Development of survey questions on attitudes to violence and escape facilities
FINAL REPORT
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Ormston, R, Bromley, C, Curtice, J, Reid, S, Sharp, C
Scottish Centre for Social Research (*ScotCen*)

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Executive summary

Introduction

This report presents findings from a study, conducted on behalf of NHS Health Scotland by the Scottish Centre for Social Research (*ScotCen*), to develop robust survey questions to assess:

1. the perceived availability of 'escape facilities', and
2. attitudes to violence.

The study had a two-phase design, anchored around the 2009 *Scottish Social Attitudes* (*SSA)* survey. The first phase, which took place between October 2008 and the end of March 2009, involved the design and initial testing (using *SSA* survey processes) of draft questions. The second phase, which took place between May and September 2009, involved more extensive piloting of the questions through their inclusion in the nationally-representative 2009 *SSA* survey. This report is an updated version of the interim report, published by NHS Health Scotland in June 2009. It incorporates findings from further analysis of the questions included in the 2009 *SSA* survey.

These questions have been developed for use in future Scotland-wide surveys, to collect meaningful data for monitoring progress on two of the national Scottish mental health indicators for adults established by NHS Health Scotland, namely:

1. 'Escape facility' - *assessment of the perceived availability of a valued safe places where an individual can and wants to go to to 'escape' from things*, and
2. Attitudes to violence – *the percentage of adults who think that violence is acceptable in some circumstances*.

Methods

Although the aim of this study was to develop a survey question or questions on two separate topics, for efficiency purposes they were developed concurrently. The first phase of this study involved the following stages:

- **Rapid reviews of relevant literature**. Key literature on 'escape facilities' and attitudes to violence was reviewed, in order to highlight key conceptual, theoretical and policy debates and to identify existing survey questions on either topic.

- **Secondary analysis of qualitative data from the 'Someone to Talk to' study**. Qualitative interviews for the 'Someone to Talk to' study, conducted by Dr Julie Brownlie at the University of Stirling and *ScotCen*, explored the ways in which people deal with emotional issues. Transcripts were searched for relevant information about the places people go and the things they do to 'escape' their problems in order to inform the design of survey questions on 'escape'.

- **Further qualitative interviews on 'escape'**. To further inform the development of the survey questions on 'escape', 12 in-depth, face-to-face interviews were conducted. These explored issues including: what the term 'escape' (and other, related terms) mean to people; what

different places people 'escape' to; whether people consciously think of themselves as using particular places to 'escape'; and how the places people go to 'escape' relate to the activities they do there.

- **First 2009 *SSA* survey pilot**. Draft scenario based questions on attitudes to violence were developed following the rapid review of the literature and included alongside other questions in the first *SSA* survey pilot. This involved 47 interviews with members of the public, conducted by *ScotCen*'s survey interviewer fieldforce. The interviews were followed by a full interviewer debrief where feedback on the questions was discussed. Questions on 'escape facilities' were not included in this pilot as it was not possible to conduct the qualitative interviews and draft survey questions in time for the first *SSA* survey pilot.

- **Cognitive testing.** Revised questions on attitudes to violence and initial draft survey questions on 'escape facilities' were cognitively tested with 15 members of the public. This explored issues around interpretation, understanding and response to the draft survey questions. Again, a full debrief was held to discuss feedback.

- **Second *SSA* survey pilot.** Further sets of revised questions on 'escape facilities' and attitudes to violence were included in the second *SSA* survey pilot. This involved 46 interviews with members of the public and a further interviewer debrief.

- **Inclusion of the questions in the 2009 *SSA* survey.** Following the second *SSA* survey pilot, further revisions to the questions were made, and final drafts of both sets were included in the 2009 *SSA* survey. The survey, which involved 1,482 interviews conducted using computer assisted personal interviewing with a pen and paper self-completion element, was in the field from May to September 2009. The data from questions included in the 2009 *SSA* survey were analysed to establish whether any revisions to the questions were required and to assess their suitability for inclusion in future surveys. For the attitudes to violence questions, this included factor analysis and reliability tests of scales constructed from the full question set and the final proposed sub-set.

Results

This section summarises the key issues that emerged and the main decisions made at each stage of the development of the questions.

1 Summary of development of questions on 'escape facilities'

Rapid review of the literature

While the rapid review of the literature revealed a considerable amount of research exploring aspects of the relationship between the built and natural environment and mental health, there was a dearth of research looking specifically at the conscious use of these spaces as 'escape facilities'. As such, it was decided that some further research was needed to explore public understandings of this issue and identify the language people use to talk about 'escape' and 'escape facilities'.

Secondary analysis of qualitative data and qualitative interviews

The secondary review of transcripts from the 'Someone to Talk to' study confirmed that people do indeed have places they 'escape' to in order to feel better about emotional stresses. However, although physical spaces were discussed, participants also talked about the importance of 'emotional' or 'cognitive' spaces – for example, having 'space' to 'clear your mind'. Private spaces (including within people's own homes or gardens) could be as important for 'escape' as public areas like parks. Thus, while the indicator focuses on the perceived availability of public spaces where people can (and want to) go to 'escape', it was felt important that any question about the different places people go to 'escape' should include both public and private spaces, to reflect the reality of how people think about 'escape'.

Due to the complex nature of thinking about 'escape facilities', it was clear that a single survey question would not suffice. Both the secondary analysis and qualitative interviews found that discussion of *places*, *activities* (such as gardening, music, and exercise) and *people* (for example, friends and family who people 'escape' to) are often intertwined when people talk about 'escape'. It was thus apparent that, in order for the questions to appear meaningful to respondents in terms of how they might think about 'escape', and to attempt to separate where they go from what they do, a number of questions, covering both activities and places, would be required.

The qualitative interviews also highlighted that different terms associated with 'escape' have different meanings and associations for different people. Survey questions on this topic need to take account of the fact that there is unlikely to be one term that adequately captures the concept of 'escape facilities' without further clarification. Finally, these interviews highlighted the need to distinguish between day-to-day escapes and activities (e.g. going to the park) and more long-term 'escape' strategies (e.g. going on holiday or taking time out from a job). They also emphasised the need to be clear that the interest in terms of the adult mental health indicator is in everyday problems and stresses, not major events or crises.

Further discussion with NHS Health Scotland following the qualitative research clarified that the focus of the questions should be on 'escape places' in respondents' local area, and not on the availability of places to 'escape' to more generally. This reflects the focus of the literature (on which the adult mental health indicator was based) on the importance of local greenspace and 'escape facilities' to mental health. Finally, it was decided to include a question on barriers to 'escape facilities' to gain information on why some people feel they do not have anywhere they can go to 'escape'.

Cognitive testing and second 2009 SSA survey pilot

The cognitive testing highlighted further challenges around asking people to separate the places they visit from the activities they do to 'escape'. There is also a need to be clear that the interest is in places they visit specifically to 'escape', and not places they visit for other reasons. This led to revisions to and re-ordering of the draft questions for the second *SSA* survey pilot.

Further discussions following the cognitive testing confirmed the fact that the primary interest for the indicator on 'escape facility' is in the 'perceived availability' of somewhere to 'escape' to, regardless of whether people actually do use that place to 'escape'. It was also decided that the question on

possible reasons for people feeling there is nowhere they can 'escape' to should focus on structural or physical barriers (like lack of transport, lack of safe places, etc.) rather than personal barriers (like time). The questions were reworded for the *SSA* survey pilot to reflect these considerations.

'Escape facilities' questions included in the 2009 SSA survey

The final draft 'escape facilities' questions included in the 2009 *SSA* survey covered, in the following order:

- whether people ever feel the need to 'escape' from everyday problems or stresses to take their mind off things or clear their head
- for those who do feel like this,
  (a) what activities they do, and
  (b) where they go when they feel like this
- for **all** respondents, whether they agree or disagree that there are places in their area that they could go to 'escape' from everyday problems and stresses if they needed to (this question is particularly key in terms of the information required to assess whether the mental health indicator is being met)
- for those who disagree, the reasons why they feel they do not have places they can 'escape' to in their area.

Analysis of results from the 2009 SSA survey and final recommendations

Analysis of the pattern of responses to these questions in the 2009 *SSA* survey did not suggest that any particular amendments to the questions were required. The proportions giving 'don't know' responses were small. There did not appear to be any biases in the 'escape places' and activities identified by respondents based on the order in which options were presented on the showcards. There were variations in the responses given by gender, age and other characteristics, so the questions were able to identify relevant differences in the perceived availability of 'escape facilities'.

However, although the key question (whether respondents agree or disagree that there are places in their area they could go to 'escape' if they needed to) appeared to work, the research team could not rule out the possibility that some people were still including their own homes and gardens when deciding on their answer.

In relation to the inclusion of the questions in future surveys to monitor changes in the perceived availability of 'escape facilities', the research team would also suggest that:

- The question about the perceived availability of somewhere to 'escape' to in the local area is not asked in isolation.
- NHS Health Scotland consider carefully the appropriate intervals for repeating the questions, particularly given the high proportion who do feel that they have somewhere to 'escape' to. We would suggest that it may be appropriate to repeat the questions every 3 to 4 years.
- As well as changes in the overall proportion who agree that they have somewhere to 'escape' to (which are likely to be small, given the existing high level of agreement), changes in the pattern of agreement by sub-group should also be monitored.

The choice as to which survey to include the questions in in the future may in part depend on the cross-analysis NHS Health Scotland is most interested in facilitating. The Scottish Household Survey would allow exploration of the relationship between the perceived availability of somewhere to 'escape' to and views of other aspects of people's local areas. The Scottish Health Survey might enable researchers to explore whether or not perceived access to somewhere to 'escape' from everyday problems is independently associated with positive mental health or mental health problems, after other factors known to affect mental health are accounted for.

2 Summary of development of questions on attitudes to violence

Rapid review of the literature

The rapid review of the literature found that existing sets of survey questions on attitudes to violence are often comprised of many items covering a number of different types of violence. A single, composite measure of attitudes to violence does not appear to exist in the literature, confirming the view that a number of questions are needed to adequately capture attitudes to violence. A number of studies focus on specific types of violence, such as domestic violence, or on the views of specific populations, such as teenagers. Further, many also cover culturally specific forms of violence (for example, 'protest violence' in the US) which may have less resonance in a Scottish context. It was therefore clear that it would not be possible to easily adapt existing question sets to a Scottish context to use for the indicator.

As sufficient information had been uncovered by the literature review, questions for the indicator were drafted without the need of a qualitative interview stage. It was decided that the focus of the questions developed for the indicator should be on common and lower level types of physical violence that might be easily recognised by people living in Scotland. It was also decided they should focus on violence between adults, since it was felt that attitudes towards smacking (and violence between and by children) are sufficiently complex to require a stand alone set of questions. To help enhance saliency a scenario based approach was adopted. This involves describing a specific scenario where a violent act is committed and asking respondents their view on it, rather than asking about the acceptability of a particular type of violence in general.

The literature review also highlighted a large number of contextual factors which might affect attitudes to violence, including: the relationship between perpetrator and victim; the existence of aggravating factors, like alcohol; the demographic characteristics of the perpetrator and victim (e.g. gender and age); the degree of perceived provocation; whether the violence was carried out in defence of person, property or reputation; the nature and severity of the violent act; the environmental setting for the violence; and whether the violence was between individuals or groups of people. The initial draft 30 questions covered scenarios where a range of these factors were varied to explore the impact on people's answers.

Finally, it was decided that three possible sets of answer scales should be tested in the first pilot and cognitive testing. These were:

- Strongly agree/Agree/Neither agree nor disagree/Disagree/Strongly disagree

- Nothing wrong/A bit wrong/Wrong/Seriously wrong/Very seriously wrong
- Always acceptable/Mostly acceptable/Sometimes acceptable/Rarely acceptable/Never acceptable.

First SSA survey pilot and cognitive testing

The first *SSA* survey pilot and the cognitive testing raised a number of issues resulting in amendments to the draft questions.

First, it was suggested that the number of scenarios (30 at the first pilot) was too many. This led to some respondents feeling the questions were becoming ridiculous, and others becoming confused between scenarios. The number of scenarios was therefore reduced for the second pilot, to 17. A brief description of each scenario was also added to the answer showcards, to act as an *aide memoire*. Finally, it was decided to split the questions into 2 sections (to be answered at different times in the interview) to try and help prevent respondent fatigue.

Second, although respondents did not appear to find the topic particularly sensitive overall, both interviewers and respondents found the questions involving domestic disputes more sensitive. It was therefore decided to include these questions in the self-completion section of the 2009 *SSA* survey.

Third, various questions were raised about the most appropriate answer scale to use. There was no consensus on which of the three respondents preferred. However, it was suggested that the 'wrong' scale was not very clear, since 'Wrong' was not an adequate 'mid-point' between 'Very seriously wrong' and 'Nothing wrong'. Moreover, seeing the word 'wrong' 5 times on the card could make respondents think the scenario must be wrong. Cognitive interviewing also suggested that for questions using the 'acceptable' scale, respondents struggled to work out whether they should answer in terms of what they personally thought acceptable, or what society in general might think of that behaviour. These comments led to the decision to re-pilot the questions using only (a) the 'agree-disagree' scale and (b) a revised 'wrong' scale, in which only the end points were labelled ('Not wrong at all' and 'Very seriously wrong', but points 2, 3 and 4 between do not have value labels). It was also decided to test both of these answer scales with different questions in the second pilot to those they had been used with in the first pilot. Numbers were also added next to the answer options on the answer showcards so that respondents could read these out as their answer if they wished. This would help provide the respondent with some confidentiality, especially in situations where other family members are present during the interview.

Other comments related to specific scenarios and resulted in changes to make them more realistic or to add clarity. Scenarios which seemed to be viewed as less realistic or which were getting very similar responses from most respondents were also dropped. Scenarios where alcohol was a factor were dropped, as respondents' comments suggested they were basing their answer less on what they thought of the behaviour morally, and more on perceptions of the likely outcome of getting into a fight with someone who is drunk.

It was also agreed at this stage that the impact of the gender of the perpetrator and victim on responses would be explored by running a split-sample experiment, in which one half of the 2009 *SSA* survey sample was asked about scenarios which primarily involve a man hitting another man, and the other half of the sample were asked about scenarios where a woman hits another woman.

Second SSA survey pilot

The second *SSA* survey pilot again suggested that the number of variations on the same scenario (where specific details are tweaked to see what difference, for example, varying the provocation makes) could be confusing for respondents. These variations were reduced for the final draft set of questions included in the 2009 *SSA* survey. The overall number of questions was also reduced, from 17 to 14. In particular, two questions about group violence and one where a man slaps his wife after she shouts at him were dropped on the basis that they did not discriminate well between respondents with different attitudes to violence.

Finally, it was agreed that the final draft questions should use the revised 'wrong' scale. This was an issue of some debate, but it was felt that in general respondents would be clearer about what their answer meant using this rather than an 'agree-disagree' scale, where there was potentially room for confusion about what they were agreeing or disagreeing with.

Attitudes to violence questions included in the 2009 SSA survey

The final draft questions on attitudes to violence included in the 2009 *SSA* survey covered, in the following order:

Section 1 (5 questions)

- violence (shoving or punching) towards a stranger following verbal provocation
- violence (shoving) towards a stranger in defence of personal property (damage to car)
- violence (pushing to the ground or pushing to the ground and punching) in defence of a stranger's property (bag snatching).

Section 2 (5 questions)

- violence (shoving or punching) towards a stranger in reaction to verbal provocation and physical violence (shoving or punching)
- violence (shoving) in a neighbour dispute over noise
- violence (shoving) in reaction to a neighbour verbally abusing or shoving the person's child.

Self-completion (4 questions)

- violence (punching) in honour of a sibling (infidelity or physical violence by the partner in the siblings relationship)
- violence between married partners (slap in response to infidelity/slap in retaliation to this initial slap).

Half the *SSA* 2009 sample were asked versions of the first 12 questions (sections 1 and 2 and self-completion honour of a sibling) where the perpetrator and victim were both male, and half were asked versions where the perpetrator and victim were both female. With respect to the final 2 questions (self-completion), on violence between married partners, half the

sample were asked about a man slapping a woman first (in response to infidelity) and the other half were asked about a woman slapping a man first.

Analysis of results from the 2009 SSA survey and final recommendations

Analysis of findings from the 2009 *SSA* survey showed that the acceptability of violence varied considerably across the scenarios asked about. In particular, the split-sample experiment showed that, in general, violent action undertaken by a woman against another woman is more likely to be regarded as wrong than the same action taken by a man against another man. However, where violence takes place between a man and a woman who are married, it is violence by a man that is more likely to be judged wrong.

Factor analysis was undertaken to identify the underlying 'dimensions' of attitudes to violence being tapped by the different questions. Initial analysis suggested three different dimensions underpinned people's responses – attitudes to non-violent provocation formed one, those to violent provocation (against person or property) another, and views of violence between family members a third. When violence between a married couple was excluded from this analysis, this suggested that all the other statements were tapping a single underlying orientation to violence to some degree, although violence as a reaction to violence appeared to attract a somewhat different set of considerations that did not apply in other scenarios.

Based on this factor analysis and consideration of the overall response distributions for the individual questions, the research team suggest that overall level of acceptance of (relatively) low-level physical violence between adults of the same gender in Scotland could be monitored using the following sub-set of 5 questions (using a split-sample where half are asked about male-male violence and half asked about female-female violence):

- punching a stranger following verbal provocation
- shoving a neighbour in reaction to a neighbour verbally abusing the person's child
- punching a stranger in reaction to being punched
- pushing a bag snatcher to the ground
- punching a sibling's partner in response to the partner hitting the sibling.

When combined into an additive (Likert) scale, these items have a reasonable level of reliability (Cronbach's alpha of 0.71 for the male and 0.72 for the female scenarios). Moreover, the pattern of responses to these 5 questions is representative of the pattern across all 12 scenarios (sections 1 and 2 and self-completion honour of a sibling, excluding the 2 questions on violence between a married couple) included in the survey. Changes should be monitored with reference to the 'mean score' of the scale composed from these 5 questions. However, given that there appear to be substantial differences in people's attitudes to male-male compared with female-female violence, we would recommend that although responses to these questions could be combined to provide a single summary mean score for an overall indicator of attitudes to low-level violence between adults of the same gender, this might conceal differential changes over time in attitudes to violence committed by women vs. violence committed by men. As such, we would recommend that the mean scores are also reported separately for male-male and female-female violence.

The decision as to the survey in which these questions should be included in order to monitor changes over time should be informed by consideration of what cross-analysis is required. Further analysis of the factors underpinning attitudes to violence would be facilitated by their inclusion in future sweeps of *SSA* survey. If they were included in the Scottish Crime and Victimisation Survey, it would be possible to explore the relationships between attitudes towards and experience of violence. Finally, if they were included in the Scottish Health Survey, this would enable research into whether or not there is any direct relationship between attitudes to violence and positive mental health or mental health problems at an individual (rather than societal) level.

1 Introduction and background

1.1 About this report

This report presents findings from a study, commissioned by NHS Health Scotland and carried out by the Scottish Centre for Social Research (*ScotCen*), to develop a robust set of survey questions to measure perceived availability of 'escape facilities' and attitudes to violence which can be used in national surveys in the future to measure progress in these areas.

The study had a two-phase design, anchored around the 2009 *Scottish Social Attitudes* (*SSA)* survey. The first phase, which took place between October 2008 and the end of March 2009, involved the design and initial testing of questions to address the two sets of issues (perceived availability of 'escape facilities' and attitudes to violence). The second phase, which took place between May and September 2009, involved a large-scale field test with a nationally-representative sample, carried out as part of the 2009 *SSA* survey.

This final report incorporates findings from Phase 2, and updates the interim report on Phase 1 published by NHS Health Scotland in June 2009.

1.2 Background to the study

In 2007 NHS Health Scotland, Scotland's national agency for improving the health of the population, published a set of national, sustainable mental health[1] indicators for adults in Scotland (Parkinson, 2007).[2] These indicators were designed to:

- provide a summary mental health profile for adults in Scotland that covers the state of mental health in Scotland (positive mental health and mental health problems) and associated contextual factors which influence this
- enable monitoring of changes in Scotland's mental health and its context for adults
- inform decision-making about priorities for action and resource allocation, and
- enable comparison between population groups and geographical areas of Scotland, as well as with other countries, where data allow.

The set of 55 indicators was developed taking into account what data were available, current policy priorities, evidence on what impacts on mental health, expert opinion and theory. The framework for the indicators is shown in Figure 1:

[1] The mental health indicators work and this report have taken the term 'mental health' to be an overarching term covering both 'positive mental health' ('mental wellbeing') and 'mental health problems' (symptoms that meet the criteria for clinical diagnosis of mental illness, or symptoms at a sub-clinical threshold which interfere with emotional, cognitive or social function). This recognises a dual continuum model of mental health. This terminology is reflected in this report.
Note that since the development of the adult mental health indicators terminology in use by NHS Health Scotland has altered and 'mental wellbeing' instead of 'positive mental health' is now the term being used.

[2] See www.healthscotland.com/scotlands-health/population/mental-health-indicators-index.aspx for information on this work.

Figure 1 Framework for the adult mental health indicators (number of indicators)

HIGH LEVEL CONSTRUCTS		
Positive mental health (2)	Mental health problems (7)	
CONTEXTUAL CONSTRUCTS		
Individual	**Community**	**Structural**
Learning and development (1)	Participation (3)	Equality (2)
Healthy living (4)	Social networks (1)	Social inclusion (2)
General health (3)	Social support (2)	Discrimination (3)
Spirituality (1)	Trust (2)	Financial security/debt (2)
Emotional intelligence (1)	Safety (4)	Physical environment (6)
		Working life (6)
		Violence (3)

While the majority of these indicators can be measured using existing data (or data newly collected from 2008 or 2009), it was decided that further work was required for four of the indicators to operationalise them. These four indicators related to:

- spirituality
- emotional intelligence
- 'escape facilities', and
- attitudes to violence.

The study on which this report is based sought to develop a reliable survey question or questions in relation to each of the last two of these – 'escape facilities' and attitudes to violence.[3] These indicators are as follows:

- 'Escape facility' - *assessment of perceived availability of a valued safe place where an individual can and wants to go to to 'escape' from things*, and
- Attitudes to violence - *the percentage of adults who think that violence is acceptable in some circumstances*.

1.2.1 'Escape facilities'

The indicator around 'escape facilities' is included with other indicators focusing on the physical environment. The other indicators cover neighbourhood satisfaction and perceptions of: noise, access to greenspace, house condition and overcrowded accommodation. In her discussion (in the final report for the adult mental health indicators) of the rationale for including these indicators, Parkinson highlights the growing body of research emphasising the potential importance of the physical (built and natural) environment to mental health (Parkinson, 2007). For example, research on how people perceive the quality of their local environment, carried out as part of the 2004 *SSA* survey, showed that those who believe their local environment to be poor were more likely than those with fewer concerns about their local environment to report anxiety, depression and a generally poor state of health (Curtice *et al.*, 2005). Moreover, many studies find an

[3] NHS Health Scotland have determined that further work is required to develop a consensus understanding of 'spirituality' and 'emotional intelligence' as a starting point before indicators for these two areas can be developed.

association between access to greenspace and nature and better mental health (e.g. Clark *et al.*, 2007).

As Parkinson notes, the literature suggests that one way in which greenspace can have a positive impact on mental health is as an 'escape facility' from daily stresses. 'Escape facilities' are defined in the adult mental health indicators as 'a valued safe place where an individual can and wants to go to to 'escape' from things' (Parkinson, 2007). The presence of a valued 'escape facility' is identified by Chu *et al.* (2004) as one of five key domains through which the urban and built environment may impact on mental health. It is argued that access to 'escape facilities' may be especially important where there is high residential density, where they act as a buffer and can be considered a 'restorative' environment.

However, the final report for the adult mental health indicators also acknowledges that further work is required to assess the literature around the concept of 'escape facilities' to enable a suitable survey question(s) to be developed so that data can be collected for the 'escape facility' indicator (Parkinson, 2007). It also notes that the work needs to take account of the fact that escape facilities may differ for people living in different environments, for example between urban and rural areas.

1.2.2 Attitudes to violence

The final set of adult mental health indicators for Scotland includes three indicators in the 'contextual construct' termed violence. The first two relate specifically to *experience* of violence (*the percentage of adults physically or emotionally abused by a partner or ex-partner in the past year*, and *the percentage of adults who have experienced violence excluding violence by a household member, occurring locally in the past year)*. However, the third indicator relates to attitudes to violence:

> *The percentage of adults who think that violence is acceptable in some circumstances.*

In her discussion of the rationale for selecting indicators relating to violence, Parkinson notes that "Strong evidence indicates a relationship between experience of violence and adverse mental health outcomes" (Parkinson, 2007). Expert opinion sought during the development of these indicators linked acceptance of, or support for, the use of violence in society with increased levels of violence – which in turn could impact negatively on mental health. This is supported by various research reviewed for this study (see discussion in Chapter 4). Thus, it was considered important to include an indicator of acceptance of violence in society alongside indicators of actual experience. It is worth noting that from the outset, the research team at *ScotCen* identified that it would not be possible to capture attitudes to a phenomenon as complex and diverse as 'violence' with a single survey question. The focus of this element of the study was thus on designing a set of survey questions, responses to which, ideally, could be combined to capture the overall level of acceptance of violence in Scottish society.

1.3 Study aims and objectives

The overall aim of the research was to develop questions suitable for inclusion in national household surveys to collect meaningful and useful data, for monitoring purposes, from the adult population on:

1. 'Escape facilities' – to allow the 'Assessment of perceived availability of a valued safe place where an individual can and wants to go to to 'escape' from things'
2. Attitudes to violence – to allow the assessment of the 'Percentage of adults who think that violence is acceptable in some circumstances'.

The specific objectives were to:

- review necessary literature, including identification of any existing question(s) used by others to capture similar/identical data
- adapt identified questions or develop new ones as appropriate
- determine the suitability of the questions for use with the adult population in Scotland (individuals aged 16 and above) living in households, by establishing the face validity of and cognitively testing the questions to determine whether:
    1. the target population understand the wording and phrasing of the questions
    2. the target population interpret the meaning of the questions as intended
- pilot, and revise accordingly, the questions to determine the suitability of responses for the needs of the two indicators, including sensitivity to change.

1.4 Report structure

The remainder of this report is structured as follows:

Chapter 2 details the methodology for developing survey questions on 'escape facilities' and attitudes to violence.

Although the work to develop survey questions for each indicator ('escape facility' and attitudes to violence) was undertaken concurrently by *ScotCen*, the two indicators cover separate issues (albeit both ones which may have a significant impact on mental health). As such the main issues arising from the development of each set of questions are discussed separately in Chapters 3 and 4.

Chapter 3 summarises the development of survey questions on 'escape facilities'. It covers:

- lessons from the existing literature
- findings from qualitative work and secondary analysis of qualitative interviews from the 'Someone to Talk to' study undertaken to support the development of the survey questions
- issues raised and modifications made to the draft questions during piloting and cognitive testing
- findings from analysis of the questions included in the 2009 *SSA* survey, and
- final recommendations about questions for inclusion in future national surveys to measure the 'perceived availability of a valued safe place where an individual can and wants to go to to 'escape' from things'.

Chapter 4 summarises the development of the questions on 'attitudes to violence'. This covers:

- lessons from the existing literature and previous surveys tapping attitudes to violence
- decisions about what aspects of violence to include in the survey questions developed for the indicator
- issues raised and modifications made to the draft questions during piloting and cognitive testing
- findings from analysis of the questions included in the 2009 *SSA* survey, and
- final recommendations about questions for inclusion in future national surveys to measure the 'percentage of adults who think that violence is acceptable in some circumstances'.

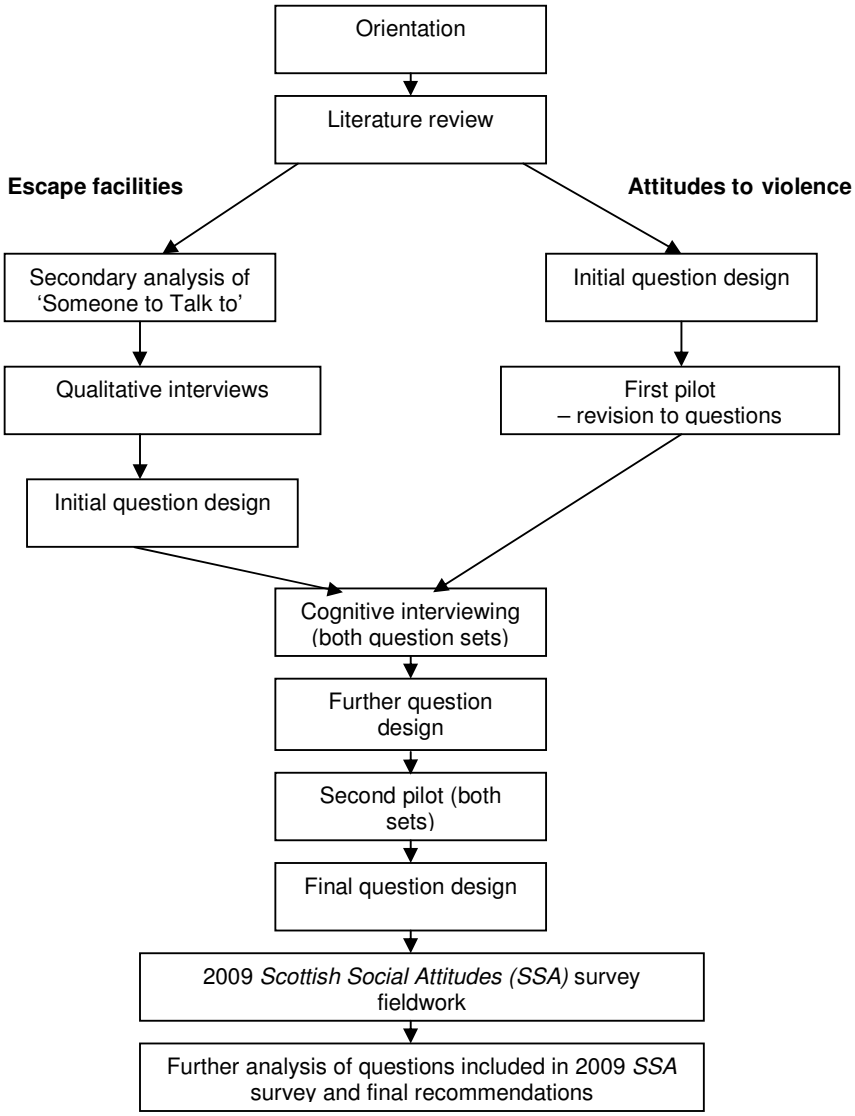
Finally, the appendices include amongst other things the materials used for the qualitative interviews, pilots, and cognitive interviews.

2 Methods

This chapter describes the methods adopted by the Scottish Centre for Social Research (*ScotCen*) to develop robust sets of questions, suitable for use in a national Scotland-wide survey, to measure (a) perceived availability of 'escape facilities' and (b) attitudes to violence. More detail on the findings from each stage of development and the decisions that informed the final question sets is provided in Chapters 3 and 4.

2.1 Summary

The diagram below summarises the key stages in the development of each set of questions:



2.2 Literature review

Following initial meetings with the commissioner at NHS Health Scotland to discuss and refine the scope and focus of the study, *ScotCen* undertook a

brief literature review of existing work on (a) 'escape facilities' and (b) attitudes to violence. The aim of this brief review was to:

- highlight the main conceptual, theoretical and policy debates relating to the two topic areas, and
- identify existing survey questions that have addressed either topic, either directly or indirectly,

rather than to provide a comprehensive review of the literature.

Literature provided by NHS Health Scotland for each of these topics, and by Dr Clare McVeigh for attitudes to violence, was supplemented by material identified by *NatCen*'s Library and Information Manager (following consultation with the Library Services Manager at NHS Health Scotland) who searched appropriate databases (International Bibliography of Social Sciences (IBSS), Web of Knowledge, Geobase, PsychInfo, Social Policy and Practice, Medline, Sociological Abstracts, and Social Care Online). Searches were restricted to literature from the last 20 years, written in English and conducted in developed countries. Key search terms were as follows:

'Escape facilities':

- escape facilities
- mental space
- well-being/wellbeing/well being OR mental AND space
- mental health OR well-being AND
    - escape
    - safe haven
    - relax/unwind/de-stress
    - sanctuary
    - coping mechanism
    - environment
    - green space

Attitudes to violence:

- violence AND
    - attitude
    - attitude scales
    - attitude* AND measur* OR question*[4]
    - attitude AND survey OR questionnaire
    - attitudes AND acceptability
    - attitudes AND behaviour
    - impacts AND mental health
    - mental AND attitude
    - definitions/s

Titles and abstracts were searched (using key word searches combined with the Boolean operators AND/OR) for mentions of these combinations of terms. Abstracts were screened to identify relevance. For 'escape facilities', this was based on any apparent relevance to the concept of 'escape facilities'. For

[4] '*' indicates that the search covered all words which start with these letters – e.g. question* would find 'questionnaire', 'questions', 'questioning' etc. as well as just 'question'.

violence, this was based on whether the article appeared to cover quantitative survey questions on general attitudes to violence, or questions on specific types of violence that might be useful to review. Full text was only requested for articles that appeared relevant to the objectives of the literature review. Around 85 abstracts on attitudes to violence were identified using the above searches, from which around 25 articles were identified as of particular relevance to the work on developing questions on attitudes to violence and were reviewed more fully. Around 100 abstracts were identified on Escape, of which very few were directly relevant to the specific topic of 'escape facilities' – only 5 articles were identified which appeared to touch on this topic, rather than on issues around greenspace and mental health more generally.

Relevant survey questions were also identified through a search of the Economic and Social Research Council's (ESRC) Question Bank (conducted in October/November 2008) and consultation with colleagues working on the *British Social Attitudes* survey and other quantitative studies within the National Centre for Social Research (*Natcen)* (of which *ScotCen* is a part).

2.3 Secondary analysis of qualitative interviews from the 'Someone to Talk to' study

In collaboration with Dr Julie Brownlie of Stirling University, *ScotCen* recently undertook an ESRC-funded study of the ways in which people talk about emotions and the types of support, both formal and informal, they use to help with emotional issues. The study involved 35 qualitative interviews which, in addition to exploring the ways in which people talk (or not) about their emotions, also explored in some depth the non-talk based ways in which people respond to emotional difficulties.[5] Discussion with Dr Brownlie suggested that these interviews included information which could inform thinking about the concept of 'escape facilities'. *ScotCen* therefore contracted Dr Brownlie to conduct some further analysis of these transcripts in order to identify specific examples of the kinds of 'escape places' people depend on and the language they use to describe these. The transcripts had already been coded using NVIVO 7, a package which facilitates the analysis of qualitative data material via coding and extraction of related material. The following codes were specifically examined for this study:

- place
- community
- what people do other than talk
- work (mentioned both as a place people escaped from, and escaped to, for example from problems at home).

The findings were written up by Dr Brownlie and informed both the qualitative fieldwork exploring 'escape' and the initial questionnaire design.

2.4 Qualitative interviews exploring 'escape'

While considerable literature on attitudes towards violence was identified to help inform the development of the survey questions, the initial literature review on 'escape facilities' revealed a dearth of research on this specific

[5] Analysis and reporting on this study is ongoing. For details of conference papers and publications on, see the study website - http://www.someonetotalkto.info/code/Findings.htm. For early results from the quantitative elements of the study, see Anderson S, Brownlie J, Given L (2009) 'Therapy culture? Attitudes towards emotional support in Britain', in Park *et al.* (eds.) *British Social Attitudes: the 25th Report*. Sage: London.

topic. Moreover, the secondary analysis of 'Someone to Talk to', as well as discussion between the research team and NHS Health Scotland, raised a number of issues about the concept of an 'escape facility' which it was felt needed further exploration in advance of developing survey questions. These issues included:

- What does the term 'escape' mean to people living in rural, low density areas (given that much of the literature related to 'escape' from high density, urban areas)?
- How do people actually understand the term 'escape' and related terms like 'get away from it all', 'take time out', 'clear your head' and 'take your mind off things'? Do they see these as the same or different?
- What is the range of places people use to 'escape' to? Does this include private, as well as public spaces?
- Do people always consciously think of themselves using places to 'escape'?
- How do the places people go to 'escape' relate to the activities they do there? Are people able to separate where they go and what they do when thinking about 'escape' in this way?

These issues were explored in a series of in-depth, face-to-face interviews with members of the public, conducted in November 2008. Twelve participants were recruited by specialist research recruiters. Recruiters approached people in their homes or in the street (within broad areas agreed with the research team) to participate in the study. Recruiters on this study were all briefed by *ScotCen* and provided with screening questionnaires (to help them introduce the study and collect basic demographic information from potential participants), quota sheets (to record progress towards recruiting the mix of people requested by the research team), information leaflets to leave with participants (Appendix 5) and details of interviewer availability to assist with setting up interview times. Participants were recruited to ensure a mix of men and women, people of different ages, graduates and non-graduates and people living in urban and rural areas, as shown in Table 2.1 below.

Table 2.1 Profile of participants in qualitative interviews

	Age	**Sex**	**Educational qualification**	**Urban-rural**
1	18-24	Male	Graduate	Rural
2	18-24	Female	Non-graduate	Urban
3	18-24	Female	Graduate	Urban
4	25-44	Female	Non-graduate	Rural
5	25-44	Male	Non-graduate	Urban
6	24-44	Male	Non-graduate	Rural
7	45-64	Female	Non-graduate	Urban
8	45-64	Male	Non-graduate	Rural
9	45-64	Female	Graduate	Urban
10	65+	Male	Graduate	Urban
11	65+	Male	Non-graduate	Urban
12	65+	Female	Graduate	Rural

Interviews followed a topic guide, which ensured key themes and issues were covered with all participants, but interviewers were free to pursue particular issues or themes raised by respondents in more detail where it seemed

relevant. A copy of the full topic guide is included in Appendix 1. Interviews lasted around an hour and were conducted by members of the *ScotCen* research team in participants' homes. All interviews were digitally recorded, with notes on key themes written up for analysis. Participants were given £20 high street vouchers as a token of appreciation for giving up their time to take part.

2.5 Piloting and cognitive testing

Following the literature review, the scope of the work on attitudes to violence was further refined (as discussed in Chapter 4) and an initial set of questions on attitudes to violence was developed for inclusion in the first *Scottish Social Attitudes (SSA)* survey pilot (Appendix 2). Due to time constraints, it was not possible to conduct both the qualitative interviews to inform the 'escape facility' questions *and* to include draft 'escape facility' questions in the first *SSA* survey pilot. The survey questions on 'escape facilities' were therefore developed following the qualitative interviews and included in the cognitive testing, which took place after the first survey pilot.

2.5.1 First SSA survey pilot

The first *SSA* survey pilot was conducted in November 2008 by trained *ScotCen* survey interviewers. Pilot interviewers were provided with pen and paper questionnaires, from which they read out the questions to respondents. Respondents were given a set of showcards, which presented the answers they were being asked to choose from for each question. Pilot interviewers were asked to note any issues that were raised spontaneously by respondents, and to make a note of any areas where they noticed respondents hesitating or having difficulties with answering. They were also asked to consider how easy the questions were to administer from the interviewers' perspective, making a note of any awkward wording, for example.

Forty-seven members of the public were interviewed for the first *SSA* survey pilot. They were recruited by interviewers calling door-to-door according to broad quotas designed to ensure the sample included a mix of men and women, people of different ages, and people who were in work and those who were not currently working. The profile of respondents comprised:

- 23 men and 24 women
- 24 people aged 18-45 and 23 people aged 46+
- 25 employed people and 22 people not in employment.

The interviewers all attended a full debrief, where they discussed how the questions had worked and any problems encountered by the interviewer or the respondents with the *ScotCen* research team and the commissioner from NHS Health Scotland.

2.5.2 Cognitive testing

Following the interviewer debrief from the first *SSA* survey pilot, the attitudes to violence questions were revised and cognitive interviews were carried out to help further refine the questions. As discussed above, an initial draft of the question set on 'escape facilities' was also included in this cognitive test. Cognitive interviews are qualitative in nature. They make use of techniques drawn from cognitive psychology, in order to uncover aspects of the survey response process that are usually hidden. For example, a respondent may

answer 'yes' to a survey question and show no visible signs of confusion, but may be thinking of something totally different to what the question designer had in mind. This type of problem is unlikely to be revealed in a standard field pilot test.

Cognitive interviews were conducted between mid-December 2008 and early January 2009 by members of the *ScotCen* research team and a specialist cognitive interviewer from *NatCen*. Fifteen respondents were interviewed. Again, respondents were recruited by specialist recruiters (or for interviews conducted by the specialist cognitive interviewer, by the interviewer herself) calling door-to-door and using quota sheets provided by the researchers to ensure a range in terms of age, sex, educational background and urban-rural location (see Table 2.2). Respondents were given £20 high street vouchers to thank them for their participation.

Table 2.2 Profile of participants in cognitive interviews

	Age	Sex	Educational qualification	Urban-rural
1	18-25	Male	Non-graduate	Rural
2	18-25	Female	Graduate	Urban
3	18-25	Female	Graduate	Rural
4	26-44	Male	Graduate	Urban
5	26-44	Male	Non-graduate	Urban
6	26-44	Female	Non-graduate	Rural
7	26-44	Female	Graduate	Rural
8	45-64	Male	Non-graduate	Rural
9	45-64	Male	Graduate	Rural
10	45-64	Female	Non-graduate	Urban
11	45-64	Female	Graduate	Urban
12	65+	Male	Graduate	Urban
13	65+	Male	Non-graduate	Urban
14	65+	Female	Graduate	Rural
15	65+	Female	Non-graduate	Rural

Interviews took place in respondents' homes, and lasted around an hour. Respondents were asked the draft survey questions (again, using answer showcards to choose their response for many questions), and were then asked a series of follow-up probes to explore how they interpreted the question, how they arrived at their answer, etc. A copy of the cognitive interview questionnaire is included in Appendix 3. Interviews were recorded and key findings written up by the interviewers for discussion at a debrief session, attended by the full research team and the commissioner from NHS Health Scotland.

2.5.3 Second SSA survey pilot

Following the cognitive testing, both sets of questions were then revised again, and underwent a final round of interviewer-administered piloting as part of the second *SSA* survey pilot. This took place in February 2009, following identical processes to those described above for the first *SSA* survey pilot. Forty-six interviews were conducted, with interviewers again calling door-to-door and using quotas to ensure a spread by age, gender and working status. The profile of pilot 2 respondents comprised:

- 24 men and 22 women
- 24 people aged 18-45 and 23 people aged 46+
- 30 employed people and 16 people not in employment.

Copies of the questions included in each pilot can be found in Appendix 2. As for the first survey pilot, a full interviewer debrief was held. Final revisions were made to both sets of survey questions following feedback from this debrief and final discussions with the commissioner at NHS Health Scotland.

2.6 Inclusion in the 2009 *SSA* survey and further analysis

The 2 sets of questions, developed following all the stages described above, were included in the 2009 *SSA* survey (Phase 2 of the study). The *SSA* survey was established by *ScotCen* in 1999 with the aim of providing high quality, robust quantitative data on changing social, moral and political attitudes. It involves c.1,500 interviews (1,482 in 2009) with a probability sample of adults in Scotland (aged 18+) at each sweep. In households with more than one adult aged 18+, one adult is randomly selected for interview. Interviews are conducted by the *ScotCen* fieldforce, using Computer Assisted Personal Interviewing (CAPI) with a pen and paper self-completion element for any questions deemed particularly sensitive, or which may work better in this format. The survey is modular in structure, typically carrying 4 or 5 modules on different topics of social and public policy interest, usually supported by multiple funders.

The questions on attitudes to violence and 'escape facilities' formed a half module (of 20 items)[6] on the 2009 *SSA* survey. Most were included in the main CAPI survey, although a small number of the more sensitive questions (covering attitudes to violence in personal relationships) were included in the self-completion section. A split-sample experiment was used to explore the impact of victim/perpetrator gender on attitudes to violence – half the sample were asked questions which (with 2 exceptions)[7] involved male-male violence and half were asked about female-female violence. The survey was in the field from May to September 2009.

The 2009 *SSA* survey dataset was available in late 2009. Findings from the two sets of questions were subjected to further analysis to establish their suitability for inclusion in future national surveys, and to explore whether the number of questions could be further reduced without compromising the reliability of the data required for the indicators. For the 'escape facilities' questions this analysis included:

- examining the proportion of respondents giving 'don't know' responses for each question (which can be an indication that respondents find the questions too difficult to answer)
- examining whether or not respondents appeared to be answering the question on the availability of 'escape facilities' in their local area with respect to *public* spaces.

Analysis of the questions on attitudes to violence included:

[6] An 'item' is equivalent to one response being given by 100% of the sample. If a question allows multiple responses, it may count as more than one item. If a question is routed, so that only a sub-section of the sample are asked it, it counts as less than one item.
[7] The exceptions were 2 questions relating to violence between a male-female couple.

- examining the proportions of respondents giving 'don't know' responses
- comparing attitudes to violence committed by men and violence committed by women to assess whether the gender of the perpetrator makes a significant difference to people's responses
- conducting factor analysis to assess whether all the questions on attitudes to violence are tapping the same underlying or latent attitudinal dimension, or whether somewhat different aspects of attitudes to violence are being captured by the different questions
- establishing criteria for reducing the number of questions, and
- conducting analysis of an additive scale composed of a sub-set of these questions, to assess the extent to which the sub-set appears to provide a reliable measure of attitudes to violence more generally.

The dataset was also analysed to give a brief breakdown of findings from the 'escape facilities' and violence questions for key population sub-groups (by gender, age, social class, highest level of educational qualifications, and area deprivation). For details of statistical tests to determine significance of differences by subgroup see sections 3.7.2. Differences reported in the text are significant at the 5% level.

The findings from the above analyses were used to make final recommendations about the wording of questions on 'escape facilities' and attitudes to violence for inclusion in future Scotland-wide surveys to provide data to meet the two adult mental health indicators. Scotland-wide surveys in which these questions could most usefully be included were also identified.

2.7 Ethical issues

As this study involved interviews with members of the public and covered potentially sensitive topics (particularly in relation to attitudes towards violence, which may raise difficult issues, feelings or memories for some people), it was important that full consideration was given to ensuring it was conducted in an ethical manner. All work within *NatCen* and *ScotCen* is undertaken in accordance with the Social Research Association's Ethical Guidelines. Specific steps taken to ensure this study was conducted in an ethically sound manner are summarised below.

2.7.1 Informed consent

Participation in social research must be with fully informed consent. It was therefore necessary to make clear to selected individuals exactly what was expected of them at each stage, what implications their participation had, and that they could opt out at any stage if they so wished. In relation to both qualitative and quantitative research, *Scotcen* aims to do this through the preparation of clear and thorough materials to explain the research and by ensuring that interviewers and researchers are properly trained and briefed to deal with participants queries or concerns. Thus, on the current study:

- Participants in each stage were provided with a leaflet about the study at the time they were recruited (shown in Appendix 5). These leaflets included details about who was carrying out the research (including contact details for the research team), what would be involved, what and who the study was for, the voluntary nature of participation, and *ScotCen*'s data protection and confidentiality policies. A list of support

organisations was provided on the back page of each leaflet, in case interviews raised any particular issues for respondents.

- Key information (for example, what would be involved, *Scotcen*'s confidentiality policy and the voluntary nature of participation) was reiterated at the start of each interview. In relation to the qualitative interviews on 'escape' and the cognitive interviews, written consent was also sought, to formally record that the participant understood what was involved and was happy to participate (see consent form in Appendix 6).
- Participants in all stages of the research were also left a standard *ScotCen* leaflet which provides information about the organisation and about respondent rights.

2.7.2 Confidentiality and anonymity

ScotCen operates to extremely high standards in respect of respondent confidentiality and anonymity. On all elements of this study, members of the public were assured in writing and verbally that no information which could be used to identify them would be made available without their agreement to anyone outside *ScotCen*.

Protection against the disclosure of respondent identities – whether by direct association with a name or address, or by indirectly associating particular combinations of answers within a questionnaire – is built into all stages of *Scotcen*'s data management process. Thus, for example, audio files and resulting transcripts were sent to transcribers via a secure ftp server. All external transcribers followed strict confidentiality and data security protocols. Names and addresses of participants were separated from transcripts, paper questionnaires, analytical databases and outputs. All paper questionnaires were kept in locked cabinets.

2.7.3 NatCen Research Ethics Committee

NatCen has its own internal Research Ethics Committee (REC), with members from senior *NatCen* staff, external research experts, and external professional experts ('lay people'). Researchers on new studies are required to complete an 'ethical checklist' form, and submit this to *NatCen'*s REC for discussion of any ethical issues raised by the study and approval of the researchers' proposed approach for dealing with these. Ethical approval was sought for this study via *NatCen*'s REC and granted in October 2008 (a copy of the application form is included in Appendix 7).[8]

[8] Note that as a separate REC application was submitted for the 2009 *SSA* survey as a whole (including piloting), the application form specific to this study covers the literature review, secondary analysis, qualitative work and cognitive testing only. Approval for the 2009 *SSA* survey was also granted in October 2008.

3 Development of questions on 'escape facilities'

The aim of the study on 'escape facilities' was to develop a survey question or set of questions which would act as a measure for the indicator:

> 'Escape facility' - *assessment of perceived availability of a valued safe place where an individual can and wants to go to to 'escape' from things*.

This chapter describes the key findings from each stage in the development of these survey questions before presenting final recommendations about questions for inclusion in future Scotland-wide surveys.

3.1 Literature review

The NHS Health Scotland adult mental health indicators relating to the physical environment were developed through consultation with an expert advisory group (and wider consultation) and with reference to relevant research and literature, policy and available data (see section 1.3.1). For the purpose of developing a specific survey question(s) for the indicator on 'escape facilities', a literature search was undertaken to identify any additional research which related specifically to this concept.

The search for literature revealed a considerable amount of research exploring different aspects of both the relationship between the built environment and mental health, and between greenspace and mental health. However, most of this research simply focused on the positive, or negative, impacts that the places people spent time in had on their mental health, rather than specifically exploring individuals' motivations for using these spaces, or their conscious use of places to improve their mental health. As such, they were of limited usefulness in developing questions to tap people's use of different places as 'escape facilities'.

The only research identified by the rapid review which directly addressed the concept of 'escape facilities' was the work used by NHS Health Scotland to develop the 'escape facilities' indicator by Chu (2004) and Guite (2006). Chu *et al*. (2004) conducted a review of literature exploring the link between the urban and physical environment and mental health. Through this work, they identified five key domains that impacted on this relationship between environment and mental health, one of which was the presence of valued 'escape facilities'.

In the review by Chu *et al*. (2004), the concept of 'escape facilities' was discussed in relation to living in areas of high population density. Research conducted by Rodin *et al*. (1978) had identified that people living in high density housing were able to tolerate this better if they had access to an 'escape facility' such as a café, transportation link or a park. Chu's review also highlighted that people's ability to access the countryside or green and open spaces has a positive impact on their mental health, and therefore can act as an 'escape facility' for urban dwellers.

This concept of 'escape facilities' was explored further through work by Guite *et al*. (2006), conducted in a high density area of multiple-deprivation in Greenwich. Taking the five key domains identified by Chu, a questionnaire was developed which asked about people's feelings of overcrowding and their

satisfaction with facilities in their area, including greenspace and other social and entertainment facilities. The research found significant associations between low mental health scores (as measured using SF36v2)[9] and feeling overcrowded in the home, dissatisfaction with greenspaces and dissatisfaction with social and entertainment facilities. Low 'vitality' scores (again measured using SF36v2)[10] were associated with feeling overcrowded in the home and dissatisfaction with community facilities.

What does not appear to have been explored directly in the research to date is the relationship between mental health, having good local amenities and greenspace, and people's use of these amenities and spaces explicitly as 'escape facilities'. While Guite *et al*. measured satisfaction with greenspace and other facilities that *might* be viewed as 'escape facilities', they did not explore whether people themselves actually view their use of these facilities in this way. Similarly, Rodin suggests that those with somewhere to go to 'escape' their high density housing have better mental health – but it is not clear from the literature whether people are making conscious decisions to use these places to 'escape'. It could be, for example, that people with parks nearby are more likely to take regular exercise there and that this exercise, rather than a specific sense of 'escaping' their overcrowded accommodation, is key to the association between access to greenspace and better mental health.

The indicator on 'escape facilities' talks specifically about the importance of the 'perceived availability' of 'escape facilities'. Although no research which explicitly sought to explore the relationship between the 'perceived' availability of 'escape facilities' and mental health was identified, other research has explored *satisfaction* with and *access* to greenspaces and other places which could be used as 'escape facilities'. It could be argued that if someone is 'satisfied' with such places in their local area and/or says they have places they can access, then they are also likely to be content with their availability.

Finally, much of the research in this area to date has focused on urban areas and the need to 'escape' from the built environment. It was not clear how the concept of 'escape facilities' would translate for those people who live in rural, or semi-rural areas, or even for those who live in less densely populated areas of towns or cities.

3.2 Secondary analysis of the 'Someone to Talk to' study

In addition to a brief review of the literature, initial thinking about questions on 'escape facilities' was also informed by secondary analysis of the 'Someone to Talk to' study. The 'Someone to Talk to' study looked at people's beliefs and practices about formal and informal emotional support in the UK.[11] Secondary analysis of qualitative interviews conducted for the study focused particularly on the types of terms that people use to describe the idea of 'escape places' (see section 2.3, for more details of methods). It should be noted that participants were not asked specifically about places they go when they are

[9] The mental health score was based on how often people had felt, in the last 4 weeks: down in the dumps; downhearted and depressed; nervous; calm and peaceful; and happy. Guite *et al*.'s analyses compared the lowest quartile with the remainder.

[10] The vitality score was based on the frequency with which people, in the last 4 weeks: felt full of life; had a lot of energy; felt tired; felt worn out. Analyses compared the lowest quartile with the remainder.

[11] See references in footnote 5, section 2.3.

upset, but rather what they did other than talk, so any references to places were made spontaneously.

Findings from this analysis provided evidence both that people did have places they escaped to in order to feel better, and that they explicitly thought about these places in this way. These places included 'outdoors', the home and the workplace (the latter two being both places to 'escape' to, and places to 'escape' from for different people and at different times). The specific term 'escape' was also used spontaneously by one participant.

But 'escape' did not appear to be simply about 'going somewhere'. While participants in this study did talk about geographical places that were emotionally significant to them in terms of getting by, or getting through, difficult times, for the most part, people chose to describe spaces which were not necessarily geographical but rather emotional or cognitive – for example, having 'space' to think, or alternatively 'space' to lose themselves or 'clear your mind'. To an extent this might be a methodological rather than conceptual point, since participants were asked about what they *did* other than talk to help them deal with emotional issues, and not specifically about *places* they go, though the two were often interconnected.

A range of activities were also mentioned in relation to the idea of 'escaping', including art, gardening, watching TV, films and dancing. Music and exercise were mentioned, particularly by men, as a way of both escaping within and from the self and of having time to themselves. Other comments indicated that people often 'escape' to other people. For example, people discussed the importance of friends, family, work colleagues or others who are 'there' for them.

The list of terms that were used by participants in the 'Someone to Talk to' study which were relevant to the concept of 'escape places' were:

- retreat
- safe haven
- safety valve
- switching off
- time out
- take your mind off
- lifting spirits
- clearing the head
- letting off steam
- shut off
- losing yourself
- clear your mind
- forget things
- chill out.

This analysis showed that people thought about places, activities and people when they were discussing how they coped with emotions in their lives. Although the focus of the mental health indicator is on geographical places it was felt that the evidence from the 'Someone to Talk to' study indicated that some people may find it difficult to distinguish between *what* they do to

'escape' and *where* they go to do it. It was therefore decided to explore both elements in the qualitative interviews.

3.3 Qualitative Interviews

The term 'escape facility' is not one that is used in everyday language or conversation. One of the challenges in developing a survey question for this indicator was therefore to be able to convey the concept of an 'escape facility' or 'escape place' in a way which would be understandable to people in the general population. Qualitative interviews were used to explore whether people understood this concept, whether it related to things they did in their lives and what language they used to discuss these ideas.

Further discussion with NHS Health Scotland clarified that the indicator was not about 'escaping' from times of particular crisis or extreme stress, but was concerned with the everyday problems and stresses that people face. Moreover, the focus was to be on places people could go rather than what they did in these places or whether there were any other people involved, although these issues would also be covered in the qualitative interviews in order to explore the relative importance of 'escape facilities' versus other aspects of 'escape', as identified in the secondary analysis discussed above. Finally, it was clarified at this point that the indicator related to public, rather than private spaces (e.g. parks, shops etc. rather than people's own homes or gardens). However, the secondary analysis of 'Someone to Talk to' transcripts suggested that it was important these interviews considered both public and private spaces, as well as 'mental spaces' which may not involve actually physically going anywhere specific, in order to help explore the relative importance of public, physical 'escape facilities' in people's coping strategies.

Interviews were conducted with a range of different people, based on gender, age and employment status (see section 2.4 for more detail). Key findings from these interviews are summarised below.

3.3.1 Understanding of terms associated with 'escape'

Participants were asked what they thought the term 'escape' meant and what a variety of related terms (including several identified through the secondary analysis of 'Someone to Talk to') made them think of (see Appendix 1 for the topic guide). The key finding to emerge from these discussions was the extent to which people often found it difficult to pin down precise meanings of each of these different words or phrases. They often discussed a range of possible meanings and associations for each one – for example, the terms could relate to a really bad situation, or could refer to more everyday problems and stresses. Similarly, they could imply physically going somewhere, or they could be more about doing something or speaking to other people. More detailed summaries of views on each of the terms used are provided below.

'Escape'

Although participants did associate the term 'escape' with time to 'get away from everything', having 'time alone', or 'escape' from 'day-to-day' duties, stresses or pressures, it also appeared to have some more negative connotations. For example, one view was that it suggested running away from problems and not dealing with them. It was suggested 'escape' was quite an extreme word, and might relate to 'escape' from abuse or dangerous situations, for example. However, one view was that whether it referred to a more serious situation or not would depend on what came after the term

'escape'. It was felt that 'escape' usually implied physically getting away from a situation.

'Get away from it all'
A number of participants initially associated 'get away from it all' with going away on holiday or even emigrating. However, on further consideration it was felt it could also apply to things like getting out of the office at lunch time, for example, or even just going to another room in the house to listen to music.

'Take time out'
It was suggested that 'take time out' indicates something more long-term than, for example, a visit to a park or the shops. 'Taking time out' could mean taking a break of several weeks or months from a job or a relationship. Another view was that 'take time out' was similar to 'get away from it all' in that it made people think about going on holiday or pampering themselves. Another association was with disciplining children, who might be asked to 'take time out' on the naughty step, for example.

'Clear your head'
A range of views emerged as to the meaning of this term. For some it related to taking time to think things through, refocus, or make decisions. For some it meant talking problems over to get them out of the way, or doing physical exercise to try and relax and 'change your mindset'. It was suggested it reflected doing things on the spur of the moment, rather than planned activity and was about being on your own rather than with others (although as noted, some people said they 'cleared their head' by talking things through with friends).

'Take your mind off things'
'Taking your mind off things' was associated with the idea of distraction and doing something – for example, going to the cinema, meeting friends, listening to music, working in the garden - to put problems to the back of your mind. It appeared to be viewed as more short-term than, for example, to 'get away from it all'.

Other terms
Other terms that participants thought were similar to the terms listed above included:

- chill out (considered 'teenage speak')
- relaxing activity/relax
- calm down
- wind down, and
- get your head together.

3.3.2 Places people go to 'escape'

Another aim of the qualitative research was to map the range of different places people might consider 'escape facilities' to inform categories for inclusion in survey questions as response options. A wide range of different places were mentioned, including:

- rural areas/countryside/green and open spaces
- parks and public gardens
- own house, garden and car

- houses of friends/families
- hotels, caravans
- entertainment venues e.g. restaurants, pubs, cinemas
- community venues e.g. library, community centres
- cultural venues e.g. art galleries, museums
- gym
- shops
- work
- shelters/help organisations (for people 'escaping' more serious problems).

3.3.3 Activities people do to 'escape'

The interviews also identified a long list of activities that people do 'to escape', or that they think others might do to 'escape'. These included:

- exercise and sport
- gardening and hobbies
- DIY
- listening to music
- watching TV/movies or playing on games console
- read books/paper
- driving
- spending time with friends/family
- work
- thinking
- holidays
- shopping
- drinking alcohol/taking drugs/smoking
- punching someone to relieve stress.

3.3.4 What people get from these places and activities

Participants were asked about the benefits of going to the places or doing the activities they mentioned. These included:

- peace/time to self
- keeping busy/distraction/taking mind off things
- quality time with family/friends/'sociable thing'
- fun
- relaxation, stress relief
- feeling healthier (from exercise)
- satisfaction of buying something (from shopping)
- time to think about things.

3.3.5 Place, activity and people

Participants were asked how they viewed the relative importance of the place, the activity they do there and the people involved in terms of providing 'escape' from everyday problems. There was no consensus on this issue. For some, the place was the most important thing – for example, going somewhere with attractive scenery. Others focused more on the activity, while others thought all three were important. Participants frequently brought up activities they did when asked to discuss where they went to 'escape' (and

vice versa), suggesting that people may not see a very clear dividing line between place and activity when thinking about 'escape'.

3.3.6 'Escape' vs. other motivations for using places

One of the concerns from the research team was that people might respond to survey questions about places they go to 'escape' by simply identifying places that they visit generally, rather than thinking specifically about places they go to 'escape'. It was not clear if people would be able to separate places they go to 'escape' and places they visit routinely which they do not view in these terms. For example, somebody might walk through a park on their way to work, but this may not be somewhere they would ever consider 'escaping' to.

The qualitative interviews suggested people were able to make these distinctions. For example, one participant said that while he did go walking in parks, this was something he did for exercise, not to 'escape'. Another said he visited castles with his family at the weekends, but this was quality time with his family and was not something he did to 'escape' or 'clear his head'.

3.3.7 Barriers to 'escape'

Participants were asked about any barriers preventing them accessing places they would like to 'escape' to, as this was something it was felt might be explored in the survey questions. Participants mentioned barriers in terms of:

- time
- money
- other people's time (e.g. wouldn't drop in on friend unannounced)
- lack of cafes (rather than pubs) open late with relaxed atmosphere, and
- safety concerns about being a woman walking alone.

3.3.8 Key issues arising from the qualitative interviews

The qualitative research identified the following key issues in relation to choice of terminology for survey questions about 'escape facilities':

- First, different terms have different meanings and associations for different people. As such, there is unlikely to be one term or phrase that adequately captures the concept of 'escape facilities' without further clarification.
- Second, there is a need to distinguish between day-to-day escapes and activities (e.g. going to the park), and more long-term 'escape' strategies (e.g. holidays).
- Third, there is a need to be clear that the questions relate to everyday problems and stresses and not major events or crises.

Given these considerations, the initial definition of 'escape facilities' included in the draft survey questions tested in the cognitive interviews (Appendix 3) was:

> '[Some people have] places they go to escape, take their mind off things or clear their head'

This was followed up by a sentence clarifying the focus on 'every-day' and 'short-term' escapes, by stating that the interest is in places visited:

'to escape from everyday problems or stresses, whether for 20 minutes or a few hours'.

The interviews were able to establish a wide range of different places and activities that people identified in relation to 'escape' which were condensed into broad categories for inclusion in draft survey questions as response options.

Discussion of the findings from the qualitative research between the research team and NHS Health Scotland also informed the following decisions about the focus of the draft survey questions:

- Although 'public' places are the focus of the indicator it was agreed that any list of response options for survey questions covering places people might go to 'escape' had to include 'private' places (e.g. house/garden), as a number of participants in the qualitative research identified these as central to their 'escape strategies'. Including these would allow exploration of the relative importance of public and private places as 'restorative' spaces.
- Although the focus of the indicator is on place, as people strongly linked *where* they go and *what* they do in the qualitative interviews, both these aspects needed to be covered in the draft survey questions so that they reflect how people actually think about 'escape'. However, it was felt that who people went to their 'escape places' with was too far beyond the scope of the indicator to be explored.
- A question on barriers to 'escape' should be developed to gain more understanding of this issue.
- The focus of the questions should be on the availability of places in respondents' local area, and not on the availability of places to 'escape' to more generally. The focus of the literature on which the indicator was based was on the importance of local greenspace and 'escape facilities' to mental health. Moreover, given that the indicator is focused on 'short term' escapes, it was considered important that people should have somewhere suitable close to home.
- The key issue for the adult mental health indicator is the perceived availability of an 'escape facility'. It would in theory be possible to develop a single question to ask about this. However, given the need for the questions to reflect how people actually think about 'escape' it was apparent that several questions, rather than a single question, were required in order for this question to make sense to respondents and tease apart their complex thinking about 'escape facilities'. Moreover, additional questions on where people go and what they do, as well as whether they feel the need to 'escape' in the first place, provide important information for making sense of variation in responses to the key question on the perceived availability of an 'escape facility'.

3.4 Cognitive Testing

Following the qualitative interviews, an initial set of survey questions was drafted for cognitive testing with 15 respondents (see section 2.5 for details of the methods).

3.4.1 Draft survey questions for testing

The questions tested (see Appendix 3 for full question text) covered:

- *where people go to 'escape'* (question E1)
- *availability of places like parks, restaurants, etc. in their local area* (question E2)
- *whether people ever feel the need to 'escape' from everyday problems and stresses* (question E3)
- *how satisfied people are that there are suitable places in their local area they could go to 'escape', if they needed to* (question E4)
- *reasons for any dissatisfaction with the potential 'escape places' available* (question E5), and
- *what activities people do when they feel the need to 'escape'* (question E6).

In terms of the focus of the indicator on 'perceived availability', question E4 was considered a particularly key question. Question E2 was included in the draft questions to explore whether respondents were distinguishing between places they went to 'escape' and other places that were available locally, but which they might not view as 'escape facilities'. Question E3 was included in order to assess whether failure to identify 'escape places' at question E1 reflected an unmet need, or whether it reflected the fact that some people may simply not feel the need to 'escape' in this way. Finally, question E5 assessed barriers to 'escape'.

3.4.2 Key findings

Key findings from the cognitive testing were as follows:

- Respondents were clear that the draft questions referred to everyday stresses and not major events or crises.
- However, some respondents were still answering the first question in terms of places they visit generally, rather than places they go to to 'escape', in spite of the fact that the wording referred explicitly to places people go 'to 'escape', take their mind off things or clear their head'.
- Issues again emerged over whether people distinguish clearly between activities they do and places they go to 'escape', with some respondents listing activities at question E1 when asked about *places* they went to 'escape'.
- Question E4, which asked how satisfied or dissatisfied people were that there are suitable places they could go to 'escape' locally, was trying to get at the notion of 'perceived availability', which is key to the 'escape facility' indicator. However, the question wording did not work well in tapping this, with some people rating a specific 'escape place' and others rating the success of the activity or place in terms of helping reduce stress. In discussion at the interviewer debrief, it also became clear that this question was conflating issues of suitability, satisfaction and availability.

3.4.3 Amendments to the survey questions following cognitive testing

Findings from the cognitive interviews informed the following amendments to the draft survey questions for use in the second pilot of the *SSA* survey:

- The order of the questions was amended so that people were asked whether they ever felt the need to 'escape' first. It was hoped that this would make the focus on 'escape' clearer for respondents.

- It was also agreed that the activity question should come before the question about where people go to 'escape', in order to make the distinction between activity and place clearer.
- The focus for the indicator is on perceived suitability and perceived availability. Question E4 was therefore reworded to ask more directly about this, by asking whether people agreed or disagreed that there is somewhere in their area they could go to 'escape' from everyday problems and stresses if they wanted to.
- It was also agreed that as the main focus with respect to the indicator is 'public' rather than 'private' places, question E4 should explicitly ask people to exclude their own homes and gardens when thinking about whether or not suitable 'escape places' are available to them.
- Additional answer categories mentioned by respondents to the cognitive testing – for example, church and place of work - were added to the response option list of 'escape places', while smoking, cycling, hobbies, crafts, fishing and walking the dog were added to the response option list of activities people might do.[12] Holidays were mentioned by one or two respondents, but as the focus of the questions is intended to be more short-term activities it was decided to not include this in the list of pre-coded response options.
- Question E2 was dropped, as it was not considered to be key to understanding views of 'escape facilities' and the total number of questions needed to be reduced.
- In question E4, 'local area' was changed to 'my area'. This was not defined – it was left to respondents to decide what area they view as 'their area'.
- In discussion with the commissioner at NHS Health Scotland, it was decided that the response options listing possible reasons for people feeling there is no where they can 'escape' to (question E5) should not include 'personal' barriers, like time or childcare issues, but should focus on structural or physical barriers (like lack of transport, lack of safe places, etc.). However, the inclusion of 'other' in the response options would allow respondents to record any additional barriers, including 'personal' ones.

3.5 Second *SSA* survey pilot

Following cognitive testing, a revised set of 5 draft questions on 'escape facilities' was included in the second 2009 *SSA* survey pilot (see section 2.5 for details of the methods and Appendix 2 for the exact questions text). The questions covered:

- *whether people ever feel the need to 'escape' from everyday problems and stresses* (question E1)
- *for those who say they do feel the need to 'escape':*
  - *what activities they do when they feel like this* (question E2), and
  - *where they go to 'escape'* (question E3)
- *whether people agree or disagree that there are suitable public places in their area where they could go to 'escape', if they needed to* (question E4), and

[12] While several of these had been mentioned in the qualitative interviews, the initial response options included in the draft questions had attempted to condense the fuller list into the most common overarching categories. However, the fact that they were mentioned in the cognitive testing suggested that this list was in need of expansion.

- *any reasons for disagreeing that there are 'escape places' available in their area* (question E5).

The feedback from interviewers who worked on this pilot suggested that the revised questions were working much more smoothly. Their comments suggested only a few more minor changes, as follows:

- The addition of a note to interviewers on how to code people who said they 'sometimes' or 'occasionally' felt the need to 'escape', rather than giving a straight 'yes' or 'no' answer.
- Minor tweaks to some of the response options in the list of (a) things people do and (b) places people go to 'escape', based on additional responses given by pilot interviewees.
- To help comprehension (particularly among those respondents who said they did *not* feel the need to 'escape') the emphasis at the question (question E4) on whether people feel there is somewhere they could go to 'escape' was adjusted to highlight the hypothetical nature of the question – i.e.:
  'Now, I'd like you to think about the places in your area that you **could** go to 'escape' from everyday problems and stresses **if** you needed to.' (revised emphasis in bold).

These changes were all incorporated into the set of questions included in the main 2009 *SSA* survey for the final stage of development and testing (Phase 2).

3.6 Final set of questions included in the 2009 *SSA* survey

The final set of 5 questions on 'escape facilities', included in the 2009 *SSA* survey, are shown below. These were administered using Computer Assisted Personal Interviewing (CAPI).

E1 People sometimes feel the need to escape from everyday problems and stresses to take their mind off things or clear their head. Would you say you ever feel like this?
INTERVIEWER NOTE: If the respondent says 'sometimes' or 'occasionally', please code 'yes' (code 1).

Yes	1
No	2
(Don't know/not sure)	8
(Refused)	9

ASK IF YES AT E1
SHOW CARD C1

E2 And thinking about times when you feel the need to escape from everyday problems and stresses, whether for a few minutes or a few hours. Which, if any, of the things on this card do **you** do when you feel like this?
PROBE FULLY: Which others?
CODE ALL THAT APPLY

Go for a walk (including walking the dog)	1
Go fishing	2
Gardening	3
Do some sport or exercise (such as running, cycling etc.)	4
Listen to music/the radio	5
Watch TV/movies or play on games consoles	6
Read	7
Do DIY	8
Do a hobby or craft	9
Drink alcohol	10
Smoke cigarettes/cigars	11
Spend time with / talk to friends/family	12
Spend time alone / thinking	13
Go shopping	14
Go for a drive	15
SOMETHING ELSE (PLEASE SAY WHAT)	16
_____	
_____	
_____	
Don't do any of these things to escape	17
(Don't know)	98
(Refused)	99

ASK IF YES AT E1
SHOW CARD C2

E3 And on this card are some **places** people might go to escape from everyday problems and stresses to take their mind off things or clear their head. Do **you** ever go to any of these places when you want to escape from everyday problems or stresses? IF YES, which ones?
PROBE FULLY – Which others?
CODE ALL THAT APPLY

A public park	1
A wood, beach or the countryside	2
A restaurant or cafe	3
A pub, bar or social club	4
An art gallery, museum, theatre or cinema	5
A library or community centre	6
A gym, swimming pool or sports club	7
Shops	8
Your own house or garden	9
A friend or family member's house	10
Your car	11
A church or other place of worship	12
Your place of work	13
SOMEWHERE ELSE (PLEASE SAY WHERE)	14
_____	
_____	
No, I don't have anywhere I go to escape	15
(Don't know)	98
(Refused)	99

ASK ALL
SHOW CARD C3

E4 Now, I'd like you to think about the places in your area that you **could** go to escape from everyday problems and stresses **if** you needed to. How strongly would you agree or disagree with the following statement …
… Leaving aside my home and garden, there is somewhere in my area where I could go to escape from everyday problems and stresses if I wanted to.

Agree strongly[13]	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Disagree strongly	5
(Don't know)	8
(Refused)	9

ASK IF 'Disagree'/'Strongly disagree' at E4
SHOW CARD C4

E5 What are the main reasons you disagree with this statement?
(REPEAT STATEMENT IF NECESSARY - that there is somewhere in my area where I could go to escape from everyday problems and stresses if I wanted to)
CODE ALL THAT APPLY.
PROBE FULLY – What other reasons?

Nowhere to go in my area	1
Nowhere I can afford to go	2
Nowhere I feel safe	3
Nowhere I can get away from people	4
Nowhere quiet enough	5
Nowhere attractive to go	6
Lack of transport to get there	7
SOME OTHER REASON (PLEASE SAY)	8
_____	
_____	
_____	
(Don't know)	98
(Refused)	99

[13] Note for greater consistency with questions included elsewhere in the 2009 *SSA* survey, the end points of this answer scale were amended to 'Agree strongly' and 'Disagree strongly', rather than 'Strongly agree' and 'Strongly disagree' (which had been used during the development of the questions). These slight variations on the agree-disagree 5 point answer scale tend to be used interchangeably in attitude surveys.

3.7 Analysis of questions included in the 2009 *SSA* survey

3.7.1 Overall response distributions

The following tables give full details of the overall pattern of responses to the questions on 'escape facilities' included in the 2009 *SSA* survey. Note that Tables 3.2, 3.3 and 3.5 present the results in descending order from the most common to the least commonly mentioned answers, rather than in the order in which options were shown on the answer showcards presented to respondents. As people could give more than one response for some questions, the percentages in Tables 3.2, 3.3 and 3.5 sum to more than 100. Where respondents gave an answer that was not listed in the existing response options for these three questions, this was recorded by the interviewer. As none of these other answers given were mentioned by enough respondents to form a consistent new category, they are simply grouped together under general 'something/somewhere else' headings in the tables. The '*' symbol indicates that fewer than 0.5% gave this particular answer.

In summary, these tables show that:

- 73% of people said they do sometimes feel the need to 'escape' from everyday problems and stresses
- the most common thing people do when they feel the need to 'escape' is to go for a walk (47%), followed by spending time with or talking to friends or family (30%) and watching television, films or playing computer games (29%)
- the most common place people go when they feel the need to 'escape' is a friend or family member's house (38%), followed by somewhere in their own house or garden (35%) or a wood, beach or countryside area (35%)
- 80% agreed or agreed strongly that there is somewhere in their area (aside from their own home and garden) where they could go to 'escape' from everyday problems and stresses if they wanted to
- among the small proportion (13%) who disagreed that they had somewhere they could go to 'escape', the most common reason was simply that there was nowhere to go in their area (52%), followed by nowhere they would feel safe (19%) and nowhere attractive to go (18%).

Table 3.1 Question E1

People sometimes feel the need to 'escape' from everyday problems and stresses to take their mind off things or clear their head. Would you say you ever feel like this?

Response option	Percentage (%)
Yes	73
No	27
(Don't know)	0
(Refused)	0
Sample size	*1,482*

Table 3.2 Question E2

And thinking about times when you feel the need to 'escape' from everyday problems and stresses, whether for a few minutes or a few hours. Which, if any, of the things on this card do **you** do when you feel like this?

Response option	% of those who sometimes feel a need to 'escape'
Go for a walk	47
Spend time with/talk to friends/family	30
Watch TV/movies/play games	29
Listen to music/the radio	26
Do some sport or exercise	26
Read	21
Gardening	20
Go for a drive	19
Drink alcohol	19
Go shopping	17
Spend time alone/thinking	16
Do hobby/craft	13
Smoke cigarettes/cigars	10
Do DIY	7
Go fishing	6
Something else	6
None of these	*
Sample size	*1,058*

Table 3.3 Question E3

And on this card are some **places** people might go to 'escape' from everyday problems and stresses to take their mind off things or clear their head. Do you ever go to any of these places when you want to 'escape' from everyday problems or stresses?

Response option	% of those who sometimes feel a need to 'escape'
Friend/family member's house	38
Own house/garden	35
Wood/beach/countryside	35
Gym/swimming pool/sports club	25
Public park	24
Pub/bar/social club	23
Shops	16
Restaurant or café	15
Own car	14
Art gallery/museum/theatre/cinema	12
Church/other place of worship	8
Library/community centre	5
Own place of work	4
Somewhere else	1
(Don't know)	*
Sample size	*1,057*

Table 3.4 Question E4

Now, I'd like you to think about the places in your area that you **could** go to 'escape' from everyday problems and stresses **if** you needed to. How strongly would you agree or disagree with the following statement...

Leaving aside my home and garden, there is somewhere in my area where I could go to 'escape' from everyday problems and stresses if I wanted to?

Response option	Percentage (%)
Agree strongly	30
Agree	50
Neither agree nor disagree	7
Disagree	10
Disagree strongly	3
(Don't know)	*
Sample size	*1,482*

Table 3.5 Question E5

What are the main reasons you disagree with this statement?

Response option	% of those who disagree/disagree strongly that there is somewhere they could go to 'escape'
Nowhere to go	52
Nowhere I feel safe	19
Nowhere attractive to go	18
Nowhere quiet enough	9
Nowhere I can get away from people	7
Lack of transport to get there	3
Nowhere I can afford	3
Some other reason	9
Don't need/want anywhere	7
Sample size	*159*

3.7.2 Differences in responses by gender, age, class, education and area deprivation

This section briefly summarises some key differences in the responses given by men and women, people of different ages, people from different socio-economic[14] and educational backgrounds and people from more and less deprived areas of Scotland.[15] This is not intended to be a comprehensive discussion of the findings from these questions on 'escape facilities'. Rather, it

[14] As measured using the National Statistics Socio-Economic Classification (NS-SEC), an occupationally based classification used in the majority of government surveys. *SSA* survey respondents were classified according to their own current or last occupation, unless they were economically inactive but not retired and had a spouse/partner who was economically active or retired, in which case classification was based on spouse/partner's occupation. The five NS-SEC categories used in analysis are: Employers, managers and professionals; Intermediate occupations; Small employers and own account workers; Lower supervisory and technical occupations; Routine and Semi-routine occupations.

[15] As measured by the Scottish Index of Multiple Deprivation (SIMD) 2009. This measures the level of deprivation across Scotland – from the least deprived to the most deprived areas. It is based on 38 indicators in seven domains of: income, employment, health, education skills and training, housing, geographic access and crime. The analysis in this report used a variable created from SIMD data indicating the level of deprivation of the data zone in which the respondent lived in quintiles, from most to least deprived.

is included simply to illustrate that the questions do appear to be capturing differences in perceptions and use of 'escape facilities' between different types of people. As such, brief discussion above each table focuses on highlighting differences which particularly stand out and which are statistically significant. While the differences between groups commented on in the text are statistically significant,[16] we have not systematically tested every single difference in the tables for significance.

Who feels the need to 'escape'?

Older people were far less likely to say they ever feel the need to 'escape'. Otherwise there was a slight tendency for those who were more highly educated to say they do sometimes feel the need to 'escape' (Table 3.6).

Table 3.6 Ever feel a need to 'escape' every day problems and stresses by gender, age, socio-economic class, education, area deprivation

	% say ever feel need to 'escape'	*Sample size*
Gender		
Male	74	*656*
Female	73	*826*
Age Group		
18-24	78	*82*
25-34	76	*191*
35-44	79	*276*
45-54	81	*258*
55-64	77	*272*
65 plus	55	*402*
Socio-economic Class		
Professionals, Employers and Managers	73	*532*
Intermediate Occupations	74	*169*
Small employers and own account workers	68	*139*
Lower supervisory & technical	74	*166*
Routine & semi-routine occupations	75	*442*
Highest Educational Qualification		
Degree or other higher education	77	*490*
Higher	77	*231*
Standard Grade	70	*427*
None	70	*324*
Scottish Index of Multiple Deprivation Score		
Least Deprived	70	*288*
2nd quintile	72	*346*
3rd quintile	72	*317*
4th quintile	76	*278*
Most deprived	78	*253*

[16] To check the significance of differences (at the 5% level) between means and proportions reported in the text, we fitted a regression model in SPSS. The regression model took account of the complex survey design (unequal weights, clustering and stratification) and the terms in the model were adjusted accordingly compared with a standard regression model. The test of the differences between the means/proportions for the break was done by performing a Wald F-test on the categorical covariate.

Who feels they have somewhere to 'escape' if they wanted to?
The following table shows the variation in response to the question, '*Leaving aside my home and garden, there is somewhere in my area where I could go to 'escape' from everyday problems and stresses if I wanted to'*. This is illustrated in the form of a mean score in which those who said they strongly agreed with the statement are coded 5 and those who disagreed are coded 1 (Table 3.7). Thus, the higher the score, the more positive the answer to the proposition.

Those living in the most deprived parts of Scotland were particularly less likely to say that there was somewhere to which they could 'escape'. Those in professional or managerial occupations, those who work for themselves and graduates were more likely than others to say that there is somewhere local to which they could 'escape' if they wanted to.

Table 3.7 Perceived availability of somewhere in area where could go to 'escape' (mean 'agreement score') by gender, age, social class, education, area deprivation

	Mean Score	***Sample size***
Gender		
Male	3.0	*655*
Female	2.9	*822*
Age Group		
18-24	2.9	*82*
25-34	2.9	*190*
35-44	3.0	*276*
45-54	3.0	*258*
55-64	3.0	*272*
65 plus	3.0	*398*
Socio-economic Class		
Professionals, Employers and Managers	3.2	*530*
Intermediate Occupations	2.9	*169*
Small employers and own account workers	3.2	*139*
Lower supervisory & technical	2.8	*165*
Routine & semi-routine occupations	2.7	*440*
Highest Educational Qualification		
Degree or other higher education	3.2	*489*
Higher	2.9	*231*
Standard Grade	2.8	*424*
None	2.7	*323*
Scottish Index of Multiple Deprivation Score		
Least Deprived	3.2	*287*
2nd quintile	3.2	*345*
3rd quintile	3.0	*315*
4th quintile	2.9	*277*
Most deprived	2.4	*253*

What do people do when they 'escape'?
The following tables (3.8 to 3.12) show the things that different kinds of people do when they feel the need to 'escape'. Note that in each case the table is based only on those who state they ever feel the need to 'escape'. As respondents could name more than one activity, percentages may add up to more than 100.

There are some marked differences in the kinds of things that men and women do to 'escape' (Table 3.8). For example:

- women were more likely to mention spending time with or talking to friends and family (37% compared with 23% of men) and shopping (25% compared with 8%)
- men were more likely to mention watching TV or movies or playing on games consoles (34% compared with 24% of women), doing sport or exercise (32% compared with 21% of women) and drinking alcohol (24% vs. 14%).

Table 3.8 What people do to 'escape' by gender

Response option	Men	Women
	Percentage (%)	Percentage (%)
Go for a walk	47	47
Spend time with/talk to friends/family	23	37
Watch TV/movies/play games	34	24
Listen to music/the radio	28	25
Do some sport or exercise	32	21
Read	18	24
Gardening	19	21
Go for a drive	23	16
Drink alcohol	24	14
Go shopping	8	25
Spend time alone/thinking	14	17
Do hobby/craft	14	11
Smoke cigarettes/cigars	10	11
Do DIY	11	4
Go fishing	12	*
Something else	6	6
Sample size (based on all those who ever feel the need to' escape')	*462*	*596*

There are also some marked differences by age (Table 3.9). For example, those aged under 35 were more likely to mention spending time with or talking to friends and family and watching TV or movies or playing on games consoles, while those aged over 55 were more likely to mention gardening and less likely to mention drinking alcohol.

Table 3.9 What people do to 'escape' by age

Response option	18-24	25-34	35-44	45-54	55-64	65 plus
	%	%	%	%	%	%
Go for a walk	41	44	49	59	47	37
Spend time with/talk to friends/family	40	36	30	29	28	20
Watch TV/movies/play games	36	38	28	30	20	21
Listen to music/the radio	28	25	24	33	25	23
Do some sport or exercise	34	36	32	22	21	13
Read	16	19	22	26	21	21
Gardening	4	8	14	25	36	31
Go for a drive	11	26	19	23	15	20
Drink alcohol	25	23	24	22	14	3
Go shopping	15	19	18	19	12	18
Spend time alone/thinking	21	15	23	15	12	7
Do hobby/craft	10	14	13	14	13	11
Smoke cigarettes/cigars	18	13	8	13	7	4
Do DIY	3	10	10	8	8	2
Go fishing	8	7	9	4	4	5
Something else	10	5	4	5	8	6
Sample size (based on all those who ever feel the need to 'escape')	*62*	*151*	*225*	*202*	*206*	*211*

Differences by social class were generally small (Table 3.10)

Table 3.10 What people do to 'escape' by socio-economic class

Response option	Employers, managers and professionals	Intermediate occupations	Small employers and own account workers	Lower supervisory and technical occupations	Routine and semi-routine occupations
	%	%	%	%	%
Go for a walk	45	44	54	48	46
Spend time with/talk to friends/family	33	38	23	23	29
Watch TV/movies/play games	29	27	26	25	30
Listen to music/the radio	32	16	25	32	24
Do some sport or exercise	37	24	21	25	17
Read	25	20	12	22	19
Gardening	23	24	17	24	17
Go for a drive	20	15	22	23	18
Drink alcohol	22	20	12	21	17
Go shopping	15	25	7	13	21
Spend time alone/thinking	20	13	11	18	13
Do hobby/craft	13	12	11	12	14
Smoke cigarettes/cigars	3	11	14	14	15
Do DIY	7	6	9	13	6
Go fishing	3	7	11	12	6
Something else	5	6	9	5	7
Sample size (based on all those who ever feel the need to 'escape')	*380*	*124*	*93*	*119*	*321*

There were some differences in the types of things people with different levels of education did to 'escape' (Table 3.11), though it should be borne in mind that in part at least this reflects the fact that those with fewer educational qualifications reported engaging in a smaller range of activities.

Table 3.11 What people do to 'escape' by highest educational qualification

Response option	Degree	Higher	Standard Grade	None
	%	%	%	%
Go for a walk	51	44	43	48
Spend time with/talk to friends/family	40	36	21	22
Watch TV/movies/play games	30	29	29	25
Listen to music/the radio	31	28	23	23
Do some sport or exercise	42	25	20	11
Read	27	21	18	15
Gardening	21	17	21	21
Go for a drive	18	20	19	20
Drink alcohol	23	24	16	11
Go shopping	15	16	17	20
Spend time alone/thinking	20	20	14	9
Do hobby/craft	14	12	14	9
Smoke cigarettes/cigars	6	13	13	11
Do DIY	7	8	8	4
Go fishing	4	4	10	4
Something else	5	4	7	9
Sample size (based on all those who ever feel the need to 'escape')	*367*	*172*	*298*	*217*

There are relatively few differences in the things people living in more or less deprived areas of Scotland did to 'escape' (Table 3.12). However, those living in more deprived areas are less likely to go for a walk or to engage in some kind of sport or exercise.

Table 3.12 What people do to 'escape' by area deprivation

Response option	Least Deprived	2nd Quintile	3rd Quintile	4th Quintile	Most Deprived
	%	%	%	%	%
Go for a walk	52	54	47	46	37
Spend time with/talk to friends/family	33	34	28	25	31
Watch TV/movies/play games	24	28	29	32	30
Listen to music/the radio	24	31	25	28	25
Do some sport or exercise	37	28	26	21	20
Read	21	25	25	18	18
Gardening	23	26	16	18	17
Go for a drive	16	20	24	18	19
Drink alcohol	20	18	21	18	17
Go shopping	16	16	13	17	23
Spend time alone/thinking	20	19	13	12	16
Do hobby/craft	11	14	14	14	10
Smoke cigarettes/cigars	6	7	11	14	13
Do DIY	4	10	4	10	8
Go fishing	3	9	7	4	5
Something else	4	6	6	4	11
Sample size (based on all those who ever feel the need to 'escape')	*192*	*238*	*220*	*208*	*200*

Where do people go to 'escape'?
The following tables (3.13 to 3.17) show the places to which people go when they feel the need to 'escape'. Note that in each case the table is based only on those who state they ever feel the need to 'escape'. As respondents could name more than one kind of place, percentages may add up to more than 100.

As one might anticipate given that they are inclined to do different things to 'escape', there are some marked differences in the kinds of places men and women 'escape' to (Table 3.13). For example:

- women were more likely to mention 'escaping' to a friend or family members house (47% compared with 28% of men) and to the shops (21% compared with 10% of men)
- men were more likely to mention 'escaping' to a wood, beach or countryside (41% compared with 28% of women) and to a pub, bar or social club (33% compared with 14% of women).

Table 3.13 Where people go to 'escape' by gender

Response option	Men	Women
	Percentage (%)	Percentage (%)
Friend/family member's house	28	47
Own house/garden	34	36
Wood/beach/countryside	41	28
Gym/swimming pool/sports club	28	22
Public park	26	22
Pub/bar/social club	33	14
Shops	10	21
Restaurant or café	13	16
Own car	18	11
Art gallery/museum/theatre/cinema	14	10
Church/other place of worship	6	10
Library/community centre	4	6
Own place of work	4	3
Somewhere else	3	2
Sample size (based on all those who ever feel the need to 'escape')	*462*	*595*

Differences by age in the places to which people go to 'escape' also reflect differences in the kinds of things that people of different ages do (Table 3.14). For example, younger people, who were more likely to say they spend time with friends or family when they needed to 'escape', were also more likely to mention going to a friend or family members house. Older people, who were more likely to mention gardening, were more likely to mention their own house or garden as an 'escape place'.

Table 3.14 Where people go to 'escape' by age

Response option	18-24	25-34	35-44	45-54	55-64	65+
	%	%	%	%	%	%
Friend/family member's house	51	41	40	42	31	24
Own house/garden	19	22	37	38	47	41
Wood/beach/countryside	25	32	42	41	39	23
Gym/swimming pool/sports club	38	34	26	18	20	16
Public park	12	33	28	27	21	16
Pub/bar/social club	35	30	26	21	16	11
Shops	19	18	20	20	10	7
Restaurant or café	10	19	12	21	13	11
Own car	14	17	17	16	11	9
Art gallery/museum/theatre/cinema	12	13	10	14	15	8
Church/other place of worship	10	4	4	8	10	13
Library/community centre	7	4	5	4	6	7
Own place of work	4	5	4	6	3	*
Somewhere else	0	2	3	3	2	3
Sample size (based on all those who ever feel the need to 'escape')	*62*	*151*	*224*	*202*	*206*	*211*

Most of the differences by social class are relatively small (Table 3.15), although those in more managerial and professional occupations are markedly more likely to go to a gym, swimming pool or sports club to 'escape' (32% compared with 16% of those in routine or semi-routine occupations).

Table 3.15 Where people go to 'escape' by socio-economic class

Response option	Employers, managers and professionals	Intermediate occupations	Small employers and own account workers	Lower supervisory and technical occupations	Routine and semi-routine occupations
	%	%	%	%	%
Friend/family member's house	36	39	27	42	42
Own house/garden	40	34	34	31	31
Wood/beach/countryside	39	26	48	36	31
Gym/swimming pool/sports club	32	28	18	22	16
Public park	26	16	17	28	23
Pub/bar/social club	22	19	18	27	25
Shops	16	19	13	14	16
Restaurant or café	18	12	17	16	10
Own car	13	12	17	17	14
Art gallery/museum/theatre/cinema	17	8	9	13	9
Church/other place of worship	9	5	10	7	7
Library/community centre	6	4	0	6	7
Own place of work	3	4	7	7	3
Somewhere else	3	1	4	0	3
Sample size (based on all those who ever feel the need to 'escape')	*380*	*124*	*93*	*119*	*320*

Again, it should be borne in mind that those with fewer educational qualifications tended to name fewer places to which they go to 'escape'. However, there are some particularly marked differences in use of a gym, swimming pool or sports club (mentioned by 34% of those with degrees and 13% of those with no qualifications), and the proportion mentioning going to an art gallery, museum theatre or cinema to 'escape' (19% of graduates compared with 8% of those with no qualifications – Table 3.16).

Table 3.16 Where people go to 'escape' by highest educational qualification

Response option	Degree	Higher	Standard Grade	None
	%	%	%	%
Friend/family member's house	38	47	37	30
Own house/garden	37	29	37	34
Wood/beach/countryside	42	30	33	29
Gym/swimming pool/sports club	34	28	20	13
Public park	30	22	18	20
Pub/bar/social club	25	34	21	13
Shops	18	15	17	12
Restaurant or café	18	14	12	13
Own car	10	18	15	14
Art gallery/museum/theatre/cinema	19	13	7	8
Church/other place of worship	9	9	5	8
Library/community centre	6	5	7	3
Own place of work	5	4	3	2
Somewhere else	2	2	1	4
Sample size (based on all those who ever feel the need to 'escape')	*367*	*172*	*298*	*216*

For the most part differences in the places people in more and less deprived areas go to 'escape' are small (Table 3.17). However, those living in the most deprived areas are notably less likely to go to a wood, beach or countryside (22%, compared with 37% of those in the least deprived areas).

Table 3.17 Where people go to 'escape' by area deprivation

Response option	Least Deprived	2nd Quintile	3rd Quintile	4th Quintile	Most Deprived
	%	%	%	%	%
Friend/family member's house	32	40	36	37	44
Own house/garden	39	44	28	29	34
Wood/beach/countryside	37	43	39	33	22
Gym/swimming pool/sports club	31	27	22	23	21
Public park	28	22	22	25	21
Pub/bar/social club	26	19	22	23	26
Shops	16	17	15	14	17
Restaurant or café	17	12	16	13	16
Own car	14	13	17	13	13
Art gallery/museum/theatre/cinema	13	12	15	12	10
Church/other place of worship	9	8	8	7	7
Library/community centre	3	5	6	6	7
Own place of work	3	5	4	4	2
Somewhere else	2	3	2	2	3
Sample size (based on all those who ever feel the need to 'escape')	*192*	*238*	*220*	*208*	*199*

Reasons people disagree that they have somewhere to go to 'escape'
Just 159 respondents in total disagreed that they had somewhere in their area where they could go to 'escape' everyday problems and stresses if they wanted to. As such, breaking down the reasons this group give for feeling they have nowhere to go by sub-group results in some very small sample sizes. Given this, we have not presented findings for this question by age, socio-economic status, educational attainment or area deprivation. It is, however, possible to look at differences in the reasons given by men and women for disagreeing that they had somewhere to go to 'escape' (Table 3.18). This suggests that men have rather more specific reasons for feeling they do not have anywhere to go.

Table 3.18 Reasons for disagreeing that there is somewhere in area could go to 'escape' by gender

Response option	Men	Women
	Percentage (%)	Percentage (%)
Nowhere to go	50	54
Nowhere I feel safe	18	20
Nowhere attractive to go	36	18
Nowhere quiet enough	19	8
Nowhere I can get away from people	11	5
Lack of transport to get there	4	3
Nowhere I can afford	5	1
Some other reason	5	11
Don't need/want anywhere[17]	6	7
Sample size (all those who disagreed there is somewhere in area they could go to 'escape')	*53*	*106*

3.7.3 Analysis of how well the questions appeared to work
There is no reason based on these results to believe that these questions caused respondents any particular difficulty. Of the two questions that were asked of all respondents (whether or not they ever feel the need to 'escape' (E1) and whether they feel there is somewhere in their area they could go to 'escape' if they wished (E4)), in one instance no one said they did not know (Table 3.1), and in the second case less than 0.5% did so (Table 3.4).

In fielding these questions it was hoped that it could be demonstrated that E4 that asked people whether they agreed or disagreed that, '*Leaving aside my home and garden, there is somewhere in my area where I could go to 'escape' from everyday problems and stresses if I wanted to'*, would be able to provide a valid indicator of the perceived availability of 'escape places'. In particular, given that NHS Health Scotland wishes to measure the perceived availability of *public* 'escape facilities', it would be useful to establish that respondents do indeed leave aside their own house and garden in answering the question.

One pattern we might expect to find if this question is working as expected is that amongst those who stated that they did sometimes feel the need to 'escape', the more strongly someone agreed they could find somewhere to

[17] This code arose from the 'other' responses which fell into this category during analysis of the data (see section 3.7.3 for discussion).

'escape', the more numerous the kind of places they mentioned visiting to 'escape' excluding their own house or garden. The following table suggests that this is indeed the case.

Table 3.19 Mean number of 'escape places' mentioned (E3) by agreement there is somewhere in area they could go to 'escape', excluding their own house or garden, if they needed to

Response option	Mean number of places mentioned
Agree strongly	2.4
Agree	2.2
Neither agree nor disagree	1.8
Disagree	1.8
Disagree strongly	1.6
Sample size (based on those who sometimes felt need to 'escape' only)	*1,058*

However, there is also a clear relationship between reported use of one's own house or garden as a place to 'escape' and the pattern of response to the proposed indicator. Amongst those who named their house or garden as a place to 'escape', 38% strongly agreed that there is somewhere in their area they could go to 'escape', compared with 28% of those who did not name their house or garden. Meanwhile a logistic regression analysis of whether someone disagreed with the proposition or not found that reported use of one's house or garden was one of five kinds of place used that were significantly associated with answers to the proposed indicator (the others being reported use of wood/beach, a church or place of worship, a public park, and a gym). Of course, it may well indeed be the case that those who feel able to 'escape' to their own home or garden are indeed also more likely to feel that there is somewhere outside the home to which they can go to. But equally the results may be an indication that in practice not all respondents necessarily discounted their own home or garden when answering the question.

It might, though, be thought that there are methodological difficulties with the question on the kind of places that people use that might undermine any such analysis. In particular, perhaps respondents were more likely to name those kinds of places that appeared towards the top of the list with which they were presented. Of this, however, there is no sign. The rank order correlation between the order in which the items were presented and the order of their reported use is 0.17. A one tailed t-test of the proposition that there is a positive correlation is not significant at the 5% level. Incidentally, much the same is true of the question on the kinds of activities that people do when they 'escape', where the relevant rank order correlation is 0.26. Thus, the order in which options were presented on the answer showcards for questions E2 and E3 did not appear to affect their responses to any significant degree.

It might also be noted that those who say they do not ever feel the need to 'escape' are a little more likely to agree that there is somewhere to which they could 'escape' if need be. Amongst those who said they did not ever feel the need to 'escape', 31% strongly agreed that there is somewhere to which they could 'escape', compared with 26% of those who said they did sometimes feel the need to 'escape'. This *may* suggest the question is not only tapping

perceptions of availability but also of need – that people are more likely to identify a lack of suitable 'escape places' if they feel the need for one.

Finally, it is worth noting that a small proportion of people who disagreed that they had somewhere local they could go to 'escape' if they needed to gave 'other reasons' along the lines that they did not need or want anywhere to 'escape' to. This suggests they may have misunderstood the preceding question (E4), as being about whether they *want* or *need* somewhere to 'escape' to, rather than whether somewhere is available (regardless of their need/desire to use it). Only very small numbers (14 people of a sample of 1,482) gave such a response, so we cannot infer from this that such a problem is very widespread. The finding does, however, suggest that some people may find it somewhat difficult to separate questions of availability of and need for an 'escape place', in spite of attempts to make this clear in question E4. If the full set of 5 questions on 'escape' were to be repeated in future, we would recommend that 'Do not need/want anywhere to 'escape' to' be added as an additional code, but one that is visible only to interviewers and is not explicitly offered to respondents as an answer option, since it is not really a reason for feeling there is nowhere suitable someone could 'escape' to if they wanted to.

3.8 Conclusions and recommendations for future research

This study aimed to develop a question or set of questions for inclusion in future Scotland-wide surveys to measure the extent to which people in Scotland perceive they have access to somewhere to 'escape' in their local area. The question(s) are intended to monitor progress against NHS Health Scotland's adult mental health indicator on 'escape facilities'.

A set of five questions have been developed which, based on piloting, cognitive testing and analysis of the distribution of responses to the 2009 *SSA* survey, appear to be answerable and understood by respondents to a face-to-face survey in the manner intended. The large-scale test of the questions in the 2009 *SSA* survey did not suggest that any particular amendments were required. However, the researchers would suggest some caveats around their future use and interpretation:

- First, based on analysis of the *SSA* survey findings, we could not rule out the possibility that some people were thinking of their own homes and gardens when deciding whether they felt there was somewhere they could go to 'escape' if they want to. There was also some evidence to suggest that some people may find it hard to separate issues of need for, and access to, an 'escape facility' when answering question E4. However, in spite of these qualifications, overall the analysis suggests that, broadly speaking, the questions work and are being answered as expected.
- Second, although question E4 is the key question for NHS Health Scotland's indicator, we would caution against asking this in isolation. Based on qualitative research about how people think about 'escape', as well as the cognitive testing, piloting, and findings from the main survey discussed in the bullet above, we would argue that more than one question is required in order to ensure people have understood the concepts of 'escape' and 'escape places'. Including more than one question should also help emphasise, as far as is possible, the difference between questions about the need for, and questions about

the availability of, somewhere to 'escape' to. At the very least, we would suggest that question E4 needs to be preceded by question E1, which introduces the concept of 'escape'.

- Third, 80% of the population agreed or strongly agreed that there was somewhere they could go to 'escape' if they wanted. As such, further improvements in the proportion who feel they have access to an 'escape place' are likely to be small and even large-scale surveys may be unlikely to identify significant changes in this measure over short periods of time. This may be an argument for only asking these questions every 3 or 4 years, rather than annually. That said, there were differences in perceived availability of 'escape places' between different sub-groups of the population (particularly between those in deprived and affluent areas). It is therefore possible that the pattern of responses by factors like deprivation will change in the future – something that may be of interest to monitor.
- Finally, we would recommend that this project is complemented by further research that aims to extend understanding of: the relative importance of access to 'escape facilities' compared with being able to 'escape' problems in other ways; differences in who feels the need to 'escape' and explanations for this; whether/how the ability to 'escape' or to access 'escape facilities' relates to mental and physical health; and how far this is separate or interlinked with the availability/contribution of greenspace/a pleasant local environment, for example.

In terms of the most appropriate survey vehicle in which to include questions about access to 'escape' in the future, the obvious options are the Scottish Household Survey and the Scottish Health Survey.

The Scottish Household Survey would have the advantage of allowing cross-analysis of perceived access to somewhere to 'escape' by access to green space, specific aspects of their neighbourhood people like or dislike and general neighbourhood satisfaction. This might help establish whether the perception that there is somewhere people feel they can 'escape' to is simply a reflection of overall views of the local area.

Including the questions on the Scottish Health Survey would allow further analysis of the contribution of perceived access to 'escape facilities' to mental health. For instance, the Scottish Health Survey includes the Warwick-Edinburgh Mental Well-being Scale, which provides a robust measure of positive mental health, as well as questions on a large number of other factors that may contribute to positive mental health. Thus, it might be possible to explore whether or not perceived access to somewhere to 'escape' from every day problems and stresses is associated with positive mental health after other factors known to influence this are controlled for (although the scope for such analysis will be limited by the very high proportion who already say they have somewhere they could 'escape' to, if they needed to). Similarly, the association with common mental health problems, via the 12-item General Health Questionnaire (GHQ-12), could also be assessed using this survey.

4 Development of questions on attitudes to violence

The aim of the study on attitudes to violence was to develop a survey question or set of questions to act as a measure for the indicator:

> Attitudes to violence - *the percentage of adults who think that violence is acceptable in some circumstances*.

As discussed in Chapter 1, the research team determined from the outset that it would not be possible to adequately capture attitudes to a phenomenon as complex and diverse as 'violence' using a single survey question. Thus, the focus of this work was on developing a set of survey questions which, in combination, would capture the level of acceptance of violence in Scottish society. This chapter describes the key findings from each stage in the development of these survey questions before making recommendations for a set of questions to be included in future Scotland-wide surveys.

4.1 Literature review

A brief review of relevant literature was conducted in order:

- to highlight key conceptual, theoretical and policy debates relating to attitudes to violence, and
- to identify existing survey questions that have addressed this topic either directly or indirectly.

Key questions to be addressed by this literature review were:

- What existing empirical work can be identified that focuses specifically on generalised attitudes to violence (rather than attitudes to particular forms of violence, such as racially aggravated or domestic violence)?
- In the absence of such work, are there lessons or questions that can be learned from some of the more narrowly-focused studies?
- How have attitudes towards violence been operationalised in the context of such studies?
- What evidence is there to link attitudes towards violence with levels of actual violence?

4.1.1 Overview

A considerable amount of literature was found to cover attitudes to violence, the bulk of this is based on research from the US. Much of the work in this area has focused on attitudes to specific types of violence, rather than violence in general. There are some studies which have attempted to measure attitudes in general, either through the use of established 'attitudes to violence scales' or through the development of new scales. However, the types of questions included in these scales generally span a number of different types of violence. Many of the studies are based on fairly small-scale samples of specific geographic areas and a considerable number have been carried out in populations of high school or college students, rather than across a representative sample of the general adult population. Some studies and scales are also quite culturally specific, focusing on types of violence that may be less salient in other geographical areas or for other social groups.

4.1.2 How have attitudes towards violence been operationalised?

Attitudes towards violence have been explored in a number of different ways. Some studies have used or further developed existing 'attitudes to violence scales', whereas others have developed their own scenarios to present to respondents. Some of the key ways attitudes to violence have been conceptualised in the research reviewed for this study are summarised below.

The US *General Social Survey* (*GSS*), on which the *British Social Attitudes* (*BSA*) (and by extension, its sister survey the *SSA* survey) was modelled, included the following question between the years 1973 and 1994:

> *'Are there any situations that you can imagine in which you would approve of a man punching an adult male stranger?'*

To which between 60% and 72% of adults replied 'yes'. This was followed by a series of a further eleven scenarios that attracted levels of approval ranging from 3-5% if the stranger was taking part in a protest march showing opposition to the man's views, to 84-88% if the stranger had broken into the man's house. While the precise scenarios used in this set of questions do not all translate well to a Scottish context, the critical implication of these findings is the fact that using a single question to uncover a generalised attitude to a violent act under-estimated, by a margin of as much as 20 percentage points, the proportion of the public who would consider it acceptable in certain situations. This underlines the importance of attempting to capture people's views using a number of specific scenarios, rather than relying on a single question to elicit opinion. Indeed, in 1973 and 1975 the *GSS* did not ask the follow-up questions of those who had said no to the initial question, a strategy they abandoned for the rest of the series. For more information about the *GSS*, and to access data such as this, see: www.norc.org/GSS+Website/

Velicer (1989) developed a 46 item Attitudes Towards Violence scale measuring attitudes to violence across various dimensions, including war, 'penal code violence' (capital punishment, police violence, etc.), corporal punishment of children, extreme interpersonal violence and intimate violence (i.e. violence in a relationship). It was tested on college students in America, who were asked how much they agreed or disagreed with statements about the acceptability of violence across each of these 5 dimensions on a 5-point scale (from 'strongly agree' to 'strongly disagree'). As well as being very long, Anderson *et al*. (2006) have suggested that elements of this scale (e.g. violence against anti-war demonstrators) may now be dated and less salient to respondents.

Funk *et al*. (1999) drew on items from Velicer and elsewhere to develop a 17-item scale to explore attitudes towards violence in adolescents. The scale consists of possible responses to violence e.g. 'If a person hits you, you should hit them back', with respondents saying whether they agreed or disagreed with them. Factor analysis was used to group these statements into two – one labelled 'culture of violence' to reflect an identification with violence as a valued activity (e.g. 'Its ok to use violence to get what you want') and the other 'reactive violence' to reflect the justification of using violence in response to threats (e.g. 'If a person hits you, you should hit them back'). The scale focuses more on whether the respondent feels they personally would use violence in different situations, rather than whether they think violence in general is acceptable. Moreover, many of the items are quite culturally

specific (the scale was developed in the US, so there are several references to gun crime which is arguably still less salient in the UK), and more suitable for surveys of adolescents than the general population.

Smith *et al*. (2005) discuss the development of the Intimate Partner Violence Attitude Scale (IPVAS). They tested this on a convenience sample of predominantly Mexican-American college students. The scale comprises 23 statements, which respondents were asked to agree or disagree with. Factor analysis of responses revealed 3 subscales – abuse (mainly psychological abuse), control (i.e. social control of partner's behaviour) and physical violence.

Kane *et al*. (2000), in studying whether men who are violent towards their partners are more accepting of domestic violence, used four different self-completion questionnaires: the Brief Anger-Aggression Questionnaire (6 items using a 5-point Likert response scale); the Wife Beating is Justified scale (12 items, using a 7-point 'agree-disagree' response scale); Wives Gain From Beatings scale (7 items, again using a 7-point agree-disagree response scale); and the Interpersonal Dependency Inventory (a 48-item self report, although only the 18-item sub-scale to determine emotional reliance on another person was used).

Vernberg *et al*. (1999) developed a questionnaire to measure adolescent reports of peer victimisation. The 18 questions cover major forms of aggression including: confrontive verbal aggression, confrontive physical aggression and relational aggression (i.e. spreading rumours, exclusion, cruel tricks). Respondents were asked to indicate how often certain actions had happened to them and if they themselves had done any of them within a four month period. The second measurement used was the Adolescent Attitudes and Beliefs Regarding Aggression scale, where respondents were asked to state how much they agreed/disagreed with 16 statements representing attitudes towards using overt aggression. Further testing and analysis resulted in three classifications: 'aggression is legitimate and warranted'; 'aggression enhances status and power'; and 'one should not intervene in fights'.

Brand and Anastasio (2006) sought to develop a comprehensive measure of violence-related attitudes and beliefs which include scales that assess perceived causes of violent behaviour (environmental influences, biological influences, mental health problems) and possible controls of violent behaviour (death penalty, punishment, prevention and catharsis). Respondents were asked to complete a 100-item scale, which comprised the 96-item Violence-Related Attitudes and Beliefs Scale, a three-item scale of violent crime salience (how often they think about violent crime, fear of violent crime and likelihood of being a violent crime victim), and one item on political beliefs regarding social issues.

Taylor and Mouzos (2006) used a full questionnaire survey on attitudes to violence against women, covering a number of themes: what behaviours are viewed as domestic violence (where respondents were presented with a series of statements and asked to say whether these were always, usually, sometimes, or not a form of domestic violence); how seriously violence against women is viewed; agreement with myths and facts about violence against women (using a series of agree/disagree statements); views on when

physical force against women is justified (tested by using various scenarios); and finally, willingness to intervene in domestic violence disputes.

Clement and Chamberland (2007) measured mothers' attitudes towards the use of violence for discipline purposes using five agree/disagree statements, whilst McAllister *et al*. (2001) used seven attitude statements to measure young people's attitudes to war, killing and punishment of children.

4.1.3 Lessons from studies on specific kinds of violence

The bulk of the literature on attitudes to violence has tended to focus on attitudes to specific types of violence including: violence against women (Taylor and Mouzos, 2006; Bhanot and Sen, 2007); domestic violence (Carlson and Worden, 2005; Kane *et al*., 2000; Smith *et al*., 2005; Faramazi *et al*., 2005; Locke and Richman, 1999); war, killing and punishment of children (McAllister *et al*., 2001); guns and violence (Shapiro *et al*., 1997); war and violence (Carnagey and Anderson, 2007); peer victimisation in early adolescence (Vernberg *et al*., 1999); and parents disciplining their children (Clement and Chamberland, 2007).

However, these more narrowly-focussed studies, in addition to those covering attitudes to violence in general, have discussed important themes which can be used to inform the development of survey questions on attitudes, including:

- definitions of violence, and
- factors which influence attitudes to violence.

4.1.4 Definitions of violence

Some studies have sought to explore how people define particular types of violence. For example, Carlson and Worden (2005) in their study of attitudes to domestic violence among New York residents found that punching, forcing a partner to have sex and slapping are seen by most as domestic violence and are also thought by most to be against the law. A majority also considered that a husband insulting his wife would constitute domestic violence. In their review of the literature they listed domestic violence as: acts of physical aggression, a fight involving screaming, and acts of emotional abuse. The definition of intimate violence used by Smith *et al*. (2005) was: "actual or threatened physical or sexual violence, or psychological and emotional abuse, directed towards a current or former partner".

The difficulties associated with definitions of violence have been highlighted by Taylor and Mouzos (2006) in their study of community attitudes towards violence against women. They found a lack of agreement on what constitutes 'violence' and what is meant by 'against women' (e.g. can violence include 'pushing' or 'sending harassing text messages' or 'verbal abuse from a husband'?). They explored definitions of 'violence against women' using community focus groups and found that people initially think of domestic violence and sexual assault. They also found inconsistent views on whether verbal acts or mental and emotional abuse constitute 'domestic violence' and disagreement over what constitutes 'sexual assault'.

Caprara *et al*. (1988) highlight "the improbable goal of providing a definition and explanation of aggression in general". This confirms the research team's sense that violence measures need to be multi-layered.

4.1.5 Factors which influence attitudes to violence

It is not surprising that numerous different factors can influence people's attitudes to violence. Those explored in the literature include gender, ethnicity, cultural background, experience of violence, relationship between victim and perpetrator, involvement of alcohol, and reasons for the violent behaviour (e.g. provocation). Many of the demographic factors, like gender and ethnicity, affect attitudes both in the sense of people holding different attitudes towards violence depending on the gender/ethnicity/other characteristics of the victim and/or perpetrator, and in the sense that there is evidence that men and women, people from different ethnic groups, etc. demonstrate different levels of acceptance of violence.

4.1.6 Gender

Gender consistently appears in much of the literature, which has shown that men and women differ in their attitudes towards violence. Locke and Richman (1999) explored how attitudes to domestic violence vary between genders and people of different ethnicities by surveying a small sample of undergraduate psychology students. Women were more likely than men to blame the husband more for the abuse in the scenarios included in the survey, to sympathise more with the wife and to rate the incident as more serious. In their international study of young people's attitudes to war, killing and punishment of children, McAllister *et al*. (2001) concluded that justification of war and killing was less common among women than men in all groups. Similarly, Vernberg *et al*. (1999) found that boys in middle childhood and late adolescence hold more favourable views towards aggression than girls and are both more likely than girls to act aggressively toward peers and be targets of peer aggression. Being male has been associated with more pro-violence attitudes in a number of other research studies (Funk *et al*., 1999; Cotton *et al*., 1994; Anderson *et al*., 2006).

The effects of gender have also been explored in terms of the violence scenario presented to the respondent (i.e. whether the victim and/or perpetrator is a man or a woman). Respondents were less likely to class certain incidents as domestic violence when perpetrated by a woman (Carlson and Worden, 2005). In relation to the victim's gender, domestic abuse against women was perceived as being more serious than abuse against men (Seelau, Seelau and Poorman, 2003, cited in Taylor and Mouzos, 2006).

Gender roles have also been explored in relation to attitudes to violence, whereby those holding more traditional views of gender roles have reported a higher acceptance of violence against women (Flood and Pease, 2006, cited in Taylor and Mouzos, 2006). Similar findings have been highlighted in work by Bhanot and Sen (2007) in their study of students of Asian origin in Canada, although it should be noted that this was a small-scale study. Check and Malamuth (1983) found that possessing stereotypical attitudes towards women increases the self-reported likelihood of engaging in violent behaviour (cited in Funk *et al*., 1999).

4.1.7 Cultural issues

Attitudes towards violence have also been explored in relation to different cultural groups, including people growing up in different countries, from different social and economic groups, and from different ethnic groups. Cultural differences in attitudes to war, killing, and punishment of children were explored in an international study of around 3,000 young people across

Estonia, Finland, Romania, the Russian Federation, and the US (McAllister *et al*., 2001). Although the samples from each country were not nationally representative, they were chosen to reflect the diverse populations within the selected cities. US students were more likely than European students to agree that 'War is necessary', that 'A person has the right to kill to defend property', and that 'Physical punishment is necessary for children'.

As to whether attitudes to violence differ across social and economic groups, the evidence is mixed. Markowitz and Felson (1998) reported that respondents in lower socio-economic groups were more approving of the use of violence than those in higher socio-economic groups. Carlson and Worden (2005), however, question some stereotypes about public opinion in their study of attitudes and beliefs about domestic violence, by finding no evidence to suggest that those who are less advantaged or African-American are more tolerant of abuse.

4.1.8 Experience of violence

Carlson and Worden (2005) found that secondary experience of violence (knowing somebody who has been a perpetrator or a victim) was significant in predicting attitudes. Those with greater secondary experience were more inclined to consider stalking by men or women as domestic violence and more likely to believe that stalking incidents (by men or women) are against the law. In addition, those who reported both first and second hand experience of violence believed that larger percentages of couples experience violence than did those without.

Faramazi *et al*. (2005) explored abused women's perceptions of, and attitudes towards, the definition of wife abuse. The study examined whether acceptance and/or tolerance of male dominance is a risk factor for domestic violence. It found that women with a positive attitude towards male dominance experienced more physical and emotional abuse than those with negative attitudes.

Funk *et al*. (1999) found that being a victim of violence in the past was associated with stronger pro-violence attitudes. They cite work by Farrell and Bruce (1997) whose survey of students identified a relationship between exposure to violence and subsequent use of violence, and who go on to suggest that exposure to violence triggers a 'desensitization process' whereby the individual has a greater tendency to endorse pro-violence attitudes.

4.1.9 Relationship between victim and perpetrator

In studying community attitudes to violence against women, Taylor and Mouzos (2006) found that women who were victimised by a stranger were more likely to view this as violence than if victimised by someone known to them, even if the behaviour was the same. Work by Faramazi *et al*. (2005) noted that violence in the home was generally regarded as less serious and prevalent than other forms of violence. The reasons they suggest for this include a relative lack of empathy for such victims, a belief they can help themselves, and a view that they may deserve it.

Attitudes to the acceptability of mothers using violence to discipline their children were studied by Clement and Chamberland (2007) in their survey of parents living in Quebec. Although they report a decrease in attitudes favouring the use of violence for discipline purposes between their 1999 and

2004 surveys, they point out that a high percentage of adults still favour a strong disciplinary approach (only 45% of mothers agreed with the statement 'It is wrong for parents to slap their children'; and 81% agreed with 'In general, Quebec parents are too soft on their children'). In Scotland, Anderson, Brownlie and Murray (2002) found that 29% agreed with the statement 'I don't think there is anything wrong with using smacking to teach children right from wrong'. However, more (58%) agreed with the more ambivalent statement that 'I don't think it's a good thing to do but sometimes parents need to do it'.

4.1.10 Involvement of alcohol

In their survey of the general population in Victoria, Australia, Taylor and Mouzos (2006) found that 8% agreed that domestic violence can be excused if the victim was heavily affected by alcohol, while 9% of men and 7% of women agreed it could be excused if the offender was similarly affected. The proportions agreeing with these statements were much higher, however, in a parallel survey they conducted with people from four specific ethnic groups (Chinese, Vietnamese, Italian and Greek backgrounds), demonstrating the interactions between contextual factors included in the question and personal or demographic factors in shaping people's attitudes.

4.1.11 Provocation

Taylor and Mouzos (2006) explored the issue of when physical force against women is seen as justified. Respondents were asked to indicate the degree to which a man would be justified in using force against his current or ex-partner. Most respondents agreed that force in any scenario was unjustifiable. The only scenario where a higher proportion of respondents thought force by a man against his partner might be justified was where they admitted to having sex with another man. Mooney (cited in Taylor and Mouzos) also discusses the impact of sexual infidelity, quarrels and domestic disputes on men's view of whether they would hit their partner or see doing so as justified.

4.1.12 Socio-political context

Carnagey and Anderson (2007) used a longitudinal design to study the impact of the 9/11 terrorist attacks on attitudes to violence. While attitudes to war and penal code violence were affected (they became more accepting) attitudes towards child or partner violence were unchanged. This underlines the importance of the context within which questions are asked and brings to the fore issues around saliency. It also reinforces the multiple domains of violence and questions whether a singular approach to the concept would be adequate. Similarly in examining the reliability of the 1989 Velicer *et al*. Attitudes Toward Violence Scale in predicting self-reported aggression, Anderson *et al*. (2006) suggest that the problems they found when testing the original five factor model may be a result of those attitude scales now being out of date and covering issues which were no longer on the agenda of the day such as anti-war demonstrations.

4.1.13 What evidence is there to link attitudes towards violence with levels of actual violence/experience of violence?

A common theme across much of the literature on attitudes to violence is the link between attitudes and violent behaviour. The role of attitudes in explaining differences in self-reported violence across different class, racial, gender and socio-economic groups was explored by Markowitz and Felson (1998). Violent behaviour was measured by asking whether respondents had used certain forms of violence (shouting and swearing, pushing, shoving or slapping, and

hitting with a fist or object) whilst attitudes were measured by asking them how they would react to various scenarios involving some provocation (e.g. someone jumping in front of them in a queue; someone threatening to hit them) and whether they would agree or disagree with a number of statements about 'retribution' and 'courage' (e.g. 'violence deserves violence'). Those with more favourable attitudes to violence were more likely to engage in violent behaviour.

Other research cited in McAllister *et al*. (2001) has suggested a link between attitudes and behaviour by comparing homicide rates in certain geographical areas of the US with attitudes held by people in these areas. In areas where public support for lethal aggression (such as killing to defend your property) was found to be stronger, homicide rates were higher.

Research on domestic violence has shown an association between more accepting attitudes towards domestic violence and violence in relationships. (cited in Smith *et al*., 2005; Kane *et al*., 2000). Smith *et al*. (2005) also point out that attitudes have a particular relevance in relation to intimate partner violence as they are possible predictors of both perpetration and receipt of such behaviours.

Research conducted in children and adolescents has also highlighted positive associations between holding pro-violence attitudes and levels of actual violent behaviour towards their peers (Vernberg *et al*.,1999; Cotton *et al*.,1994; Guerra and Kendall, 1995 – cited in Funk *et al*., 1999).

4.1.14 Is there evidence of a link between attitudes to violence and mental health?

There is little coverage of links between attitudes to violence and mental health in the literature reviewed for this report. Where the relationship between violence and mental health is discussed, this has tended to focus on the effect of violent *behaviour*, rather than attitudes towards violence, on the mental health of victims, for example, major depression in victims of domestic violence (cited in Faramazi *et al*. 2005). However, as the evidence above (4.1.13) has shown a relationship between attitudes which are accepting of violence and violent behaviour, which in turn impacts on the mental health of victims, it could be argued that there is an indirect link between attitudes to violence and mental health. Part of the rationale for including the indicator in the final set of adult mental health indicators was to develop understanding of this link, thus the attitudes to violence indicator (and survey questions) would help in unravelling the extent to which a society that condones violence is also damaging to mental health.

4.1.15 Lessons from the literature review for the development of survey questions

The overarching findings from the literature review were that:

1. Most scales designed to measure attitudes to violence are comprised of many items covering a number of different types of violence. These include state sanctioned violence such as war and capital punishment or other violent treatment of criminals; violence between individuals known to each other, including domestic abuse; violence between strangers; and the physical discipline of children. A single composite

measure of attitudes to violence does not appear to exist in the literature.

2. A number of the questionnaires identified contained far too many items to allow them to be easily adapted for inclusion in a Scotland-wide survey covering a range of other topics, given space constraints (the aim of this study was to develop a set of 10-15 questions, or less, that could be repeated across a range of surveys).

3. Moreover, many of the existing scales cover culturally specific forms of violence (such as 'protest violence' in the US) which may have considerably less resonance in the Scottish context.

4. A number of studies focus on specific types of violence, such as domestic violence or violence toward women, or on the views of specific populations, such as teenagers.

5. A significant proportion of the studies are based on samples of school or college students, usually American psychology students taking part in studies to gain credit for their courses. While these studies can be a useful contribution to the theory of attitudinal measurement they have limited application to the general population.

6. Key factors highlighted in the literature which affect attitudes to violence include: the relationship between the perpetrator and victim; the existence of aggravating factors such as alcohol; the demographic characteristics of the perpetrator and victim (e.g. gender, ethnicity); the degree of perceived provocation; whether the violence was carried out in defence of property, a person in physical danger, or a person's reputation/status; the severity of the violent act; the environmental setting for the violence (e.g. within the home, wider local community, or state institutions such as hospitals); and whether the violence was committed between individuals or between groups of people. In summary, attitudes vary widely depending on the *nature* of the violent act, and the *context* in which it is committed (which includes the relationship between perpetrator and victim).

4.1.16 Discussion

The literature review informed a number of key decisions about the development of questions on attitudes to violence. First, it was decided that the literature had uncovered sufficient existing material about both approaches to asking people about their attitudes to violence and the factors which influence people's views to inform the design of survey questions. It was therefore decided that the **draft questions could be developed without a further qualitative interview stage**, since it was felt this was unlikely to add substantial further information.

Second, it was decided that the questions should focus on **physical violence**. The working understanding of violence used for the adult mental health indicators is "the intentional use of physical force or power, threatened or actual, against another person, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation."

(Parkinson, 2007).[18] However, the literature review indicated that in order to robustly capture attitudes to all these different types of violence, a very large number of questions, possibly comprising several separate scales on different sub-types of violence (e.g. domestic violence, war, etc.) would be required. Given limitations on the numbers of questions which could possibly be included in a national survey, where space constraints exist, it was therefore decided in discussion with NHS Health Scotland that the questions should focus on physical violence.

Third, in discussing how to proceed in developing survey questions for use in Scotland-based national surveys, issues of saliency and ecological validity (defined below) were also considered. There are a number of stages through which respondents progress before answering a survey question, many of which are extensively documented in methodological literature (see for example discussion in Willis (2005)). An important aspect that aids this process is the extent to which a respondent can readily identify with the topic or scenario they are presented with; making sure questions have ecological validity and are salient helps the process of bringing together respondents and the concepts being tested in a survey. Salience in this context usually refers to the degree of importance a respondent attaches to an issue. The less salient a topic the more likely any answer given will be superficial or 'off the top of their head', the less time they will take to arrive at their answer, and the less likely it will be a fully formed pre-held opinion. Allied to this is the concept of ecological validity, which in this context means that the questions were developed to reflect real-life and plausible situations that might typically occur in Scotland. It was therefore decided that the questions should focus on **common and lower-level types of violence** that might be easily recognised by people living in Scotland today. It was also decided that a **scenario based approach** would help enhance the saliency of the questions. This involves describing a specific scenario where a violent act is committed and asking respondents their view on it, rather than asking about the acceptability of a particular type of violence in general. It was felt that describing specific scenarios would assist respondents in identifying with the topic and prevent the questions appearing too abstract. Moreover, the use of scenarios facilitates the inclusion of different factors known to impact on attitudes, since scenarios can be tweaked to cover different provocations, different relationships between people, different locations, etc.

Finally, it was also agreed that questions would focus on **violence between adults**, as attitudes towards smacking (or indeed violence between, or by, children) were viewed as requiring a stand alone set of questions.[19]

4.2 First *SSA* survey pilot

Following the brief literature review, a set of 30 questions was developed for testing as part of the first 2009 *SSA* survey pilot (see section 2.5 for details of the methods). The questions involved a series of scenarios describing violent incidents in which the following factors were manipulated:

- the gender of the victim

[18] Adapted from the World Health Organisation definition (Krug *et al.*, 2002).

[19] It was also felt that including a small number of questions on smacking within a set of questions on violence between adults would be methodologically problematic. People might be less willing to give honest answers when smacking is being presented alongside actions which are perhaps viewed as more serious violence by some people.

- the gender of the perpetrator
- the interaction between the genders of the victim and perpetrator (i.e. violence between people of the same sex and between people of opposite sexes)
- the degree of provocation
- whether the act was carried out in defence of something (property, another person)
- the presence of alcohol
- violence by a group
- the severity of the violent act
- whether the victim and perpetrator were known to each other (as partners, other relatives or neighbours).

The use of names for the victims and perpetrators in the scenarios helped to ground the scenarios in 'real life' and make the examples more concrete rather than abstract. The scenarios were not necessarily ones that most respondents were expected to have personally encountered, but the examples were meant to reflect situations that would at least resonate with them as being reasonably common occurrences in Scotland.

Most of the existing attitude scales identified in the literature review consist of long sets of questions with a single answer scale. As the research team were unsure at the outset precisely what aspect of people's attitudes the questions would explore, the following three answer scales were included to test views in pilot 1:

- 'agree-disagree' scale
  - Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree

- 'wrong' scale
  - Nothing wrong
  - A bit wrong
  - Wrong
  - Seriously wrong
  - Very seriously wrong

- 'acceptable' scale
  - Always acceptable
  - Mostly acceptable
  - Sometimes acceptable
  - Rarely acceptable
  - Never acceptable

Appendix 2 shows the full list of questions included in the first pilot. Tables 4.1 to 4.3 in Appendix 4 show the response distributions for each question. Note that these are included only to provide an indication of the spread of responses – that is, to show where responses were particularly clustered around one end of the answer scale. As the final questions are intended to be able to differentiate between people with different attitudes towards violence, it is necessary to ensure that they do not attract very similar responses from all

respondents. However, given the very low base size, these figures should not be treated as representative of any larger population.

Key issues emerging from discussion at the interviewer debrief from this pilot and from analysis of these response distributions are summarised below.

4.2.1 General issues

Interviewers reported that several respondents started laughing as they got further into the set of questions on attitudes to violence. Interviewers suggested that the length of the draft question set (30 questions) and the number of variations on each scenario contributed to these respondents feeling that the module was becoming somewhat ridiculous. Interviewers also noted that some respondents got confused between scenarios as the interview went on, with the interviewer needing to repeat scenarios on occasion.

Interviewers commented that some respondents found it difficult to decide on their answers because the scenarios were hypothetical, and it was sometimes difficult to imagine how they would feel if they were actually in a particular situation, or because some scenarios were beyond their own personal experience. However, the response distributions for the pilot questions (shown in Appendix 4) suggested that very few respondents were unable to give a response at all.

One respondent commented that although they felt the reactions described in the scenarios were not acceptable, they themselves might have behaved in that way in the same situation. Other interviewers also commented that some respondents had felt the behaviour was not acceptable, but was understandable. While this is an important and subtle difference, the indicator the questions are intended to provide data for relates to the percentage of adults who feel violence is *acceptable*. Thus, it was not felt that the questions should cover the further issue of whether or not violence is understandable.

Respondents did not appear to find the topic particularly sensitive overall. However, one respondent refused to answer the question with a scenario describing a brother intervening in a domestic dispute between his sister and her partner. The interviewer thought this might have been because it reflected something that the respondent had experienced. Moreover, interviewers commented on feeling somewhat uncomfortable themselves about asking the questions relating to violence between partners. It was also suggested that the answer showcards should include numbers against the answer options, so that respondents could just read out these numbers rather than stating their answer out loud. This would provide greater privacy if answering with another family member present.

Finally, interviewers speculated over whether the gender of the interviewer might affect how respondents answered some questions, particularly where these relate to violence between a man and a woman.

4.2.2 Issues relating to specific scenarios

Comments from respondents and interviewers relating to specific scenarios (see Appendix 2 for the full question wordings) included:

- a lack of clarity over whether Paul was also drunk in scenario V3

- feeling that 'punching in the stomach', as used in scenarios V4, V9, V16, V21, V22, V23 and V24, sounded odd
- thinking scenarios V11 and V12, where the person who has tackled a bag snatcher then starts kicking them, did not sound very realistic – what would be the motivation for kicking the man?
- it was suggested that it was odd to ask scenario V17 if the respondent had answered 'very seriously wrong' at scenario V16 – if they thought it was very seriously wrong to punch someone, they were unlikely to give a different response when asked about head-butting them instead.

4.2.3 Issues relating to the answer scales

Although interviewers were not asked to probe specifically on which of the three answer scales included in the pilot respondents preferred, these were discussed in the debrief. It was suggested that the 'wrong' scale was not very clear, since people could pick the category 'wrong' to mean 'just wrong' in general, rather than viewing this as the middle-category in a scale from 'nothing wrong' to 'very seriously wrong'. Some respondents also felt that actions are either wrong or not wrong, and that there are no degrees of wrongness. However, the fact that other people did choose categories 2 to 4 ('a bit wrong' to 'seriously wrong') on this scale would suggest that in fact some people do see such degrees.

In relation to the 'acceptable' scale, it was pointed out that while the question asks whether or not the behaviour is acceptable or not acceptable, the answer categories do not actually allow these answers – instead, they use temporal categories (from 'always acceptable' to 'never acceptable'). The questions which used the 'acceptable' scale attracted the most disapproving responses, with many people saying the behaviour described in all these scenarios was 'never acceptable' (see Table 4.3, Appendix 4). However, it was unclear whether this was a reflection of the answer scale or the questions. Did people feel less able to say that violent behaviour was acceptable than to agree the behaviour was OK or to say the behaviour was not wrong? Or was it simply that there is less tolerance of the specific acts covered in these questions, which all related to domestic violence? See further discussion of potential answer scales in section 4.3.

4.2.4 Amendments to the questions as a result of the first pilot

It was decided that relatively few changes to the attitudes to violence questions would be made prior to the cognitive testing, so that decisions about further changes could be based on both feedback from the first pilot and more detailed information from the cognitive testing about how respondents interpreted the questions and answer scales.

The minor amendments made to the questions for inclusion in the cognitive testing, based on feedback from the pilot, were as follows:

- Respondents were asked to tell the interviewer the number of their answer from the showcard, rather than reading out their answer in full.
- Instead of specifying that the person punched someone 'in the head' or 'in the stomach', the questions concerned were combined into one question, to simply state that the person 'punches' them. The cognitive interviewers then followed up on whether respondents would have answered differently if the question had specified where individuals were punched.

- Descriptions of the scenarios were included on the answer showcards, as an *aide memoir*e in case respondents found they were difficult to remember when deciding on an answer.

The three answer scales were kept the same, but a key aim of the cognitive interviews was to tease out what respondents viewed as the differences between these, which they preferred and why.

Other decisions that were informed by the first pilot include:

- The decision to include all the scenarios relating to violence between partners on the self-completion section of the *SSA* survey, given the apparent higher sensitivity of these questions.
- Given interviewer comments about respondents finding the scenarios increasingly ridiculous as they got toward the end of the module, it was decided to (a) reduce the number of scenarios for the second pilot, to get closer to the final number to be included in the 2009 *SSA* survey and (b) to split the violence questions into two, so that respondents were not asked them all in one long section. Decisions about which questions to drop were taken drawing on information from *both* the first pilot and the cognitive testing, and as such are discussed below (section 4.3.3).
- The interviewers' own gender to be recorded in the 2009 *SSA* survey, so that the researchers can examine whether this appears to affect responses to questions on violence.

4.3 Cognitive testing

Twenty-nine questions on attitudes to violence were tested through cognitive interviews with 15 respondents (see section 2.5 for details of the methods and Appendix 3 for the full questionnaire used for cognitive testing). Key findings are summarised below, followed by a summary of amendments to the question set following the cognitive testing.

A number of the issues raised by the cognitive interviews reinforced comments from the first pilot debrief, including:

- An older respondent finding it more difficult to answer as he went through the questionnaire as he could not always distinguish easily between the different scenarios.
- Comments about the potential sensitivity of the domestic violence questions, with a suggestion that using actual names might cause upset.
- A perception that the scenario where the bag snatcher is kicked was unrealistic.

Other general findings, which applied across a number of scenarios included:

- A feeling among some respondents that they needed more contextual information in some scenarios in order to make a judgement about whether it was acceptable, or not.
- The term 'punching' to most people made them think of punching in the face. Regardless of whether the question had specified punching in the face or punching in the stomach, people felt they would have answered

in the same way. There was no consensus on whether or not 'head-butting' (scenario V16) was more serious than punching.

- The issue of how gender impacts on attitudes was probed on specifically in relation to the scenarios about a man slapping a woman, and vice versa, and was also discussed in relation to other scenarios in a number of interviews. In explaining why they had given different answers to similar scenarios where the gender was varied, respondents suggested that violence between two women was more severe than violence between two men as it is less usual. With respect to the scenarios around domestic violence, it was suggested that it is more acceptable for a woman to slap a man as it involves less force. A slap was also seen as more of a 'female' action.

4.3.1 Issues relating to specific scenarios

Issues raised with respect to individual scenarios included:

- There was a view that it was not a 'sensible' idea to get into a fight with someone who was drunk. Responses to the scenarios where alcohol was a factor (scenarios V2, V3) therefore reflected this perception, rather than levels of moral acceptance or disapproval of violence when alcohol is a factor.
- There was some confusion around the group scenarios with the football fans (scenarios V13, V14). Some respondents were not clear which group of fans started the violence and some felt the answer showcard could have more information on it to assist in following the scenario. Some felt the wording could be simplified. The word 'taunting' was not seen as aggressive by some and was definitely seen as less serious than throwing a bottle.
- Some respondents wanted to know what had provoked the violence between partners in scenario V17 (where a brother intervenes in a domestic violence incident between his sister and her partner).
- The question wording for the scenarios relating to neighbourhood disturbance (scenarios V18, V19) was felt to be somewhat confusing, with some respondents not clear who was shoving whom.
- In the scenarios relating to someone being abusive to someone else's child (scenarios V20-V23), some felt that the presence of the child made the violent reaction more understandable, while others felt that reacting violently in front of your child was less acceptable. Some respondents felt that they needed more information on how threatening the situation was to the child. The wording of the question was not always clear to some respondents, with confusion over who was being violent and whether this was directed at the child.

4.3.2 Issues relating to the answer scales

There did not appear to be a consensus in terms of which answer scale was preferred, with respondents identifying advantages and problems, from their perspective, with each. For example, while one view was that the 'wrong' scale was easier than the 'agree-disagree' scale, the 'wrong' scale still attracted some criticism, specifically:

- Seeing the word 'wrong' 5 times on the answer showcard could make respondents think that the scenario must be wrong, and that they were only answering in relation to how wrong it was.

- It was commented that the scale does not have a middle, neutral point as the point half way along the scale was labelled 'wrong'.
- One view was that something could not be 'a bit wrong'; it was either wrong or not.

Comments about the 'acceptable' scale suggested that this is even more problematic in terms of what it is actually capturing. In particular, it was apparent that while some respondents were answering in relation to what they thought was acceptable, others were thinking about what society in general might think of the behaviour. Given that the aim of the questions is to tap people's own views about violence, this is problematic. Other respondents were thinking primarily about the legality of the action.

Respondents were also asked about what they saw as the difference between 'acceptable' and other possible synonyms, including 'reasonable' and 'justifiable'. Again, there was no consensus on whether or not they meant the same thing or which term was preferred. One view was that each of these synonyms related to the law (perhaps thinking of terms familiar from television or the news like 'justifiable homicide' or 'reasonable force'). Another view was that 'justifiable' meant you could justify an action to yourself, but that action may or may not be socially 'acceptable'.

Respondents were also asked what they thought about the difference between using 'OK' and 'right' in the question wording (e.g. 'How much would you agree or disagree that it is *OK* for Paul to react in this way?' vs. 'How much would you agree or disagree that it is *right* for Paul to react in this way?'). The term 'right' had different meanings to different people - for some it related to a moral judgement, for others it implied 'right' in the law, while another view was that something could be the 'right' decision in the circumstances even though violence is wrong. There were no such issues with the term 'OK' and respondents preferred this term.

Finally, respondents were asked if they would have answered the questions differently if they had been asked if the action was 'understandable' rather than 'OK', 'wrong' or 'acceptable'. In general, their responses suggested that violence is more likely to be considered understandable than acceptable (or 'not wrong', or 'OK'). The extent to which violence is thought to be 'understandable' or not appears to be a different, although related, aspect of public attitudes which extends beyond the focus of the indicator on '*the percentage of adults who think that violence is acceptable in some circumstances'*.

4.3.3 Amendments to the survey questions following cognitive interviews

Based on findings from both the first pilot and the cognitive testing, and further discussion with NHS Health Scotland, the following amendments were made to the draft questions:

- The scenarios involving alcohol were dropped.
- The term 'punching', rather than 'punching in the face' or 'punching in the stomach' was adopted for relevant scenarios.
- The bag snatching scenario was amended to try and make it more realistic, so that instead of kicking the bag snatcher, the person punches them to stop them getting away.

- The wording for the football violence scenarios was amended, to make the sentences shorter and make it clearer who is starting the violence. More detail about the scenario was also added to the answer showcard for these questions.
- The scenarios involving violence between neighbours were re-worded to make it clearer who is being violent against whom.
- The 'acceptable' scale was dropped, on the basis that different people appeared to be interpreting this scale in different ways.
- The two answer scales which worked the best were the 'wrong' scale and the 'agree-disagree' scale (in conjunction with asking whether the behaviour was 'OK' rather than 'right') – both were included again in the second pilot. However, the 'wrong' scale was amended to a 5 point scale with only the end points marked as 'not wrong at all' and 'very seriously wrong' ('revised wrong' scale). This was intended to address concerns about seeing the word 'wrong' too many times on the answer showcard and about some of the categories being too similar to each other.
- In order to test the different answer scales with different question sets, the two answer scales were used with different questions in the second *SSA* survey pilot to those they were used with in the first pilot.
- As discussed in section 4.2.4, the questions were split into 2 sections, so that respondents were not asked all the violence questions in one long series.
- It was decided that the best way of testing the impact of victim/perpetrator gender on attitudes would be to included a split-sample experiment on the 2009 *SSA* survey. This entails half the sample being asked versions of the questions where the victim/perpetrator is a man, and half being asked versions where the victim/perpetrator is a woman (for more detailed discussion of this, see section 4.5). It was therefore decided that it was not necessary to include 'male' and 'female' versions of each scenario in pilot 2, but rather just to test one or the other to make sure the scenario itself made sense. In combination with decisions about dropping particular scenarios (discussed above), this reduced the overall number of questions to be included in the second pilot from 29 to 17.

4.4 Second *SSA* survey pilot

The revised set of 17 questions developed after cognitive testing was included in a second pilot (see section 2.5 for details of the methods and Appendix 2 for full wording). Tables 4.4 to 4.5 in Appendix 4, show the response distributions for each question at pilot 2. Again, these are included only to provide an indication of the spread of responses – they should not be treated as representative of any larger population.

Interviewer feedback from the second pilot indicated that generally the questions were working more smoothly. However, a few general issues were raised in discussion:

- One interviewer (out of five) reported that some respondents were laughing at some scenarios. The interviewer felt that they did appear to answer the questions seriously however.
- Another interviewer noted that some respondents wanted to know more detail about the circumstances than were included in the scenarios.

- One interviewer felt some of the scenarios were difficult for older people to follow. A related point was a concern about the number of escalations of violence for the same scenario making it difficult to remember what the original scenario was about. This was raised in particular in relation to scenarios V1 to V4, which some interviewers also felt were a bit repetitive.
- Interviewers commented that they wondered whether respondents were becoming conditioned to answer in a particular way as they went through the scenarios. However, the frequencies from the pilot do not support this – different response distributions are apparent for each question.

In terms of the two answers scales included in pilot 2 – 'not wrong at all' to 'very seriously wrong' and 'strongly agree' to 'strongly disagree' - both were felt to be understood by respondents. However, the wording of the pre-amble to the 'agree-disagree' scale was considered to be over-long and repetitive by interviewers.

Interviewer feedback from the second pilot identified fewer problems with individual scenario wording. One minor suggestion was to change the names at scenario V14 as 'Sandra's son' was difficult for interviewers to read out.

4.5 Final set of questions included in the 2009 *SSA* survey

The decision on which questions to include in the 2009 *SSA* survey was informed by reviewing the distribution of responses to each scenario and comments from the second pilot, further discussion with NHS Health Scotland, and consultation with Dr Clare McVeigh, Senior Lecturer at University of Glamorgan, who has conducted research on violence as a public health issue.

The matter of which answer scale of the two included in the second pilot to opt for was an issue of some debate. While it was felt that the 'agree-disagree' scale might be easier to report than a scale which does not label the middle points, there was concern that respondents might not be completely clear what it was they were agreeing or disagreeing to. For this reason, it was decided to opt for the 'not wrong at all' to 'very seriously wrong' scale.

The number of questions needed to be reduced from the 17 included in the second pilot to 14 for inclusion in the 2009 *SSA* survey. The following questions were dropped, all on the basis that they did not discriminate well between respondents with different attitudes to violence (almost no one picked responses indicating they thought the violence in these scenarios was, to a degree, OK):

- scenarios V8 and V9 (the two group violence scenarios)
- scenario V15 (married couple arguing about money, where the woman shouts at the man and the man slaps her).

In relation to scenarios V8 and V9, it was also felt that the final scenarios should focus on individual violence and that a different (and longer) set of questions would be required to adequately measure attitudes to group violence.

Several other minor amends were made to the final scenarios following the second pilot, including:

- adding in further signposts to indicate transitions to new scenarios (e.g. 'Now for a different situation'), as an aide to comprehension.
- minor amends to sentence structure to further clarify meaning and/or make the questions easier to read out.

Finally, after discussion with Dr Clare McVeigh and with NHS Health Scotland, it was decided that the impact of gender on responses should be explored by running a split-sample experiment in which one half of the *SSA* survey sample is asked about scenarios involving primarily a man committing a violent act on another man (questions A), and the other half is asked about a woman committing a violent act on another woman (questions B). In the case of the 2 remaining questions about a married couple, it was decided that half would be asked a version where the man slaps the woman first (questions A), then she slaps him back; this would be reversed for the other half of the sample (questions B).

These decisions were taken after lengthy discussion about the options for varying gender. In principle, the gender of victim and perpetrator in each scenario could be varied in four different ways:

- male-male violence
- female-female violence
- male-female violence
- female-male violence.

However, it was decided to focus primarily on the first two of these (with the exception of the married couple scenarios, as discussed), for a variety of reasons:

- First, it was felt that where the gender of the perpetrator and the victim is the same, variations in response are more likely to be a reflection of different attitudes towards men and women committing violence (reflecting, for example, social stereotypes about it being less appropriate for a woman to hit someone). If the gender of the victims was also varied (to include male-female and female-male versions of the scenarios involving strangers, for example) it would be harder to tell whether variations in responses reflected different attitudes to men and women committing violence, or whether they reflected beliefs about imbalances in physical power between men and women.
- Second, when some of the scenarios were re-worded to involve a woman hitting or shoving a man, it was felt by the research team that they sounded somewhat heightened and perhaps more unusual, particularly for the scenarios involving two strangers. The research team were very aware of the fact that their views on this might reflect their own preconceptions about violence by women. However, given comments from some respondents that some of the pilot scenarios sounded unrealistic, it was considered undesirable to introduce further elements that could make the scenarios sound less plausible to many people.
- Third, including all four possible gender variations would reduce the amount of data available on each from the 2009 *SSA* survey, and would limit the types of analyses possible. Running a 2-way split-sample, as proposed, would give a sample of c.750 for each of the two versions of the questions, giving more scope to explore, for example,

interactions between the respondent's gender and their attitudes to violence by men/women.

Finally, it was decided that each half of the sample should be asked primarily about *either* male-male violence, *or* female-female violence, and not about a combination of both. If individual respondents were asked about both male-male and female-female violence, it would be impossible to tell whether differences in individuals' responses were based on their views about the context or nature of the violence, or because of these gender variations. For example, if the same person had been asked about a man punching another man who had smashed the first man's car windscreen, and also about a woman punching another woman who had snatched an old lady's bag, it would be impossible to say whether any difference in their response to these two scenarios reflected the difference in provocation, or the difference in perpetrator/victim gender.

The final questions included in the 2009 *SSA* survey are detailed below.

4.5.1 Attitudes to violence – questions for inclusion in the 2009 SSA survey, section 1

READ OUT: Now for a different topic.
I am now going to describe a range of different situations to which people have reacted in different ways. I'd like you to answer using this card, where 1 means 'not wrong at all', 5 means 'very seriously wrong' and 2 to 4 mean something in between.

SHOW CARD G1

V1A. Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way.
Using the scale on the card, please say which number best describes what you think about Paul's behaviour?

SHOW CARD H1

V1B. Imagine a young woman called Sarah is walking down the street. Another young woman she doesn't know shouts abuse at her. Sarah reacts by shoving the other woman out of the way.
Using the scale on the card, please say which number best describes what you think about Sarah's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD G2

V2A. And what if Paul reacted to the man who shouted abuse at him by punching him instead?
Again, using the scale on the card, which number best describes what you think about Paul's behaviour?

SHOW CARD H2

V2B. And what if Sarah reacted to the woman who shouted abuse at her by punching her instead?
Again, using the scale on the card, which number best describes what you think about Sarah's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD G3

V3A. Now for a different situation. A young man called Robbie sees another young man smashing his car windscreen. He goes over to the man and shoves him.
(Again, using the scale on the card) which number best describes what you think about Robbie's behaviour?

SHOW CARD H3

V3B. Now for a different situation. A young woman called Louise sees another young woman smashing her car windscreen. She goes over to the woman and shoves her.
(Again, using the scale on the card) which number best describes what you think about Louise's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD G4

V4A. And here is another new situation about a young man called Jason. Jason sees an older woman having her bag snatched from her in the street. Jason runs after the young man who snatched the bag and pushes him to the ground.
(Again, using the scale on the card) which number best describes what you think about Jason's behaviour?

SHOW CARD H4

V4B. And here is another new situation about a young woman called Emma. Emma sees an older woman having her bag snatched from her in the street. Emma runs after the young woman who snatched the bag and pushes her to the ground.
(Again, using the scale on the card) which number best describes what you think about Emma's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD G5

V5A. What if the young man who snatched the bag had started struggling to get free and Jason punched him to stop him getting away?
(Again, using the scale on the card) which number best describes what you think about Jason's behaviour?

SHOW CARD H5

V5B. What if the young woman who snatched the bag had started struggling to get free and Emma punched her to stop her getting away?
(Again, using the scale on the card) which number best describes what you think about Emma's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

4.5.2 Attitudes to violence – questions for inclusion in the 2009 SSA survey, section 2

READ OUT: I am now going to describe some more situations to which people have reacted in different ways. Again, I'd like you to tell me what you think about their reactions using this card, where 1 means 'not wrong at all', 5 means 'very seriously wrong' and 2 to 4 mean something in between.

SHOW CARD K1

V6A. First, imagine a young man called Andy is walking down the street. Another young man he doesn't know shouts abuse at him and shoves him. Andy reacts by shoving the man back.
Using the scale on the card, please say which number best describes what you think about Andy's behaviour.

SHOW CARD L1

V6B. First, imagine a young woman called Lauren is walking down the street. Another young woman she doesn't know shouts abuse at her and shoves her. Lauren reacts by shoving the woman back.
Using the scale on the card, please say which number best describes what you think about Lauren's behaviour.

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD K2

V7A. And what if the other man punched Andy first and Andy reacted by punching him back?
(Again, using the scale on the card) which number best describes what you think about Andy's behaviour?

SHOW CARD L2

V7B. And what if the other woman punched Lauren first and Lauren reacted by punching her back?
(Again, using the scale on the card) which number best describes what you think about Lauren's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD K3

V8A. Now imagine Ryan's neighbour Jim is always having loud parties late at night. Ryan confronts Jim about this. When his requests for less noise are ignored, Ryan shoves Jim.
(Again, using the scale on the card) which number best describes what you think about Ryan's behaviour?

SHOW CARD L3

V8B. Now imagine Alison's neighbour Kate is always having loud parties late at night. Alison confronts Kate about this. When her requests for less noise are ignored, Alison shoves Kate.
(Again, using the scale on the card) which number best describes what you think about Alison's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD K4

V9A. And here's another situation. A young man who lives in Ben's block of flats shouts abuse at Ben's 12 year old son. Ben reacts by shoving the man.
(Again, using the scale on the card) which number best describes what you think about Ben's behaviour?

SHOW CARD L4

V9B. And here's another situation. A young woman who lives in Karen's block of flats shouts abuse at Karen's 12 year old son. Karen reacts by shoving the woman.
(Again, using the scale on the card) which number best describes what you think about Karen's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD K5

V10A. What if the young man had shoved Ben's son? Ben reacts by shoving the man back.
(Again, using the scale on the card) which number best describes what you think about Ben's behaviour?

SHOW CARD L5

V10B. What if the young woman had shoved Karen's son? Karen reacts by shoving the woman back.
(Again, using the scale on the card) which number best describes what you think about Karen's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

4.5.3 Attitudes to violence – questions for inclusion in the 2009 SSA survey, self-completion items

Here are some situations to which people have reacted in different ways. Please tick a box for each one to show what you think about people's reactions, using the scale where 1 means 'not wrong at all', 5 means 'very seriously wrong' and 2 to 4 mean something in between.

V11A . Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him.
Which number best describes what you think about **Mike's** behaviour?

V11B. Shona is being unfaithful to her partner Steve and Steve's sister Amy finds out. Amy goes round to Shona's house and punches her.
Which number best describes what you think about **Amy's** behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
Can't choose[20]	8
(Not answered)	9

V12A. Now I'd like you to think about another man, Jack. Jack sees his sister, Linda, being hit by her partner Frank. Jack steps in and punches Frank.
Which number best describes what you think about **Jack's** behaviour?

V12B. Now I'd like you to think about another woman, Anna. Anna sees her brother, Ewan, being hit by his partner Jane. Anna steps in and punches Jane.
Which number best describes what you think about **Anna's** behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
Can't choose	8
(Not answered)	9

[20] Where a question is asked face-to-face 'Don't know' is not shown on the showcard but the interviewer is able to code this answer option for self-completion questions. On the *SSA* survey the convention is that respondents are given the option of 'Can't choose'.

V13A. Imagine a man finds out his wife is having an affair. On confronting her, he slaps her in the face.
Which number best describes what you think about the **man's** behaviour?

V13B. Imagine a woman finds out her husband is having an affair. On confronting him, she slaps him in the face.
Which number best describes what you think about the **woman's** behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
Can't choose	8
(Not answered)	9

V14A. What if the **woman** responds to this slap by slapping the man back?
Which number best describes what you think about the **woman's** behaviour?

V14B. What if the **man** responds to this slap by slapping the woman back?
Which number best describes what you think about the **man's** behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
Can't choose	8
(Not answered)	9

4.6 Analysis of questions included in the 2009 *SSA* survey

4.6.1 Overall response distributions

The following tables (4.1 to 4.14) give full details of the overall pattern of responses to the final questions on attitudes to violence included in the 2009 *SSA* survey. The '*' symbol indicates that fewer than 0.5% gave this particular answer.

For each question the table shows the percentage giving each response, together with a summary mean score from the answer scale. This is simply the mean of the scores from 1 to 5 that were presented to the respondents and whose end points were labelled as shown. The higher the score, the greater the level of disapproval. Respondents who said, 'don't know'/'can't choose' or did not give an answer are excluded from this calculation.

The questions are gathered together into three sub-groups; actions taken in response to a non-violent provocation; actions take in response to violence against person or property; and violence amongst family members (informed by the factor analysis discussed below in section 4.6.3). The questions on violence amongst family members were administered on the self-completion questionnaire, answered by 1,317 respondents; all other questions were included on the main face-to-face questionnaire and answered by all 1,482 respondents.

Non-violent provocation

Table 4.1 Shoving stranger in response to verbal abuse in street (V1)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	7	9
2	10	8
3	29	28
4	33	33
5 – Very seriously wrong	20	22
(Don't know)	1	*
Mean score	3.5	3.5
Sample size	*734*	*748*

Table 4.2 Punching stranger in response to verbal abuse in street (V2)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	2	1
2	2	4
3	7	7
4	22	22
5 – Very seriously wrong	67	67
(Don't know)	*	*
Mean score	4.5	4.5
Sample size	*734*	*748*

Table 4.3 Shoving neighbour in response to neighbour ignoring requests for less noise from loud parties (V8)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	3	4
2	9	8
3	24	21
4	43	40
5 – Very seriously wrong	20	27
(Don't know)	1	*
Mean score	3.7	3.8
Sample size	*734*	*748*

Table 4.4 Shoving neighbour in response to verbal abuse of person's 12 year-old son (V9)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	8	5
2	14	10
3	26	26
4	36	36
5 – Very seriously wrong	16	22
(Don't know)	1	1
Mean score	3.4	3.6
Sample size	*734*	*748*

Provocation involving violence against person or property

Table 4.5 Shoving stranger in response to stranger smashing person's windscreen (V3)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	24	23
2	22	17
3	23	21
4	20	22
5 – Very seriously wrong	10	18
(Don't know)	1	*
Mean score	2.7	2.9
Sample size	*734*	*748*

Table 4.6 Pushing bag snatcher to the ground (V4)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	68	57
2	18	21
3	7	10
4	4	6
5 – Very seriously wrong	3	6
(Don't know)	*	*
Mean score	1.6	1.8
Sample size	*734*	*748*

Table 4.7 Punching bag snatcher to stop them getting away (V5)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	31	23
2	21	18
3	23	23
4	15	20
5 – Very seriously wrong	9	15
(Don't know)	*	*
Mean score	2.5	2.9
Sample size	*734*	*748*

Table 4.8 Shoving stranger in response to verbal abuse and being shoved in street (V6)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	23	22
2	23	19
3	27	29
4	20	20
5 – Very seriously wrong	6	10
(Don't know)	1	*
Mean score	2.6	2.8
Sample size	*734*	*748*

Table 4.9 Punching stranger in response to being punched in street (V7)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	25	23
2	23	17
3	22	24
4	20	24
5 – Very seriously wrong	9	13
(Don't know)	1	*
Mean score	2.6	2.9
Sample size	*734*	*748*

Table 4.10 Shoving neighbour in response to neighbour shoving person's son (V10)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	23	18
2	21	20
3	21	23
4	25	23
5 – Very seriously wrong	8	15
(Don't know)	1	1
Mean score	2.7	3.0
Sample size	*734*	*748*

Violence amongst family members

Table 4.11 Punching unfaithful partner of person's sibling (V11)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	3	2
2	8	6
3	27	20
4	28	27
5 – Very seriously wrong	28	39
Can't choose/not answered	6	6
Mean score	3.7	4.0
Sample size	*667*	*657*

Table 4.12 Punching sibling's partner in response to seeing them hitting sibling (V12)

	Male scenario	Female scenario
	Percentage (%)	Percentage (%)
1 – Not wrong at all	19	3
2	24	8
3	22	21
4	19	31
5 – Very seriously wrong	10	31
Can't choose/not answered	6	6
Mean score	2.8	3.8
Sample size	*667*	*657*

Table 4.13 Slapping wife/husband in response to affair (V13)

	Male on female	Female on male
	Percentage (%)	Percentage (%)
1 – Not wrong at all	2	23
2	6	24
3	15	24
4	32	14
5 – Very seriously wrong	42	9
Can't choose/not answered	5	6
Mean score	4.1	2.6
Sample size	*667*	*657*

Table 4.14 Slapping husband/wife back in response to being slapped (V14)

	Female on male	Male on female
	Percentage (%)	Percentage (%)
1 – Not wrong at all	1	11
2	7	15
3	15	24
4	29	25
5 – Very seriously wrong	43	20
Can't choose/not answered	5	6
Mean score	3.3	4.1
Sample size	*667*	*657*

The incidence of 'don't know' responses does not suggest that any of these scenarios caused respondents any particular difficulty. The higher level of 'can't choose' or 'not answered' responses in response to the questions about violence between family members is accounted for by the fact that these questions were administered on the self-completion questionnaire where a 'can't choose' option was explicitly offered to respondents as a possible response. Self-completion questionnaires also tend to get a slightly higher proportion of respondents simply skipping questions they prefer not to answer (though in each case the proportion who did not answer the question was no greater than 1.5% of the sample).

This next table (4.15) repeats the mean scores in the previous tables, but presents them in a form that makes it easier to compare the pattern of response across questions and scenarios. Note again that the higher the score, the greater the level of disapproval. This demonstrates that in general violent action undertaken by a woman is more likely to be regarded as wrong than is the same action taken by a man, and especially so if done in response to a violent provocation. However, the gender of the actor makes most difference in respect of violence between husband and wife, when, exceptionally, it is violence by a man that is more likely to be judged wrong.

Table 4.15 Summary of mean scores

	Male scenario	Female scenario
Non-violent provocation		
Verbal abuse in street – shove (V1)	3.5	3.5
Verbal abuse in street – punch (V2)	4.5	4.5
Loud parties – shove (V8)	3.7	3.8
Verbal abuse of son – shove (V9)	3.4	3.6
Violent provocation		
Smashed windscreen – shove (V3)	2.7	2.9
Snatched bag – push to ground (V4)	1.6	1.8
Snatched bag – punch to stop escape (V5)	2.5	2.9
Shoved in street – shove back (V6)	2.6	2.8
Punched in street – punch back (V7)	2.7	2.9
Son shoved – shove back (V10)	2.7	3.0
Violence involving family members		
Unfaithful – sibling punches (V11)	3.7	4.0
Domestic violence – sibling punches (V12)	2.8	3.8
Unfaithful – husband/wife slaps (V13)	4.1	2.6
Wife/husband slaps back (V14)	3.3	4.1

4.6.2 Differences in responses by gender, age, class, education and area deprivation

The tables below (4.16 to 4.24) show mean scores separately for men and women, people of different ages, people from different socio-economic and educational backgrounds and people from more and less deprived areas of Scotland. These are not intended to provide a comprehensive picture of variations in attitudes to violence, but are included simply to show that the questions do appear to be capturing differences in the views of different types of people. Key points to note about these tables are:

- women appear to be more disapproving than men of violence across a number of scenarios
- there appears to be an interaction between the gender of the respondent and the gender of the perpetrator in the scenario – in many cases, it is women themselves who are particularly likely to regard violence undertaken by a woman to be wrong
- older people are often more critical of violence than younger people, at least when undertaken in response to a violent provocation or infidelity, or engaged in by a woman
- there is no consistent relationship between attitudes towards violence and social class, educational attainment or area deprivation.

Table 4.16 Summary of mean scores by respondent gender

	Male scenario		Female scenario	
	Men	**Women**	**Men**	**Women**
Non-violent provocation				
Verbal abuse in street – shove (V1)	3.4	3.6	3.3	3.7
Verbal abuse in street – punch (V2)	4.4	4.6	4.3	4.7
Loud parties – shove (V8)	3.6	3.7	3.6	4.0
Verbal abuse of son – shove (V9)	3.2	3.6	3.3	3.8
Violent provocation				
Smashed windscreen – shove (V3)	2.5	2.9	2.6	3.3
Snatched bag – push to ground (V4)	1.5	1.6	1.6	2.0
Snatched bag – punch to stop escape (V5)	2.2	2.7	2.5	3.2
Shoved in street – shove back (V6)	2.5	2.7	2.5	3.0
Punched in street – punch back (V7)	2.4	2.9	2.6	3.1
Son shoved – shove back (V10)	2.5	3.0	2.7	3.2
Violence involving family members				
Unfaithful – sibling punches (V11)	3.7	3.7	3.8	4.2
Domestic violence – sibling punches (V12)	2.6	2.9	3.7	4.0
Unfaithful – husband/wife slaps (V13)	4.1	4.2	2.5	2.7
Wife/husband slaps back (V14)	3.1	3.5	4.3	4.0

Table 4.17 Mean scores by respondent age – male scenarios

	18-24	**25-34**	**35-44**	**45-54**	**55-64**	**65+**
Non-violent provocation						
Verbal abuse in street – shove (V1)	3.3	3.5	3.4	3.6	3.6	3.6
Verbal abuse in street – punch (V2)	4.3	4.5	4.4	4.6	4.6	4.5
Loud parties – shove (V8)	3.5	3.7	3.5	3.8	3.9	3.7
Verbal abuse of son – shove (V9)	3.0	3.3	3.3	3.6	3.6	3.5
Violent provocation						
Smashed windscreen – shove (V3)	2.6	2.4	2.6	2.7	2.9	2.9
Snatched bag – push to ground (V4)	1.5	1.6	1.4	1.5	1.6	1.8
Snatched bag – punch to stop escape (V5)	2.4	2.7	2.2	2.6	2.6	2.6
Shoved in street – shove back (V6)	2.5	2.5	2.4	2.7	2.7	2.8
Punched in street – punch back (V7)	2.5	2.5	2.5	2.7	2.8	2.9
Son shoved – shove back (V10)	2.4	2.5	2.7	2.9	3.0	2.9
Violence involving family members						
Unfaithful – sibling punches (V11)	3.2	3.6	3.6	3.9	4.0	4.0
Domestic violence – sibling punches (V12)	2.3	2.6	2.5	2.7	3.0	3.3
Unfaithful – husband/wife slaps (V13)	4.0	4.0	4.2	4.2	4.2	4.1
Wife/husband slaps back (V14)	3.3	3.2	3.3	3.4	3.4	3.3

Table 4.18 Mean scores by respondent age – female scenarios

	18-24	25-34	35-44	45-54	55-64	65+
Non-violent provocation						
Verbal abuse in street – shove (V1)	3.4	3.4	3.5	3.7	3.5	3.5
Verbal abuse in street – punch (V2)	4.3	4.4	4.5	4.6	4.7	4.5
Loud parties – shove (V8)	4.0	3.8	3.7	3.9	3.7	3.8
Verbal abuse of son – shove (V9)	3.2	3.4	3.5	3.8	3.7	3.8
Violent provocation						
Smashed windscreen – shove (V3)	2.6	2.6	2.9	3.2	3.0	3.2
Snatched bag – push to ground (V4)	1.5	1.8	1.8	2.0	1.8	2.0
Snatched bag – punch to stop escape (V5)	2.9	2.8	2.7	2.9	2.8	3.0
Shoved in street – shove back (V6)	2.4	2.6	2.7	2.9	2.8	3.0
Punched in street – punch back (V7)	2.5	2.6	2.7	2.9	3.0	3.3
Son shoved – shove back (V10)	2.2	2.6	2.9	3.0	3.3	3.5
Violence involving family members						
Unfaithful – sibling punches (V11)	3.3	3.8	3.8	4.3	4.3	4.3
Domestic violence – sibling punches (V12)	3.0	3.5	3.6	4.1	4.1	4.2
Unfaithful – husband/wife slaps (V13)	2.3	2.4	2.6	2.8	2.6	2.8
Wife/husband slaps back (V14)	4.1	3.8	4.0	4.2	4.2	4.4

Table 4.19 Mean scores by respondent socio-economic class – male scenarios

	Emp, man & prof	Inter-mediate occ.	Small emp & own acc.	Superv & tech.	Routine & semi-routine
Non-violent provocation					
Verbal abuse in street – shove (V1)	3.6	3.8	3.2	3.5	3.4
Verbal abuse in street – punch (V2)	4.6	4.8	4.1	4.3	4.5
Loud parties – shove (V8)	3.7	4.0	3.6	3.7	3.6
Verbal abuse of son – shove (V9)	3.5	3.6	3.3	3.3	3.2
Violent provocation					
Smashed windscreen – shove (V3)	2.7	3.0	2.4	2.4	2.7
Snatched bag – push to ground (V4)	1.4	2.0	1.5	1.6	1.5
Snatched bag – punch to stop escape (V5)	2.5	2.9	2.4	2.5	2.3
Shoved in street – shove back (V6)	2.6	2.8	2.2	2.7	2.7
Punched in street – punch back (V7)	2.7	2.8	2.5	2.6	2.7
Son shoved – shove back (V10)	2.8	3.0	2.7	2.7	2.7
Violence involving family members					
Unfaithful – sibling punches (V11)	3.8	3.8	3.7	3.8	3.5
Domestic violence – sibling punches (V12)	2.8	2.9	2.5	2.8	2.7
Unfaithful – husband/wife slaps (V13)	4.1	4.3	4.1	3.9	4.0
Wife/husband slaps back (V14)	3.3	3.6	3.2	3.2	3.2

Table 4.20 Mean scores by respondent socio-economic class – female scenarios

	Emp, man & prof	Inter-mediate occ.	Small emp & own acc.	Superv & tech.	Routine & semi-routine
Non-violent provocation					
Verbal abuse in street – shove (V1)	3.5	3.8	3.7	3.4	3.5
Verbal abuse in street – punch (V2)	4.6	4.6	4.7	4.5	4.4
Loud parties – shove (V8)	3.9	3.9	3.8	3.9	3.6
Verbal abuse of son – shove (V9)	3.7	3.9	3.7	3.5	3.5
Violent provocation					
Smashed windscreen – shove (V3)	2.8	3.4	3.1	2.7	3.0
Snatched bag – push to ground (V4)	1.8	1.9	1.7	1.6	1.9
Snatched bag – punch to stop escape (V5)	2.9	3.0	2.9	2.6	2.8
Shoved in street – shove back (V6)	2.8	2.8	2.8	2.7	2.7
Punched in street – punch back (V7)	3.0	3.2	3.0	2.5	2.7
Son shoved – shove back (V10)	3.0	3.3	3.4	2.5	2.8
Violence involving family members					
Unfaithful – sibling punches (V11)	4.1	4.3	3.9	3.8	3.9
Domestic violence – sibling punches (V12)	4.0	3.9	3.8	3.7	3.8
Unfaithful – husband/wife slaps (V13)	2.7	2.5	3.1	2.6	2.4
Wife/husband slaps back (V14)	4.2	4.0	4.0	4.2	4.1

Table 4.21 Mean scores by respondent's highest educational qualification - male scenarios

	Degree/ Higher education	Highers	Standard Grades	None
Non-violent provocation				
Verbal abuse in street – shove (V1)	3.6	3.4	3.4	3.6
Verbal abuse in street – punch (V2)	4.6	4.5	4.4	4.5
Loud parties – shove (V8)	3.8	3.7	3.6	3.7
Verbal abuse of son – shove (V9)	3.6	3.3	3.2	3.5
Violent provocation				
Smashed windscreen – shove (V3)	2.8	2.4	2.6	2.9
Snatched bag – push to ground (V4)	1.5	1.6	1.6	1.6
Snatched bag – punch to stop escape (V5)	2.7	2.5	2.4	2.5
Shoved in street – shove back (V6)	2.7	2.4	2.5	2.9
Punched in street – punch back (V7)	2.8	2.5	2.5	2.9
Son shoved – shove back (V10)	2.9	2.6	2.6	3.0
Violence involving family members				
Unfaithful – sibling punches (V11)	4.0	3.6	3.4	4.0
Domestic violence – sibling punches (V12)	2.9	2.3	2.5	3.3
Unfaithful – husband/wife slaps (V13)	4.2	3.9	4.0	4.2
Wife/husband slaps back (V14)	3.4	3.1	3.2	3.4

Table 4.22 Mean scores by respondent's highest educational qualification - female scenarios

	Degree/ Higher education	Highers	Standard Grades	None
Non-violent provocation				
Verbal abuse in street – shove (V1)	3.5	3.5	3.7	3.3
Verbal abuse in street – punch (V2)	4.6	4.5	4.6	4.4
Loud parties – shove (V8)	3.8	3.8	3.8	3.8
Verbal abuse of son – shove (V9)	3.7	3.4	3.6	3.6
Violent provocation				
Smashed windscreen – shove (V3)	2.8	2.8	3.2	2.9
Snatched bag – push to ground (V4)	1.8	1.7	1.9	1.9
Snatched bag – punch to stop escape (V5)	2.9	2.8	3.0	2.7
Shoved in street – shove back (V6)	2.7	2.7	2.9	2.8
Punched in street – punch back (V7)	2.9	2.8	2.9	2.9
Son shoved – shove back (V10)	3.0	2.8	3.0	2.0
Violence involving family members				
Unfaithful – sibling punches (V11)	4.1	3.8	4.0	4.0
Domestic violence – sibling punches (V12)	3.9	3.6	3.8	3.9
Unfaithful – husband/wife slaps (V13)	2.6	2.6	2.6	2.6
Wife/husband slaps back (V14)	4.0	4.2	4.2	4.1

Table 4.23 Mean scores by area deprivation quintiles- male scenarios

	Least dep.	2	3	4	Most dep
Non-violent provocation					
Verbal abuse in street – shove (V1)	3.5	3.4	3.4	3.8	3.5
Verbal abuse in street – punch (V2)	4.6	4.5	4.5	4.6	4.4
Loud parties – shove (V8)	3.8	3.8	3.5	3.9	3.5
Verbal abuse of son – shove (V9)	3.4	3.5	3.2	3.6	3.3
Violent provocation					
Smashed windscreen – shove (V3)	2.9	2.8	2.6	2.8	2.7
Snatched bag – push to ground (V4)	1.5	1.6	1.4	1.7	1.6
Snatched bag – punch to stop escape (V5)	2.3	2.5	2.4	2.8	2.5
Shoved in street – shove back (V6)	2.5	2.6	2.7	2.7	2.6
Punched in street – punch back (V7)	2.6	2.8	2.6	2.6	2.6
Son shoved – shove back (V10)	2.7	3.0	2.5	2.8	2.7
Violence involving family members					
Unfaithful – sibling punches (V11)	3.8	3.9	3.7	3.9	3.5
Domestic violence – sibling punches (V12)	2.6	3.0	2.6	2.9	2.7
Unfaithful – husband/wife slaps (V13)	4.0	4.1	4.1	4.2	4.2
Wife/husband slaps back (V14)	3.1	3.5	3.4	3.4	3.1

Table 4.24 Mean scores by area deprivation quintiles- female scenarios

	Least dep.	2	3	4	Most dep
Non-violent provocation					
Verbal abuse in street – shove (V1)	3.3	3.7	3.4	3.5	3.7
Verbal abuse in street – punch (V2)	4.4	4.7	4.4	4.5	4.5
Loud parties – shove (V8)	3.8	4.0	3.8	3.6	3.7
Verbal abuse of son – shove (V9)	3.4	3.8	3.7	3.5	3.6
Violent provocation					
Smashed windscreen – shove (V3)	2.8	3.0	2.8	3.0	3.1
Snatched bag – push to ground (V4)	1.7	1.9	1.9	1.9	1.8
Snatched bag – punch to stop escape (V5)	2.8	2.8	2.9	2.9	2.8
Shoved in street – shove back (V6)	2.6	2.9	2.8	2.8	2.7
Punched in street – punch back (V7)	2.9	3.0	3.0	2.9	2.6
Son shoved – shove back (V10)	2.9	3.1	3.1	2.8	2.8
Violence involving family members					
Unfaithful – sibling punches (V11)	3.9	4.1	4.1	4.0	3.9
Domestic violence – sibling punches (V12)	3.7	4.0	3.9	3.8	3.8
Unfaithful – husband/wife slaps (V13)	2.6	2.7	2.5	2.8	2.4
Wife/husband slaps back (V14)	4.3	4.2	4.1	4.0	4.0

4.6.3 Factor analysis to identify underlying 'dimensions' to attitudes to violence

A key aim of including the questions on attitudes towards violence in the 2009 *SSA* survey was to test whether it was possible to use them to construct a reliable scale measuring overall attitudes to violence which could be included in future Scotland-wide surveys. Given likely space constraints on the surveys used to monitor attitudes to violence, it was hoped that it might be possible to construct such a scale from a smaller sub-set of the 14 questions included in the 2009 *SSA* survey.

Factor analysis is a statistical technique that identifies the pattern of intercorrelations in responses to questions. In other words, it identifies those questions where a respondent's answer in one instance provides a good guide to the answer they gave in others. Where this is the case it suggests that the questions are tapping an underlying attitudinal 'factor' or 'dimension'. The less well intercorrelated the answers, the more factors the technique will identify.

The following two tables (4.25 and 4.26) show the result of such an analysis for all the responses to the male scenarios, and then the female ones. In both cases three factors were extracted. The cell entries show the 'loading' of each question on the factor in question. To improve the readability of the table only loadings of 0.3 or more are shown. The higher the loading (which can range between -1 and +1) the more strongly that question appears to be part of that underlying dimension.

It will be noted that in both cases for the most part questions that portrayed violent provocation appear to form one dimension, those that described non-violent provocation a second, while those that referred to family members formed a third – and especially those items about violence between a husband and a wife which uniquely within the module refer to violence across genders.

Table 4.25 Factor analysis – male scenarios

	Factor		
	I	**II**	**III**
Non-violent provocation			
Verbal abuse in street – shove (V1)		0.76	
Verbal abuse in street – punch (V2)		0.80	
Loud parties – shove (V8)		0.69	
Verbal abuse of son – shove (V9)		0.64	0.35
Violent provocation			
Smashed windscreen – shove (V3)	0.59	0.39	
Snatched bag – push to ground (V4)	0.78		
Snatched bag – punch to stop escape (V5)	0.74		
Shoved in street – shove back (V6)	0.60	0.38	
Punched in street – punch back (V7)	0.68		
Son shoved – shove back (V10)	0.53	0.36	0.37
Violence involving family members			
Unfaithful – sibling punches (V11)		0.39	0.57
Domestic violence – sibling punches (V12)	0.56		0.46
Unfaithful – husband/wife slaps (V13)			0.78
Wife/husband slaps back (V14)			0.72
R-squared	*23%*	*20%*	*15%*

Table 4.26 Factor analysis – female scenarios

	I	**II**	**III**
Non-violent provocation			
Verbal abuse in street – shove (V1)	0.48	0.58	
Verbal abuse in street – punch (V2)		0.66	
Loud parties – shove (V8)		0.64	
Verbal abuse of son – shove (V9)		0.78	0.35
Violent provocation			
Smashed windscreen – shove (V3)	0.62	0.41	
Snatched bag – push to ground (V4)	0.73		
Snatched bag – punch to stop escape (V5)	0.70		
Shoved in street – shove back (V6)	0.70	0.37	
Punched in street – punch back (V7)	0.67		
Son shoved – shove back (V10)	0.47	0.54	
Violence involving family members			
Unfaithful – sibling punches (V11)		0.71	0.45
Domestic violence – sibling punches (V12)		0.64	0.52
Unfaithful – husband/wife slaps (V13)	0.46		0.47
Wife/husband slaps back (V14)			0.79
R-squared	*24%*	*25%*	*11%*

The two items on violence between a husband and a wife appear to be poorly correlated with most of the other items in the survey - a reflection perhaps of the fact that, uniquely, these items refer to violence across the genders, or because they refer to violence between two people who are in a relationship with each other. Although we aimed to include as many types of low-level violence in our scale as possible, where questions are poorly correlated with other questions in a scale, this can reduce the reliability of the scale as a whole. In this case, the poor correlation may suggest that attitudes towards violence between partners are so distinct they require separate examination –

for example, as part of a scale which looks specifically at attitudes to domestic violence between partners, rather than at low-level violence in general.

Given these considerations, we decided to examine what happened if the 2 items on violence between a husband and wife were to be excluded from the factor analysis. The following two tables (4.27 and 4.28) thus repeat the factor analysis excluding these two questions. This results in just two factors being identified for both sets of scenarios. Moreover these two factors have a similar content in both cases; this indicates that although people may be more likely to be critical of violence undertaken by a female, the underlying attitudes they bring to bear in forming a judgement about each scenario are otherwise much the same.

The resulting pattern is also rather clearer. Now, all but two questions (those that refer to coming to the aid of a woman who has had her bag snatched (V4 and V5)), all load to some degree on one dimension (Factor II). This suggests that most of the questions included in this analysis are, to some degree at least, tapping an underlying *single* attitude (or underlying set of values) towards violence. As such, the questions would appear to provide the basis for a single scale of attitudes towards violence, which reflects this underlying set of attitudes or values. At the same time, however, all the questions that refer to a violent provocation[21] (including the bag snatcher questions) also lie to some degree on a second dimension (Factor I). This suggests that some people at least feel an additional and somewhat different set of considerations apply to violence that is a reaction to an act of violence. As such, any scale which is seeking to reflect the subtlety of people's views towards low-level violence between people of the same sex should also include items that load onto this second dimension.

Table 4.27 Factor analysis – male scenarios excluding mixed gender items

	Factor	
	I	**II**
Non-violent provocation		
Verbal abuse in street – shove (V1)		0.71
Verbal abuse in street – punch (V2)		0.74
Loud parties – shove (V8)		0.74
Verbal abuse of son – shove (V9)	0.30	0.73
Violent provocation		
Smashed windscreen – shove (V3)	0.62	0.42
Snatched bag – push to ground (V4)	0.77	
Snatched bag – punch to stop escape (V5)	0.75	
Shoved in street – shove back (V6)	0.58	0.40
Punched in street – punch back (V7)	0.69	(0.29)
Son shoved – shove back (V10)	0.55	0.50
Violence involving family members		
Unfaithful – sibling punches (V11)		0.57
Domestic violence – sibling punches (V12)	0.61	0.38
R-squared	*27%*	*27%*

[21] Which in the case of the male scenario, at least, also includes the instance of responding to domestic violence against a sibling

Table 4.28 Factor analysis – female scenarios excluding mixed gender items

	Factor	
	I	II
Non-violent provocation		
Verbal abuse in street – shove (V1)	0.53	0.47
Verbal abuse in street – punch (V2)	0.34	0.53
Loud parties – shove (V8)		0.61
Verbal abuse of son – shove (V9)		0.76
Violent provocation		
Smashed windscreen – shove (V3)	0.65	0.37
Snatched bag – push to ground (V4)	0.77	
Snatched bag – punch to stop escape (V5)	0.75	
Shoved in street – shove back (V6)	0.72	0.35
Punched in street – punch back (V7)	0.68	0.30
Son shoved – shove back (V10)	0.48	0.59
Violence involving family members		
Unfaithful – sibling punches (V11)		0.83
Domestic violence – sibling punches (V12)		0.79
R-squared	*28%*	*29%*

4.6.4 Criteria for selecting questions for future surveys monitoring attitudes to violence over time

A number of (potentially conflicting) criteria might be thought to apply in assessing which of the set of questions might be considered a useful means of monitoring societal attitudes towards violence over time. They are to include items that:

- according to the pattern of responses, differ in the degree to which violence is currently thought to be acceptable
- between them tap all the key dimensions of attitudes (as revealed by the factor analysis)
- between them may be regarded as sufficiently coherent to form a single underlying scale of attitudes towards violence, and thus provide a single indicator thereof.

Bearing these criteria in mind, we might note the following:

- Violence is least thought to be wrong when used to bring a bag snatcher to the ground, and most likely to be thought to be wrong when someone punches someone who has merely shouted abuse at them. This suggests that both these scenarios should be included, since they capture 'extremes' of attitudes in terms of the acceptability of violence.
- Factor analysis shows that attitudes towards violence in response to a violent provocation are somewhat distinctive. In order to ensure key dimensions of attitudes to violence are covered, questions covering both attitudes towards a violent provocation and towards a non-violent provocation should be included. In particular, items that load particularly strongly in factor analysis on one or other of these two dimensions – such as punching or shoving someone in response to being shoved or punched (violent provocation) and punching someone

in response to verbal abuse of the person's son (non-violent provocation) should be included.
- Attitudes towards violence between people of opposite genders who are in a relationship were poorly correlated with responses to most of the other questions. This suggests that these questions are tapping a somewhat different set of values from the other questions. As such, these questions may be better included on a scale exploring attitudes to domestic violence explicitly.
- Attitudes towards the use of violence to restrain a bag snatcher are rather distinctive, but that otherwise any set of items could be expected to cohere reasonably well given the way they load across the two dimensions (allowing a degree of freedom over the precise questions to be included).

In the light of these considerations, we would suggest that a monitoring exercise might be conducted effectively by using the following 5 items.

- verbal abuse in street – punch (V2)
- snatched bag – push to ground (V4)
- punched in street – punch back (V7)
- verbal abuse of son – shove (V10)
- violence in response to domestic violence against sibling (V12).[22]

While as discussed above, the results of the factor analysis allowed us some degree of freedom about the precise combination of statements we chose to form the final scale, this set of 5 items appears to us to achieve an appropriate balance in terms of covering:

- items that attract different responses in terms of the degree to which violence is currently considered to be acceptable – the 5 questions suggested include the question that was seen as *most* acceptable (V4, pushing a bag snatcher to the ground) and the one seen as *least* acceptable (V2 – punching a stranger in response to verbal abuse), with reactions to the other 3 scenarios lying somewhere in between
- both attitudes towards violent (V4, V7, V12) and non-violent (V2, V10) provocation (since the factor analysis suggests that, for some people at least, attitudes to violence in response to violence are underpinned by a somewhat different set of considerations).

Although designed to encompass the diversity of attitudes between them, the five items still have an acceptable level of reliability if used to form an additive (Likert) scale. In the case of the male scenarios, Cronbach's alpha for this selection is 0.71, and for the female scenarios 0.72.

Together the pattern of responses to these five items also appears to be representative of the broader set of attitudes uncovered by this exercise. If an additive scale were to be constructed from all 12 items available to us (excluding the 2 items on violence between partners), the mean score would be 3.0 in the case of the male scenarios and 3.3 in the case of the female

[22] This item was added following a number of reliability tests (Cronbach's alpha) to see if the addition of either of the questions on violence between family members (V11 and V12) could improve the reliability of the scale, and if so, which one.

ones. The mean score of a scale based on the proposed five items would also be 3.0 and 3.3, respectively.

It might be noted that, as we might expect the reliability of the scale formed by the reduced set of 5 questions would be little affected by the exclusion of the bag snatcher question (V4 - Cronbach's alpha is still 0.70 and 0.71 respectively if this item is omitted). However, it would then need to be borne in mind that the selection might be thought to be skewed towards examples of violence that are socially less acceptable, and thus not adequately representative.

In most cases the gender of the person engaging in violence makes a difference to the pattern of responses. Thus, it would appear important to vary the gender of the perpetrator in future surveys in order to accurately capture attitudes to violence. These items would, therefore, need to be asked separately of a male engaging in violence (against a male) and a female doing so (against a female), though this could probably be done using a split half design, similar to that used in the 2009 *SSA* survey to test these questions.

Finally, the exclusion of the intervening questions means that some of these questions would require some minor re-writing to ensure they make sense. The final proposed questions would therefore be as follows:

READ OUT:
I am now going to describe a range of different situations to which people have reacted in different ways. I'd like you to answer using this card, where 1 means 'not wrong at all', 5 means 'very seriously wrong' and 2 to 4 mean something in between.

1a Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by punching the man.
Using the scale on the card, please say which number best describes what you think about Paul's behaviour?

1b Imagine a young woman called Sarah is walking down the street. Another young woman she doesn't know shouts abuse at her. Sarah reacts by punching the woman.
Using the scale on the card, please say which number best describes what you think about Sarah's behaviour?

2a. And what if the other man had punched Paul first and Paul reacted by punching him back?
(Again, using the scale on the card) which number best describes what you think about Paul's behaviour?

2b. And what if the other woman had punched Sarah first and Sarah reacted by punching her back?
(Again, using the scale on the card) which number best describes what you think about Sarah's behaviour?

3a Now for a different situation. Jason sees an older woman having her bag snatched from her in the street. Jason runs after the young man who snatched the bag and pushes him to the ground.
(Again, using the scale on the card) which number best describes what you think about Jason's behaviour?

3b Now for a different situation. Emma sees an older woman having her bag snatched from her in the street. Emma runs after the young woman who snatched the bag and pushes her to the ground.
(Again, using the scale on the card) which number best describes what you think about Emma's behaviour?

4a. And here's another situation. A young man who lives in Ben's block of flats shouts abuse at Ben's 12 year old son. Ben reacts by shoving the man.
(Again, using the scale on the card) which number best describes what you think about Ben's behaviour?

4b. And here's another situation. A young woman who lives in Karen's block of flats shouts abuse at Karen's 12 year old son. Karen reacts by shoving the woman.
(Again, using the scale on the card) which number best describes what you think about Karen's behaviour?

5a. Now I'd like you to think about another man, Jack. Jack sees his sister, Linda, being hit by her partner Frank. Jack steps in and punches Frank.
Which number best describes what you think about **Jack's** behaviour?

5b. Now I'd like you to think about another woman, Anna. Anna sees her brother, Ewan, being hit by his partner Jane. Anna steps in and punches Jane.
Which number best describes what you think about **Anna's** behaviour?

4.7 Conclusions and recommendations

This study aimed to develop a set of questions for inclusion in future Scotland-wide surveys to monitor public acceptance of violence. The question(s) are intended to monitor progress against NHS Health Scotland's adult mental health indicator on attitudes to violence.

A set of five questions have been developed which appear to capture key dimensions of attitudes to relatively low-level violence between adults of the same gender, and which cohere together to form a reliable scale. If included in future Scotland-wide surveys, these questions will allow monitoring of any changes in the level of acceptance of this type of violence over time. Given the need to include a number of questions, rather than a single item, in order to adequately capture attitudes to violence, we would suggest that it will be easiest to monitor changes with reference to the 'mean score' of a scale composed from these 5 questions.

Given that there appear to be substantial differences in people's attitudes to male-male compared with female-female violence, we would recommend that a split-sample approach is used, such that half the sample are asked about male-male violence and half about female-female violence. Although responses to these could be combined to provide a single summary mean score for an overall indicator of attitudes to low-level violence between adults of the same gender, this might conceal differential changes over time in attitudes to violence committed by women vs. violence committed by men. As such, we would recommend that the mean scores are also reported separately for male-male and female-female violence.

In terms of the most appropriate survey on which to include these questions in the future, as with the questions on 'escape facilities', the decision may depend on the types of cross-analysis NHS Health Scotland is most interested in. If NHS Health Scotland wishes to gain a more detailed understanding of the factors underpinning acceptance of violence, embedding the questions within a module in future sweeps of the *SSA* survey would be useful. If the interest is in understanding the relationship between individual acceptance of violence and *experience* of violence, the Scottish Crime and Victimisation Survey is likely to be the most appropriate vehicle. Finally, if the interest is in exploring the relationship between acceptance of violence and positive mental

health at the individual (rather than societal) level, the Scottish Health Survey would be the obvious choice.

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Appendices

Appendix 1 – 'Escape facilities' qualitative interview topic guide

Mental Health Indicators – 'Escape Facilities'
Topic Guide for Phase 1

The interview aims to:

- Explore different language and terms to describe 'escape'.
- Map a range of different places people go to 'escape' from everyday stresses or get away from it all and the range of different facilities they use.
- Map a range of different activities people do to get away from it all or de-stress.
- Understand how people use these places, how often, why, how important the specific location is and how useful they were?
- Explore other places or activities people would like to go to or use and why they do not currently do this.

There are three key issues to note:

- Emphasis is on escaping from day to day stresses and not at times of crisis.
- Focus is on the availability of somewhere to go, rather than the internal processes people go through to help them cope (although this may be discussed as a route to understanding the places people might go)
- Focus is on respondent's perception of having a safe place to go, not about actual availability, e.g. there may be a local café but they might not perceive this to be a place they want to go to 'escape'.

Introduction

Background Information

- Introduce *ScotCen* and NHS Health Scotland and Mental Health Indicators project.
- Explain that we are not covering attitudes to violence in this interview, although the leaflet mentions violence and 'escape facilities'.
- Purpose of study - research is trying to understand what people do or where people might go to 'escape' or get away from problems or stress in their day to day lives. This part of the research will be used to develop questions for a survey.

Interview Format

- Format of depth interview (open questions, hearing their views)
- No right or wrong answers – their views are important
- Confidentiality and limits around disclosures of harm
- Withdrawal at any time from interview as whole, or in not answering particular questions
- Timing of interview - 1 hour
- Thank you payment (£20 worth of high street vouchers)

Recording of Interview

- Digital recording of interviews – check they are happy with this
- Report, use of quotations, anonymisation
- Check if respondent has any questions?
- Check if happy to proceed?

Consent

- Obtain written consent

1. Background

Aim is to get some basic information about their lives and background. This is a way to start them talking about something familiar although the information will also give us useful contextual information about them.

- Age – if not known from recruiters
- Length of time in current accommodation
- Living arrangements e.g. in relationship, children
- Employment
- Leisure activities

2. Places and Activities

Aim is to map out what the respondent does, where they go and the kind of activities they engage in on a regular basis and for what reasons. (This is a starting point for a discussion on places they might go, or activities they might do, to get away from problems or stress in their lives.)

Just to get us started, it would be useful if you could just give me an idea of the types of things you do and places you go to on a regular basis. Talk me through the last couple of days.

- What have they done over the last couple of days? What activities and what places have they been to? (Explore in detail)
  Probe on:
  - Employment, type and place
  - Practical activities e.g. shopping
  - Leisure and recreational activities e.g. gym
  - Community groups e.g. playgroups
  - Education e.g. college
  - Visiting family
  - Meeting friends
  - Spending time in outdoor spaces
  - Transport they have used including walking, cycling

3. Exploring different language to describe 'escape'

Start by explaining that we trying to develop questions for a survey and so we want to explore what terms people will understand. The aim is then to explore how respondents understand different language and terminology around the concept of 'escape', asking them to identify new terms and which is their preferred term. The focus is on finding terminology which relates to escaping from day to day stresses and not at times of crisis. This is more like a cognitive interview as we want them to explain in as much detail as possible what they think about when they hear specific terms.

- Explain purpose of research – developing survey questions – important that survey questions are understood by everybody – important that we understand in detail what people think about when they hear certain terms.

If I said to you sometimes people need to 'escape', what does 'escape' mean to you?

Explore all the following phrases as a whole, on **specific words,** on the **similarities and differences** between them:

- 'Escape'
  - How easy or difficult is it to understand what this means?
- 'Get away from it all'
  - What does the 'all' refer to?
  - What does the word 'away' make you think of? Does it involve actually going somewhere?

- ‘Escape from problems, and/or stress’
    - What kinds of problems or stress does it make them think about?
    - Does it make them think of everyday stresses or extreme stress or crisis points?
- ‘Take time out’
- ‘Clear your head’
    - What does ‘clear’ mean – an empty head - getting rid of certain thoughts, or replacing some thoughts with others?
- ‘Take your mind off things’

- In what way are the phrases the same or different from each other? *So is taking your mind off something the same as clearing your head?*
- Can they think of any other words or expressions which mean the same sort of thing?
- Which of the terms above, or new terms they have introduced, do they think is the easiest to understand?

4. What others might do to ‘escape’

Use respondent’s language from the previous section to describe ‘escape’.

Having explored the different terminology the aim of this section is to find out what they think might lead others to feel like that, what others would do if they felt like that, or where they would go.

- What kinds of situations might lead people to feel like this?
- What might people do if they felt like that?
    - Explore full range of activities that people do to ‘escape’ including at home and in other locations e.g. listening to music, running in park
- Where might people go if they felt like that?
    - Explore full range of places people go to e.g. public and private

5. What they do to ‘escape’

Use respondent’s language from the previous sections to describe ‘escape’.

Having explored what they think others might do to ‘escape’ the aim of this section is to identify whether the respondent ever feels the need to ‘escape’ from day to day stresses, why they feel the need, what they do, where they go, who else is involved and how useful it is.

Having chatted about what you think other people might do if they felt the need to ***insert their terminology,*** *can you think of a recent time when you felt the need to* ***insert their terminology****? Tell me a bit about that time.*

- Recent example of when they needed to ‘escape’ from day to day stresses.

Probe, if necessary on:

- Why did they need to ‘escape’?
- What did they do to ‘escape’? (This can be an activity or a public or private place they went to).
- What is it about that activity that makes it a good thing to do to ‘escape’?
- Where did they ‘escape’ to? (This can be physical or mental, in a public or a private place or space). How did they get there e.g. walk, bus, car?
- What is it about the place that makes it a good place to ‘escape’?
- Did it matter where they went? Was the location important?
- Who else was there or involved? How important were the people in the activity.
- What was the effect – did it help? How did it help? Did they feel different afterwards?

If they are unable to give a recent example of when they needed to 'escape', try one of more of the following:

- ***Are there any situations where they feel the need to 'escape'?***
- ***Can they think of a situation where they might feel the need to 'escape'?***
- ***Thinking of some of the reasons you thought would lead others to want to 'escape', would any of these make them want to 'escape' (use specific examples they gave in section 4)***
- ***What would you do if you were in the following situations:***
    - ***Having problems at work***
    - ***Having financial problems/money worries***
    - ***Arguing with partner***
    - ***Arguing with friends***
    - ***Children misbehaving***

- What else do they do to 'escape' day to day stresses? How typical is this of what they do when they need to 'escape'?
    - What else has caused them to need to 'escape'?
    - What else have they done to 'escape'?
    - What different places have they been to? How did they get there e.g. walk, bus, car?
    - What different activities have they done?
    - Are different people involved?
    - How often do they do these activities or go to these places?
    - How important is it to you to be able to do this? How much does it help to do these things?
    - How important is the specific place they go to, in comparison to the activity or the people involved?

- Have they ever done any of the things they mentioned other people might do to 'escape'? **(Only explore for activities and places they said other people might use which they have not said that they would use).**
- Do any of the places they go to regularly, or activities they do, mentioned in section 2, act as a way of escaping?
- **If not mentioned spontaneously**, explore experience of using these specific places for 'escape': actual use, perceived benefits or potential use:
    - Green spaces
    - Community facilities e.g. community centre, library
    - Eating places e.g. café
    - Pubs
    - Home of friends or family

6. Other activities and places they would like to use

Aim of this section is to explore whether there are other places they would like to go to or other activities they would like to do to 'escape' day to day stresses and if so, why are they not currently doing so.

- How satisfied are they with the resources they currently access?

In an ideal world, if you felt you needed to 'escape', what would you do/where would you go?

- What other places would they like to go to 'escape'? What prevents them?
- What other activities would they like to do to 'escape'? What prevents them?
- Are there barriers which limit the places they go and the activities they do to 'escape'? Probe on:
    - Financial
    - Distance
    - Health problems

- Family/caring commitments

7. Any other comments/questions?

- Thank respondent for their time
- Give thank you payment
- Reassure re: confidentiality
- Ask if it's alright to call back to check some of the details after the interview
- Check if participant has any questions re. participation

Key Points Checklist

Have you explored:

- Different language to describe 'escape' and their preferred term?
- Places they go to 'escape'?
- Other places they might consider escaping to and any barriers?
- Activities they do to 'escape' in these places?
- Other activities they might consider doing to 'escape' and any barriers?
- What they get from these places and activities?

Appendix 2 – Pilot questionnaires

A2.1 2009 *SSA* survey pilot 1 – Questions on Attitudes to violence

I am now going to describe a range of different situations to which people have reacted in different ways. I will then ask you whether you agree or disagree that it was OK for the person to react this way.

SHOWCARD V1

V1. Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way. How much would you agree or disagree that it was OK for Paul to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V2. What if Paul had been drunk when he shoved the man?
How much would you agree or disagree that it was OK for Paul to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V3. And what if the other man had been drunk?
How much would you agree or disagree that it was OK for Paul to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V4. Imagine that Stuart is walking down the street. Another young man he doesn't know shouts abuse at him. Stuart reacts by punching the other man in the stomach. How much would you agree or disagree that it was OK for Stuart to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V5. What if the other man had shoved Stuart first and Stuart reacted by shoving him back? How much would you agree or disagree that it was OK for Stuart to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V6. What if the other man punched Stuart first and Stuart reacted by punching him back? How much would you agree or disagree that it was OK for Stuart to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V7. Now imagine that Scott sees someone accidentally backing into his car. He approaches the male driver, who is now out of the car, and pushes him.
How much would you agree or disagree that it was OK for Scott to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V8. What if the driver had been a woman?
How much would you agree or disagree that it was OK for Scott to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V9. Now imagine that Robbie sees a young man smashing his car windscreen. He goes over to the man and punches him in the stomach.
How much would you agree or disagree that it was OK for Robbie to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V10. What if he punched the man in the face instead?
How much would you agree or disagree that it was OK for Robbie to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V11. Now imagine that Jason sees an older man having his bag snatched from him in the street by a young woman. Jason runs after the woman and pushes her to the ground. How much would you agree or disagree that it was OK for Jason to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V12. What if the person who snatched the bag had been a man?
Would you agree or disagree that it was OK for Jason to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V13. And what if Jason had started kicking the man?
Would you agree or disagree that it was OK for Jason to react in this way?

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V2

V14. Imagine two groups of rival football fans on their way home from a match. One of the groups starts taunting the other, which reacts by starting a fight with them.
Which of the phrases on this card best describe what you think about the fans starting a fight in this situation?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V15. What if the first group of fans had thrown a bottle at the other group of fans. The second group react by starting a fight. Which of the phrases on this card best describes what you think about the fans starting a fight in this situation?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V16. Imagine Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him in the stomach.
Which of the phrases on this card best describes what you think about Mike's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V17. What if Mike had head-butted Steve, rather than punching him in the stomach? (Which of the phrases on this card best describes what you think about Mike's behaviour?)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V18. Now imagine that Jack saw his sister Linda being hit by her partner Frank. Jack steps in and punches Frank.
Which of the phrases on this card best describes what you think about Jack's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V19. Imagine Bill's neighbour is always having loud parties late at night. When his requests for less noise are ignored, he confronts the young man who lives there and shoves him so that he falls over.
Which of the phrases on this card best describes what you think about Bill's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V20. Imagine Alison's neighbour is always having loud parties late at night. When her requests for less noise are ignored, she confronts the young woman who lives there and shoves her so that she falls over.
Which of the phrases on this card best describes what you think about Alison's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V21. Jim sees one of his neighbours, a young man, shouting abuse at Jim's 12 year old son. He reacts by punching the neighbour in the stomach.
Which of the phrases on this card best describes what you think about Jim's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V22. What if the neighbour had shoved Jim's son so that he fell over, and Jim reacts by punching him in the stomach?
(Which of the phrases on this card best describes what you think about Jim's behaviour?)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V23. What if Sandra sees one of her neighbours, a young woman, shouting abuse at Sandra's 12 year old son. She reacts by punching her in the stomach?
Which of the phrases on this card best describes what you think about Sandra's behaviour?

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V24. What if the neighbour had shoved Sandra's son so that he fell over, and Sandra reacts by punching her in the stomach?
(Which of the phrases on this card best describes what you think about Sandra's behaviour?)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V3

V25. Imagine a married couple get into a heated argument at home about money. The woman starts shouting at the man. He reacts by slapping her on the face.
Do you personally think the man's behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V26. Another man finds out that his wife is having an affair. On confronting her, he slaps her in the face.
Do you personally think the man's behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V27. What if the woman responds to this slap by slapping the man back?
Do you personally think the **woman's** behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V28. Now imagine a married couple having a heated argument at home about money. The man starts shouting at the woman. She reacts by slapping him on the face.
Do you personally think the woman's behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V29. Another woman finds out that her husband is having an affair. On confronting him, she slaps him in the face.
Do you personally think the woman's behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V30. What if the man responds to this slap by slapping the woman back?
Do you personally think the **man's** behaviour is acceptable or not acceptable?
(Please choose a phrase from the card)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

A2.2 2009 *SSA* survey pilot 2 – Questions on 'Escape Facilities'

E1 People sometimes feel the need to escape from everyday problems and stresses to take their mind off things or clear their head. Would you say you ever feel like this?

Yes	1	GO TO E2
No	2	
(Don't know/not sure)	8	GO TO E4
(Refused)	9	

ASK IF YES AT E1
SHOW CARD E1

E2 And thinking about times when you feel the need to escape from everyday problems and stresses, whether for a few minutes or a few hours. Which, if any, of the things on this card do **you** do when you feel like this?
PROBE FULLY: Which others?
CODE ALL THAT APPLY

Go for a walk (including walking the dog)	1
Go fishing	2
Gardening	3
Do some sport or exercise (such as running, cycling etc.)	4
Listen to music/the radio	5
Watch TV/movies or play on games consoles	6
Read	7
Do DIY	8
Do a hobby or craft	9
Drink alcohol	10
Smoke cigarettes	11
Spend time with / talk to friends/family	12
Spend time alone / thinking	13
Go shopping	14
Go for a drive	15
SOMETHING ELSE (WRITE IN WHAT)	16
_____	
_____	
_____	
Don't do any of these things to escape	17
(Don't know)	98
(Refused)	99

SHOW CARD E2

E3 And on this card are some **places** people might go to escape from everyday problems and stresses to take their mind off things or clear their head. Do **you** ever go to any of these places when you want to escape from everyday problems or stresses? IF YES, which ones?
PROBE FULLY – Which others?
CODE ALL THAT APPLY

A public park	1
A wood, beach or the countryside	2
A restaurant or cafe	3
A pub or bar	4
An art gallery, museum, theatre or cinema	5
A library or community centre	6
A gym, swimming pool or sports club	7
Shops	8
Your own house or garden	9
A friend or family member's house	10
Your car	11
A church or other place of worship	12
Your place of work	13
SOMEWHERE ELSE (WRITE IN WHERE)	14
_____	
_____	
No, I don't have anywhere I go to escape	15
(Don't know)	98
(Refused)	99

ASK ALL
SHOW CARD E3

E4 Now, I'd like you to think about the places in your area that you could go to escape from everyday problems and stresses **if** you needed to. How strongly would you agree or disagree with the following statement …
… Leaving aside my home and garden, there is somewhere in my area where I could go to escape from everyday problems and stresses if I wanted to?

Strongly agree	1	
Agree	2	GO TO A1
Neither agree nor disagree	3	
Disagree	4	GO TO E5
Strongly disagree	5	
(Don't know)	8	GO TO A1
(Refused)	9	

IF 'Disagree'/'Strongly disagree' at E4
SHOW CARD E4

E5 What are the main reasons you disagree with this statement?
(REPEAT STATEMENT IF NECESSARY - that there is somewhere in my area where I could go to escape from everyday problems and stresses if I wanted to)
CODE ALL THAT APPLY.
PROBE FULLY – What other reasons?

Nowhere to go in my area	1
Nowhere I can afford to go	2
Nowhere I feel safe	3
Nowhere I can get away from people	4
Nowhere quiet enough	5
Nowhere attractive to go	6
Lack of transport to get there	7
SOME OTHER REASON (WRITE IN WHAT)	8
_____	
_____	
_____	
(Don't know)	98
(Refused)	99

A2.3 2009 *SSA* survey pilot 2 – Questions on Attitudes to violence

Section 1

READ OUT: Now for a different topic.
I am now going to describe a range of different situations to which people have reacted in different ways. I'd like you to answer using this card, where 1 means 'not wrong at all', 5 means 'very seriously wrong' and 2 to 4 mean something in between.

SHOW CARD V1

V1. Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way.
Using the scale on the card, please say which number best describes what you think about Paul's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V2

V2. And what if Paul reacted to the man who shouted abuse at him by punching him instead?
Again, using the scale on the card, which number best describes what you think about Paul's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V3

V3. And still thinking about this situation, where Paul is walking down the street and a young man he does not know shouts abuse at him. What if the other man had also shoved Paul and Paul reacted by shoving him back?
(Again, using the scale on the card) which number best describes what you think about Paul's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V4

V4. And what if the other man punched Paul first and Paul reacted by punching him back?
(Again, using the scale on the card) which number best describes what you think about Paul's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V5

V5. Now for a different situation. Robbie sees a young man smashing his car windscreen. He goes over to the man and shoves him.
(Again, using the scale on the card) which number best describes what you think about Robbie's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V6

V6. And here is another new situation. Jason sees an older woman having her bag snatched from her in the street by a young woman. Jason runs after the young woman who snatched the bag and pushes her to the ground.
(Again, using the scale on the card) which number best describes what you think about Jason's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOW CARD V7

V7. What if the young woman who snatched the bag had started struggling to get free and Jason punched her to stop her getting away?
(Again, using the scale on the card) which number best describes what you think about Jason's behaviour?

Not wrong at all	1
	2
	3
	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

Section 2

READ OUT: I am now going to describe some more situations to which people have reacted in different ways. This time, I'd like you to tell me whether you agree or disagree that it was OK for people to react in these ways.

SHOW CARD V8

V8. First, imagine two groups of football fans on their way home from a match. The group of home fans shout abuse at the away fans. The away fans react by starting a fight. How much would you agree or disagree that it was OK for the away fans to start a fight in this situation? Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V9

V9. Now imagine that one of the home fans threw a bottle at the away fans. The away fans react by starting a fight. How much would you agree or disagree that it was OK for the away fans to start a fight in this situation? Again, please just tell me the number

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V10

V10. Here's a different situation. Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him.
How much would you agree or disagree that it was OK for Mike to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V11

V11. Now I'd like you to think about another man, Jack. Jack sees his sister Linda being hit by her partner Frank. Jack steps in and punches Frank.
How much would you agree or disagree that it was OK for Jack to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V12

V12. Now imagine Alison's neighbour Kate is always having loud parties late at night. Alison confronts Kate about this. When her requests for less noise are ignored, Alison shoves Kate. How much would you agree or disagree that it was OK for Alison to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V13

V13. A young woman who lives in Sandra's block of flats shouts abuse at Sandra's 12 year old son. Sandra reacts by shoving the woman.
How much would you agree or disagree that it was OK for Sandra to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V14

V14. What if the young woman had shoved Sandra's son. Sandra reacts by shoving the woman back.
How much would you agree or disagree that it was OK for Sandra to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V15

V15. Imagine a married couple get into a heated argument at home about money. The woman starts shouting at the man. He reacts by slapping her on the face.
How much would you agree or disagree that it was OK for the man to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V16

V16. Another man finds out his wife is having an affair. On confronting her, he slaps her in the face.
How much would you agree or disagree that it was OK for the man to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOW CARD V17

V17. What if the **woman** responds to this slap by slapping the man back?
How much would you agree or disagree that it was OK for the **woman** to react in this way? (Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

Appendix 3 – Cognitive interviewing questionnaire

P7047/Cog test **December 2008/Jan 2009**

NHS HEALTH SCOTLAND – ESCAPE PLACES AND ATTITUDES TO VIOLENCE

COGNITIVE TESTING QUESTIONNAIRE

Serial number ☐☐☐

Interviewer name: _____

Introduction

Background Information

- Introduce *ScotCen* – not-for-profit research organisation. Do surveys and other research for Government and other funders on wide range of social issues.
- Purpose of current study – developing questions for NHS Health Scotland on 2 different areas. The aim is for the questions to be used in big national surveys eventually.
- The questions we will be using in this study are new and need to be tested to find out if they make sense and to see if they are difficult to understand or answer before we use them in a survey.

Interview Format

- Will ask you a series of questions, which I would like you to answer as if you were doing a survey interview.
- As we go through the interview, I will ask you some questions about how you went about answering the questions. Won't be after every single question, but after every few questions.
- There are no right or wrong answers in this exercise – we just want to know what you are thinking as you answer the questions and whether they are clear to you.
- Encourage criticism/comment – we need to get the questions right.
- Withdrawal at any time from interview as whole, or in not answering particular questions
- Timing of interview - 1 hour
- Thank you payment (£20 worth of high street vouchers)

Confidentiality

- Answers will be confidential – only exception is if they tell us something that makes us seriously worried that they, or someone else, is at risk of being hurt.
- Answers will be used solely for research purposes.
- Recordings will only be listened to by the project researchers within the Scottish Centre for Social Research.
- Won't use your name or anything that might identify you in any reports.

Recording of Interview

- Digital recording of interviews – check they are happy with this
- Check if respondent has any questions?
- Check if happy to proceed?

Consent

- Obtain written consent

Remind them of the interview length (i.e. about an hour).

Ask permission to record the interview

Example question to show respondent how process works

Explain you're going to read out an example question – not one of the ones we're testing – just to show them how the interview will work and give them chance to ask any questions before we start properly.

EXAMPLE CARD

Q.1 All in all, how satisfied or dissatisfied would you say you are with the way in which the National Health Service runs nowadays? Choose a phrase from this card.

.

Very satisfied	1
Quite satisfied	2
Neither satisfied nor dissatisfied	3
Quite dissatisfied	4
Very dissatisfied	5
(Don't know)	8
(Refused)	9

Probes:

- How easy or hard did you find that to answer? Why?
- What does the term 'National Health Service' mean to you?
- What types of things would you include as part of the 'National Health Service'?
- How did you find that? Any questions? Reassure respondent that it's just their opinions we're looking for – no right or wrong answers – and that we're testing the questions, not them.

Note on probing:

We've listed some suggested probes as a guide, but please add your own where necessary.

Note we are aware the questionnaire is quite long. We are not expecting you to probe in detail on every single question, particularly not in the violence section. We have also noted some areas that are less essential if you're running short on time (these are marked **'IF TIME'**).

We have suggested key points (usually after 2 or 3 questions in the violence section) at which to probe and suggested key issues to pick up on here. But please supplement these where necessary – for example, by picking up on hesitation or points where they look unsure about a question.

Some general probes you might find useful:

Can you tell me in your own words what you thought these questions were asking you?

I noticed you hesitated there. What were you thinking about? Etc.

You chose (ANSWER) – can you tell me how you decided on your answer(s)? What did you think about?

How easy or difficult was it to decide on answers to these questions? Why?

CLASSIFICATION

First, a few details about you.

X1 INTERVIEWER CODE: Respondent is:

Man	1
Woman	2

X2 And please can you tell me your age? _____

X3 Are you in paid employment at the moment?

Yes	1
No	2

X4 And do you have any children under the age of 16 (in your household)?

Yes	1
No	2

Escape facilities

Some general things we want to know about this section:

- Understanding of description of 'escape places' – does this make sense to people?
- Comprehensiveness of list of places people could go to escape.
- Understanding of question E4 – do they understand that this is about whether there are suitable places, even if they don't use them/don't feel the need to use them to escape?
- Are there other reasons for being dissatisfied with escape places missing from the list in E5?
- General ease of understanding and ease of answering

SHOW CARD E1

E1 Some people have places they go to escape, take their mind off things or clear their head. Looking at the places on this card, are there any that you visit to escape from everyday problems or stresses, whether for 20 minutes or a few hours?
CODE ALL THAT APPLY

Public parks	1
Woods, beaches or the countryside	2
Restaurants or cafes	3
Pubs or bars	4
Art galleries, museums, theatres or cinemas	5
Libraries or community centres	6
Gyms, swimming pools or sports clubs	7
Shops	8
Your own house or garden	9
Friends or families houses	10
Your car	11
Somewhere else (WRITE IN WHERE)	12
_____	
_____	
No, I don't have anywhere I go to escape	13
(Don't know)	98
(Refused)	99

Suggested probes for E1:

- What did the phrase 'places they go to escape, take their minds of things or clear their head' make you think of?
- What about the phrase 'everyday problems and stresses'?
- Can you tell me what you thought about when you were deciding on your answer? *(to check whether they understood question – especially if they say 'no, I don't have anywhere')*
- Are there places missing from the list? i.e. other places you go to escape
- When you visit these places to escape from problems and stresses, how long would you typically spend there? *(to see if 20 minutes to a few hours seems appropriate)*

ASK ALL
SHOW CARD E2

E2 And apart from the places you have just mentioned, which of the places on this card are available in your local area?
PROBE: Which others?
CODE ALL THAT APPLY

Public parks	1
Woods, beaches or the countryside	2
Restaurants or cafes	3
Art galleries, museums, theatres or cinemas	4
Libraries or community centres	5
Gyms, swimming pools or sports clubs	6
Shops	7
Friends or families houses	8
None of these	9
(Don't know)	98
(Refused)	99

Suggested probes for E2:

- What did the term 'your local area' make your think of?
- *If they mention places that are available in their local area that they didn't mention as places they escape to, probe around whether they consider it to be somewhere they could go, if they wanted to escape. E.g.:*

    - You mentioned X, but that wasn't somewhere you think of as somewhere you go to escape, take your mind off things or clear your head. Do you think of X as somewhere you could go to escape to if you did feel you needed to get away from everyday problems and stresses?

ROUTING – INTERVIEWER CHECK E1

CODE 1-12, 98, 99	1	GO TO E4
CODE 13 (Don't have anywhere go to escape)	2	GO TO E3

IF 'NO, I DON'T HAVE ANYWHERE I GO TO ESCAPE' AT E1 (OTHERS, SKIP TO E4)

E3 You said you don't have anywhere you go to escape. Would you say you ever feel the need to escape from everyday problems and stresses?

Yes	1
No	2
(Don't know/not sure)	8
(Refused)	9

Suggested probes for E3:

- *If 'No',* Can you tell me what you thought about when you were deciding on your answer here? (*to check whether they understood question*)
- *If 'Yes',* probe on what, if anything, they do when they need to escape (and whether this involves going anywhere)?

ASK ALL
SHOW CARD E3

E4 And thinking about your local area, how satisfied or dissatisfied are you that there are suitable places you could go if you felt you needed to escape from everyday problems and stresses for an hour or two?

Very satisfied	1	
Fairly satisfied	2	GO TO E6
Neither satisfied nor dissatisfied	3	
Fairly dissatisfied	4	GO TO E5
Very dissatisfied	5	
(Don't know)	8	GO TO E6
(Refused)	9	

Suggested probes for E4:

- Can you tell me in your own words what you think this question was asking?
- What types of places were you thinking of when you were thinking about your answer?
- How easy or difficult did you find this to answer?

IF 'fairly dissatisfied'/'very dissatisfied' at E4 (Others, skip to E6)
SHOW CARD E4

E5 What are the main reasons you are dissatisfied with the places available to you locally to 'escape' from problems and stresses?
CODE ALL THAT APPLY.

Not enough places available locally	1
Too expensive to visit	2
Too difficult to get to	3
Poor quality	4
Don't feel safe using these places	5
Some other reason (WRITE IN WHAT)	6
_____	
_____	
_____	
(Don't know)	8
(Refused)	9

Suggested probes for E5:

- *Probe on why they chose particular answers – so we can check they are understanding them the way we expect.*
- Are there other reasons you feel dissatisfied with places available to you to escape from problems and stresses, which are not listed here?

ROUTING – INTERVIEWER CHECK E3

CODE 2 (No, don't feel need to escape)	1	GO TO V1
CODE 1, 8, 9 OR NOT ASKED E3	2	GO TO E6

ASK IF NOT 'NO' AT E3
SHOW CARD E5

E6 And thinking about times when you feel the need to escape from everyday problems and stresses, which, if any, of the things on this card do you **do** when you feel like this?
PROBE: Which others?
CODE ALL THAT APPLY

Exercise or sport (including walking and gardening)	1
Listen to music/the radio	2
Watch TV/movies or play on games consoles	3
Read	4
Drink alcohol	5
Spend time with / talk to friends/family	6
Spend time alone / thinking	7
Shopping	8
Driving	9
Something else – PLEASE SAY WHAT	10
_____	
_____	
_____	
Nothing	11
(Don't know)	98
(Refused)	99

Suggested probes for E6:

- Where do you go to do this activity? *(to get at whether there are places missing from our 'escape places' list, or whether they're just not thinking to mention them 'til we ask about what they do).*
- **IF TIME**: Are there activities missing from this list? i.e. other things you do to escape.

Attitudes to Violence

Some general things we want to know about this section:

- How easy or difficult people find the answer scales
- How easy or difficult they find the scenarios. Are some too long/complex? Is there other info they need to be able to decide on an answer?
- What different points on the scales mean to people (e.g. what does agree vs. disagree mean for these questions?)
- If we had varied the question and answer options, would it have affected their answer?
- Were there too many different scenarios, did this affect how they answered by the time they got to the last ones? (To get at respondent fatigue and possibility that respondents start to give a more socially desirable answer by the end of the long set of scenarios).

Issue to pick up on if time:

- If they change their answers for different variations on the same scenario, we are also interested in why – to help us work out which factors are most important. *NB we haven't added specific probes on this – it's just something to bear in mind and probe on where appropriate (e.g. I noticed you gave a different answer there from the previous question. Could you just tell me briefly why?). We're not expecting you to follow-up every time their answer shifts though, as this will become very repetitive.*

We realise this section is quite long. If you feel that the respondent is becoming fatigued, please make a note of this. If you are short on time, we have identified some areas that are less important to probe on than others. Probes marked '**IF TIME**' can be skipped if you are running short of time. **NB the final probes that ask which questions they found hardest and which answer options they preferred are really important. Please make sure you leave time for these.**

I am now going to describe a range of different situations to which people have reacted in different ways. I will then ask you whether you agree or disagree that it was OK for the person to react this way.

SHOWCARD V1

V1. Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way.
How much would you agree or disagree that it was OK for Paul to react in this way?
Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V2. What if the other man had been drunk?
How much would you agree or disagree that it was OK for Paul to react in this way?
Again, please just tell me the number.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V1 AGAIN

V3. And what if Paul had also been drunk when he shoved the man?
How much would you agree or disagree that it was OK for Paul to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V1-V3:

- *Probe re. general ease or difficulty of understanding.*
- *Pick one of the questions above as an example and probe on how they chose their answer*
- *And what they think the other answer options mean – e.g. if they agreed, ask them what it would mean if someone said they disagreed (or vice versa).*
- The questions asked if you agreed or disagreed that it was OK for Paul to react that way. If they had asked you if you agreed or disagreed that it was RIGHT for Paul to react that way, do you think you answers would have been different? If yes, why?
- **IF TIME:** pick up on reasons for any differences in answers to each question.

SHOWCARD V2

V4. Imagine that Stuart is walking down the street. Another young man he doesn't know shouts abuse at him. Stuart reacts by punching the other man.
How much would you agree or disagree that it was OK for Stuart to react in this way?
Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V5. What if the other man had shoved Stuart first and Stuart reacted by shoving him back?
How much would you agree or disagree that it was OK for Stuart to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V2 AGAIN

V6. What if the other man punched Stuart first and Stuart reacted by punching him back?
How much would you agree or disagree that it was OK for Stuart to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V4-V6:

- What does 'punching' mean to you?
- What if the question had said 'punched in the face'? Would your answer have been the same or different? Why?
- What if it had said 'punched in the stomach'?
- What does 'shoving' mean to you?

SHOWCARD V3

V7. Now imagine that Scott sees someone accidentally backing into his car. He approaches the male driver, who is now out of the car, and pushes him.
How much would you agree or disagree that it was OK for Scott to react in this way?
Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V3 AGAIN

V8. What if the driver had been a woman?
How much would you agree or disagree that it was OK for Scott to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V4

V9. Now imagine that Robbie sees a young man smashing his car windscreen. He goes over to the man and punches him.
How much would you agree or disagree that it was OK for Robbie to react in this way?
Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V7 TO V9:

- **Qn V7.** Would it have made any difference if we'd said the man backed into Scott's car on purpose?

- **Qn. V9.** In qn V9 you answered X. What if we'd asked you to choose your response from this card (ask respondent to look at the showcard with the 'wrong' scale) to describe how you feel about Robbie's behaviour? How would you have answered? Why?

- **Qn. V9**. And what if we'd asked you to choose your response from this card (ask respondent to look at the showcard with the 'acceptable' scale)?

SHOWCARD V5

V10. Now imagine that Jason sees an older man having his bag snatched from him in the street by a young woman. Jason runs after the woman and pushes her to the ground.
How much would you agree or disagree that it was OK for Jason to react in this way?
Please just tell me the number of your answer from the card.

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V5 AGAIN

V11. What if the person who snatched the bag had been a man?
Would you agree or disagree that it was OK for Jason to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SHOWCARD V5 AGAIN

V12. And what if Jason had started kicking the man?
Would you agree or disagree that it was OK for Jason to react in this way?
(Again, please just tell me the number)

Strongly agree	1
Agree	2
Neither agree nor disagree	3
Disagree	4
Strongly disagree	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V10-V11:

- What did you imagine when 'Jason had started kicking the man'? What did you think about this scenario? (to see if they think it's realistic)
- **IF TIME**: Could you explain to me in your own words what you think 'pushes her to the ground' means?

SHOWCARD V6

V13. Imagine two groups of rival football fans on their way home from a match. One of the groups starts taunting the other, which reacts by starting a fight with them.
Which of the phrases on this card best describe what you think about the fans starting a fight in this situation?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V6 AGAIN

V14. What if the first group of fans had thrown a bottle at the other group of fans. The second group react by starting a fight. Which of the phrases on this card best describes what you think about the fans starting a fight in this situation?
(Again, please just tell me the number)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V13-V14:

- How easy or difficult did you find these questions to answer?
- Could you explain in your own words what you think these questions are asking? (Get them to describe in detail what is happening in these scenarios – repeat questions if necessary).
- **IF TIME:** What does the word 'taunting' mean to you?

SHOWCARD V7

V15. Imagine Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him.
Which of the phrases on this card best describes what you think about Mike's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V7

V16. What if Mike had head-butted Steve, rather than punching him?
(Which of the phrases on this card best describes what you think about Mike's behaviour?)
(Again, please just tell me the number)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V8

V17. Now imagine that Jack saw his sister Linda being hit by her partner Frank. Jack steps in and punches Frank.
Which of the phrases on this card best describes what you think about Jack's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V15-V17:

- These questions used a different set of answers. Did you find these easier, more difficult or about the same to choose your answer from? Why?
- Looking at the answer options again, could you tell me in your own words what each option means to you (PROBE on what, if any, difference they see between the answer options – what would make something 'seriously wrong' rather than 'wrong'? etc.)
- **Qn V16**. The second question said Mike head-butted Steve rather than punching him. What does 'headbutt' mean? Do you feel this is more or less serious than punching?
- **IF TIME -** How did you feel about answering these questions (probe on comfort)?
- **IF TIME -** The first question said that Steve is being unfaithful to Shona. What does 'unfaithful' mean to you?

SHOWCARD V9

V18. Imagine Bill's neighbour is always having loud parties late at night. When his requests for less noise are ignored, he confronts the young man who lives there and shoves him so that he falls over.
Which of the phrases on this card best describes what you think about Bill's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V10

V19. Imagine Alison's neighbour is always having loud parties late at night. When her requests for less noise are ignored, she confronts the young woman who lives there and shoves her so that she falls over.
Which of the phrases on this card best describes what you think about Alison's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V18-V19:

- How easy or difficult did you find these to answer? Why?
- **IF TIME**: If they answered differently for Bill and Alison, probe around why (*was the difference to do with the gender of the person who was being shoved or the gender of the person doing the shoving?)*

SHOWCARD V11

V20. Jim sees one of his neighbours, a young man, shouting abuse at Jim's 12 year old son. He reacts by punching the neighbour.
Which of the phrases on this card best describes what you think about Jim's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V11 AGAIN

V21. What if the neighbour had shoved Jim's son so that he fell over, and Jim reacts by punching him?
(Which of the phrases on this card best describes what you think about Jim's behaviour?)
(Again, please just tell me the number)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V12

V22. What if Sandra sees one of her neighbours, a young woman, shouting abuse at Sandra's 12 year old son. She reacts by punching her.
Which of the phrases on this card best describes what you think about Sandra's behaviour?
Please just tell me the number of your answer from the card.

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SHOWCARD V12 AGAIN

V23. What if the neighbour had shoved Sandra's son so that he fell over, and Sandra reacts by punching her? (Which of the phrases on this card best describes what you think about Sandra's behaviour?) (Again, please just tell me the number)

Nothing wrong	1
A bit wrong	2
Wrong	3
Seriously wrong	4
Very seriously wrong	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V20-23:

- Could you explain in your own words what you think these questions are about? (*Ask about the questions generally, but if this is too hard repeat the first question and ask what this was about*)

SHOWCARD V13

V24. Imagine a married couple get into a heated argument at home about money. The woman starts shouting at the man. He reacts by slapping her on the face.
Which of the phrases on this card comes closest to what you think about the man's behaviour?
Please just tell me the number of your answer from the card.

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V14

V25. Another man finds out that his wife is having an affair. On confronting her, he slaps her in the face. Which of the phrases on this card comes closest to what you think about the man's behaviour? Please just tell me the number of your answer from the card.

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V14 AGAIN

V26. What if the woman responds to this slap by slapping the man back?
Which of the phrases on this card comes closest to what you think about the **woman's** behaviour? (Again, please just tell me the number)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V15

V27. Now imagine a married couple having a heated argument at home about money. The man starts shouting at the woman. She reacts by slapping him on the face.
Which of the phrases on this card comes closest to what you think about the woman's behaviour? Please just tell me the number of your answer from the card.

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V16

V28. Another woman finds out that her husband is having an affair. On confronting him, she slaps him in the face.
Which of the phrases on this card comes closest to what you think about the woman's behaviour?
Please just tell me the number of your answer from the card.

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SHOWCARD V16 AGAIN

V29. What if the man responds to this slap by slapping the woman back?
Which of the phrases on this card comes closest to what you think about the **man's** behaviour?
(Again, please just tell me the number)

Always acceptable	1
Mostly acceptable	2
Sometimes acceptable	3
Rarely acceptable	4
Never acceptable	5
(Don't know)	8
(Refused)	9

SUGGESTED PROBES FOR V24-V29:

- These questions used a different set of answers again. Did you find these easier, more difficult or about the same to choose your answer from compared with, first, the agree/disagree answers? And second, the very seriously wrong to not wrong at all answers? Why?
- How did you feel about answering these questions (probe on comfort)?
- What does 'acceptable' mean to you?
- We could have asked whether you think the behaviour was reasonable. What does 'reasonable' mean to you?
- And what about if we'd asked you if it was 'justifiable' – what does that mean to you? Different from 'acceptable' and 'reasonable'?
- **IF TIME** [Hand respondent the 'understandable' showcard.] And what if the questions had asked if the behaviour was 'understandable' rather than 'acceptable'? How would you have answered?
- **IF TIME**: The first 2 questions asked about a woman instead of a man. How did you feel about answering these questions?

FINAL PROBES ABOUT THE VIOLENCE QUESTIONS IN GENERAL

- Thinking back over all the questions I've just asked, which questions did you find it hardest to decide on an answer to? Why?
- Which of the sets of answers did you find easiest to choose from and why?
- And which set of answers was most difficult and why?
- Did it get more or less difficult to answer these questions as we went through the section, or was it about the same?
- What did you think about the length of this section?

Thank the respondent for their time, reassure them about confidentiality, check if they have any questions, and give them thank you voucher (and get signed receipt)

Appendix 4 – Distribution of responses to violence questions in the pilots

Table 4.1 Distribution of responses to the *SSA* survey Pilot 1 questions on attitudes to violence – 'agree-disagree' scale format questions (number of respondents)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Refused
V1 Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way. How much would you agree or disagree that it was OK for Paul to react in this way?	2	8	5	22	10	0	0
V2 What if Paul had been drunk when he shoved the man? How much would you agree or disagree that it was OK for Paul to react in this way?	1	6	3	23	13	1	0
V3 And what if the other man had been drunk? How much would you agree or disagree that it was OK for Paul to react in this way?	1	6	3	24	13	0	0
V4 Imagine that Stuart is walking down the street. Another young man he doesn't know shouts abuse at him. Stuart reacts by punching the other man in the stomach. How much would you agree or disagree that it was OK for Stuart to react in this way?	1	1	1	17	28	0	0
V5 What if the other man had shoved Stuart first and Stuart reacted by shoving him back? How much would you agree or disagree that it was OK for Stuart to react in this way?	4	13	7	13	11	0	0
V6 What if the other man punched Stuart first and Stuart reacted by punching him back? How much would you agree or disagree that it was OK for Stuart to react in this way?	4	16	7	14	7	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Refused
V7 Now imagine that Scott sees someone accidentally backing into his car. He approaches the male driver, who is now out of the car, and pushes him. How much would you agree or disagree that it was OK for Scott to react in this way?	1	1	2	22	22	0	0
V8 What if the driver had been a woman? How much would you agree or disagree that it was OK for Scott to react in this way?	0	0	0	14	33	0	0
V9 Now imagine that Robbie sees a young man smashing his car windscreen. He goes over to the man and punches him in the stomach. How much would you agree or disagree that it was OK for Robbie to react in this way?	3	6	3	21	14	0	0
V10 What if he punched the man in the face instead? How much would you agree or disagree that it was OK for Robbie to react in this way?	3	4	2	18	20	0	0
V11 Now imagine that Jason sees an older man having his bag snatched from him in the street by a young woman. Jason runs after the woman and pushes her to the ground. How much would you agree or disagree that it was OK for Jason to react in this way?	5	31	1	5	5	0	0
V12 What if the person who snatched the bag had been a man? Would you agree or disagree that it was OK for Jason to react in this way?	8	29	2	3	5	0	0
V13 And what if Jason had started kicking the man? Would you agree or disagree that it was OK for Jason to react in this way?	1	0	3	23	20	0	0

Sample size = 47

Table 4.2 Distribution of responses to the *SSA* survey Pilot 1 questions on attitudes to violence – 'wrong' scale format questions (number of respondents)

	Nothing wrong	A bit wrong	Wrong	Seriously wrong	Very seriously wrong	Don't know	Refused
V14 Imagine two groups of rival football fans on their way home from a match. One of the groups starts taunting the other, which reacts by starting a fight with them. Which of the phrases on this card best describe what you think about the fans starting a fight in this situation?	0	1	16	19	9	0	0
V15 What if the first group of fans had thrown a bottle at the other group of fans. The second group react by starting a fight. Which of the phrases on this card best describes what you think about the fans starting a fight in this situation?	3	2	16	16	10	0	0
V16 Imagine Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him in the stomach. Which of the phrases on this card best describes what you think about Mike's behaviour?	3	6	18	12	8	0	0
V17 What if Mike had head-butted Steve, rather than punching him in the stomach?	3	3	13	12	16	0	0
V18 Now imagine that Jack saw his sister Linda being hit by her partner Frank. Jack steps in and punches Frank. Which of the phrases on this card best describes what you think about Jack's behaviour?	11	16	10	6	3	0	0
V19 Imagine Bill's neighbour is always having loud parties late at night. When his requests for less noise are ignored, he confronts the young man who lives there and shoves him so that he falls over. Which of the phrases on this card best describes what you think about Bill's behaviour?	1	10	19	11	6	0	0

	Nothing wrong	A bit wrong	Wrong	Seriously wrong	Very seriously wrong	Don't know	Refused
V20 Imagine Alison's neighbour is always having loud parties late at night. When her requests for less noise are ignored, she confronts the young woman who lives there and shoves her so that she falls over. Which of the phrases on this card best describes what you think about Alison's behaviour?	1	9	19	11	7	0	0
V21 Jim sees one of his neighbours, a young man, shouting abuse at Jim's 12 year old son. He reacts by punching the neighbour in the stomach. Which of the phrases on this card best describes what you think about Jim's behaviour?	2	5	18	13	9	0	0
V22 What if the neighbour had shoved Jim's son so that he fell over, and Jim reacts by punching him in the stomach?	8	7	18	8	6	0	0
V23 What if Sandra sees one of her neighbours, a young woman, shouting abuse at Sandra's 12 year old son. She reacts by punching her in the stomach? Which of the phrases on this card best describes what you think about Sandra's behaviour?	2	6	20	12	7	0	0
V24 What if the neighbour had shoved Sandra's son so that he fell over, and Sandra reacts by punching her in the stomach?	7	7	16	10	7	0	0

Sample size = 47

Table 4.3 Distribution of responses to the *SSA* survey Pilot 1 questions on attitudes to violence – 'acceptable' scale format questions (number of respondents)

	Always acceptable	**Mostly acceptable**	**Sometimes acceptable**	**Rarely acceptable**	**Never acceptable**	**Don't know**	**Refused**
V25 Imagine a married couple get into a heated argument at home about money. The woman starts shouting at the man. He reacts by slapping her on the face. Do you personally think the man's behaviour is acceptable or not acceptable?	0	0	0	2	45	0	0
V26 Another man finds out that his wife is having an affair. On confronting her, he slaps her in the face. Do you personally think the man's behaviour is acceptable or not acceptable?	0	1	1	3	42	0	0
V27 What if the woman responds to this slap by slapping the man back? Do you personally think the woman's behaviour is acceptable or not acceptable?	3	3	3	8	30	0	0
V28 Now imagine a married couple having a heated argument at home about money. The man starts shouting at the woman. She reacts by slapping him on the face. Do you personally think the woman's behaviour is acceptable or not acceptable?	0	0	2	7	38	0	0
V29 Another woman finds out that her husband is having an affair. On confronting him, she slaps him in the face. Do you personally think the woman's behaviour is acceptable or not acceptable?	1	4	1	9	32	0	0
V30 What if the man responds to this slap by slapping the woman back? Do you personally think the man's behaviour is acceptable or not acceptable?	0	2	0	6	39	0	0

Sample size = 47

Table 4.4 Distribution of responses to the *SSA* survey Pilot 2 questions on attitudes to violence – 'wrong' scale format questions (number of respondents)

	Not wrong at all (1)	**2**	**3**	**4**	**Very seriously wrong (5)**	**Don't know**	**Refused**
V1 Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way. Using the scale on the card, please say which number best describes what you think about Paul's behaviour?	3	3	19	14	7	0	0
V2 And what if Paul reacted to the man who shouted abuse at him by punching him instead? Again, using the scale on the card, which number best describes what you think about Paul's behaviour?	1	2	3	8	32	0	0
V3 And still thinking about this situation, where Paul is walking down the street and a young man he does not know shouts abuse at him. What if the other man had also shoved Paul and Paul reacted by shoving him back? (Again, using the scale on the card) which number best describes what you think about Paul's behaviour?	6	10	20	7	3	0	0
V4 And what if the other man punched Paul first and Paul reacted by punching him back? (Again, using the scale on the card) which number best describes what you think about Paul's behaviour?	9	7	14	12	4	0	0
V5 Now for a different situation. Robbie sees a young man smashing his car windscreen. He goes over to the man and shoves him. (Again, using the scale on the card) which number best describes what you think about Robbie's behaviour?	12	10	7	9	7	0	0

	Not wrong at all (1)	2	3	4	Very seriously wrong (5)	Don't know	Refused
V6 And here is another new situation. Jason sees an older woman having her bag snatched from her in the street by a young woman. Jason runs after the young woman who snatched the bag and pushes her to the ground. (Again, using the scale on the card) which number best describes what you think about Jason's behaviour?	19	9	10	4	3	0	0
V7 What if the young woman who snatched the bag had started struggling to get free and Jason punched her to stop her getting away? (Again, using the scale on the card) which number best describes what you think about Jason's behaviour?	2	6	6	12	19	0	0

Sample size = 46

Table 4.5 Distribution of responses to the *SSA* survey Pilot 2 questions on attitudes to violence – 'agree-disagree' scale questions (number of respondents)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Refused
V8 First, imagine two groups of football fans on their way home from a match. The group of home fans shout abuse at the away fans. The away fans react by starting a fight. How much would you agree or disagree that it was OK for the away fans to start a fight in this situation? Please just tell me the number of your answer from the card.	1	0	1	14	26	1	0
V9 Now imagine that one of the home fans threw a bottle at the away fans. The away fans react by starting a fight. How much would you agree or disagree that it was OK for the away fans to start a fight in this situation? Again, please just tell me the number.	2	1	1	19	21	0	0
V10 Here's a different situation. Steve is being unfaithful to his partner Shona and Shona's brother Mike finds out. Mike goes round to Steve's house and punches him. How much would you agree or disagree that it was OK for Mike to react in this way? (Again, please just tell me the number)	2	4	5	24	9	0	0
V11 Now I'd like you to think about another man, Jack. Jack sees his sister Linda being hit by her partner Frank. Jack steps in and punches Frank. How much would you agree or disagree that it was OK for Jack to react in this way? (Again, please just tell me the number)	6	10	11	14	3	0	0
V12 Now imagine Alison's neighbour Kate is always having loud parties late at night. Alison confronts Kate about this. When her requests for less noise are ignored, Alison shoves Kate. How much would you agree or disagree that it was OK for Alison to react in this way? (Again, please just tell me the number)	0	5	0	27	12	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Refused
V13 A young woman who lives in Sandra's block of flats shouts abuse at Sandra's 12 year old son. Sandra reacts by shoving the woman. How much would you agree or disagree that it was OK for Sandra to react in this way? (Again, please just tell me the number)	1	2	1	30	10	0	0
V14 What if the young woman had shoved Sandra's son. Sandra reacts by shoving the woman back. How much would you agree or disagree that it was OK for Sandra to react in this way? (Again, please just tell me the number)	1	6	11	23	3	0	0
V15 Imagine a married couple get into a heated argument at home about money. The woman starts shouting at the man. He reacts by slapping her on the face. How much would you agree or disagree that it was OK for the man to react in this way? (Again, please just tell me the number)	0	0	0	14	30	0	0
V16 Another man finds out his wife is having an affair. On confronting her, he slaps her in the face. How much would you agree or disagree that it was OK for the man to react in this way? (Again, please just tell me the number)	0	2	2	19	20	0	0
V17 What if the woman responds to this slap by slapping the man back? How much would you agree or disagree that it was OK for the woman to react in this way? (Again, please just tell me the number)	4	9	8	18	4	1	0

Sample size = 46

Appendix 5 - Content of Study leaflets

The text below shows the content of study leaflets given to:

1. Participants in the qualitative interviews about escape facilities
2. Participants in the cognitive testing interviews
3. Participants in the two 2009 *SSA* survey pilots

A5.1 Leaflet for participants in qualitative interviews on 'escape'

Scottish Centre *for*
Social Research

Understanding attitudes towards escape places

NHS Health Scotland (www.healthscotland.com) have asked the Scottish Centre for Social Research (*ScotCen*) to develop survey questions on what people do and where they go to get away from problems or stress in their lives.

Once these questions are developed they will be included in surveys conducted all over Scotland and will help inform the Scottish Government and NHS policies.

To help develop these questions the research team at *ScotCen* are looking to interview people to understand things like:

- what sort of language people use to talk about 'escaping from problems'
- what people do and where they go to escape from problems or stress in their lives.

Your input to the study

We would like to invite you to help develop these survey questions by taking part in an interview lasting around one hour. This interview will explore the things you might do and the places you might go to escape from problems or stress. The interview will take place at a time and place to suit you and you will receive a £20 high street voucher as a thank you for taking part.

Do I have to take part?

No. In all our research we rely on voluntary co-operation. The success of the research relies on the goodwill and co-operation of those asked to take part. You do not have to answer any questions you do not want to and are free to withdraw from the interview at any time, without having to give a reason.

Confidentiality?

With your permission, the interview will be recorded and may be transcribed. The recordings and transcripts will be held by the research team and not passed to anyone outside of *ScotCen*.

Who is carrying out the research?

The Scottish Centre for Social Research (*ScotCen*) is Scotland's leading organisation for applied research in the area of social policy and public

services and was set up in 2004 following the merger of the Scottish office of the National Centre for Social Research (*NatCen*) with Scottish Health Feedback, an independent research consultancy. You can find out more at our website: www.scotcen.org.uk

The Research Team

The core team consists of:

- Lesley Birse: l.birse@scotcen.org.uk
- Rachel Ormston: r.ormston@scotcen.org.uk
- Catherine Bromley: c.bromley@scotcen.org.uk
- Lisa Given: l.given@scotcen.org.uk
- Susan Reid: s.reid@scotcen.org.uk
- Clare Sharp: c.sharp@scotcen.org.uk
- Fiona Dobbie: f.dobbie@scotcen.org.uk

Further questions?

If you do not understand any part of this leaflet, or if you want further information about the research and/or to change arrangements for an interview please contact Lesley Birse or Rachel Ormston by:

- email (listed above)
- telephone: 0131 228 2167 or
- mobile: 07531 137774

If you have concerns about any of the issues discussed in your interview, some helpline and websites you may want to use are listed on the back page of this leaflet.

Useful contacts

Samaritans – 08457 909090
www.samaritans.org.uk

Breathing Space – 0800 838587
www.breathingspacescotland.co.uk

SAMH (Scottish Association for Mental Health –
0141 568 7000 www.samh.org.uk

The Help Centre
www.helpcentre.org.uk

Supportline 020 8554 9004
www.supportline.org.uk

A5.2 Leaflet for participants in cognitive testing interviews

Testing questions on attitudes towards violence and escape places

NHS Health Scotland (www.healthscotland.com) have asked the Scottish Centre for Social Research (*ScotCen*) to develop survey questions on two different topics. First, they want to know what people think about different types of violence. Second, they want to know about 'escape places'. These are places where someone might go to get away from problems or stress in their lives.

Once these questions are developed they will be included in surveys conducted all over Scotland and will help inform the Scottish Government and NHS policies.

Because these questions are new, the researchers at *ScotCen* need to test them to find out if they make sense and to see if they are difficult to understand or answer. By asking people such as yourself to answer them, we can see if the questions are working properly. There are no right or wrong answers in this exercise – we just want to know what you think. Your help is very important and we hope that you will enjoy taking part.

The questions are about things like:

- in what situations (if any) people think certain types of violence might be OK
- what people do and where they go to escape from problems or stress in their lives.

Your input to the study

We would like to invite you to help develop these survey questions by taking part in an interview lasting around one hour. We will ask you some of the survey questions we have developed, and then ask some follow-up questions to check the questions are working OK. NB the interview is not about personal experiences of violence so if you have been a victim of violence you do not need to discuss this. The interview will take place at a time and place to suit you and you will receive a £20 high street voucher as a thank you for taking part.

Do I have to take part?

No. In all our research we rely on voluntary co-operation. The success of the research relies on the goodwill and co-operation of those asked to take part. You do not have to answer any questions you do not want to and are free to withdraw from the interview at any time, without having to give a reason.

Confidentiality?

With your permission, the interview will be recorded and may be transcribed. The recordings and transcripts will be held by the research team and not passed to anyone outside of *ScotCen*.

Who is carrying out the research?

The Scottish Centre for Social Research (*ScotCen*) is Scotland's leading organisation for applied research in the area of social policy and public services and was set up in 2004 following the merger of the Scottish office of the National Centre for Social Research (*NatCen*) with Scottish Health Feedback, an independent research consultancy. You can find out more at our website: www.scotcen.org.uk

The Research Team

The core team consists of:

- Lesley Birse: l.birse@scotcen.org.uk
- Rachel Ormston: r.ormston@scotcen.org.uk
- Lisa Given: l.given@scotcen.org.uk
- Susan Reid: s.reid@scotcen.org.uk
- Clare Sharp: c.sharp@scotcen.org.uk
- Fiona Dobbie: f.dobbie@scotcen.org.uk

Further questions?

If you do not understand any part of this leaflet, or if you want further information about the research and/or to change arrangements for an interview please contact Lesley Birse or Susan Reid on:

- email (listed above)
- telephone: 0131 228 2167 or
- mobile: 07531 137774

Useful contacts

If you have concerns about any of the issues discussed in your interview, here are some helpline and websites you may want to use.

Samaritans – 08457 909090
www.samaritans.org.uk

Breathing Space – 0800 838587
www.breathingspacescotland.co.uk

Scottish Women's Aid – 0800 027 1234
www.scottishwomensaid.org.uk

Victim Support Scotland - 0131 668 4486

www.victimsupportsco.org.uk

Scottish Domestic Abuse Helpline -0800 027 1234
www.domesticabuse.co.uk

SAMH (Scottish Association for Mental Health –
0141 568 7000 www.samh.org.uk

The Help Centre
www.helpcentre.org.uk

Supportline 020 8554 9004
www.supportline.org.uk

A5.3 Leaflet for participants in the two 2009 SSA survey pilots

Scottish Centre *for*
Social Research

What Scotland Thinks:
The 2009 Scottish Social Attitudes Survey

The Scottish Social Attitudes Survey is conducted every year. It was set up to explore what people think about living in Scotland today. The survey has been running since 1999 and is carried out by the Scottish Centre for Social Research (*ScotCen*), an independent research organisation which is registered as a charity.

The results are used by the government, and help to inform Scottish Government and NHS policies. They are also used by academics and charities, and often appear in Scottish newspapers.

The survey is funded by a range of organisations, including the Scottish Government, NHS and the Leverhulme Trust.

You have been chosen to take part in a Development Study for the 2009 Scottish Social Attitudes Survey. The aim of this is to test whether people understand the questions. The questions asked cover a range of different topics from what you think about independence in Scotland to what people think about different types of violence (the interview is not about personal experiences of violence, so if you have been a victim of violence you do not need to discuss this).

Do I have to take part?

No. In all our research we rely on voluntary co-operation. The success of the research relies on the goodwill and co-operation of those asked to take part. You do not have to answer any questions you do not want to and are free to withdraw from the interview at any time, without having to give a reason.

Confidentiality?

Your answers will be treated in strict confidence. The results of the study will never include any names or addresses. The information collected is used for statistical and research purposes only and will be dealt with according to the principles of the 1998 Data Protection Act.

Who is carrying out the research?

The Scottish Centre for Social Research (*ScotCen*) is Scotland's leading organisation for applied research in the area of social policy and public services and was set up in 2004 following the merger of the Scottish office of

the National Centre for Social Research (*NatCen*) with Scottish Health Feedback, an independent research consultancy. You can find out more at our website: www.scotcen.org.uk

How long will it take?

When the interviewer calls he or she can give you an idea of how long your interview might take, and can then book an appointment at a time that suits you best. It should take no longer than an hour.

The Research Team

The core team consists of:

- Rachel Ormston: r.ormston@scotcen.org.uk
- Susan Reid: s.reid@scotcen.org.uk
- Clare Sharp: c.sharp@scotcen.org.uk

If you do not understand any part of this leaflet, or if you want further information about the research please contact Clare Sharp or Rachel Ormston by:

- email (listed above)
- telephone: 0131 228 2167

Useful contacts

If you have concerns about any of the issues discussed in your interview, the back page of this leaflet includes some details of helplines and websites you may want to use.

Useful Contacts

Samaritans – 08457 909090
www.samaritans.org.uk

Breathing Space – 0800 838587
www.breathingspacescotland.co.uk

Scottish Women's Aid – 0800 027 1234
www.scottishwomensaid.org.uk

Victim Support Scotland - 0131 668 4486
www.victimsupportsco.org.uk

Scottish Domestic Abuse Helpline -0800 027 1234
www.domesticabuse.co.uk

SAMH (Scottish Association for Mental Health –
0141 568 7000 www.samh.org.uk

The Help Centre
www.helpcentre.org.uk

Supportline 020 8554 9004
www.supportline.org.uk

Appendix 6 – Participant consent form

CONSENT FORM

Understanding attitudes towards violence and escape places

Researchers:
Rachel Ormston, Fiona Dobbie, Lisa Given & Susan Reid
Scottish Centre for Social Research, 73 Lothian Road, Edinburgh EH3 9AW.
0131 228 2167

- I confirm that I have read and understand the information leaflet for the above study and have had the opportunity to ask questions.
- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.
- I understand that I may be contacted again by phone or email to ask any follow-up questions to the interview.
- I give permission for the interview to be recorded.
- I agree to take part in the above study.

Name of interviewee (Print name)	*Date*	*Signature*
Name of person taking consent (Print name)	*Date*	*Signature*

Appendix 7 – *NatCen* Research Ethics Committee Application

National Centre for Social Research
Research Ethics Committee
Application for Ethical Approval

Notes

a) This form should be completed electronically and emailed to recadmin@natcen.ac.uk
b) Not all questions may be applicable to your research – please indicate such questions by marking 'N/A'.
C) PLEASE NOTE THAT IF YOUR PROJECT IS APPROVED, SUBSEQUENT CHANGES TO YOUR PROTOCOL WILL STILL NEED TO BE NOTIFIED TO THE COMMITTEE, IN A LETTER OR EMAIL TO THE REC ADMINISTRATOR.

PLEASE REFER TO THE "ETHICAL GUIDANCE FOR STAFF" WHEN COMPLETING THIS FORM. THIS IS ON THE INTRANET ALONGSIDE THIS FORM.

Level of Ethical Review required (Please tick)

Expedited review (Type 1 – "No" to all checklist questions) ☐

Full review (Type 2 – "Yes" to at least one checklist questi ☒

RESEARCH TITLE, LOCATION AND DETAILS OF APPLICANTS
1. Title of research and P / I number: I3236 Question development on attitudes to violence and the availability of escape facilities
2. Funding sources: NHS Health Scotland
3. *NatCen* research team: Simon Anderson, Catherine Bromley, Lisa Given, Susan Reid, Clare Sharp and Fiona Dobbie
4. Main contact person (for dealing with REC) (please give phone number and e-mail address) Simon Anderson 0131 221 2559 s.anderson@scotcen.org.uk
5. Names and appointments of any associated people working on the project (e.g. collaborators / consortium colleagues / freelancers where applicable) and brief details of their role: Julie Brownlie, Dept of Applied Social Science, Stirling University – 2 days consultancy to review transcripts of existing project

6. Anticipated dates of starting and finishing study:
October 2008 – Sept 2009

THE RESEARCH

7. Summary of research in lay terms. Please specify the rationale for the study, the research objectives, the methods to be used, and any existing data that are going to be used (maximum length 500 words):

As part of a project being conducted on behalf of the Scottish Government to establish a core set of national, sustainable mental health indicators, NHS Health Scotland has identified a need for methodological work to develop robust survey questions relating to two discrete themes: attitudes towards violence and availability of 'escape facilities'. The overall aim of this work is to develop questions that would be suitable for inclusion in national household surveys and so allow data to be collected for two of the four indicators for which data are currently unavailable.

The project is premised on a two-phase design, anchored around the 2009 Scottish Social Attitudes survey (*SSA*). The first phase, to take place between now and the end of March 2009, would involve the formulation and initial testing of questions to address the two sets of issues. The second phase would consist of a large-scale field test with a nationally-representative sample, to be carried out as part of the 2009 *SSA* in the Spring of 2009

For contractual purposes, the work would consist of two main phases: the development and piloting of the questions, to take place between now and the middle of February, and the fielding of the final indicators as part of the 2009 Scottish Social Attitudes survey.

The project as a whole would involve a number of different elements. The initial development of questions would be informed by an orientation exercise and literature review; analysis of transcripts from an existing study; and a series of preliminary qualitative interviews. For reasons of timing, however, some of these elements would be conducted in parallel.

Initial versions of the questions would then be included in the first formal pilot of questions for the *SSA* – one of the main functions of which would be to identify questions, concepts or language that prove particularly difficult and which would benefit from closer examination. Following additional cognitive interviewing, the revised question sets would be subjected to a second, pilot exercise prior to launch of the main fieldwork for the survey in the Spring of 2009. It is anticipated that the two sets of questions would account for up to 20 items in the final *SSA* questionnaire.

This application essentially focuses on the first part of the work and, in particular, the preliminary qualitative and cognitive interviews.

ETHICS CHECKLIST RECAP:
The following questions (8 – 16) relate to each individual issue from the *Research Ethics Checklist*. Your responses will be used to assess the level of review appropriate for your study, and to assess how any ethical issues raised are being addressed.

8. Is the study funded by the ESRC?

Yes [ ]

No [x]

NOTE: All studies funded by the ESRC require FULL REVIEW.

9. Does the study specifically involve or focus on vulnerable people?

Yes ☐

No ☒

Please indicate the population and sample frame to be used. Please include details of expected response rates and / or the key characteristics of the purposive sample.
IF NO: Please say why you do not consider the sample to be vulnerable
IF YES AT Q8: Provide details of the vulnerable groups and explain your procedures for recruiting participants to take part in this research.

Sampling for the preliminary work and cognitive interviewing will be based on the general population, recruited purposively on the basis of demographic characteristics. While we cannot exclude the possibility that individuals from vulnerable groups will be recruited, this does not form part of the sampling criteria.

10. Will gatekeepers be used to access participants and/or to seek their consent, or will information be gathered on participants from a third party (e.g. proxy information)?

Yes ☐

No ☒

WHETHER OR NOT GATEKEEPERS INVOLVED: Please describe what procedure is proposed for obtaining consent from potential participants (how potential participants or gatekeepers will be approached, the information they will be given about the research, how consent will be taken, whether opt ins or opt outs will be used etc).

Individuals will be recruited to the study by trained interviewers, who will explain the background to the project, provide them with appropriate materials and arrange a suitable time for interview. Participants will then be asked to sign a consent form confirming that they have been provided with information about the study, been given an opportunity to ask questions and are happy to take part.

IF PROXY INFORMATION TO BE GATHERED: Please describe the type of information that is being collected by proxy, and how this will be done.

N/A

11. Will the research involve discussion of sensitive issues? (NOTE: More than capturing basic demographics)

Yes [x]

No [ ]

What research topics will be addressed?
IF NO: Why do you consider the topics as not 'sensitive'?
IF YES: How are you planning to deal with these sensitive issues?

The overall aim of the project is to develop survey measures relating to availability of 'escape facilities' (a valued safe place in which individuals can seek respite from difficulties in their emotional lives) and attitudes towards violence (specifically, the extent to which violence is considered acceptable in particular circumstances). The qualitative and cognitive interviews will be used to explore the language with which people engage with such issues, identify the range of relevant issues, and to test reactions to and understanding of specific issues. Although the interviews will not seek to probe individuals' own experiences through direct questioning, the topic matter is potentially sensitive and individuals may find themselves choosing to discuss subjects that are painful to them or upsetting in some other way.

Interviewers will be briefed on how to respond to details such situations, including the escalation procedures associated with disclosure of harm. Interviewers will also carry an amended version of a leaflet designed for a separate study on emotional support, which provides participants with a list of useful contact details for organisations providing a range of practical and emotional help.

12. Could the research cause psychological stress or anxiety or cause harm or negative consequences to participants beyond the risks in everyday life?

Yes [ ]

No [x]

IF NO: Why do you consider there is not risk of harm to participants as a result of taking part in this study?
IIF YES: What risk of harm or distress could be caused by participation in this research? Please indicate how this will be managed.

Because we will not be probing individuals' experiences, but rather their attitudes and understanding, we do not consider that the risk of harm extends beyond the risks in everyday life.

13 Will the study involve prolonged data collection, an unusual burden (e.g. multiple components) or more than one follow up interview as part of the current research?

NOTE: IF THIS IS A STUDY THAT FOLLOWS UP PARTICIPANTS FROM A PREVIOUS STUDY E.G. OMNIBUS, PLEASE TICK NO, BUT PROVIDE MORE INFORMATION BELOW

TICK YES IF PROJECT INVOLVES A QUANT INTERVIEW OF 90 MINUTES OR MORE, OR A QUAL INTERVIEW OF 2 HOURS OR MORE
TICK YES IF CURRENT RESEARCH INVOLVES THREE OR MORE INTERVIEWS WITH THE SAME PERSON

Yes ☐

No ☒

What is the predicted time for each interview/data encounter? How many times will participants take part in interviews? What is the level of burden? If there is a burden, how will this be managed?
(If this is a follow up study, please give details of participants' previous involvement and whether they have given consent to be recontacted).

Both the preliminary qualitative interviews and the cognitive interviews will last around 1 hour. They will know this is expected before giving informed consent and will be given a thank you payment of £20 at each interview. All interviews will be arranged at a time and place convenient to the participant.

14. Does this study entail an 'above normal' level of psychological/physical risk for interviewers or researchers?

Yes ☐

No ☒

IF NO: Why do you consider this study to entail a normal level of risk for researchers?
IIF YES: What is the level and type of risk and how will this be managed?

The interviews are unlikely to be especially traumatic in terms of content (for reasons outlined above) and are on themes which are familiar to the research team. *NatCen* procedures will be used when interviewing in respondents homes and the system for lone workers will be used.

15. Will financial inducements, excluding our usual incentive payments, be offered to participants?

Yes ☐

No ☒

Please provide details of what payments (including out of pocket expenses and incentives) will be made to participants. How will any payments be made?

16. Will it be necessary for participants to take part in the study (or any part of it) without their knowledge or consent at the time?

Yes ☐

No ☒

IF YES: Please provide details, and how this will be managed.

PILOTING AND DEVELOPMENT WORK (that is not already covered above)

Please describe any planned piloting or development work, that is not covered above. Please point out if and how this work differs from the work described above (in relation to the checklist items).

The qualitative and cognitive work will feed into the normal process of piloting for the Scottish Social Attitudes survey, which is covered by a separate application.

OTHER ETHICAL ISSUES
The next few questions relate to other issues that need to be considered, but which are not part of the ethical checklist.

17. Does the study involve sharing data outside *NatCen* that could potentially identify participants? If data access is granted to anyone outside *NatCen* how will this be managed to ensure confidentiality and anonymity.

No

18. What are your arrangements for facilitating participation in the research (e.g. language, communication aids, flexible appointment times, etc).

Given the scale of the work, it is not anticipated that translation/interpretation will be either necessary or offered. Normal steps will be taken to ensure flexibility of appointment times, etc.

Please list any documents attached:

I3236 Proposal document

IF ANY OF THESE DOCUMENTS ARE UPDATED OR CHANGED PRIOR TO THE REC MEETING, PLEASE SEND REVISED VERSIONS TO THE REC ADMINISTRATOR AS SOON AS POSSIBLE, SO THAT REC MEMBERS CAN BE SURE THEY ARE DISCUSSING THE MOST RECENT VERSION

Completed by: Applicant: …Simon Anderson …
……..……

Date: …1 Oct 2008……..

Signed off by: Research Director: … Simon Anderson
……

Date: ……1 Oct 2008……..……..

Please e-mail form to recadmin@natcen.ac.uk along with any associated documents.

Appendix 8 – Abbreviations used in this report

Abbreviation	Full text
BSA	British Social Attitudes survey
CAPI	Computer Assisted Personal Interviewing
ESRC	Economic and Social Research Council
GSS	General Social Survey (USA)
NatCen	National Centre for Social Research
ScotCen	Scottish Centre for Social Research
SSA	Scottish Social Attitudes (survey)
REC	Research Ethics Committee