Can a specific personality type predict positive rape attitudes?

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CAN A SPECIFIC PERSONALITY TYPE PREDICT POSITIVE RAPE ATTITUDES?

by

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Abstract

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Can A Specific Personality Type Predict Positive Rape Attitudes?

May 5 1998

Dr. Klanderman

School Psychology

Despite increased societal awareness, negative reactions are still common experiences for women disclosing incidents of sexual assault to social network members. Therefore, the purpose of this study was to try to identify one personality type that may be compassionate and empathetic to the victim of a rape. The participants of the study were eighty-two Freshmen, from a Northeastern College. The population contained approximately half males and half females, ages ranging from eighteen to forty-five, with a wide variety of racial backgrounds. The Understanding Scale from the PRF was used to test the participants levels of compassion, and the Rape Attitudes and Perceptions Questionnaire was used to measure their rape tolerance levels. Past research has shown that the more people know about rape, the less likely they are to blame the victim. In support of this idea, there was a discussion
of the prevalence of rape, rape myths and stereotypes, and possible ways to avoid rape, after the testing procedure was over. Surprisingly, high compassion levels did not seem to predict the rape tolerant attitudes in this general, College Freshmen population, as previously hypothesized.
Mini-Abstract

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NEED

In recent years, rape has emerged as a major area of professional and public concern. One aspect of rape that has been of particular focus in social psychology research is the negative social attitudes people often hold about rape victims. Many studies have shown the tendency of the subjects being tested to hold the female victim of a rape, especially "date rape", rather than the perpetrator, responsible for the assault. Many of the studies have examined the factors that affect social perceptions and observer characteristics on perceptions of blame. For example, research consistently finds that men seem to make harsher judgments about rape victims than do women (Kaneker, Pinto and Mazumdar, 1985; Schult and Schneider, 1991; Williams and Holmes, 1981). Also, the extent of force used in a rape seems to be an important determinant of the degree to which the victim is held responsible. The greater the degree of force depicted in a rape scenario, the less the victim is blamed (Shotland and Goodstein, 1983).

Study after study reveals that the more aggressive one
one is, the more likely he is to blame the victim. What may not be so clear are other factors that may influence a person's judgment for a rape victim. It seems crucial to study this further to find out whether we could change a person's belief system in any way to help them to realize the blame should be put on the perpetrator, not the victim, no matter what she was wearing, what time of night it was, or whose house she was in. If she says, "No!", then she should have the right to be left alone. A change in public perception of victim blame is needed.

PURPOSE

The purpose of this study was to examine a possible personality type that will stop blaming the victim and start blaming the perpetrator. Hopefully, this will then lead to teacher's possibly influencing their students in the direction of this personality type. An example would be if you wanted someone to be more achievement oriented, you would start with them at a very young age and award them highly every time they achieved a goal. Eventually, they would learn that to achieve a goal is a good thing and they would keep applying themselves. Thus, maybe students could be taught at a young age that the more understanding they are to another's hardships, the better a person they could be. Hopefully, in turn, this
could lead to a safer haven for a rape victim to go to for sympathy, not to mention, a better society as a whole.

HYPOTHESIS

What circumstances aid a person to blame a victim in a crime? It is understandable that to believe in a just world, we must believe that bad things do not happen to good people (such as ourselves). Thus, to be a victim, you must have been in the wrong in some way. You were in the wrong neighborhood; you were dressed too sexy; you were out too late, etc. Unfortunately, bad things do happen to good people every day, such as being raped, and the last thing that they need is to be victimized further by being blamed for their misfortune. So, what type of individual will come to advocate for the victim? We already know that an aggressive or dominant type is more likely than a non-aggressive or non-dominant type to blame the victim. To further explore this, the researcher would like to test another version. It is hypothesized that the higher a person scores on the Understanding Scale of the Personality Research Form, 3rd Edition, the more likely he/she will not blame the rape victim (score favorably on the Rape Attitudes and Perceptions Questionnaire).
HISTORY

Only recently has rape and victim blame been such an important topic. Although, female victimization was not entirely ignored by the scientific community prior to the 1970's (Muehlenhard, C.L.; Harney, P.A.; and Jones, J.M. 1992). Physicians, psychiatrists, and psychoanalysts from at least the 1870's onward have discussed the sexual abuse of girls and women. For almost a century, the point of view was that women who claimed to be raped more often than not, either imagined the event or actually wanted to be raped. The first study in the Psychological Abstracts, under the heading, "rape" was titled, "A Woman's Psychological Reaction to Attempted Rape." The article focused on how the attack affected her unresolved hostile and erotic feelings toward her father--her unresolved oedipal conflicts (Factor, 1954). Early research on rape that examined perpetrators involved analyses of rapist's psychopathology. Although rapists were considered pathological, the ultimate responsibility for rape was laid upon women: rapist's mothers, wives, and victims (Muehlenhard et al., 1992).

The first Rape Speak Out was organized by New York Radical Feminists in 1970; The first rape crises center was founded in 1972 (Deckard, 1983). Women and the issues surrounding rape and sexual violence have come a long way. Unfortunately, many
people still feel that the victim is to blame in many rape scenarios. Many people still believe in such rape myths as: Women ask for it if they are dressed too provocatively; Women want to have sex if they go back to a man's apartment with him; or secretly, women really want to get raped. Much evidence suggests that individual perceptions of rape scenarios are colored by a person's own attitudes (Acock and Ireland, 1983; Kleinke and Meyer, 1990; Krahe, 1988). Because of this, we need to know what attitudes in a person are most likely to enable the subject to blame the perpetrator rather than the victim.

DEFINITIONS

RAPE-- the crime of sexual intercourse with a woman or girl forcibly and without her consent. If an act is committed when the woman is stupefied by drugs or liquors, deceived as to nature of the act, or overcome by duress or threats, or if she is below the age of consent, it is rape (Nichols, 1993). Also, RAPE can be defined as--whenever a woman has sex and feels violated (Mackinnon, 1987)

DATE RAPE--involves a single assailant who is acquainted with the victim and that does not involve extrinsic violence (Estrich, 1987).
RAPE MYTHS--are false beliefs about rape which seek to deny or make light of rape's effects on the victim or, in fact, to blame the rape on the victim (Burt, 1980).

COMPASSION--sympathy for someone. Understanding the feelings of another (Nichols, 1993).

CONSENT--to approve or give permission (McKechnie, 1975).

ASSUMPTIONS

It is assumed that the directions given to all students were all equally supplied. It is also assumed that all students were able to accurately read the Understanding Scale and Rape Attitudes and Perceptions Questionnaire, and answer them truthfully.

LIMITATIONS

The participants in this study were College-level Freshmen, taking a General Psychology class, and therefore were not be randomly selected. Thus, the researcher assumes that the subjects are a good sample of the population as a whole. It is also assumed that the students' attitudes are equal except for the understanding scale.
OVERVIEW

In Chapter 2, there will be a literature review. All prior studies will be identified that are deemed pertinent. Then, in Chapter 3, there will be a detailed summary of the sample (with a graph indicating the age range of the participants, as well as a graph on the different ethnic groups in the study), the operational measures, the testable hypothesis, and design. Next, in Chapter 4, an analysis of all of the data will be explored and explained, along with a table displayed to better explain the results. Finally, in Chapter 5, the researcher will state the conclusions, and discuss the implications of the results of the researcher's theory, as well as possible future research and a summary.
CHAPTER 2: REVIEW OF LITERATURE

INTRODUCTION

There needs to be more research on the social reactions to victims and the effects that these reactions have on the victims. We already know that the more dominant one is, the more likely he will blame a victim in a date rape situation. So, what will make a person be more likely to feel compassion for the victim? The response of society, whether it be a community, a University, or a professional setting such as a counseling center, will have a lot to do with a victim's recovery. A person that goes through such trauma does not need to be victimized yet again by being harassed or considered as a liar. Because of this possibility, rape often goes unreported. By not reporting rape, one is protecting the rapist and making it more likely that the rapist will rape again. Rape is a serious crime that needs more attention in a variety of ways. Women need to know how to protect themselves and need to know where to go if they are raped; Men need to learn that when a woman says, "No", he must accept her position; and both men and women need more education on the incidence of rape.
SOCIAL REACTIONS TO VICTIMS

Social reactions have an important effect on victims of stressful life events. Studies with a wide variety of victims have shown that negative social reactions have a detrimental impact on victim's adjustment (Davis, Brickman, and Baker, 1991). It is important to study responses of others to victims of specific events to understand how to promote a healthy recovery environment that does not reinjure an already victimized person. Sexual assault is a form of victimization that is particularly stigmatizing in American society. Despite increased societal awareness, negative reactions are still common experiences for women disclosing incidents of sexual assault to social network members. Communities assign responsibility for sexual assault according to whether its members share or disavow attitudes that support sexual aggression. If communities hold offenders responsible, victims tend to report their experiences, support services are made available to them, and offenders are punished (Koss and Harvey, 1991). A community that rejects sexually violent behavior lays the framework for what may be the most effective primary prevention: high expectations for nonviolent, noncoercive behavior. So obviously, a community's response
to sexual violence has the power to either facilitate or debilitate an assault victim's recovery (Bess, Dansky, and Kilpatrick, 1992).

ATTITUDES TOWARDS RAPE VICTIMS

Anytime sex is against a woman's will and without her consent, it is rape. But frequently the assailant's perceptions do not allow them to see it that way. Assailant's may view what they did as within the acceptable range of social behavior. Other's may feel the same way as well. Because victims of acquaintance rape do not have the commonly accepted rape experience, most people are more likely to believe the victim of a stranger rape than of acquaintance rape. Other's judgments of victims are influenced by observer characteristics, such as gender and traditionality of gender role attitudes, victim characteristics, the victim-offender relationship, victim resistance, victim clothing, and pre-attack victim behavior. For instance, negative reactions to rape victims generally have been found to be greater for male observers (Bridges and McGrail, 1989), date rapes (Bridges and McGrail, 1989), sexually active victims, less respectable victims (L'Armand and Pepitone, 1982) nonresisting victims (Shotland and Goodstein, 1983) assaults in which victims used alcohol prior to the rape (Richardson
and Campbell, 1982), and assaults in which victims engaged in nonstereotypical gender-role behavior prior to attack (Krahe, 1988). Knowing this, it is no wonder that so many rapes go unreported.

Five major attitudes have been found to correlate with self-reported sexually aggressive behavior in men: a belief in male sexual entitlement, a need for power and dominance, an attitude of hostility and anger, an acceptance of interpersonal violence, and a belief in adversarial sexual relationships (Bateman, 1987; Malamuth, 1986; Malamuth and Thornhill, 1994; White and Koss, 1993). Knowing this, we must wonder how many rapes actually happen in society.

THE PREVALENCE OF RAPE

In the last ten years or so, people in the U.S. have begun to question and challenge the ways in which we perceive rape. From a very early age most women are taught that we are at risk for rape. Men may also fear rape, at some level, because they are potential victims. But it is more likely that a man will be a father, brother or lover of a victim. They are not personally affected to the extent that women are, and we would argue that rape and the fear of rape do not occupy the central position in their lives that they do in the lives of women.
It has been estimated that one in three women will be raped in their lifetimes (Warshaw, 1988). Estimates of the prevalence of sexual assault range from 14% to 25% in most sources (Koss, 1993). Among college women, it has been estimated that one in five female college students will be sexually assaulted during her college years (Koss, 1985). Yet, the Federal Bureau of Investigation (1981) found rape to be the most underreported crime in this country (82,000 rapes are reported to the police each year in the United States). It is clear that rape and other forms of sexual aggression in dating situations are important issues of public concern that warrant continued investigation by counseling researchers.

Rape carries with it many profound and long-term effects. In some cases, the adjustment difficulties for victims of date rape are even greater than those experienced by victims of stranger rape (Muehlenhard and Linton, 1987). Research indicates that up to 80% of women experience some form of sexual aggression (ranging from forced kissing to rape), typically at the hands of someone they know (Koss, 1988; Muehlenhard and Linton, 1987). Other surveys of both the general population and of college students indicate that approximately 25% of women experience attempted or completed rape, with the majority of these rapes being perpetrated by acquaintances rather than strangers (Koss, Gidycz, and Wisniewski, 1987; Russell, 1984).
Several national surveys (e.g., Koss, Gidycz, and Wisniewski, 1987) and numerous single campus studies (e.g., Aizenman and Kelley, 1988; Muehlenhard and Linton, 1987) have reported alarming rates of date rape and sexual aggression in dating situations among college student populations. Exacerbating the problem of date rape is the sobering fact that most of the victims are "hidden" because of the majority of the sexual transgressions go unreported (Koss, 1988; Quackenbush, 1989). One reason so many rapes go unreported is that many victims and perpetrators do not acknowledge coercive sex on a date as a rape experience (Burkhart and Stanton, 1988; Quackenbush, 1989). Thus, society must design a way of informing both men and women of proper behavior, good communication, and respect for others. This can be done through a good education on rape stereotypes, rape myths, and rape prevention.

WHY IS RAPE OFTEN UNREPORTED?

In contrast to acquaintance rape, which is usually a planned attempt to have consensual sex, stranger rape is premeditated rape. Stranger rape usually begins in the mind of the rapist as an attempt to degrade and overpower the victim. In acquaintance rape, if sex does not happen as planned, rape occurs
in which the assailant overpowers the victim to get what he wants, sex. He may want to degrade the victim as well. Although, most subjects surveyed would agree that a victim is not to blame in a stranger rape, things get complicated when it involves two people who know each other.

Surveys of college males indicate that 7–25% report having forced sexual intercourse on a female (Koss, 1989; Mills and Granoff, 1992). Mills and Granoff (1992) also found that a significant number of the female college subjects (28%) reported experiencing rape or attempted rape, yet only one of three victims in their sample correctly labeled the experience as sexual assault or rape. Warshaw (1988) found that 25% of the college women in her sample reported a sexual experience that fit a liberal definition of rape (non-consensual intercourse). However, "...only 26% of women whose sexual assault met the legal definition of rape thought of themselves as rape victims."

In a similar study, it was found that women whose sexual experiences fit a legal definition of rape, only 26% labeled their experience as such. In yet another study, Koss, Gidycz, and Wisniewski (1987) found that 27.5% of their sample of college women reported being raped or experiencing an attempted rape, while 53.7% (including those reporting attempted rape or rape) endorsed being subjected to unwanted sexual contact or sexually
assaultive behaviors. Is society so accepting of this obvious abuse against women? Not only are men able and willing to accept this behavior, but women seem to not be challenging it as well. It is quite apparent that in most situations these scenarios involve acquaintances.

THE IMPORTANCE OF RAPE EDUCATION

The more people know about rape, the less likely they are to blame the victim. If a rape is reported to them, they will be better able to be supportive to the victim and help her through the trauma. Informing others about rape will help dispel some of the rape myths, and hopefully, in the long run, decrease sexual assault. In support of this idea, for example, two studies have reported that a semester in basic education has positively influenced rape-supportive beliefs and attitudes (Dallager and Rosen, 1993).

It is clear that research on the prevention of sexual victimization needs to focus on sexual aggression perpetrated by acquaintances. One common understanding of acquaintance rape theorizes that it is an issue of sexual misunderstanding with, solutions anchored in sex education or training in "sexual communication" (Fussman, 1993). Thus, it was the researcher's
goal to introduce the definition of rape (including current statistics) and hand out a few brochures about rape to the freshmen college class that I test my hypothesis on, and encourage the professor to further discuss the topic.

SUMMARY

The purpose of this design was to try to analyze the personality type that may stop blaming the victim of a rape. It was hoped that if the subject scored high on the Understanding Scale of the Personality Research Form, 3rd Edition, then he would not blame the victim of a rape (score favorably on the Rape Attitudes and Perceptions Questionnaire). If there is a possible personality trait that helps one to feel compassion for a victim, then that is one step closer in knowing how to educate students about rape. It has been shown through research that social reactions have an important effect on the victim. Many people will often blame the victim in a date rape because her experience was not of "a stranger attacking her in an alley". This reaction will in turn frighten many women out of stepping forward and will thus let many rapists stay on the loose waiting for more unsuspecting women. The high incidence of rape may be lowered if more women reported the crime. Thus, we must
find the reasons that many women do not come forward and change what ever policies will make them more comfortable. If we can get more women to prosecute their attackers, there will be less likely of a chance that they will rape again.
The demographics of the participants in the study are as follows: Eighty-two students, consisting approximately of half males and half females; they were attending a Northeastern College, and were all taking a General Psychology class. The population contained ages ranging from eighteen to forty-five (refer to Graph 3.1), with a wide variety of racial backgrounds (refer to Graph 3.2 on Page 19).
METHODOLOGY

The students in the General Psychology class were asked to participate in a study on date rape. Those who participated did so on a voluntary basis. These students did receive credit towards their grade (one point towards their final grade). The administrator of the study explained in detail what the students could expect and what they had to do. They were then asked to sign a consent form (refer to Appendix A) and told that their results would be reported. They were assured of their anonymity and told not to put their names on the tests. This was done in the hopes of insuring more truthful answers. The investigator numbered both scales 001 through 082. To keep accurate data, each student received the same numbered tests. For example, if the first student received the Understanding scale with a #001 on it, then he/she also received the Rape
Perceptions scale with a #001 on it.

The students were told that the investigator was trying to find out a type of personality that would be the least likely to blame the victim of a rape. There was a discussion on the importance of this study and some of the past findings that have been made. Students were then requested to answer the Understanding Scale from the PRF (20 items). After the form was completed, the students then answered the Rape Attitudes and Perceptions Questionnaire (25 items). As each participant turned in the completed tests, he was given a feedback sheet (refer to Appendix B) and some pamphlets on the definitions of rape and the prevalence. Immediately following the completion of the tests, students began further discussion on the topic of rape and information was discussed with the students about possible ways to avoid a rape situation. They were also assured of receiving the results of the study as soon as possible. This entire procedure took the entire class period (1 hour).

MEASURES

The Understanding Scale from the Personality Research Form, which has a reliability coefficient of .82, was used in determining the subjects compassion level. Then these same subjects completed the Rape Attitudes and Perceptions Questionnaire which contains twenty forced choice items a
has been found to have an internal reliability Cronbach alpha coefficient of .74 and a Guttman split-half reliability estimate of .75.

**DESIGN**

This was a correlational study which expected that the students that scored highest on the Understanding Scale would be more likely not to blame the victim of a rape. This was defined by their answers to the Rape Attitudes and Perceptions Questionnaire. The lower their score on this test, the more likely they were not to blame a rape victim.

The statistical test that was used was a one-tailed T-test, because the investigator hoped that the student's score on the Understanding Scale would be predictive of the student's score on the Rape Attitudes and Perceptions Questionnaire. Thus, it was suggested that the student's scores on the Understanding scale and their scores on the Rape Attitudes and Perceptions Questionnaire would be negatively correlated.

**TESTABLE HYPOTHESIS**

Null Hypothesis

Subjects who score high on the Understanding Scale from
the PRF will score unfavorably on the Rape Attitudes and Perceptions Questionnaire.

Alternate Hypothesis

Subjects who score high on the Understanding Scale from the PRF will score favorably on the Rape Attitudes and Perceptions Questionnaire.

SUMMARY

Since having empathy and compassion for a rape victim is so vital to her well-being, this investigator thought it appropriate to see if a person that has compassion, in general, (scores high on the Understanding Scale) will also have compassion for a rape victim (scores favorably on the Rape Attitudes and Perceptions Questionnaire). Past research has already proven that the higher one scores on a scale for dominance or aggression, the more likely he/she is to blame the victim of a rape. Thus, it is already known a specific type of personality that would most likely blame the victim.

It is not known what type of personality is most likely not to blame the victim. The purpose of this study was to try to find one personality type that may be compassionate and empathetic to the rape victim.
It is hoped that this study also caused the participants to think about, discuss in detail, and learn the definition of rape, rape myths, and how to help avoid a rape.
CHAPTER 4: ANALYSIS OF RESULTS

RESTATEMENT OF HYPOTHESES

Null Hypothesis

Subjects who score high (favorably) on the Understanding Scale from the PRF will score high (unfavorably) on the Rape Attitudes and Perceptions Questionnaire.

Alternate Hypothesis

Subjects who score high (favorably) on the Understanding Scale from the PRF will score low (favorably) on the Rape Attitudes and Perceptions Questionnaire.

Interpretation of Results

No statistical difference existed between the scores on the Understanding Scale and the Rape Attitudes and Perceptions Questionnaire. With 81 degrees of freedom, the T-score was -.908 at a significance of .367. This indicates that the study was not statistically significant. Thus, this study has failed to reject the null hypothesis.

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Statements of Significance

The alternate hypothesis is rejected in that no significant relationship was shown to exist between the subject's score on the Understanding Scale and the subject's score on the Rape Attitudes and Perceptions Questionnaire. Table 4.1 shows the Mean, the Standard Deviation, and the Standard Error Mean for Variable 1 and Variable 2, as well as, the paired samples correlation and the significance level. From looking at the SD in Var. 1, it can be assumed that The Understanding Scale had a lot more variables than The Rape Attitudes and Perceptions Questionnaire, which may possibly had an effect on the findings.

Table 4.1: The relationship between variable 1 (The Understanding Scale) and variable 2 (The Rape Attitudes and Perceptions Questionnaire).

Paired Samples Statistics and Correlations:

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Var. 1</td>
<td>73.9634</td>
<td>22.9688</td>
<td>2.5365</td>
</tr>
<tr>
<td>Var. 2</td>
<td>76.3659</td>
<td>11.0883</td>
<td>1.2245</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>(var 1 &amp; var 2)</td>
<td>.149</td>
</tr>
</tbody>
</table>

25
Summary

The prediction that a student who scored high on the Understanding Scale would score low on the Rape Attitudes and Perceptions Questionnaire was unable to be made in this study. Thus, the alternate hypothesis was rejected.
CHAPTER 5: SUMMARY AND CONCLUSIONS

Summary

With today's society, rape has emerged as a major area of professional and public concern. One aspect of rape that has been of particular interest in social psychology research is the negative social attitudes people often hold about rape victims. These attitudes may be due, in part, to the prevalence of rape tolerant attitudes in America. For example, many people believe certain rape myths and stereotypes (e.g., rape only occurs when the assailant has a weapon; a prostitute can not be raped).

Social reactions have an important effect on victims of stressful life events. Studies with a wide variety of victims have shown that negative social reactions have a detrimental impact on victim's adjustment (Davis et al, 1991). There needs to be more research on the social reactions to victims and the effects that these reactions have on the victims. The fact that raped women can be "victimized" yet again when they go to the authorities (e.g., by blaming her behavior for the rape or criticizing her attire) can often keep a rape from being reported. This, in turn, prevents the authorities from making
an arrest, thus, making it more likely that the perpetrator will rape again.

This study aimed to examine the relationship between an individual's general compassion level and their attitudes towards rape victims. The PRF Understanding Scale was used to measure the individual's compassion level and the Rape Attitudes and Perceptions Questionnaire was used to measure their attitudes towards rape victims. Both tests were administered to 82 freshmen, General Psychology students. In addition, the definition of rape and current statistics on the prevalence of rape was discussed. Rape pamphlets were also given to every participant in the study, in hopes that the more educated an individual was, the more likely he/she will be compassionate with a victim of rape, as previous research has found (e.g., Dallager and Rosen, 1993).

Conclusions

Surprisingly, high compassion levels did not seem to predict the rape tolerant attitudes in this general, College Freshman population, as hypothesized previously.
Discussion

Many businesses want a specific type of personality type for specific jobs. Therefore, there are many personality tests given during initial interviews with possible applicants to find the type of person that the business is looking for. Going along with that theory, it would make sense to want the right personality type in the position of being the first to hear a rape victim's appeal for help and comfort (such as a counselor or detective). As stated previously, it is important to display the correct responses to a victim, so as to not have a negative, detrimental effect on them. Despite increased societal awareness, negative reactions are still common experiences for women disclosing incidents of sexual assault to social network members.

It is important to promote a healthy recovery environment that does not reinjure an already victimized person. This study was done in hopes of finding one personality type that would be compassionate to the alleged rape victim. Unfortunately, this study failed to reject the null hypothesis. Once analyzed, the data did not show that a predictive relationship exists between a person's level of compassion and their likelihood to blame the victim of a rape. It is unknown why the alternate
hypothesis was not accepted. Possibly, some of the participants did not take the study seriously and answered the questions untruthfully.

Implications for Future Research

It is important to note that this study's acceptance of the null hypothesis does not automatically cause a rejection of the alternate hypothesis. This study was limited primarily due to the ease of the participants to know what the study was about and what the researcher was looking for in the responses to the questions. Future research should try using two scales together (such as the Understanding Scale and the Endurance Scale or the Achievement Scale) to confuse the participants as to what the researcher is really looking for.

The study was also limited because the researcher put the demographics form with the consent sheet, therefore the researcher was unable to tell what the demographics were for a specific participant (e.g., #035).

Finally, another type of design that might be used is a pre-test post-test; in which the pre-test Rape Attitudes and Perceptions Questionnaire is given, then a video exposing an explicit, emotional rape scene is shown (to personalize the
subject) with a discussion of rape statistics, rape myths, and rape preventions given, then give test again. This could substantiate the need for rape education.
REFERENCES


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APPENDIX A

Investigator--Elisha Wilkinson
Instructor--Dr. Klanderman
(ROWAN UNIVERSITY)

INFORMED CONSENT SHEET

Please participate in a research design that is about attitudes towards date rape. We are interested in learning what type of personality would be least likely to blame the victim of a rape. You will be asked to first answer a short personality form and then to answer a Rape Attitudes questionnaire. The whole process will take about 20-30 minutes to complete and all results will be confidential. No one will be asked to write his or her name on anything. Participation in this research is completely voluntary and you may withdraw at any time without penalty.

I, ________________________, affirm that I have read and understand the above statement and I voluntarily agree to participate in this study.

SIGNATURE: ___________________________ DATE: ________

_________________________ ____________________________

DEMOGRAPHICS (optional)

AGE: ________

ETHNICITY: ( X )

1. CAUCASIAN: ______

2. AFRICAN AMERICAN: ______

3. ASIAN-PACIFIC: ______

4. LATINO: ______

5. OTHER: ______
There has been much research on the topic of rape. Findings such as the fact that men blame the victim in a rape more than women blame the victim, has been shown time and time again. This researcher is interested in finding a specific personality type that is most likely to not blame the victim.

Rape is a subject that affects everyone, not just women. The victim could be our sister, mother, wife or child. Sexual Assault and Sexual Abuse are problems requiring many resources to help victims resolve their conflicts. The last thing that we should want to happen is to victimize the woman again when she decides to tell someone (e.g. police, rape center, or a medical professional) by making her feel she is to blame or not believing her. This is why it is important to find a specific personality type that would be most appropriate for a counseling profession. It is hard enough for the victim to come forward, and when she finally does, she needs someone who will give her the support and comfort that she will be desperately craving.

If you would be interested in finding out the results of the study, you can call:

Elisha Wilkinson
@ (609) 522-8031