

**INFLUENCE OF PERSONALITY TYPE, RELIGIOUS AFFILIATION AND CLASS
LEVEL ON ATTITUDES TOWARD RAPE AMONG UNDERGRADUTES IN
FEDERAL UNIVERSITY OYE EKITI**

BY

OLA'WOYIN SEYI IYIOLA

PSY/12/0693

A Project Submitted To The Faculty Of Social Sciences, Department Of Psychology

In Partial Fulfilment of The Requirements For The Degree Of

BACHELOR OF SCIENCE

Of The

FEDERAL UNIVERSITY OYE-EKITI

2016

CERTIFICATION

This study was carried out by OLAWOYIN SEYI IYIOLA, (matric number PSY/12/0693) of the Psychology Department, of Federal University Oye-Ekiti, Ekiti State under my supervision. This dissertation work was supervised by:



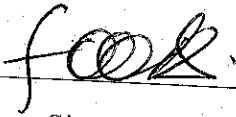
Signature

Dr. Oluwakemi Omole

Project supervisor

Date

29/08/16



Signature

Prof. B.O. Omolayo

H.O.D

Date

31/08/2016

DEDICATION

I dedicate this project to God Almighty, my creator and my all in all, by His mercy, favour and grace I have been able to complete this stage in life successfully. Also, to my lovely, caring and sweet Mr & Mrs Olawoyin.

ACKNOWLEDGEMENTS

I return all the glory, praise and thanks to God Almighty, the creator of the universe and my dearly guardian right from my conception till this stage in life, for giving me the grace, privilege and strength towards the completion of my study.

My profound gratitude goes to my supervisor Dr Kemi Omole for her positive support, ever-useful contributions, corrections, patience and encouragement towards the success of this study; she is not just a lecturer to me, also a mother and mentor. May God continually bless you Ma.

To all my lecturers that have impacted one knowledge or the other on me both morally and academically I really show a heart of gratefulness and say thank you all, may God bless you all for all your good works.

Kudos to my lovely parents (Mr & Mrs Olawoyin) and my siblings, for their moral, emotional, financial, spiritual and physical support right from the first day of my existence up to this moment; you really make my life worth living. May Almighty God bless you with long life in peace to eat the good fruit of your labour (amen).

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	viii
List of Abbreviation	ix
Abstract	x

CHAPTER ONE

1.1 Background to the Study	1
1.2 Statement of Problem	4
1.3 Research Questions	4
1.4 Objectives of the Study	5
1.5 Significant of the Study	5

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Frame Work	7
2.1.1 Personality Theory	7
2.1.2 Rape Theory	8
2.1.3 Mircea Eliad Religion Theory	9

2.1.4 Psychoanalytic Theory and the Medical Model	10
2.1.5 Role Theory and Moral Development	11
2.1.6 Social Learning Theory	12
2.1.7 Evolutionary Theory	13
2.2 Theoretical conceptualisation	14
2.3 Related empirical studies	14
2.3.1 Attitudes towards rape	14
2.3.2 Attitudes toward Rape Sex Role Stereotypes of Women	16
2.3.3 Gender Differences in Students' Attitudes toward Rape	18
2.3.4 Attitudes toward Rape Myths	20
2.3.5 Empathy toward Rape Victims	22
2.3.6 Attitudes toward Sexual Coercion	24
2.3.7 Attitudes and Empathy Levels Toward Victims of Rape	25
2.3.8 Personality as predictor of rape perpetration	27
2.3.9 Social learning and peer pressure	38
2.4, Statement Of Hypothesis	29
2.5 Operational Definition Of Terms	30
2.6 Appraisal of Literature Review	30

CHAPTER THREE

METHOD

3.1 Research Setting	32
3.2 Research Design	32
3.3 Population	32
3.4 Sampling Procedure	33

3.5 Research Instrument	33
3.5.1 Attitudes toward rape scale	33
3.5.2 The big 5 personality scale	34
3.6 Administration Of The Instrument	35
3.7 Data Analysis Technique	35
3.8 Ethical Consideration	36
CHAPTER FOUR	
Results	37
CHAPTER FIVE	
5.1 Discussion	40
5.2 Limitation	41
5.3 Conclusion	42
5.4 Recommendation	42
References	44
APPENDIX	
Research questionnaire	51
SPSS Outputs	54
Letter of Introduction	66

LIST OF TABLES

- Table 1: Mean, standard deviation scores and correlations among study variable
- Table 2: Regression analysis showing the influence of personality type on attitudes
- Table 3: Comparison of mean scores on attitudes towards rape between Christians and Muslims
- Table 4: Comparison of mean scores on attitudes towards rape among class levels

LIST OF ABBREVIATIONS

FUOYE: Federal University Oye Ekiti

FFM: Five Factor Model

DV: Dependent Variable

IV: Independent Variable

ATR: Attitudes Toward Rape

OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism

SPSS: Statistical Package for Social Science

ABSTRACT

This study examined the influence of personality types, religious affiliations, class level on attitudes toward rape among Federal University Oye Ekiti students. Three hypotheses were tested with three research questions answered. The sample was selected using accidental sampling techniques. Using ATR scale by Feild to measure attitudes toward rape, big 5 personality scale to measure personality while religious affiliation and class level was collected using demographical information, results indicate (N = 200) that personality types, religious affiliations, class level does not have any influence on attitudes toward rape. In other words, the three hypothesis tested were rejected. This research concluded that attitudes toward rape is not influenced by any of the three IVs used. Based on the findings of this study, there are many avenues for continued research on attitudes toward rape or on sexual assault in general. Additional data need to be gathered from other university students, with more consistent sampling, preferably as random as possible.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the social menaces that is now an issue of global interest is sexually related assaults against humanity. Sexual intercourse with a woman by a man without her consent and chiefly by force or deception is a sexual crime. Among sexual crimes, rape has received more attention by researchers. For example, in America, the Sexual Offences Act (2003) came into force on the 1st of May, 2004. The purpose of the Act is to strengthen and modernize the law on sexual crimes in which rape is predominant; whilst improving preventive measures and the protection of individuals from sexual offenders. In the past two decades, a great deal of research has focused on rape perception, with many studies attempting to delineate the conditions under which participants blame the victim and the perpetrator (Ward, 1995). Other studies examined attitudes toward rape in relation to some demographic and individual characteristics (e.g., Mori, Bernât, Glann, Selle&Zarate, 2005). However, how these demographic factors can increase our knowledge about attitudes towards rape has not received much attention from researchers. The present study examines how some demographic characteristics of Nigerian youths and their religious affiliations influence attitudes toward rape. By examining the association of factors such as personality, religious affiliations and educational level with attitudes toward rape, our understanding of the issue will be broadened.

Rape is forced, unwanted sexual intercourse that is sometimes referred to as sexual assault. Rape is about power, not sex. A rapist uses force or violence - or the threat of it - to take control over another person. Some rapists use drugs or alcohol to take away a person's ability to fight back or think clearly before taking advantage of the victim. Rape can take many

forms; it can be forced intercourse through the vagina, anus or mouth. Barnett and Field (1977) reported that 88% of the university students surveyed agreed with the statement that rape is a sex crime. It is a crime, whether the person committing it is a stranger, a date, an acquaintance, or a family member. No matter how it happened, rape is frightening and traumatizing. It causes both physical and emotional harm. People who have been raped therefore need care, comfort, and a way to heal.

Incidents of date rape are increasing, especially on college campuses (Borden et. al., 1988). As with any issue of this magnitude, there are bound to be differing attitudes toward the rape victims. Studies on rape have indicated that at least one-sixth, perhaps as many as one-half of college undergraduates have faced a dating partner's physical aggression (Thompson, 1991). Due to the increase in incidents of date rape, awareness programming for date rape also has increased.

Rape, the crime of forced, nonconsensual sexual intercourse with a person, occurs every five minutes (Uniform Crime Reports: Crime in the United States, 1991). As stated by Adams and Abarbanel (1988), "The most prevalent form of rape on college campuses is acquaintance rape. The acquaintance may be a date or boyfriend of the victim, or someone the victim knows only casually, from her dorm, a class, or through mutual friends".

People sometimes envision rape as a situation where a deranged male leaps from a dark corner or from behind a bush to force sex upon an unsuspecting woman. While stranger rape of this type does occur, the recent literature documents the more alarming incidence rate of rape that involves acquainted individuals. (Snell & Godwin, 1993)

"A growing body of research on violence in intimate relationships reveals that physical aggression in dating relationships is as extensive a social problem as marital violence" (Thompson, 1991).

In addition to rape, use of rohypnol, a sedative prescribed as sleeping pills in about 80 countries, but not the United States (Pascua, 1996), has now become a serious problem. Rohypnol, also known as "roofie," "is colorless, odorless, and quickly dissolves in a can of Diet Coke" (Rapists, February 16, 1996). Within 10 minutes, a drunk-like effect is created that lasts eight hours. The effects of alcohol are enhanced, causing loss of inhibition, extreme sleepiness, relaxation, and amnesia (Rapists, 1996). The victims do not recall anything about the incident the next day. "In Broward County, Florida, 10 men have been arrested on roofie-rape charges in the past year" (Rapists, 1996), and other incidents have been cited across the United State of America.

Regardless of how rape occurs, women are being victimized -- taken advantage of against their will. Unfortunately, rape victims are often perceived negatively by members of society. Because of this, most women do not report the rape incident. As stated by Burling (1993), "sexual assault, rape, is a serious but often unreported crime on college campuses." (p. 1) In one study, only 1 in 20 notified the police (Koss, Gidycz, & Wisniewski, 1987), and more than half of rape victims tell no one of their victimization. According to Korn (1993):

Victims/survivors of sexual aggression are often silent about their attack for several reasons: accepting responsibility and self-blame for the incident; not understanding a rape occurred, and instead framing it as rougher-than-normal sex; and shame.

Attitudes concerning the motivation for rape have been extensively investigated; however, little information exists about antecedents of young adults' attitudes toward rape as a sexual crime in Nigeria. It seems the belief systems of lay persons and professionals who interact with rape victims and rapists influence rape myths. These myths can be used to explain the victimization of women. For example, rape myths such as "she wanted it," "females enjoy rape," and "she asked for it" contribute to violence toward women (Bostwick&Delucia, 1992).

1.2 Statement of the Problem

It was estimated (FBI, 1998) that 371 out of 100,000 will become the actual victim of rape. Further assessment is needed to understand attitudes toward rape. These attitudinal sets are influential in the reporting of rape, the treatment of rape victims by police and health care workers, and most importantly by society (Feild, 1978). Research has shown that 25 percent of college women surveyed had been the victims of rape or attempted rape (Koss, 1988; Strong & DeVault, 1997). Attitudes toward rape are a big problem that requires close monitoring among college students. Apart from gender, there appears to be limited information regarding attitudes toward rape (Borden et al., 1988).

1.3 Research Questions

The research questions are as following:

- i. Do personality type influence peoples' attitude towards rape?
- ii. Do religious affiliations influence peoples' attitude towards rape?
- iii. Do class levels influence peoples' attitude towards rape?

I.4 Objectives of the Study

The objectives of the study are to:

- i. Examine the influence of personality type on attitudes toward rape among FUYOYE students.
- ii. Examine the influence of religious affiliations on attitude towards rape among FUYOYE students.
- iii. Examine the influence of class levels on attitude towards rape among FUYOYE students.

1.5 Significance of the Study

Assessing attitudes concerning rape is important because widely accepted societal attitudes may play an important role in sexual violence and victimization (Holcomb et al., 1993). Assessing university students' attitudes on rape stereotypes and beliefs is important because they are uniquely at risk because of rape-related factors such as age, alcohol and drug use, and rape-tolerant behavioral norms on campus (Holcomb et al., 1993). Therefore, assessment of attitudes toward rape is important for the design and implementation of effective rape prevention programs. Because university students may be at high risk for rape, the information collected in this study may aid in assessing where and to whom information about rape and prevention programs could most effectively be targeted on campus. The research would be important to examine if those who had a closer relationship to females and more exposure to females, would have more rape intolerance or greater empathy. It would reveal if religious affiliation influences attitudes toward rape. Studies show that the doctrines or beliefs of a particular religion predicts the attitudes of people towards rape (Ageton, 1983; Borden et al., 1988; Deitz et al., 1982; Feild, 1978; Malamuth & Check, 1981). Apart from

religious affiliation regarding attitudes toward rape, little information is available on other factors that influence attitudes toward rape like social demographic factors (Borden et al., 1988). This research will evaluate the significance of educational level and personality on attitudes towards rape.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Personality Theory

The Big Five personality traits, also known as the five factor model (FFM), is a widely examined theory of five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

□ Openness to experience: (*inventive/curious* vs. *consistent/cautious*). Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, et cetera. Conversely, those with low openness seek to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded. Some disagreement remains about how to interpret and contextualize the openness factor.

□ Conscientiousness: (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness often perceived as stubborn and obsessive. Low conscientiousness are flexible and spontaneous, but can be perceived as sloppy and unreliable.

- Extraversion: (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

- Agreeableness: (*friendly/compassionate* vs. *analytical/detached*). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

- Neuroticism: (*sensitive/nervous* vs. *secure/confident*). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability causes a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

2.1.2 Rape theory: Malamuth and colleagues propose that rape proneness among men is proximately caused not by genetic variation, but by developmental events involving learning. Their analyses indicate that rape-prone men come from harsh developmental backgrounds involving impersonal and short-term social relationships, and backgrounds in which manipulation, coercion, and violence are valid ways of conducting social relationships. Malamuth began his research program in sexual aggression from a feminist perspective but

decided that issues of rape, power, and control could not be sufficiently explained without evolutionary concepts. Based on his extensive empirical research, two interacting pathways resulting in sexual aggression have been identified. The impersonal sex pathway is characterized by association with delinquent peers, introduction to sexual activity at a young age, and having many sexual partners. The hostile masculinity pathway is related to an insecure sense of masculinity, hostility, distrust, and a desire to dominate women.

2.1.3 Mircea Eliade Religion Theory

Mircea Eliade's (1907–1986) approach grew out of the phenomenology of religion. He saw religion as something special and autonomous, that cannot be reduced to the social, economical or psychological alone. He saw the sacred as central to religion, but differing from Durkheim, he views the sacred as often dealing with the supernatural, not with the clan or society. The daily life of an ordinary person is connected to the sacred by the appearance of the sacred, called theophany. Theophany (an appearance of a god) is a special case of it. In *The Myth of the Eternal Return* Eliade wrote that archaic men wish to participate in the sacred, and that they long to return to lost paradise outside the historic time to escape meaninglessness. The primitive man could not endure that his struggle to survive had no meaning. According to Eliade, man had a nostalgia (longing) for anotherworldly perfection. Archaic man wishes to escape the terror of time and saw time as cyclic. Historical religions like Christianity and Judaism revolted against this older concept of cyclic time. They provided meaning and contact with the sacred in history through the god of Israel. Eliade sought and found patterns in myth in various cultures, e.g. a sky god. Zeus is an example of a sky god. Eliade's methodology was studying comparative religion of various cultures and societies more or less regardless of other aspects of these societies, often relying on second hand reports. He also used some personal knowledge of other societies and cultures for his

theories, among others his knowledge of Hindu folk religion. He has been criticized for vagueness in defining his key concepts. Like Frazer and Tylor he has also been accused of out-of-context comparisons of religious beliefs of very different societies and cultures. He has also been accused of having a pro-religious bias (Christian and Hindu), though this bias does not seem essential for his theory.

2.1.4 Psychoanalytic Theory and the Medical Model

In the Psychoanalytic view of rape derived from Sigmund Freud's theory of sexuality, which proposed that perversion had its origins in the earliest stage of psychosexual development, "concerns about dominance, submission and control, frequently stem from unresolved conflict originating during the anal period of development" (Rada, 1978, p. 25). Brownmiller (1975) attributes much of Freudians' and Neo-Freudians' neglect of this topic to their unwillingness to condemn rape as deviant sexual behavior, thereby excusing the rapist and minimizing the victim's ordeal. She believes their philosophy was geared to understanding the offender. The anxiety about sexual violence experienced by women, was attributed to projection and to a strong unconscious desire for rape to occur. Clark (1987, p. 131) also takes issue with Freudian theorist Helene Deutsch, who espoused the theory of "divine masochism," claiming that "not only did women enjoy violent sex but they actively precipitate it." The traditional psychoanalytic psychiatric/medical model appears inconsistent with current research (Burgess, 1985; Schwendinger & Schwendinger, 1983; Scully & Marolla, 1985). The narrow focus of the medical model, and the limitations of studies to the clinical populations, has contributed to the difficulty of finding a general explanation for rape (Scully & Marolla, 1984) likewise refute the presumption that rape is a pathological symptom, and suggest investigating the field from a stance of normalcy, proposing an alternative model to that of psychopathology. They argue that personality traits alone are not sufficient to explain

rape. It is imperative that the social and cultural factors which influence learning and encourage aggression against women be examined. The model, derived from a feminist perspective, views rape as "an expression of normal sexual aggression which can best be understood within the context of hostility toward women and male sex role expectations" (Scully & Marolla, 1985, p.306). Feminists view United States' culture as a rape prone culture because of the socialization of the population to accept male aggression as natural and normal. Sexual violence is influenced by many social factors and has multiple causes (Scully & Marolla, 1984). The framework provided by Analytical Psychology and Individual Psychology embraces this alternative to the medical model.

2.1.5 Role Theory and Moral Development

Role theory attempts to explain patterns of social interaction in interpersonal relationships (Dietz, 1978). Many social psychologists propose that gender role socialization occurs by learning and modeling, as children take on the roles of men and women around them. (O'Neil, 1981; Thomas, 1979). By the act of rape, a man "expresses and testifies to a coveted role, perhaps most commonly the machismo male role" (Dietz, 1978, p. 68). Role theory suggests that a function of sexual violence is to validate this machismo role. Kohlberg's six-stage theory of moral development, also has significance here, with his observation that role-taking opportunities differ between cultures and social classes (Thomas, 1979). Differences in moral judgment development can be explained by these varying opportunities at "role taking." It was found that in some families (notably middle class versus lower class), children moved faster through the sequences of moral judgment development. This faster pull was promoted by families better able to award responsibility to a child, to communicate, to exhibit emotional warmth, and to discuss consequences of behavior. From Kohlberg's perspective, role taking is only one of four variables which contribute to the growth of moral development. The others are:

- (1) The level of cognitive logical development,
- (2) The factor of will or desire (it may not be in our best interest to operate at the highest level of moral judgment), and
- (3) The justice structure--the structure of social groups or institutions in which the developing child is involved. Those groups which operate on a higher level of equality and reciprocity will encourage higher levels of judgment (Thomas, 1979). Research indicates that late adolescence/early adulthood is the time of greatest involvement in sexual violence (Koss, Gidycz & Wisniewski, 1987). Moral development and role theory may help in the understanding of this social problem.

2.1.6 Social Learning Theory

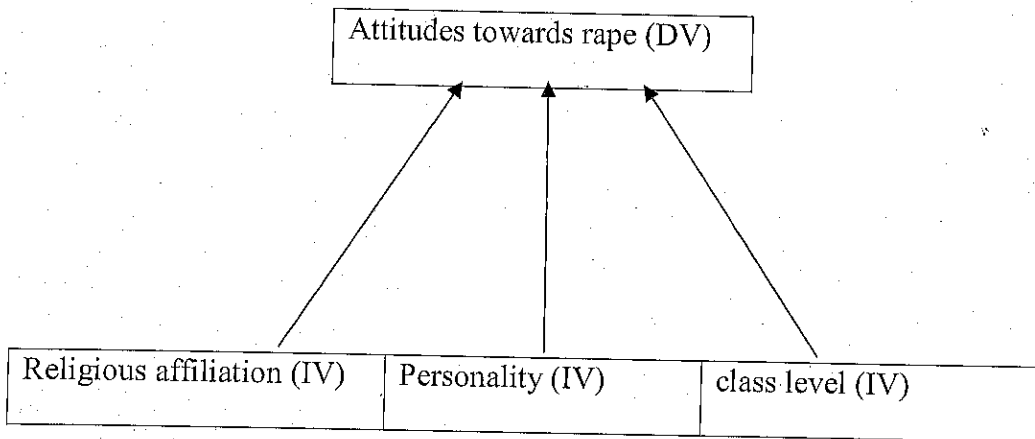
Social Learning takes the approach espoused by Abel, that the development of a rapist mentality is the result of a long social learning history, or a long behavioral shaping process (Davison & Neale, 1982). Much of Bandura's work on aggression and imitative aggressive behavior seems to have implications in the understanding of sexual violence (Dietz, 1978). Bandura postulated that character is learned, not inherited, and that it is through modelling and conditioning that beliefs and values are acquired, along with self control (Thomas, 1979). Social learning theory can also be applied to the manner in which women and men learn their sex roles, including passivity, compliance or aggression. Dietz would endorse this approach to understanding sexual violence. He states that "the use of violence, the subjugation of women and coercive sexual practices are not only widespread and tolerated but are encouraged and rewarded in a variety of ways (notably the high probability of success and the low risk involved)". While Social Learning Theory provides a perspective to help in the understanding of how individuals may develop certain characteristics, it fails to provide a framework to explain why the shaping or modelling should occur in this direction. Theories

such as Individual Psychology and Analytical Psychology provide a more satisfactory approach to this dilemma.

2.1.7 Evolutionary Theory

An evolutionary approach to the understanding of rape is proposed by sociobiologist Thornhill and his colleagues (Tomaselli & Porter, 1986). They suggest that human rape is an evolved facultative behavior, dependent on certain conditions. Men who have been unable to attract desirable mates and reproduce successfully (because of their inability to compete satisfactorily in society for resources and status) will turn to rape. The biologists base their argument on their claim that most human societies are polygynous to some degree, encouraging competition among men for women. For their theory to have any basis, it is essential that rape be understood as a form of sexual conflict. Most present-day theorists disagree with this concept: rape symbolizes a deeper underlying conflict which has its expression sexually. It also seems necessary in this theory, that women be depersonalized and seen as property, providing a source of competition for men, along with resources and status.

2.2 Theoretical Conceptualisation



The diagram above shows that religious affiliation, personality and class level will jointly and independently predicts attitudes towards rape.

2.3 Related Empirical Studies

2.3.1 Attitudes toward Rape

It has been suggested that the attitudes of people toward rape are important for understanding not only their reactions to the act itself, but also the behaviors concerning the victim and/or offender (Brownmiller, 1975; Feild, 1978). Pike (1997) stated that date rape is a serious issue on college campuses, when one is 18-22 year of age, and prone to have the attitude of imperviability, or "nothing bad will happen to me." Researchers have noted that it is important to understand how students view rape, but unfortunately there appears to be limited recent information regarding rape attitudes. A strong link between attitudes and sexual behavior exists and this may be why so many social issues related to sex are so contentious, for these same attitudes predict morality which determines how one views sex (Michael, Gagnon, Laumann, & Kolata, 1994). Previous research by Barnett and Feild (1977)

and Deitzet. al. (1982), revealed attitudes such as: "If a woman is going to be raped, she might as well relax and enjoy it," "a raped woman is a less desirable woman," and "nice women do not get raped." Burt (1980) found that over half of the sampled individuals agreed with statements such as, "a woman who goes to the home or apartment of a man on the first date implies she is willing to have sex" and, "in the majority of rapes the victim was promiscuous." Burt (1980) further noted that over 50 percent believed that over half of filed rapes are reported only because the woman is seeking revenge or covering up an illegitimate pregnancy.

In their landmark study, Barnett and Feild (1977) found that one-third of 400 undergraduate males surveyed believed that it would "do some women some good to be raped." A study conducted by Ageton (1983) found that more than half of respondents agreed that there are certain circumstances that forced sex is acceptable, such as when a boy spends a lot of money (over ten dollars) on a girl. Based on these attitudes, often other people, as well as the woman herself, blame survivors of rape (Ledray, 1994). Alarming, research on college students by Malamuth (1981) showed that a large number of students believe date rape is neither rape nor unacceptable behavior. Feild (1978) reported significant correlation among attitudes toward rape and respondents' age, race, sex, marital status, and education.

Burt (1980) found a similar relationship for occupation and education level, which was not used as a variable in Feild's research. Ageton's (1983) research with adolescents indicated that rape is often supported by the approval of a male peer group. It was also discovered that those who had committed an act of sexual assault had received overwhelming approval from their friends. Hall, Howard, and Boezio (1986) found that although virtually none of their respondents approved of rape, they differed in the degree to which they disapproved or condemned rape. These individuals were referred to as "rape tolerant" people. Hall et al., (1986) concluded that these rape tolerant individuals may have a negative

influence on society in that court convictions of rapists tended to be lower. Society is more likely to blame women for being raped if they are engaged in actions not socially sanctioned for women. This includes activities such as hitchhiking, being out at bars, going to parties alone, or walking around at night (Ledray, 1994). For example, Dr. Chng (1997) of the University of North Texas recalls an incident of a former student who was raped in her apartment laundry room while doing her laundry at 2:00 a.m. When the story is told some students asked, "Well, why was she doing her laundry at 2:00 a.m.?" Society may further blame the victims of rape if they are wearing revealing clothes, are not wearing a bra, or if they are wearing a short skirt (Ledray, 1994).

A study was conducted by Check and Malamuth (1983) that interviewed college males at the University of California, Los Angeles to assess attitudes regarding women. When asked if they would be assured that they would never be caught if they would rape a woman, 30 percent responded that they would. Those interviewed claimed that they might engage in rape to, "teach the woman her place" or to "tame" her.

2.3.2 Attitudes Toward Rape Sex Role Stereotypes of Women

Although some may think our society's perceptions of women have changed, research indicates that we continue to hold the same stereotyped beliefs toward women that we did 20 years ago (Bergen & Williams, 1991; Strong & DeVault, 1997). Furthermore, sexual stereotypes are often negative (Strong & DeVault, 1997). Burt (1980) found belief in rape myths were positively associated with sex role stereotyping which are; women should be traditional and submissive, their lives centered around marriage and the family, and that men should be assertive, in charge, and dominant. Assessing rape stereotypes is important because attitudes that are accepted in society may play an important role in contributing to sexual violence (Holcomb et al., 1993). People who accept rape stereotypes tend to exhibit greater

tolerance of rape, to blame victims, and, among men, report a greater likelihood of raping if they could be assured no one would know (Malamuth, 1981).

Furthermore, sex -role stereotyping may explain why acquaintance rape is seen as less severe and likely to be attributed to the behavior of the victim than stranger rape (Boxley et al., 1995). Boxley et al. (1995) found that students who believed rape myths were more likely to hold stereotyped views toward women. Check and Malamuth (1983) reported that sex-role stereotyping was associated significantly with acquaintance rape among college males. It has been argued that many of our cultural beliefs about dating situations (e.g., a woman does not really mean it when she says no) are a function of sex role stereotypes and can lead to misunderstanding, poor communication, and possibly rape (Check & Malamuth, 1983). Individuals with more stereotyped sex role beliefs have more rape-supportive inclinations than individuals with less stereotyped sex role beliefs (Check & Malamuth, 1983). A study conducted by Check and Malamuth (1983) found that subjects who held high levels of sex role stereotyping were more aroused by depictions of rape and viewed the victim as reacting favorably to the rape. It was concluded that sex role stereotyping was positively correlated with rape myth acceptance, acceptance of violence against women, and adversarial sex beliefs. Rape attitudes are strongly correlated with sex role stereotyping (Burt, 1980).

Hall et al. (1986) explains that rape tolerance has its roots in the more general sexist attitudes of society. Women are socialized to be weak, passive, sweet, non-resistant, and compliant towards men which in turn, leaves them vulnerable to rape. Costin (1982) found that stereotypic beliefs about rape (e.g., women want to be raped) were positively associated with restrictive beliefs about women's roles. Many people believe in rape myths and their rape perspectives are strongly entwined with sex-role stereotyping (Boxley et al.,

1995). Krulewitz and Payne (1978) found that gender was a distinct variable for sex-role attitudes. The researchers hypothesized that men are less likely to be victims of rape, therefore, they are less involved with understanding various aspects of rape definition and prediction. Women, in contrast, are more concerned with understanding and preventing rape due to their vulnerability as victims of rape.

Bergen and William's (1991) attributes the high prevalence of rape to sex role stereotyping. They conclude that sex role stereotyping is preserved by instructing men to be dominant in their masculine role and women to be submissive, allowing them to become susceptible as victims to fulfill their feminine role. In regard to the etiology of rape, some theorists have argued that rape is the psychological extension of a dominant-submissive, competitive, sex-role stereotyped culture (Briere&Malamuth, 1983). In regard to ethnicity, it was found by Ageton (1983) and Boxley et al. (1995) that non-whites (African Americans, Latinos, Asians/Pacific Islander, Native Americans, and Alaskan Natives) had more stereotypic attitudes toward women than whites.

2.3.3 Gender Differences in Students' Attitudes toward Rape

Burt (1980) found that men tend to hold more rape-tolerant attitudes in adversarial sexual beliefs (e.g., women provoke rape; women mean "yes" when they say "no"); traditionally (men should be aggressive, women should be passive; men should initiate and pay for dates); and acceptance of rape stereotypes (e.g., 50 percent of rapes reported are false or because the victim only wants to get "even" with the rapist; prostitutes cannot be raped) (Holcomb, Holcomb, Sondag, & Williams, 1991). Holcomb et. al. (1991), found that one-in-five men versus one-in-fifty women agreed with the statement that it is acceptable behavior to have sex with a heavily intoxicated woman and one-in-five men versus one-in-fifty women agreed with a double standard sentence that allows men more sexual partners. Early research

by Barnett and Feild (1977) found that male students had a different perception of rape from that of females. The male students were found to possess several traditional, sexist attitudes toward rape. Studies that have focused on either attitudes or empathy toward rape victims have continually demonstrated significant differences in male and female attitudes about rape (Borden et al., 1988).

Malamuth and Check (1983) reported more men were sexually aroused by a depiction of a rape than women. Krulewitz and Payne (1978) found women had harsher and more upsetting views toward rape than men, whereas Holcomb et al., (1993) reported males were more tolerant of date rape than were women. Men were generally more accepting of rape myths and violence against women (Malamuth & Check, 1983). Malamuth and Check (1983) found more men than women reported greater sexual arousal to short, written rape vignettes describing both consenting intercourse scenarios and rape scenarios. Hall, Howard, and Bozeio (1986) documented results of a Heterosexual Relationships Scale showing males were significantly more likely to favor male domination of women and to view the opposite sex as "sex objects." The researchers further found that college males also had significantly higher scores on the Rape Attitude Scale than did females. Deitz et al. (1982) reported that females were more likely than males to convict the defendant in a simulated rape trial. Costin (1985) discussed that males had higher scores on a scale designed to measure negative stereotypes about rape (e.g., many women want to be raped). Holcomb et al. (1991) found that 25 percent of men in their sample agreed that rape is often provoked by the victim; that any woman could prevent rape if she wanted to; and that women cry rape falsely. Half of the men sampled in the study agreed that some women both, ask for and enjoy rape. Holcomb et al. (1991) and Muehlenhard (1981) found that in regard to attitudes about traditionality in sexual communication, almost forty percent of males, compared to twenty percent of females believe that, "When a woman says no to having sex, she means maybe or yes." With the

exception of the previously cited gender differences, limited information is available on other factors that influence attitudes toward rape and empathy toward rape victims (Borden et al., 1988).

2.3.4 Attitudes toward Rape Myths

Our society has a number of rape myths which serve to encourage rape (Strong & DeVault, 1997), blaming women for their rapes. Burt (1980), explains that belief in the rape myth is part of a larger belief structure that includes gender-role stereotypes. She further argues that myths play a crucial role in causing rape and hypothesizes that belief in rape myths allows rapists to justify their behavior, disregarding social prohibition. One risk factor is males' acceptance of rape myths (Boxley et al., 1995; Burt, 1980). Burt (1980), defines rape myths as the "prejudiced, stereotyped, or false belief about rape, rape victims, and rapists." According to Anspaugh and Ezell (1990), the most common myths regarding rape include: women are raped by strangers, rapes almost always occur in dark alleys or deserted places, rapists are easily identifiable by their demeanor, incidence of rape is over reported, or falsely reported, rape happens only to those of low socioeconomic classes, there is a standard way to escape from a potential rape situation, women want to be raped, rape keeps women in line and, nice women do not get raped, although there is nothing in research to substantiate these claims and women cry rape for revenge. In a study conducted by Holcomb et al. (1991) 25 percent of males believe this myth. Men are more likely than women to believe rape myths (Strong & DeVault, 1997). Boxley, Lawrence, and Grachow (1995) found that males (30.4%) were three times more likely to accept rape myth statements than females (10.1%). Adolescent males were twice as likely as adolescent females to believe, "A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex." and they were twice as likely to accept the rape myth, "A woman who is stuck-up and thinks

she is too good to talk to guys on the street deserves to be taught a lesson." In contrast, female respondents were more likely than males to believe a rape had occurred when it was reported by their best friend, a neighbourhood woman, or an African American woman rather than by a stranger (Boxley et al., 1995). Ethnicity and gender appear to influence the acceptance of rape myths. Both Caucasian and African American women were less likely than men of either group to accept rape myths (Strong & DeVault, 1997).

South and Felson (1990) reported that it was a perceived myth that most rapists are African American men., when in actuality most rapists and their attackers are of the same ethnic group. Rapists tend to attack women on the basis of opportunity, not ethnicity (Strong & DeVault, 1997). Boxley et al. (1995), also found significant differences for specific rape-myths beliefs by race. Non-white respondents were less likely than whites (82.7% vs. 95.6%) to believe the statement, "Any female can get raped." In regard to age and acceptance of rape myths, Boxley et al. (1995), found no significant difference. Malamuth and Check (1983), surveyed several university studies and discovered that thirty-five percent of "normal" men indicated some likelihood of raping; of these males, there was a reported higher acceptance of rape myths. Costin (1985) reported that belief in rape myths were directly related to the belief that women's social roles and rights should be more restricted than those of men. Likewise, Burt (1980) found acceptance of interpersonal violence to be the strongest predictor of rape myth acceptance, and that these rape myths appear in the belief systems of both lay people and professionals who interact with rape victims and assailants. For years the myths that existed about rape prevented many people from recognizing it. For example, a woman is not "forced" unless a weapon is used or if a woman offers a delivery man a cold drink: on a hot day she may have been asking for rape (Mufson&Kranz, 1993). Excessive violence has long been a theme in American life and rape is only one of its modes of expression (Burt, 1980). Ledray (1994) believes that we accept the myth and that much like Adam, the "innocent" man

simply cannot control his sexual desires, especially if the woman is wearing revealing clothing, or in an inappropriate place. Feminists believe that we live in a "rape culture" that supports the objectification, violence, and sexual abuse of women through movies, television, advertising, and pornography (Brownmiller, 1975; Burt, 1980).

Burt (1980) hypothesized that exposure to such material increases rape myth acceptance. It has also been suggested that myths keep women unequal to men (Ledray, 1994). Myths regarding rape have permeated our culture over time (Ledray, 1994). Rape myths allow people to feel safe by contributing to the inherent belief in our society that rape rarely occurs (Ledray, 1994), and according to Burt (1980) and Ledray (1994), they enable us to maintain the belief that we live in a "just world."

2.3.5 Empathy toward Rape Victims

Little research exists regarding empathy assessments toward rape victims. Few studies have addressed the fundamental aspects of the nature and determinants of empathy, including the importance of empathy and individual differences regarding empathy (Deitz et al., 1982). Empathy is the unique capacity to feel the experiences, needs, aspirations, frustrations, sorrows, joys, anxieties, or hurt of others as if they were his or her own (Deitz et al., 1982). Deitz et al. (1982) considered "lack of empathy" to be one in nine personality characteristics consistently seen in rapists. It was found that subjects who were induced to empathize with an innocent victim exhibited compassion for the victim's suffering by attributing a relatively high degree of responsibility for the victimization (Deitz et al., 1982). Dean and Malamuth (1997), indicated that there is a need for empathy training for sexually aggressive men. Deitz et al. (1982), in implementing the Rape Empathy Scale reported that female subjects had higher levels of empathy than males, and that those who had experienced a rape situation (as

a victim or resister) had higher levels of empathy, perceiving rape as a more serious crime than those of lower empathy levels.

Research reveals empathy as a complex issue for the victim of rape because rape is influenced by our cultural stereotypes (Strong & DeVault, 1997). The empathy level of family and friends varies according to gender and relationship to the victim. Some men may respond to the rape of their partner by blaming their partner. Male friends and partners often offer little support; sisters offer the most (Frazier & Burnett, 1994; Strong & DeVault, 1997). Unfortunately, unsupportive behavior has a severe impact on the victim's readjustment and recovery (Davis, Taylor, & Bench, 1995; Strong & DeVault, 1997). American culture has the preconceived notion that men should protect females, therefore, male partners may be feel guilty and responsible for the rape (Strong & DeVault, 1997). Psychologists working with incarcerated rapists have suggested that empathy toward victims may play an important role in preventing recidivism (Schewe & O'Donohue, 1993).

Research on empathy and aggression suggests that empathy will increase prosocial behavior and reduce aggression (Schewe & O'Donohue, 1993). In one of the few studies to date regarding victim empathy, the effects of a rape prevention workshop for males reported an increase of empathy for victims. The variable manipulated was empathy in which male participants were instructed to imagine themselves as victims of homosexual rapes. It was explained that male empathy for female victims was difficult to achieve because the rapist may attempt to empathize as a female, which is ineffective. The purpose of the study was to allow the participants to experience the feelings of a victim. The researchers reported that subjects indicated more prosocial attitudes regarding rape. Unfortunately the program design did not include a control group, which did not control for any possible extraneous variables (Schewe & O'Donohue, 1993). Empathy is clearly a factor worthy of further

research. Future research could extend to investigating the effectiveness of a combination of empathy with other rape factors and be useful in designing effective rehabilitation programs for rapist (Schewe & O' Donohue, 1993).

2.3.6 Attitudes toward Sexual Coercion

Sexual coercion is a broader term than rape or sexual aggression. It includes arguing, pleading, and cajoling, as well as force and the threat of force to obtain sex (Strong & De Vault, 1997). In interviews with over 6,000 college students, Koss (1988) found one-in-four to be victims of coercive sex. About one in four college males admit to having lied or made false promises to have sex, including falsely saying, "I love you." in order to gain sexual pleasure from a woman (Fischer, 1997). Findings further suggest men and women may take advantage of gender differences and stereotypes in order to coerce dating partners into sexual activity (Fischer, 1997). A review of research found that sexually coercive men, in contrast to noncoercive men, tend to: hold traditional beliefs regarding women and women's roles, display hostile behavior towards women in general, believe in rape-supportive myths, accept physical violence, express anger and dominance sexually, report high levels of sexual activity, and use exploitative techniques.

Research with college-age males (Koss, 1988) confirmed that many men are involved in a spectrum of sexually coercive behaviors from kissing another against their will, lying to achieve sexual intercourse, or forcing another to have sexual intercourse by physical violence (Rapaport & Burkhart, 1984). In studies of college students it has been discovered that attitudes, peer group influence, and arousal patterns are distinguishing variables between

coercive and noncoercive males (Shea, 1993). Rapaport and Burkhart (1984) further found that the best attitudinal predictors were those that measured the subjects' attitudes pertaining to the use of aggression specifically in a sexual context. There was a tendency of subjects to view women as manipulative and nontrusting. Males with sexist attitudes toward intimate relationships, and more tolerant attitudes toward rape, may reinforce sexually coercive behaviors with their peers, even if they themselves do not actually commit rape (Hall et. al., 1986). There is a general cultural context in which coercive sexual behavior and conduct is likely to be condoned (Rapaport & Burkhart, 1984).

Waldner-Haugrud and Magruder (1995) found students defined rape as "aggressive" with men completely responsible for committing the rape. Respondents also felt men were more likely to initiate both coercive rapes and seductions. It was found that 79 percent of respondents believed it was acceptable for males to use coercive measures to obtain sexual intercourse under certain circumstances (e.g., the man pays for the date). Data suggested that the males surveyed considered sexual coercion toward women as ubiquitous and acceptable in sexual relationships (Boxley et. al., 1995). Muehlenhard (1988) examined both physical and verbal strategies and found that traditional attitudes and being dominant all helped explain male-initiated sexual coercion. Fischer (1986) concluded that greater sexual experience, more accepting attitudes toward forcible date rape and blaming society for the occurrence of date rape, were the most statistically significant predictors of deceptive verbally coercive sex offenders (Fischer, 1996).

2.3.7 Attitudes and Empathy Levels toward Victims of Rape

Sexual assault is a highly stressful life event that affects one in four women and results in a variety of psychological problems which often includes post traumatic stress disorder (Ullman & Siegal, 1993; Ullman, 1996). Most sexual assault victims experience

negative social reactions such as blame, anger, and disbelief (Ageton, 1983; Ullman & Siegal 1993; Ullman, 1996). Social reactions to rape victims appear to vary according to the social support provider. Research conducted by Feild (1978) found formal support providers (e.g., physicians, police) responded more negatively to victims than nonformal support providers (e.g., friends, family, spouses, rape crisis counselors). In looking at the attitudes of significant others toward their romantic partners who had been the victim of rape, reactions range from guilt, shame, to anger (Davis, Taylor, & Bench, 1995). They concluded that romantic partners are upset about the rape, but they channel their guilt and anger via inappropriate ways (e.g., blaming the victim for the assault or becoming overly protective).

Likewise, Davis et al. (1995) discovered that female and friends experienced greater distress over the victims rape than either male romantic partners or male family and friends. Few research studies have investigated attitudes and empathy toward rape on subjects who have personally known a rape victim, or having been a victim (Borden et al., 1988). Borden et al: (1988) found that personally knowing a rape victim was not significantly related to an individual's level of empathy toward rape, rapists, or rape victims. But her research has been criticized because the subjects utilized were those who recently participated in a date rape prevention program that receiving "strong support and praise" by students even before implementation of the program. Koss (1985) found no support for the influence of victim's attitudes or personality characteristics on victimization status. The study also found that most victimized women were not significantly different from nonvictimized women. Counter to Borden and Koss' research, Feild (1978) suggests that knowing rape victims or assailants or having been victimized oneself, has been predicted to affect attitudes toward rape. In regard to empathy, empirical research is limited. As stated earlier, male friends and partners appear to offer minimal support, while sisters and female friends tend to feel greater empathy and offer the most support (Strong & DeVault, 1997).

Ledrey (1994) found that most college students felt uncomfortable disclosing the account of the rape to their parents, and that rape crisis counselors appeared to have more empathy and understanding than do police officers and/or doctors. Research investigating empathy levels of rape victims is important because it is a characteristic that rapists usually lack (Deitz et al., 1982), therefore, indicating a target area for both prevention and treatment programs. Empathy training could be provided for police officers, health care workers, and crisis counselors.

2.3.8 Personality as Predictor of Rape Perpetration

Personality Available evidence supports the view that sex offending is more related to personality factors than acute mental illness or organic brain disease (Fazel S., Hope T., et al., 2002). Associations between rape perpetration and a range of psychological and personality problems have been asserted for many years, particularly in relation to men who abuse children. Finkelhor and Araji's (1986) review that led to their multifactorial model, concluded that men who sexually molest children are socially and emotionally immature, have poor social skills, low levels of self-esteem, poor impulse control and more signs of psychotic thinking.

Self-esteem The evidence on self-esteem and sexual aggression, however, is inconclusive. The Minnesota Student Survey found that adolescents who had been sexually violent did not have lower self-esteem (Borowsky I.W., Hogan M., et al., 1997). Meta-analyses show that there is evidence of significantly lower self-esteem among adolescent sex offenders and child sex offenders when compared to adult sex offenders, non-sex offenders or non-offenders (Whitaker D.J., Leb et al., 2008).

Empathy It has been postulated that empathy may act as an inhibiting factor that operates to prevent sexual violence perpetration by men. The research on this is inconclusive. Abbey, in research with a community-based sample of adult men in the United States, found higher levels of empathy to be an important deterrent of rape perpetration (Abbey A., Parkhill M.R. et al., 2006). However, a large South African study found that men who have raped have lower levels of empathy than those who have not, but that empathy per se was not important after adjustment for psychopathy dimensions (Jewkes R., Sikweyiya Y., et al. 2011). In their meta- analysis, Whitaker et al (2009) found that sex offenders against children did not demonstrate more general empathy deficits, or more specific deficits in emotional or cognitive empathy, than those offending against adults, non-sex offenders or non-offenders (Whitaker DJ, Le B et al. 2008).

Psychopathic traits Whilst a range of personality disorders have been linked to rape perpetration, psychopathy has been the most extensively discussed in the literature. Psychopathy is a constellation of personality traits and socially deviant behaviours, spanning affective, interpersonal and behavioural traits. The characteristics of psychopathy include egocentricity, lack of remorse and empathy, pathological lying, manipulativeness, and the persistent violation of social norms (Hare 1996). These traits enable psychopaths to treat others as objects and feel no guilt nor remorse. Psychopaths have been described as having an inability to connect sexual behaviour with emotional feelings, such as warmth and tenderness, and a hedonistically-orientated lack of impulse control (Cleckley 1988). There is evidence of a heritable component in psychopathy (Larsson H., Andershed H. et al. 2006; Johansson A., Santtila P., et al. 2008).

2.3.9 Social Learning and Peer Pressure

Social learning around the acceptability of sexual violence within sub-cultural contexts is important in rape perpetration. Research has shown that, in a whole range of areas, friends are similar in their characteristics (McPherson M., Smith-Lovin L., et al. 2001). Aggression is no exception. There has been considerable debate about whether aggressive young people choose each other as friends or whether as friends they become more similar in regard to aggression (Snyder J., Horsch E., et al. 1997). There has been limited longitudinal research, but one study from Chile has shown that children do not select friends based on their levels of aggression. It is more likely that similarity among friends is a product of the friendship, although it is also possible that aggressive male youth may be forced to choose each other as friends as non-aggressive peers reject them (Steglich C.E., Snijders T.A., et al. 2010). This partly explains the strong connection between gang membership and rape perpetration that has been described in many settings e.g. (Bourgois 1996; Jewkes, Dunkle et al. 2006; Jewkes R., Sikweyiya Y. et al. 2011).

A study of incarcerated American adolescents showed that sexual assault perpetrators were nearly four times as likely as non-perpetrators to know a perpetrator of sexual assault (Morris R.E., Anderson M.M., et al. 2002). Among a community-based sample of men, perceived peer approval of coercing sex was much higher among men who rape (Abbey A, Parkhill M.R., et al. 2007). In a further example of social support for related activities, this study also found the parents of perpetrators, when compared with parents of non-perpetrators, were much more likely to have encouraged gang membership (Morris R.E., Anderson M.M., et al. 2002).

2.4 Statement of Hypothesis

H1: Personality type will have an influence on attitudes toward rape.

H2: Religious affiliation will have an influence on attitudes toward rape.

H3: Class level will have an influence on attitudes toward rape.

2.5 Operational Definition of Terms

Rape is an act of having sexual intercourse with non-consented female in a forcefully manner. Rape is behaviour common among the youths nowadays. Attitudes of people towards raping should be known if it is positive or negative and what influences it.

Personality is the dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations. Gordon Allport (1961) defined "personality" as a dynamic organization, inside the person, of psychophysical systems that create the person's characteristic patterns of behavior, thoughts and feelings. This study will be using the big 5 personality traits by Goldberg (1983) (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness). The inner traits of a person influence the person's behaviour.

Religious affiliations are the type of religion an individual practices. Religion practice by an individual like Islam, Christianity and Traditional can influence attitudes towards rape.

Class Level is the level in which the undergraduate students are as at the time of conducting this study. This can either be 100 level, 200 level, 300 level, 400 level and 500 level, to check if it predicts people's attitudes toward raping behaviour

2.6 Appraisal of Literature Review

The literature confirms rape as an issue of continuing concern for college campuses. In a survey of college women, it was indicated that 44-78 percent report having been forced to have sexual contact against their will (Holcomb et al., 1991; Koss, 1985; Muehlenhard, 1988). College students tend to be particularly at risk due to factors such as: age (Uniform Crime Reports, 1998); alcohol and drug use (Koss et. al., 1988); miscommunication regarding sexual consent (Muehlenhard, 1988), and most importantly rape tolerant attitudes. The literature review supports the assumption that individuals who accept rape stereotypes, adversarial sexual beliefs, and traditional sex role attitudes show greater tolerance of rape and blame victims (Burt, 1980; Malamuth, 1981). Research further shows that rape-tolerant attitudes and low levels of empathy for the victim of rape are related to actual involvement in sexual aggression and sexual coercion (Deitz et al., 1982; Holcomb et al., 1991; Koss; 1988; Malamuth, 1981; Rapaport& Burkhart, 1984). Assessment of these attitudes may aid in rape awareness training, university rape prevention programs, training programs for health care workers, and prevention of sexual aggression toward victims.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study was descriptive research design in order to know how well personality type, religious affiliations and level of educational status influence attitudes toward rape. This study examined the relationship between the variables under consideration, and there was no experimental manipulation of variable. The independent variables are personality type, religious affiliations and class level while the dependent variable is attitudes toward rape.

3.2 Research Setting

The research was conducted in Federal University Oye Ekiti. The school have two campuses (Oye & Ikole) in which Oye campus serves as the study area. The reason why the setting is used as the study area is because of the accessibility of research participants which serve to reduce the researchers' fatigue which can influence the study. The participants were also comfortable to participate in a familiar setting.

3.3 Population

The population of interest for this study was Federal University Oye Ekiti students. The researcher used this population because they were easy to reach. Based on the journals that were reviewed, rape perpetration is also common among the university students. The researcher also chose this population because, students were from different cultural background with different religious affiliations and different level of education.

3.4 Sampling Procedure

The participants of this study were randomly selected through random sampling techniques. The researcher recruited of 200 participants. The reason why the researcher used this technique is because it reduced sampling error. The researcher listed all the faculties in Federal University Oye Ekiti and randomly selected two faculties out of the five faculties in the school. The researcher then used accidental sampling techniques to administer the questionnaire to the 200 participants which were from the two faculties that were randomly selected.

3.5 Research Instrument

The research instrument that was used is questionnaire that was divided into three sections. The section A consists of demographic information which included religious affiliation and class level. Section B contained the Big 5 personality scale was used to measure personality type. Section C contained Attitudes Toward Rape scale (ATR) was used to measure attitudes toward rape. 223 questionnaires were administered, 202 were completely filled and returned while 200 were analysed.

3.5.1 Attitudes toward Rape Scale

The Attitude Toward Rape (ATR), designed by Feild (1978), measured students' attitudes regarding rape. It consists of 32 statements that measure societal attitudes toward rape on a 6-point Likert scale ranging from strongly agree (1) to strongly disagree (6). Feild (1978) reported that the ATR had a mean estimated theoretical reliability of .62 and a mean estimated validity of .87. Factor analysis has revealed eight major factors of the ATR: women's responsibility in rape prevention; sex as motivation for rape; severe punishment for rape; victim precipitation of rape; normality of rapists; power as motivation for rape;

favorable perception of a woman after rape; and resistance as woman's role during rape. Field labeled some of these as "pro-rape" and others "anti-rape." Lower bound reliability has been reported at .62 (Lonsway& Fitzgerald, 1994)

This scale was recently used by Alarape, Aderemi I., & Lawal A. M., 2011. It was used to examine the Attitudes toward Rape among Nigerian Young Adults: The Role of Gender, Parental Family Structure and Religiosity.

3.5.2 The Big 5 Personality Scale

The big-five personality test has been used by psychologists for years in order to measure the strength of certain personable characteristics, the accuracy of which has led to its use by prospective employers and recruitment companies. The idea is that the candidate will have their personality type assessed based upon five main characteristics, which are individually scored, resulting in a better understanding of the individuals personality. The psychometric properties are Internal Consistency Reliability: 0.76-0.85 for each dimension, Test-Retest Reliability at 2 months: 0.62-0.79

The five traits assessed by the big five personality test are Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism, which are easily remembered by using the acronym "OCEAN". The scoring format and the interpretation of the scale is as follows;

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

Low score	High score
Close minded	Openness
Disorganized	Conscientiousness
Introverted	Extraverted
Disagreeable	Agreeableness
Calm/relaxed	Neurotic

Those with lower score were classified to be close minded, disorganized, introvert, disagreeable and calm/relaxed. Those with high score are classified to be openness, conscientiousness, extrovert, agreeable and neurotic.

3.6 Administration of the Instrument

The procedure for administration occurred at the various lecture rooms of the respondents, in the University environment. The researcher moved from one lecture room to the other and administered the questionnaire to the participants. The participants responded to it immediately and gave it back to the researcher. The researcher was on ground to attend to individual respondent.

3.7 Data Analysis Technique

The data was analyzed after the collation of completed questionnaire. Data was analyzed by using Statistical Package for Social Sciences (SPSS), regression analysis was used to test for

independent between outcome and predictor variable. The p-value of 0.05 was used for test of statistical significance. The version of SPSS that was used is version 20.

3.8 Ethical Consideration

Informed consent was obtained from the participants without use of force, the aims and objectives of the study as well as procedure were explained to the respondent. Information received from the participants were kept confidential and was only used for research purpose. Participants who were not willing to further in the research process left without any penalty.

CHAPTER FOUR

RESULTS

The data collected were scored and analysed. The following are the results:

Table 1: Mean, standard deviation scores and correlations among study variable

Variables	M (SD)	A	1	2	3	4	5	6
N= 200								
1. Age	20.57 (2.58)	-	-					
2. Extraversion	25.14 (4.45)	.47	-.02	-				
3. Agreeableness	34.96 (4.88)	.62	-.09	-.002	-			
4. Conscientiousness	33.23 (4.82)	.56	-.07	.10	.34**	-		
5. Neuroticism	21.44 (4.96)	.55	-.01	-.13	-.24**	-.26**	-	
6. Openness	29.62 (4.53)	.56	-.08	.19**	.37	.21**	-.09	-
7. Attitude towards rape	94.35 (13.09)	.73	-.05	-.02	.01	.09	-.02	-.11

** $p < 0.001$ (2-tailed)

^aCronbach alpha

The result of correlation analyses between studied variables are presented in table 1 above.

There was no significant relationship between attitudes towards rape and each of the personality dimensions [Extraversion: $r(199) = -.02, p = .80$; Agreeableness: $r(199) = .01, p = .95$; Conscientiousness: $r(199) = .09, p = .20$; Neuroticism: $r(199) = -.02, p = .84$; Openness: $r(199) = -.11, p = .11$].

Hypotheses Testing

Hypothesis 1

There will be a significant influence of personality type on attitudes towards rape.

Table 2: Regression analysis showing the influence of personality type on attitudes towards rape

Variable	β	T	p-value	R	R ²	F	p-value
Extraversion	-.003	-.04	.97	.16	.03	.99	.43
Agreeableness	.02	.20	.84				
Conscientiousness	.12	1.49	.14				
Neuroticism	.01	.09	.93				
Openness	-.14	-1.73	.09				
Dependent Variable: Attitudes towards rape							

$$F(5, 194) = .99, p = .43, R^2 = .03$$

Table 2 showed that personality dimensions which includes extraversion, agreeableness, conscientiousness, neuroticism and openness to experience did not independently and jointly influence attitude towards rape [$F(5, 194) = .99, p = .43, R^2 = .03$]. Therefore, hypothesis one which stated that, there will be a significant influence of personality type on attitudes towards rape was rejected.

Hypothesis 2

Religious affiliation will have a significant influence on attitudes toward rape.

Table 3: Comparison of mean scores on attitudes towards rape between Christians and Muslims

Variable	Christianity		Islam		t ₍₁₉₈₎	95%CI	Cohen's d
	M	SD	M	SD			
Attitude towards rape	94.73	12.46	93.89	13.86	.45	(-2.83, 4.52)	-

$$t(198) = .45, p = .65$$

The result in table 3 above shows that difference in attitude towards rape scores between Christians (n = 109, M = 94.73, SD = 12.46) and Muslims (n = 91, M = 93.89, SD = 13.86) were not statistically significant, $t(198) = .45, p = .65, 95\% \text{ CI} [-2.83, 4.52]$. This means that Christians and Muslims do not differ in their attitudes towards rape. Therefore, hypothesis two which stated that, religious affiliation will have a significant influence on attitudes toward rape was rejected.

Hypothesis 3

Class level will have a significant influence on attitudes towards rape.

Table 4: Comparison of mean scores on attitudes towards rape among class levels

Variable	100L		200L		300L		400L		F(3, 196)	P	η^2
	M	SD	M	SD	M	SD	M	SD			
Attitude towards rape	98.1	11.04	94.0	13.64	93.0	13.09	92.2	13.9	2.02	.11	-
	6		2		0		5	6			

$$[F(3, 196) = 2.02, p = .11]$$

The result in table 4 above shows that difference in attitude towards rape scores among class levels were not statistically significant, $[F(3, 196) = 2.02, p = .11]$. This means that class level membership does not determine attitudes towards rape. Therefore, hypothesis three which stated that, Class level will have a significant influence on attitudes towards rape was rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATIONS AND RECOMMENDATION

5.1 Discussion

The results of this research did not support the entire hypotheses. Each hypothesis will be considered separately.

Hypothesis one stated that personality type will have influence on attitudes toward rape. The result showed that personality type has no significant influence on attitude towards rape. It implies that no matter your personality either being open to experience, conscientiousness, extrovert, agreeableness, neurotic or not, it has nothing to do with your attitudes towards rape. In contrast to this study, Ilsa L. L., (1986) found out that personality is a significant predictor of attitudes toward rape. The regression and correlation results supported the hypothesis of the study and suggested specific relationships between personality and rape attitudes. The results might be different just because of how the samples were selected. Ilsa Lokke Lottes (1986) made use of eyesenck personality questionnaire to measure the personality of his participants but big 5 personality inventory was used to measure the personality of the 200 participants used in the research

Hypothesis two stated that religious affiliations will have influence on attitudes toward rape. The result showed that religious affiliations has no significant influence on attitude towards rape. In contrast to this study, Alarape A. L., Lawal A. M., (2011) found that religiosity have a significance influence on attitudes toward rape among young adults in Nigeria. The differential in result can be as a result of population and sample used. They made use of 320 young adults (128 males, 192 females) in Ibadan, and this study made use of 200 FUOYE students. This study use demographical information to measure the

religiousity of the students but Alarape A. L. Lawal A. M., (2011) made use religiousity scale to measure the level of religiousity among their participants

Hypothesis three stated that class level will have influence on attitudes toward rape. The result showed that class level has no significant influence on attitude towards rape. Nagel et.al (2005) found out that educational level is a significant predictor in determining attitudes toward rape. For example, females and individual with higher levels of education were more likely to express sympathetic attitudes towards victims of rape. What might have contributed to the results not be similar is because this study only use class level (i.e. 100, 200, 300, 400, level respectively) while Nagel et.al (2005) used B.sc, M.sc and the likes to measure their level of education.

5.2 Limitations

- In presenting the findings of the study, the possible limitations should be considered:

This study is limited to collection of data from a lower percentage of FUYOYE students. The study is limited to self-reported data which may limit internal validity. No attempt was made to verify the accuracy of data reported by participants. It is participants to possible response bias because the participants may feel they have to respond in a manner that is socially acceptable. The study analyzes attitudes and does not make an attempt to verify that these self-reported attitudes are consistent with the behavior of subjects. The study utilized a sample based on convenience which in turn might have affected both internal and external validity. The overall items of the questionnaire was too much and takes a lot of time to finish answering it which makes the participant to experience fatigue when answering.

This study is an example of non experimental research in which there is both no control group, nor random selection of subjects. Threats to the internal and external validity of such

studies have been discussed by Cook and Campbell (Babbie, 1986). Three possible threats to the validity of this study were identified, using the guidelines of Cook and Campbell (Babbie, 1986) like selection bias; a threat to internal validity. This study used subjects who were students in specific classes at the Federal University Oye Ekiti. Classes were not selected randomly, nor was there random selection of students within classes. The sampling inconsistency has restricted the generalizability of the study.

The nature of the questionnaire itself might have heightened the subjects awareness of acceptable attitudes toward rape, and also led to response bias. Generalizability of the results would be again affected.

5.3 Conclusion

The study investigated the influence of personality type, religious affiliations and class level on attitudes toward rape among FUOYE students. Hence, this study concluded that personality type, religious affiliations and class level does not have significant influence on attitudes toward rape among FUOYE students.

5.4 Implication and Recommendation

Based on the findings of this study, there are many avenues for continued research on attitudes toward rape or on sexual assault in general. Additional data need to be gathered from other university students, with more consistent sampling, preferably as random as possible. It would be of interest to gather more demographic data to study attitudes toward rape according to academic majors, according to family structure (two-parent family of origin or singleparent family of origin), according to marital status, and ethnic background.

This finding reveals that rape is still an issue on universities campuses, showing that prevention and awareness programs are still needed. Programs would be more effective if

they specifically targeted males, those that are single, and those who do not have any female siblings or prior experience with a rape victim. If there is a concentration for these target groups, than there may be a more effective outcome for rape awareness programs.

Although this was not a hypothesis guiding this study, future research should continue to examine how ethnicity affects attitudes toward rape. Prevention programs that target the individual perceptions and needs of various ethnic and racial backgrounds could provide a more effective framework for rape awareness precaution in their lives." This observation could be developed further to examine issues such as the correlation of locus of control and the perceived susceptibility to rape.

More assessment should be conducted to examine the possible effectiveness of empathy and any contributions it may have on the effectiveness of rape awareness programs on college campuses.

The nature of the questionnaire itself may have heightened the subjects awareness of acceptable attitudes toward rape, and also led to response bias. Generalizability of the results would be again affected.

References

- Ageton, S. (1983). Sexual assault among adolescents. Lexington: Lexington Book.
- American heritage dictionary: Third edition (1994). Boston: Houghton Mifflin.
- Anspaugh, D.J. & Ezell, G. (1990). Teaching today's health. New York: Macmillan.
- Barnett, N. & Field, H. (1977) Sex differences in university students' attitudes toward rape. *College Student Personnel*, 18, 93-96.
- Barrington, R. (1986) Rape lawreform. *Women's Studies International Forum*, 9, 57-61.
- Barnett N.J. & Feild H.S. (1977). Sex differences in university students' attitude toward rape. *Journal of College Student Personnel*. 3. 93-96.
- Becker, J. V. sexual & Skinner, L. J. (1984) assault survivors. *Sexual problems of Women and Health*, 9, 520.
- Bergen, D.J., & Williams, J.E. (1991). Sex stereotypes in the United States revisited: 1972-1988. *Sex Roles*. 24, 413-423.
- Borden, L.A., Karr, S.K., & Caldwell-Colbert, A.T. (1988). Effects of a university rape prevention program on attitudes and empathy toward rape. *Journal of College Student Development*. 29. 132-136.
- Boxley, J., Lawrence, L., & Gruchow, H. (1995). A preliminary study of eighth grade students' attitudes toward rape myths and women's roles. *Journal of School Health*. 65. 96-100.
- Bridgeland, W.M., Duane E.A., & Stewart, C.S. (1995). Sexual victims among undergraduate college students. *College Student Journal*, 29 16-25.
- Briere, J., & Malamuth, N. (1983). Self-reported likelihood of sexually aggressive behavior: Attitudinal versus sexual explanations. *Journal of Research in Personality*. 17. 315-323.

- Briere, J., Malamuth, N. & Check, J. V. (1985) Sexuality and rape supported beliefs. Special issue: Women in groups and aggression against women. *International Journal of Women's Studies*, 8 (4), 398-403.
- Brownmiller, S. (1975) *Against our will: Men, women, and rape*. New York: Simon & Schuster.
- Burt, M. (1980). Cultural myths and support for rape. *Journal of Personality and Social Psychology*. 38. 217-230.
- Cann, A. Calhoun, L.G., Selby, J.W., & King, H.E. (1981). Rape: A contemporary overview and analysis. *Journal of Social Issues* 37 1-4.
- Cassidy, L., & Hurrell, R.M. (1995). The influence of victim's attire on adolescent's judgments of date rape. *Adolescence*. 30. 319-323.
- Cate, R.M. & Lloyd, S.A. (1992). *Courtship*. CA: Sage
- Check, J.V.P., & Malamuth, N.M. (1983). Sex role stereotyping and reactions to depiction of stranger versus acquaintance rape. *Journal of Personality and Social Psychology*. 45. 344-356.
- Committee on Adolescence. (1994). Sexual assault and the adolescent. *Pediatrics*. 94, 761-765.
- Chng, C.L. (1997, November), University North Texas. Conversation at University of North Texas. [Interview with Dr. Chng], U.N.T.
- Costin, F. (1985). Beliefs about rape and women's social roles. *Archives of Sexual Behavior*. 14. 319-325.
- Davis, R., Taylor, B., & Bench, S. (1995). Impact of sexual and nonsexual assault on secondary victims. *Violence and Victims*. 10. 73-82.
- Dean, K.E., & Malamuth, N.M. (1997). Characteristics of men who aggress sexually and of men who imagine aggressing: Risk and moderating variables. *Journal of Personality and Social Psychology*. 22. 449-455.

- Deitz, S., Blackwell, K.T., Daley, P.C., & Bentley, B.J. (1982). Measurement of empathy toward rape victims and rapists. *Journal of Personality and Social Psychology*. 43, 372-384.
- Eisenman, R. (1994). College students say Mike Tyson innocent of rape. *Psychological Reports*. 74. 1049-1050.
- Epps, K.J., Haworth, R., & Swaffer, T. (1994). Attitudes toward women and rape among male adolescents convicted of sexual versus nonsexual crimes. *The Journal of Psychology*. 127. 501-506.
- Federal Bureau of Investigation. (1993; 1998). Uniform Crime Report. Washington, DC: U.S. Department of Justice.
- Feild, H.S. (1978). Attitudes toward rape: A comparative analysis of police, rapists, crisis counselors, and citizens. *Journal of Personality and Social Psychology* 36, 156-179.
- Finkelson, L., & Oswalt, R. (1996). College date rape: Incidence and reporting. *Psychological Reports*. 77. 526.
- Fischer, G.J. (1986). College student attitudes toward forcible date rape: I. Cognitive predictors. *Archives of Sexual Behavior*. 15. 457-466.
- Fischer, G.J. (1996). Deceptive, verbally coercive college males: Attitudinal predictors and lies told. *Archives of Sexual Behavior*. 25. 527-534.
- Fischer, G.J. (1995). Effects of drinking by the victim or offender on verdicts in a simulated trial of an acquaintance rape. *Psychological Reports*. 77. 579-586.
- Frazier, P. & Burnett J.W. (1994). Immediate coping strategies among rape victims. *Journal of Counseling & Development*. 72. 633-639.
- Green, L. (1990). Community health. St. Louis: Times Mirror/Mosby.
- Hall, E.R., Howard, J.A., & Boezio, S.L. (1986). Tolerance of rape: A sexist or antisocial attitude? *Psychology of Women Quarterly*. 10. 101-118.

- Hanson, K.A., & Gidycz, C. (1993). Evaluation of a sexual assault prevention program. *Journal of Counseling and Clinical Psychology*, 61, 1046-1052.
- Harrington, N.T., & Leitenberg, H. (1994). Relationship between alcohol consumption and victim behaviors immediately preceding sexual aggression by an acquaintance. *Violence and Victims*, 9, 315-324.
- Holcomb, D.R., Holcomb, L.C., Sondag, K.A., & Williams, N. (1991). Attitudes about date rape: Gender differences among college students. *College Student Journal* 25, 434-440.
- Holcomb, D.R., Sondag, A., & Holcomb, L.C. (1993). Healthy dating: A mixed-gender date rape workshop. *Journal of American College Health* 41, 155-157.
- Holcomb, D.R., Sarvela, P.D., Sondag, A., & Holcomb, L.C. (1993). An evaluation of a mixed-gender date rape prevention workshop. *Journal of American College Health*, 41, 159-164.
- Jensen, I. W. & Gutek, B. A. (1982) Attributions and assignment of responsibility in sexual harassment. *Journal of Social Issues*, 38 (4), 121-136.
- Karp, S.A., Silber, D.E., Holmstrom, R.W., & Stock, L. (1995). Personality of rape survivors as a group and by relation of survivor to perpetrator. *Journal of Clinical Psychology*, 51, 587-593.
- Kelly, K.D., & DeKeseredy, W.S. (1994). Women's fear of crime and abuse in college and university dating relationships. *Violence and Victims*, 9, 17-28.
- Koss, M. (1988). Hidden rape: Sexual aggression and victimization in a national sample of students in higher education. *Rape and sexual assault II*. New York: Garland Press.
- Koss, M. (1985). The hidden rape victim: Personality, attitudinal, and situational characteristics. *Psychology of Women Quarterly*, 9, 193-212.

- Koss, M. P., Gidycz, C. A. & Wisniewski, N. (1987) The scope of rape: Incidence and prevalence of sexual aggression and victimization in a national sample of higher education students. *Journal of Consulting and Clinical Psychology*, 55 (2), 162-170.
- Kruelewitz, J. & Payne, E.J. (1978). Attributions about rape: Effects of rapist force, observer sex and sex role attitudes. *Journal of Applied Psychology*. 8. 291-305.
- Kulkoski, K., & Kilian, C. (1997). Sexual assault and body esteem. *Psychological Reports*. 80. 347-350.
- Lakey, J.F. (1994). The profile and treatment of male adolescent sex offenders. *Adolescence*. 29. 755-761.
- Lebowitz, L., & Roth, S. (1994). "I felt like a slut": The cultural context and women's response to being raped. *Journal of Traumatic Stress*. 7. 363-389.
- Ledray, L. (1994). *Recovering from rape*. (2nd ed). New York: Henry Holt.
- Lenox, M. C. & Gannon, L. R. (1983) Psychological consequences of rape and variables influencing recovery: A review. *Women and Therapy*, 2, 37-39
- Levine, R. (1996). *When you are the partner of a rape or incest survivor*. San Jose: Resource Publications.
- Malamuth, N.M. & Check, J.V.P. (1983). Sex role stereotyping and reactions to depiction's of stranger versus acquaintance rape. *Journal of Personality and Social Psychology*. 45. 344-356.
- Malamuth, N.M. (1981). Rape proclivity among males. *Social Issues*. 4. 138-157.
- Martin, J.L. (1992). Attitudes to reducing violence towards women: Punishment or prevention? *New Zealand Medical Journal*. 106. 115-117.
- Michael, R.T., Gagnon J., Laumann, E.O. & Kolata, G. (1994). *Sex in America: A definitive survey*. Boston: Little, Brown.

- Miller, B.C., Monson, B., & Norton, M.C. (1995). The effects of forced sexual intercourse on white female adolescents. *Child Abuse and Neglect*. 19. 1289-1301.
- Miner, M.H., West, M.A., & Day, D.M. (1995). Sexual preference for child and aggressive stimuli: Comparison of rapists and child molesters using auditory and visual stimuli. *Behavior Research Therapy*. 33. 545-551.
- Muehlanhard, C.L. (1988). Misinterpreted dating behaviors and the risk of date rape. *Journal of Social and Clinical Psychology*. 9. 20-37.
- Mufson, S. & Kranz, R. (1993). Straight talk about date rape. NY: Library of Congress.
- Muram, D., Hostetler, B.R., Jones, C., & Speck, P. (1995). Adolescent victims of sexual assault. *Journal of Adolescent Health*. 17. 372-375.
- Ogletree, R.J. (1993). Sexual coercion and help-seeking behavior of college women. *Journal of American College Health*. 41. 149-152.
- Payne, W.A. (1995). Understanding your health. (4th ed.). St. Louis: Mosby.
- Pike, D. (1997, November 6). Is 'daterape' a myth? *FW Weekly*, pp. 8-11
- Pirog-Good, M.A. & Stets J.E. (1989) Violence in dating relationships. NY: Praeger.
- Pithers, W.D. (1994). Process evaluation of a group therapy component designed to enhance sex offenders' empathy for sexual abuse survivors. *Behavioral Research Therapy*. 32. 565-570.
- Rapaport, K., & Burkhart, B.R. (1984). Personality and attitudinal characteristics of sexually coercive college males. *Journal of Abnormal Psychology*. 93 216-221.
- Santello, M.D., & Leitenberg, H. (1993). Sexual aggression by an acquaintance: Methods of coping and later psychological adjustment. *Violence and Victims*, a 91-104.
- Schewe, P., & O'Donohue, W. (1993). Sexual abuse prevention with high-risk males: The roles of victim empathy and rape myths. *Violence and Victims*. 8 339-349.

- Shea, M.E.C. (1993). The effects of selective evaluation on the perception of female cues in sexually coercive and noncoercive males. *Archives of Sexual Behavior* 22 415-431. "
- South, S. & Felson, R. (1990). The racial patterning of rape. *Social Forces* 69 71-93.
- Spohn, R.B. (1993). Social desirability correlates for acceptance of rape myth *Psychological Reports*. 73. 1218.
- Strong, B., & DeVault, C. (1997). *Human sexuality*. (2nd. ed.). CA: Mayfield Publishing.
- Thornton, B., Robbins, M. A. & Johnson, J. A. (1981) Social perception of the rape victim's culpability: The influence of respondent's personal-environmental causal attribution tendencies. *Human Relations*, 34 (3), 225-237.
- Ullman, S.E. (1996). Do social reactions to sexual assault victims vary by support provider? *Violence and Victims*. 11. 143-157.
- Ullman, S.E. & Siegel, J.M. (1993). Victim-offender relationship and sexual assault. *Violence and Victims*. 8. 121-134.
- University of North Texas. Office of Planning. (1998, September). University of North Texas, Factbook for Fall, 1998. Denton: Author.
- Waldner-Haugrud, L.K., & Magruder, B. (1995). Male and female sexual victimization in dating relationships: Gender differences in coercion techniques and outcomes. *Violence and Victims*. 10. 203-214.
- Weidner, G. B. (1985) Coping ability of rape victims: Comments on Myers, Templer, and Brown. *Journal of Counseling and Clinical Psychology*, 53, 429-430.
- Weingourt, R. (1985) Wife-rape: Barriers to identification and treatment. *American Journal of Psychotherapy*, 39 (2), 187-192.
- Woodruff, K. (1996). Alcohol advertising and violence against women: A media advocacy case study. *Health Education Quarterly*. 23. 330-345.

APPENDIX

Appendix A: Research Questionnaire

**DEPARTMENT OF THE PSYCHOLOGY
FACULTY OF THE SOCIAL SCIENCES
FEDERAL UNIVERSITY OYE EKITI**

Dear respondent,

I am an undergraduate student of the department of psychology, Federal University Oye-Ekiti seeking to understand people's attitudes toward rape.

Kindly note that the information you give is strictly for research purpose only and your identity is protected as you will not be personally identified. Your honest and correct responses are essential for this exercise to be successful, therefore, whatever information you give will be given utmost confidentiality.

Thank you for your cooperation.

OlawoyinSeyiIyiola

Consent Form

I agree to participate in the study. I understand that I am free to withdraw my participation if need be and without giving any reason, I also agree that the data gathered from this study may be published in a form that does not identify me in any way.

Please express your interest to participate in this survey by ticking either "yes" or "no" below:

agree to participate: Yes() No()

SECTION A

Sex: Male () Female ()

Age: (As at last birthday)

Level of study: 100() 200() 300() 400() 500()

Faculty: Social Sciences() Humanities/ Arts() Engineering() Sciences()
Agriculture()

Religious Affiliations: Christianity () Islam () Traditional()

SECTION B

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

I see Myself as Someone Who...

- | | |
|--|--|
| <p>___ 1. Is talkative</p> <p>___ 2. Tends to find fault with others</p> <p>___ 3. Does a thorough job</p> <p>___ 4. Is depressed, blue</p> <p>___ 5. Is original, comes up with new ideas</p> <p>___ 6. Is reserved</p> <p>___ 7. Is helpful and unselfish with others</p> <p>___ 8. Can be somewhat careless</p> <p>___ 9. Is relaxed, handles stress well</p> <p>___ 10. Is curious about many different things</p> <p>___ 11. Is full of energy</p> <p>___ 12. Starts quarrels with others</p> <p>___ 13. Is a reliable worker</p> <p>___ 14. Can be tense</p> <p>___ 15. Is ingenious, a deep thinker</p> <p>___ 16. Generates a lot of enthusiasm</p> <p>___ 17. Has a forgiving nature</p> <p>___ 18. Tends to be disorganized</p> <p>___ 19. Worries a lot</p> | <p>___ 23. Tends to be lazy</p> <p>___ 24. Is emotionally stable, not easily upset</p> <p>___ 25. Is inventive</p> <p>___ 26. Has an assertive personality</p> <p>___ 27. Can be cold and aloof</p> <p>___ 28. Perseveres until the task is finished</p> <p>___ 29. Can be moody</p> <p>___ 30. Values artistic, aesthetic experiences</p> <p>___ 31. Is sometimes shy, inhibited</p> <p>___ 32. Is considerate and kind to almost everyone</p> <p>___ 33. Does things efficiently</p> <p>___ 34. Remains calm in tense situations</p> <p>___ 35. Prefers work that is routine</p> <p>___ 36. Is outgoing, sociable</p> <p>___ 37. Is sometimes rude to others</p> <p>___ 38. Makes plans and follows through with them</p> <p>___ 39. Gets nervous easily</p> <p>___ 40. Likes to reflect, play with ideas</p> <p>___ 41. Have few artistic interests</p> |
|--|--|

___ 20. Has an active imagination

___ 42. Likes to cooperate with others

___ 21. Tends to be quiet

___ 43. Is easily distracted

___ 22. Is generally trusting

___ 44. Is sophisticated in art, music, or literature

SECTION C

Using the scale below, please indicate the level of your agreement with the following items by choosing the option that best represents your view.

S/N	ITEMS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	A woman can be raped against her will					
2	The reason most rapists commit rape is for the thrill of physical violence					
3	Rapists are "normal" men					
4	In forcible rape, the victim never causes the crime					
5	All rapists are mentally sick					
6	A charge of rape two days after the act has occurred is probably not rape					
7	A woman should be responsible for preventing her own rape					
8	A man who has committed rape should be given at least 30 years in prison					
9	Women are trained by society to be rape victims					
10	A raped woman is a less desirable woman					
11	During a rape a woman should give no resistance					
12	Rape provides the opportunity for many rapists to show their manhood					
13	Women provoke rape by their appearance or Behaviour					
14	"Nice" women do not get raped					
15	Most charges of rape are unfounded					
16	In order to protect the male, it should be difficult to prove that a rape has occurred					
17	Rape is the expression of an uncontrollable desire for sex					
18	Rape is the worst crime that can be committed					
19	Rape is a sex crime					
20	All rape is a male exercise in power over women					
21	During a rape, a woman should do everything she					

	can do to resist					
22	Rapists are sexually frustrated individual					
23	In most cases when a woman was raped, she was asking for it					
24	The reason most rapists commit rape is for sex					
25	Rape of a woman by a man she knows can be defined as "woman who changed her mind afterwards"					
26	A convicted rapist should be castrated					
27	A woman should feel guilty following a rape					
28	The degree of a woman's resistance should be the major factor in determining if a rape has occurred					
29	A raped woman is a responsible victim, not an innocent one					
30	Rape serves as a way to put or keep women in their "place"					
31	If a woman is going to be raped, she might as well relax and enjoy herself.					
32	Most women have a secret desire to be raped.					

Appendix B: SPSS Output

FREQUENCIES VARIABLES=Sex Level Faculty Religion

/ORDER=ANALYSIS.

Frequencies

Statistics

		Sex	Level	Faculty	Religion
N	Valid	200	200	200	200
	Missing	0	0	0	0

Frequency Table

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	72	36.0	36.0	36.0
	Female	128	64.0	64.0	100.0
	Total	200	100.0	100.0	

Level

	Frequency	Percent	Valid Percent	Cumulative Percent
100L	49	24.5	24.5	24.5
200L	52	26.0	26.0	50.5
Valid 300L	51	25.5	25.5	76.0
400L	48	24.0	24.0	100.0
Total	200	100.0	100.0	

Faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Arts	109	54.5	54.5	54.5
Valid Sciences	91	45.5	45.5	100.0
Total	200	100.0	100.0	

Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	109	54.5	54.5	54.5
Valid Islam	91	45.5	45.5	100.0
Total	200	100.0	100.0	

DESCRIPTIVES VARIABLES=Age Extraversion Agreeableness
Conscientiousness Neuro Openness RA

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	200	15	30	20.57	2.582
Extraversion	200	14	40	25.14	4.450
Agreeableness	200	17	45	34.96	4.882
Conscientiousness	200	21	45	33.23	4.817
Neuro	200	8	34	21.44	4.964
Openness	200	14	40	29.62	4.526
Rape attitude	200	54	135	94.35	13.091
Valid N (listwise)	200				

RELIABILITY

/VARIABLES=P1 P6 P11 P16 P21 P26 P31 P36

/SCALE('Extraversion') ALL

/MODEL=ALPHA.

Reliability

Scale: Extraversion

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.465	8

RELIABILITY

/VARIABLES=P2 P7 P12 P17 P22 P27 P32 P37 P42

/SCALE('Agreeableness') ALL

/MODEL=ALPHA.

Reliability

Scale: Agreeableness

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.616	9

RELIABILITY

/VARIABLES=P3 P8 P13 P18 P23 P28 P33 P38 P43

/SCALE('Conscientiousness') ALL

/MODEL=ALPHA.

Reliability

Scale: Conscientiousness

Case Processing Summary

	N	%
Valid	200	100.0
Cases Excluded ^a	0	.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.556	9

RELIABILITY

/VARIABLES=P4 P9 P19 P24 P29 P34 P39

/SCALE('Neuroticism') ALL

/MODEL=ALPHA.

Reliability

Scale: Neuroticism

Case Processing Summary

	N	%
Valid	200	100.0
Cases Excluded ^a	0	.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.554	7

RELIABILITY

/VARIABLES=P5 P10 P15 P20 P25 P30 P35 P40

/SCALE('Openess') ALL

/MODEL=ALPHA.

Reliability

Scale: Openess

Case Processing Summary

	N	%
Valid	200	100.0
Cases Excluded ^a	0	.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.588	8

RELIABILITY

/VARIABLES=R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 R11 R12 R13 R14 R15 R16 R17 R18 R19 R20 R21 R22 R23 R24 R25 R26 R27 R28 R29 R30 R31 R32

/SCALE('Rape attitude') ALL

/MODEL=ALPHA.

Reliability

Scale: Rape attitude

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.733	32

CORRELATIONS

/VARIABLES=Age Extraversion Agreeableness Conscientiousness Neuro Openess RA

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Correlations

		Age	Extraversion	Agreeableness	Conscientiousness	Neuro	Openness	Rape attitude
Age	Pearson Correlation	1	-.022	-.089	-.071	-.011	-.076	-.047
	Sig. (2-tailed)		.759	.212	.316	.875	.282	.505
	N	200	200	200	200	200	200	200
Extraversion	Pearson Correlation	-.022	1	-.002	.102	-.135	.193**	-.018
	Sig. (2-tailed)	.759		.980	.149	.056	.006	.797
	N	200	200	200	200	200	200	200
Agreeableness	Pearson Correlation	-.089	-.002	1	.344**	-.239**	.366**	.005
	Sig. (2-tailed)	.212	.980		.000	.001	.000	.947
	N	200	200	200	200	200	200	200
Conscientiousness	Pearson Correlation	-.071	.102	.344**	1	-.256**	.208**	.090
	Sig. (2-tailed)	.316	.149	.000		.000	.003	.203
	N	200	200	200	200	200	200	200
Neuro	Pearson Correlation	-.011	-.135	-.239**	-.256**	1	-.085	-.015
	Sig. (2-tailed)	.875	.056	.001	.000		.233	.838
	N	200	200	200	200	200	200	200
Openness	Pearson Correlation	-.076	.193**	.366**	.208**	-.085	1	-.107
	Sig. (2-tailed)	.282	.006	.000	.003	.233		.133
	N	200	200	200	200	200	200	200
Rape attitude	Pearson Correlation	-.047	-.018	.005	.090	-.015	-.107	1
	Sig. (2-tailed)	.505	.797	.947	.203	.838	.133	
	N	200	200	200	200	200	200	200

** Correlation is significant at the 0.01 level (2-tailed).

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT RA

/METHOD=ENTER Extraversion Agreeableness Conscientiousness Neuro Openness

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Openness, Neuro, Extraversion, Conscientious ness, Agreeableness ^b		Enter

a. Dependent Variable: Rape attitude

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.158 ^a	.025	.000	13.093

a. Predictors: (Constant), Openness, Neuro, Extraversion, Conscientiousness, Agreeableness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	848.633	5	169.727	.990	.425 ^b
	Residual	33254.867	194	171.417		
	Total	34103.500	199			

a. Dependent Variable: Rape attitude

b. Predictors: (Constant), Openess, Neuro, Extraversion, Conscientiousnees, Agreeableness

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.863	12.110		7.751	.000
	Extraversion	-.009	.216	-.003	-.041	.967
	Agreeableness	.043	.218	.016	.199	.843
	Conscientiousnees	.313	.211	.115	1.487	.139
	Neuro	.018	.198	.007	.092	.927
	Openess	-.392	.226	-.135	-1.732	.085

a. Dependent Variable: Rape attitude

T-TEST GROUPS=Religion(1 2)

/MISSING=ANALYSIS

/VARIABLES=RA

/CRITERIA=CI(.95).

T-Test

Group Statistics

Religion	N	Mean	Std. Deviation	Std. Error Mean
Rape attitude Christianity	109	94.73	12.464	1.194
Rape attitude Islam	91	93.89	13.861	1.453

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Rape attitude Equal variances assumed	1.117	.292	.453	198	.651	.844	1.863
Rape attitude Equal variances not assumed			.449	183.021	.654	.844	1.881

Independent Samples Test

	t-test for Equality of Means	
	95% Confidence Interval of the Difference	
	Lower	Upper
Rape attitude Equal variances assumed	-2.829	4.517
Rape attitude Equal variances not assumed	-2.866	4.554

ONEWAY RA BY Level

/STATISTICS DESCRIPTIVES

/MISSING ANALYSIS

Oneway

Descriptives

Rape attitude

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
100L	49	98.16	11.044	1.578	94.99	101.34	73	117
200L	52	94.02	13.643	1.892	90.22	97.82	69	135
300L	51	93.00	13.094	1.833	89.32	96.68	66	124
400L	48	92.25	13.961	2.015	88.20	96.30	54	124
Total	200	94.35	13.091	.926	92.52	96.18	54	135

ANOVA

Rape attitude

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1022.825	3	340.942	2.020	.112
Within Groups	33080.675	196	168.779		
Total	34103.500	199			

Appendix B: Letter of introduction



FEDERAL UNIVERSITY OYE-EKITI



FACULTY OF HUMANITIES & SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY

Head of Department:

Benjamin O. Omolayo, PhD, FPA, JP
Professor of Industrial & Organizational Psychology
e-mail: benjamin.omolayo@fuoye.edu.ng

Kin 3, Oye-Afao Road
Oye-Ekiti, Ekiti State, Nigeria.
Website: www.fuoye.edu.ng

17 February 2016

Dear Sir/Ma.

LETTER OF INTRODUCTION

This is to certify that OLADAYIN SEYI VIOLA with
Matriculation Number PSY 112/0693 is a 400 level (Final year)
undergraduate student in the Department of Psychology, Federal University Oye-Ekiti, Ekiti
State. He/She is currently carrying out a research work on the topic PERSONALITY
TYPES, RELIGIOUS AFFILIATIONS AND CLASS
LEVEL INFLUENCE ON ATTITUDES TOWARD
RAPE AMONG FUOYE STUDENTS.
as part of the requirements for the award of Bachelor of Science (B.Sc) degree in Psychology.

Kindly render to him/her the necessary assistance needed towards the completion of the
research study.

Thank you for your cooperation.

Benjamin Omolayo, PhD
Professor & Head,
Department of Psychology