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A Discriminant Analysis Of Characteristics Of Sexually Aggressive College Men

Betsy J. Masters

Eastern Illinois University

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A DISCRIMINANT ANALYSIS OF
CHARACTERISTICS OF SEXUALLY
AGGRESSIVE COLLEGE MEN

MASTERS

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A Discriminant Analysis of Characteristics

of Sexually Aggressive College Men

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BY

Betsy J. Masters

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist In Education

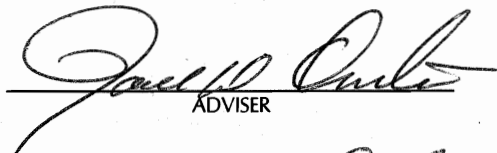
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1990

YEAR

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Abstract

The purpose of this study was to compare local prevalence rates of college male sexual aggression with prevalence rates found by a national study and to explore variables that may contribute to the development of sexually aggressive college men. A review of the literature revealed that most studies had focused on the psychological characteristics and value orientations of aggressors. Thus, the need for studies investigating the possible influence of childhood sexual victimization experience, family background, current relationship, and demographic variables was evident and became the focus of this study. A sample of 1653 (M=640, W=1013) college students was obtained by selecting classes from various colleges, majors, and levels of study. Those responding to questions concerning sexual aggression (M = 619) or victimization experiences (W = 983) were used to make comparisons with a national study of the prevalence of college male sexual aggression. Other characteristics of the sample (race, mean age, and residence) were reported. Class, college, and the characteristics listed above were also reported for the 515 men used in the discriminant analysis. All subjects completed a self-report measure designed to detect hidden victims and aggressors.

Analysis included calculating chi-squares to compare local prevalence rates of aggression and victimization with rates found by a national study. Discriminant analysis was used to determine which variables discriminated between non-aggressive, coercive, and assaultive men.

Analysis of variance was completed to check the results of the discriminant analysis and to test for linear trends.

Results of comparison with a national study revealed that even though slightly fewer women in this study reported victimization experiences, the number of men who reported perpetrating sexual aggression did not account for the number of women reporting victimization experiences. Results of the discriminant analysis revealed that the combined contribution of the discriminating variables chosen for analysis demonstrated a modest amount of discriminating power. Variables contributing to discrimination between the three groups were: number of sexual partners, childhood physical and sexual abuse, age of first intercourse, and level of intimacy willingly engaged in with the opposite sex. Significant linear trends, with higher levels of the variable corresponding with more severe levels of sexual aggression, were found for number of sexual partners, level of childhood sexual abuse, age of first intercourse, and frequency of physical abuse sustained in childhood.

This paper is dedicated in loving
memory to my grandfather,
Kenneth R. Ferrill

The memories of his patience, acceptance, and encouragement have
truly been invaluable assets to me while completing this paper.

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CHAPTER I

Introduction and Problem

Erik Erikson claimed that a permanent intimate relationship is the major developmental task to be accomplished during young adulthood (Gleitman, 1986), and dating behavior is the method many use to initiate this task. A study by Knox and Wilson (1983) of university student's dating problems showed that men and women perceive dating differently, particularly with regard to the amount of intimacy desired. They found that the most frequent dating problem reported by women was unwanted pressure to engage in sexual behavior, while one fourth of the men in their sample reported wanting sexual behavior earlier in the dating relationship. These findings are consistent with numerous other studies that have reported a high incidence of male sexual aggression in dating situations (Berger, Searles, Salem & Pierce, 1986; Briere & Malamuth, 1983; Garrett-Gooding & Senter, 1987; Kirkpatrick & Kanin, 1957; Knox & Wilson, 1983; Korman & Leslie, 1982; Koss, Gidycz & Wisniewski, 1987; Koss & Oros, 1982; Lane & Gwartney-Gibbs, 1985; Miller & Marshall, 1987; Muehlenhard, Friedman & Thomas, 1985; Rapaport & Burkhart, 1984; Wilson, Faison & Britton, 1983). According to Rapaport and Burkhart (1984), men inflict a wide range of abusive acts, from holding a woman's hand against her will to rape. Most of these abusive acts are never reported, and consequently the undetected abusers may become repeat offenders. The magnitude of this problem is particularly evident considering Koss, Leonard, Beezley and

Oros' (1985) estimate that only about 7% of rapists are incarcerated for their crimes.

Theory

Theories explaining the etiology of male sexual aggression can be grouped into four perspectives. These include psychodynamic, socialization, behavioral learning, and interactive theories. According to Groth (1979), psychodynamic theory views rape as the sexual expression of power and anger with retaliation and compensation being the primary motivators. "Rape is a distortion of human sexuality equivalent to symptom formation; and, like the dynamics of any symptom, it serves to gratify an impulse, to defend against anxiety, and to express an unresolved conflict (p. 10)." Genetic defects (brain damage), constitutional vulnerabilities (high testosterone level), parental deprivations (cold and rejecting parent, or loss of parent), pathogenic family patterns (marital conflict), social pathology (inability to obtain satisfying sexual relations), and developmental traumas (sexual trauma during developmental years) may contribute to the development of psychosexual pathology. Based on the hypotheses concerning the role of parental deprivations and pathogenic family patterns, this study examined the extent to which childhood family structure and childhood sexual trauma contributed to the propensity to inflict sexual aggression.

Sex-role socialization is currently a popular explanation for male sexual aggression. In contrast to the psychodynamic view of rape as a developmental psychopathic behavior, socialization theory views rape as

an extreme expression of the way perpetrators view their role within society. American culture is predicated upon general expectations that men be dominant and authoritarian and women be subordinant and submissive (Garrett-Gooding & Senter, 1987; Margolin, Miller & Moran, 1989). Specific to sexual behavior, women are discouraged from expressing sexual interest openly, and men are taught not to accept "no" for an answer (Check & Malamuth, 1985). This double standard leads to rape-supportive beliefs such as women say 'no' to protect their reputation, when they really mean 'yes' thus serving to disinhibit men's willingness to force sexual relations (Muehlenhard, 1986).

Bandura's social learning theory (1978) suggests that behavior is learned through modeling (observing others perform the behavior). Applied to this study, men who had experienced childhood sexual abuse were expected to be more willing to inflict sexual abuse upon dating partners than men who had not witnessed or experienced childhood sexual abuse. Furthermore, Bandura (1978) theorized that people could extract general tactics and strategies of behavior, synthesize features of these modeled patterns, and create new forms of aggression. Thus, this study also examined the influence of receiving excessive punishment from a parent, of witnessing physical blows between parents, and of sustaining physical blows from a parent upon the propensity to inflict sexual aggression in a dating situation.

With specific regard to acquaintance rape, Malamuth (1986) suggests an interactive model of male sexual aggression. According to

this model, multiple factors such as motivation, disinhibition, and opportunity interact to produce sexual aggression. This unites psychodynamic (motivation) and socialization (disinhibition) theories, and adds opportunity as an interacting catalyst for male sexual aggression.

CHAPTER II

Review of the Literature

Recent research on the topic of sexual aggression has been approached from a variety of perspectives. As mentioned before, several studies have reported a high incidence of date and acquaintance rape. Others have found positive correlations between stereotyped sex role attitudes, sometimes referred to as traditional attitudes, and the incidence of sexual aggression in dating relationships (Check & Malamuth, 1983; Garrett-Gooding & Senter, 1987; Muehlenhard, et al., 1985, Muehlenhard & Linton, 1987). Wilson, Faison, and Britton (1983) found that adherence to sex-role stereotyped attitudes was associated with belief in rape myths. In addition, belief in such myths has been found to positively correlate with sexual aggression (Burt, 1980; Dull & Giacomassi, 1987; Jenkins & Dambrot, 1987; Koss, Leonard, Beezley & Oros, 1985; Makepeace, 1981; Malamuth & Check, 1985; Muehlenhard & Linton, 1987; Peterson & Franzese, 1987). Furthermore, Briere and Malamuth (1983) reported a linear relationship between levels of sexual aggression and acceptance of rape supportive beliefs.

Some studies have tried to differentiate between dates that involve sexual aggression and those that do not by examining factors frequently associated with each. Inconclusive results have been obtained by studies addressing the influence of whether the man or woman initiated the date and/or paid the expenses (Korman & Leslie, 1982; Muehlenhard, 1988a; Muehlenhard, et al., 1985; Muehlenhard & Linton, 1987). Muehlenhard, Friedman, and Thomas (1985) found that the type of

dating activity, specifically, going to a religious function vs. going to the man's apartment influenced undergraduate men's perceptions of date rape. Furthermore, they discovered an interaction effect between who initiated the date and the dating activity, in that rape was considered more justifiable if the woman had initiated the date and gone to the man's apartment than if the man had initiated the date and they had gone to a religious function. Having college men view varying rape scenarios, Muehlenhard (1988a) obtained similar results when studying college men's perceptions of how willing the woman was with regard to having sex and how justified the man was in forcing her to have sex. In a study by Muehlenhard and Linton (1987), a significant number of college men and women reported that on dates where sexual aggression had occurred both individuals were dressed suggestively, heavy alcohol and/or drug consumption occurred, the man drove, they went parking, and the man felt led on. Half of the men reported that the woman had intentionally led them on, while all the women reported that it was unintentional.

A few researchers have used college populations to examine the characteristics of hidden aggressors in the context of dating (Burke, Stets, and Pirog-Good, 1988; Gwartney-Gibbs, Stockard, and Bohmer, 1987; Koss and Dinero, 1988; Koss, et al., 1985; Peterson and Franzese, 1987; Rapaport and Burkhart, 1984; Wilson, Faison, and Britton, 1983). Using self-report measures with a sample of 201 male university undergraduates, Rapaport and Burkhart (1984) examined personality and attitudinal characteristics of sexually coercive college men. They

expected that sexually coercive men would: 1) lack empathy, social conscience, and maturity (responsibility); 2) view heterosexual relationships as adversarial; and 3) endorse the use of force to obtain personal sexual gratification. The Endorsement of Force Scale was developed by Rapaport and Burkhart (1984) for this study, and Burt's (1980) scales were used to measure adversarial sexual beliefs and acceptance of interpersonal violence. Responses to their (Rapaport and Burkhart, 1984) Coercive Sexuality Scale (CSS) indicated that the more direct coercive strategies (threat, restraint, and assault) were endorsed by a much smaller portion of the sample than less coercive methods such as verbal persuasion (most commonly used) and ignoring the woman's protests (used by over 1/3 of the sample). Results from zero-order correlations between the CSS and the predictor scales of personality (responsibility, socialization, and empathy) and acceptance of aggression (Adversarial Sexual Beliefs, Acceptance of Interpersonal Violence, and Endorsement of Force Scale) affirmed that personality measures of irresponsibility and lack of social conscience and endorsement of aggression toward women were useful predictors of self-reported sexually coercive behavior. Results of regression and correlation analysis were congruent with the findings of the zero-order correlations.

Koss, et al. (1985) categorized college men committing different types of sexual aggression (sexually assaultive, sexually coercive, sexually abusive, non-aggressive) and compared their current relationships and psychological characteristics. They found no significant

differences in marital status, number of dating partners, or estimated instances of sexual intercourse. They did find that the average age of individuals committing sexual assault (rape with use of force) was significantly higher than that of the other three groups. Also, sexually coercive (sexual contact with use of extreme verbal pressure) and assaultive men tended to have a larger number of sexual partners. Stepwise discriminant analysis was conducted entering number of sex partners, age, and scores from measures of rape supportive beliefs, hostility, psychopathic deviance, and social anxiety as possible discriminating variables. The most significant discriminant variable was adherence to rape-supportive attitudes, which supported a social control/social conflict model of rape (culture fosters sexual aggression). Conversely, the measure of psychopathic deviance (scale 4 on the MMPI) was not a discriminating variable. Therefore, the psychopathology model of rape (rapists have maladjusted personalities) was not supported by their findings. All of the sexually aggressive men in this study were moderately acquainted with their victims, and none reported that his acts resulted in contact with the law.

Peterson and Franzese (1987) administered various written questionnaires to 99 men at Alfred University to explore attitude, orientation toward self and others, and sexual abuse. Findings of correlates between scores on the Sexual Experiences Survey (Koss & Oros, 1982) and measures of attitudes, orientations, and behaviors showed that college men's sexual abuse of women was related to misanthropy, lower internal locus of control, low self-esteem, and lower

anomie. They speculated, but did not empirically explore the idea that men who are themselves victims of sexual abuse may attempt to regain their lost sense of control by sexually abusing others.

Four studies have explored the contribution of family developmental experience to college men's propensity to inflict sexual aggression. Findings of these studies varied regarding the influence of childhood victimization (physical and/or sexual abuse) experience.

Burke et al. (1988) explored the effects of gender identity, self-esteem, acceptance of aggression, behavioral involvement (length of time dating and number of dates per year with a partner) and having observed and/or sustained physical abuse in childhood (measured by responses to Straus' Conflict Tactics Scale). A computer program that did not assume normally distributed variables was used to analyze the effects of the highly skewed outcome variables of sexual and physical abuse. To prevent inflated tests of significance, Durbin-Watson statistics were used to detect correlational errors caused by individuals reporting data from multiple dating relationships. No significantly correlated errors were found for the variables that changed across partners (physical and sexual abuse, behavioral involvement), but significant error correlation was found for variables which did not change across partners (gender identity, self-esteem, and acceptance of violence). Where correlated errors were found, only the number of independent observations (not counting multiple partners) were used to calculate the t-ratios. Behavioral involvement strongly correlated with inflicting both physical and sexual abuse, and men with

less masculine gender identities were more likely to be physically and sexually abusive. This latter finding was in disagreement with previous suggestions that abusive men had extreme masculine identification. Level of self-esteem had no direct impact on inflicting physical or sexual abuse, but indirectly influenced inflicting physical violence through the acceptance of violence endorsed by men with low self-esteem. Sustaining physical abuse in childhood influenced inflicting physical abuse, but did not influence inflicting sexual abuse.

Using a random sample of undergraduate students at a large public university on the West Coast, Gwartney-Gibbs, Stockard, and Bohmer (1987) examined the influence of parents, peers, and personal dating experiences on the propensity for males to exhibit aggressive behaviors (verbal abuse, physical violence, and sexual aggression) in dating relationships. Simple measures of association were used to assess the zero-order influences of parents, peers, and personal experiences while Logit analysis was used to assess the net influence of these three independent variables. They found that ". . . the likelihood of male students inflicting courtship aggression was positively and significantly related to having witnessed parents engage in aggressive interaction, verbal abuse and/or physical violence." Moreover, ". . . having witnessed more severe forms of parental aggression related to the men, themselves, inflicting correspondingly more severe forms of aggression (verbal, physical, and sexual) themselves" (p. 278). Awareness of peers' sexual aggression (sustaining or inflicting) did not significantly relate to the likelihood of men inflicting courtship

aggression. Personal dating experiences had the strongest positive relationship with the propensity to inflict courtship aggression, in that men who had sustained courtship aggression were more likely to inflict it.

Wilson, Faison, and Britton (1983) developed a theoretical model for explaining male sex aggression. Part of their model suggested that the likelihood of inflicting sexual aggression was greater for men who had experienced childhood abuse (physical, mental, or sexual), who placed a high value on sexual activity, and who had a general feeling of powerlessness. Reports of childhood abuse were measured using three self-report items which were combined into a single score. A six-item Likert scale was used to measure the importance respondents placed on having sex in interpersonal relationships, and feelings of powerlessness were measured using nine items designed to measure a person's sense of potency. A sample of 83 male undergraduate students from a medium-sized regional university in the South completed questionnaires measuring these variables. The results of zero-order correlations supported all their model's hypotheses except the hypothesis that sexually aggressive men were trying to overcome their own feelings of powerlessness by sexually controlling their partners. This was incongruent with two other studies which used the Nelson's Sexual Functions Inventory to measure powerfulness (Malamuth & Check, 1985) and another using the Rotter scale measure of internal locus of control (Peterson & Franzese, 1987), that supported the hypothesis. Disparity among these findings, may have been caused by the use of different instruments for

measuring the concept of powerfulness, and further points the need for additional studies.

Using early life experiences, current psychological characteristics, and releasing behaviors as discriminating variables, Koss and Dinero (1988) attempted to discriminate between sexually aggressive and non-aggressive college men. The discriminate score for early life experiences was obtained by summing variables on the National Survey of Inter-Gender Relationships which measured family violence, childhood sexual experiences, and the age at which they first had sexual intercourse. Current behaviors that could serve as releasers of sexual violence included drinking habits, use of pornographic magazines, participation in sexually oriented discussions of women, sexual values, number of sexual partners, sexual satisfaction, and conflict tactics as measured by Strauss' Conflict Tactics Scale. Information concerning psychological characteristics was obtained with standardized measures including Check's 30-item Hostility Toward Women Scale, scale 4 of the MMPI, and Burt's 36-items reflecting rape supportive beliefs. Responses to the Sexual Experiences Survey (SES) were used to group men (N = 2972) perpetrating four levels of sexual aggression (contact, N = 303; coercion, N = 214; attempted rape, N = 98; and rape, N = 130) and non-aggressive men (N = 2223) who reported never having engaged in the sexually aggressive acts described on the SES. Blockwise discriminant function analysis was used entering the early experiences block first, followed by the psychological characteristics block and current behaviors block, respectively. This procedure allowed the examination of

later variables while controlling for the effects of early experiences. Considering the individual effects of each block, the psychological characteristics block was the best discriminator (correct classification 41.3%) followed by the early experiences block (correct classification 36.4%) and the current behaviors block (correct classification 32.7%).

Results indicated that men perpetrating severe sexual aggression were more likely to have become sexually active at an earlier age and to report more childhood sexual experiences both forced and voluntary. Highly sexually aggressive men had greater hostility toward women and were more likely to believe that force and coercion were legitimate ways to gain compliance in sexual relationships. The more serious the acts of sexual aggression men committed the more likely it was that their current behaviors were characterized by frequent use of alcohol, frequent use of violent and degrading pornography, and involvement in peer groups that reinforced highly sexualized views of women. Overall, these findings supported a developmental sequence of sexual aggression in which early experiences and psychological characteristics served as preconditions for sexual violence. Furthermore, these preconditions were likely to be associated with self-reported sexual aggression when releasing factors were present.

Recent research on sexual aggression by college men has only begun to address the influence that childhood abuse experience may have on the likelihood of engaging in sexually aggressive behaviors (Gwartney-Gibbs et al., 1987; Miller & Marshall, 1987; Wilson et al., 1983).

Although, several studies of convicted adult male rapists (Bard, Carter, Cerce, Knight, Rosenberg, & Schneider, 1987; Groth, 1979; Seghorn, Prentky, & Boucher, 1987; and Tingle, Barnard, Robbins, Newman, & Hutchinson, 1986) and adolescent male perpetrators of incest (Becker, Kaplan, Cunningham-Rathner, & Kavoussi, 1986; and Pierce & Pierce, 1987) have reported a high rate of childhood physical abuse (62%, Pierce & Pierce, 1987) and childhood sexual abuse (38%, Tingle et al., 1986) among their samples. Incongruent findings regarding the influence of childhood victimization (physical and/or sexual abuse) experience among sexually aggressive college men suggested the need for further investigation.

It was apparent from the current literature that a variety of factors may have contributed to the perpetration of acquaintance sexual aggression. Most studies had focused on psychological characteristics and the value orientation of aggressors, though one study (Koss & Dinero, 1988) had examined the effects of various early family life experiences. Due to the fact that questions regarding these experiences were summed, the individual contribution of each variable was unknown. Therefore, in addition to exploring demographic and current relationship variables, this study individually examined a variety of early family background variables.

Three groups of males were identified by their responses to the Sexual Experiences Survey (Koss & Oros, 1982): (1) assaultive--obtaining intercourse by giving a female drugs or alcohol, threatening or using physical force, or penetration with physical objects (see

Appendix A questions 70, 72, 78, 80, or 82); (2) coercive--obtaining sexual contact (fondling, kissing, or petting) or sexual intercourse by overwhelming her with continual arguments and pressure, or using a position of authority (see Appendix A questions 64, 66, 68, 74, or 76); and (3) non-aggressive (men indicating that they had never engaged in any of the behaviors described in questions 64 - 82). The assaultive group included men who had attempted or completed acts meeting Illinois' legal definition of criminal sexual assault: "Any contact, however slight, between the sex organ of one person and the sex organ, mouth or anus of another person, or any intrusion, however slight, of any part of the body of one person or of any animal or object into the sex organ or anus of another person, including, but not limited to cunnilingus, fellatio or anal penetration, ejaculation not necessary (Illinois Coalition Against Sexual Assault, 1988)". Secondly, either threat of or actual use of force or the victim being unable to give knowing consent (under the influence of drugs or alcohol) must occur with the first criterion described above to meet the definition of criminal sexual assault in the state of Illinois.

Demographic variables investigated included age, family income, religion, and population of their home towns (see Appendix A, section A, Roman numerals II., IX., X., and XI., respectively for examples of questions and Appendix B for family income, religion, and population categories). Current relationship (with the opposite sex) variables included: ability to trust, to make friends, to get close, and to maintain relationships; level of intimacy voluntarily engaged in; age

of first intercourse; and number of past sexual partners (see Appendix A, section C, item numbers 8, 9, 10, 11, 14, 15, 18 - 19, and 20 - 21, respectively). Family characteristics such as family structure and discipline, and either witnessed or experienced physical violence between family members (see Appendix A, section B, items 1, 2, 3, 4, 5, 6, and 7) were analyzed as well as childhood experience of sexual abuse (see Appendix A, section D, items 24 - 31).

CHAPTER III

Methodology

Sample

This study was conducted at a mid-sized senior public liberal arts university in central Illinois. Almost 45% of the university's 10,000 principally undergraduate residential students are drawn from the Chicago metropolitan area, the remainder from down state and rural areas. A sample of N=1653 (M=640, W=1013) undergraduate students was obtained with classroom conducted surveys with a cross section from various colleges, majors, and levels of study. The sample included 448 freshmen (M=147, W=301), 344 sophomores (M=139, W=205), 430 juniors (M=199, W=231), and 431 seniors (M=155, W=276). Out of this sample 1602 undergraduate students (M=619, W=983) responded to the questions concerning sexual aggression or victimization experiences.

This subgroup included 429 freshmen (M=142, W=287), 330 sophomores (M=134, W=196), 420 juniors (M=193, W=227), and 423 seniors (M=150, W=273). The mean age was 20.21 (M=20.28, W = 20.16). Races represented in this subsample included: 4.1% Black, 1.1% Asian American, 5.1% Native American, 0.6% Hispanic, 86.2% Caucasian, 1.3% other, and 1.6% who did not response. 54.2% lived on campus in the residence halls, 3.3% lived in a sorority or fraternity, 0.6% lived in married student housing, 37% lived off-campus in an apartment, house, trailer, or co-op, 4.6% lived with their parents, and 0.3% did not indicate where they were living. Table 2 (p. 33) illustrates the percentage of students in the university population found in each of the university's colleges and

the percentage of students in this sample reporting membership in the various colleges. Examination of the majors that these students reported showed that at least one student was obtained from forty-seven of the forty-nine undergraduate majors offered at this university.

Men who responded to all 19 variables planned for discriminant analysis were then subdivided into non-aggressive (N=387), coercive (N=84), and assaultive (N=44) groups. The mean age of these 515 men was 20.4. Races represented in this subsample were: 2.3% Black, 1% Asian American, 0.6% Hispanic, 4.8% Native American, 88.2% Caucasian, 1% Other, and 2.1% did not respond. 48.3% lived on campus in residence halls, 3.7% lived in fraternities, 0.8% lived in married student housing, 41.4% lived off-campus in an apartment, house, trailer, or co-op, 5.6% lived with their parents, and 0.2% did not indicate where they were living.

Instrument

All subjects were asked to complete the Sexual Experiences Survey (SES). "This instrument was designed to show rape as an extreme behavior on a continuum with normal male behavior within the culture", and to detect hidden victims and unidentified perpetrators (Koss & Oros, 1982). Sections of the original national survey incorporating personality assessment and a rape attitude measure were eliminated from this survey to shorten testing time and facilitate data processing. See Appendix A for the version used in this study.

The reliability and validity of this instrument have been assessed by Koss & Gidycz (1985) using several different populations of college

students. Internal consistency reliability was .74 for women and .89 for men. The mean item agreement for test-retest reliability was 93%. Validity was measured by comparing responses given on the SES during regularly scheduled classes to responses given by the same individual during an interview with a same-sexed psychologist. Correlation between responses for women was .73 ($p < .001$), and correlation between responses for men was .61 ($p < .001$). Although women's responses were consistent, men's responses during the interview indicated a tendency to deny the sexually aggressive behaviors that they admitted in the anonymously written SES (Koss & Gidycz, 1985).

Procedure

Once the desired sample size was determined, the 1989 fall class schedule was used to select classes from a variety of colleges, majors, and levels of study. Instructors were contacted by phone to elicit their cooperation. Individuals giving the survey included three Ph.D. level individuals, one post-masters level graduate student, and two masters level graduate students. Between September 8, 1989 and November 20, 1989 a total of 54 classes were surveyed.

To comply with professional guidelines for research (Sieber & Saks, 1989), a written script was developed to explain the survey process and suggest resources for any student respondent who experienced an intense or upsetting reaction to the survey questions. Once students received their surveys, they were asked to read the information sheet attached to the front of the survey which contained a brief explanation of the purpose of the study, a statement expressing

that participation was entirely voluntary, and assurance that their answers would be kept strictly confidential and analyzed anonymously. To avoid duplication, students who had completed the survey in another class were instructed not to take it again. A list of university, community, and county counseling services and corresponding phone numbers was provided to all participants as they exited the classroom.

The survey administrator led students through the demographic section, Roman numerals 1-12, using visual aids to ensure that information was coded in the appropriate places. Students were then instructed to complete the rest of the survey at their own pace. Upon completion of the survey, they were instructed to insert their answer sheets inside the survey booklet to ensure confidentiality.

Each answer sheet was examined for face validity with two criteria in mind. First, the demographic information was reviewed in an effort to detect highly unlikely responses. Then the answer sheet was visually scanned for patterns in responses (i.e. all answers were true). Answer sheets that were questionable (n = 33, 2% of the 1686 students originally sampled) were discarded.

Scoring

Male and female respondents were first divided into five groups (non-aggressive, sexual contact, sexual coercion, attempted rape, and rape) following Koss and Dinero's (1988) scoring procedure to make comparisons with the national study (Koss et al., 1987). Then the male contact and coercion groups were combined to form the group this study

refers to as coercive, and the attempted rape and rape groups were combined to form this study's sexual assault group.

To satisfy criteria for the application of discriminate analysis, discriminating variables had to be either dichotomous or continuous. Rational analysis (i.e., determining that sexual intercourse was probably more traumatic at younger ages) was used to put discriminating variables in one of these two forms.

Religion was entered as a dichotomous variable. If respondents answered 'none' for religion, their religion score equaled one. If they specified any of the religions listed or the choice 'other', their religion score equaled two. See appendix B for the list of religions.

Question number two (see appendix A) regarding whether or not respondents had a step-parent was scored on three continuous levels. Never having had a step-parent constituted a level one score for this variable. Responses indicating having had either a step-mother or step-father were scored as level two responses, and those indicating having had both a step-mother and a step-father were scored as level three responses.

The discriminating variable 'intimacy' was formed by assigning those who indicated no sexual contact with members of the opposite sex ('no' responses to questions 14 and 15) a score of one. Those indicating having willingly kissed or petted with a member of the opposite sex ('yes' to question 14) received a score of two, and those indicating having willingly had sexual intercourse with a member of the opposite sex were coded a score of three.

Questions 18 and 19 (see appendix A) made up the discriminating variable 'first intercourse'. Based on the assumption that sexual intercourse is more traumatic at younger ages, responses to this item were ordered to reflect that assumption. Individuals having had sexual intercourse at age three or younger were scored at level ten (the most traumatic) with responses indicating sexual intercourse at successively older ages scored one less than the previous. For example, sexual intercourse at age four or five was scored at level nine, sexual intercourse at ages six or seven level eight, and so forth.

Information regarding childhood sexual abuse ('Sexual Abuse') was obtained using the nine items (24 - 31) developed by Finkelhor (1979). Following the scoring procedures of Koss and Dinero (1989), responses to these items were scored by placing subjects in the highest category in which they had reported an experience (1 = no sexual experiences, 2 = exhibitionism, 3 = fondling, 4 = attempted rape, and 5 = rape).

For ease of interpretation, the order of responses for item numbers 1, 3, 8, 9, 10, and 11 (variable names - divorce, mother, trust, friends, closeness, and relationships, respectively) was reversed before the discriminant analysis was completed so that rationally a letter A response always reflected the most positive response. For instance, the response 'very much' on question number eight was recoded as letter A. The response 'quite a bit' became letter B, 'somewhat' letter C, and so on.

All other discriminating variables were already dichotomous or continuous. Thus, they were entered in their original form. These

included: Age (II.), Income (IX.), Population (XI.), Strictness (4), Excessive Punishment (5), Experienced Physical Abuse (6), Observed Physical Abuse (7), and Partners (20 - 21). See table 1 (p. 30) for a summary of the scoring procedures.

Analysis

Placing subjects in the highest category in which they reported sexual aggression or victimization as measured by items 64 - 82 (See Appendix A), frequencies were obtained and chi-squares calculated to compare results with those obtained by the national study (Koss, et al., 1987; table 4).

Discriminant analysis was chosen over regression and correlation analysis so that dichotomous variables could be included in the analysis. The direct entry method of the SPSSx discriminant function (SPSSx, Inc., 1986) was used with the tolerance level for inclusion of variables left at the default value of .001. Since group sizes were disproportionate, (non-aggressive, N = 387, 75% of the total sample; coercive, N = 84, 16% of the total sample; and assaultive, N = 44, 9% of the total sample) priors were set at .75, .16, and .09, respectively. The following variables were simultaneously entered into the discriminant analysis: Age, Income, Religion, Population, Divorce, Step-parent, Mother, Strictness, Excessive Punishment, Experienced Physical Abuse, Observed Physical Abuse, Trust, Friends, Closeness, Relationships, Intimacy, First Intercourse, Partners, and Sexual Abuse. Analysis of variance for each continuous variable by the three groups was calculated to check the results of the discriminant analysis, and

Table 1

Variable	Item #	Scoring
Religion	X.	no religious preference = 1, some preference = 2
Step-parent	2	none = 1, one step-parent = 2 two step-parents = 3
Intimacy	14-15	none = 1, kissed or petted = 2, intercourse = 3
First Intercourse	18-19	never = 1, ages 3 or younger to age 18 = 2-10
Sexual Abuse	24-31	none = 1, exhibitionism = 2, fondling = 3, attempted rape = 4, rape = 5
Divorce	1	parents divorced or separated, no = 1, yes = 2
Mother	3	lived with mother while growing up = 1, did not = 2
Trust	8	trust women, 'not at all' = 1 to 'very much' = 5
Friends	9	friends with women, 'not at all' = 1 to 'very much' = 5
Closeness	10	close to women, 'not at all' = 1 to 'very much' = 5
Relationships	11	maintains relationships with women, range from 'not at all' = 1 to 'very much' = 5
Age	II.	What is your age?
Income	IX.	income of the family in which they grew up
Population	XI.	population of the area in which they grew up
Strictness	4	parental strictness, 'not at all' = 1 to 'very' = 5
Excessive Punishment	5	average number of times punished or spanked in a month, never = 1 to 11 or more times = 5
Experienced Physical Abuse	6	physical blows from a parent in a month, range from none = 1 to 11 or more times = 5
Observed Physical Abuse	7	witnessed physical blows between parents in a month, range from none = 1 to 11 or more times = 5
Partners	20-21	# of sexual partners, none = 1 to over 50 women = 10

to test for linear relationships. Chi-squares were calculated to test the significance of dichotomous variables.

CHAPTER IV

Results

Comparisons of this population to that of university and the national survey are presented in Table 2 (p. 33) and Table 3 (p. 34), respectively. Compared with the findings of the national study (Koss et al., 1987), significantly more women in the present study reported no sexual victimization experiences since the age of 14 ($\chi^2 = 13.524936$, $p < .001$). Significantly fewer women in the present study reported having been victims of attempted rape ($\chi^2 = 28.829792$, $p < .001$), and more men in the present study reported having inflicted unwanted sexual contact and sexual intercourse (rape).

Results of the discriminant analysis produced a Wilks' lambda ($\chi^2 = 61.826$, $df = 38$, $p < .0086$) of .88 indicating that the first discriminant function was significant. The canonical correlation of .31 suggested a modest degree of association between the three groups and the first discriminant function. Squaring the canonical correlation revealed that approximately 10% (9.61%) of the variance in the function was accounted for by group membership. After the information contained in the first discriminant function was extracted, the residual was insignificant (Wilks' lambda = .98, $\chi^2 = 9.4591$, $df = 18$, $p < .94$). A summary of the discriminant analysis is found in Table 4 (p. 35).

The group centroids on the first discriminant function were: non-aggressive (-.18), coercive (.38), and assaultive (.81). The more severe the group's level of sexual aggression, the more positively the group's centroid correlated with the first and only significant func-

Table 2

 Percentage of students from colleges within the university

Colleges	University (N = 9489) %	Sample (N = 1602) %
Applied Sciences	7.6	8.6
Liberal Arts & Sciences	34.3	31.9
Business	23.5	31.1 **
Education	12.1	7.9 **
Fine Arts	3.6	3.1
Health, Physical Ed. & Recreation	4.3	5.1
Board of Governors Program	0.5	0.1 *
Undeclared	14.1	12.2 *

 * Significant difference ($p < .05$)

 ** Significant difference ($p < .001$)

Table 3

Prevalence rate percentages for sexual aggression and victimization since the age of 14

Level of aggression or victimization	Women		Men	
	National (N=3,187) %	Local (N=983) %	National (N=2,972) %	Local (N=619) %
None	45.6	52.3 **	75.6	74.8
Sexual Contact	14.9	15.6	9.8	10.3 *
Sexual Coercion	11.6	12.2	6.9	5.7
Attempted Rape	12.1	4.9 **	3.2	2.6
Rape	15.8	15.0	4.6	6.6 *

* Significant difference ($p < .05$)

** Significant difference ($p < .001$)

Table 4

Summary of the discriminant analysis

Function	Eigenvalue	Percent of Variance %	Cumulative Percent %	Canonical Correlation
1	.10972	85.25	85.25	.3144410
2	.01898	14.75	100.00	.1364906

After Function	Wilk's Lambda	Chi-Squared	Degrees of Freedom	Significance
0	.8843392	61.826	38	.0086
1	.9813703	9.459	18	.9481

tion. The variables most highly correlated with the first function were: Partners (.70), Sexual Abuse (.51), First Intercourse (.38), Intimacy (.33), Experienced Physical Abuse (.32), and Trust (.32). Table 5 (p. 37) illustrates the correlations of all variables with the two functions.

The analyses of variance were congruent with the findings of the discriminant analysis. The between groups variance produced significant F ratios for the variables: Partners, Sexual Abuse, First Intercourse, Intimacy, Experienced Physical Abuse, and Trust. Significant linear relationships were found between levels of sexual aggression and levels of the following variables: Partners, Sexual Abuse, First Intercourse, Intimacy, Experienced Physical Abuse, Trust, and Strictness. For example, the larger the number of sexual partners that men had, the more aggressive they tended to be. Results of analysis of variance for each continuous variable by the three groups are summarized in table 6 (pp. 38 - 39). Chi-squares for the dichotomous variables were: Religion $\chi^2 = 1.47$, $df = 2$, $p < .4805$; Divorce $\chi^2 = .15$, $df = 2$, $p < .9261$; and Mother $\chi^2 = .01$, $df = 2$, $p < .9955$.

Table 7 (p. 40) displays the percentage of cases correctly classified in each group and the overall percent of correctly classified cases. Using a "maximum chance" interpretation (Huberty & Barton, 1989), 75% of the cases could have been correctly classified simply by putting all the cases into the largest group. With this interpretation, the total percent of correctly classified cases (76.12) was slightly better than chance. A "proportional chance" interpretation

Table 5

Correlations of variables with functions (* function that variable correlates with the most)

Variable	Function 1	Function 2
Partners	.70012 *	- .21162
Sexual Abuse	.51427 *	.22023
First Intercourse	.38408 *	.12419
Intimacy	.32611 *	- .20924
Exp. Physical Abuse	.32306 *	.13995
Trust	.32103 *	- .23367
Strictness	- .27345 *	- .08043
Friends	.24322 *	- .05063
Exc. Punishment	.14407 *	.09487
Step-parent	.07392 *	- .00580
Population	.14127	.55935 *
Income	.13122	.43758 *
Age	.11180	- .37161 *
Relationships	.22254	- .26901 *
Closeness	.20927	- .26513 *
Religion	.14423	- .17354 *
Observed Physical Abuse	.00340	- .16398 *
Divorce	- .02430	.11091 *
Mother	.00097	- .03023 *

Table 6

Results of Analysis of Variance (M = Mean, SD = Standard Deviation)

Variable	Potential Range	Non-aggressive		Coercive		Assaultive	
		<u>N = 287</u>		<u>N = 84</u>		<u>N = 44</u>	
		<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Partners ^a	0 - > 50	2.15	1.60	4.79	1.98	6.36	1.99
Sexual Abuse	1 - 5	2.10	1.22	2.44	1.37	2.80	1.37
First Inter. ^a	0 - > 18	16.78	1.92	15.96	1.89	15.22	2.17
Intimacy	1 - 3	2.81	0.42	2.92	0.28	2.91	0.36
Exp. Phys. Abuse ^a	0 - > 11	0.74	0.70	1.00	0.90	1.28	1.04
Trust	1 - 5	2.20	0.90	2.44	0.97	2.41	0.90
Strictness	1 - 5	3.24	0.85	3.11	0.79	3.00	0.78
Friends	1 - 5	1.80	0.77	1.94	0.91	1.98	0.90
Exc. Punishment	0 - > 11	2.11	0.97	2.18	0.93	2.27	0.95
Step-parent	1 - 3	1.26	0.51	1.29	0.50	1.30	0.46
Population	1 - 9	4.93	1.44	4.85	1.23	5.36	1.78
Income	1 - 5	3.96	1.04	3.93	1.13	4.23	0.86
Age	0 - 100	20.32	2.99	20.83	3.76	20.30	1.84
Relationships	1 - 5	2.21	1.02	2.43	1.14	2.34	1.01
Closeness	1 - 5	2.34	0.92	2.54	1.00	2.45	1.02
Obs. Phys. Abuse ^a	0 - > 11	0.22	0.44	0.26	0.46	0.18	0.36

^a Item response in categorized ranges; converted for reporting

Table 6 (Cont.)

Results of Analysis of Variance

Variable	ANOVA		Linear Trend Analysis	
	F(2,512)	p	F(1,512)	p
Partners	13.99	.0000	25.66	.0000
Sexual Abuse	7.66	.0005	15.33	.0001
First Inter.	4.22	.0152	8.43	.0039
Intimacy	3.20	.0416	5.30	.0217
Exp. Phys. Abuse	3.03	.0493	6.05	.0142
Trust	3.16	.0432	5.07	.0248
Strictness	2.13	.1197	4.25	.0396
Friends	1.67	.1885	3.14	.0771
Exc. Punishment	0.63	.5347	1.24	.2658
Step-Parent	0.15	.8576	0.30	.5871
Population	2.08	.1259	1.78	.1829
Income	1.41	.2441	1.43	.2321
Age	1.02	.3605	0.40	.5263
Relationships	1.74	.1761	2.27	.1328
Closeness	1.57	.2087	1.99	.1593
Obs. Phys. Abuse	0.13	.8772	0.004	.9524

Table 7

 Classification Results

Actual Group	No. of Cases	Predicted Group Membership		
		1	2	3
Group 1 (Non-aggressive)	387	381 98.4%	4 1.0%	2 0.5%
Group 2 (Coercive)	84	76 90.5%	6 7.1%	2 2.4%
Group 3 (Assaultive)	44	37 84.1%	2 4.5%	5 11.4%

 Percent of "grouped" cases correctly classified: 76.12%

(Huberty, 1984) revealed whether the percentage of correctly classified cases for each group exceeded the percentage that would have been expected by chance. Calculations of proportional chance indicated that with these discriminating variables 92% fewer errors were being made in identifying non-aggressive men than would have been expected by chance, and 2% fewer errors were being made in identifying assaultive men. The percentage of men correctly classified as coercive was 11% worse than what would have been expected by chance. There was a general tendency for misclassified coercive and assaultive men to be placed in the non-aggressive group.

CHAPTER V

Discussion

Compared to Koss, Gidycz, and Wisniewski's (1987) findings, significantly fewer women in this sample reported sexual victimization experiences since the age of 14. However, the number of women reporting such experiences (47.7%) was still alarmingly high. This finding reinforces the need for researching the etiology of male sexual aggression.

With the exception of attempted rape, all forms of sexual aggression were reported by a number of women comparable to the national sample (Koss et al., 1987). One explanation for fewer women reporting attempted rapes may be that women are able to alter their perceptions of sexual aggression when the intended goal of the aggressor is not achieved. In other words, because the actual goal of forced sexual intercourse was not achieved in attempted rape situations, these women were able to rationalize that an assault had not really occurred. Conversely, with all the other forms of sexual aggression the man's intended goals were reached, making those events more difficult to deny. As in Koss and colleagues' (1987) study, not enough men (25.2%) in this study reported inflicting sexual aggression to account for the number of women (47.7%) who reported sustaining it. Koss and colleagues (1987) offered two explanations for this finding. They suggested that some of the victimization experiences may have occurred before the women entered college, and therefore, the perpetrators were not men who were surveyed. They also hypothesized that community members may have

been perpetrators of some of the recent victimizations. It is possible that either of these explanations may be the case in the present study. Garrett-Gooding and Senter (1987) also found this discrepancy between reports given by men and women in their sample. They suggested that the men and women were perceiving the same experiences differently. It is also possible that some men perpetrated more than one incident of sexual aggression. Future research needs to be designed so that these explanations can be explored.

Compared with Koss and colleagues' (1987) finding that in the Plains States about 3% of the men in their sample reported having committed rape, significantly more men (6.6%) in this study reported perpetrating behaviors that met the legal definition of rape. Also, slightly more men in this study reported forcing unwanted sexual contact. These differences may be a result of traditional attitudes fostering rape myths (women say no when they mean yes, women like to be forced to have sexual contact or intercourse, men should initiate sexual relations) which serve to disinhibit men's willingness to force sexual relationships (Muehlenhard, 1988b). This does not explain why men from the same area reported slightly less sexual coercion and attempted rape. Possibly because traditionally men have been expected to be dominate (Garrett-Gooding & Senter, 1987; Margolin, Miller & Moran, 1989), they are more reluctant to admit that they used verbal (sexual coercion) rather than physical force (rape). Expected dominance may also explain why men would be less willing to admit that they failed to achieve sexual intercourse (attempted rape). Future

studies need to examine assaultive and coercive men's beliefs about dominance in sexual relationships, and men's acceptance of rape myths to determine the accuracy of these explanations.

Results of the discriminant analysis indicated that levels of sexual aggression corresponded with the number of sexual partners men had in that men with more sexual partners were likely to have inflicted higher levels of sexual aggression. Koss et al. (1985) and Burke, et al. (1988) found this to be true of their samples of college men as well. A question exists as to whether having more sexual partners is an antecedent or a consequence of assaultive behavior. Do sexually aggressive men desire and seek more sexual partners, or does their sexually aggressive behavior prematurely end relationships causing them to search for other partners? Or could having more sexual partners be a result of these men's willingness to force women into having sexual relations. These are challenging questions for future researchers.

Koss, Leonard, Beezley, and Oros (1985) reported that assaultive men tended to be older, which was not the case in the present study. They explained that the wording of their questions may have been the source of their finding, which may also explain the discrepancy between their finding and the finding of this study.

Childhood sexual abuse was significantly associated with male sexual aggression. The higher the level of childhood sexual abuse experienced (See Appendix A, Questions 24 - 31), the more severe the level of sexual aggression that these men perpetrated. Other studies (Koss and Dinero, 1988; Wilson, Faison, and Britton, 1983) have also

reported that childhood sexual victimization experiences contribute to the likelihood of college men inflicting sexual aggression. These findings may be interpreted as lending support to the social learning hypothesis of sexual aggression which postulates that because sexually aggressive behaviors have been modeled for these men, they themselves are more likely to be aggressive. Because this study did not explore the men's motives for inflicting sexual aggression, or personality correlates which may distinguish sexually aggressive men from non-aggressive men, it cannot, at this time, be said that these findings support the psychodynamic view of rape which suggests that developmental traumas such as childhood sexual abuse contribute to the development of psychosexual pathology.

Koss and Dinero's (1988) finding that sexually aggressive men tended to become sexually active at earlier ages was also found to be true of sexually aggressive men in this study. This variable may be associated with childhood sexual victimization in that the item regarding age of first intercourse (see Appendix A, item 18 - 19) specified either forced or voluntary experiences, and included childhood age ranges.

Higher levels of willing intimacy with the opposite sex were more common among sexually coercive and assaultive men than non-aggressive. This may correspond to Wilson et al.'s (1983) finding that sexually aggressive men place a high value on sexual activity. Because they generally place a higher value on sexual activity than non-aggressive

men, they are more likely to have willingly sought higher levels of intimacy, with either a forced or voluntary partner.

Assaultive men were more likely to have been victims of childhood physical abuse than coercive men, who were more likely to have been victims of childhood physical abuse than non-aggressive men. Wilson, Faison, and Britton, 1983 have found a relationship between childhood physical abuse victimization and male sexual aggression as well. These findings support the social learning theory which specifies that experienced aggression (physical abuse) may be transformed into different forms of aggression (i.e. sexual aggression).

Social learning theory was not supported by this study's finding that observed physical abuse did not contribute to the likelihood of men becoming sexually aggressive. Conversely, Gwartney-Gibbs et al. (1987) found that witnessing physical abuse between parents did contribute to the likelihood of men inflicting sexual abuse. Thus, further research is needed regarding the influence that witnessed physical abuse may have on male sexual aggression.

In relationships with the opposite sex, coercive and assaultive men reported being able to trust more than non-aggressive men. This is incongruent with previous findings (Koss et al., 1985; Rapaport & Burkhart, 1984) that sexually aggressive men are more likely to view heterosexual relationships as adversarial. It is possible that the sexually aggressive men in this study were responding defensively (reaction formation) to the word trust. So without using the word

trust, future researchers need to explore the dimension (s) of trust that these sexually aggressive men were responding to.

In summary, findings of this study indicate that sexually aggressive men are likely to have more sexual partners, to have been victims of childhood sexual abuse, to have had their first sexual intercourse experience at an early age, to have engaged in higher levels of voluntary intimacy with the opposite sex, and to have been victims of childhood physical abuse. Parental strictness, divorced parents, having a step-parent, having observed physical abuse between parents, being excessively punished, and not having lived with their mothers for a period of time when growing up did not significantly influence men's likelihood of inflicting sexual aggression. Demographic variables such as population of the town in which they grew up, their family's income, and whether or not they specified a religious preference did not significantly correlate with propensity to inflict sexual aggression, nor did their perceptions of their ability to make friends with, to get close to, or to maintain relationships with the opposite sex. With contributions from these variables a modest level of discriminating power (approx. 10% of the variance in first function due to group membership) was achieved.

Conclusions

The prevalence rates of sexual aggression and victimization found in this study are alarmingly high. Thus, the problem of college male sexual aggression warrants the attention of future researchers.

The sexual experiences, both in childhood and adulthood, of sexually aggressive college men differ from the experiences of non-aggressive college men. Sexually aggressive college men tend to have sexual intercourse at earlier ages, to have been victims of childhood sexual abuse, to engage in higher levels of intimacy with the opposite sex, and to have more sexual partners.

Childhood experiences appear to have an impact on later behavior. Specifically, sustained physical or sexual abuse in childhood increase the likelihood of men becoming sexually aggressive. Thus, a social learning theory is partially supported by the findings of this study.

The inability of this study to produce one or two variables that clearly discriminate between the three groups lends support for interactive models such as those proposed by Malamuth (1986) and Koss and Dinero (1988), which include elements of both psychodynamic and social learning theory. Future research needs to be directed toward revealing those interacting variables which contribute most significantly to the likelihood of men becoming sexually aggressive.

Implications

Prevalence rates reported by college men and women in this sample indicate that college male sexual aggression is a considerable problem. Awareness is the first step in addressing the issue. College men and women, particularly freshmen, need to know the current incidence of college male sexual aggression. Also, they need to be educated regarding behaviors which constitute inappropriate sexual behavior (aggression), and informed that these acts will not be tolerated.

Considering that this survey was designed to detect hidden aggressors, college women need to be educated regarding the importance of reporting incidents of male sexual aggression. They must know that what happened to them was not their fault, that others will be sympathetic to their needs, and where to go to report incidents and seek personal assistance.

Current research does not allow the formation of a stereotypic profile of the sexually aggressive college man. Therefore, college women must be informed that a variety of factors contribute to a man becoming sexually aggressive. Knowing factors that have been found to contribute to college male sexual aggression can assist women in being aware of possible warning signs. Thus, women will be empowered with the ability to make informed decisions regarding the level of caution they wish to take when interacting with college men.

The finding that sexually aggressive college men were more likely to have been victims of childhood physical and sexual abuse indicates a need to study the area of treatment for abused male children. An examination of the number of abused males who actually receive treatment is a logical first step, and may reveal a need to develop more effective ways of getting abused males into treatment. Then exploration of the types of treatment which are most effective needs to be undertaken. One approach might be to compare men who have been abused as children and have become sexually aggressive adults to men who have been abused as children and have not become sexually aggressive adults. This type of study could be used not only to compare

treatments, if treatment was sought, but to examine aspects of male childhood abuse experiences (age of occurrence, period of time over which the abuse occurred) which may contribute to the likelihood of men becoming abusive.

Taking a social learning point of view, it seems that the treatment of abused male children needs to, at least in part, include a re-education process that stresses the inappropriateness of sexual aggression. More research, as described above, is needed to reveal aspects of the abuse experiences which may also need to be addressed when treating abused male children.

Limitations of the present study

This study's results reveal some characteristics of sexually aggressive college men, which may or may not be characteristic of all sexually aggressive young men. It is possible that the actual incidence of adult male sexual assault and child sexual abuse background may be higher among young men in the general population.

The lack of data on attitudes does not allow for exploration of the effects that attitudes may have on college men's propensity to inflict sexual aggression. Furthermore, the data provided in this study does not address situational factors that may disinhibit men's willingness to behave aggressively, nor does it address the importance of opportunity.

Compared with the university population, this study's sample overrepresents the number of students from some colleges and underrepresents the number of students from certain class levels and colleges.

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APPENDIX A:

Section A: General Questions About You:

Directions: Use the space at the top of the Standard Test Answer Sheet to respond to the following questions about you. The survey administrator will lead you as a group through this first section. USE PENCIL ONLY.

I. Code your class year in the first column of the Social Security Number Grid.

1. Freshman
2. Sophomore
3. Junior
4. Senior
5. Graduate

II. Your age today:.....Code your age in the two digit column of the Social Security Number Grid.

III. Forms Control:.....Code the last four digits of your social security number in the Social Security Grid.

IV. Your sex:.....Code your sex at the top of the answer sheet in the box marked SEX.

V. Directly below in the box marked Test Form, indicate where you are living now as a student.

- A. On-campus residence hall
- B. Sorority or Fraternity
- C. Married student housing
- D. Off-campus apartment, house, trailer, co-op
- E. With my parent(s)

VI. Your race: In Column No. 1 of the Special Code, mark your race according to the following KEY:

- KEY: Black.....1
- Asian American.....2
- Hispanic.....3
- Native American.....4
- Caucasian.....5
- Other.....6

VII. Code your cumulative grade point average in the last three columns (Cols. 4, 5, and 6) of the Special Code. If you do not yet have a cumulative grade average, code the GPA from your last school (high school or college).

VIII. Code today's date in the boxes at the top right corner of the answer sheet.

IX. Family Income: In the space marked Course/Section, print your best estimate of your family's income last year. (If married, still estimate the income in the family in which you grew up.)

X. Your religion: In the space marked Instructor, print the name of your religious preference (Catholic, Methodist, Assembly of God, etc.). If you do not have a religious preference, print NONE.

XI. Hometown: In the space marked Student Signature, print the population of the area in which you grew up. Indicate if it is Rural, Small Town, Suburban, or Central City.

XII. Directly below, carefully print your college and academic major preference.

Directions: Mark your responses to the questions below beginning with question number one (1) on your answer sheet:

Section B: Your Family During Childhood

1. Have your parents ever been divorced or separated from each other?
 - A. Yes
 - B. No
2. Did you have a step-parent?
 - A. Yes
 - B. No
3. Was there a time when you were growing up when you did not live with your mother?
 - A. Yes
 - B. No
4. How strict were your parents in making you obey their rules?
 - A. Not at all strict
 - B. A little strict
 - C. Somewhat strict
 - D. Very strict
 - E. Extremely strict
5. In an average month when you were growing up, how often were you punished or spanked for physical play, wrestling, or roughhousing with your sisters, brothers, or friends?

- A. Never
- B. Once or twice
- C. 3 - 5 times
- D. 6 - 10 times
- E. 11 or more times

Items 6 - 7: Use this KEY to respond to questions 6 - 7:

- KEY:
- A. Never
 - B. Once or twice
 - C. 3 - 5 times
 - D. 6 - 10 times
 - E. 11 or more times

Physical blows (like hitting, kicking, throwing someone down) sometimes occur between family members. For an average month, mark how often these occurred in your family when you were growing up.

- 6. One of your parents did this to you. (Mark one from the key above)
- 7. One of your parents or step-parents did this to the other. (Mark one from the KEY above)

* * * * *

Section C: Your Relationships:

Item 8 - 11: Use this KEY to respond to questions 8 - 11:

- KEY:
- A. Not at all
 - B. A little
 - C. Somewhat

D. Quite a bit

E. Very much

In your relationships(s) with the opposite sex, to what extent do you feel able to do the following: (Mark one from the KEY for each item)

- 8. Trust others
- 9. Make friends
- 10. Get close to others
- 11. Maintain relationships

* * * * *

Items 12 - 13: Mark "A" (Yes) for one of the choices below regarding the level of intimacy needed for you to approve of sexual intercourse between a man and woman before marriage.

- Item 12.
 - A. Approve under any circumstances if both desire
 - B. Approve on casual dates if both desire
 - C. Approve if dating regularly
 - D. Approve if in love even if not engaged
 - E. Approve if formally engaged

- Item 13.
 - A. Never approve of sexual intercourse before marriage

Items 14 - 16: Use this key to respond to questions 14 - 16:

Key: A. Yes

B. No

- 14. Have you ever willingly kissed or petted with a member of the opposite sex?

15. Have you ever willingly had sexual intercourse with a member of the opposite sex?

16. Have you ever had sexual intercourse either forced or voluntarily?

* * * * *

17. What is your sexual orientation?

A. Heterosexual

B. Bisexual

C. Homosexual

Items 18 - 19: Mark only one response to items 18 - 19. How old were you when you first had sexual intercourse either forced or voluntarily?

Item 18.

A. I have never had sexual intercourse

B. Three years old or younger

C. Four or five years old

D. Six or seven years old

E. Eight or nine years old

Item 19.

A. Ten or eleven years old

B. Twelve or thirteen years old

C. Fourteen or Fifteen years old

D. Sixteen or seventeen years old

E. Eighteen years old or older

Items 20 - 21: Mark only one response to items 20 - 21: Consider your sexual experience with the opposite sex. With approxi-

mately how many different people have you had sexual intercourse?

- Item 20.
- A. None
 - B. One person
 - C. 2 - 5 people
 - D. 6 - 10 people
 - E. 11 - 15 people

- Item 21.
- A. 16 - 20 people
 - B. 21 - 30 people
 - C. 31 - 50 people
 - D. over 50 people

Item 22 - 23: Mark only one response to items 22 - 23: Consider your sexual experience with the same sex. With approximately how many different people have your had sexual relations?

- Item 22.
- A. None
 - B. One person
 - C. 2 - 5 people
 - D. 6 - 10 people
 - E. 11 - 15 people

- Item 23.
- A. 16 - 20 people
 - B. 21 - 30 people
 - C. 31 - 50 people
 - D. Over 50 people

* * * * *

Section D: Your Childhood Experiences:

Items 24 - 31: Use this KEY to respond to questions 24 - 31:

KEY: A. Yes

B. No

Many people have sexual experiences as children either with friends or with people older than themselves. The following items ask about any experiences you may have had before you were 14. Mark "A" (Yes) or "B" (No) for each of the following questions:

24. Another person showed his/her sex organs to you
25. A request by someone older than you to do something sexual
26. You showed your sex organ to another person at his/her request
27. Another person fondled you in a sexual way
28. Another person touched or stroked your sex organs
29. You touched or stroked another person's sex organs at his/her request
30. Attempted intercourse (got on top of you, attempted to insert penis but penetration did not occur)
31. Intercourse (oral, anal, or vaginal) with any amount of penetration (ejaculation not necessary)

* * * * *

If you answered yes to any of the items numbered 24 - 31, please continue with the items below. If you answered no to all the items numbered 24 - 31, please go to section E.

Items 32 - 33: Review questions 24 - 31 above. What is the number of the last item to which you marked "Yes"?

Item 32.

- A. Item 24
- B. Item 25
- C. Item 26
- D. Item 27
- E. Item 28

Item 33.

- A. Item 29
- B. Item 30
- C. Item 31

34. Refer to the last item in 24 - 31 above where you marked "Yes".

How many times did it happen?

- A. Once
- B. Twice
- C. Three to five times
- D. Six to ten times
- E. Eleven or more times

35. Did it happen more than once with the same person?

- A. Yes
- B. No

36. Besides you how many people were involved in this experience?

- A. One other person
- B. Two other people
- C. Three or more people

Items 37 - 38: Who was the person who did it? Mark one from the following list. If more than one person was involved, mark for the oldest person.

- Item 37
- A. Stranger
 - B. Older person you knew, such as neighbor, teacher, or friend of parents
 - C. Friend of your brother
 - D. Person about your age or younger such as a friend of your babysitter
 - E. Babysitter

- Item 38
- A. An uncle, aunt, or grandparent
 - B. A brother, step-brother, sister or step-sister
 - C. A step-father or step-mother
 - D. Father or mother

* * * * *

39. Who initiated this activity?

- A. Me
- B. The other person
- C. Both of us

Items 40 - 41: How old were you when it first happened? (Mark one response only for both items 40 and 41)

- Item 40
- A. Three years old or younger
 - B. Four or five years old

- C. Six or seven years old
- D. Eight or nine years old
- E. Ten or eleven years old

Item 41

- A. Twelve or thirteen years old
- B. Fourteen or fifteen years old
- C. Sixteen or seventeen years old
- D. Eighteen or more years old

Items 42 - 43: Approximately how old was the other person? (Mark one response only for both items 42 and 43) If more than one person was involved, how old was the oldest person?

Item 42.

- A. Under ten years old
- B. 10 - 11 years old
- C. 12 - 13 years old
- D. 14 - 17 years old
- E. 18 - 20 years old

Item 43.

- A. 21 - 30 years old
- B. 31 - 40 years old
- C. 41 - 50 years old
- D. 51 - 60 years old
- E. Over 60 years old

44. What sex was the other person(s)? (Mark one)

- A. Male(s)
- B. Female(s)
- C. Both a male and a female were involved

Items 45 - 46: Over how long a period did this go on? (Mark one response only for both items 45 and 46)

- Item 45.
- A. One day or less
 - B. 2 - 14 days
 - C. 2 - 4 weeks
 - D. 1 - 6 months
 - E. 6 months to 1 year

- Item 46.
- A. 1 - 2 years
 - B. Over 2 years

Items 47 - 53: Mark letter "A" in one of the items 47 - 53 below to indicate the main reason you participated.

- 47. Felt good
- 48. Curiosity
- 49. Made me feel loved or secure
- 50. Other person said it was "OK"
- 51. Other person gave me gifts, money or candy
- 52. Other person threatened to hurt or punish me
- 53. Other person used physical force

* * * * *

54. Did you discuss this experience with anyone at the time?
- A. Yes
 - B. No

55. If you told your mother or step-mother, how did she react? (No response to this item will indicate that you did not tell your mother or step-mother)

- A. Not at all supportive (i.e., angry at me, discouraged me from talking)
- B. A little supportive
- C. Somewhat supportive
- D. Quite a bit supportive
- E. Very much supportive (i.e., responded helpfully, encouraged me to talk)

56. If you told your father or step-father, how did he react? (No response to this item will indicate that you did not tell your father or step-father)

- A. Not at all supportive (i.e., angry at me, discouraged me from talking)
- B. A little supportive
- C. Somewhat supportive
- D. Quite a bit supportive
- E. Very much supportive (i.e., responded helpfully, encouraged me to talk)

57. If you told any other adults, how did they react? (No response to this item will indicate that you did not tell any other adults)

- A. Not at all supportive (i.e., angry at me, discouraged me from talking)

- B. A little supportive
- C. Somewhat supportive
- D. Quite a bit supportive
- E. Very much supportive (i.e., responded helpfully, encouraged me to talk

Items 58 - 63: Use this KEY to mark each question from 58 - 63:

- KEY:
- A. Not at all
 - B. A little
 - C. Somewhat
 - D. Quite a bit
 - E. Very much

Please indicate how you felt at the time the incident occurred. (Mark one from the KEY above)

- 58. Scared, anxious, or shocked
- 59. Angry
- 60. Guilty or embarrassed
- 61. Depressed or unhappy
- 62. Proud or "grown up"
- 63. As a result of this experience, to what extent do you feel that you were victimized or taken advantage of?

(Mark one from the key above)

* * * * *

Section E: Your Sexual Experience from age 14 on:

Directions: In Section E you will be asked two questions for each item about your sexual experience from age 14 on: (1) about how many times

did the event occur, if it did, and (2) about how many times the last school year (September to September). Use the following KEYS to respond to the items 64 - 83:

64 - 65: Have you engaged in sex play (fondling, kissing or, petting, but not intercourse) with a woman when she didn't want to by overwhelming her with continual arguments and pressure?

(from age 14 on)

64. About how many times has it happened (from age 14 on)?

65. How many times last school year (September to September)?

66 - 67: Have you engaged in sex play (fondling, kissing, or petting, but not intercourse) with a woman when she didn't want to by using your position of authority (boss, teacher, camp counselor, supervisor)? (from age 14 on)

66. About how many times has it happened (from age 14 on)?

67. How many times last school year (September to September)?

68 - 69: Have you engaged in sex play (fondling, kissing, or petting, but not intercourse) with a woman when she didn't want to by threatening or using some degree of physical force (twisting her arm, holding her down, etc.)? (from age 14 on)

68. About how many times has it happened (from age 14 on)?

69. How many times last school year (September to September)?

70 - 71: Have you attempted sexual intercourse (got on top of her, attempted to insert penis) with a woman when she didn't want it by threatening or using some degree of physical force

(twisting her arm, holding her down, etc.) but intercourse did not occur? (from age 14 on)

70. About how many times has it happened (from age 14 on)?

71. How many times last school year (September to September)?

72 - 73: Have you attempted sexual intercourse (got on top of her, attempted to insert penis) with a woman when she didn't want it by giving her alcohol or drugs, but intercourse did not occur? (from age 14 on)

72. About how many times has it happened (from age 14 on)?

73. How many times last school year (September to September)?

74 - 75: Have you engaged in sexual intercourse with a woman when she didn't want to by overwhelming her with continual arguments and pressure? (from age 14 on)

74. About how many times has it happened (from age 14 on)?

75. How many times last school year (September to September)?

76 - 77: Have you engaged in sexual intercourse with a woman when she didn't want to by using your position of authority (boss, supervisor, camp counselor, teacher)? (from age 14 on)

76. About how many times has it happened (from age 14 on)?

77. How many times last school year (September to September)?

78 - 79: Have you engaged in sexual intercourse with a woman when she didn't want to by giving her alcohol or drugs? (from age 14 on)

78. About how many times has it happened (from age 14 on)?

79. How many times last school year (September to September)?
- 80 - 81: Have you engaged in sexual intercourse with a woman when she didn't want to by using some degree of physical force (twisting her arm, holding her down, etc.)? (from age 14 on)
80. About how many times has it happened (from age 14 on)?
81. How many times last school year (September to September)?
- 82 - 83: Have you engaged in sexual acts (anal or oral intercourse or penetration by objects other than the penis) with a woman when she didn't want to by using some degree of physical force (twisting her arm, holding her down, etc.)? (from age 14 on)
82. About how many times has it happened (from age 14 on)?
83. How many times last school year (September to September)?

* * * * *

APPENDIX B

Categories for Roman Numeral Items IX. - XII.

Item IX. Family Income

- A = Up to 11,999
- B = 12,000 to 23,999
- C = 24,000 to 41,999
- D = 42,000 to 59,999
- E = 60,000 and over

Item X. What is your religion?

- | | |
|--|-------------------------------------|
| A = Assemblies of God | N = Latter-Day Saints |
| B = Baptist | O = Lutheran |
| C = Southern Baptist | P = Lutheran-Missouri Synod |
| D = Christian (Disciples
of Christ) | Q = Methodist |
| E = Christian Reformed | R = African Methodist
Episcopal |
| F = Church of the Brethren | S = Presbyterian |
| G = Church of Christ | T = Roman Catholic |
| H = Church of God | U = Seventh Day Adventist |
| I = Church of the Nazarene | V = United Church of Christ |
| J = Eastern Christian
Orthodox | W = Other (Prodestant
Undefined) |
| K = Episcopal | X = None |
| L = Friends (Quaker) | Y = I prefer not to respond |
| M = Jewish | Z = Blank, no response to item |

Item XI. Size of Home Community

- | | |
|-----------------------|-------------------------|
| A = Farm/Open Country | F = 50,000 to 249,999 |
| B = Less than 500 | G = 250,000 to 499,999 |
| C = 500 to 1,999 | H = 500,000 to 999,999 |
| D = 2,000 to 9,999 | I = More than 1,000,000 |
| E = 10,000 to 49,999 | |

Item XI. Type of Community

- A = Rural, Farm/Open Country
- B = Small Town
- C = Suburban
- D = Central City

Item XII. College of Major

- A = Applied Sciences
- B = Business
- C = Education
- D = Fine Arts
- E = Health, Physical Education and Recreation
- F = Liberal Arts and Sciences
- G = No college listed or undecided

Item XII. What is your academic major?

Applied Sciences

- | | |
|-----------------------------|-----------------------------|
| BCC = Gerontology/MA | ABJ = Industrial Technology |
| ADH = Home Economics | BEG = Technology/MS |
| BBD = Career Occupations/BS | ADJ = Technology Education |

Liberal Arts and Sciences

AHG = Afro-American Studies/BS	AEA = Medical Technology
BCF = Biological Sciences/MSED	AEH = Philosophy
AAG = Botany	AFD = Physical Sciences
ABB = Chemistry	AFF = Physics
BAF = Computational Math	AFJ = Political Science
ABD = Economics	AGB = Psychology
ADI = Engineering Coop Prog.	AGD = Social Science for Teacher Certification
ABH = English	AGF = Sociology
AHH = Environmental Biology	AGG = Speech Communication
ACB = French	ACI = Speech Path. and Aud.
ADC = Geology	AGJ = Zoology
ACD = German	
ADF = History	
BAH = Journalism	
AED = Mathematics	

Business

AAH = Accounting	AHI = Computer Mangement
AIB = Admn. Info. Sys.	ACA = Finance
AJE = Business Administration	AAJ = Management
AAI = Business Education	ABA = Marketing

Education

AHA = Ed. Admn. and Supervsn	ABI = Info. Services and Tech.
ABF = Elementary Education	ADD = Jr. High Sch. Education
AID = Guidance and Counseling	ACH = Special Education

Fine Arts

ADD = Art

AEF = Music

AGI = Theatre Arts

Health Physical Education and Recreation

BAE = Health Studies

AEC = Physical Education

ACE = Recreation Administration

School of Adult/Continuing Education

AJB = BOG