potential for contact with a rape victim. In order to justify the need for this study, it was first necessary to explore

what constitutes rape attitudes, a theoretical model, barriers created to the college environment, and public health/health education initiatives.

The literature indicates that rape myths on college campuses, as well as society, are pervasive. Rape callous attitudes, according to Bohmer and Parrot (1993), are a direct consequence of commonly held misconceptions about rape, referred to as "myths." Bohmer and Parrot (1993) state:

Rape myths allow us to believe that "real rape" is one in which a victim is raped by a stranger who jumps out of the bushes with a weapon, and in which she fought back, was beaten and bruised, reported the event to the police, and had medical evidence collected immediately. In "real rape," the victim has never had sex with the assailant before, is preferably a virgin, was not intoxicated, was not wearing seductive clothing, and has a good reputation (p. 38).

Past studies indicate these rape myths to be contrary to reality. For example, most rapes on college campus involved incidents where victims knew their assailant (i.e., date rape or acquaintance rape); no weapon was used; the victim did not fight back; the incident was never reported; little medical evidence was obtained; and, the incident involved the consumption of alcohol by the victim, perpetrator, or both (Allison & Wrightsman, 1993; Bohmer & Parrot, 1993; Warshaw, 1994).

The literature also indicates that rape connotes different meanings to different people (Feild, 1978). According to Williams (1984), the crime of rape is unique in that no other crime looks upon the victim with

such a degree of suspicion and doubt. Such suspicion or scrutiny of the victim, according to past studies, results in attributions of responsibility or blame for the act taking place (Alexander, 1980; Check & Malamuth, 1983; Hoagwood, 1988).

A theoretical model, such as Attribution Theory, suggests that particular variables may exist that influence a person's perception of a rape victim. According to Lewis and Daltroy (1990), Attribution Theory enables individuals to make sense of the world by asking "why" in order to explain events and the behavioral and emotional consequences of those explanations. Attribution Theory is particularly relevant to the college setting because rape has specific characteristics and problems associated with it. For example, rape on college campuses varies by degree of acquaintanceship with the perpetrator (i.e., date, stranger, acquaintance, or gang) and by status of the victim (i.e., student, faculty, staff, or visitor). Consequently, such dynamics of an event may present a conceptual problem in seeking causal explanations for rape. Calhoun, Selby, and Warring (1976) corroborate this notion:

With events like rape the behavior of two people, the rapist, and the victim, is involved. Furthermore, by definition, one person assaults the other. To think of the victim having caused the episode, therefore, requires the idea that she elicited or provoked the assaultive behavior from the other person. Based on such considerations, it seems likely that previous acquaintance with the rapist may be viewed as providing a greater opportunity for provocation of the rape by the victim. Thus, prior acquaintance

with the rapist might be viewed as increasing causal explanations based on the personal characteristics of the raped individual (p. 518).

A college environment pervasive with rape callous attitudes creates a hostile environment for the victim. Studies indicate that myths prevailing throughout the college environment are a major reason why 95% of rape victims chose not to seek help from campus authorities (Allison & Wrightsman, 1993; Bohmer & Parrot, 1993). Examples of commonly held myths include: "only bad girls get raped," "all women want to be raped," "women ask for it," "any healthy women can resist a rapist if she really wants to," "women 'cry rape' only when they've been jilted"; or, as a candidate for Governor of Texas in 1990 publicly stated: "Rainy weather is like a women being raped; if it's inevitable just relax and enjoy it"(Allison & Wrightman, 1993, p. 1).

Underlying an array of anxieties experienced by the victim is the fear associated with public disclosure or "coming forward" with a complaint. Besides enduring the emotional aftermath of the trauma, referred to as Posttraumatic Stress Disorder (PTSD), many victims fear public disclosure will further precipitate emotional victimization. For young victims, in particular, living apart from their parents for the first time, confronting an intimidating campus bureaucracy can be a frightening and lonely experience (Russell, 1975).

Bohmer and Parrot (1993) cite several critical reasons why rape victims chose not to report rape incidents to the campus authorities. What can be inferred from the following is that rape-callous attitudes

serve as an underlying barrier for the victim's reporting the incident. According to Bohmer and Parrot, victims of rape fear: campus authorities will not take the incident seriously; campus authorities will be unsympathetic to the victim; and, campus authorities will blame the victim.

In addition, studies indicate rape callous attitudes toward the victim, particularly among health care providers, undermine quality of service. Burgess and Holstrom (1973, 1974) suggest that the rape victim's emotional trauma can either be increased or diminished, depending on the responses of health care providers.

Attitudinal studies can serve as a valuable research tool by laying the groundwork for public health intervention. From a health education perspective, for example, assessing the individual attitudes of a select population is an important phase of the Precede Proceed Model, a theoretical framework for program planning (Green & Kreuter, 1991). The need to design individualized rape prevention programs for select audiences is a common theme throughout the literature (Barnett & Feild, 1977; Lenihan, Rawlins, Eberly, Buckley, & Master, 1992; Ring & Kilmartin, 1992)

A study by Lenihan et al. (1992) revealed results indicative of many rape prevention programs- only stereotypical beliefs were altered among women students; the program failed to reach men. The results of this study thus suggested a need for universities to adopt individualized rape prevention strategies for both men and women. As Lenihan et al. justly argue, "When only women's attitudes are changed, a double

standard is perpetuated that holds women alone responsible for stopping hidden rape" (p. 337). Also relevant is the need to alter rape callous attitudes that perpetuate violence throughout the entire campus community. Goodman et al. (1993) said, "Only by changing the social and cultural institutions that have given rise to the problem can a lasting solution be achieved" (p. 1055). Brownmiller (1975) corroborated this notion, "the approach must be long-range and cooperative, and must have the understanding and good will of many men as well as women" (p. 404). This study was among the first attempts to gain a global perspective of the university community by assessing attitudes toward victims of rape among four select populations.

III. Delimitations of the Study

The delimitations of this investigation were as follows:

1. The population was delimited to administrative, faculty, designated contact persons, and student populations within The University of Tennessee, Knoxville during Fall semester, 1996.
2. This study was delimited to four conceptual types of rape.

IV. Limitations of the Study

The limitations of this investigation were as follows:

1. The study was limited to the degree that the university administration allowed the gathering of data.
2. The study was limited to the degree that there was no control over previous exposure or contact with a rape victim by any of the four populations.

3. This study was limited to the degree that there was no control over attitudes already formed toward the concept of rape or rape victims.

4. This study was limited to the degree that the size of two populations were small and thus did not lend themselves to random sampling procedures.

VII. Basic Assumptions

The basic assumptions of this investigation included:

1. Responses to the instrument were honest and accurate.
2. The instrument was a valid and reliable method for measuring attitudes.
3. The scale was indicative of interval level data.
4. Attitudes toward victims of rape can be defined and measured.
5. The student population obtained in the Health 310, Advanced First Aid course was a representative sample of the undergraduate students enrolled in this university.

VIII. Definitions

For purpose of this investigation, the following list includes operationally defined terms:

1. Acquaintance Rape: A rape in which the victim and the perpetrator may recognize each other, but not as intimately as a friend, relative, or lover. For example, an individual may only recognize his or her neighbor by physical appearance. The semantic concept used in this study read as follows: "In an acquaintance rape incident, the victim is."
2. Attitude: A learned predisposition to respond toward a semantic concept in a consistently favorable or unfavorable manner.

3. Attitudes toward Victims of Rape: Attitudes toward victims of rape were measured using the semantic differential instrument. The attitudinal measure was based on scored responses along the semantic space to a list of ten descriptors and four concepts. The semantic concepts included four rape incidents with a varying degree of acquaintanceship between the victim and perpetrator(s) (i.e., victim of stranger rape, victim of date rape, victim of acquaintance rape, and victim of gang rape).

4. Date Rape: A rape that occurs while the victim and the perpetrator are together on a social engagement. For example, the victim and the perpetrator knew each other on an intimate level as friends or lovers prior to the rape. The semantic concept used in this study read as follows: "In a date rape incident, the victim is."

5. Gang Rape: Rape of a victim involving two or more perpetrators; the perpetrators and the victim may or may not know each other. The semantic concept used in this study read as follows: "In a gang rape incident, the victim is."

6. Personal Knowledge: Subjects indicate (yes or no) on the instrument that they have experienced a close friend or relative who has been involved in a rape incident. The question read as follows: Do you have personal knowledge of a close friend or relative who has been involved in a rape incident?

7. Rape: Acts involving nonconsensual sexual penetration obtained by physical force, by threat of bodily harm, or when the victim

is incapable of giving consent by virtue of mental illness, mental retardation, or intoxication (Koss, 1993; Searles & Berger, 1987).

8. Stranger Rape: A rape that occurs when the victim and the perpetrator do not know each other. The semantic concept used in this study read as follows: "In a stranger rape incident, the victim is".

9. University Populations: The populations for this study included the following four select university groups, all of which have the potential for contact with a rape incident: administration, faculty, designated contact persons, and students. Designated contact persons included individuals, cited in the official rape protocol list, whose primary responsibility is to provide logistical support services for the victim. The designated contact population represents certified police officers (The University of Tennessee Police Department), medical doctors and registered nurses (The Student Health Clinic), licensed psychologists (The Student Counseling Center), and head and assistant hall directors (The Department of Residence Halls).

IX. Summary

In summary, chapter one covered the following areas: introduction, statement of problem, hypotheses, need for study, the delimitation and limitations of the study, basic assumptions, and definitions. This study was based on the concept that attitudes toward rape may influence the extent to which individuals interpret and respond to a rape incident. Therefore, the purpose of this study was to assess the attitudes toward victims of rape among four university populations. It is hoped that

results from this study will be used to lay the groundwork for health and safety education initiatives throughout the entire college community.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although the literature revealed an abundance of studies that compared group attitudes toward rape, there appeared to be a scarcity of investigations conducted with university personnel groups. In respect to this unique setting where rape incidents are by no means nonexistent, attitudinal assessment of select university populations has thus been significantly overlooked. A review of the literature indicated that study efforts on college campuses, instead, have primarily focused on assessing the rape attitudes of the student population. Furthermore, the majority of attitudinal investigation outside the university setting have been conducted on select groups such as ordinary citizens, judicial, and medical personnel. For purpose of this study, the following areas were reviewed: use of the semantic differential technique in assessing attitudes, general findings regarding use of the semantic differential in assessing attitudes, related studies using the semantic differential technique, and study findings regarding select groups' attitudes toward rape and rape victims.

I. Use of the Semantic Differential in Assessing Attitudes

The semantic differential technique (SD) was developed by Osgood, Suci, and Tannenbaum (1957) as an instrument to measure the meaning of a concept based on a pair of bipolar, descriptive adjectives, e.g. , good-bad, strong-weak, or active-passive. The S.D. is similar to

the Likert Scale in that it makes use of a rating response. However, unlike the Likert scale that employs a one rating dimension for each item in the scale, the S.D. uses several dimensions to rate the same item or selective stimuli (Dawis, 1987). Regarded by Osgood et al. as a limited association technique, the S.D. uses several dimensions to rate an item based on three components--evaluative, potency, and activity. Further explanation of these components include: (1) the Evaluative factor reflects a positive loading such as "goodness" or "favorableness," e.g., good-bad; (2) the Potency factor reflects positive loading such as "toughness," e.g., strong-weak; and, (3) an Activity factor reflects positive loading which characterizes "movement," e.g., active-passive (Friedman & Gladden, 1964).

Although the topic of attitudes toward the general concept of rape is well-documented, the literature indicates that a no one measurement technique is preferred. Utilization of a particular evaluation technique should not pose a dilemma because different measuring techniques often yield essentially similar results (Veevers, 1971). Because the utility of an instrument varies significantly with the complexity of the particular technique, employing a relatively simple approach is likely to save a considerable amount of time and effort. Veevers asserts that simpler approaches, such as the S.D. , often yield results highly comparable to more complex methods. Marks (1960) reiterates that the S.D. technique is relatively easy to administer, closely reflects clinical observation of changes, and produces scores that can be treated statistically.

Since 1957, the S.D. technique has been used as a standard and useful tool for psycho-social research. The technique has been depicted in numerous studies as a reliable and valid measure of attitudes (Heise, 1969; Lull & Cappella, 1981; Marks, 1960; Marks, 1965; Ofir, Reddy, & Bechtel, 1987; Osgood et al. , 1965; Wang & Mahoney, 1991). Ofir et al. (1987) compared the S.D. with two other frequently used response formats, the Likert and single anchor (Staple). Results from this study revealed that the S.D. was consistently preferred across all research efforts. Ofir et al. concluded the "semantic differential. . . provided the most valid measures with consistently high trait variance (an average of 0.835)" (p.32).

II. General Findings Regarding the Use of the Semantic Differential in Assessing Attitudes

The S.D. technique has been widely used for purposes of group comparison toward a particular research problem. In fact, the objective of the technique is not to focus on an individual's rating of a concept, but rather; to focus on a group mean (Heise, 1969; Wang & Mahoney, 1991). The S.D. has also been used to assess attitudes toward an extensive range of psycho-social problems. For example, Osgood et. al. (1957) reported exploratory studies in which the S.D. was used to assess attitude change as a result of mass media programs and messages structured in different ways. Other investigators used the S.D. to study attitudes toward job satisfaction and stress (Eisenstat & Felner, 1984), attitudes toward male and female police officers (Singer & Singer, 1985); attitudes toward infant cries (Brennan & Kirkland, 1987); attitudes toward health

education programs for health professionals engaging in substance misuse (Ewan & Whaite, 1983); attitudes toward the physically disabled (Gething, 1992); attitudes toward the "will to live" (Katz & Lowe, 1989); and, attitudes toward the elderly (Seefeldt & Keawkungwal, 1985).

Marks (1960) utilized the S.D. to measure sexual attitudes among psychiatric patients. From this study, the author concluded that the general evaluative scales of the S.D. were valuable indicators of clinical change in transvestites and persons with fetishes during faradic aversion treatment. Marks also concluded that the instrument was adaptable enough for an intensive study of an individual patient, but was simple enough to administer to a large group of patients.

In a related study, Valois and Godin (1991) found the S.D. technique ineffective in measuring health-related behaviors among 193 undergraduate female nursing students. The authors administered two attitudinal questionnaires with a three month lapse to compare health-related behaviors such as smoking cigarettes, use of oral contraceptives, breast self-examination, and use of dental floss. From a comparative analysis, the authors found that the S.D. scale was an inappropriate technique in measuring attitudes toward health-related behaviors.

Banks (1982) conducted a study using the S.D. instrument to assess attitudinal differences of various professional groups and drinking populations in East Tennessee toward persons who were nonusers and persons who consumed beverage alcohol. A modified version of the S.D. scale was employed to measure attitudinal differences regarding seven concepts- abstainer, social drinker, individual guilty of driving while

intoxicated, problem drinker, alcoholic, skid row drunk, and recovering alcoholic. Modification of the S.D. scale involved the elimination of the middle or zero point on the original seven point scale. Such modification of the S.D. scale, referred to as a forced choice, is corroborated by past studies citing a test-retest correlation of 0.85. Study findings indicated that every professional population as well as every drinking population had significant attitudinal differences within each group. There was also a significant difference in attitudes between the professional populations and the drinking populations. Significant divergence in perceptions of both populations were instrumental in developing several recommendations to address attitudinal biases toward alcoholism or the alcoholic. Banks advocated, for example, employment of professional workshops, educational courses, and pre and post-test evaluation for group therapy participants to thwart attitudinal biases toward alcoholism.

Friedman and Gladden (1964) employed the S.D. technique to test the assumption that identifiable behaviors or characteristics are associated with certain roles. A study group of 19 male and 20 undergraduate university students were administered two procedures. The first procedure instructed the student to rate each descriptor on the basis of how it should ideally be; the second procedure instructed the student to rate each descriptor on the basis of what the words "actually mean to you" (1964, p. 486). The study found significant differences between actual and ideal instructions. Friedman and Gladden (1964) cited a rather interesting conclusion regarding the S.D.'s utility:

The semantic differential seems to be a particularly sensitive instrument to what might be termed "situational factors". . . . In short, the semantic differential appears to have numerous possible applications to an area in which objectivity in measurement has often been neglected in favor of gross subjective appraisals (p. 491).

III. Related Studies Using the Semantic Differential Technique

Although the semantic differential has been widely employed in a variety of research projects, use of the S.D. technique has been rarely employed in assessing attitudes toward rape. Utilizing the S.D. technique, Remer and Witten (1988) assessed the perceptions of rape among a select group of citizens in an urban southeastern city. A group of 96 subjects were randomly grouped by desired gender and socioeconomic blocks. Participants were informed that the survey was about a variety of topics, so the construct rape was not mentioned. The four concepts used in the S.D. were- rape, seduction, assault, and making love, along with fifteen descriptors representative of the three major components- evaluative, potency, and activity. Examples of descriptors used in this study included: active/passive, tenacious/yielding, disreputable/reputable, weak/strong, and fast/slow. To avoid association bias, the four components were randomly grouped in different orders. The study found gender differences toward rape except when both sexes had prior experience with a rape incident. Male respondents viewed seduction and making love as similar, while females viewed seduction and assault as similar. It was particularly significant that over 30% of the

subjects reported having prior knowledge of a rape incident. However, most striking was that prior experience with rape negated the gender effect. From this study, Remer and Witten concluded that gender was a significant variable in assessing attitudes toward rape; however, prior rape experience was found to be a blocking variable. Thus, for some individuals, prior experience with a rape incident may have produced a sensitizing effect.

Sedlacek and Brooks (1972) concluded that attitudinal measurement greatly depends on the social context of the question as well as the sex and race of the respondent. The purpose of the study was to assess differences in racial attitudes of white male and female university students. Employing a S.D. scale, the study found that white female students respond most negatively to blacks in situations where potential fear of physical harm or sexual contact is involved. The findings of this study identified race, sex, and social context as significant variables that influence an individual's perception toward sexual violence.

Hoagwood (1988) utilized the S.D. to assess self-blame of a clinical sample of 31 women who had been sexually abused as children. The S.D. technique was employed along with two other adjustment measures, the Beck Depression Inventory and the Rosenberg Self-Esteem Scale. Hoagwood employed a rather unique methodology. The respondents were first asked to profile retrospectively, their self-concept by rating the scale in terms of how they felt when they were first sexually abused. The subjects were then asked to complete the same scale in terms of how they felt now. The S.D. consisted of a series of bipolar

adjectives rated on a 7 point scale continuum of agreement to disagreement. Hoagwood selected descriptor pairs such as confused/certain, clean/dirty, active/passive, blameworthy/not blameworthy, non-sexual/sexual, strong/weak, and not guilty/guilty to match typical descriptions of victims reported in the literature. In addition, selection of the descriptors were screened by clinical psychologists highly experienced in counseling rape victims. A pilot test was administered to psychology graduate students to determine the degree of reliability. With a test-retest interval of two weeks, the instrument achieved a reliability coefficient of 0.86. In addition, internal reliability coefficients yielded a score of 0.95. Hoagwood found significant differences in the direction and types of blame women experienced as children and as adults. Whereas externalization of blame was associated with healthier adjustment, self-blame was associated with poorer adjustment. The author asserted that these findings have implications for therapists working with adult victims of child sexual assault.

IV. Study Findings Regarding Select Groups'

Attitudes Toward Rape and Rape Victims

As previously stated, there appeared a scarcity of studies in the literature regarding university populations' attitude toward rape. Most studies, rather, have scrutinized the rape attitudes of students either within the university setting or outside the university setting using a sample of community select citizens, judicial, or medical personnel. A review of the literature in this area revealed that most attitudinal

measures focus on the general issue of rape, with attention toward the victim playing a fragmented but instrumental role in the overall event. According to Ward (1988), past attitudinal studies toward the general issue of rape are impressive; however, there remains a need for "a simple, cohesive scale which specifically concentrates on the assessment of attitudes toward rape victims" (p. 129).

Among past studies, a related factor in group selection was that each has either had prior contact with a rape incident or had the potential to encounter the event. Another important factor in assessing rape attitudes was the selection of demographic characteristics. Researchers compared demographic variables, such as gender, race, age, or marital status among and within select groups.

University Students

Reporting the attitudes held by university students is relevant to this research because students were sampled in this study. Students are often the initial population to come in contact with a rape incident. Consequently, the student population is the primary target audience of most intensive study and program efforts throughout the campus community.

Bell et al. (1992) conducted a study of the university students' attitude toward the general concept of rape. The purpose of the study was to ascertain the extent to which rape callous attitudes are related to beginning freshman's sexual attitudes and experiences, view of gender roles, and level of social consciousness and liberality. Following a Likert scale design, the study utilized a 140-item questionnaire administered to

the entire freshman class (N=2,505) at a highly selective, eastern university. Five hundred and fifty seven students returned the questionnaire (290 men and 267 women), yielding a 22% response rate. The questionnaire was designed to ascertain the relationship between "rape callous" or "rape supportive" attitudes and predictor variables measuring "hypersexualized" socialization, social consciousness, and liberalism. The sample corresponded with the racial minority make-up of the student body- 7.2% African-American, 12.2% Asian, and 2.3 % Hispanic. Results from the study indicated a substantial multiple correlation between "rape callous" or "rape supportive" attitudes and predictor variables measuring "hypersexualized" socialization, social consciousness, and liberalism. A stepwise regression analysis revealed that four variables made a significant ($p < 0.05$) contribution to predicting rape callous attitudes. Accounting for 27% of the variation, Male Dominance was found as the strongest predictor of rape callous attitudes. The study recommended that universities implement programs to address rape callous attitudes directly, and for students to explore the implications and consequences of their own attitudes and beliefs toward rape.

The study offered several insightful inferences vital to curriculum development. First, results from the study indicated that entering college freshman arrive on campus with varying degrees of false beliefs about rape. The researchers therefore advocated a rigorous reeducation program to address such misconceptions. The authors further argued that traditional programs often fail because such efforts are diluted by strong social forces that promote rape callous attitudes both on and off

campuses. Second, the study cited a need for universities to address rape callous attitudes directly within the social context of academe. As a course of collective intervention, the researchers advocated that students should explore the consequences of holding rape callous attitudes and beliefs, which in turn may affect how individuals conduct themselves and treat others.

In summary, the study revealed three significant findings. Male dominance was the strongest predictor of rape callous attitudes; males with less feminist attitudes and less social consciousness held more rape callous attitudes; and men with liberal political attitudes tended to hold fewer rape callous attitudes than more conservative men.

Studies exploring attitudes toward the victims of rape, opposed to the general issue of rape, have also been reported in the literature. In a study of social perception toward the victim's causal role in rape, Calhoun, Selby, and Warner (1976) sampled 128 undergraduate students enrolled at a medium-sized southeastern university. Results from this study indicated a reliable difference in social perceptions between male and female respondents. Males reflected, for example, that rape was due to the victim's traits ($\mu = 2.39$) to a greater extent than females ($\mu = 1.84$). The study concluded that males appear to subscribe positively to Attribution Theory. Such attribution to personal qualities, according to the researchers, is particularly significant if the victim has been raped in the past. Attribution Theory may thus offer insight to a better understanding of how males respond to a rape incident. Lewis and Daltroy (1990) infer this notion by describing circumstances in which

Attribution Theory is used. The authors suggest that this theory is used to make sense of the world through rational explanations that ultimately may affect how an individual responds to future health-related threats.

Attribution Theory also played an significant role in another related study. Bridges and McGrail (1989) examined the effects of the victim-perpetrator relationship on college students' attribution of responsibility for rape. Male and female students were asked to read and respond to one of six scenarios that depicted a rape or sexual proposition. Each of these scenarios varied by degree of acquaintanceship between the victim and perpetrator (i.e., steady dating partner, acquaintances on the first date, strangers). The study found that male students attributed a higher degree of responsibility to the victim than the female students. Both men and women students indicated a stronger degree of victim responsibility for the rape and proposition on a date than for the rapes that occurred between strangers. The authors concluded that the pattern of victim attribution suggests that rape and proposition on a date in comparison to rape between two strangers elicits a stronger sexual role and sexual attribution. Thus, the results of the study allowed an inference to be made that the degree of acquaintanceship between the victim and the perpetrator was a critical variable in a rape incident. Moreover, Bridge and McGrail state, "This suggests that males more than females, may perceive rape like a proposition, as a sexual act, and thus attribute it to sexual causes" (p. 285).

Police, Rapists, Crisis Counselors, and Citizens

In the first community analysis of rape attitudes, Feild (1978) identified critical factors that influence rape attitudes among a population of police, rapists, crisis counselors, and citizens. In an attempt to show the dimensionality of rape attitudes, Feild explored the relationship between attitudes toward rape and background characteristics within and among each group. Feild formulated four hypotheses: (1) Group attitudes toward rape would be multidimensional; (2) Demographic and background characteristics of the respondents, such as sex, race, age, and education, would be related to attitudes toward rape; (3) Attitudes toward women and knowledge about rape would be related to attitudes toward rape; and, (4) Respondent groups would differ in rape attitudes. A total of 1,448 subjects were administered four instruments- the Attitudes Toward Rape questionnaire (ATR), the Rape Knowledge Test (RKT), the Attitudes Toward Women Scale (AWS), and the Personal Data Sheet (PDS). The reliability of the instruments had a mean value of 0.62. A step-wise multiple regression analysis employed a significance level of 0.05.

From the data, Feild (1978) concluded that rape attitudes should be represented as a multidimensional construct rather than a unidimensional one. Demographic characteristics of sex, race, and marital status were found as most useful in predicting rape attitudes. Feild also found highly significant differences among the groups in their perception toward rape.

Feild (1978) cited, for example:

Counselors differed from the police, citizens, and rapists view of rape, while citizens and police were most similar. No difference were found between the police and rapists on half of the attitudinal dimensions (p. 156).

Feild (1978) offered an explanation of why rape crisis counselors held significantly different attitudes toward rape in comparison to the other groups. First, Feild asserted that the counselors were women, while the other group were predominately men. As indicated in the study, sex of the respondent was a key variable in determining one's rape attitudes. Second, based on the interviews with select counselors, many women labeled themselves as "feminists" and indicated that the women's movement influenced their decision to pursue their profession. Feild further noted that feminists view rape more adamantly as a degrading act of violence. Conversely, two rapists characterized rape during the interview as "assault with a friendly weapon" and "much to do about nothing" (Feild, 1978, p. 175).

Feild (1978) also found that the rape attitudes of citizens were more similar to rapists and to police than they were to counselors. As a whole, citizens attached a negative stigma to the rape victim, attributed a greater degree of responsibility to women for rape prevention and causing rape than did the counselors. Other than citing sex differences within the group comparison, Feild (1978) explained that citizens view rape with a game-like quality :

the more rape is seen as a confrontation between equals, the greater the stigma attached to the loser or the victim; the greater this equality, the greater the perceived responsibility of the victim for the offense. As a consequence, a stigma is attached to the victim almost out of fear of contamination (p. 175).

Feild (1978) also explained why the attitudes of police officers toward rape were more similar to rapists than crisis counselors. Feild offered several interesting inferences. First, the sociocultural orientation of police officers, who are predominately male, is similar to that of rapists because they often view the incident more from the offenders viewpoint than the victims. Second, officers may only trust victims who appear to be a "respectable" member of the community. Third, few police departments treat rape as a social problem due to the imposition of imposing strict compliance to special evidence requirements. Feild (1978) concluded that "the results do suggest a need for systematically evaluating the relationship between police officers' attitudes toward rape and their behavior toward the victim" (p. 176).

Most interesting, the Feild's study revealed a landmark finding-attitudes toward rape are multidimensional rather than unidimensional. Feild proposed that a select number of factors or clusters comprise attitudes toward the general concept of rape. Subsequent to constructing and analyzing a 75-item Attitudes toward Rape questionnaire, Feild concluded that specific attitude clusters contribute to an individual's overall perspective of the issue of rape. Feild's attitude clusters include:

1. Women's responsibility in rape prevention, 2. Sex as motivation for rape, 3. Severe punishment for rape, 4. Victim precipitation for rape, 5. Normality of rapists, 6. Power as motivation for rape, 7. Favorable perception of a woman after rape, and 8. Resistance as a woman's role during rape.

According to Ward (1988), Feild's 1978 landmark study was impressive, however it failed to produce a cohesive scale which specifically focused on the assessment of attitudes toward rape victims. Ward adds, "Feild's ATR scale encompasses too many dimensions . . . including four that relate to rape rather than rape victims . . . The scale is intentionally multidimensional and cannot be scored as a unified whole" (1988, p.129). Ward (1988) cites a need to focus attention for assessment in psychosocial studies that can measure "short, simple, and concise attitudes toward victims" (p. 129). Moreover, in light of the emerging cross-cultural concern of rape, such instrumentation is needed when considering the cross-cultural applicability of attitude measurements.

Nurses

Since nurses are often among the first professionals to provide services to a victim of rape, an assessment of their attitudes toward rape is particularly important. Furthermore, findings related to the attitudes of nurses is relevant to this study because medical personnel were sampled as part of the university staff population. Alexander (1980) investigated the extent to which nurses attribute responsibility to rape victims and what factors influence such judgments. A sample of 312 nurses considered how judgments regarding victim responsibility are influenced

by the type of crime, such as rape or beating, the victim's marital status, her dress, her relationship with the assailant, evidence of her resistance, the extent of her injuries, and psychological attributes and sociodemographic characteristics of the nurse. Alexander hypothesized:

since the literature suggests that the more experience an individual has with victims, the less likely she or he is to blame the victim, it was expected that a nurses' previous contact with victims would be negatively correlated with measures of victim blame (p. 24).

Two vignettes (one rape oriented, one beating oriented) were used to elicit judgments regarding victim responsibility. Five victim characteristics were systematically manipulated- victim marital status, victim dress, relationship of the victim to her assailant, degree of victim resistance, and severity of consequences of the crime for the victim. In regard to reliability, the Likert-type scale indicated a correlation of $r = +0.88$. Findings revealed that the nurses' attitudes toward the victim appear to be unaffected by the type of crime committed. However, several important patterns of perceived responsibility for these two crimes were evident. In comparison between rape versus beating, the influence of specific victim characteristics on attributing responsibility was presented as follows:

"disrespectful" victims (wearing halter tops, divorced, did not struggle with their assailant, suffered minor cuts and scratches, knew their assailant) received higher scores than did their "respectable" counterparts (wearing print dress, married, struggled with their assailant, suffered a broken jaw, did not know their

assailant). Likewise, the assailants of "respectable" victims were viewed as having more responsibility for a crime than the assailants of "disrespectable" victims (Alexander, 1980, p. 27).

Alexander (1980) asserted that the study's findings supports the issue of considering victim characteristics in any attributions of rape responsibility. Most significant is that this finding further corroborates the use of bipolar adjectives as those delineated in the Semantic Differential instrument in defining characteristics of the rape victim. The study also found that psychological attributes of the nurse emerged as the strongest predictor of victim blaming. For example, the study concluded that nurses who held an internal locus control toward rape, tend to hold victims more responsible for rape than nurses with an external locus control. From this, Alexander speculated "that nurses who consider themselves to be in control of their own fate expect others to be so also" (p. 29). The study concluded that nurses, who are more conforming to rules, tend to be more victim blaming. Alexander inferred that nurses who hold a strong belief in conforming to societal norms and socially prescribed behaviors, may view victims who do not conform to these expectations as more disruptive and consequently more deserving of blame.

Alexander (1980) further cited as a significant finding the relationship between the nurses' perceived personal victimization and her assessment toward rape. The more nurses identify themselves as a potential rape victim, the greater the responsibility they assign to the victim. The study also found as perhaps the most striking finding- the

issue of a nurse's prior contact with a rape victim. Specifically, the more contact with rape victims, the more nurses blame the victim. Attribution Theory was once again found as a relevant model in the analysis of group attitudes toward rape victims. However, this study revealed a different insight into the variable of prior personal contact with a rape victim. The study suggested that internal locus control and prior contact with a rape victim may be significantly correlated and thus may influence a negative attitude toward a rape victim.

Overall, because the findings indicated that nurses attribute similar responsibility to rape and beating victims, Alexander (1980) concluded that "nurses' perceptions of rape victims are not unduly harsh . . . however, the results support the value of further research on provider attitudes toward rape victims and their effects on provider-victim communications" (p. 3031).

VI. Summary

In summary, the following areas were reviewed: use of the semantic differential technique in assessing attitudes, general findings regarding the use of the S.D. in assessing attitudes, related studies using the semantic differential technique; and, study findings regarding select groups' attitude toward rape. The review of the literature revealed that attitudinal assessment of select university populations toward rape has been significantly underreported. The literature indicated, instead, most study efforts within this setting have focused on assessing the rape attitudes of students or outside the university setting of citizens, police, rapists, crisis counselors, or nurses. A common theme in group selection

is that each has either had prior contact with a rape incident or has the potential to encounter such an event. Studies cited prior contact with a rape victim as a significant variable for further investigation. Also found as a significant variable was the degree of acquaintanceship between the victim and the perpetrator in attributing responsibility or blame for the rape. Another important factor was the selection of demographic characteristics of both the respondents and the victim. Demographic characteristics, such as gender, race, or marital status were also cited as significant variables in assessing rape attitudes among and within select groups. The review of the related literature clearly substantiated the usefulness of the semantic differential because of three findings- first, Ward (1988) cites a need for instrumentation which focuses on short, simple, and concise attitudes toward rape victims, that is particularly sensitive to cross-cultural applicability; second, personal characteristics of the victim were shown as a prejudicial factor in one's perceptive appraisal of a rape victim (i.e. "respectable" or "disrespectable" characteristics); and third, with scrutiny focused on the victim's characteristics relative to the varying degree of acquaintanceship with the perpetrator, attitudinal measure is directed toward attributions prescribed on the victim. Thus, the instrument is supported by the conceptual framework of Attribution Theory.

CHAPTER III

METHODOLOGY

I. Overview

The purpose of this study was to assess the attitudes toward victims of rape among four university populations. Specifically, this study sought to test the following null hypotheses:

1. There were no differences in attitudes toward victims of stranger rape among four university populations.
2. There were no differences in attitudes toward victims of acquaintance rape among four university populations.
3. There were no differences in attitudes toward victims of date rape among four university populations.
4. There were no differences in attitudes toward victims of gang rape among four university populations.
5. There were no gender differences in attitudes toward victims of stranger rape among the total sample population.
6. There were no gender differences in attitudes toward victims of acquaintance rape among the total sample population.
7. There were no gender differences in attitudes toward victims of date rape among the total sample population.
8. There were no gender differences in attitudes toward victims of gang rape among the total sample population.

9. There were no differences in attitudes toward victims of rape among the total sample population who had personal knowledge of a rape incident.

II. Sample Selection

The sample in this study came from four university groups within The University of Tennessee, Knoxville: administration, faculty, designated contact persons, and students. Sample selection for this study was representative of members listed under group headings found in official 1995-96 university directories and in other administrative documents. For the purpose of this study, the samples obtained from each select university population are listed in Table 3-1.

Selection of the four university groups was based on the potential to encounter a rape incident throughout the campus community. The populations were obtained using the 1995-96 university directories for administration, faculty, and designated contact persons, and a convenience sample of undergraduate students enrolled in a general elective course. Cover letters (Appendix B) enclosed with instruments (Appendix C) were first mailed to administration, faculty, and designated contact populations, followed by a second letter (Appendix B) as a final attempt.

Further description of each sample population is as follows. A limitation of the study was that the size of administration and designated contact populations were small; thus did not lend themselves to random

Table 3-1. Total attempted sample of university populations, 1996.

Populations	Total
Administration	300
Faculty	350
Designated Contact Persons	121
Students	<u>89</u>
	860

sampling procedures, with the expectation that by random sampling a significant return response rate would not be generated that would allow for statistical analysis. Thus, a proportion of administrative and designated contact groups were surveyed in total.

Using the faculty and staff directory, a total of 300 male and female administrative officers were surveyed under the heading, Administrative Officers, Deans, Directors, Associate and Assistant Deans, Directors & Department Heads. Classification of the administrative group thus included individuals holding the above job titles.

University policy delegates the role of "designated contact persons," such as certified police officers, registered nurses, medical doctors, and licensed psychologists to provide logistical support services

for the victim. For the designated contact population, a survey of 121 contact subjects was thus collectively obtained from selective security, medical, and psychological units cited in the official rape protocol list, along with head and assistant hall directors within the Department of Residence Halls. In cases where a rape may occur within university housing, head and assistant hall directors are likely to be front-line official contacts with a victim. The designated contact population represents The University of Tennessee Police Department (n=49), the Student Health Clinic (n=21), the Student Counseling Center (n=9), and the Department of Residence Halls (n=42).

A random sample was secured for the faculty population. Using the faculty and staff directory, a total of 350 faculty members were obtained using a sampling fraction of one-fourth applied to subjects listed under the heading, Faculty & Staff Listings. Individuals identified as a faculty held job titles of Full, Associate, and Assistant Professor. More specifically, university policy classifies a faculty member as one who holds rank and whose primary appointment is to engage in or support academic instruction, research, or service.

For the purpose of this study, a student is classified by university policy as individuals whose primary reason for being at the University is to be enrolled in academic courses. Selection of the student group was obtained by a convenience sample of 89 undergraduate students enrolled in the general elective course, Health 310 Advanced First Aid, during the Fall semester, 1996. Such a convenience sample is based on the assumption that students are randomly assigned into a general elective

course, thus reflecting a representative sample of the undergraduate student body.

III. Instrumentation

Findings cited in the review of literature validate the Semantic Differential (S.D.) instrument as the appropriate attitudinal tool for this investigation. The literature, for example, indicated the following three determinants in support of the S.D.: first, Ward (1988) cites a need for instrumentation to focus on short, simple, and concise attitudes toward victims that is particularly sensitive to cross-cultural applicability; second, personal characteristics of the victim were shown as a prejudicial factor in one's perceptive appraisal of a victim (i.e. "respectable" or "disrespectable" characteristics); and third, with scrutiny focused on the victim's characteristics relative to the varying degree of acquaintanceship with the perpetrator, attitudinal measure is directed toward attributions prescribed on the victim. Thus, the instrument is supported by the conceptual framework of the Attribution Theory.

A modified Semantic Differential was developed by Osgood, Suci, and Tannenbaum (1957). The S.D. measures an individual's affective response toward a stimulus concept relative to a bipolar adjective at each end of a six point scale. An example of the S.D. scale is:

Concept: Myself Strong : <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> : Weak 1 2 3 4 5 6
--

The following basic considerations were involved in the S.D. methodology:

1. The S.D. scales are a simple, economical means for attitudinal measurement. With adaptations, data can be obtained from populations of varying demographic factors, for example, various ages, (adults or children), and cultures.

2. A positive correlation has been found from ratings on bipolar adjective scales. The three basic dimensions, Evaluation, Potency, and Activity (E.P.A.), account for most of the covariation in ratings. E.P.A. dimensions have been verified and replicated in a variety of studies.

3. Bipolar adjective scales vary in loadings or the degree of strength for E.P.A. dimensions. Some adjective scales are almost pure measures of each dimension (i.e. , good-bad for Evaluation, powerful-powerless for Potency, and fast-slow for Activity (Heise, 1970).

The modification of Osgood's S.D. involved the omission of a neutral response thus producing a force choice format. Construction of this format entailed the elimination of the middle or the zero point on the original seven point scale. Within the context of single marking instructions, Kaplan (1972) stated that a "neutral" response produces a fundamental change on the interpretation of the S.D. instructions; subjects are not rating the "net" (Y minus X) qualities of the concept.

Choice of the bipolar adjectives (scales), representative of E.P.A. dimensions, is a significant factor in the use of the S.D. To improve the reliability of factor scores, (Heise, 1970) cited that more than one scale for each dimension was desirable. Lemon (1973) identified an approach

for screening bipolar adjectives. Upon selection of potentially useful adjective pairs, a pilot study is conducted in order to determine the loadings for particular adjective pairs relative to the E.P.A. dimensions. Those adjective pairs revealing a high loading for each E.P.A. dimension would be used, while other pairs are omitted. In a more frequently employed approach, Heise (1970) cited that numerous studies avoid the pilot study by utilizing published factor analytic studies. This process entails incorporating those scales that are germane to the concept domain of interest.

For the purpose of this study, validation of a semantic differential instrument incorporated the published factor approach. A list of bipolar adjectives, representative of E.P.A. dimensions (Table 3-2),

Table 3-2. Bipolar adjectives representative of E.P.A. dimensions.

Evaluative	Potency	Activity
careful/reckless	confused/certain	passive/active
blameworthy/ not blameworthy	weak/strong	non-sexual/sexual
clean/dirty		calm/upset
respectable/ not respectable		
guilty/not guilty		

were selected to match common descriptions of victims reported in the literature (Bessett, 1985; Courtols & Sprei, 1988; Finkelhor, 1984; Herman, 1981; Hoagwood, 1988; Remer & Witten, 1988; Russell, 1984).

For selection of the semantic concepts, Osgood et al. (1957), developers of the S.D. instrument, suggest the investigator to exercise "good judgment" (p.77). Specifically, Osgood et al. recommend the selection of concepts conveying meanings that are likely to be *familiar* to the respondents, have a single, *unitary meaning*, and can expect considerable *individual differences*. For the purpose of this study, the selection of the four semantic concepts included: "In a DATE rape incident, the victim is", "In an ACQUAINTANCE rape incident, the victim is", "In a STRANGER rape incident, the victim is", and "In a GANG rape incident, the victim is." Selection of these four concepts were based on prior findings cited in the literature that identified as a significant variable- the varying degree of acquaintanceship between the victim and perpetrator. Moreover, study findings have shown these concepts as typical scenarios of the rapes which occur in university settings; consequently, the four concepts are likely to be *familiar* to the respondents. Additionally, because each concept elicits a single, *unitary meaning*, *individual differences* in perception among the four concepts were expected.

Categorical data as to the respondent's gender (male or female), their primary status with the university (administration, faculty, staff, or student), and whether the respondent has had personal knowledge of a

rape incident (yes or no) was obtained from the demographic portion of the instrument.

In addition to selection of appropriate adjective pairs and concepts, validity and reliability were also significant factors considered in attitude measurement. Osgood et al. (1965) cited a test retest correlation of 0.85. Other studies also corroborate the reliability of the S.D. ratings as attitude measurements (Nickels & Shaw, 1964; Tittle & Hill, 1967). Validity has been supported by Osgood et al. Moreover, in a review of studies on the S.D., Heise (1969) confirmed the aspects of validity and reliability.

IV. Collection of Data and Tabulation

The data for this study were collected during the Fall semester of 1996. Approval to conduct the study was received from the Office of Research (Human Subjects, Form A, Appendix A) at The University of Tennessee, Knoxville. Subjects were given the option of either participating or not participating in the study. All individuals who participated in the study were ensured anonymity.

There were two methods of data collection. For administrative, faculty, and designated contact populations, a cover letter, instrument, and return envelope were mailed to each subject's employee address (Table 3-3). To eliminate the cost of postage, instruments were delivered and returned through campus mail. Where a convenience sample was secured for the student population, the instruments were administered during the designated class period of Health 310, Advanced First Aid.

V. Statistical Design and Tabulation

The Semantic Differential (S.D.) technique yields data which vary in the level of measurement. The literature reveals differences as to which level of measurement of the S.D. (ordinal or interval) could be selected for statistical analysis (Ofir, Reddy, & Bechtel, 1987; Wang & Mahoney, 1991). The assumption of an interval level of measurement as opposed to an ordinal level of measurement was recommended, because interval level data is more commonly utilized in educational research and lends itself to more powerful parametric procedures (D. Dessart, personal communication, January 29, 1996).

Table 3-3. Response rate of university populations.

Population	Number of Instruments			
	Mailed	Returned	Percentage	Discarded
Admin.	300	52	17	-
Faculty	350	144	41	-
Des. Contact	121	64	53	-
Students	*89	89	100	-
Total	860	349	53	**33

* hand-delivered

** discarded instruments did not specify population

The S.D. scale yields scores that total values from negative three to positive three across a continuum of six choices from very closely related, quite closely related, and only slightly related to one bipolar adjective or the other. Because each score is assigned a number based on a Likert-type scale, numerous studies have assumed interval level data (Marks, 1965; Wallston, Wallston, & Devellis, 1976).

A one-way analysis of variance (ANOVA) was applied to test differences between the means among the four university groups respective of the four semantic concepts (i.e., victim of stranger, date, acquaintance, and gang rape). There were several assumptions for applying this test: (1) participants were randomly assigned to each group (some degree of license; however, had to be taken with the first assumption in order to complete the study); (2) scores were normally distributed for each group; and, (3) the variances of observations were equal across groups (referred as homogeneity of variance) (Ferguson & Takane, 1989).

In explanation of the one-way analysis of variance (ANOVA), the following formula was applied:

$$F = \frac{s^2_b}{s^2_w}, \text{ with } k-1, n-k \text{ d.f. , where:}$$

F= the ratio between two variances

d.f.= degrees of freedom (n-k)

n= number of scores

k= number of groups

s^2_b = variance between treatment sum of squares
= (BTSS)

$$s^2_b = \frac{BTSS}{k-1}$$

s^2_w = variance within treatment sum of squares
= (WTSS)

$$s^2_w = \frac{WTSS}{k-1}$$

TSS = total sum of squares

TSS = BTSS + WTSS

A calculated F value was obtained using the ANOVA formula. This obtained or calculated value was subsequently compared with the table of critical F values. An alpha level of 0.05 was utilized as the criterion for rejecting the null hypothesis. Where no significant F value was found (the calculated value was smaller than the critical F value), the null hypothesis was accepted. Hence, the variance of means were not significantly different from one another. Conversely, where the analysis of variance showed a significant F value (the calculated value was larger than the critical F value), Duncan's New Multiple Range Test for computing posthoc comparisons was utilized to assess which group means differed from one another. The null hypothesis was rejected where differences were found between means that did not share a common underline.

In assessing the effect of gender and personal knowledge of a rape incident, an independent t test was applied to measure differences

between means. A t test was utilized on the basis of assuming that the two samples were independent of each other. For the purpose of this study, a large group of subjects were assigned to the two subgroups (i.e. , male/female; personal knowledge/no personal knowledge). A t test compared the calculated t value with the table of critical t values. An alpha level of 0.05 was set as the level of significance for rejecting the null hypothesis.

The effect of gender was further examined on each descriptor respective of the four semantic concepts (i.e. , In a STRANGER rape incident, the victim is: , In an ACQUAINTANCE rape incident, the victim is: , In a DATE rape incident, the victim is: , In a GANG rape incident, the victim is:). The Kruskal-Wallis One Way ANOVA on ranks compared a chi square statistic to a probability level of 0.05.

VI. Statistical Analysis

The scoring of the results of all data gathering instruments was done by hand. The results were sorted by populations. All data was entered into the computer program, NCSS, for final analyses.

VII. Summary

In summary, the following areas were reviewed of the study: overview, sample selection, instrumentation, collection of data, statistical design, and statistical analysis. The data in this study was collected from four university populations, administration, faculty, designated contact persons, and students, at The University of Tennessee, Knoxville. The data were collected during the Fall semester of 1996. A one way analysis of variance was computed for each of the four groups on four concepts of

the Semantic Differential. Where statistical significance was found with the ANOVA , Duncan's New Multiple Range Test was utilized to assess which group means differed from one another. The null hypothesis was rejected where differences were found between means that did not share a common underline. In addition, assessing the effect of gender and personal knowledge of a rape incident, a t test for two independent sample was applied to measure differences between sample means. For the purpose of this study, a large group of subjects were assigned to the two subgroups (i.e. , male/female; personal knowledge/no personal knowledge). An independent t test compared the calculated t value with the table of critical t values. A level of 0.05 significance was set for either accepting or rejecting the null hypothesis. The effect of gender was further examined on each descriptor respective of the four semantic concepts. The Kruskal-Wallis One Way ANOVA on ranks compared a chi square statistic to a probability level of 0.05.

CHAPTER IV

ANALYSIS OF DATA

I. Introduction

The purpose of this chapter is to present the analysis of data. The data was collected by using a modified form of the semantic differential scale. The purpose of this study was to assess the attitudes toward victims of rape among four university populations. This study was based on the assumption that attitudes toward rape victims may influence the extent to which individuals interpret and respond to a rape incident. For the purpose of analyzing the data, this chapter is divided into three sections.

Section one examines the descriptive characteristics regarding the gender and population status of each respondent. Data is also scrutinized as to whether the respondent had personal knowledge of a rape incident. The second section dealt with the first four null hypotheses, which were:

1. There were no differences in attitudes toward victims of stranger rape among four university populations.
2. There were no differences in attitudes toward victims of acquaintance rape among four university populations.
3. There were no differences in attitudes toward victims of date rape among four university populations.
4. There were no differences in attitudes toward victims of gang rape among four university populations.

The third section included the analysis of the data respective of the fifth through ninth null hypotheses, which were:

5. There were no gender differences in attitudes toward victims of stranger rape among the total sample population.

6. There were no gender differences in attitudes toward victims of acquaintance rape among the total sample population.

7. There were no gender differences in attitudes toward victims of date rape among the total sample population.

8. There were no gender differences in attitudes toward victims of gang rape among the total sample population.

9. There were no differences in attitudes toward victims of rape among the total sample population who had personal knowledge of a rape incident.

Regarding null hypotheses one through four, an analysis of variance was employed to determine whether there were differences among university populations. Where a significant F value was found, Duncan's New Multiple Range Test for computing posthoc comparisons was utilized to assess which group means differed from one another. The null hypothesis was rejected where differences were found between means that did not share a common underline.

Regarding null hypotheses five through nine, an independent t test was applied to measure differences between means to assess the effect of gender and personal knowledge of a rape incident. An independent t test compared the calculated t value with the table of critical t values. An alpha level of 0.05 was set as the level of significance for rejecting the

null hypothesis. The effect of gender was then further examined on each descriptor respective of the four semantic concepts (i.e. , In a STRANGER rape incident, the victim is: , In an ACQUAINTANCE rape incident, the victim is: , In a DATE rape incident, the victim is: , In a GANG rape incident, the victim is:). The Kruskal-Wallis One Way ANOVA on ranks compared a chi square statistic to a probability level of 0.05.

II. Descriptive Characteristics

The demographic section of the survey recorded the gender and population status of each respondent. Data were also obtained as to whether the respondent had personal knowledge of a rape incident.

Across the total sample of 349 respondents, there were 205 males, or 59 percent, and 144 females, or 41 percent (Table 4-1). Table 4-2 shows a gender comparison among university populations. In the administration population, there were 32 males, or 62 percent, and 20 females, or 38 percent. The faculty population had 94 males, or 65 percent, and 50 females, or 35 percent. Among the designated contact persons population, there were 44 males, or 69 percent, and 20 females, or 31 percent. In the student population, there were 35 males, or 39 percent, and 54 females, or 61 percent.

From the total sample population, results as to whether the respondent had personal knowledge of a rape incident reveal that 118, or 34 percent, indicated yes and 231, or 66 percent, indicated no.

Table 4-1. Gender comparison of the total sample population.

Total Males	Percent Males	Total Females	Percent Female
205	59	144	41

N=349

Table 4-2. Gender comparison among university populations.

Population	Total Males	Percent Males	Total Females	Percent Female
Admin.	32	62	20	38
Faculty	94	65	50	35
Des. Contact	44	69	20	31
Students	35	39	54	61

N=349

A comparison of personal knowledge of a rape incident of the total sample population reviewed that among the male population, there were 56 males, or 27%, who indicated yes and 149 males, or 73%, who indicated no (Table 4-3). In the female population, there were 62 females, or 43%, who indicated yes and 82 female, or 57%, who indicated no.

A gender comparison of personal knowledge of a rape incident among university populations revealed that within the administration population, there were 4 males, or 11 percent, who indicated yes and 32 males, or 89 percent, who indicated no (Table 4-4). In the female administrators, there were 7 females, or 35 percent, who indicated yes and 13 females, or 65 percent, who indicated no. Among the faculty population, there were 20 males, or 21 percent, who indicated yes and 74

Table 4-3. Comparison of personal knowledge of a rape incident of the total sample population.

Personal Knowledge	Male	Female	Combined
Yes	56 / 27%	62 / 43%	118 / 34%
No	149 / 73%	82 / 57%	231 / 66%

N=349

males, or 79 percent, who indicated no. In the female faculty, there were 20 females, or 40 percent, who indicated yes and 30 females, or 60 percent, who indicated no. Among the designated contact persons population, there were 20 males, or 45 percent, who indicated yes and 24 males, or 55 percent, who indicated no. In the female designated contacts, there were 11 females, or 55 percent, who indicated yes and 9 females, or 45 percent, who indicated no. Finally, among the student population, there

Table 4-4. Gender comparison of personal knowledge of a rape incident among university populations.

Population	Males		Females	
	*PK	*NPK	*PK	*NPK
Admin.	4 / 11%	32 / 89%	7 / 35%	13 / 65%
Faculty	20 / 21%	74 / 79%	20 / 40%	30 / 60%
Des. Contact	20 / 45%	24 / 55%	11 / 55%	9 / 45%
Students	12 / 34%	23 / 66%	24 / 44%	30 / 56%

* PK = personal knowledge, NPK = no personal knowledge
N=349

were 12 males, or 34 percent, who indicated yes and 23 males, or 66 percent, who indicated no. In the female students, there were 24 females, or 44 percent, who indicated yes and 30 females, or 56 percent, who indicated no.

III. Analysis Among Four University Populations

Regarding null hypotheses one through four, an analysis of variance was utilized to test differences in attitudes toward the various types of victims of rape among four university populations. Where a significant p value was found, Duncan's test for posthoc multiple comparisons was utilized to determine which group means differed.

The analysis of variance among university populations toward victims of stranger rape indicated a F ratio of 1.64 (Table 4-5). Since the p value of 0.1794 was greater than the 0.05 level of confidence, the first null hypothesis that there were no differences in attitudes toward victims of stranger rape among four university populations was not rejected. Duncan's test for posthoc comparisons was not utilized given no significant differences were found among the four population means.

The analysis of variance among university populations toward victims of acquaintance rape indicated a F ratio of 0.36 (Table 4-6). Since the p value of 0.7855 was greater than the 0.05 level of confidence, the second null hypothesis that there were no differences in attitudes toward victims of acquaintance rape among four university populations was not rejected. Duncan's test for posthoc comparisons was not utilized given no significant differences were found among the four population means.

Table 4-5. Analysis of variance among university populations toward victims of stranger rape.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F ratio	Prob. Level
Model	3	1.3240	0.4413	1.64	0.1794
Residual	345	92.7385	0.2688		
Total	349	94.0626			

Table 4-6. Analysis of variance among university populations toward victims of acquaintance rape.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F ratio	Prob. Level
Model	3	0.2651	8.8385	0.36	0.7855
Residual	345	85.8857	0.2489		
Total	349	86.1508			

The analysis of variance among university populations toward victims of date rape indicated a F ratio of 0.78 (Table 4-7). Since the p value of 0.5059 was greater than the 0.05 level of confidence, the third null hypothesis that there were no differences in attitudes toward victims of date rape among four university populations was not rejected. Duncan's test for posthoc comparisons was not utilized given no significant differences were found among the four population means.

The analysis of variance among university populations toward victims of gang rape indicated a F ratio of 1.41 (Table 4-8). Since the p value of 0.2381 was greater than the 0.05 level of confidence, the fourth null hypothesis that there were no differences in attitudes toward victims of gang rape among four university populations was not rejected. Duncan's test for posthoc comparisons was not utilized given no significant differences were found among the four population means.

Table 4-7. Analysis of variance among university populations toward victims of date rape.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F ratio	Prob. Level
Model	3	0.6749	0.2249	0.78	0.5059
Residual	345	99.5631	0.2885		
Total	349	100.2381			

Table 4-8. Analysis of variance among university populations toward victims of gang rape.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F ratio	Prob. Level
Model	3	1.3012	0.4337	1.41	0.2381
Residual	345	105.7639	0.3065		
Total	349	107.0651			

IV. Analysis Within the Total Sample Population

Regarding null hypotheses five through eight, an independent t test was applied to test the effect of gender on each type of victim of rape. The Kruskal-Wallis One Way ANOVA on ranks was then utilized to locate where specific significant gender differences existed among the ten bipolar descriptors. In respect to the ninth hypothesis, an independent t test was also employed to assess the effect of personal knowledge on attitudes toward victims of rape among the total sample population.

To test the effect of gender on victims of stranger rape, an independent t test indicated mean scores of 3.63 for males and 3.75 for females (Table 4-9). Because the p value of 0.0281 was less than the 0.05 level of confidence, significance was found between each gender. Therefore, the fifth null hypothesis that there were no gender differences in attitudes toward victims of stranger rape among the total sample was rejected.

Table 4-9. t test gender comparison on victims of stranger rape.

Mean (M)*	Mean (F)*	T-Value	Prob. Level
3.63	3.75	-2.1955	0.0281**

* M = males, F = females

** indicates significance at the 0.05 level

To determine which bipolar descriptors revealed a level of significance, the Kruskal-Wallis One Way ANOVA was used to further test the effect of gender on victims of stranger rape (Appendix D). Four bipolar descriptors were found significant at the 0.05 alpha level (Table 4-10). In summary, males opposed to females perceived victims of stranger rape as more calm than upset, more not respectable than respectable, more blameworthy than not blameworthy, and more reckless than careful.

To test the effect of gender on victims of acquaintance rape, an independent t test indicated mean scores of 3.71 for males and 3.79 for females (Table 4-11). Because the p value of 0.1371 was greater than the 0.05 level of confidence, no significance was found between gender. Therefore, the sixth null hypothesis that there were no gender differences in attitudes toward victims of acquaintance rape among the total sample was not rejected.

Table 4-10. Kruskal-Wallis One Way ANOVA comparison between gender on bipolar descriptors characterizing victims of stranger rape.

Descriptor	Category*	Mean (M)**	Mean (F)**	Prob. Level
Calm/ Upset	A	1.30	1.18	0.0234***
Respectable/ Not Resp.	E	4.92	5.23	0.0073***
Blameworthy /Not Blame.	E	5.45	5.59	0.0253***
Careful/ Reckless	E	3.78	3.98	0.0474***

* Categories: E= Evaluative P= Potency A= Activity

** M = males F = females

*** indicates significance at the 0.05 level

Table 4-11. t test gender comparison on victims of acquaintance rape.

Mean (M)*	Mean (F)*	T-Value	Prob. Level
3.71	3.79	-1.4865	0.1371

* M = males, F = females

significance at the 0.05 level

To determine which bipolar descriptors revealed a level of significance, the Kruskal-Wallis One Way ANOVA was used to further test the effect of gender on victims of acquaintance rape (Appendix D). Three bipolar descriptors were found significant at the 0.05 alpha level (Table 4-12). In summary, males opposed to females perceived victims of acquaintance rape as more calm than upset, more not respectable than respectable, and more blameworthy than not blameworthy.

To test the effect of gender on victims of date rape, an independent t test indicated mean scores of 3.90 for males and 3.95 for females (Table 4-13). Because the p value of 0.4575 was greater than the 0.05 level of

Table 4-12. Kruskal-Wallis One Way ANOVA comparison between gender on bipolar descriptors characterizing victims of acquaintance rape.

Descriptor	Category*	Mean (M)**	Mean (F)**	Prob. Level
Calm/ Upset	A	1.82	1.52	0.0057***
Respectable/ Not Resp.	E	4.87	5.14	0.0296***
Blameworthy /Not Blame.	E	4.77	5.17	0.0028***

* Categories: E= Evaluative P= Potency A= Activity

** M = males F = females

*** indicates significance at the 0.05 level

Table 4-13. t test gender comparison on victims of date rape.

Mean (M)*	Mean (F)*	T-Value	Prob. Level
3.90	3.95	-0.7429	0.4575

* M = males, F = females

** indicates significance at the 0.05 level

confidence, no significance was found between gender. Therefore, the seventh null hypothesis that there were no gender differences in attitudes toward victims of date rape among the total sample was not rejected.

To determine which bipolar descriptors revealed a level of significance, the Kruskal-Wallis One Way ANOVA was used to further test the effect of gender on victims of date rape (Appendix D). Five bipolar descriptors were found significant at the 0.05 alpha level (Table 4-14). In summary, males opposed to females perceived victims of date rape as more calm than upset, more not respectable than respectable, more blameworthy than not blameworthy, more guilty than not guilty, and more certain than confused.

To test the effect of gender on victims of gang rape, an independent t test indicated mean scores of 3.49 for males and 3.66 for females (Table 4-15). Because the p value of 0.0027 was less than the 0.05 level of confidence, significance was found between gender. Therefore, the eighth null hypothesis that there were no gender differences in attitudes toward victims of gang rape among the total sample was rejected.

Table 4-14. Kruskal-Wallis One Way ANOVA comparison between gender on bipolar descriptors characterizing victims of date rape.

Descriptor	Category*	Mean (M)**	Mean (F)**	Prob. Level
Calm/ Upset	A	1.87	1.51	0.0001***
Respectable/ Not Resp.	E	4.76	5.12	0.0030***
Blameworthy /Not Blame.	E	4.56	5.16	0.0001***
Guilty/ Not Guilty	E	4.78	5.18	0.0052***
Confused/ Certain	P	2.96	2.67	0.0370***

* Categories: E= Evaluative P= Potency A= Activity

** M = males F = females

*** indicates significance at the 0.05 level

Table 4-15. t test gender comparison on victims of gang rape.

Mean (M)*	Mean (F)*	T-Value	Prob. Level
3.49	3.66	-2.9935	0.0027**

* M = males, F = females

** indicates significance at the 0.05 level

To determine which bipolar descriptors revealed a level of significance, the Kruskal-Wallis One Way ANOVA was used to further test the effect of gender on victims of gang rape (Appendix D). Four bipolar descriptors were found significant at the 0.05 alpha level (Table 4-16). In summary, males opposed to females perceived victims of gang rape as more calm than upset, more not respectable than respectable, more blameworthy than not blameworthy, and more guilty than not guilty.

Table 4-16. Kruskal-Wallis One Way ANOVA comparison between gender on bipolar descriptors characterizing victims of gang rape.

Descriptor	Category*	Mean (M)**	Mean (F)**	Prob. Level
Calm/ Upset	A	1.38	1.22	0.0336***
Respectable/ Not Resp.	E	4.80	5.16	0.0067***
Blameworthy /Not Blame.	E	5.36	5.75	0.0009***
Guilty/ Not Guilty	E	5.34	5.65	0.0285***

* Categories: E= Evaluative P= Potency A= Activity

** M = males F = females

*** indicates significance at the 0.05 level

To test the effect of personal knowledge of a rape incident on the four types of victims of rape (stranger, acquaintance, date, and gang), an independent t test was employed. The independent t test results of personal knowledge on the four types of victims of rape are reviewed in the following four tables. Results from each t test indicate p values greater than the 0.05 level of confidence. Therefore, the ninth hypothesis that there were no differences in attitudes toward victims of rape among the total sample population who had personal knowledge of a rape incident was not rejected.

An independent t test of personal knowledge on victims of stranger rape indicated mean scores of 3.69 for individuals with personal knowledge and 3.67 for individuals without personal knowledge (Table 4-17). Because the p value of 0.6694 was greater than the 0.05 level of confidence, no significance was found in attitudes toward victims of stranger rape among the total sample population who had personal knowledge of a rape incident.

An independent t test of personal knowledge on victims of acquaintance rape revealed mean scores of 3.76 for individuals with personal knowledge and 3.74 for individuals without personal knowledge (Table 4-18). Because the p value of 0.7771 was greater than the 0.05 level of confidence, no significance was found in attitudes toward victims of acquaintance rape among the total sample population who had personal knowledge of a rape incident.

Table 4-17. t test comparison of personal knowledge on victims of stranger rape.

Mean (PK)*	Mean (NPK)*	T-Value	Prob. Level
3.69	3.67	0.4269	0.6694

* PK = personal knowledge, NPK = no personal knowledge
indicates significance at the 0.05 level

Table 4-18. t test comparison of personal knowledge on victims of acquaintance rape.

Mean (PK)*	Mean (NPK)*	T-Value	Prob. Level
3.76	3.74	0.2831	0.7771

* PK = personal knowledge, NPK = no personal knowledge
indicates significance at the 0.05 level

An independent t test of personal knowledge on victims of date rape showed mean scores of 3.92 for individuals with personal knowledge and 3.92 for individuals without personal knowledge (Table 4-19). Because the p value of 0.9790 was greater than the 0.05 level of confidence, no significance was found in attitudes toward victims of date rape among the total sample population who had personal knowledge of a rape incident.

An independent t test of personal knowledge on victims of gang rape found mean scores of 3.60 for individuals with personal knowledge and 3.54 for individuals without personal knowledge (Table 4-20). Because the p value of 0.3849 was greater than the 0.05 level of confidence, no significance was found in attitudes toward victims of gang rape among the total sample population who had personal knowledge of a rape incident.

Table 4-19. t test comparison of personal knowledge on victims of date rape.

Mean (PK)*	Mean (NPK)*	T-Value	Prob. Level
3.92	3.92	0.0262	0.9790

* PK = personal knowledge, NPK = no personal knowledge
indicates significance at the 0.05 level

Table 4-20. t test comparison of personal knowledge on victims of gang rape.

Mean (PK)*	Mean (NPK)*	T-Value	Prob. Level
3.60	3.54	0.8688	0.3849

* PK = personal knowledge, NPK = no personal knowledge
indicates significance at the 0.05 level

V. Summary

This chapter dealt with the presentation and analysis of data. The analysis of variance found no significant differences among university populations regarding attitudes toward the four types of rape victims. Duncan's New Multiple Mean Range Test was not utilized because no significant differences were found among the population means. An independent t test found significant differences between genders regarding attitudes toward victims of stranger and gang rape. However, no significant gender differences were found regarding attitudes toward victims of acquaintance or date rape. The Kruskal-Wallis One Way ANOVA further isolated the effect of gender on bipolar descriptors characterizing the four types of rape. Bipolar descriptors were thus found significant at the 0.05 level of confidence among the four semantic concepts. Finally, an independent t test found no significant differences in attitudes toward victims of stranger, acquaintance, date, and gang rape among the total sample population who had personal knowledge of a rape incident.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. Summary

The purpose of this study was to assess the attitudes toward victims of rape among four university populations. This study was based on the assumption that attitudes toward rape victims may influence the extent to which individuals interpret and respond to a rape incident.

The participants in this investigation consisted of four populations at the University of Tennessee, Knoxville. The administration group consisted of 52 employees holding the job titles of Administrative Officers, Deans, Directors, Associate and Assistant Deans, Directors, and Department Heads. A total of 144 subjects comprised the faculty population, which were identified as employees holding the job title of Full, Associate, and Assistant Professor. Designated contact persons included select individuals cited in the official rape protocol list, along with head and assistant hall directors within the Department of Residence Halls. Thus, a total of 64 designated contact persons represented The University of Tennessee Police Department, the Student Health Clinic, the Student Counseling Center, and the Department of Residence Halls. The student population consisted of 89 subjects enrolled in the general elective course, Health 310 Advanced First Aid.

The instrument selected for this study was a modified Semantic Differential Scale. Respondents were asked to rate four concepts, each representing varying degrees of acquaintanceship between the perpetrator and the rape victim. The semantic concepts included: In a STRANGER rape incident, the victim is, In a DATE rape incident, the victim is, In an ACQUAINTANCE rape incident, the victim is; and, In a GANG rape incident, the victim is. The following bipolar descriptors, representative of Evaluative, Potency, and Activity dimensions, were also incorporated in the instrument: confused/certain, careful/reckless, passive/active, blameworthy/not blameworthy, clean/dirty, non-sexual/sexual, respectable/not respectable, weak/strong, guilty/not guilty, and calm/upset.

The statistical methods employed were an analysis of variance, an independent t test, and the Kruskal-Wallis One Way ANOVA on Ranks. An analysis of variance was utilized to determine whether there were differences among university populations. An independent t test was applied to measure the effect of gender and personal knowledge of a rape incident. Results from the independent t test compared the calculated t value with the table of critical t values. A level of 0.05 significance was set for either accepting or rejecting the null hypothesis. The effect of gender was further examined on each descriptor respective of the four semantic concepts. The Kruskal-Wallis One Way ANOVA on ranks compared a chi square statistic to a probability level of 0.05.

Procedures

The target populations of study were located at the University of Tennessee, Knoxville. Instruments were mailed to the campus address of administration, faculty, and designated contact populations. A convenience sample of undergraduate students was secured during the designated class period of Health 310, Advanced First Aid.

II. Findings

The following findings of this study were based upon analysis of the data:

1. There were no differences in attitudes at the 0.05 level of significance among the four university populations toward victims of stranger rape when using the analysis of variance test.
2. There were no differences in attitudes at the 0.05 level of significance among the four university populations toward victims of acquaintance rape when using the analysis of variance test.
3. There were no differences in attitudes at the 0.05 level of significance among the four university populations toward victims of date rape when using the analysis of variance test.
4. There were no differences in attitudes at the 0.05 level of significance among the four university populations toward victims of gang rape when using the analysis of variance test.
5. There were gender differences in attitudes toward victims of stranger rape at the 0.05 level of significance when using the independent t test.

6. There were no gender differences in attitudes toward victims of acquaintance rape at the 0.05 level of significance when using the independent t test.

7. There were no gender differences in attitudes toward victims of date rape at the 0.05 level of significance when using the independent t test.

8. There were gender differences in attitudes toward victims of gang rape at the 0.05 level of significance when using the independent t test.

9. There were gender differences at the 0.05 level of significance among four bipolar descriptors, calm/upset, respectable/not respectable, blameworthy/not blameworthy, careful/reckless, characterizing victims of stranger and gang rape when using the Kruskal-Wallis one way analysis of variance.

10. There was a gender difference at the 0.05 level of significance with the bipolar descriptor, careful/reckless, characterizing victims of stranger rape but not with a victim of date, acquaintance, or gang rape when using the Kruskal-Wallis one way analysis of variance.

11. There was a gender difference at the 0.05 level of significance with three bipolar descriptors, calm/upset, respectable/not respectable, and blameworthy/not blameworthy, toward victims of stranger, acquaintance, date, or gang rape when using the Kruskal-Wallis one way analysis of variance.

12. The highest level of gender difference at the 0.05 level of significance was found on two bipolar descriptors, calm/upset and blameworthy/not blameworthy, characterizing victims of date rape when using the Kruskal-Wallis one way analysis of variance.

13. The greatest gender difference at the 0.05 level of significance was found among bipolar descriptors within the Evaluation category of the Semantic Differential Scale when using the Kruskal-Wallis one way analysis of variance.

14. There were no differences in attitudes toward victims of stranger rape at the 0.05 level of significance among the total sample population with and without personal knowledge of a rape incident when using the independent t test.

15. There were no differences in attitudes toward victims of acquaintance rape at the 0.05 level of significance among the total sample population with and without personal knowledge of a rape incident when using the independent t test.

16. There were no differences in attitudes toward victims of date rape at the 0.05 level of significance among the total sample population with and without personal knowledge of a rape incident when using the independent t test.

17. There were no differences in attitudes toward victims of gang rape at the 0.05 level of significance among the total sample population with and without personal knowledge of a rape incident when using the independent t test.

III. Conclusions

As a result of the findings of this study, the following conclusions were drawn:

1. Regarding null hypotheses one, the perception of victims of stranger rape is viewed as more similar than dissimilar across administrative, faculty, designated contact person, and student populations.
2. Regarding null hypotheses two, the perception of victims of acquaintance rape is viewed as more similar than dissimilar across administrative, faculty, designated contact person, and student populations.
3. Regarding null hypotheses three, the perception of victims of date rape is viewed as more similar than dissimilar across administrative, faculty, designated contact person, and student populations.
4. Regarding null hypotheses four, the perception of victims of gang rape is viewed as more similar than dissimilar across administrative, faculty, designated contact person, and student populations.
5. Regarding null hypothesis five, the perception of victims of stranger rape is viewed as more dissimilar than similar between males and females across administrative, faculty, designated contact person, and student populations.
6. Regarding null hypothesis six, the perception of victims of acquaintance rape is viewed as more similar than dissimilar between males and females across administrative, faculty, designated contact person, and student populations.

7. Regarding null hypothesis seven, the perception of victims of date rape is viewed as more similar than dissimilar between males and females across administrative, faculty, designated contact person, and student populations.

8. Regarding null hypothesis eight, the perception of victims of gang rape is viewed as more dissimilar than similar between males and females across administrative, faculty, designated contact person, and student populations.

9. Regarding null hypotheses five through eight, it can be concluded that further analysis of bipolar descriptors can elicit useful information regarding as to whether specific differences exist within each semantic concept.

10. Regarding null hypotheses five through eight, males are more likely than females to perceive victims of stranger, acquaintance, date, or gang rape with less favorable characteristics among bipolar descriptors within the Evaluation category opposed to the Potency or Activity categories of the Semantic Differential Scale.

11. Regarding null hypothesis nine, the perception of victims of stranger, acquaintance, date, or gang rape is viewed as more similar than dissimilar between individuals with and without personal knowledge of a rape incident across administrative, faculty, designated contact person, and student populations.

IV. Recommendations

The following recommendations result from the findings, conclusions, and the review of literature.

1. Recommendations from past studies have included that educational institutions need to offer instruction in the area of rape prevention studies. This study concurs with the recommendation that curriculum should be individualized for each gender. Curriculum should include that gender biases may exist in the perception toward rape victims. Specifically, the degree of acquaintanceship between the victim and the perpetrator is a influential factor in formulating one's perception.

2. An assessment of university policy for rape prevention education is needed for all select populations within the university setting. Professionals need to assess their attitudes toward rape and rape victims.

3. The semantic differential is a useful tool to elicit group perception's toward victims of rape. The instrument can also be a useful tool in assessing group attitudes toward other types of victims (i.e. , AIDS, child or elderly abuse, and cancer). Discrimination is best suited when isolating analysis on each bipolar descriptor within each semantic concept.

4. Regional studies need to be conducted outside the sphere of the university concerning attitudes toward rape victims by professional contacts throughout the community. A study might reveal greater or lesser differences in attitudes.

5. Regional studies need to be conducted to address sex role stereotypes and how they may affect the attitude of the professional.

6. More intensive and comprehensive attitudinal studies need to be conducted with select university populations. This can be done on a pre- and post-test basis. University groups should be a random and representative sample. Each group should be selected for its homogenous characteristics (i.e. , categorized by department or academic unit or years of work experience).

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APPENDIXES

APPENDIX A
FORM A

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



Office of Research
424 Arch Hall Tower
Knoxville, Tennessee 37996-2142
PHONE: (423) 974-3466
FAX: (423) 974-2825
URL: <http://www.research.utk.edu/>

07/19/96

IRB #: 5106 A

Title : Attitudes toward Victims of Rape Among University Populations

White, Graciela Lea
Health, Leisure & Safety
2215 Highland Ave.
Knoxville, TN 37916

Wallace, Dr. Bill
Health, Leisure & Safety
389 HPER Bldg.
Campus

The project listed above has been reviewed and has been certified as EXEMPT from review by the Institutional Review Board.

Unless there are major changes in the experimental methods or project design, no further reporting to this office is required. The responsibility for oversight of this project becomes that of the Principal Investigator, Student Advisor (if any), and the Departmental Review Committee.

We wish you success in your research endeavors.

Sincerely,


Brenda Lawson
Compliances

cc: Dr. Charles Hamilton

Attachment: Form A

FORM A

(This form is Federally
auditable and must be
TYPED.)

Certification of Exemption from Review by Full Committee
for Research Involving Human Subjects

IRB # 5106-A

Date received in OR JUN 14 1996

- A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s): (For student projects, list both the student and the advisor)
Graciela Lea White
- B. DEPARTMENT: Health, Leisure, & Safety Sciences
- C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):
2215 Highland Avenue, Knoxville, TN 37916 (423) 523-3991
- D. TITLE OF PROJECT:
Attitudes toward Victims of Rape Among University Populations
- E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable): NA
- F. GRANT SUBMISSION DEADLINE (if applicable): NA
- G. STARTING DATE: Upon certification by Coordinator of Compliance. (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)
- H. ESTIMATED COMPLETION DATE (Include all aspects of research and final write-up.): May, 1997
- I. Objective(s) of Project (Use additional page, if needed):
The purpose of this study is to assess the attitudes toward victims of rape among four university populations.
- II. Subjects (Use additional page, if needed):
Please see attached page.
- III. Methods or Procedures (Use additional page, if needed):
Please see attached page.

IV. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories): 2

CERTIFICATION: The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator	<u>Graciela Lea White</u>	<u>Graciela Lea White</u>	<u>June 10, 1996</u>
	Name	Signature	Date
Advisor	<u>Dr. Bill Wallace</u>	<u>Bill C. Wallace</u>	<u>June 10, 1996</u>
	Name	Signature	Date
Depts. Review Committee Chair	<u>Dr. Jack Pursley</u>	<u>Jack Pursley</u>	<u>June 10, 1996</u>
	Name	Signature	Date
Depts. Head	<u>Dr. Charles Hamilton</u>	<u>Charles Hamilton</u>	<u>June 10, 1996</u>
	Name	Signature	Date
APPROVED:	<u>Steven B. Pulik</u>	<u>Brenda Leason</u>	<u>7-19-96</u>
	Coordinator of Compliance	Signature	Date
	Office of Research Administration		

FORM A

H. II. Subjects

For the purpose of this study, the sample will be obtained from four university groups within The University of Tennessee, Knoxville: administration, faculty, designated contact persons, and students. Sample selection for this study is representative of members listed under group headings found in official 1995-96 university directories and in other administrative documents.

Selection of the four university groups is based on the potential to encounter a rape incident throughout the campus community. The populations will be obtained using the 1995-96 university directories for administration, faculty, and designated contact persons, and a convenience sample of undergraduate students enrolled in a general elective course. The duration of involvement of the subjects will be during the Fall semester of 1996.

Further description of each sample population is as follows. A limitation of the study is that the size of administration and staff populations are small and thus do not lend themselves to random sampling procedures, with the expectation that by random sampling a significant return response rate would not be generated that would allow for statistical analysis. Thus, a proportion of administrative and designated contact groups will be surveyed in total.

Using the faculty and staff directory, a total of 300 male and female administrative officers will be surveyed under the heading, Administrative Officers, Deans, Directors, Associate and Assistant

Deans, Directors & Department Heads. Classification of the administrative group thus include individuals holding the above job titles. University policy delegates the role of "designated contact persons," such as certified police officers, registered nurses, medical doctors, and licensed psychologists to provide logistical support services for the victim. For the designated contact population, a survey of 121 will be collectively obtained from selective security, medical, and psychological units cited in the official rape protocol list, along with head and assistant hall directors within the Department of Residence Halls. In cases where a rape may occur within university housing, head and assistant hall directors are likely to be front-line official contacts with a victim. The designated contact population represents The University of Tennessee Police Department (n=48), the Student Health Clinic (n=21), the Student Counseling Center (n=9), and the Department of Residence Halls (n=42).

A random sample will be secured for the faculty population. Using the faculty and staff directory, a total of 350 faculty members will be obtained using a sampling fraction of one-fourth applied to subjects listed under the heading, Faculty & Staff Listings. Individuals identified as a faculty hold job titles of Full, Associate, and Assistant Professor. More specifically, university policy classifies a faculty member as one who holds rank and whose primary appointment is to engage in or support academic instruction, research, or service.

For the purpose of this study, a student is classified by university policy as individuals whose primary reason for being at the University is to be enrolled in academic courses. Selection of the student group will be

obtained by a convenience sample of 88 undergraduate students enrolled in the general elective course, Health 310 Advanced First Aid, during the Fall semester, 1996. Such a convenience sample is based on the assumption that students are randomly assigned into a general elective course, thus reflecting a representative sample of the undergraduate student body taking this course.

H. III. Methods

An attitudinal survey (semantic differential instrument) will be administered to the four university populations: administrative, faculty, designated contact populations, and students. The principal investigator will enclose with the survey to subjects a letter ensuring confidentiality and anonymity. Moreover, participation of all subjects is on a voluntary basis.

The study will employ three methods of data collection. For administrative, faculty, and designated contact populations, the survey will be either delivered through campus mail to the subject's address or placed in the subject's campus mailbox.

Where a convenience sample will be utilized for the student population, the instruments will be collected during the designated class period of Health 310, Advanced First Aid. The principal investigator will provide both verbal and written instruction ensuring confidentiality and anonymity to student subjects.

The degree of risk is minimal for subjects who chose to participate in the study. Because the survey will not request the subject's name, the primary investigator will not have knowledge of the subjects who chose

to participate. The principal investigator will be the primary individual who will obtain and maintain the names of subjects for whom the surveys will be administered. If deemed necessary, the data may be reviewed by the members of the investigator's dissertation committee (Dr. Bill Wallace, Dr. Jack Ellison, Dr. Jack Pursley, and Dr. George Harris).

APPENDIX B
CORRESPONDENCE

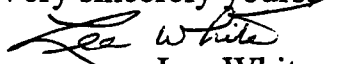
September 4, 1996

Dear Sir/Madam:

As a Ph.D. candidate in human ecology, I would like to request your participation with my study. This study is designed to measure attitudes toward victims of rape among university populations. It is **most critical** that a sufficient number of instruments are returned for the successful completion of this study as well as my graduation. Therefore, I would be very grateful for your participation.

The enclosed Modified Semantic Differential Scale is very simple to score and will take **less than 6 minutes** of your time. Participation with this study is on a voluntary basis and anonymity is secured, so please do not write your name on any portion of the instrument. After scoring each scale, please fold and place the instrument in the enclosed envelope and return it through **campus mail**. A prompt response before September 20, 1996 is appreciated.

Again, thank you for your time and consideration.

Very sincerely yours,

Lea White

September 12, 1996

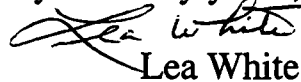
Dear Sir/Madam:

As a Ph.D. Candidate in Human Ecology, I would like to make a final attempt to request your participation with my study. It is **most critical** that a sufficient number of instruments are returned for the successful completion of this study as well as my graduation. A Modified Semantic Differential instrument should have been mailed to your address at an earlier date. The instrument requires **less than six minutes** of your time. If you have already responded to my request, please disregard this letter. I am very appreciative of your time and cooperation.

This study is designed to measure attitudes toward victims of rape among university populations. Participation with this study is on a voluntary basis and anonymity is secured, so please do not write your name on any portion of the instrument. After scoring each scale, please fold and place the instrument in the enclosed envelope and return it through **campus mail**. A prompt response before September 20, 1996 is appreciated.

Again, I am very appreciative of your support.

Very sincerely yours,



Lea White

APPENDIX C
SEMANTIC DIFFERENTIAL INSTRUMENT
PERCEPTIONS TOWARD VICTIMS OF RAPE

Perceptions Toward Victims of Rape

DIRECTIONS: This instrument is very simple to understand and requires only 5 to 6 minutes of your time. On the following pages, you are requested to indicate how you feel about a set of descriptors (such as "strong - weak") that characterize your personal perception toward victims of rape.

For example, if you feel the descriptor is very closely related to one end of the scale, place your check-mark as follows:

strong : $\frac{\sqrt{\quad}}{6}$: $\frac{\quad}{5}$: $\frac{\quad}{4}$: $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: weak

or

strong : $\frac{\quad}{6}$: $\frac{\quad}{5}$: $\frac{\quad}{4}$: $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\sqrt{\quad}}{1}$: weak

If you feel the descriptor is only slightly related to one side as opposed to the other side, place your check-mark as follows:

strong : $\frac{\quad}{6}$: $\frac{\quad}{5}$: $\frac{\sqrt{\quad}}{4}$: $\frac{\quad}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: weak

or

strong : $\frac{\quad}{6}$: $\frac{\quad}{5}$: $\frac{\quad}{4}$: $\frac{\sqrt{\quad}}{3}$: $\frac{\quad}{2}$: $\frac{\quad}{1}$: weak

The direction toward which you check depends upon which of the two ends of the scale seems most characteristic to you of a victim of rape.

IMPORTANT:

1. Be sure to check **EVERY** scale.
2. **NEVER** put more than **ONE** check-mark on a single scale.
3. Your **FIRST IMPRESSION** is most valid. There are no right or wrong responses.
4. Make each check-mark a **SEPARATE** and **INDEPENDENT** judgment.

Thank you for your cooperation!

In a **STRANGER** rape incident, the victim is:

confused : : : : : : : certain
 1 2 3 4 5 6

careful : : : : : : : reckless
 6 5 4 3 2 1

passive : : : : : : : active
 1 2 3 4 5 6

blameworthy : : : : : : : not blameworthy
 1 2 3 4 5 6

clean : : : : : : : dirty
 6 5 4 3 2 1

non-sexual : : : : : : : sexual
 1 2 3 4 5 6

respectable : : : : : : : not respectable
 6 5 4 3 2 1

weak : : : : : : : strong
 1 2 3 4 5 6

guilty : : : : : : : not guilty
 1 2 3 4 5 6

calm : : : : : : : upset
 6 5 4 3 2 1

In an ACQUAINTANCE rape incident, the victim is:

confused : : : : : : : certain
 1 2 3 4 5 6

careful : : : : : : : reckless
 6 5 4 3 2 1

passive : : : : : : : active
 1 2 3 4 5 6

blameworthy : : : : : : : not blameworthy
 1 2 3 4 5 6

clean : : : : : : : dirty
 6 5 4 3 2 1

non-sexual : : : : : : : sexual
 1 2 3 4 5 6

respectable : : : : : : : not respectable
 6 5 4 3 2 1

weak : : : : : : : strong
 1 2 3 4 5 6

guilty : : : : : : : not guilty
 1 2 3 4 5 6

calm : : : : : : : upset
 6 5 4 3 2 1

In a **DATE** rape incident, the victim is:

confused : : : : : : : certain
 1 2 3 4 5 6

careful : : : : : : : reckless
 6 5 4 3 2 1

passive : : : : : : : active
 1 2 3 4 5 6

blameworthy : : : : : : : not blameworthy
 1 2 3 4 5 6

clean : : : : : : : dirty
 6 5 4 3 2 1

non-sexual : : : : : : : sexual
 1 2 3 4 5 6

respectable : : : : : : : not respectable
 6 5 4 3 2 1

weak : : : : : : : strong
 1 2 3 4 5 6

guilty : : : : : : : not guilty
 1 2 3 4 5 6

calm : : : : : : : upset
 6 5 4 3 2 1

In a **GANG** rape incident, the victim is:

confused : : : : : : : **certain**

careful : : : : : : : **reckless**
 6 5 4 3 2 1

passive : : : : : : : active

blameworthy : : : : : : : not blameworthy

clean : : : : : : : dirty

6 5 4 3 2 1

non-sexual : $\frac{\quad}{1}$: $\frac{\quad}{2}$: $\frac{\quad}{3}$: $\frac{\quad}{4}$: $\frac{\quad}{5}$: $\frac{\quad}{6}$: sexual

respectable : : : : : : : not respectable

6 5 4 3 2 1

weak : : : : : : : strong

1 2 3 4 5 6

guilty : : : : : : : not guilty

calm : : : : : : : upset

6 5 4 3 2 1

Please indicate your gender. Male _____ Female _____

Do you have personal knowledge of a close friend or relative who has been involved in a rape incident?

Yes _____ No _____

Your primary status with the university is listed as:

administration _____ faculty _____ staff _____ student _____

APPENDIX D
EFFECT OF GENDER ON DESCRIPTORS
CHARACTERIZING VICTIMS OF RAPE

Effect of Gender on Descriptors Characterizing
Victims of Stranger Rape

Category	Descriptor	Male ($\bar{x}$)	Female ($\bar{x}$)	**P Value
P	C/C	2.44	2.49	0.8946
E	C/R	3.78	3.98	0.0474*
A	P/A	3.16	3.35	0.2500
E	B/NB	5.45	5.59	0.0253*
E	C/D	4.50	4.59	0.5317
A	N/S	2.20	2.10	0.8855
E	R/N	4.92	5.23	0.0073*
P	W/S	3.18	3.44	0.1723
E	G/N	5.45	5.64	0.0853
A	C/U	1.30	1.18	0.0234*

*Significant at 0.05 level.

*P values from Kruskal Wallis One-Way ANOVA on Ranks

Categories: E= Evaluative P= Potency A= Activity

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

Effect of Gender on Descriptors Characterizing
Victims of Acquaintance Rape

Category	Descriptor	Male ($\bar{x}$)	Female ($\bar{x}$)	**P Value
P	C/C	2.79	2.78	0.5006
E	C/R	3.68	3.87	0.1999
A	P/A	3.26	3.34	0.5476
E	B/NB	4.77	5.17	0.0028*
E	C/D	4.65	4.76	0.3748
A	N/S	3.06	2.76	0.0521
E	R/N	4.87	5.14	0.0296*
P	W/S	3.29	3.46	0.1783
E	G/N	5.05	5.30	0.0561
A	C/U	1.82	1.52	0.0057*

*Significant at 0.05 level.

*P values from Kruskal Wallis One-Way ANOVA on Ranks

Categories: E= Evaluative P= Potency A= Activity

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

Effect of Gender on Descriptors Characterizing
Victims of Date Rape

Category	Descriptor	Male ($\bar{x}$)	Female ($\bar{x}$)	**P Value
P	C/C	2.96	2.67	0.0370*
E	C/R	3.60	3.68	0.5461
A	P/A	3.38	3.51	0.3117
E	B/NB	4.56	5.16	0.0001*
E	C/D	4.60	4.79	0.1751
A	N/S	3.47	3.19	0.0740
E	R/N	4.76	5.12	0.0030*
P	W/S	3.27	3.48	0.1401
E	G/N	4.78	5.18	0.0052*
A	C/U	1.87	1.51	0.0001*

*Significant at 0.05 level.

*P values from Kruskal Wallis One-Way ANOVA on Ranks

Categories: E= Evaluative P= Potency A= Activity

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

Effect of Gender on Descriptors Characterizing
Victims of Gang Rape

Category	Descriptor	Male ($\bar{x}$)	Female ($\bar{x}$)	**P Value
P	C/C	2.13	2.07	0.5531
E	C/R	3.80	4.06	0.0792
A	P/A	2.65	2.96	0.0722
E	B/NB	5.36	5.75	0.0009*
E	C/D	4.47	4.65	0.1349
A	N/S	2.24	2.09	0.2640
E	R/N	4.80	5.16	0.0067*
P	W/S	2.81	3.05	0.1374
E	G/N	5.34	5.65	0.0285*
A	C/U	1.38	1.22	0.0336*

*Significant at 0.05 level.

*P values from Kruskal Wallis One-Way ANOVA on Ranks

Categories: E= Evaluative P= Potency A= Activity

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

**Kruskal-Wallis Test Results for the Effect of Gender
on Victims of Stranger Rape Among the Total Sample Population**

Descriptor	N	χ^2	D.F.	Probability
C/C	348	1.75	1	0.8946
C/R	348	3.93	1	0.0474*
P/A	348	1.32	1	0.2500
B/N	348	4.99	1	0.0253*
C/D	348	0.39	1	0.5317
N/S	348	2.07	1	0.8855
R/N	348	7.18	1	0.0073*
W/S	348	1.86	1	0.1723
G/N	348	2.95	1	0.0853
C/U	348	5.13	1	0.0234*

*Significant at 0.05 level.

Descriptor Key:

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**Kruskal-Wallis Test Results for the Effect of Gender
on Victims of Acquaintance Rape Among the Total Sample Population**

Descriptor	N	χ^2	D.F.	Probability
C/C	348	0.45	1	0.5006
C/R	348	1.64	1	0.1999
P/A	348	0.36	1	0.5476
B/N	348	8.91	1	0.0028*
C/D	348	0.78	1	0.3748
N/S	348	3.77	1	0.0521
R/N	348	4.73	1	0.0296*
W/S	348	1.81	1	0.1783
G/N	348	3.64	1	0.0561
C/U	348	7.63	1	0.0057*

*Significant at 0.05 level.

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

**Kruskal-Wallis Test Results for the Effect of Gender
on Victims of Date Rape Among the Total Sample Population**

Descriptor	N	χ^2	D.F.	Probability
C/C	348	4.34	1	0.0370*
C/R	348	0.36	1	0.5461
P/A	348	1.02	1	0.3117
B/N	348	14.11	1	0.0001*
C/D	348	1.83	1	0.1751
N/S	348	3.18	1	0.0740
R/N	348	8.76	1	0.0030*
W/S	348	2.17	1	0.1401
G/N	348	7.79	1	0.0052*
C/U	348	14.13	1	0.0001*

*Significant at 0.05 level.

Descriptor Key:

C/C= confused/certain

N/S = nonsexual/sexual

C/R= careful/reckless

R/N = respectable/not
respectable

P/A= passive/active

W/S = weak/strong

B/N= blameworthy/not blameworthy

G/N = guilty/not guilty

C/D = clean/dirty

C/U = calm/upset

Kruskal-Wallis Test Results for the Effect of Gender
on Victims of Gang Rape Among the Total Sample Population

Descriptor	N	χ^2	D.F.	Probability
C/C	348	0.35	1	0.5531
C/R	348	3.08	1	0.0792
P/A	348	3.23	1	0.0722
B/N	348	10.90	1	0.0009*
C/D	348	2.23	1	0.1349
N/S	348	1.24	1	0.2640
R/N	348	7.33	1	0.0067*
W/S	348	2.20	1	0.1374
G/N	348	4.79	1	0.0285*
C/U	348	4.51	1	0.0336*

*Significant at 0.05 level.

Descriptor Key:

C/C= confused/certain

C/R= careful/reckless

P/A= passive/active

B/N= blameworthy/not blameworthy

C/D = clean/dirty

N/S = nonsexual/sexual

R/N = respectable/not
respectable

W/S = weak/strong

G/N = guilty/not guilty

C/U = calm/upset

VITA

Graciela Lea White was born in Murfreesboro, Tennessee on January 23, 1970. She attended elementary and secondary schools in the Murfreesboro area, graduating from Oakland High School in May 1988. Receiving an athletic scholarship in women's track in 1988, she attended The University of Tennessee for undergraduate studies. In 1989, Lea transferred to Middle Tennessee State University where she ran varsity track and earned teaching certification in health, physical education, and biology. After completing the Bachelor of Science degree from Middle Tennessee State University in 1992, she returned to The University of Tennessee to pursue graduate studies. Majoring in community health education, Lea completed a summer internship at the American Medical Student Association in Reston, Virginia and subsequently earned the Master of Public Health degree. In the Fall of 1994, Lea started work on the Doctor of Philosophy degree at the University of Tennessee. While pursuing coursework, she was employed as a graduate teaching associate in the Department of Health, Leisure, and Safety Sciences. Lea also worked for the College of Education as part of the Individualized Curriculum Program in the Knox County School System where she supervised student interns in health instruction for elementary grades. During her coursework, in 1995 she met the requirements as a Certified Health Education Specialists by the National Commission for Health Education Credentialing, Inc. In May 1997, Lea received the Doctor of Philosophy degree in Human Ecology with a concentration in community health.