Limitations of women's freedoms: a comparison study between two societies

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Limitations of women's freedoms:
A comparison study between two societies

by

Ruth Ann Johnson

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

Major: Education
Major Professor: Gordon Hopper

Iowa State University
Ames, Iowa
1996

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Graduate College
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This is to certify that the doctoral dissertation of

Ruth Ann Johnson

has met the dissertation requirements of Iowa State University

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For the Major Professor

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For the Major Department

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For the Graduate College
DEDICATION

To my parents, Arthur and Gladys Johnson,
the greatest parents a child could hope for, and to
Michele R. Goodwin, my daughter, of whom I am so proud!
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CHAPTER I
GENERAL INTRODUCTION

Opening Statement

Women’s life experiences as children, adolescents and adults are set in a context of ever-present danger. Worry about personal safety is one way women articulate what it means to be female and live, day-in and day out, in communities where women are targets of sexual violence. (Stanko, 1990, p. 86)

In 1993 this researcher asked the questions: Are women’s experiences of freedom of movement in society influenced by fear and personal safety issues? Are those experiences different from the experiences of men? These questions evolved into the researcher’s thesis study (Johnson, 1996). During the writing of the thesis results the researcher participated in an exchange program to the University of Glasgow, Glasgow, Scotland.

The researcher, living in a different society and experiencing women in a different environment, questioned whether the experiences of Scottish women were different or similar to those of United States’ (US) women? The review of literature for the Masters thesis suggested that the fear women experience is universal. The researcher wondered if growing up and living in a society where the citizenry were not allowed to carry weapons would result in women feeling safer and experiencing more freedom of movement in their society. The researcher took advantage of time and place to collect data from the University of Glasgow student body for the purposes of (a) analyzing the data to determine if there were sex differences and (b) to compare Scottish women’s experiences and perceptions of limitations on freedom of movement with US women.
Background

On the international scene the United Nations (UN) in the 1970's changed their perspective and women's issues were brought to the foreground. It was decided to begin to integrate women into development, as agents and beneficiaries in all sectors and at all levels of the development process, therefore starting an impetus for improving the status of women (Pietila, 1985).

Rape, domestic violence, and other violent crimes against women makes survival their number one concern. Crimes against women stand in the way of women around the world gaining equality. A 1995 UN report indicated that the condition of women has become a global epidemic, wherein a high number of women are slaves, spoils of war, sexually mutilated, and most of all victims of abuse in the home. It was found that the number one cause of female injuries throughout the world is the result of domestic violence. Society's response has been to ignore or erratically punish the offenders. The UN report also showed that most gender biased evidence is linked to male power, privilege, and control. The report stated that violence most often was a result of the lower status of women in the family (Wright, 1995).

There are many issues that must be considered when studying women's freedoms. The cultural values and the socialization of children within the society are expected to play a vital role. Many researchers (Couch, 1983; Dobash and Dobash, 1987; Ellis, 1989; Furnham and Gunter, 1989; Jaggar, 1983; Roberts, 1989; Vogelman, 1990), in both the US and Britain, have linked the socialization of children to the perpetuation of the status of women. As a child grows they learn moral codes, social skills, and sex role behaviors in order to function properly within his or her society. As a part of the socialization process, children also learn sexist ideas and behaviors reflective of society's social control over women. "Cultural
values that teach and legitimize traditional sex roles are diffused throughout the society and are transmitted not only through face-to-face interaction with parents and peers but also through games, sports, literature, the media, and even fairy tales” (Couch, 1983, p. 4).

Thus, victimization of women begins at birth or earlier. Codes of conduct, in which unequal power relations exist between the sexes, are passed down from one generation to the next perpetuating masculine and feminine models. Male superiority is encouraged and the belittling of females is tolerated, allowing men to abuse their position of power by oppressing women. The feminist perspective is that men are socialized to be aggressive and to see women in a position of inferiority (Roberts, 1989).

In Britain the old patriarchal form of authority is still held on to. It acts as a moral order with obedience and loyalty being stressed between inferiors, wherein males are superior to females. Women are affected by these ideals. The acceptance of the moral ideals of loyalty, obedience and domestic responsibility have impacted the emotions and responses of British women, invoking feelings of guilt for acts against them (Dobash & Dobash, 1987). Dobash and Dobash (1987) found in their research that in the British society there is a firm belief in the husband’s authority and the obligation for the wife to serve him. "Through marriage they (wives) were transformed into the 'appropriate' or legitimate' victims of rightful patriarchal chastisement" (p. 178).

It is also believed that one of the major contributors to continuing the social position of women is the mass media and society’s language. Literature, media, and sports have helped to socialize children in the traditional sex roles as well as the belief that violence is normal and acceptable in various circumstances (Couch, 1983). Language mirrors the prevailing culture, it plays a significant role in promoting
sexist attitudes. Social control of women is also expressed through language. Women that show interest in sexuality or have a healthy sex life are often labeled as a 'whore' or 'slut', which robs them of their social status and human dignity. The double standard for men and women is demonstrated linguistically through each society’s language. "In language, as in life, men dominate the sexual arena" (Vogelman, 1990, p. 91).

The occurrence of violent crimes against women also must be considered when studying their freedom of movement in society. A 1993 Federal Bureau of Investigation Report showed that the crime rate in eight categories had dropped 3%. However, violent crimes showed an increase of 1%. Rape, sexual aggression, and assault continue to climb. A US citizen becomes a victim every 22 seconds (Tumulty, 1993). Meanwhile, a 5% decrease in crime occurred in Britain. Violent crimes also showed a slight drop in Britain. Ninety-three percent of crimes in Britain are crimes against property. Therefore it is perceived to be a gentler place (Montalbano, 1995).

In today's society women are perpetually being faced with the potential of personal danger. The media is full of movies depicting women as the victims of rape, muggings, or beatings. News broadcasts publish risk information without also providing comparisons, context, or perspectives. Pervasive messages promote fear and panic in women. According to Furnham and Gunter (1989) and Peden (1992), women's fears of being raped or falling victim to crimes were found to be exaggerated when compared to the statistical likelihood of being victimized. Although these fears are exaggerated, they are real. Therefore, women are encouraged to learn how to protect themselves or they are told to "avoid" behaviors or places in which they might put themselves in danger (Skelton & Burkhart, 1980). Will (1993) found that "The fight against crime in America, is now essentially a fight
for freedom” (p. C7). Fearing crime, or being one of its victims is to lose a fair share of freedom.

The final area that needs to be considered is the response of law enforcement, the justice system, and society to violence against women. A study in Britain indicated that the pessimism of its citizens had increased concerning the increase of violent crimes. The people believe that the legal system and law enforcement agencies are not sufficiently prepared to protect the citizenry and that people should take the law into their own hands (Furnham & Gunter, 1989). Vogelman (1993) stated that rape laws in Britain are written to reflect that such a crime is a crime against a man’s personal property. Brown (1991) and Rafter and Stanko (1982) referred to the second victimization that occurs when US women report a rape or sexual assault. The second victimization occurs as the result of male dominance of the legal and judicial systems. The legal system contributes volumes of literature on court decisions in which the woman’s lifestyle and credibility have been placed on trial.

The 1960s Women’s Movement and the emergence of feminist’s thoughts and beliefs have made the greatest impact on society. Jaggar (1983), Roberts (1989), Scully (1990), and Goodman (1991) have presented some of the forward thinking of feminists. By exposing the destructive quality of women’s relations with men, the British moral order of obedience and loyalty of women to men, and the intentional victimization of women by abusing their trust in a relationship, feminists have brought to society’s awareness the fears that limit a woman’s experience of freedom. Currently, women are working toward equality. To varying degrees, they are experiencing some success. However, as some freedoms are gained the lack of others is becoming more pronounced. This is especially true in the area of violence against women.
While much has been written about women and the lifestyle altering fears they experience, little has been written about how these fears, and the safety precautions taken to overcome or minimize them, limit women's freedoms. Goodman (1991) stated that while currently the spotlight is on sexual harassment, there is pressure to move toward removing barriers that impede women's freedom from fear. The researcher designed the Public Behaviors Questionnaire to assess men's and women's individual experiences and perceptions of their safety behaviors. This research assesses men's and women's responses to the PBQ in two societies to ascertain similarities and differences regarding freedom movement.

**Purpose of Study**

The purpose of this study is to look at how women perceive their freedoms to be limited by examining their personal safety behaviors. Safety behaviors were studied in relation to nonacademic activities, personal habits when using a car, safety issues, and freedom of movement.

There were two objectives for this research. The first objective was to look specifically at the differences of expression of safety behaviors between men and women in Scotland. This study focuses on personal safety issues and public behaviors of both males and females to determine if females experience and perceive the same freedom of movement in Scottish society that males do.

The second objective was to compare experiences and perceptions of freedom of movement by women in the US with those of women in Scotland as assessed by the Public Behaviors Questionnaire (PBQ).
Research Questions and Hypotheses

Considering the purpose of this study, there are two major research questions, one for each manuscript, with each question generating four null hypotheses.

Research question one

Are women's reported experiences and perceptions regarding freedom of movement within their society, as recorded on the Public Behaviors Questionnaire (PBQ), limited in Scotland by fears for safety? The following null hypotheses were generated and tested utilizing the chi-square technique. The .01 level of confidence was established for significance:

Null hypothesis one There are no significant differences between males and females in their nonacademic activities as indicated by their responses to the items assessing the nonacademic activities on the Public Behaviors Questionnaire.

Null hypothesis two There are no significant differences between males and females when meeting their personal habits when using a car as indicated by the responses to the items assessing personal habits when using a car on the Public Behaviors Questionnaire.

Null hypothesis three There are no significant differences between perceptions and safety behaviors as reported by males and females as indicated by their responses to the items assessing safety issues on the Public Behaviors Questionnaire.

Null hypothesis four There are no significant differences between males and females in how they perceive and experience freedom of movement in society, as indicated by their responses to the items assessing freedom of movement on the Public Behaviors Questionnaire.
Research question two

Do women from the US differ in their experiences and perceptions of freedom of movement within their society when compared to women from Scotland, as recorded on the Public Behaviors Questionnaire (PBQ)? The following null hypotheses were generated and tested utilizing the chi-square technique. The .01 level of confidence was established for significance:

Null hypothesis one There are no significant differences between women from the US and women from Scotland, in their nonacademic activities as indicated by their responses to the items assessing the nonacademic activities on the Public Behaviors Questionnaire.

Null hypothesis two There are no significant differences between women from the US and women from Scotland, when meeting their personal habits when using a car as indicated by their responses to the items assessing personal habits when using a car on the Public Behaviors Questionnaire.

Null hypothesis three There are no significant differences between perceptions and safety behaviors as reported by women from the US and women from Scotland, as indicated by their responses to the items comprising safety issues on the Public Behaviors Questionnaire.

Null hypothesis four There are no significant differences between women from the US and women from Scotland, in how they perceive and experience freedom of movement in society, as indicated by their responses to the items assessing freedom of movement on the Public Behaviors Questionnaire.

Definitions

This study focuses on the personal safety issues and public behaviors of males and females from the US and Scotland. In order to better understand the
safety issues faced by men and women, the following definitions are provided. To provide consistency between research projects the same definitions have been used that were used in this researcher's thesis study (Johnson, 1996). Unless otherwise stated, all definitions are taken from Webster's Ninth New Collegiate Dictionary.

Aggression A forceful action or procedure especially when intended to dominate or master.

Assault A violent physical or verbal attack

Behavior The manner of conducting oneself; anything that an organism does involving action and response to stimulus.

Control Power or authority to guide or manage.

Fear An unpleasant often strong emotion caused by anticipation or awareness of danger. Fear is conceptualized on two factors, perceived seriousness and feelings of personal risk.

Freedom Adler (1970) has identified freedom as being possessed in three realms: natural, acquired, and circumstantial, each exists within a different mode of self. A natural freedom, existing as self-determination, is one which is possessed by all; an attribute of power instinctive in human nature, such that a person can creatively change him/herself by the act of deciding what to do, or what to become. An acquired freedom, in the mode of self-perfection, is possessed only by those who, through the acquisition of wisdom or acquired virtue, are therefore able to will or live as they ought in accordance to moral law or an ideal consistent with human nature. Circumstantial freedom, existing as self-realization, is possessed by a person who, under favorable circumstances is able to act as she/he wishes for her/his own good as she/he sees fit (Adler, 1970).

For the purpose of this study, only circumstantial freedom of self-realization and natural freedom of self-determination will be used.
Power Possession or control, authority or influence over others.
Rape Sexual intercourse with a woman by a man without her consent and chiefly by force or deception.
Safety The condition of being safe (freed from harm or risk) from undergoing or causing hurt, injury, or loss.
Sexual Relating to or associated with sex or the sexes.
Sexual Violence An act that occurs whenever a person is forced to submit to another person against their will. It is a crime that involves power as a motive, sex as a weapon, and aggression as a method (ICASA, 1992).
Violence Exertion of physical force so as to injure or abuse.

Limitations of Study
The population from which the samples for this study are drawn were graduate and undergraduate students attending a major university in the rural midwest US and graduate and undergraduate students attending a major university in a metropolitan city in Scotland.

Dissertation Organization
This doctoral dissertation is comprised of a general introduction, a review of literature, two manuscripts, general conclusions and recommendations, appendices, and references, for chapters one, two and five. The appendices are made up of the questionnaires, letters and data tables for the research project. The first manuscript entitled “Limitations of Women’s Freedoms in Scotland,” will be submitted to Women’s Studies International Forum, a feminist journal committed to multidisciplinary studies of women’s issues. The second manuscript, entitled “Limitations of Women’s Freedoms: A Comparison Study Between Two Societies,”
will be submitted to *Psychology of Women Quarterly*, a feminist journal committed to developing knowledge about the psychology of women. The doctoral candidate is the sole author for both manuscripts.

**Human Subjects in Research Statement**

The Iowa State University Committee on the Use of Human Subjects in Research granted approval of the Public Behaviors Questionnaire and student participation in this research previous to the researcher's thesis study in 1993. An extension was approved for the expansion of data collection for the doctoral dissertation.
CHAPTER II
LITERATURE REVIEW

Fear of rape and sexual assault is extremely high in women of all ages (Warr, 1985). Fear is conceptualized on two factors, perceived seriousness and feelings of personal risk. Most women believe that rape could happen to them. Research has demonstrated the far-reaching effects of sexual violence within society. Not only does this impact the women who have been victimized, it further restricts the lifestyles of all women. A man's experience of crime does not restrict his lifestyle the way it restricts a woman's lifestyle (Scully, 1990).

This literature review will explore four main areas that contribute to how women in the United States (US) and Scotland experience their freedom of movement within their respected societies. The areas that are covered include: cultural values and socialization; mass media and language; acts of violence against women; and legal, judicial and society responses to acts of violence against women.

Cultural Values and Socialization

Socialization can be defined as a process through which people are acculturated to attitudes and ways of behaving which enable them to participate in society. The notion that sex role behavior is learnt has been verified by numerous studies, ranging from examinations of cross-cultural sex differences to research on hermaphrodites. (Vogelman, 1990, p. 51)

As a child grows they learn moral codes, social skills and sex role behaviors in order to function properly within his/her society. As a part of the socialization process, children also learn sexist ideas and behaviors which perpetuate acts of rape and social control over women. In many cultures it is believed that what is socially
accepted is natural. Consequently, as history has passed down men's social control over women, it is believed to be the natural order of things. Deviance was to resist what was natural. However, as a result of imperfections, people are never perfectly socialized and therefore socialization can never be fixed or predictable. Change is continual and possible because things are interconnected, personality features are never permanent, but changeable. To move from a rape culture requires a commitment to change society's methods of relating within social institutions like the family (Vogelman, 1990).

A great deal of our behavior is controlled by socially and culturally approved norms of conduct and beliefs about one's own sex. In all societies certain characteristics and behaviors are traditionally associated with and deemed appropriate for men and for women. Socialization practices instill these social mores in individuals from a very early age. And they can become permanent ingredients of the person's psychological make-up and outlook on the world. (Furnham & Gunter, 1989, p. 90)

Children are still being taught in most countries that males are dominant or superior to females. The messages are delivered both implicitly and explicitly by men and women. Therefore, children learn that violence is acceptable when a man is asserting his power while resolving a conflict. Each society perpetuates violence by obscuring, legitimizing, or denying its occurrence (Wright, 1995).

At a young age girls are socialized and trained to behave differently than boys so that many of their freedoms are not recognized or missed. Thus, the way girls are taught to perceive personal safety confines their public behaviors. Consequently women, as a result of sexual aggression and violence towards them, are unable to experience many personal freedoms that men can (Stanko, 1990).
Women do not have freedom from fear. There are barriers in place that spell danger for women. These barriers impose a sense of danger on women that limits their personal behaviors. As a result, mothers pass on cautions to their daughters. The fact that these messages have to be passed on contributes to the resentment women feel as a result of oppression by men (Goodman, 1991).

Growing up in the United States

Women have rituals that they employ as safety measures, which are particular to societal and cultural customs. Many of these rituals are passed down through generations. They become routines practiced in order to feel a sense of security. People consider them to be actions of good common sense, so they are passed on to the next generation of children. Some of these rituals include locking doors, choosing routes to and from work or shopping, how we protect our personal property and valuables, and assessing the who, what, and where of safety. Stanko (1990) reported that women practice a wider variety and a higher number of safety rituals than men do, demonstrating an increased awareness of their vulnerability to violence. Gordon and Riger (1989) stated that girls learn at home about fear at a very young age. That fear is reinforced in schools, churches, legal institutions, and the media.

Part of the teaching of young girls resulted in the belief that women should dress modestly in order to not be perceived as provocative. "As the girls mature into women, however, they increase their fear-related behavior by taking more precautions against crime" (Gordon & Riger, 1989, p. 54). Rarely are girls taught how to fight or defend themselves. Rather, they are taught to choose a man that can protect them; meanwhile boys are taught how to defend themselves and to protect and defend girls. "Women's early training to be alert to danger, coupled with lack
of a sense of physical efficacy, may leave them particularly vulnerable” (Gordon &

Gilligan (1982) found that there is a difference between men and women in
their psychological identity and their moral development. Most psychological and
developmental studies from the past were of boys and men with results being
generalized or omitted for females. She found that there are two different modes of
thoughts and interpretations which arise in the social context of status and power
combined with reproductive biology to shape the experiences of male and females
and their relationships. While women have gained the right in society to make
choices, acting on those choices creates an internal conflict. The conflict results
when the choice a woman makes does not fit the stereotypic feminine behavior of
goodness and self-sacrifice. When studying aggression and violence, Gilligan (1982)
found that men and women perceive danger in different social situations and
construe danger in different ways.

Stanko (1990) found that the life experiences of women from childhood
through adulthood are set in a context of ever-present sexual danger. From a very
young age girls are made aware of their vulnerability to men through parental
instructions. They are taught lessons of survival continually. By knowing that
danger and violence exists, girls are influenced to exercise precautions. The girl’s
(women’s) behavior is scrutinized implying that she is the cause of a man’s actions
As a result of being seen as a target for sexual violence, girls and women are
expected to make changes in their behavior and learn safety tips.

Seales (in Henneberger, 1993) found that many boys do not perceive sexual
aggression as a crime. Many girls think that in certain circumstances a boy has a
right to force himself on to a girl.
Boys learn as they grow up that they must always be aware of and prepared for the potential of physical danger. They are taught that ‘real’ men are strong, heterosexual, a protector, capable of taking care of himself, and if necessary able to defend himself or another aggressively. Parents and adults often condone or reinforce the use of physical power by boys. Typically, young boys that do not fit the ‘real’ man model become the victims of other boys and are not protected by adults. Part of the expectation of young boys is that they will be masculine and will choose girls as the object of their sexual attentions. Being heterosexual keeps a man in a position of power over women. Sexual harassment of women is perceived as a male sport (Stanko, 1990).

Another popular belief in rearing boys is that “boys will be boys”. Baker (1993) found that tolerance of unacceptable behaviors by boys has led to the formation of groups like ‘Spur Posse’, a California association of male youth dedicated to sexually using, abusing, and terrifying high school girls. The sports arena is another area where boys learn to feel good about themselves based on their abilities (Stanko, 1990). Lipsyte (1993) found that often male athletes learn that sports is a test of their masculinity and that if you fail to dominate you are a ‘girl’, which leads to a sports violence culture. The ‘boys will be boys’ mentality removes culpability for actions and encourages aggressive behavior.

Growing up in Scotland

The family environment is where socialization begins for a child. The influence that parents and significant adults have in the lives of children is established by the dependence of the child. Curiosity and receptivity to family stimulation is strengthened by their dependency. The modeling that parents provide is learned by the observing child. Reinforcement or punishment are not required for learning to occur. Children observe the behaviors and actions of the
significant people in their life, while doing so they also become aware of the consequences and reactions of others to the observed behavior. The child then determines whether they are willing to reproduce the behavior and receive the positive or negative consequences. Vogelman further stated:

Whether they are conscious of it or not, most parents act as representatives of their society. They help conserve dominant norms and inhibit the development of alternative forms of behavior. Prevailing sex roles become ingrained through the childhood activities encouraged by parents. (1990, p. 54).

Stereotyping of sex roles begins at birth when the child is defined as male or female. Parents respond differently to the infant dependent on their sex and perceptions they have. The interactions between baby and mother stimulates the behavior of the child. Sons are stimulated to have higher activity levels, which points to the potential for heightened physical activity in childhood and aggressive behaviors in adulthood. Alternately, mothers tend to respond to tears and fretting in girls, communicating a belief that girls are more vulnerable and in need of protection and reassurance, potentially contributing to girls behaviors being more passive and dependent (Vogelman, 1990).

Studies have found that socialization patterns and work roles have been responsible for pressuring girls into nurturant, dependent, and submissive roles. Nurturance was believed to be the 'natural' quality for women, which prepares them for child rearing. Men are expected to be the provider and must be active and independent, therefore, as boys they are encouraged to be more independent and achievement oriented (Vogelman, 1990).

Lack of adequate sex education for adolescent boys leads to feelings of uncertainty and guilt. Boys are expected to be knowledgeable and confident about
sex, which makes it difficult for them to seek out information and to quail doubts about their own sexual abilities. Often boys operate on misinformation which leads to internalization of myths concerning male and female sexual needs, responses, and desires. Ignorance therefore acts as a contributing factor in behaviors of sexual aggression and violence (Vogelman, 1990).

Another major function of the family is its role as a disciplining agent. It is the first place where children learn to accept authority and hierarchy unquestioningly. These relations are expressed in the father's dominant position over the mother, and the child's position in relation to his or her parents. Children are expected to obey their parents even if the commands are unrealistic and their punishments cruel. Over one third of subjects in a study said they had never been (consciously) angry with or questioned their father's or other "significant adult's" authority, even when severely beaten by them. (Vogelman, 1990, p. 54)

Commonalties between Societies

Preconceptions about childhood are a result of having been a child. An imprint is left on the adult from childhood that contributes to notions about childhood and theories about child rearing. Whether subtle or unconscious the conclusions drawn from childhood do not have to be rigid or unchangeable. Child development research and child rearing techniques have enabled parents to be more informed about a child's capabilities and developmental needs (Schaffer, 1990).

Children do not lack individuality. Parents rearing more than one child will find that each has his/her own personality characteristics. Providing uniform child rearing structures will not guarantee similar development (Schaffer, 1990). Chess (in Schaffer, 1990, p. 223) found in a longitudinal study that a child's behavior is not inevitably due to unhealthy parental influences. Parental behaviors are mutually
impacted by what a child does, which led to the belief of 'goodness of fit' (how well the parents' and child's characteristics fit together). "Children's development cannot be explained solely in terms of their environment and what other people do to them. Instead, we must consider how such experiences impinge on and are absorbed by particular kinds of individuals. Assessment requires knowledge of the child as well as of parents" (Schaffer, 1990, p. 224).

It has been suggested that parental insensitivity to a child can produce insecurity in children. Insensitivity can be present in either parent and may be the result of having been deprived as children in their own family of origin. Prolonged experience with unhealthy parenting has to be considered a predisposing factor (Schaffer, 1990).

Childhood requires a predictable environment in order for a child to grow up healthy, as their ability to cope with drastic change is limited. However, total sameness can cause in children a lack of skills for dealing with a variety of different circumstances and people, while constant flux can lead to confusion and bewilderment, leaving the child feeling unsettled (Schaffer, 1990). "...it is the nature of children's interpersonal relationships that are the key influences on psychological development and not family structure..."(Schaffer, 1990, p. 230).

It is the continuity of the family atmosphere that influences a child's experiences daily. These influences are a strong force in the development and shaping of the adult personality. Schaefer stated that:

There is now plenty of evidence to show that the effects of early experience are reversible, given the right conditions...indeed, episodes of any kind of deprivation, neglect and abuse need not, in and by themselves, constitute a permanent handicap just because they occurred early in a child's life. (1990, p. 232).
Outcomes depend on what happened early on in a child’s life. However, major differences can be seen between individuals who have gone through identical experiences together (1990, p. 233).

Adolescence (years between 11 and 22) is the development stage that significant social, personal, and physical changes occur. It is a period of time in which many challenges occur, the young person is expected to take on a more mature behavior, think more logically, develop strong sex role identities, and form interpersonal relationships with a wide range of people within society. Social values, attitudes, and belief systems develop over complex levels, beyond those developed through the pre-adolescent and childhood years. During the adolescence stage, cognitive and moral maturity occur and the young person begins to take on more independent world views, through the development of advanced abstract thoughts and ideas about social, political, economic, spiritual and environmental issues. During adolescence logical reasoning, and the capacity for philosophical reflection develops and young people begin to adopt ideological systems of beliefs and attitudes. Adolescents also begin to have more encounters with the criminal justice system, police, and the courts, as a result of increased legal responsibility and greater involvement with the youth culture (Furnham & Gunter, 1989).

Attitudes held by adolescents toward crime law enforcement and legal systems are formed through multidimensional avenues. Perceptions, beliefs concerning crimes, prevention, punishment and justice, opinions concerning the law and police, and a willingness to be involved impact the attitudes that young people have about crime (Furnham & Gunter, 1989).

A child’s interpersonal relationships are influenced by his/her social class, family structure, birth order, ethnicity, and homelife stresses. However, actual interpersonal experiences that the child has with other people is the primary
ingredient that needs to be observed in order to draw conclusions about the child's development (Schaffer, 1990).

It is the attitudes, expectations and experiences that are associated with social class and a mother's behaviors and type of relationship with the child that effects the child's view of differences (Schaffer, 1990). As long as the interpersonal relationships in which a child grows up are of a satisfactory nature, the child should have a psychologically healthy personality, despite the great variety of social groupings for families.

Personality development is highly influenced by interactions with other people outside the family and media presentations. The amount of television viewing by a child has been found to be related to characteristics in the parent to child relationships. Where conflicts, insensitivity and lack of warmth, and generally poor relationship exist, the more prone the child is to watch more television and there is a higher preference for programs with violence (Schaffer, 1990).

**Contributions of Mass Media**

Many views and opinions are developed through viewing television (Furnham & Gunter, 1989). Tumulty (1993) found that media presentations of murders by strangers dominate headline and drive fear, whereas in reality, an individual is three times more likely to be killed by a relative, friend, acquaintance, or neighbor.

Howitt and Cumberbatch (1975) found that a considerable number of US and British citizens feel that the media is an important cause of violence. In an opinion poll of US and British people the media was perceived to cause the following:
Crime in Society

<table>
<thead>
<tr>
<th></th>
<th>US</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>The breakdown of respect for authority, law and order</td>
<td>74%</td>
<td>58%</td>
</tr>
<tr>
<td>Use of drugs</td>
<td>68%</td>
<td>55%</td>
</tr>
<tr>
<td>Laws that are too lenient or not letting the police do their job</td>
<td>64%</td>
<td>57%</td>
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It was also found that the 35% of the British sample felt that television violence causes violence compared to 27% of US respondents. This is significant considering that US television programs are known to be more violent than British programming.

One form of media entertainment are hosted tabloid style 'news shows'. The topic of these programs is the sensationalizing of news stories about crime and justice, often depicting real crime scenes (Surette, 1992). Other forms of media entertainment which have contributed to the decay of the national moral code of the American society are talk shows that exploit sex and movies that exploit women and relationships (Baker, 1993).

**Media in the US**

In 1975 the National Advertising Review Board (NARB) organized a panel of publicly known women to review and make recommendations concerning the portrayal of women in television advertising. The panel found that the reflection of women in advertising was out of date. Recommendations that were made to advertisers were: (a) to question if the advertisement portrayed women as weak, silly, stupid, or over-emotional; (b) to question if the women portrayed were presenting a realistic perspective (i.e. overly ecstatic about house cleaning); (c) to question if the women presents themselves as consumed by being attractive to the man in her life, or capable of being able to win approval of in-laws; and (d) to question whether the ad offers unrealistic psychological rewards for use of the
product. Despite their efforts, sexual stereotypes are still being perpetuated through advertising. During high commercial times (daytime) a person is exposed to one and one half hours of propaganda ridden advertisements in six hours of viewing. The message of the ads reinforces the stereotypes that a women's place is in the home in a position of servitude to her husband and family. While some commercial trends have passed, the ones that project women as sex objects to sell a product persist (Caldwell, 1977).

How women are depicted in the US media contributes to their lower status and perceived vulnerability. The real-life experience of the majority of women is not that of a delicate flower unable to face the rigors of real life. The image was created by a class, culture, and economic structure with excess wealth, to portray women, also adding a hint of sexual availability. Today's society perpetuates this view each time the media uses women's bodies to attract attention or encourage sales. Labeling the sexual use of women as a form of victimization lead to the term 'exploitation', wherein women presented a different picture of "harmless good fun" into fear of unwanted and aggressive male attention. Women also have to concern themselves with fashion choices.

Attractiveness for women meant walking a tightrope between offering a promise of sexual excitement and maintaining distance, for the image says 'look but don't touch'. A picture can provide distance between the image and the audience. On the streets, the distance is more difficult to see when catcall and whistles turn into obscenities and aggression. (Roberts, 1989, p. 5)

Byrd (1993) stated that the media places victims in one of two images: vamp or virgin by the language that they choose. A vamp is a woman who by her looks, behaviors or general loose morality drove the man to such extremes of lust that he was compelled to commit the crime. A virgin is a victim to a man that is a depraved
and perverted monster pulled by the innocent victim, who is now a martyr to the flaws of society. Benedict (in Byrd, 1993) stated that "The only way to de stigmatize rape is to change the way in which sex crimes are reported by noticing biased language, writing matching profiles of accused and victim, and providing more coverage of the crime itself" (p. C6).

A 1971 US Surgeon General's study found that "there is some causal relationship between media violence and violence in real life" (Howitt & Cumberbatch, 1975).

"Television, movies and advertising barrage the young with messages that glamorize sexual aggression and degrade women" (Henneberger, 1993, p. E6). Lack of discussion with parents and teachers to help young people sort through and understand those messages while going through puberty and forming a sexual identity contributes to sexually aggressive behaviors and degradation of women.

Media in Scotland

In Britain, 98% of homes have at least one television, with a trend towards multiple units. Television is one avenue by which language comes into the home. It is approximated that it is on at least five hours per day. One of the most important uses of the television is the viewing of the daily national and international news. People also listen to the radio and read newspapers on a wide scale in order to remain current on local and national occurrences. Fifty-one percent of adolescents indicated that daily they watch news broadcasts on television and an additional 43% indicated that they watched the television news at least once a week, with a higher percentage of men (53%) than women (48%) reporting to watch newscasts daily. Fifty-five percent of adolescents perceive television news to be realistic, while 34% perceived that drama programs were realistic (Furnham & Gunter, 1989).
In a 1973 study by Opinion Research Centre it was found that (a) 61% of people surveyed felt that sex should be restricted on television and an additional 23% felt that it should be banned from television, (b) 61% of people surveyed felt that nudity should be restricted on television and an additional 18% felt that it should be banned from television, (c) 65% of people surveyed felt that adult violence should be restricted on television and an additional 14% felt that it should be banned from television, (d) 59% of people surveyed felt that child violence should be restricted on television and an additional 27% felt that it should be banned from television, and (e) 57% of people surveyed felt that swearing and bad language should be restricted on television and an additional 24% felt that it should be banned from television. The study suggest considerable “concern with the state of British broadcasting and a protectionist view of human vulnerability.” This study is fairly reflective of other public opinion polls which suggest that 50% of people think there is too much violence on television (Howitt & Cumberbatch, 1975).

Given the impact of media within societies, consideration must also be given to language. Language mirrors the prevailing culture, and plays a significant role in promoting sexist attitudes. In a sexist society the words used uphold the male centered power position. Attempts to change sexist language like 'chairman' to 'chair' may seem petty, but they are important by acknowledging women's participation in society and the way society expresses their social being. There is no sexual vocabulary for the normal, healthy sexuality of women compared to terms like 'virile' and 'potent' which define men's healthy sexuality. Social control of women is also expressed through language. Women that show interest in sexuality or have a healthy sex life are often labeled as a 'whore' or 'slut', which robs her of social status and human dignity. The double standard for men and women is
demonstrated linguistically through society's language. "In language, as in life, men dominate the sexual arena" (Vogelman, 1990, p. 91).

**Acts of Violence Against Women**

Acts of violence against women have been found in all societies around the world. Women in the United States experience rape at a higher incidence rate than other developed countries. England, West Germany, Sweden, Denmark, France, Holland, Belgium, Japan, and Canada also show reports of rapes. It is believed that rape is a result of societal and cultural traditions of men and women, in which men have dominated and exploited women. The imbalance of political and economic power between men and women seems to perpetuate the problem (Ellis, 1989).

Dobash and Dobash (1987) in their one year study of court and police records in Britain found that women are disproportionately represented as victims of violent crimes. Looking at 3020 violent cases in Edinburgh and Glasgow, they found that the majority of violent offenders are males. Domestic violence statistics indicated that 94.4% of victims were women. The magnitude of the problem is overwhelming when considering that domestic violence often goes unreported and police records only include those cases where a charge was filed.

Homicide studies in England and Wales show that women who are killed are usually the victim of their husband or cohabitant. The same pattern has been found in many US Studies.

Studies of the incidence of assaults and homicides in Britain, North America and on the European continent reveal several basic patterns: Males are far more likely to be violent than females; when women are involved in violent incidents it is usually as victims and not as perpetrators; when males are victims of violence it is usually outside the family setting and at the hands
of an unrelated male; and finally, when females are victims of violence it usually occurs inside the family setting and is at the hands of a male relative, usually her husband or cohabitant. (Dobash & Dobash, 1987, p. 169)

Reported acts of sexual aggression and violence against women are increasing in US society. The incidence of rape increased 4 times faster than the overall crime rate between 1980 and 1990. More than 100,000 women reported being raped in 1990, according to a Senate Judiciary Committee report (Staff, 1991). It must also be noted that the number of rapes and sexual assaults being reported to crisis centers is rising at a startling rate. Reporting a crime of sexual violence is very scary and many go unreported. It is estimated only 3.5 to 10% of all rapes are reported (Brown, 1991).

There has been an increase in the perception of people that they are more vulnerable to being a victim of crime. It was discovered that 31% of British people fear being a victim either 'a great deal' or 'quite a bit'. Thirty-six percent of the people surveyed indicated that they did not feel very safe when walking alone in their neighborhood at night. The highest level of increased fear was found among women and the elderly. Forty-eight percent of women were more likely than men (13%) to report that they felt unsafe. Young women (30%) were most concerned about being raped. The level of fear was found to be higher among city dwellers than in rural areas (Furnham & Gunter, 1989).

Women are constantly aware of their safety issues and are always negotiating them with men (Stanko, 1990). The following demonstrates areas in which women are victimized in both the US and Scotland.

**Domestic Violence**

Gelles (1983) found that women who observed violence in their homes as children were more likely to be victims of violence in their marriages. It was also
found that the more a girl was struck as a child the more accepting she was of violence in the marriage. The reasons for this may be that the more women experienced intrafamilial violence as children the more they were prone to approve of violence in their family. The learned pattern of behavior was that husbands are "supposed" to hit their wives and in turn their behavior becomes a role to motivate their husbands to be violent towards them. A second reason offered relates to the subculture theory of violence and the homogamy theory, which suggests that women having grown up in a home where family violence occurred and was approved of were more likely to marry men that were prone to violence (Gelles, 1983).

Throughout most of recorded history abuse against wives has been occurring. The abuse in one form or another has been accepted and is commonplace in most societies, including advance civilizations. In the 1800's laws were passed that allowed for the beatings of women as long as certain regulations were followed. Cultural norms still legitimize the husband's role as heads of households, shielding the public from the abuse within homes (Couch, 1983).

Spousal abuse is a very elusive act to study as it occurs in the private lives of men and women, often behind closed doors. Acts of aggression and abuse are highly under-reported because women do not want to make public the difficulties in their marriage or relationships. In 1973, 15,000 abuse cases were reported in New York state. It is speculated that unreported cases would double or triple this total (Couch, 1983).

The occurrence of spousal abuse has been found to a learned behavior. Abusers are often victims of abuse or were witnesses to spouse abuse in their home. "This suggests that a behavioral response pattern that legitimizes abuse and
influences the ways in which both parties will behave toward one another is
developed at an early age" (Couch, 1983, p. 3).

Researchers found that abuse frequently occurs when the educational level of
the wife is higher than the husband, which suggests that male inferiority or feelings
of frustration may play and active role in said dyads. The incidence of abuse has
also been linked to a high stress level in the family (Couch, 1983).

Early research suggested that women were to blame for their abuse. This was
a result of their submissive behavior and the masochistic pleasure they received
from being dominated. In the 1970's there was a shift from blaming the victim to
blaming the offender. The focus was moved from the victim causing the abuse, to
looking at the psychopathic deviance or character disorder of the offenders.
However, the sociological, cultural, and situational factors were given no merit
(Couch, 1983).

From the social and cultural context perspective it appears that the abuse of
women in marriage is a logical and understandable outcome of the conditions in
society. "... The problem of wife abuse stems from sexist institutions and cultural
norms in our society that perpetuate male superiority and dominance and female
inferiority and submissiveness that justifies the use of violence by husbands in a
family setting" (Couch, 1983, p. 6).

Opponents to the social/cultural perspective believe that there needs to be
more focus on the conditions under which the abuse occurs and the mechanisms
that result in violence occurring. They question, that if it was imposed merely by
society and culture, why it is not universal within the society, especially if we are all
socialized to sexist norms and dominated by sexist institutions (Couch, 1983).

Shainess (in Couch, 1983) observed in 1977 that while women do not enjoy
being beaten, there is usually a personality of submissiveness and a tendency for
these women to marry overly dominant men. Bloch (in Couch, 1983) found similar results in a study which linked similar wife characteristics to authoritarianism, rigidity, low self-esteem, and a limited interpretive repertoire.

Cultural values and social structures have been found to reinforce and perpetuate the continuance of sexual inequality and the sanctity of the family unit from the public domain, consequently acting to impede deterrent and treatment attempts. Legal and cultural views of the family act to inhibit attempts by public agencies to deal with the issue of spousal abuse. "A man's home may be his castle, but a woman's home too often is her dungeon (Couch, 1983, p. 8)." However, the concern is raised that by opening the home to public scrutiny would be a violation of individual and constitutional rights.

Sexual Aggression and Assault

Stanko (1990) stated that worry is one way that women communicate that they live their lives as targets of sexual violence. Women are given many messages about what they should do to protect themselves from danger. These messages pertain to safety while at home, while walking, while using public transport, or when driving. While incorporating safety messages into their daily lives women develop an unconscious alarm system that monitors men's behaviors.

The lessons of violence within the family structure are illustrated in the many reports made by psychologists and social workers dealing with child abuse. Child abuse victims often become child abusers. The explanation for this may be simply that children learn that violence is a means of resolving problems, or alternatively that the abused child identifies with the person in authority - the abuser - because she or he too wants the power of authority. The desire for power may be particularly strong because the abused child
feels too powerless. This process has been termed identification with the persecutor. (Vogelman, 1990, p. 55)

In a 1991 Justice Department study of prisoners it was found that two-thirds of sex offenders report that their victims were children and that one-third of that group were their off-spring or step-child. Children under 18 bear the brunt of sex offenses. Of 66,482 inmates 65.5% (43,552) reported having raped or sexually assaulted children under 18. They stated that children are more helpless and easier targets and are easier to intimidate (Justice Department report, 1996).

Resnick (Henneberger, 1993) found that earlier onset of sexual behaviors by early adolescents is not new, however the attacks by groups of children are new. In New York City eight 9 to 13 year olds have been charged with the assault of a 12 year old girl. In New Jersey seven teenagers were arrested for a series of sexual attacks on two 14 year old girls. These behaviors may be isolated but they reflect the prevalent attitudes about violence and sex. “The most important predictor of sexual aggression among young people is lack of strong ties to a parent” (Henneberger, 1993, p E6(L))

New York City Police Commissioner, Raymond Kelly has found that “society’s increasing tolerance of crime and anti-social behavior in general is supporting our own enslavement. The erosion of freedom caused by crime is so pervasive that society is in danger of failing to notice it at all” (Will, 1993). He urges people to make a movement towards a new intolerance.

According to the Iowa Coalition Against Sexual Assault (IowaCASA), one in every three women will be sexually assaulted in their lifetime. Of those assaults, 80% will be committed by someone known to the victim. Acts of private violence are sexual assaults by a relative, acquaintance, date, spouse, or friend. This form of
violence preys upon the trust which all intimate human relationships depend. Over 90% of all sexual assaults are committed by men.

**Pornography and Prostitution**

"The connections between treating women as less than human, as appendages, and sexual violence against women, was obvious to feminists, but still seemed too complicated for some others to cope with. Certainly, the effects of being a sex object could be more distressing than the image-makers would have us believe" (Roberts, 1989, p. 5).

Western countries have become so desensitized to the degradation and humiliation suffered by women from male violence, that the censorship of offensive pornography is not considered important. Most pornography portrays the message that women’s bodies are available for men’s use and enjoyment. The expression of male power, psychologically and physically, by acts of humiliation, intimidation, and the violation of women is a major theme in pornography. In countries where penalties exist against the possession of pornographic material, it has been found that laws are not always sufficient to transform attitudes and behaviors (Vogelman, 1990).

Another contributor to the humiliation and exploitation of women is prostitution. Vogelman (1990) stated that

Like pornography and rape, prostitution helps contribute to a perception of women as objects to be degraded and abused and, as in rape, it generally involves a relationship between two people (rapist and victim, client and prostitute) of which the essence is male domination. (p. 80)

What is needed is public education and different socialization patterns.

Women often are placed in a double bind. By accepting attention from a male on the face value of trust, and an act of violence or rape occurs her motive is
assumed to be provocative, or at the very least is questioned. There is no middle ground, women are seen as mother or whore. Men have become accustomed to having women around for their own pleasure. They decorate their work spaces with female bodies, pin-ups, and blow-up dolls. Women became subordinate to men, thereby being in a lower status opening up the potential for victimization. Women through the feminist movement have been able to find a voice to speak their minds with respect to sexual harassment (Roberts, 1989).

**Rape**

Contempt for women underlies most acts of rape. This contempt is bred and nurtured by sexist ideology which casts women as inferior to men. It is also linked to the sharp distinction society draws between acceptable male and female behavior. The emphasis on difference helps intensify men's negative attitudes towards women. (Vogelman, 1990, p. 68)

Ten thousand women under 18 years of age from 11 states were raped in 1992, and this represented half of the reported rapes. According the Bureau of Justice statistics report 3,800 of the 10,000 rapes involved victims under 12 (Thomas, 1994). A Los Angels police department reported that a rape is reported every five minutes in the US and that many rapes go unreported. The motivation for the rape is power and anger not sexual gratification. The rapist's goals are to control, dominate, humiliate, and degrade. Awareness and knowledge about the crime lessens the chances of becoming a victim. Eighty-nine percent of rapists carry weapons, 50 to 75% know their victim, 33 to 50% of rapes occur in the victims or offender's home, 90% are the same race, the majority of victims are between 18 and 35 years of age, and only one of every five or six rapes is reported (LA Times, 1994).

A survey conducted in 1992-93 found that women are victims of more than 4.5 million violent crimes per year, including 500,000 rapes and sexual assaults.
Only 20% of the crimes were committed by strangers, 26% were committed by an intimate, and 50% were committed by a friend or acquaintance. These findings underscore the threat women face from those they know, through intimidation and the violation of their trust and vulnerability (Vobejda, 1995).

The act of rape has sociological and psychological consequences for women. Rape impacts the opportunities that women have in their life, by controlling their actions, attitudes, and acceptance of gender role behaviors (Vogelman, 1990).

Intentional victimization is the result of the offender making the victim vulnerable, by abusing the trust established in a relationship. It is assumed that both individuals will consider each other's needs. However, women are expected to defer to men and to abide by feminine characteristics and not assert her own needs and intentions. Men intending to do harm take advantage of a women's "niceness" to hide their intentions and also dispel blame by trivializing her concern by blaming her for over-reacting. The fact that intimacy is present between a man and woman increases the vulnerability for rape as it provides for a private and exclusive relationship where abuse can occur (Roberts, 1989).

The FBI estimates that an American woman is raped every seven minutes. In a study completed by Neil Malamuth of UCLA and Edward Donnerstein of the University of Wisconsin, it was found that 66% of male athletes indicated on the survey that they could be sexually violent toward women (Malamuth & Donnerstein, 1984).

One of the most probable influences on women's freedom of movement are acts of sexual aggression. Ellis (1989) stated that a "feedback process" serves to perpetuate social inequality by making the prospects of rape so intimidating as to restrict the lifestyles of many women. "Because of the fear of rape (and other forms of sexual harassment), women tend to restrict themselves to relatively 'safe'
activities in which contact with males (especially unfamiliar ones) is minimized and/or confined to ‘protective conditions’” (Ellis, 1989, p. 10). Over a lifetime 24% of women will experience rape and another 20% will experience an attempted rape.

In a recent survey (Johnston, 1992) financed by the U.S. government it was estimated that 683,000 adult women were raped in 1990, which is more than five times as high as the number reported by the Justice Department. The study is very sound in that it uses a very tight definition of forcible rape (i.e., a rape victim was defined as a person that “had sexual contact against her will, where force or the threat of force was used, and where penetration had occurred, and that the rape had been completed, not just attempted” p. A14). As a result of the study it is estimated that 12.1 million women have been victims of rape at least once in their life, 61% as minors. This study has reinforced the fact that rape is highly underreported by the Justice Department’s National Crime Victimization Survey.

There is a vast discrepancy in the number of police reported rapes and the incidence of rape reported to crisis centers according to the Judiciary Committee staff (Isikoff, 1991). The committee cited examples such as Michigan where the crime report indicates a 4.7 percent increase while rape crisis centers in the state showed a 36 percent increase, and Louisiana crime reports that showed a 0.3 percent increase while the central rape crisis center reported a 39 percent increase. These two states are not unique, but they highlight the discrepancy. One of the committee members stated that an American woman is eight times more likely to be raped than a European woman.

Roberts (1989) found that the British women that she studied felt that their age, occupation, housing, and area of residence had a bearing on their responses to the experience of rape. Age was a factor in that teenage and young adult women were most frequently the victims of rape, which pointed to the need for awareness
of social situations and the need for support networks. Having an occupation outside the home brought necessary routines which allowed for predictability by the offender. Housing provided information about whom the woman lived with and gained support from. The strongest influence came from where a woman’s residence was located and her sense of security in the neighborhood (Roberts, 1989).

The problem of sexual inequality is compounded when you step out of the home and begin to look at the relationship between women and men on the street. These men are strangers, do they regard women as public property of as private individuals? Rarely do men talk about the threatening or sexual connotations that women have to endure. An early feminist study referred to sexual harassment at work and on the streets as 'little rapes'. The position of women in society was brought to public awareness by the actions of feminists that pointed to the abuse and the actual violence of rape and sexual assault against women (Roberts, 1989).

Brownmiller (in Vogelman, 1990), stated that "rape is 'a conscious process of intimidation by which all men keep all women in a state of fear'" (p. 28). What this means is that all women are affected by the act of rape, as all women fear being raped and therefore take precautionary measures which limit their freedom. Fear of becoming a victim limits women's choices about certain jobs, visiting friends, going out for walks at night, or entertaining (Vogelman, 1990).

The ideology of men's intemperate sexuality and women's sexual provocation has it roots in the concepts of male sexual aggression, female sexual passivity and the sexual objectification of women. This ideology has penetrated the minds of rapists and the general public. (Vogelman, 1990, p. 62)

Rape myths exist within society to rationalize an otherwise irrational act. One such myth is that a man’s sexual appetite is so powerful and volatile that they
succumb to their aroused state just by observing a woman's dress, presence or movements. The message to women then is that they are expected to be conscious of this and act in an appropriate manner. The woman becomes responsible for controlling the man's sexual drives (Vogelman, 1990).

It is often assumed that rape is a spontaneous sexual act perpetrated against an unknown victim, by a man that is so overwhelmingly attracted to a woman's physical beauty, that he is helpless to control his sexual drive. It is assumed then that women need to be responsible for preventing rape. However, studies have shown that 50% of rape attacks involve men known to the victim and take place in the victim's home (Vogelman, 1990).

"The need to conquer and control is the primary ingredient of any rape. It may also be argued that conquest of a stereotypically attractive woman may provide the rapist with a greater sense of self. Even in normal day to day heterosexual relationship, men may feel more self-confident after sleeping with a woman valued by other men for her physical beauty" (Vogelman, 1990, p. 64). Yet, there is no empirical data that demonstrates that physically attractive women are more vulnerable to rape. Young girls and very old women frequently fall victim to rapists (Vogelman, 1990).

Another commonly believed myth about rape is that the act provides sexual gratification for men. While sex is something to gain in the act of rape, the act also fulfills man's non-sexual needs for power, dominance, and proof of masculinity. These factors demonstrate that gaining sexual gratification cannot be labeled as the sole cause for rape (Vogelman, 1990).

It is important for the rapist to be able to rationalize their behavior. A myth that is held by many rapists is the belief that women obtain sexual enjoyment from being raped. Vogelman (1990) found the opposite to be true.
"Women report feeling depressed, upset, hurt, humiliated, angry, and physically sick. Women's physical reaction during rape is another indicator of their sexual response. Physical responses typically include involuntary tightening of the vaginal muscles, making sexual intercourse very painful for the woman and causing bruising and tearing of her muscles. One would also expect that if women found rape sexually pleasing, their sexual activities after being raped would not be negatively affected. (p. 65)

Women are encouraged to learn how to protect themselves or they are told to "avoid" behaviors or places in which they might put themselves in danger. In essence, as a result of crimes against women, women are expected to limit their freedoms in order to be "safe". Society places responsibility with the woman for acts of sexual aggression against women (Skelton & Burkhart, 1980). Therefore, women incorporate avoidance tactics into all aspects of their lives.

Society's Response To Crimes Against Women

The fundamental root of victimization through rape, therefore, is the willingness of some men to commit it and the associated willingness of society to condone their actions. Within society, there is no automatic revulsion at acts which oppress the weak or disadvantaged; in fact it is taken as normal and, if the victimizer gains as a result, as laudable efforts at working the system. The prehistoric mentality prevails with 'to the victor the spoils' and holds us all back from reaching a system more suitable for our times. (Roberts, 1989, p. 22)

Most recently, the focus has moved to the influence of sociological and cultural factors, by looking at the transmission of cultural traits. This has been viewed as the societal-blame perspective, whereby the society has been blamed for
causing the abuse by perpetuating the role of male dominance in the home. Living in a sexist society has maintained the male dominance at all costs with men resorting to violence when called for (Couch, 1983).

"A woman who has been raped speaks as the person acted on. She describes the experience of victimization and its results, not the intentions and experiences of the offender. Where rapists talk of sex, raped women talk of pain and violence. the difference is that rapists treat women like objects, and women take it personally. (Roberts, 1989, p. 3)"

Often, the women's previous sexual experience has been used to distinguish the 'innocent' from the woman who cannot really be raped. Researchers, like others, can fall into the trap of implying that women who have an active sex life give up the right to refuse (Roberts, 1989). "Rape and the rapist must be examined within the context of patriarchy and the social control of women. This is because it is oppressive structures and social relations which relegate women to a position of relative powerlessness that contributes substantially to their susceptibility to rape" (Vogelman, 1990, p. 23).

**Law Enforcement**

One impediment to law enforcement is the ruling that ‘forcible compulsion’ or the threat of force must be present in order to make a charge of rape. A woman saying "No" is not enough. Half of the states in the US require the presence of force, while other states define rape as a non-consensual sex act. Therefore, a women in those states have to physically resist and risk serious bodily injury to prove she was raped (Russakoff, 1994).

Only 600 of 3,000 reports of rape in New York City led to arrests or investigations (Brown, 1991). Once a woman reports that she has been raped, she enters into a second form of victimization. Often she is interrogated as though she
were the suspect, being asked to recount the details of the crime. Many times the interrogation is by a male officer. Often implications are made that the victim is lying in order to get back at a male friend. She must submit to a full evidence gathering medical exam. If she decides to press charges, she has to recount every detail numerous times to her attorney, before a courtroom and to a defense attorney who will attempt to discredit her.

"When discussing the attitude of the police and courts, the early criticism of the criminal justice system was that it put women through a 'second rape', with the hostile questioning and reduction of women to victim-witnesses" (Roberts, 1989, p. 54).

While murders have dropped 12% during the first half of 1995, and violent crimes dropped 5%, it must be noted that the volume of such crimes is still at an intolerable level, especially among young people (Ostrow, 1995). Giuliani, New York City mayor, was pleased that violent crimes in his city had dropped, however he cautioned, that what really mattered was whether people feel safe (Treaster, 1994).

Justice System

Lardner (1993) reported that half of rape cases are dismissed before trial and almost half of convicted rapists serve less than a year. Sexual assault is the only crime where the victim actively carries the burden of proving resistance (Lewin, 1994). Robbers and murders are much more likely to be tried and convicted which is evidence of the disparity in the system and in society's attitudes toward acts of rape or sexual assault. It was also reported that prosecutors are hesitant to bring cases to trial where the attacker was known by the victim, a fact which contributes to 84% of rapes going unreported. Accordingly, violent acts against women are too
often dismissed without response. Consequently, it is believed that the legal system has failed women (Lardner, 1993).

The justice system which is male dominated also contributes to the structural problems that women face. Legislatures, police officers and judges often do not consider spousal abuse as a public crime, but rather a 'troubled marriage'. Legal codes have been written in favor of the male offender. Consequently, wife abusers seldom are dealt with very harshly. Many policemen identify with the husband and will discourage the victim from filing a report unless the damage is severe enough to warrant emergency medical treatment (Couch, 1983).

Another reason for the second victimization of women is connected to the male dominance of the judicial system. Male dominance contributes to the traditional view that the woman was "asking for it", that men have uncontrollable sex drives that propel them into acts of passion, or that she had consented to it and then changed her mind and cried rape. The traditional view of rape has been perpetuated by the judicial system as a passionate act by a provocatively aroused, uncontrolled individual. The emergence of the "Violence Against Women Act" points to other issues that have been neglected, (i.e., strengthening penalties for rape and spousal abuse; provide additional funding for local law enforcement efforts to combat sex crimes; improve lighting and emergency services in public areas; education of state and federal judges about domestic violence, sexual assault, and gender bias; and make "gender-based" assaults a violation of federal civil rights laws, allowing victims to sue for civil damages [Brown, 1991]).

A 1989 survey found that time served for rape convictions averages about 29 months. Sentences seem to be more reflective of 'who' the assailant was rather than their acts. Higher social standing equates with a less harsh sentence. Sentences reflect judges doubts, when in a majority of cases the victim knew the assailant. A
1992 study by the National Victim Center showed that only 22% of attacks are by strangers, these resulting in convictions and longer sentences. Most first time offenders are typically paroled after doing 20% of a 15 year sentence. The message being sent to rape victims: “Why bother to fight for your rights” (Nieves, 1993).

As a result of acts of sexual aggression against women and an increased sense of vulnerability by women, there has been an emergence of “self-defense” programs targeted for women. The focus has moved from reducing the crime to teaching women about the danger they are in and how to protect themselves. Consequently, acts of aggression and rape became the responsibility of women (Stanko, 1990). Legal institutions reinforce this responsibility by putting a woman’s lifestyle on trial.

The legal system contributes volumes of literature on court decisions in which the woman’s lifestyle and credibility have been put on trial. “Stereotypical images about women also find their way into the theory and practice of the criminal justice process” (Rafter & Stanko, 1982, p. 8). Images about how a woman should behave are often drawn from women being perceived as weak, defenseless, and in need of a man to protect her. Victims of rape are often viewed as contributing to their victimization. This perpetuates the myth that women invite the crimes that occur against them. Therefore, women are saddled with the responsibility of their own safety.

The London Action Rape Group states that since biblical times, rape laws have been written as a crime against a man’s personal property (Vogelman, 1990). Once in the court system, a bias against woman also exists. Frequently, until the late 1970’s domestic violence was referred to family courts rather than criminal courts. In the family court, the abuser could not be remanded to jail, unless they violated a court order. In 1977, in the state of New York women could request that the case be handled by a criminal court. Even with this option, women faced the problem that
the abuser would be released from jail until the court hearing. Therefore, he was able to return home to be in the presence of the complainant (Couch, 1983).

While institutionalized inequality and violence may be the root cause of the problem, effective ways to deal with the symptoms must be developed through the legal system and social agencies. Laws need to be implemented to provide for the protection and legal recourse of the abused woman. A movement for the reform and education of court officials and law enforcement officers, to view the problem, not only as a family matter but as a violent crime.

Women's Movement

During the past decade there has been a large expansion of literature on women's issues. Historical perspectives about the movement of women within the US and Britain have been written. A great deal has also been written about the political and economic status of women.

Feminism has always existed as a result of women resisting subordination. During the past 200 years the feminist movement has emerged as women organized themselves. In conjunction with the emergence of feminism, came the radical feminists. While the radical view of feminism is exercised by few women, their focus on the oppression of women is directly connected to what they perceive as the dysfunctional relationship between men and women (Jaggar, 1983).

"The radical feminist analysis of women's oppression exposes the destructive quality of women's relations with men and shows how that destructiveness is rooted in the systematic coercive power that men have over women" (Jaggar, 1983, p. 255). The power manifests itself by perceiving women as objects whose function is to gratify male sexual desires. The goal of the radical feminist is to uncover the relationship between domination and a patriarchal ideology. The belief is that men are taught to evaluate women on their sexual desirability, and that women are
concerned primarily with being sexually desirable to men. "Having defined women as sexual objects, men seek possession of those objects" (Jaggar, 1983, p. 260). This tends to lead to the physical coercion or assault of women, which reinforces their fears, thereby intensifying the measures they take to ensure their safety.

"Although it is increasingly less true in reality, social mythology clings to the idea that women need men for financial and physical security, and that to be without a man is to be without life" (Roberts, 1989, p. 16). Due to the perceived liberation of women by industrialization, urbanization, and the weakening of social bonds, there has been an increase in sexual pressures. Rather than liberating women, it may have caused more sexism and an even greater loss of power for the vast majority of women in the economic and political realm (Gordon & Riger, 1989). With the induction of women into the work force they were expected to become physically attractive to all men to make up for the loss of social bonds at home. While attempting to be attractive, not only are mixed messages sent and received, but women also make themselves less powerful and more vulnerable (Gordon & Riger, 1989).

Nicholson (1986) stated that changes in the relationship between private (home) and public life can be shown as far back as the sixteenth century. Marxism, liberalism, and industrialization marked fundamental changes in the family and political theories. People became more individualized within their social life, thereby replacing families as the basic social unit, creating a new alignment between the private and public sectors.

The 1960s brought the advent of the Women's Liberation Movement in the US and Europe, which allowed the rape of women to be seen in a new light. First women began to question their own lives and to challenge how their experiences were being defined for them. Secondly, women began to take their voice and speak
out against the social myths that perpetuated violent acts against women. The Anti-Rape campaign (late 1960s/early 1970s) provided for support services to victims and the expansion of public awareness to the society at large (Roberts, 1989).

The 1970s women's movement brought to the foreground how women's opportunities and prospects are restricted by the extremes of sex-stereotyping concerning the appropriate roles for women when compared to men. It was felt that in the modern industrial society sex-stereotyping no longer had a place in professional and occupational sphere (Furnham & Gunter, 1989). With the women's movement in the 1970's came increased attention to women's issues and acts of abuse against them. As a result ignorance about the causes and consequences of abuse of women has been reduced (Couch, 1983).

Brownmiller (in Roberts, 1989) in *Against Our Will*, 1975, found that the development of mankind left womankind on the sidelines as observers and occasional casualties. Much of what we know about women has been passed down through stories. In the British society it was felt that women, like children should be seen and not heard. Consequently, reports were made about rapists, their actions and behaviors and not about what the effects of the experience of rape was on women. Due to the discomfort of hearing from victims, raped women were silenced.

Since women began actively organizing against rape in the early '70s our battles have been hard fought and our victories have been few and far between. For those who have been involved in anti-rape organizing for several years, morale has often been low in spite of these victories... Even after a self defense class or a speech with a responsive audience, the phones at rape crisis centers keep ringing, as though all our work were powerless to
stop the agony of the women on the other end of the line. ['Feminist Alliance Against Rape', September/October 1976]. (As quoted by Roberts, 1989)

The feminist movement pointed out that women were in a 'catch 22' situation. In order to be accepted women were to be passive and accepting of men's leadership and help. However, by virtue of being defenseless, women are accused of not resisting, thereby giving consent to their attacker (Roberts, 1989). Men that plan rapes work on the belief that women are passive and will not resist. Society's assumptions of passivity suggests that whatever a women has actually said or done, society will believe that she has done nothing. There is assumed passivity in the law on rape, wherein "consent implies passive agreement, acquiescence, to something which is done to us by others ... something which is allowed and in which the consenter takes no part. Consent carries no positive active idea of female initiatory and participator sexuality" (Roberts, 1989, p. 8). The passivity of women contributes to the victimization of women, by the denial of self-control. Consequently, women become objects to be used and the rapist's excuse is that he did not notice that she was unwilling (Roberts, 1989).

The feminist starting point was women recognizing that the social understanding of female sexuality existed to satisfy male needs. Women were not permitted to experience their sexuality on their own terms, but rather by the pleasure she could provide to men. Victorian history believed that sexual drives only belonged to men and that women needed to have their sexual drive trained out of them, leaving men to channel sexual energy into something socially useful. Women were seen as being in need of guidance and incapable of self-control. Women's sexuality was only satisfied through a man's satisfaction. The thought of women having pleasure only suggested that she was out of control. "Women were expected to receive sex and to find gratification in pleasing men or in receiving
sperm. There was an assumption that even pain would be received with equanimity if to give pain pleased the men in control" (Roberts, 1989, p. 12). Women often felt that men did not care whether a woman wanted or enjoyed sexual activity, and that relationships were shallow, based only on sex, which often led to forced sexual activity (Roberts, 1989).

Women were expected to heed the lessons they learned about femininity and pleasing their husbands. As a result,

The rules of femininity say that women should please men and always put their needs first. When acting this out, the rules further state that women should be seen and not heard. Add as a final twist, the possibility that men can ignore or dismiss what women say or do (like claiming 'no' means 'yes', or not hearing 'no' at all), and the potential for abuse is there. The ability of men to desire sex regardless or even in opposition to the feelings of women makes rape the form that abuse could take on. At root is an aggressive male and passive female sexuality. (Roberts, 1989, p. 12)

It is the feminist belief that women's position in society should be defined by women and not by men for women (Roberts, 1989). Feminism views the political situation of women as a form of victimization where inequality and vulnerability have been produced by civil, social, and economic disadvantage. It was the feminist concern about the victimization of women, like acts of rape, that brought about real change in the perspectives of criminology and sexual offenses. Feminist debate and action brought about the view of women being used as objects of the offender's action. It was brought to society's awareness how women had been silenced and how the experience of rape had been distorted through the offender's view (Roberts, 1989).
The arena of human sexuality presents double standards for men and women. An example is that a promiscuous man is viewed as being a sign of virility and is encouraged, while a promiscuous woman is condemned for sinful and shameful behaviors. The experience of rape goes beyond the act itself. The raped women is subjected to unsympathetic judgments in the courts, and at home the husband may accuse her of consenting to the crime. Women's responses to these possible outcomes are to live more restrictive lifestyles. A women's self-concept is often the result of social pressures communicated to them by others. Fear for their safety has impacted women's choices about when to shop or do recreational activities. The fear of violence consequently diminishes the quality of a women's life, by limiting her choices (Vogelman, 1990).

Due to the fears women experience, they develop strategies to avoid sexual assault or rape. The responsibility falls to the woman to keep herself safe. Self-defense courses, texts on fighting back, and personal safety habits are amongst the strategies to help women feel safer in her environment. Most of these safety measures focus on the woman needing to alter her lifestyle in some manner to accommodate a society induced fear (Scully, 1990).

**Movements Toward Change**

In order for change to occur, movement toward equality of the sexes and toward a less-violent and stressful society is needed. Furnham & Gunter (1989) in their study found that 74% of males responding felt safe walking alone in their own neighborhood, compared to only 37% of women. Fifty-five percent of men felt that there was only a remote chance that a family member or friend may fall prey to an assault while only 38% of women were as optimistic (Furnham & Gunter, 1989).
Rape laws are evolving to reflect changing relationships between men and women. The question is how much force makes it rape? The women's movement and lobbying by feminist groups has caused most states to drop resistance and corroboration requirements and to loosen rules on how much force had to be used before non-consensual intercourse could be deemed rape (Lewin, 1994).

It was found that 48% of British adolescents surveyed believe that crime is more often the fault of the society than the criminal. Women (75%) more often than men (61%) hold the belief that crime doesn't pay. A common belief among young people is that the courts do not treat everyone fairly and equally. The majority also are in favor of strict punishment for serious crimes. Sixty-six percent were in favor of capital punishment for crimes such as rape and child molestation. They also endorse stricter enforcement of all existing laws and that laws and penalties against crimes in Britain should be made tougher (Furnham & Gunter, 1989).

Social agencies can aid in the education of court officials and law enforcement officers by (a) providing them with information concerning the nature of the problem and (b) stressing importance and implementation of effective reforms, and (c) providing training sessions on how to work effectively and compassionately with victims of domestic violence. Social service agencies must also be active in providing education and national awareness to the public-at-large. Shelters, counseling, and other aid must be made available to victims. These aids are only possible if we involve communities and help them to recognize the need. Unfortunately, most social service agencies are under-staffed and inadequately funded to deal with the magnitude of the problem (Couch, 1983).

The media has made a move to protect the names of rape victims. Benedict (in Byrd, 1993) stated
As long as people have any sense of privacy about sexual acts and the human body, rape will carry a stigma - not necessarily a stigma that blames the victim...but a stigma that links her name irrevocably with an act of intimate humiliation. To name a rape victim is to guarantee that wherever someone hears her name, that somebody will picture her in the act of being sexually tortured. (p. C6)

One area of change that was found were changes in perspectives of adolescents concerning the status of women. In Furnham and Gunter's (1989) British study it was found that most adolescents felt that many household chores (i.e., decorating, shopping, doing dishes, and paying bills) should be shared by both the man and woman of the house. However, 48% and 36%, respectively felt that household cleaning and preparation of the evening meal should be shared by the husband and wife.

Furnham and Gunter (1989) in their study of adolescents also found that 79% of young people believe that if a women goes out to work that her husband should share in the household responsibilities. They also agreed (75%) that a woman should be as free as a man to propose marriage. When reviewing marriage vows 58% of those surveyed indicated that the woman's pledge to 'obey', when the man did not have to make the same pledge, was an insult to women. There was a discrepancy found concerning the raising of children. The traditional view of the mother assuming primary responsibility was held onto. This view was more strongly held by women (58%) than men (38%).

When looking at education and training 65% of adolescents responded that daughters should receive as much encouragement as sons to seek higher education. Seventy-six percent (85% females and 67% males) agreed that girls should have as
much opportunity to do apprenticeships and learn as boys (Furnham & Gunter, 1989).

The development of sex stereotypes occurs during childhood. Some improvements have been noted occupationally as the media has begun to present independent, career-minded women in business. However, despite the increase of women's employment, there has been little, if any, change in the allocation of household tasks between men and women. A 1984 British Social Attitudes study found that men rarely played a major role with respect to household jobs, while women indicated that they would like things arranged differently, favoring equal participation by men and women. When the study was repeated in 1985, 87% of married women indicated that they were primarily responsible for household tasks, likewise 75% of husbands indicated that their wife was primarily responsible for household jobs. Seventy-six percent of wives and 72% husbands indicated that the wife is responsible for providing child care needs. When asked who should be responsible for different chores in the home the men and women were very similar in their responses, which reflected a higher level of equality than actually exists. The results did not reflect equity, but they followed traditionally stereotypical expectations (Furnham & Gunter, 1989).

The 1985 British Social Attitudes study also showed that there was increased disapproval of obstacles to women's equality and of overt discrimination. These disapprovals existed despite the lack of change of attitude concerning domestic labor. As a result women's successes, in outside the home employment or occupations, were impaired. More men than women perceive their work to be "men's only" or "women's only" work (Furnham & Gunter, 1989).

In Britain social pressures are still in place restricting women to marriage and family life. Women choosing to pursue a profession often find themselves
discriminated against because of their sex. The 1985 British Social Attitudes study showed signs of movement away from traditional views, with the largest disagreement being whether a woman should earn more than her husband (Furnham & Gunter, 1989).

Among British adolescents surveyed by Furnham and Gunter, (1989) new horizons are beginning to emerge professionally for work-oriented women. Seventy-eight percent of adolescents believed that women should have completely equal opportunities as men when seeking jobs and promotions. However, 55% agreed that men could do many jobs better than women, 61% felt that women should not be bosses in important business and industry jobs, and 55% believed that women have less to offer than men to the world of business and industry. In all these cases, women were more likely to reject these opinions. Men (47%) agreed more often than women (30%) that women should focus on marriage and family matters. Fifty percent of the respondents indicated that it is wrong for women with young children to go to work (Furnham & Gunter, 1989).

The Violence Against Women Act was proposed in 1993 by the US Senate Judiciary committee. It classifies rape motivated by gender bias as a civil rights violation under which victims can sue for compensatory or punitive damages. It also earmarks $85 million for the prevention and education of rape crisis centers (Gilbert, 1993).

Johnson (1996) found that there was a difference between US men and women in how they perceived and experienced their freedoms of movement in society. The Public Behaviors Questionnaire indicated that women's freedoms were limited with regard to nonacademic activities, meeting personal habits when using a car, practices of safety behaviors, and perceived freedom of movement within society. "Ninety-six percent of women and 93% of men believed that there is a
difference between men and women and their freedom to do the things they want to do without thoughts of assault" (Johnson, 1996, p. 59).

In conclusion, a woman's behaviors are limited and her freedoms are restricted. The word safety has been shown to have a different meaning to men and women. A man thinks of safety as physical, while women think of safety as both physical and sexual. There are no brochures available for men about their personal safety. It must therefore be assumed that men already know how to behave, or that they are capable of protecting themselves. However, crime statistics would suggest that men do not know how to avoid being victimized. Despite higher victimization, men surveyed report that they feel safe on the streets alone at night. When asked about crime, men will respond with concern for others, particularly women, rather than of personal concern for themselves (Stanko, 1990).

What seems to be indicated by the research is that:

1. Cultural values and child rearing practices influence the sex role behaviors of women and men. Moral codes, social skills, norms of conduct, and beliefs about one's sex contribute to the sexist ideas and behaviors individuals possess, their psychological make-up and their perceptions of the world (Couch, 1983; Furnham & Gunter, 1989; Gilligan, 1982; Gordon & Riger, 1989; Schaffer, 1990; Stanko, 1990; Vogelman, 1989).

2. The socialization of girls is different from boys in most countries. The message that boys are still dominant and superior to girls has been perpetuated. Girls are taught to have a higher awareness of their vulnerability and safety, which confines their freedom of movement within society (Gilligan, 1982; Goodman, 1991; Gordon & Riger, 1989; Jaggar, 1983; Roberts, 1989; Stanko, 1991; Vogelman, 1990; Wright, 1995).
3. The mass media influences people's thoughts and beliefs about the status of women. The media has a causal relationship to acts of violence in society. Also, the media sensationalizes the occurrence of violent crimes, glamorizes sexual aggression, and degrades women, which drives their fears (Caldwell, 1977; Baker, 1993; Byrd, 1993; Furnham & Gunter, 1989; Howitt & Cumberbatch, 1975; Roberts, 1989; Surette, 1992; Tumulty, 1993).

4. Acts of violence against women occur around the world. Domestic violence is underreported and statistics indicate that women are most often the victim (Couch, 1983; Dobash & Dobash, 1987; Ellis, 1989; Gelles, 1983; Staff, 1991).

5. Acts of sexual aggression and rape, despite being underreported, are increasing. Women fear that rape or sexual assault could happen to them, so they take more precautions for their safety than men do, which restricts their lifestyle (Brown, 1991; Furnham & Gunter; Isikoff, 1991; Johnson, 1996; Roberts, 1989; Scully, 1990; Stanko, 1990).

6. The law enforcement system and the judicial system create a form of second victimization against women, as victims, in violent crimes such as rape and sexual assault. Arrest, conviction, and sentencing rates are low. The message that women receive is "to be silent" (Brown, 1991; Lardner, 1993; Lewin, 1994; Ostrow, 1995; Roberts, 1989; Russakoff, 1994; Treaster, 1994; Vogelman, 1990).

7. The women's movement and the emergence of feminist thought have brought to the foreground the disparities between men and women and the impact it has on their lifestyles (Furnham & Gunter, 1989; Gordon & Riger, 1989; Jaggar, 1983; Nicholson, 1986; Roberts, 1989; Scully, 1990; Vogelman, 1990).
CHAPTER III
LIMITATIONS OF WOMEN'S FREEDOMS IN SCOTLAND

A paper to be submitted to the Women's Studies International Forum

Ruth Ann Johnson

ABSTRACT

This study looked at how women perceive their freedoms to be limited by examining their personal safety behaviours. Utilizing the Public Behaviours Questionnaire (PBQ) a comparative study was done with women and men in Scotland to determine if women experience and perceive the same freedom of movement in Scottish society that men do, in relation to nonacademic activities, personal habits when using a car, safety issues, and perceived freedom of movement. A statistically significant difference at the .01 confidence level was found on 35 of 50 items tested (70%).

INTRODUCTION

There are many issues that must be considered when studying women's freedom of movement within a society. The cultural values and the socialization of children are expected to play a vital role. Many researchers (Couch, 1983; Dobash and Dobash, 1987; Ellis, 1989; Furnham & Gunter, 1989; Jaggar, 1983; Roberts, 1989; Vogelman, 1990), in both the US and Britain, have linked the socialization of children to the perpetuation of the status of women. As a child grows they learn moral codes, social skills, and sex role behaviours in order to function properly.
within her or his society. As a part of the socialization process, children also learn sexist ideas and behaviours reflective of society’s social control over women.

Dobash and Dobash (1987) found that in Britain the old patriarchal form of authority, which acts as a moral order, wherein males are superior to females is still present. Women are affected by these ideals. The acceptance of the moral ideals of loyalty, obedience, and domestic responsibility may have impacted the emotions and responses of British women.

The occurrence of violent crimes against women also must be considered when studying women’s freedom of movement in society. Acts of violence have been found in all societies around the world (Couch, 1983). Dobash and Dobash (1987) in their one year study of court and police records in Britain found that women are disproportionately represented as victims of violent crimes. Domestic violence statistics indicated that 94.4% of victims were women.

There has been an increase in the number of people who perceive that they now are more vulnerable to being a victim of crime. Thirty-six percent of British people surveyed indicated that they did not feel very safe when walking alone in their neighborhood at night. Young women (30%) were most concerned about being raped. The media is full of movies depicting women as the victims of rape, muggings, or beatings. Consequently, women are encouraged to learn how to protect themselves or they are told to “avoid” behaviours or places in which they might put themselves in danger (Furnham & Gunter, 1989; Peden, 1992; Skelton & Burkhart, 1980).

Howitt and Cumberbatch (1975) found that a considerable number of British citizens feel that various media are an important cause of violence. It was also found that 35% of the British sample felt that television violence causes violence.
The response of law enforcement, the justice system, and society to violence against women must also be considered. A study in Britain indicated that the pessimism of its citizens had increased concerning the increase of violent crimes (Furnham & Gunter, 1989). Vogelman (1990) stated that rape laws in Britain were written to reflect that such a crime is a crime against a man's personal property. The legal system contributes volumes of literature on court decisions in which the woman's lifestyle and credibility have been placed on trial.

The 1960s Women's Movement and the emergence of feminist's thoughts and beliefs have made a great impact on society. Goodman (1991), Jaggar (1983), Roberts (1989), and Scully (1990) have presented some of the forward thinking of feminists. By exposing the destructive quality of women's relations with men, the British moral order of obedience and loyalty of women to men, and the intentional victimization of women by abusing their trust in a relationship, feminists have brought to society's awareness the fears that limit a woman's experience of freedom.

Johnson (1996) found in a study of students attending a major US university in a rural midwest state that there were differences between US men and women in how they perceived and experienced their freedoms of movement in society. The Public Behaviours Questionnaire (PBQ) indicated that women's freedoms were limited with regard to nonacademic activities, personal habits when using a car, safety issues, and perceived freedom of movement within society. "Ninety-six percent of women and 93% of men believed that there is a difference between men and women and their freedom to do the things they want to without thoughts of assault" (p. 59).

The PBQ was designed to assess men's and women's individual experiences and perceptions of their safety behaviours. This research assessed Scottish men's
and women's responses to the PBQ to ascertain similarities and differences regarding freedom movement.

PURPOSE OF STUDY

The purpose of this study was to look at how Scottish women perceive their freedoms to be limited by examining their personal safety behaviours. Safety behaviours were studied in relation to nonacademic activities, personal habits when using a car, self-protective behaviours, and freedom of movement.

The objective was to look specifically at the differences of expression of safety behaviours between men and women in Scotland. This study focused on personal safety issues and public behaviours of both males and females to determine if females experience and perceive the same freedom of movement in Scottish society that males do.

METHOD

Instrument

The 61 item Public Behaviours Questionnaire (PBQ) was developed by the researcher. The questions were generated by consultation with a variety of individuals and through a review of literature concerning women's issues and behaviours of personal safety. The questionnaire has four parts: demographic information, nonacademic activities, personal habits when using a car, and safety issues. The last six items of the fourth part make a subpart concerning freedom of movement in society.

The original questionnaire was administered to US students in March of 1993. In March of 1994 the questionnaire was examined by administrators, colleagues, and students at a university in Scotland and appropriate revisions were then made to the PBQ to be sensitive to the Scottish language.
Participants

The 351 subjects for this research were students enrolled in a metropolitan university in Scotland during the 1993-94 academic year. The group was comprised of 49% females and 51% males. The subjects were representative of the university comparison population in the areas of sex, age, and classification of students. The sample population when compared to the university population was smaller in representation of British citizen (68% vs. 85%) and students living outside the university housing system (14% vs. 63%). University population statistics were not available to the researcher in the areas of marital status and size of home community.

Procedure

Each participant in the survey received a copy of the PBQ along with a cover letter which requested their participation and provided instructions for returning the questionnaire. Five hundred questionnaires were sent out by mail or hand delivery. Three hundred fifty-one (70%) were completed and returned within a four week time period in May 1994.

RESULTS

Results of the PBQ, when using a chi-square test, indicated that there were statistically significant differences, at the .01 level of confidence between women and men when reporting their experiences and behaviours, with regard to freedom of movement within the Scottish society.

Nonacademic Activities

The first area assessed was nonacademic activities, of which 4 of the 6 items assessed were found to be statistically significant: (a) fewer women than men indicated that they do individual outdoor activities or exercises at night [30% vs. 54%]; (b) more women than men indicated that concern for their personal safety
influenced how they selected where they do outside activities [49% vs. 14%]; (c) more women than men indicated that, despite wanting to do more outside activities, fear for their personal safety prevented them from doing so [18% vs. 1%]; and (d) more women than men indicated that they would prefer to go shopping during the day [95% vs. 86%].

**Personal Habits When Using a Car**

The second area assessed was differences between women's and men's personal habits when using a car. Twelve of the 17 items assessed were found to be statistically significant. More women than men were found to do the following: (a) keep their car doors locked when driving alone at night in the city [74% vs. 44%]; (b) keep their car doors locked when driving alone at night in a rural area [61% vs. 31%]; (c) keep their car doors locked when driving alone at night in their hometown [47% vs. 30%]; (d) park only in well lit areas when using their car alone at night [80% vs. 60%]; (e) check inside their car before entering it when using their car alone at night [39% vs. 18%]; (f) carry something (i.e., heavy object, keys, mace, flashlight, or whistle) when using their car alone at night [62% vs. 30%]; (g) tell someone where they are going and when they should arrive when using their car alone at night [59% vs. 30%]; (h) avoid going to places located in dark neighborhoods when using their car alone at night [63% vs. 34%]; (i) wait in their car for assistance if their car broke down at night when driving alone in the city [23% vs. 11%]; (j) wait in their car for assistance if their car broke down at night when driving alone in a rural area [31% vs. 12%]; (k) wait in their car for assistance if their car broke down at night when driving alone in their hometown [8% vs. 4%]; and (l) wait in their car for assistance if their car broke down at night when driving alone on the motorway [52% vs. 34%].
Safety Issues

The third area assessed was the differences between women's and men's actual experiences of being a victim of crime or their knowledge of someone else close to them being victimized, their sense of safety and security, and their actual or perceived safety behaviours and practices.

There were only two incidences found where there were statistically significant differences between women's and men's personal experience as a victim of crime or knowledge of someone close to them being victimized: (a) fewer women than men [37% vs. 49%] have experienced an assault (i.e., verbal, physical, sexual, or robbery) and (b) fewer women than men [54% vs. 73%] reported having a friend that had been assaulted.

There were no statistically significant differences between women and men on the six other items (parent's home broken into, own flat broken into, relative assaulted, or self, friend, or relative robbed) which assessed for personal experience or knowledge of someone else close them being victimized. The three items that assessed the learning of self-protective behaviours showed no statistically significant difference between women and men.

Statistically significant differences were found on two of the three items that assessed the differences between women's and men's sense of safety and security. More women than men [40% vs. 22%] indicated that they felt concern for their safety at the university and (b) fewer women than men [51% vs. 76%] indicated that they felt safe 91 to 100% of the time in their place of residence.

Statistically significant differences were found on 15 of 21 items that assessed the differences between women and men in their safety issues. More women than men indicated that they would: (a) only walk across campus during the day when alone [23% vs. 10%]; (b) only go jogging during the day when alone [64% vs. 26%];
(c) only walk to a recreation center during the day when alone [20% vs. 8%]; (d) only shop the downtown district during the day when alone [34% vs. 20%]; (e) only use public transportation during the day when alone [24% vs. 10%]; (f) not stay on campus past 11:00 p.m. when alone, even if they had work/studying that needed to be done [82% vs. 34%]; (g) avoid night classes for safety reasons [22% vs. 5%]; (h) take precautions when they go someplace during the day when alone [14% vs. 5%]; (i) take precautions when they go someplace at night when alone [69% vs. 31%]; and (j) prefer to get together with their friends when they go out at night and then travel to where they are going [62% vs. 31%].

It was found that more women than men indicated that: (a) their behaviours are influenced by thoughts of assault [97% vs. 88%], (b) their selection of clothes that they wear had been influenced by thoughts of assault [32% vs. 15%], (c) their choice of where they live was influenced by safety issues [59% vs. 41%], (d) they would not go alone on a blind date [81% vs. 37%], and (e) they would not go to a new or unfamiliar place on a first date [46% vs. 23%].

**Freedom of Movement in Society**

The final area assessed was the differences between men and women when asked about their perceptions of freedom of movement within society. All three items were found to have statistically significant differences: (a) more women than men believed that their male friends take less safety precautions than they do [71% vs. 9%], (b) fewer women than men believed that their female friends take more safety precautions than they do [24% vs. 81%], and (c) 91% of all respondents indicated that there was a difference between men and women and their freedoms to do the things they want to do without thoughts of assault.
DISCUSSION

The purpose of this study was to assess the differences of expression of safety behaviours between men and women in Scotland by focusing on their personal safety issues and public behaviours as recorded on the PBQ.

The review of literature suggested that the socialization of an individual contributes to their adult beliefs and behaviours. The literature goes on to say that young girls learn sex role behaviours in order to act properly. Messages are sent both implicitly and explicitly that males are dominant or superior to females. Boys are stimulated to have higher activity levels, which points to the potential for heightened physical activity in childhood and aggressive behaviours in adulthood. They are taught not to have fears, but to be prepared to protect themselves from physical harm. Parents however often attend to a girl’s worries and tears, reinforcing that they are vulnerable and in need of protection and reassurance (Couch, 1983; Furnham & Gunter, 1989; Gilligan, 1982; Gordon & Riger, 1989; Schaffer, 1990; Stanko, 1990; Vogelman, 1990; Wright, 1995).

Despite the way young girls are taught to be aware of (and guard for) their personal safety, as adults they can decide to change their beliefs and to act as they wish in their own best interest. To do so, would remove the limits on their freedom of movement in society. This study demonstrated that women heed their childhood teachings and their freedom of movement within society was limited as demonstrated by their responses on the PBQ, when compared to men in Scotland.

This study assessed whether women’s freedoms were influenced by fear for personal safety, by investigating the differences between women’s and men’s reported experiences and perceptions on the PBQ. It was found that women and men mutually enjoy doing outdoor activities and exercises alone during the day. However, after dark, there is a heightened sense of fear for women. This study, as
well as a study by Scully (1990) found that men, despite having higher risks for assault enjoy more freedoms.

Women indicated that they take more safety precautions than men when going someplace by car or public transportation, especially at night. There were three additional items that were significant at the .05 level of confidence. They were: (a) women more than men [39% vs. 27%] keep their car doors locked when driving alone in the city during the day, (b) women more than men [47% vs. 30%] keep their car doors locked when driving alone in their home town at night, and (c) women more than men [6% vs. 2%] would rather stay home than drive alone at night. These findings reinforce Stanko (1990) and Warr's (1985) findings that women are constantly fearful and aware of safety issues.

Women in this study indicated that their sense of fear is higher than men which is consistent with research findings. Women did not feel safe as often as men did in the city and in their own residence. When asked about learning self-protective behaviours there was no significant difference between women and men. However, their written responses indicated that more women than men learned protective behaviours for personal safety reasons. Seventy-eight percent of women compared to 67% of men indicated in their written responses that they learned self-protective behaviours from their parents while growing up.

Although the questionnaire did not assess what women were taught, these findings are consistent with studies by Furnham and Gunter (1989) and Vogelman (1990), suggesting that women may have been trained to believe that they are vulnerable and need to be aware of their safety in society. Women (18%) more than men (11%) enrolled in self-defense courses (significant at the .05 level of confidence). Of the women enrolling in self-defense courses, 61% indicated that it was for personal safety reasons, compared to 40% of men responding. Stanko (1990) also
found that a heightened sense of vulnerability caused women to enroll in self-defense courses. Fifty-one percent of men also indicated that they have taken a martial arts course. Most of them indicated that their reason for taking the course, according to their written responses, was for sport and fitness.

This study has demonstrated, like previous studies (Roberts, 1989; Vogelman, 1990) that women do practice more safety behaviours than men. Women indicated that there are many things (e.g., walk across campus, jog, walk to a recreation center, use public transportation, shop the downtown district, or stay on campus past 11:00 p.m.) that they will not do alone at night, which illustrates a loss of freedom of movement. Women also indicated that they: (a) would avoid night classes, (b) take safety measures when going out during the day or night, and (c) prefer to get together with a friend before going out someplace.

Women's selection in the clothes they wear, where they live, going on a blind date, and whether they would go to an unfamiliar place on a first date were all influenced by concerns for their safety, which were statistically significant compared to men. Only 3% of women indicated that their behaviour was "never" influenced by thoughts of assault, compared to 12% of men. Forty-seven percent of women indicated that their behaviours are influenced at least weekly by thoughts of assault.

Furnham and Gunter (1989) found that 51% of men and 38% of women felt there was a chance that someone close to them would be assaulted. Given that men experience more assaults (Dobash & Dobash, 1987) it would be reasonable to assume that they would have a heightened sense of fear and their safety behaviours would limit their freedoms. The converse has been demonstrated in this research. The question might be raised: Does the potential of sexual assault create more fear than other forms of assault? Is it like Ellis (1989) stated that the knowledge of rapes and
violence against women perpetuates their inequality and restricts the lifestyle of many women?

Research has shown that most acts of aggression against women are committed by men known to them and often within their own homes (Ellis, 1989; Stanko, 1990; Vobejda, 1995). Yet, the behaviours of the women in this study demonstrated that it is the stranger that they fear and take precautions for. When women are afraid to go places and feel the need to take additional precautions prior to or while traveling, their freedom of mobility has been limited. Granted, the world is not a safe place, and safety precautions should be practiced by both men and women. However, a women's sense of that fear and vulnerability is heightened when compared to men. Perhaps, it is the additional safety precautions that women take that keeps them safer than men. Should boys therefore be socialized to have more fears and to practice more precautionary behaviours?

These findings demonstrated, like the US study (Johnson, 1996), that Scottish women's thoughts, perceptions, and behaviours are significantly different from Scottish men. Women in this study and in studies by Roberts (1989), Skelton and Burkhart, (1980) and Vogelman (1990) practice safety behaviours, avoidance tactics and precautionary measures which limit their freedoms and choices about jobs, visiting friends, going out for walks at night, or entertaining.

The majority of women and men (91%), when asked if they think there is a difference between men and women and their freedom to do things they want to do without thoughts of assault, indicated that they believe there is a difference. Warr (1985) suggested that fear is conceptualized on two factors, perceived seriousness and feelings of personal risks. When asked what freedoms of movement in society women enjoy that men do not, 38% of the responses indicated that women are limited by concerns for their personal safety. When asked what freedoms of
movement in society men enjoy that women do not, 93% of the responses identified that men's movements were free from safety concerns.

SUMMARY

The findings of this study punctuate that there are statistically significant differences in men's and women's perceptions and experiences of freedom in Scottish society. It raises questions about how women can begin to reclaim their freedoms while still being safe. The researcher believes that the problem is multifaceted. Both women and men need to be involved to bring about change. A pitfall that must be avoided is to place blame with men or women. It will take the cooperation of both to bring about change in societal norms.

REFERENCES


CHAPTER IV
LIMITATIONS OF WOMEN'S FREEDOMS:
A COMPARISON BETWEEN TWO SOCIETIES

A paper to be submitted to the Psychology of Women Quarterly

Ruth Ann Johnson

ABSTRACT
This study examined the experiences and perceptions of personal safety behaviors of women living in the United States and women living in Scotland. The Public Behaviors Questionnaire (PBQ) was used to do a comparative study to determine if women from the two societies experience and perceive the same freedom of movement in relation to nonacademic activities, personal habits when using a car, safety behaviors, and perceived freedom of movement. A statistically significant difference at the .01 confidence level was found on a majority of the items. These differences were mixed with Scottish women reporting greater safety behaviors on some items and US women reporting greater safety behaviors on other items.

INTRODUCTION
Contemplating the freedom of movement within a society by women is multifaceted and many areas need to be reviewed. Many of women's behaviors are socially and culturally established through parental training of society norms of conduct and beliefs about appropriate female roles. Cultural values and child rearing practices influence the role behaviors of women. Moral codes, social skills,
norms of conduct, and beliefs about one's sex contribute to sexist ideas individuals possess and resultant behaviors, their psychological make-up, and their perceptions of the world (Couch, 1983; Furnham & Gunter, 1989; Gilligan, 1982; Goodman, 1991; Gordon & Riger, 1989; Schaffer, 1990; Stanko, 1990; Vogelman, 1990; Wright, 1995).

The socialization of girls is different from boys in most countries. Girls are taught to have a higher awareness of their vulnerability and safety, which confines their freedom of movement within society (Gilligan, 1982; Goodman, 1991; Gordon & Riger, 1989; Jaggar, 1983; Roberts, 1989; Stanko, 1991; Vogelman, 1990; Wright, 1995).

Media influences women's freedom of movement by influencing peoples' thoughts and beliefs about the roles of women. The media have a causal relationship to acts of violence in society, and also are responsible for sensationalizing the occurrence of violent crimes, glamorizing sexual aggression, and degrading women, which drives women's fears (Baker, 1993; Byrd, 1993; Caldwell, 1977; Furnham & Gunter, 1989; Howitt & Cumberbatch, 1975; Roberts, 1989; Surette, 1992; Tumulty, 1993).

Acts of violence against women occur around the world and contribute to the fears women posses. Domestic violence is underreported and statistics indicate that women are most often the victims (Couch, 1983; Dobash & Dobash, 1987; Ellis, 1989; Gelles, 1983).

Acts of sexual aggression and rape, despite being underreported, are increasing. Women fear that rape or sexual assault could happen to them, so they take more precautions for their safety than men do, which restricts their lifestyle (Brown, 1991; Furnham & Gunter, 1989; Isikoff, 1991; Johnson, 1996; Roberts, 1989; Scully, 1990; Stanko, 1990).
The messages that women receive from the lack of action by legal and judicial systems also contributes to the limitations of their freedoms. The law enforcement system and the judicial system create a form of second victimization against women in violent crimes such as rape and sexual assault. Arrests, convictions, and sentencing rates are low. The message that women receive is "to be silent" (Brown, 1991; Dobash & Dobash, 1987; Lardner, 1993; Lewin, 1994; Ostrow, 1995; Roberts, 1989; Russakoff, 1994; Treaster, 1994; Vogelman, 1990).

The women's movement and the emergence of feminist thought have brought to the foreground the disparities between men and women and the impact it has on their lifestyles (Furnham & Gunter, 1989; Gordon & Riger, 1989; Jaggar, 1983; Nicholson, 1986; Roberts, 1989; Scully, 1990; Vogelman, 1990). While much has been written about women and the lifestyle altering fears they experience, little has been written about how these fears, and the safety measures taken to overcome or minimize them, limit women's freedoms. Goodman (1991) stated that while currently the spotlight is on sexual harassment, there is pressure to move toward removing barriers that impede women's freedom from fear.

Johnson (1996) found in a study of students attending a major US university in a rural midwest state that there were differences between US men and women in how they perceived and experienced their freedoms of movement in society. Differences in perceived freedom of movement were also found between women and men in Scotland. Responses to the Public Behaviors Questionnaire (PBQ), in both countries, indicated that women's freedoms were limited. In the US study, "Ninety-six percent of women believed that there is a difference between men and women and their freedom to do the things they want to without thoughts of assault" (p. 59). In the Scotland study, 90% of women and men indicated the same.
PURPOSE OF STUDY

The purpose of this study was to assess and compare the experiences and perceptions of freedom of movement by women in the US with those of women in Scotland. Personal safety behaviors were studied in relation to nonacademic activities, personal habits when using a car, safety issues, and global freedom of movement.

METHOD

Instrument

The 61 item Public Behaviors Questionnaire (PBQ) was developed by the researcher. The questions were generated by consultation with a variety of individuals and through a review of literature concerning women's issues and behaviors of personal safety. The questionnaire has four parts: demographic information, nonacademic activities, personal habits when using a car, and safety issues. The last six items of the fourth part make a subpart concerning freedom of movement in society.

The original PBQ was administered in March of 1993 at a major, rural midwest university in the US. Revisions were made in March of 1994 to the PBQ with respect to Scottish cultural language differences for the second administration.

Procedure

The research data for this study was taken from two previous comparison studies of women's freedom of movement in the US (Johnson, 1996) and in Scotland (Johnson, 1996). Both studies used the PBQ to compare women's responses to men's responses. The women's response sets from both studies were separated from the original studies and entered into the StatView statistics program to assess for differences between their responses. A chi-square test of significance was applied to each PBQ item, using a .01 level of confidence.
The US study was administered, in May 1993, at a major university in the rural midwest. A stratified random selection process was used. Subjects were gathered from residence halls, Greek house system, and students living off campus. The overall sample was representative of the university population with regards to age, classification, and ethnicity. Females were overrepresented in the study (N=41%, n=50%). One hundred and ninety-one female response sets were gathered and have been used for this study.

The Scotland study was administered, in May 1994, at a major university in a metropolitan city. A stratified random selection process was used. Subjects were gathered from the residence halls, student houses, university flats, and students living in private accommodations. The sample was representative of the university population with regards to age, sex, and classification of students. Students of British citizenship were underrepresented (68% vs. 85%). One hundred and seventy-three female response sets were gathered and have been used for this study.

RESULTS

Results of the combined PBQ for women in the US and women in Scotland showed that there were several statistically significant differences reported between the two groups on safety behaviors. These differences were mixed with Scottish women reporting greater safety behaviors on some items and US women reporting greater safety behaviors on other items.

Nonacademic Activities

The first area examined was nonacademic activities, of which statistically significant differences were found on all 8 items. Significantly more women in the US than women in Scotland indicated that: (a) they do individual outdoor activities or exercises during the day [86% vs. 76%], (b) they do individual outdoor activities
or exercises during the night [68% vs. 30%], (c) they would like to do more outside activities [84% vs. 66%], and (d) location influences where they shop [71% vs. 37%].

Significantly more women in Scotland than women in the US indicated that: (a) fear influences how they select where they will do outside activities [49% vs. 18%], (b) they prefer to go shopping during the day [95% vs. 81%], (c) distance from their residence influences where they shop [77% vs. 50%], and (d) distance from parking influences where they shop [19% vs. 10%].

**Personal Habits When Using a Car**

The second area examined was the differences between women in the US and women in Scotland in their personal behavior habits when using a car. Nine of the 18 items examined were found to be statistically significant. US women showed significantly higher safety related behaviors on five of the items and Scottish women were higher on the remaining four items.

More women in Scotland than women in the US were found to: (a) keep their car doors locked when driving alone, during the day, in the city [39% vs. 26%]; (b) keep their car doors locked when driving alone, during the night in the city [74% vs. 51%]; (c) keep their car doors locked while unattended, at their residence [98% vs. 77%]; and (d) keep their car doors locked, while unattended, when away from their residence [98% vs. 92%].

More women in the US than women in Scotland were found to: (a) check inside the car before entering when using their car alone at night [81% vs. 39%]; (b) carry something (i.e., heavy object, keys, mace, flashlight or whistle) when using their car alone at night [78% vs. 62%]; (c) wait in their car for assistance if their car broke down at night when driving alone in a rural area [47% vs. 31%]; (d) wait in their car for assistance if their car broke down at night when driving alone in their
home town [20% vs. 8%]; and (e) wait in their car for assistance if their car broke down at night when driving alone on the interstate/motorway [75% vs. 52%].

Safety Issues

The third area examined was the differences between women in the US and women in Scotland's actual experiences of being a victim of crime or their knowledge of someone else close to them being victimized, their sense of safety and security, and their actual or perceived safety behaviors and practices.

There was only one item that showed a statistically significant difference between women in the US and women in Scotland concerning personal experience as a victim of crime or knowledge of someone close to them being victimized. Significantly more women in the Scotland [37% vs. 23%] indicated that they had been assaulted. There were no significant differences between the groups with regards to experiencing a break-in, being robbed, or knowledge of anyone close to them experiencing an assault, break-in, or robbery.

A statistically significant difference was found on 3 of the 6 items that examined the differences between women in the US and women in Scotland's sense of safety and security. Significantly more women in the US than women in Scotland indicated that they (a) are concerned for their safety more than 50% of the time at the university [28% vs. 7%], (b) feel safe in their place of residence less than 91-100% of the time [63% vs. 49%], and (c) have been taught protective behaviors [59% vs. 36%].

A statistically significant difference was found on 10 of the 21 items that assessed the differences between women in the US and women in Scotland in their safety behaviors and practices. US women showed significantly higher fear related behaviors on 7 of the 10 significant items.

Significantly more women in the US than women in Scotland indicated that they would: (a) only drive, during the day, when alone [11% vs. 1%]; (b) only walk
across campus, during the day, when alone [57% vs. 23%]; (c) only walk to the recreation center, during the day, when alone [46% vs. 20%]; (d) avoid taking a night class for safety reasons [35% vs. 22%]; and (e) take precautions if they needed to go somewhere alone at night [82% vs. 69%]. Significantly more women in Scotland than women in the US indicated that they would: (a) not stay on campus past 11:00 p.m. when alone, even if they had work/studying that they needed to get done [82% vs. 54%] and (b) not go to some places in the university city [77% vs. 43%].

It was also found that significantly more women in the US than women in Scotland indicated that: (a) their career choice or working assignment was influenced by safety issues [27% vs. 15%] and (b) that other choices in their life have been influenced by safety concerns [48% vs. 30%]. Women in Scotland indicated more than women in the US [81% vs. 67%] that they would not go alone on a blind date.

Freedom of Movement in Society

The final area examined was the differences between women in the US and women in Scotland when asked about their perceptions of freedom of movement within society. Two of the three items were found to be statistically significant: (a) more women in the US than in Scotland [86% vs. 71%] believed that their male friends take less safety precautions than they do and (b) 93% of all respondents indicated that there is a difference between men and women and their freedoms to do the things they want to do without thoughts of assault.

Thirty items that assessed safety behaviors and practices were not found to be statistically significant. Twelve of the 30 items were the result of a majority of the women from both groups indicating increased safety behaviors or precautions.
DISCUSSION

Research has demonstrated that both Scottish and US societies experience violent crimes against women and that as a result of these crimes a majority of women experience fear and practice fear related safety behaviors (Dobash & Dobash, 1987; Ellis, 1989; Furnham & Gunter, 1989; Goodman, 1991; Johnson, 1996; Scully, 1990; Stanko, 1990; Wright, 1995). The purpose of this study was to examine the experiences and perceptions of freedom of movement by women in the US with those of women in Scotland as assessed by the PBQ. The results suggest that there are statistically significant differences between the two societies based on their responses to the PBQ. It was discovered that US women and Scottish women both demonstrate significant fear related behaviors on different items of the PBQ.

In addition to the statistically significant differences found in the study attention is drawn to the magnitude of the responses given by the women. Even on items that were not statistically significant the magnitude of the response by women of both societies in the direction of fear related behaviors must be noted (see Table 1).

Stanko (1990) found that by incorporating safety messages into their daily lives women develop an unconscious alarm system that monitors men's behaviors. This finding as well as others (Ellis, 1989; Roberts, 1989; Vogelman, 1990) has created an impact on the daily activities of women. This study showed that both US women's and Scottish women's nonacademic activities were impacted by fear for their safety. In addition to the statistically significant findings it was found that both groups (63% Scottish and 58% US) indicated in their written responses that fear influences their doing outdoor activities at night.
The researcher speculates that Scottish women being less willing to do outdoor activities during the day could be influenced by many other reasons than fear. Also, more Scottish women may have indicated that distance from residence influences where they shop, because fewer people have cars in Scotland, and many walk to where they shop.

One of the greatest influences on women's perceptions of freedom is their ability to move freely in society. Much of our learning about safety and fears are passed on to us by our parents. Gordon and Riger (1989) spoke to the socialization of little girls and the rituals that they learn and practice in order to feel a sense of security. The rituals they speak of often invoke fears that girls carry with them into adulthood (Gilligan, 1982; Stanko, 1990).

Although the women in this study showed statistically significant differences on 9 of the 18 items measuring their perceived mobility, more than 50% of women from both cultures indicated, on five of the remaining nine items, that they practiced safety measures. These safety behaviors are exercised even though, as Dobash & Dobash, 1987; Ellis, 1989; Furnham & Gunter, 1989; IowaCASA; Vobejda, 1995 have shown, most violent crimes occur at the hands of a family member, friend, or acquaintance. They also have shown that violent crimes most often take place in the victim's or the offender's home. However, the fear of the stranger attacking them, keeps women practicing heightened safety behaviors when away from their home (Vogelman, 1990).

Skelton and Burkhart (1980) found that women limit their freedoms in order to feel safe and secure. They found that women embody avoidance tactics into their everyday behaviors. This study found that women in the US and in Scotland also incorporate safety behaviors into their lives, to enhance a sense of security.
The researcher highlights that few women, both US and Scottish, reported personal experience or knowledge of victimization. The question therefore can be raised concerning the origin of their fears. It is speculated that their fears could be the result of overrepresentation of violence against women in the media, as presented by Baker (1993), Surette (1992), and Tumulty (1993).

The finding that US women feel more concern for their safety at the university than Scottish women was confusing, considering that the US university is in a community twenty times smaller. Speculating the cause might suggest that the occurrence and sensationalizing of violent crimes is higher in the US.

Women learn through media presentations and legal and judicial proceedings that their behaviors are on trial. If there isn’t evidence of resistance many prosecuting attorneys will not take a sexual assault case. The message to women is that your lifestyle is on trial. Therefore, women practice safety behaviors to avoid being attacked (Lardner, 1993; Nieves, 1993; Rafter & Stanko, 1982; Roberts, 1989; Russakoff, 1994; Scully, 1990; Stanko, 1990; Vogelman, 1990) The women in this study, from both societies, indicated they practice many safety behaviors.

When asked about the freedoms of movement within society that women enjoy that men do not, significantly more US women (74%) than Scottish women (46%) reported safety concerns. When asked about freedoms of movement in society that men enjoy that women do not, 85% of US women’s responses and 94% of Scottish women’s responses indicated that men’s movement in society were less likely to be motivated by concern for their personal safety.

These findings are similar to those reported by Ellis (1989), Goodman (1991), Skelton and Burkhart (1980), Vogelman (1990), and Wright, (1995). Women have safety issues and concerns in their awareness at all times. Safety issues impact the choice of things that they do from going for a walk to selecting a job.
SUMMARY

This research demonstrated that women in both the US and Scotland show statistically significant differences on 27 items of the PBQ. US women reported significantly greater safety behavior concerns on 14 items; Scottish women reported a greater concern on 13 items. There were no significant differences between US and Scottish women on remaining items assessing safety behavior/concerns. However, on 8 of the 21 remaining safety issues 50% or more of the women responding from both societies indicated high fear related safety behaviors or precautions (See Table 1 above).

REFERENCES


Iowa Coalition Against Sexual Assault. (1992).


Table 1: Public Behaviors Questionnaire items which found 50% or more of US and/or Scottish women's responses indicated safety behavior practices

<table>
<thead>
<tr>
<th>Item</th>
<th>% of US Women</th>
<th>% of Scottish Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonacademic activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do outdoor activities or exercises alone during the day</td>
<td>88</td>
<td>76</td>
</tr>
<tr>
<td>Would like to do more outside activities</td>
<td>84</td>
<td>66</td>
</tr>
<tr>
<td>Indicated that fear influences doing outdoor activities or exercises at night</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>Indicated that distance from residence influences where they shop</td>
<td>*</td>
<td>77</td>
</tr>
<tr>
<td>Indicated that location influences where they shop</td>
<td>71</td>
<td>*</td>
</tr>
<tr>
<td>Prefer to shop during the daytime</td>
<td>81</td>
<td>95</td>
</tr>
<tr>
<td>Indicated that distance from residence influences where they shop</td>
<td>50</td>
<td>77</td>
</tr>
<tr>
<td><strong>Personal Habits When Using a Car</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check in their car before entering when using their car alone at night</td>
<td>81</td>
<td>*</td>
</tr>
<tr>
<td>Carry something when using their car alone at night</td>
<td>77</td>
<td>62</td>
</tr>
<tr>
<td>Keep their car doors locked when driving alone in the city during the night</td>
<td>51</td>
<td>74</td>
</tr>
<tr>
<td>Keep their car doors locked when driving alone in rural areas at night</td>
<td>51</td>
<td>61</td>
</tr>
<tr>
<td>Keep their car doors locked when it is unattended at their residence</td>
<td>77</td>
<td>98</td>
</tr>
<tr>
<td>Keep their car doors locked, when it is unattended away from their residence</td>
<td>92</td>
<td>98</td>
</tr>
<tr>
<td>Only park in well lit areas when using their car alone at night</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>Keep someone informed of where they are going and when they will arrive when using their car alone at night</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Indicated that they would wait in their car for assistance if their car broke down at night when alone on the interstate/motorway</td>
<td>75</td>
<td>52</td>
</tr>
</tbody>
</table>

* Less than 50% of women indicated this response.
<table>
<thead>
<tr>
<th>Item</th>
<th>% of US Women</th>
<th>% of Scottish Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they would walk across campus only during the day</td>
<td>57 *</td>
<td></td>
</tr>
<tr>
<td>when alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they would only go jogging during the day when</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they would not stay on campus past 11:00 p.m.</td>
<td>54</td>
<td>82</td>
</tr>
<tr>
<td>Take precautions if they need to go alone someplace at night</td>
<td>82</td>
<td>69</td>
</tr>
<tr>
<td>Indicated that they would get together with friends and travel</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>together when going someplace at night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that there are places they would not go in the town</td>
<td>*</td>
<td>77</td>
</tr>
<tr>
<td>where they attend university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they have been taught protective behaviors</td>
<td>59 *</td>
<td></td>
</tr>
<tr>
<td>Indicated that they have a friend that has been assaulted</td>
<td>*</td>
<td>54</td>
</tr>
<tr>
<td>Indicated that they have a friend that has been robbed</td>
<td>*</td>
<td>59</td>
</tr>
<tr>
<td>Indicated that their behavior is influenced by thoughts of assault</td>
<td>53</td>
<td>59</td>
</tr>
<tr>
<td>at least once per month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that their choice of where they live has been influenced</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>by safety issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they would not go on a blind date</td>
<td>67 *</td>
<td></td>
</tr>
<tr>
<td>Indicated that they would not go to a new or unfamiliar place on a</td>
<td>50 *</td>
<td></td>
</tr>
<tr>
<td>1st date</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global Freedom of Movement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that their male friends take less precautions than they</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that their female friends take similar precautions that</td>
<td>74 *</td>
<td></td>
</tr>
<tr>
<td>they do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicated that they believe there is a difference between men</td>
<td>96</td>
<td>90</td>
</tr>
<tr>
<td>and women and their freedom to do the things they want to without</td>
<td></td>
<td></td>
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<tr>
<td>thoughts of assault</td>
<td></td>
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</table>
CHAPTER V
SUMMARY

Research has indicated that the socialization of children contributes to their adult beliefs and behaviors. Young girls and boys learn sex role behaviors which present the message that males are dominant and superior to girls. Girls are taught to be nurturing and boys are encouraged to be physically active and aggressive. When grown, women are very aware of their vulnerability and men are prepared to protect themselves and others (Couch, 1983; Furnham & Gunter, 1989; Gilligan, 1982; Gordon & Riger, 1989, Schaffer, 1990; Stanko, 1990; Vogelman, 1995). As a result of the heightened awareness of their vulnerability a statistically significant difference between men and women in Scotland was found in the first study. The second study demonstrated that women in the US and in Scotland do take seriously the messages they have been taught about their vulnerability to violence. Women in both societies practice safety behaviors and precautions to ensure their safety outside their homes.

Research has shown that most acts of aggression against women are committed by men they know, rather than the unknown stranger (Ellis, 1989; Stanko, 1990; Vobejda, 1995). However, the results of these studies suggest that women do fear the unknown stranger and that some of their behaviors are driven by safety precautions. The findings of these studies support Goodman's (1991) findings which showed that women were not free from fear, consequently they could not experience freedom like a man.

News reports and talk shows have exaggerated and sensationalized violent crimes against women in the US and in Scotland. Movies depict women as being vulnerable victims to sex-crazed mad men. These presentations fuel the fears
women already possess about becoming a victim. It is also believed that they may indirectly contribute to the occurrence of violent crimes (Furnham & Gunter, 1989; Howitt & Cumberbatch, 1975; Surette, 1992; Tumulty, 1993).

The media was found to influence women's behaviors (Byrd, 1993; Surette, 1992). Studies have shown that women do practice more safety behaviors than men (Roberts, 1989; Vogelman, 1990). These two studies found similar results, demonstrating that women practice significantly more safety behaviors than men. However, the significant findings in the second study suggested that there is something else potentially going on.

The researcher speculates that it may be the result of the volume and severity of violent crimes in the US that caused significant differences between the women in each society, on some items. Evidence of this may be that 93% of crimes in Britain are crimes against property (Montalbano, 1995). Howitt and Cumberbatch (1975) also showed that television programs in the US are more violent than British programs. Another influencing factor in the second study may be the location of the universities. The university in Scotland is in a large metropolitan area, approximately twenty times the size of the community in the US study.

This researcher speculates that the patriarchal hierarchy in Scotland may have caused some of the significant findings in the second study. Perceiving themselves to be in a subordinate position to men, Scottish women have suffered a great deal of domestic violence. Domestic violence contributes to the fear women have of men's power and to the continuance of sexual inequality (Couch, 1983).

Considering the results of both studies, it has been shown that a significant number of women have not been able to discard or overlook what they have been taught by their parents and media presentations in order to make creative changes to experience the natural freedom they were born with. Nor have many women
been able to experience circumstantial freedom, by acting/behaving as they wish, without being influenced by an ever-present sense of fear. Will (1993) said that America's fight against crime, is a fight for freedom. In context, the same is true for women, the fight against violence and the sexual oppression of women, is a fight for their freedom of movement within society.

As the feminist perspective is taken on by more men and women it is hoped that the belief in freedom for all can be embraced. It is believed that changes in legal and judicial systems will occur through the awareness of the status of women and the deprivation of their freedoms resulting from acts of violence against them.

In order for change to occur and take hold, paradigms will need to change. Child rearing practices will need to be more mutual and balanced with respect to sex roles for boys and girls. Responsibilities for domestic chores will need to be shared equitably between partners. Legal and judicial systems, which are predominately male, will need sensitivity training to be able to see the disparity in justice for crimes against women. Laws will need to be changed to recognize that women are not subordinate to, or possessions/property of men. Finally, the freedom to move within society should be experienced similarly by men and women.

Crimes and violence, unfortunately will continue. Both men and women in all societies will need to practice safety precautions. However, those precautions should not act on one gender more than another, thereby inhibiting the full spectrum of freedoms afforded to all.

**General Conclusions**

This study had two major research questions. Each question generated four null hypotheses. The first question was: Are women's reported experiences and
perceptions regarding freedom of movement within their society, as recorded on the PBQ limited in Scotland by fears for safety?

The first study found that there is a difference between women and men in Scotland in their experiences and perceptions of freedom of movement in their society. Women were found to practice significantly more safety behaviors and precautions than men. Therefore, all four null hypotheses were rejected.

The second question was: Do women from the US differ in their experiences and perceptions of freedom of movement within their society when compared to women from Scotland, as recorded on the PBQ? The second study found that there is a difference between women in the US and women in Scotland in their experiences and perceptions of freedom of movement within their society. The differences found on different items of the PBQ indicated that women from both societies practice fear related safety behaviors and precautions. Therefore, the four null hypotheses were rejected in part or full.

Caution should be taken when interpreting some of the findings of these studies. On various occasions a statistical significance was found but the magnitude of men or women indicating a fear related safety response was low. Similarly, some items that did not show statistical significance were critical as a result of the magnitude of the respondents indicating the practice of a safety behavior (See Table 1 in manuscript two.).

When considering both studies some general concerns emerge. The first concern is participant honesty. The expectation by one's society for some responses may have had an influence (i.e., men are not to express fear or vulnerability). A second area of concern was whether what people say or indicate they will do is representative of what they will actually do in given circumstances.
Recommendations

It is recommended that future studies should also involve the use of qualitative interviews to assess the thoughts behind women's behaviors. The responses that the women have given in this study may be reflective of the research and literature presented here, however, a more in depth understanding could possibly be generated. With the addition of qualitative interviews, it is recommended that the PBQ be shortened to neutralize for participant fatigue. Longitudinal studies would also give a great deal of insight as to what impact child rearing and academic education have on adult behaviors, when considering fears and safety behaviors.

It is also recommended that a study of men's perspectives of women's freedoms be done. In order for change to occur, men will need to see the necessity for change. Blaming men or women for the lack of women's freedom of movement will not bring about change. Building alliances and cooperation will. The resulting information from these studies should be presented to the public at large to enhance the understanding of women's freedoms within society.

A final recommendation is that a cross-sectional study be done to determine what or how safety behaviors change through the process of aging. This study has suggested that fears are connected to physical power. Studies have shown how older persons limit their freedoms as they grow less powerful physically and perhaps become more paranoid about the evils that await them in the world. A study of an older population might show that, with age, fears of the external world become less sexist.
APPENDIX A

PUBLIC BEHAVIORS QUESTIONNAIRE
Public Behaviors Questionnaire (U.S.)

Section I. Demographic Data: This information is used for sorting purposes. Please mark your answer on the line provided.

1. Sex: ___ Female ___ Male

2. Birth data: Month ___ Year ___

3. Current Relationship Status: ___ Single, never married ___ Separated ___ Cohabitation ___ Married ___ Divorced ___ Widowed

4. Please specify your major ethnic heritage ____________________ (i.e., German, African, etc.)
   Born in the United States? ___ Yes ___ No

5. Size of community you lived in the majority of your childhood (K-12)?
   ___ 1,000 or less ___ 5,001 to 10,000 ___ 50,001 to 100,000 ___ 100,001 to 500,000
   ___ 1,001 to 5,000 ___ 10,001 to 30,000 ___ 50,001 to 100,000 ___ 500,001 or more

   ___ University Student Apartments ___ Off Campus (Please indicate distance from campus. ___)

7. Major field of study ____________________

8. Classification: ___ Freshman ___ Sophomore ___ Junior ___ Senior ___ Graduate

Section II. The following questions deal with possible nonacademic activities. Please answer with a yes or no. When giving a “no” answer, please indicate your reason in the space provided. When giving a “yes” response, please move to the next question.

9. Do you do individual outdoor activities or exercises (e.g., walking, biking, jogging, hiking, etc.) during the day? ___ Yes ___ No
   If no, reason? ____________________

10. Do you do individual outdoor activities or exercises (e.g., walking, biking, jogging, hiking, etc.) at night? ___ Yes ___ No
    If no, please give reason and then skip to question 14? ____________________

11. How do you select where you will do outside activities? ____________________

12. Would you like to do more outside activities? ___ Yes ___ No
    If yes, What stops you? ____________________

13. Do you go shopping for groceries, clothing, etc.? ___ Yes ___ No
    If no, please give reason and then skip to question 17? ____________________
14. When do you prefer to go shopping?  ____ Daytime  ____ Nighttime
15. What factors influence where you shop for groceries, clothing, etc.?
   ____ Location  ____ Price  ____ Parking lot lighting
   ____ Distance from residence  ____ Time of day  ____ Services provided
   ____ Distance from parking  ____ Selection of items (i.e., carry out)

16. Are there any times when you were able to go shopping for groceries, clothing, etc., that you chose not to?
   ____ Yes  ____ No  If yes, reason?  ________________________________________________

Section III. This section deals with personal habits when using a car. If you do not own a car or use a car on a somewhat regular basis, please respond as to what you think you would do.

17. When driving a car alone in Ames, do you keep your car doors locked?
   Day:  ____ Yes  ____ No  Night:  ____ Yes  ____ No
18. When driving a car alone in the rural areas, do you keep your car doors locked?
   Day:  ____ Yes  ____ No  Night:  ____ Yes  ____ No
19. When driving a car alone in your hometown, do you keep your car doors locked?
   Day:  ____ Yes  ____ No  Night:  ____ Yes  ____ No
20. When at your residence, do you keep your car doors locked while unattended?  ____ Yes  ____ No
21. When away from your residence, do you keep your car doors locked while unattended?
   ____ Yes  ____ No
22. When using your car alone at night, would you do any of the following? (Mark all that apply.)
   ____ Park in well lit areas only
   ____ Check inside car before entering
   ____ Carry heavy object or keys in hand while walking alone
   ____ Keep someone informed of where you’re going and when you should arrive
   ____ Avoid going to places located in dark neighborhoods
   ____ Carry Mace
   ____ Carry a flashlight
   ____ Carry a whistle
   ____ Stay home rather than drive alone
23. If your car broke down at night in Ames, when you were alone, what would you do?
   ____ Flag down a passing car  ____ Attempt to repair it
   ____ Leave car/Walk for help  ____ Wait in car for assistance
24. If your car broke down at night in a rural area, when you were alone, what would you do?
   ___ Flag down a passing car  ___ Attempt to repair it
   ___ Leave car/Walk for help  ___ Wait in car for assistance

25. If your car broke down at night in your hometown, when you were alone, what would you do?
   ___ Flag down a passing car  ___ Attempt to repair it
   ___ Leave car/Walk for help  ___ Wait in car for assistance

26. If your car broke down at night on an interstate highway or expressway, when you were alone, what would you do?
   ___ Flag down a passing car  ___ Attempt to repair it
   ___ Leave car/Walk for help  ___ Wait in car for assistance

Section IV. Safety Issues

27. Please mark those that you will only do during the daylight when alone.
   ___ Drive  ___ Shop mall areas  ___ Use Cy-ride
   ___ Walk across campus  ___ Walk to the recreation center
   ___ Go jogging  ___ Shop downtown district

28. If you had work that needed to be done at night in the computer lab or in the library, how late are you willing to stay on campus when alone? _____(time)

29. Do you avoid taking night classes, for safety reasons? ___ Yes ___ No

30. Do you take any precautions if you need to go some place alone?
   Day: ___ Yes ___ No
   If yes, what? ________________________________________________________________
   Night: ___ Yes ___ No
   If yes, what? ________________________________________________________________

31. When getting together with friends at night, do you prefer to:
   ___ Meet at the location
   ___ Get together and then travel to the location.
   ___ Would make no difference

32. Are you concerned about your safety:
   At ISU? ___ Yes ___ No  Percent of the Time Concerned.
   If yes, what percent of the time? _________ I________ I________ I________ I________ I
   0%  20%  40%  60%  80%  100%
In the town where you lived the majority of your childhood (K-12)? Yes No
If yes, what percent of the time? 0% 20% 40% 60% 80% 100%

33. Is there anywhere that you would not go in the town where you lived the majority of your childhood (K-12)? Yes No
If yes, where? Reason

34. Is there anywhere that you would not go in Ames? Yes No
If yes, where? Reason

35. Considering safety issues, in your current place of residence (based on a 24 hour day), what portion of the day do you: a. Keep your residence door closed? %
   b. Keep your residence door locked? %
   c. Spend in your residence? %

36. What percent of the time do you feel safe in your place of residence? 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

37. Has your parents' home ever been broken into? Yes No
38. Has your room/apartment ever been broken into? Yes No
39. Have you been taught protective behaviors? Yes No
If yes, when? By whom?

40. Have you ever taken a martial arts course? Yes No
If yes, reason?

41. Have you ever taken a self-defense course? Yes No
If yes, reason?

42. Complete this question only if you live in the residence halls, otherwise skip to the next question. What time of the day do you usually shower?
   Reason for time of day?

43. Have you ever been assaulted? Yes No If yes, what type of assault?
   Verbal Physical Sexual Robbery other (please specify)

44. Has any relative of yours ever been assaulted? Yes No
45. Has any friend of yours ever been assaulted? Yes No
46. Have you ever been robbed? Yes No
47. Has any relative of yours ever been robbed? Yes No
48. Has any friend of yours ever been robbed? Yes No
49. How frequently is your behavior influenced by thoughts of assault? (circle number) 1 2 3 4 5 6
50. Has your selection in clothing you wear ever been influenced by thoughts of assault?
   __ Yes __ No

51. Has your choice of where you live ever been influenced by safety issues?
   __ Yes __ No

52. Has your career choice or working assignment ever been influenced by safety issues?
   __ Yes __ No

53. Would you go on a date alone with someone unknown (blind date) to you?
   __ Yes __ No

54. Would you be willing to go to a new or unfamiliar place on a first date?
   __ Yes __ No

55. Do you feel safety concerns have influenced other choices in your life?
   __ Yes __ No
   If yes, what?

56. Do your male friends take similar, less, or more safety precautions than yourself?
   __ Similar __ Less __ More

57. Do your female friends take similar, less, or more safety precautions than yourself?
   __ Similar __ Less __ More

58. Do you think there is a difference between men and women and their freedoms to do the things
    they want to do without thoughts of assault?
   __ Yes __ No

59. What freedoms of movement in society do women enjoy that men do not?

60. What freedoms of movement in society do men enjoy that women do not?

61. Is there anything else you would like to share concerning safety issues?
Public Behaviours Questionnaire

Section I. Demographic Data: This information is used for sorting purposes. Please mark your answer on the line provided.

1. Sex:  __ Female  __ Male
2. Birth data: Month  ____ Year  ____
3. Current Relationship Status:  ____ Single, never married  ____ Separated  ____ Cohabitation
   ____ Married  ____ Divorced  ____ Widowed
4. Please specify your major ethnic heritage  __________________ (i.e., German, African, etc.)
   Born in the United Kingdom?  ____ Yes  ____ No
5. Size of community you lived in the majority of your childhood (Primary through Higher)?
   ____ 1,000 or less  ____ 5,001 to 10,000  ____ 30,001 to 50,000  ____ 100,001 to 500,000  ____ 1,001 to 5,000  ____ 10,001 to 30,000  ____ 50,001 to 100,000  ____ 500,001 or more
6. Where do you live?  ____ Residence Halls  ____ Student Houses  ____ Parents' Home
   ____ University Owned Flats  ____ Private Accommodation (Indicate distance from campus. ____)
7. Major field of study  ______________________________
8. Classification:  ____ 1st Year  ____ 2nd Year  ____ 3rd Year  ____ 4th Year  ____ Post Graduate

Section II. The following questions deal with possible non-academic activities. Please answer with a yes or no. When giving a “no” answer, please indicate your reason in the space provided. When giving a “yes” response, please move to the next question.

9. Do you do individual outdoor activities or exercises (e.g., walking, biking, jogging, hiking, etc.) during the day?  ____ Yes  ____ No
   If no, reason?  __________________________________________

10. Do you do individual outdoor activities or exercises (e.g., walking, biking, jogging, hiking, etc.) at night?  ____ Yes  ____ No
    If no, please give reason and then skip to question 14?  __________________________________________

11. How do you select where you will do outside activities?  __________________________________________

12. Would you like to do more outside activities?  ____ Yes  ____ No
    If yes, What stops you?  __________________________________________

13. Do you go shopping for groceries, clothing, etc.?  ____ Yes  ____ No
    If no, please give reason and then skip to question 17?  __________________________________________
14. When do you prefer to go shopping? ___ Daytime ___ Nighttime

15. What factors influence where you shop for groceries, clothing, etc.?  
   ___ Neighbourhood location of store ___ Price ___ Parking lot lighting  
   ___ Distance from where you live ___ Time of day ___ Selection of items  
   ___ Services provided (groceries bagged) ___ Distance from parking/public transport

16. Are there any times when you wanted to go shopping for groceries, clothing, etc., that you chose not to?  
   ___ Yes ___ No If yes, reason? ________________________________________________

Section III. This section deals with personal habits when using a car. If you do not own a car or use a car on a somewhat regular basis, please respond as to what you think you would do.

17. When driving a car alone in Glasgow, do you keep your car doors locked?  
   Day: ___ Yes ___ No Night: ___ Yes ___ No

18. When driving a car alone in the rural areas, do you keep you car doors locked?  
   Day: ___ Yes ___ No Night: ___ Yes ___ No

19. When driving a car alone in your hometown, do you keep your car doors locked?  
   Day: ___ Yes ___ No Night: ___ Yes ___ No

20. When at your residence, do you keep your car doors locked while unattended? ___ Yes ___ No

21. When away from your residence, do you keep your car doors locked while unattended? ___ Yes ___ No

22. When using your car alone at night, would you do any of the following? (Mark all that apply.)  
   ___ Park in well lit areas only  
   ___ Check inside car before entering  
   ___ Carry heavy object or keys in hand while walking alone  
   ___ Keep someone informed of where you're going and when you should arrive  
   ___ Avoid going to places located in dark neighbourhoods  
   ___ Carry Mace (aerosol spray)  
   ___ Carry a flashlight  
   ___ Carry a whistle (or rape siren)  
   ___ Stay home rather than drive alone

(For items 23-26 please select only one response.)

23. If your car broke down at night in Glasgow, when you were alone, what would you do?  
   ___ Flag down a passing car ___ Attempt to repair it
24. If your car broke down at night in a rural area, when you were alone, what would you do?

___ Flag down a passing car ___ Attempt to repair it
___ Leave car/Walk for help ___ Wait in car for assistance

25. If your car broke down at night in your hometown, when you were alone, what would you do?

___ Flag down a passing car ___ Attempt to repair it
___ Leave car/Walk for help ___ Wait in car for assistance

26. If your car broke down at night on the motorway, when you were alone, what would you do?

___ Flag down a passing car ___ Attempt to repair it
___ Leave car/Walk for help ___ Wait in car for assistance

Section IV. Safety Issues

27. Please mark the items that you will only do during the daylight when alone.

___ Drive ___ Shop at Shopping Centre ___ Use Public Transport
___ Walk across campus ___ Walk to the recreation centre (bus or underground)
___ Go jogging ___ Shop downtown district

28. If you had work/studying that needed to be done at night somewhere on campus or in the library, how late would you be willing to stay on campus when alone? _____ (time)

29. Would you avoid taking night classes (if offered), for safety reasons? ___ Yes ___ No

30. Do you take any precautions if you need to go some place alone?

During the day: ___ Yes ___ No
If yes, what?

During the night: ___ Yes ___ No
If yes, what?

31. When getting together with friends at night, do you prefer to:

___ Meet at the location
___ Get together and then travel to the location.
___ Would make no difference

32. Are you concerned about your safety:

At Glasgow University? ___ Yes ___ No Percent of the Time Concerned.
If yes, what percent of the time? 0% 20% 40% 60% 80% 100%

In the town where you lived the majority of your childhood (primary-higher)? ___ Yes ___ No
33. Is there anywhere that you would not go in the town where you lived the majority of your childhood (primary - higher)? ___ Yes ___ No
   If yes, where? ___________________________ Reason ____________________________________________

34. Is there anywhere that you would not go in Glasgow? ___ Yes ___ No
   If yes, where? ___________________________ Reason ____________________________________________

35. Considering safety issues, in your current place of residence (based on a 24 hour day), what portion of the day do you: a. Keep your residence door closed? ___ %
   b. Keep your residence door locked? ___ %
   c. Spend in your residence? ___ %

36. What percent of the time do you feel safe in your place of residence?
   ___________________________ 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

37. Has your parents' home ever been broken into? ___ Yes ___ No
38. Has your room/flat ever been broken into? ___ Yes ___ No
39. Have you been taught protective behaviours? ___ Yes ___ No
   If yes, when? ___________ By whom? ___________

40. Have you ever taken a martial arts course? ___ Yes ___ No
   If yes, reason? ________________________________________________________________

41. Have you ever taken a self-defense course? ___ Yes ___ No
   If yes, reason? ________________________________________________________________

42. Complete this question only if you live in the residence halls, otherwise skip to the next question. What time of the day do you usually shower? ___ morning ___ afternoon ___ evening
   Reason for time of day? ___________________________

43. Have you ever been assaulted? ___ Yes ___ No  If yes, what type of assault?
   __ Verbal __ Physical __ Sexual __ Robbery __ other (please specify _____________)
44. Has any relative of yours ever been assaulted? ___ Yes ___ No
45. Has any friend of yours ever been assaulted? ___ Yes ___ No
46. Have you ever been robbed? ___ Yes ___ No
47. Has any relative of yours ever been robbed? ___ Yes ___ No
48. Has any friend of yours ever been robbed? ___ Yes ___ No
49. How frequently is your behaviour influenced by thoughts of assault? (circle number)
   1 2 3 4 5 6
   Hourly Daily Weekly Monthly Rarely Never

50. Has your selection in clothing you wear ever been influenced by thoughts of assault?
51. Has your choice of where you live ever been influenced by safety issues? __ Yes __ No
52. Has your career choice or working assignment ever been influenced by safety issues?
   __ Yes __ No
53. Would you go on a date alone with someone unknown (blind date) to you? __ Yes __ No
54. Would you be willing to go to a new or unfamiliar place on a first date? __ Yes __ No
55. Do you feel safety concerns have influenced other choices in your life? __ Yes __ No
   If yes, what?
56. Do your male friends take similar, less, or more safety precautions than yourself?
   __ Similar __ Less __ More
57. Do your female friends take similar, less, or more safety precautions than yourself?
   __ Similar __ Less __ More
58. Do you think there is a difference between men and women and their freedoms to do the things
   they want to do without thoughts of assault? __ Yes __ No
59. What freedoms of movement in society do women enjoy that men do not?
60. What freedoms of movement in society do men enjoy that women do not?
61. Is there anything else you would like to share concerning safety issues?
APPENDIX B

LETTERS AND
ADMINISTRATION INSTRUCTIONS
Dear ISU Student,

I would like to request your participation in my research study on public behaviors, as related to safety issues. I will be studying the differences in responses made by men and women on the attached 62 item questionnaire.

Your name was selected randomly of ISU students living off-campus. It is vital that I get a good representation of ISU students. The data that is collected will initially be used to write my thesis, which will complete my requirements for my master's degree in Community Counseling.

I would like to ask for 10 to 15 minutes of your time to complete the attached questionnaire and then return it to me in the enclosed return envelope. The return envelope has been coded, so that the number can be checked off the mailing list when it is returned. Questionnaires will be separated from the envelope at the time they are received. Names will not be placed on the questionnaire therefore confidentiality will be maintained.

A return envelope with the correct return address and postage has been provided for your convenience and confidentiality. Please complete this questionnaire and return it immediately in the envelope provided. I do respect your right to refuse to participate in this research. If you do not wish to complete the questionnaire, please return it in the enclosed envelope. I will know then not to contact you if I haven't received the questionnaire back.

Please feel free to contact me if you have any questions. Thank you in advance for your time and support.

Sincerely,

Ruth A. Johnson
(address)
(515) 294-0910

Dominick Pellegreno, Ph.D.
Major Professor
Patricia Robinson  
Program Staff  
ISU Department of Residence

or

Ms. Julie Hays  
Greek Affairs Coordinator  
64 Memorial Union

Dear Pat or Ms. Hays,

The following list of houses/sorority/fraternity s have been asked to participate in my research study on Public Behaviors, by completing a 62 item questionnaire. The questionnaire has been approved by the Human Subjects Committee. I am not asking for any work by your staff members, but wanted to keep you informed of what I am doing.

The results of the study will be used to complete requirements for my Master's degree in Community Counseling. Confidentiality will be maintained as I am not asking for any names on the questionnaire.

I would appreciate any support for this study that you might be able to provide. I have enclosed a copy of the questionnaire for your review. If you have any questions about my study please feel free to contact me.

Sincerely,

Ruth A. Johnson  
(address)  
(515)294-0910

---

Dominick Pellegrino, Ph.D.  
Major Professor
Dear (name),

I would like to request the help of (house/fraternity/sorority) in my study on Public Behaviors. Your (house/fraternity/sorority) was randomly selected to participate in this research.

Your (house/fraternity/sorority) participation would involve the completion of a 61 item questionnaire, which takes only 10 to 15 minutes to complete, by each (house/fraternity/sorority) member. Individual responses will remain confidential and participants would remain completely anonymous as no names will be recorded. The data that is collected will be used to write my thesis, which will complete my requirements for my master's degree in Community Counseling.

I will contact you in a couple days to determine if your (house/fraternity/sorority) is willing to participate in this study. I respect your right to refuse participation. Should you decide to participate, I will set up a time to meet with you. At our meeting, I will provide you with enough questionnaires for everyone in your (house/fraternity/sorority) along with instructions to be read when administering the questionnaire at your (house/fraternity/sorority) meeting. We will also arrange a time when I can pick up the completed questionnaires.

I hope you are willing to participate in this study. Please feel free to contact me if you have any questions. Thank you for your consideration.

Sincerely,

Ruth A. Johnson
(Address)
(515) 294-0910

Dominick Pellegrino, Ph.D.
Major Professor
Group Administration Instruction

The following Instructions are to be read at the time of group administration of the Public Behaviors Questionnaire.

1.) I would like to thank you for your participation in my research study on public behaviors, as related to safety issues. I will be studying the differences in responses made by males and females on the 61 item Public Behaviors Questionnaire. The data that is collected will be used to write my thesis, which will complete my requirements for my master’s degree in Community Counseling.

2.) I ask that you do not put your name on the questionnaire to ensure your anonymity.

3.) This 61 item questionnaire will take approximately 10 to 15 minutes to complete.

4.) Confidentiality will be ensured because no names will be taken.

5.) Participation in this research is voluntary. I respect your right to refuse to participate. Please just return the questionnaire uncompleted.

6.) Follow the instructions for completing the questionnaire as stated and return it to your (house/fraternity/sorority) president.

7.) Thank you in advance for your willingness to participate in this research.

8.) Ruth A. Johnson (address) (515) 293-0910. Please feel free to contact me if you have any questions about this study.
Dear Glasgow University Student,

I would like to request your participation in my research study on public behaviours, as related to safety issues. I will be studying the differences in responses made by men and women on the attached 61 item questionnaire.

Your name was selected randomly from Glasgow University students living in private accommodation. It is vital that I get a good representation of all Glasgow University students. The data that is collected will initially be used for a comparison to a survey that I did last year at Iowa State University. The results will then be used to write my dissertation. It is also my intention to publish the results for public awareness.

I would like to ask for 10 to 15 minutes of your time to complete the attached questionnaire and then return it to me in the enclosed return envelope. The questionnaire has been mailed out by the Registrar's office. I have had no access to any names or addresses, therefore total confidentiality will be maintained.

A return envelope with the correct return address and postage has been provided for your convenience and confidentiality. Please complete this questionnaire and return it immediately in the envelope provided. I do respect your right to refuse to participate in this research. If you do not wish to complete the questionnaire, please return it in the enclosed envelope.

Please feel free to contact me if you have any questions. Thank you in advance for your time and support.

Sincerely,

(Ruth A. Johnson)

Ruth A. Johnson
Student Flat Section

Dominick Pellegrino, Ph.D.
Major Professor
Iowa State University

This survey is being supported and endorsed by the Glasgow University Accommodation Office.

(Stephen H. Johnson)
Stephen H. Johnson, Director

THE ACCOMMODATION OFFICE
52 Hillhead Street, Glasgow G12 8PZ
Telephone: 041-339 8855 Telex: 777070 UNIGLA Fax: 041-334 5465
Dear Glasgow University Student,

I would like to request your participation in my research study on public behaviours, as related to safety issues. I will be studying the differences in responses made by men and women on the attached 61 item questionnaire.

Your name was selected randomly from all Glasgow University students living in University owned accommodation. It is vital that I get a good representation of Glasgow University students. The data that is collected will initially be used for a comparison to a survey that I did last year at Iowa State University. The results will be used to write my dissertation. It is also my attention to publish the results for public awareness.

I would like to ask for 10 to 15 minutes of your time to complete the attached questionnaire and then return it to your Senior Resident/Assistant Warden in the enclosed return envelope. The return envelope has been coded, so that the Senior Resident/Assistant Warden will know who has not turned theirs in. I will not have access to these numbers. Names will not be placed on the questionnaire, therefore if you have sealed the envelope total confidentiality can be maintained.

Please complete this questionnaire and return it immediately in the envelope provided. I do respect your right to refuse to participate in this research. If you do not wish to complete the questionnaire, please return it, unanswered, in the enclosed envelope. Your Senior Resident/Assistant Warden will not contact you then, if he/she has not received the questionnaire back.

Please feel free to contact me if you have any questions. Thank you in advance for your time and support.

Sincerely,

[Ruth A. Johnson]
Ruth A. Johnson
Student Flats Section
Iowa State University

Dominick Pellegreno, Ph.D.
Major Professor

This survey is being supported and endorsed by the Glasgow University Accommodation Office.

[Stephen H. Johnson]
Stephen H. Johnson, Director

THE ACCOMMODATION OFFICE
52 Hillhead Street, Glasgow G12 8PZ
Telephone: 041-339 8855 Telex: 777070 UNIGLA Fax: 041-334 5465
Dear Glasgow University Student,

I would like to request your participation in my research study on public behaviors, as related to safety issues. I will be studying the differences in responses made by men and women on the attached 61 item questionnaire.

Your name was selected randomly of Glasgow University students living in sub-leased accommodation. It is vital that I get a good representation of all Glasgow University students. The data that is collected will initially be used for a comparison to a survey that I did last year at Iowa State University. The results will then be used to write my dissertation. It is also my intention to publish the results for public awareness.

I would like to ask for 10 to 15 minutes of your time to complete the attached questionnaire and then return it to me in the enclosed return envelope. The questionnaire has been mailed out by the Accommodation office. I have had no access to any names or addresses, therefore total confidentiality will be maintained.

A return envelope with the correct return address and postage has been provided for your convenience and confidentiality. Please complete this questionnaire and return it immediately in the envelope provided. I do respect your right to refuse to participate in this research. If you do not wish to complete the questionnaire, please return it in the enclosed envelope.

Please feel free to contact me if you have any questions. Thank you in advance for your time and support.

Sincerely,

(Ruth A. Johnson)

Ruth A. Johnson
Student Flat Section

Dominick Pellegreno, Ph.D.
Major Professor
Iowa State University

This survey is being supported and endorsed by the Glasgow University Accommodation Office.

(Stephen H. Johnson)
Stephen H. Johnson, Director

THE ACCOMMODATION OFFICE
52 Hillhead Street, Glasgow G12 8PZ
Telephone: 041-339 8855  Telex: 777070 UNIGLA  Fax: 041-334 5465
If telephoning ask for:    
Extension:  4116

9 May, 1994

Memo To:    Assistant Wardens

From:    Ruth A. Johnson, Student Flats Section

Please find enclosed questionnaires for students on your floor(s). The students were selected randomly. I would like you to deliver them to the student no later than Tuesday, 10 May, 1994. While personal delivery would be preferred, placing it under his/her room door is okay.

The students have been asked to return the questionnaire to you in the envelope provided to them. If you have not received them all back, please go and ask for it on Sunday, 15 May 1994. All questionnaires are to be turned into the office by Tuesday, 17 May, 1994.

The return envelopes have been numbered, as shown below, so you can know who has not returned his/hers.

With sincere thanks!

THE ACCOMMODATION OFFICE
52 Hillhead Street, Glasgow G12 8PZ
Telephone: 041-339 8855  Telex: 777070 UNIGLA  Fax: 041-334 5465
If telephoning ask for:  
Extension: 4116

9 May, 1994

Memo To: Senior Residents

From: Ruth A. Johnson, Student Flats Section

Please find enclosed questionnaires for students in your block. The students were selected randomly. I would like you to deliver them to the student no later than Tuesday, 10 May, 1994. While personal delivery would be preferred, the mail slot is okay.

The students have been asked to return the questionnaire to you in the envelope provided to them. If you have not received them all back, please go and ask for them for it on Sunday, 15 May 1994. All questionnaires are to be turned into the office by Tuesday, 17 May, 1994.

The return envelopes have been numbered, as shown below, so you can know who has not returned his/hers.

With sincere thanks!

THE ACCOMMODATION OFFICE
52 Hillhead Street, Glasgow G12 8PZ
Telephone: 041-339 8855 Telex: 777070 UNIGLA Fax: 041-334 5465
Table 1. Chi-square data for the differences between men and women when responding to their involvement in nonacademic activities.

<table>
<thead>
<tr>
<th>Nonacademic Activity</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Outdoor activities or exercises during the day</td>
<td>131</td>
<td>76.2</td>
<td>41</td>
</tr>
<tr>
<td>10. Outdoor activities or exercises at night</td>
<td>51</td>
<td>30</td>
<td>119</td>
</tr>
<tr>
<td>11. Fear influences where outside activities are done</td>
<td>30</td>
<td>49</td>
<td>31</td>
</tr>
<tr>
<td>12. Would like to do more outside activities</td>
<td>54</td>
<td>65.9</td>
<td>28</td>
</tr>
<tr>
<td>13. Do you shop</td>
<td>91</td>
<td>94.8</td>
<td>5</td>
</tr>
<tr>
<td>14. Prefer to shop during the daytime</td>
<td>160</td>
<td>94.7</td>
<td>9</td>
</tr>
</tbody>
</table>
| 15. Factors that influence where to shop: \(^a\)  
  a. Location | 64    | 37.0 | 109   | 63.0 | 68    | 38.2 | 110   | 61.8 | .8153 |
  b. Distance from residence | 133   | 76.9 | 40    | 23.1 | 129   | 72.5 | 49    | 27.5 | .3427 |
  c. Distance from parking | 33    | 19.2 | 139   | 80.8 | 29    | 16.3 | 149   | 83.7 | .4784 |
  d. Price | 137   | 79.2 | 36    | 20.8 | 141   | 79.2 | 37    | 20.8 | .9958 |
  e. Time of Day | 48    | 27.8 | 125   | 72.3 | 38    | 21.4 | 140   | 78.7 | .1636 |
  f. Selection of items | 114   | 65.9 | 59    | 34.1 | 83    | 46.6 | 95    | 53.4 | .0003 |
  g. Parking lot lighting | 11    | 6.4  | 162   | 93.6 | 5     | 2.8  | 173   | 97.2 | .1110 |
  h. Services provided | 20    | 11.6 | 153   | 88.4 | 25    | 14.0 | 153   | 86.0 | .4864 |

\(^a\) On question 15, respondents were to indicate what factors influence where they shop. They could indicate as many as they wanted. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.
Table 2. Chi-square data for the differences between men and women in their written responses when responding to their involvement in nonacademic activities.

<table>
<thead>
<tr>
<th>Nonacademic Activity</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Fear influences outdoor activities or exercises at night</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>63</td>
<td>41</td>
</tr>
<tr>
<td>12. Fear influences wanting to do more outside activities</td>
<td>9</td>
<td>18</td>
<td>41</td>
</tr>
</tbody>
</table>
Table 3. Chi-square data for the differences between men and women when responding to their personal habits when using a car.

<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes n %</td>
<td>No n %</td>
<td>Yes n %</td>
</tr>
<tr>
<td>17a. Keep car doors locked when driving alone in Glasgow during the day</td>
<td>64 38.6 102 61.5</td>
<td>46 26.6 127 73.4</td>
<td>.0187</td>
</tr>
<tr>
<td>17b. Keep car doors locked when driving alone in Glasgow at night</td>
<td>119 73.5 43 26.5</td>
<td>73 43.5 95 56.6</td>
<td>.0001</td>
</tr>
<tr>
<td>18a. Keep car doors locked when driving alone in rural areas during the day</td>
<td>54 32.1 114 67.9</td>
<td>40 22.9 135 77.1</td>
<td>.0539</td>
</tr>
<tr>
<td>18b. Keep car doors locked when driving alone in rural areas at night</td>
<td>100 61.4 63 38.7</td>
<td>52 30.8 117 69.2</td>
<td>.0001</td>
</tr>
<tr>
<td>19a. Keep car doors locked when driving alone in hometown during the day</td>
<td>40 23.7 129 76.3</td>
<td>33 18.9 142 81.1</td>
<td>.2752</td>
</tr>
<tr>
<td>19b. Keep car doors locked when driving alone in hometown at night</td>
<td>77 46.7 88 53.3</td>
<td>51 30.0 119 70.0</td>
<td>.0017</td>
</tr>
</tbody>
</table>

On question 22, respondents were to indicate what they would do when traveling alone at night. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.

On questions 23-26, respondents were to choose one response for what they would do if their car broke down when traveling alone at night. A yes response indicates that they identified that item.
Table 3. (continued)

<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes n %</td>
<td>No n %</td>
<td>Yes n %</td>
</tr>
<tr>
<td>20. Keep car doors locked, when it is unattended at residence</td>
<td>162 98.2</td>
<td>3 1.82</td>
<td>163 93.7</td>
</tr>
<tr>
<td>21. Keep car doors locked, when it is unattended away from residence</td>
<td>165 98.2</td>
<td>3 1.8</td>
<td>166 95.4</td>
</tr>
<tr>
<td>22. Safety precautions taken when using car alone at night^</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Park in well lit areas only</td>
<td>137 79.7</td>
<td>35 20.4</td>
<td>106 59.6</td>
</tr>
<tr>
<td>b. Check in car before entering</td>
<td>67 39.0</td>
<td>105 61</td>
<td>32 18.0</td>
</tr>
<tr>
<td>c. Carry something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy object or keys</td>
<td>51 29.6</td>
<td>39 21.9</td>
<td></td>
</tr>
<tr>
<td>Flashlight</td>
<td>0 0</td>
<td>9 5.1</td>
<td></td>
</tr>
<tr>
<td>Whistle</td>
<td>17 9.9</td>
<td>1 .6</td>
<td></td>
</tr>
<tr>
<td>Carry 2 of above items</td>
<td>39 22.7</td>
<td>4 2.3</td>
<td></td>
</tr>
<tr>
<td>Carry nothing</td>
<td>65 37.8</td>
<td>125 70.2</td>
<td></td>
</tr>
<tr>
<td>d. Keep someone informed of where going &amp; when you should arrive</td>
<td>101 58.7</td>
<td>71 41.3</td>
<td>53 29.8</td>
</tr>
<tr>
<td>e. Avoid places located in dark neighborhoods</td>
<td>108 62.8</td>
<td>64 37.2</td>
<td>60 33.7</td>
</tr>
<tr>
<td>i. Stay home rather than drive alone at night</td>
<td>10 5.9</td>
<td>161 94.2</td>
<td>3 1.7</td>
</tr>
<tr>
<td>Table 3. (continued)</td>
<td>Female Responses</td>
<td>Male Responses</td>
<td>Statistical Significance</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Habits when using a car</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>23. What you would do if your car broke down at night when you were alone in Glasgow (^b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>23</td>
<td>13.7</td>
<td>22</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>92</td>
<td>54.8</td>
<td>79</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>14</td>
<td>8.3</td>
<td>53</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>39</td>
<td>23.2</td>
<td>19</td>
</tr>
<tr>
<td>24. What you would do if your car broke down at night when you were alone in a rural area (^b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>38</td>
<td>22.5</td>
<td>29</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>57</td>
<td>33.7</td>
<td>69</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>21</td>
<td>12.4</td>
<td>54</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>53</td>
<td>31.4</td>
<td>21</td>
</tr>
<tr>
<td>25. What you would do if your car broke down at night when you were alone in your hometown (^b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>27</td>
<td>16.0</td>
<td>28</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>120</td>
<td>71.0</td>
<td>94</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>9</td>
<td>5.3</td>
<td>45</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>13</td>
<td>7.7</td>
<td>8</td>
</tr>
<tr>
<td>Habits when using a car</td>
<td>Female Responses</td>
<td>Male Responses</td>
<td>Statistical Significance</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>26. What you would do if your car broke down at night when you were alone on an motorway(^b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>22</td>
<td>13.2</td>
<td>20</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>48</td>
<td>28.7</td>
<td>56</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>11</td>
<td>6.6</td>
<td>38</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>86</td>
<td>51.5</td>
<td>58</td>
</tr>
</tbody>
</table>
Table 4. Chi-square data for the differences between men and women when responding about their safety behaviors.

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes n %</td>
<td>Yes n %</td>
<td>No n %</td>
</tr>
<tr>
<td>27. Things you will do only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>during the day**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Drive</td>
<td>1 .6 172 99.4</td>
<td>9 5.1 169 94.9</td>
<td>.0117</td>
</tr>
<tr>
<td>b. Walk across campus</td>
<td>39 22.5 134 77.5</td>
<td>17 9.6 161 90.5</td>
<td>.0009</td>
</tr>
<tr>
<td>c. Go jogging</td>
<td>111 64.2 62 35.8</td>
<td>46 25.8 132 74.2</td>
<td>.0001</td>
</tr>
<tr>
<td>d. Shop mall areas</td>
<td>37 21.4 136 78.6</td>
<td>25 14.0 153 86.0</td>
<td>.0713</td>
</tr>
<tr>
<td>e. Walk to rec. center</td>
<td>35 20.2 138 79.8</td>
<td>14 7.9 164 92.1</td>
<td>.0008</td>
</tr>
<tr>
<td>f. Shop downtown district</td>
<td>58 33.5 115 66.5</td>
<td>36 20.2 142 79.8</td>
<td>.0049</td>
</tr>
<tr>
<td>g. Use Public Transit</td>
<td>41 23.7 132 76.3</td>
<td>17 9.6 161 90.5</td>
<td>.0004</td>
</tr>
<tr>
<td>28. How late willing to stay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on campus***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. No later than 11:00 pm</td>
<td>137 81.5</td>
<td>58 33.5</td>
<td></td>
</tr>
<tr>
<td>b. Later than 11:00 p.m.</td>
<td>31 18.5</td>
<td>115 66.5</td>
<td></td>
</tr>
</tbody>
</table>

**On question 27, respondents were to indicate what things they would only do during the daylight. They could indicate as many as they wanted. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.

***On question 28, times were grouped together. A yes response indicates their time choice.

On question 31, respondents were to choose one response. Their response was recorded as a yes. The statistical value was based on the overall responses given.

On questions 35a, 35b and 35c a yes response was used for the percentage that they indicated. Significance was determined on the overall responses.

Question 42 was answered only by students living in the residence halls.

On question 49, respondents were to make one choice. A yes response reflects their choice.
Table 4. (continued)

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>29. Avoid night classes for safety reasons</td>
<td>38</td>
<td>22.0</td>
<td>135</td>
</tr>
<tr>
<td>30a. Do you take precautions if you need to go alone someplace during the day</td>
<td>23</td>
<td>13.5</td>
<td>148</td>
</tr>
<tr>
<td>30b. Do you take precautions if you need to go alone someplace at night</td>
<td>117</td>
<td>68.8</td>
<td>53</td>
</tr>
<tr>
<td>31. When getting together with friends at night, do you prefer to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Meet at the location</td>
<td>10</td>
<td>5.8</td>
<td>11</td>
</tr>
<tr>
<td>b. Get together and then travel to the location</td>
<td>107</td>
<td>62.2</td>
<td>56</td>
</tr>
<tr>
<td>c. Would make no difference</td>
<td>55</td>
<td>32.0</td>
<td>113</td>
</tr>
<tr>
<td>33. Is there anywhere that you would not go in your hometown?</td>
<td>64</td>
<td>37.7</td>
<td>106</td>
</tr>
<tr>
<td>34. Is there anywhere that you would not go in Glasgow?</td>
<td>129</td>
<td>76.8</td>
<td>39</td>
</tr>
</tbody>
</table>
Table 4. (continued)

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Female Responses</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Male Responses</th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th>Statistical Significance</th>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>p =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35a. Portion of the day when you keep your door closed?^a</td>
<td>0-30% of the time</td>
<td>6</td>
<td>3.7</td>
<td>8</td>
<td>4.7</td>
<td>.6412</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-70% of the time</td>
<td>18</td>
<td>11.0</td>
<td>17</td>
<td>9.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71-100% of the time</td>
<td>140</td>
<td>85.4</td>
<td>147</td>
<td>85.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35b. Portion of the day when you keep your door locked?</td>
<td>0-30% of the time</td>
<td>21</td>
<td>12.8</td>
<td>29</td>
<td>14.7</td>
<td>.6603</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-70% of the time</td>
<td>78</td>
<td>47.6</td>
<td>75</td>
<td>44.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71-100% of the time</td>
<td>65</td>
<td>39.6</td>
<td>73</td>
<td>40.6</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>35c. Portion of the day you spend in your residence?</td>
<td>0-30% of the time</td>
<td>19</td>
<td>10.7</td>
<td>25</td>
<td>14.1</td>
<td>.3890</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-70% of the time</td>
<td>131</td>
<td>80.9</td>
<td>135</td>
<td>76.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>71-100% of the time</td>
<td>12</td>
<td>7.4</td>
<td>17</td>
<td>9.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49. How frequently is your behavior influenced by thoughts of assault?f</td>
<td>a. Daily</td>
<td>31</td>
<td>18.3</td>
<td>15</td>
<td>8.4</td>
<td>.0002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Weekly</td>
<td>49</td>
<td>29.0</td>
<td>38</td>
<td>21.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Monthly</td>
<td>19</td>
<td>11.2</td>
<td>12</td>
<td>21.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Rarely</td>
<td>65</td>
<td>38.5</td>
<td>92</td>
<td>51.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Never</td>
<td>5</td>
<td>3.0</td>
<td>21</td>
<td>11.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. Has your selection in clothing you wear ever been influenced by thoughts of assaults?</td>
<td>54</td>
<td>31.8</td>
<td>116</td>
<td>68.2</td>
<td>.0002</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4. (continued)

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes n %</td>
<td>No n %</td>
<td>Yes n %</td>
</tr>
<tr>
<td>51. Has your choice of where you live ever been influenced by safety issues?</td>
<td>99 58.6</td>
<td>70 41.4</td>
<td>72 40.7</td>
</tr>
<tr>
<td>52. Has your career choice or working assignment ever been influenced by safety issues?</td>
<td>25 14.7</td>
<td>154 85.3</td>
<td>19 10.7</td>
</tr>
<tr>
<td>53. Would you go on a date alone with someone unknown to you?</td>
<td>32 18.6</td>
<td>140 81.4</td>
<td>112 62.6</td>
</tr>
<tr>
<td>54. Would go to an unfamiliar place on a 1st date.</td>
<td>90 53.6</td>
<td>78 46.4</td>
<td>138 77.1</td>
</tr>
<tr>
<td>55. Do you feel safety concerns have influenced other choices in your life?</td>
<td>49 30.3</td>
<td>113 69.8</td>
<td>38 21.6</td>
</tr>
</tbody>
</table>
Table 5. Chi-square data for the differences between men and women when responding about their sense of safety and precautions they have taken to protect themselves.

<table>
<thead>
<tr>
<th>Sense of Safety</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>32. Are you concerned about your safety: a) at Glasgow University&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10% of the time</td>
<td>103</td>
<td>60.2</td>
<td>138</td>
</tr>
<tr>
<td>11-50% of the time</td>
<td>56</td>
<td>32.8</td>
<td>31</td>
</tr>
<tr>
<td>More than 50% of the time</td>
<td>12</td>
<td>7.0</td>
<td>10</td>
</tr>
<tr>
<td>b) in your hometown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10% of the time</td>
<td>121</td>
<td>70.8</td>
<td>139</td>
</tr>
<tr>
<td>11-50% of the time</td>
<td>37</td>
<td>21.6</td>
<td>30</td>
</tr>
<tr>
<td>More than 50% of the time</td>
<td>13</td>
<td>7.6</td>
<td>8</td>
</tr>
<tr>
<td>36. Percent of the time you feel safe in your place of residence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-30% of the time</td>
<td>6</td>
<td>3.6</td>
<td>5</td>
</tr>
<tr>
<td>31-70% of the time</td>
<td>13</td>
<td>7.7</td>
<td>6</td>
</tr>
<tr>
<td>71-90% of the time</td>
<td>64</td>
<td>37.9</td>
<td>31</td>
</tr>
<tr>
<td>91-100% of the time</td>
<td>86</td>
<td>50.9</td>
<td>136</td>
</tr>
<tr>
<td>39. Have you ever been taught protective behaviors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>36.1</td>
<td>108</td>
</tr>
<tr>
<td>40. Have you ever taken a martial arts course?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>11.1</td>
<td>153</td>
</tr>
<tr>
<td>41. Have you ever taken a self-defense course?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>18.0</td>
<td>141</td>
</tr>
</tbody>
</table>

<sup>a</sup>On questions 32a, 32b and 36 a yes response was used for the percentage grouping that they indicated. "No" responses were included in the 0-10% responses.
Table 6. Chi-square data for the differences between men and women when responding about their experiences of assault.

<table>
<thead>
<tr>
<th>Assault Experiences</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>37. Has your parent’s home been broken in to?</td>
<td>36</td>
<td>21.1</td>
<td>135</td>
</tr>
<tr>
<td>38. Has your room/apt. been broken in to?</td>
<td>16</td>
<td>9.3</td>
<td>156</td>
</tr>
<tr>
<td>43. Have you ever been assaulted?</td>
<td>108</td>
<td>63.5</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>31</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>5</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Sexual</td>
<td>9</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>16</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>44. Has any relative of yours ever been assaulted?</td>
<td>52</td>
<td>30.6</td>
<td>118</td>
</tr>
<tr>
<td>45. Has any friend of yours ever been assaulted?</td>
<td>92</td>
<td>53.8</td>
<td>79</td>
</tr>
<tr>
<td>46. Have you ever been robbed?</td>
<td>27</td>
<td>15.7</td>
<td>145</td>
</tr>
<tr>
<td>47. Has any relative of yours ever been robbed?</td>
<td>88</td>
<td>51.5</td>
<td>83</td>
</tr>
<tr>
<td>48. Has any friend of yours ever been robbed?</td>
<td>101</td>
<td>58.7</td>
<td>71</td>
</tr>
</tbody>
</table>
Table 7. Chi-square data for the differences between men and women when considering their freedom of movement.

<table>
<thead>
<tr>
<th>Freedom of Movement</th>
<th>Female Responses</th>
<th>Male Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>56. Do your male friends take similar, less or more safety precautions than yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. similar</td>
<td>46</td>
<td>27.1</td>
<td>144</td>
</tr>
<tr>
<td>b. less</td>
<td>121</td>
<td>71.2</td>
<td>15</td>
</tr>
<tr>
<td>c. more</td>
<td>3</td>
<td>1.8</td>
<td>15</td>
</tr>
<tr>
<td>57. Do your female friends take similar, less or more safety precautions than yourself?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. similar</td>
<td>125</td>
<td>72.7</td>
<td>29</td>
</tr>
<tr>
<td>b. less</td>
<td>6</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>c. more</td>
<td>41</td>
<td>23.8</td>
<td>144</td>
</tr>
<tr>
<td>58. Do you think there is a difference between men and women and their freedom to do the things they want to without thoughts of assault?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>151</td>
<td>90.0</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>92.1</td>
<td>14</td>
</tr>
</tbody>
</table>
Table 8. Chi-square data for the differences between U. S. women and Scottish women when responding to their involvement in nonacademic activities.

<table>
<thead>
<tr>
<th>Nonacademic Activity</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Outdoor activities or exercises during the day</td>
<td>131</td>
<td>76.2</td>
<td>41</td>
</tr>
<tr>
<td>10. Outdoor activities or exercises at night</td>
<td>51</td>
<td>30.0</td>
<td>119</td>
</tr>
<tr>
<td>11. Fear influences where outside activities are done</td>
<td>30</td>
<td>49</td>
<td>31</td>
</tr>
<tr>
<td>12. Would like to do more outside activities</td>
<td>54</td>
<td>65.9</td>
<td>28</td>
</tr>
<tr>
<td>13. Do you shop</td>
<td>91</td>
<td>94.8</td>
<td>5</td>
</tr>
<tr>
<td>14. Prefer to shop during the daytime</td>
<td>160</td>
<td>94.7</td>
<td>9</td>
</tr>
<tr>
<td>15. Factors that influence where to shop: a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Location</td>
<td>64</td>
<td>37.0</td>
<td>109</td>
</tr>
<tr>
<td>b. Distance from residence</td>
<td>133</td>
<td>76.9</td>
<td>40</td>
</tr>
<tr>
<td>c. Distance from parking</td>
<td>33</td>
<td>19.2</td>
<td>139</td>
</tr>
<tr>
<td>d. Price</td>
<td>137</td>
<td>79.2</td>
<td>36</td>
</tr>
<tr>
<td>e. Time of Day</td>
<td>48</td>
<td>27.8</td>
<td>125</td>
</tr>
<tr>
<td>f. Selection of items</td>
<td>114</td>
<td>65.9</td>
<td>59</td>
</tr>
<tr>
<td>g. Parking lot lighting</td>
<td>11</td>
<td>6.4</td>
<td>162</td>
</tr>
<tr>
<td>h. Services provided</td>
<td>20</td>
<td>11.6</td>
<td>153</td>
</tr>
</tbody>
</table>

aOn question 15, respondents were to indicate what factors influence where they shop. They could indicate as many as they wanted. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.
Table 9. Chi-square data for the differences between U. S. women and Scottish women in their written responses when responding to their involvement in nonacademic activities.

<table>
<thead>
<tr>
<th>Nonacademic Activity</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Fear influences outdoor activities or exercises at night</td>
<td>69  63</td>
<td>41  37</td>
<td>54 58</td>
</tr>
<tr>
<td>12. Fear influences wanting to do more outside activities</td>
<td>9  18</td>
<td>41  82</td>
<td>15 13</td>
</tr>
</tbody>
</table>
Table 10. Chi-square data for the differences between U. S. women and Scottish women when responding to their personal habits when using a car.

<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Scotland Responses</th>
<th>U. S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>17a. Keep car doors locked when driving alone in Ames/Glasgow during the day</td>
<td>64</td>
<td>102</td>
<td>61.5</td>
</tr>
<tr>
<td>17b. Keep car doors locked when driving alone in Ames/Glasgow at night</td>
<td>119</td>
<td>43</td>
<td>26.5</td>
</tr>
<tr>
<td>18a. Keep car doors locked when driving alone in rural areas during the day</td>
<td>54</td>
<td>114</td>
<td>67.9</td>
</tr>
<tr>
<td>18b. Keep car doors locked when driving alone in rural areas at night</td>
<td>100</td>
<td>63</td>
<td>38.7</td>
</tr>
<tr>
<td>19a. Keep car doors locked when driving alone in hometown during the day</td>
<td>40</td>
<td>129</td>
<td>76.3</td>
</tr>
<tr>
<td>19b. Keep car doors locked when driving alone in hometown at night</td>
<td>77</td>
<td>88</td>
<td>53.3</td>
</tr>
</tbody>
</table>

\(^a\) On question 22, respondents were to indicate what they would do when traveling alone at night. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.

\(^b\) On questions 23-26, respondents were to choose one response for what they would do if their car broke down when traveling alone at night. A yes response indicates that they identified that item.
<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Scotland Responses</th>
<th>U. S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>20. Keep car doors locked, when it is unattended at residence</td>
<td>162</td>
<td>98.2</td>
<td>3</td>
</tr>
<tr>
<td>21. Keep car doors locked, when it is unattended away from residence</td>
<td>165</td>
<td>98.2</td>
<td>3</td>
</tr>
<tr>
<td>22. Safety precautions taken when using car alone at night(^a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Park in well lit areas only</td>
<td>137</td>
<td>79.7</td>
<td>35</td>
</tr>
<tr>
<td>b. Check in car before entering</td>
<td>67</td>
<td>39.0</td>
<td>105</td>
</tr>
<tr>
<td>c. Carry something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy object or keys</td>
<td>50</td>
<td>29.1</td>
<td></td>
</tr>
<tr>
<td>Mace</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Flashlight</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whistle</td>
<td>17</td>
<td>9.9</td>
<td></td>
</tr>
<tr>
<td>Carry 2 of above items</td>
<td>39</td>
<td>22.7</td>
<td></td>
</tr>
<tr>
<td>Carry nothing</td>
<td>65</td>
<td>37.8</td>
<td></td>
</tr>
<tr>
<td>d. Keep someone informed of where going &amp; when you should arrive</td>
<td>101</td>
<td>58.7</td>
<td>71</td>
</tr>
<tr>
<td>e. Avoid places located in dark neighborhoods</td>
<td>108</td>
<td>62.8</td>
<td>64</td>
</tr>
<tr>
<td>i. Stay home rather than drive alone at night</td>
<td>10</td>
<td>5.9</td>
<td>161</td>
</tr>
</tbody>
</table>
Table 10. (continued)

<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>23. What you would do if your car broke down at night when you were alone in Ames/Glasgow&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>23</td>
<td>13.7</td>
<td>11</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>92</td>
<td>54.8</td>
<td>105</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>14</td>
<td>8.3</td>
<td>14</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>39</td>
<td>23.2</td>
<td>61</td>
</tr>
<tr>
<td>24. What you would do if your car broke down at night when you were alone in a rural area&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>38</td>
<td>22.5</td>
<td>13</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>57</td>
<td>33.7</td>
<td>68</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>21</td>
<td>12.4</td>
<td>19</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>53</td>
<td>31.4</td>
<td>87</td>
</tr>
<tr>
<td>25. What you would do if your car broke down at night when you were alone in your hometown&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>27</td>
<td>16.0</td>
<td>35</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>120</td>
<td>71.0</td>
<td>112</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>9</td>
<td>5.3</td>
<td>7</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>13</td>
<td>7.7</td>
<td>37</td>
</tr>
</tbody>
</table>
### Table 10. (continued)

<table>
<thead>
<tr>
<th>Habits when using a car</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>Yes</td>
</tr>
<tr>
<td>a. Flag down a passing car</td>
<td>22</td>
<td>13.2</td>
<td>11</td>
</tr>
<tr>
<td>b. Leave car/walk for help</td>
<td>48</td>
<td>28.7</td>
<td>20</td>
</tr>
<tr>
<td>c. Attempt to repair it</td>
<td>11</td>
<td>6.6</td>
<td>17</td>
</tr>
<tr>
<td>d. Wait in car for assistance</td>
<td>86</td>
<td>51.5</td>
<td>142</td>
</tr>
</tbody>
</table>
Table 11. Chi-square data for the differences between U. S. women and Scottish women when responding about their safety behaviors.

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>27. Things you will do only during the day&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Drive</td>
<td>1</td>
<td>0.6</td>
<td>172</td>
</tr>
<tr>
<td>b. Walk across campus</td>
<td>39</td>
<td>22.5</td>
<td>134</td>
</tr>
<tr>
<td>c. Go jogging</td>
<td>111</td>
<td>64.2</td>
<td>62</td>
</tr>
<tr>
<td>d. Shop mall areas</td>
<td>37</td>
<td>21.4</td>
<td>136</td>
</tr>
<tr>
<td>e. Walk to rec. center</td>
<td>35</td>
<td>20.2</td>
<td>138</td>
</tr>
<tr>
<td>f. Shop downtown district</td>
<td>58</td>
<td>33.5</td>
<td>115</td>
</tr>
<tr>
<td>g. Use Public Transit</td>
<td>41</td>
<td>23.7</td>
<td>132</td>
</tr>
<tr>
<td>28. How late willing to stay on campus&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. No later than 11:00 pm</td>
<td>137</td>
<td>81.6</td>
<td>92</td>
</tr>
<tr>
<td>b. Later than 11:00 p.m.</td>
<td>31</td>
<td>18.6</td>
<td>84</td>
</tr>
</tbody>
</table>

<sup>a</sup>On question 27, respondents were to indicate what things they would only do during the daylight. They could indicate as many as they wanted. A yes response indicates that they identified that item. Conversely, not indicating an item is reflected as a no response. Each factor was rated on its own merit.

<sup>b</sup>On question 28, times were grouped together. A yes response indicates their time choice.

<sup>c</sup>On question 31, respondents were to choose one response. Their response was recorded as a yes. The statistical value was based on the overall responses given.

<sup>d</sup>On questions 35a, 35b and 35c a yes response was used for the percentage that they indicated. Significance was determined on the overall responses.

<sup>e</sup>Question 42 was answered only by students living in the residence halls.

<sup>f</sup>On question 49, respondents were to make one choice. A yes response reflects their choice.
<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>Yes</td>
</tr>
<tr>
<td>29. Avoid night classes for safety reasons</td>
<td>38</td>
<td>22.0</td>
<td>135</td>
</tr>
<tr>
<td>30a. Do you take pre-cautions if you need to go alone someplace during the day</td>
<td>23</td>
<td>13.5</td>
<td>148</td>
</tr>
<tr>
<td>30b. Do you take pre-cautions if you need to go alone someplace at night</td>
<td>117</td>
<td>68.8</td>
<td>53</td>
</tr>
<tr>
<td>31. When getting together with friends at night, do you prefer to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Meet at the location</td>
<td>10</td>
<td>5.8</td>
<td>5</td>
</tr>
<tr>
<td>b. Get together and then travel to the location</td>
<td>107</td>
<td>62.2</td>
<td>113</td>
</tr>
<tr>
<td>c. Would make no difference</td>
<td>55</td>
<td>32.0</td>
<td>73</td>
</tr>
<tr>
<td>33. Is there anywhere that you would not go in your hometown?</td>
<td>64</td>
<td>37.7</td>
<td>106</td>
</tr>
<tr>
<td>34. Is there anywhere that you would not go in Ames/Glasgow?</td>
<td>129</td>
<td>76.8</td>
<td>39</td>
</tr>
</tbody>
</table>
### Table 11 (continued)

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>35a. Portion of the day when you keep your door closed?[^d]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-30% of the time</td>
<td>6</td>
<td>3.7</td>
<td>14</td>
</tr>
<tr>
<td>31-70% of the time</td>
<td>18</td>
<td>11.0</td>
<td>34</td>
</tr>
<tr>
<td>71-100% of the time</td>
<td>140</td>
<td>85.4</td>
<td>132</td>
</tr>
<tr>
<td>35b. Portion of the day when you keep your door locked?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-30% of the time</td>
<td>21</td>
<td>12.8</td>
<td>35</td>
</tr>
<tr>
<td>31-70% of the time</td>
<td>78</td>
<td>47.6</td>
<td>60</td>
</tr>
<tr>
<td>71-100% of the time</td>
<td>65</td>
<td>39.6</td>
<td>86</td>
</tr>
<tr>
<td>35c. Portion of the day you spend in your residence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-30% of the time</td>
<td>19</td>
<td>11.7</td>
<td>23</td>
</tr>
<tr>
<td>31-70% of the time</td>
<td>131</td>
<td>80.9</td>
<td>122</td>
</tr>
<tr>
<td>71-100% of the time</td>
<td>12</td>
<td>7.4</td>
<td>30</td>
</tr>
<tr>
<td>49. How frequently is your behavior influenced by thoughts of assault?[^f]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Daily</td>
<td>31</td>
<td>18.3</td>
<td>22</td>
</tr>
<tr>
<td>b. Weekly</td>
<td>49</td>
<td>29.0</td>
<td>42</td>
</tr>
<tr>
<td>c. Monthly</td>
<td>19</td>
<td>11.2</td>
<td>37</td>
</tr>
<tr>
<td>d. Rarely</td>
<td>65</td>
<td>38.5</td>
<td>83</td>
</tr>
<tr>
<td>e. Never</td>
<td>5</td>
<td>3.0</td>
<td>6</td>
</tr>
<tr>
<td>50. Has your selection in clothing you wear ever been influenced by thoughts of assaults?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11 (continued)

<table>
<thead>
<tr>
<th>Safety Issues</th>
<th>Scotland Responses</th>
<th></th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>51. Has your choice of where you live ever been influenced by safety issues?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>99</td>
<td>58.6</td>
<td>70</td>
<td>41.4</td>
</tr>
<tr>
<td>52. Has your career choice or working assignment ever been influenced by safety issues?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>14.7</td>
<td>145</td>
<td>85.3</td>
</tr>
<tr>
<td>53. Would you go on a date alone with someone unknown to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>18.6</td>
<td>140</td>
<td>81.4</td>
</tr>
<tr>
<td>54. Would you be willing to go to a new or unfamiliar place on a first date?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>53.6</td>
<td>78</td>
<td>46.4</td>
</tr>
<tr>
<td>55. Do you feel safety concerns have influenced other choices in your life?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>30.3</td>
<td>113</td>
<td>69.8</td>
</tr>
</tbody>
</table>
Table 12. Chi-square data for the differences between U.S. women and Scottish women when responding about their sense of safety and precautions they have taken to protect themselves.

<table>
<thead>
<tr>
<th>Sense of Safety</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes n %</td>
<td>No n %</td>
<td>Yes n %</td>
</tr>
<tr>
<td>32. Are you concerned about your safety: a) at ISU/Glasgow University(^a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 10% of the time</td>
<td>103 60.2</td>
<td>40 21.1</td>
<td></td>
</tr>
<tr>
<td>11 to 50% of the time</td>
<td>56 32.8</td>
<td>96 50.5</td>
<td></td>
</tr>
<tr>
<td>More than 50% of the time</td>
<td>12 7.0</td>
<td>54 28.4</td>
<td></td>
</tr>
<tr>
<td>b) in your hometown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 10% of the time</td>
<td>121 70.8</td>
<td>104 54.5</td>
<td></td>
</tr>
<tr>
<td>11 to 50% of the time</td>
<td>37 21.6</td>
<td>61 27.0</td>
<td></td>
</tr>
<tr>
<td>More than 50% of the time</td>
<td>13 7.6</td>
<td>26 13.6</td>
<td></td>
</tr>
<tr>
<td>36. Percent of the time you feel safe in your place of residence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-30% of the time</td>
<td>6 3.6</td>
<td>1 0.5</td>
<td></td>
</tr>
<tr>
<td>31-70% of the time</td>
<td>13 7.7</td>
<td>12 6.5</td>
<td></td>
</tr>
<tr>
<td>71-90% of the time</td>
<td>64 37.9</td>
<td>103 56.0</td>
<td></td>
</tr>
<tr>
<td>91-100% of the time</td>
<td>86 50.9</td>
<td>68 37.0</td>
<td></td>
</tr>
<tr>
<td>39. Have you ever been taught protective behaviors?</td>
<td>61 36.1 108 63.9</td>
<td>112 58.6 79 41.4</td>
<td>.0001</td>
</tr>
<tr>
<td>40. Have you ever taken a martial arts course?</td>
<td>19 11.1 153 89.0</td>
<td>13 6.8 178 93.2</td>
<td>.1548</td>
</tr>
<tr>
<td>41. Have you ever taken a self-defense course?</td>
<td>31 18.0 141 81.9</td>
<td>26 13.7 164 86.3</td>
<td>.2577</td>
</tr>
</tbody>
</table>

\(^a\)On questions 32a, 32b and 36 a yes response was used for the percentage grouping that they indicated. "No" responses were included in the 0-10% responses.
Table 13. Chi-square data for the differences between U. S. women and Scottish women when responding about their experiences of assault.

<table>
<thead>
<tr>
<th>Assault Experiences</th>
<th>Scotland Responses</th>
<th>U.S. Responses</th>
<th>Statistical Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>37. Has your parent's home been broken in to?</td>
<td>36  21.1</td>
<td>135  79.0</td>
<td>25  13.1</td>
</tr>
<tr>
<td>38. Has your room/apt. been broken in to?</td>
<td>16  9.3</td>
<td>156  90.7</td>
<td>12  6.3</td>
</tr>
<tr>
<td>43. Have you ever been assaulted?</td>
<td>108  63.5</td>
<td>144  76.6</td>
<td>.0038</td>
</tr>
<tr>
<td>Verbal</td>
<td>31  18.2</td>
<td>12  6.4</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>5  2.9</td>
<td>2  1.1</td>
<td></td>
</tr>
<tr>
<td>Sexual</td>
<td>9  5.3</td>
<td>14  7.5</td>
<td></td>
</tr>
<tr>
<td>Robbery</td>
<td>1  0.6</td>
<td>4  2.1</td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>16  9.4</td>
<td>12  6.4</td>
<td></td>
</tr>
<tr>
<td>44. Has any relative of yours ever been assaulted?</td>
<td>52  30.6</td>
<td>118  69.4</td>
<td>38  20.1</td>
</tr>
<tr>
<td>45. Has any friend of yours ever been assaulted?</td>
<td>92  53.8</td>
<td>79  46.2</td>
<td>92  48.4</td>
</tr>
<tr>
<td>46. Have you ever been robbed?</td>
<td>27  15.7</td>
<td>145  84.3</td>
<td>26  13.6</td>
</tr>
<tr>
<td>47. Has any relative of yours ever been robbed?</td>
<td>88  51.5</td>
<td>83  48.5</td>
<td>75  39.7</td>
</tr>
<tr>
<td>48. Has any friend of yours ever been robbed?</td>
<td>101  58.7</td>
<td>71  41.3</td>
<td>91  48.2</td>
</tr>
</tbody>
</table>
Table 14. Chi-square data for the differences between U. S. women and Scottish women when considering their freedom of movement.

<table>
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<td>56. Do your male friends</td>
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