

TABLE S7-22

Public assessment of the danger of nuclear power stations to the environment, by respondent characteristic: 1993, 1994, 2010, 2016, 2018

(Percent)

Characteristic	1993				1994				2010				2016				2018			
	Extremely dangerous or very dangerous	Somewhat dangerous	Not very dangerous or not dangerous	Don't know	Extremely dangerous or very dangerous	Somewhat dangerous	Not very dangerous or not dangerous	Don't know	Extremely dangerous or very dangerous	Somewhat dangerous	Not very dangerous or not dangerous	Don't know	Extremely dangerous or very dangerous	Somewhat dangerous	Not very dangerous or not dangerous	Don't know	Extremely dangerous or very dangerous	Somewhat dangerous	Not very dangerous or not dangerous	Don't know
All adults (n = 1,557; 1,386; 1,430; 911; 785)	40	34	16	9	41	35	15	9	45	30	19	7	55	30	13	2	56	32	10	2
Sex																				
Male (n = 663; 617; 607; 399; 340)	33	35	24	8	33	35	24	8	35	32	28	4	43	33	22	1	50	35	14	1
Female (n = 894; 769; 823; 512; 445)	46	34	9	10	48	35	8	10	52	28	11	9	65	27	6	2	61	29	7	3
Formal education ^a																				
Less than high school diploma (n = 283; 225; 220; 112; 86)	48	29	8	15	45	28	11	16	53	20	10	16	67	23	8	2	57	26	8	8
High school diploma (n = 496; 466; 412; 260; 253)	44	32	15	9	43	37	11	9	54	27	13	6	54	31	13	2	65	29	4	1
Some college (n = 410; 346; 390; 258; 211)	41	35	16	8	38	37	16	9	43	35	17	6	58	28	13	*	64	28	7	1
Bachelor's degree (n = 249; 242; 266; 175; 157)	31	40	22	8	37	35	23	5	37	28	33	2	47	34	16	3	38	41	19	2
Graduate or professional degree (n = 114; 102; 89; 104; 78)	25	45	28	2	40	33	25	2	22	43	31	4	53	34	13	0	40	39	18	3
Science and mathematics education ^{a,b}																				
Low (n = na; na; 116; 500; 408)	na	na	na	na	na	na	na	na	36	41	13	10	58	29	10	2	61	30	7	3
Middle (n = na; na; 52; 180; 154)	na	na	na	na	na	na	na	na	32	32	30	6	59	31	10	0	56	33	9	3
High (n = na; na; 54; 179; 159)	na	na	na	na	na	na	na	na	34	29	35	2	44	33	23	0	44	35	21	0
Family income (quartile) ^a																				

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Bottom (<i>n</i> = na; na; na; 211; 184)	na	na	na	na	na	na	na	na	na	na	na	na	60	26	12	2	64	26	9	2
Third (<i>n</i> = na; na; na; 184; 147)	na	na	na	na	na	na	na	na	na	na	na	na	56	33	10	1	63	31	6	*
Second (<i>n</i> = na; na; na; 223; 190)	na	na	na	na	na	na	na	na	na	na	na	na	58	31	10	1	62	29	8	1
Top (<i>n</i> = na; na; na; 211; 201)	na	na	na	na	na	na	na	na	na	na	na	na	49	31	20	0	43	39	16	2
Age (years) ^a																				
18–24 (<i>n</i> = 132; 97; 137; 59; 57)	55	32	7	6	53	36	7	5	52	31	7	9	69	16	15	0	52	39	10	0
25–34 (<i>n</i> = 325; 330; 246; 160; 148)	45	35	14	7	45	31	15	9	51	25	16	8	55	31	12	2	69	23	7	2
35–44 (<i>n</i> = 383; 305; 263; 135; 139)	40	38	15	8	44	33	17	6	47	31	15	7	63	28	8	0	59	30	9	3
45–54 (<i>n</i> = 251; 261; 260; 158; 130)	40	34	18	8	38	36	16	10	49	27	20	3	56	25	17	2	59	28	10	3
55–64 (<i>n</i> = 171; 158; 234; 168; 114)	31	30	24	15	30	44	17	9	39	35	23	3	52	39	8	1	51	40	10	0
65 or older (<i>n</i> = 291; 233; 287; 228; 195)	32	33	20	15	33	36	17	13	30	30	32	8	45	33	18	3	45	38	13	4
Correct answers to questions about basic scientific facts ^c																				
Low (<i>n</i> = na; na; 60; 168; 150)	na	na	na	na	na	na	na	na	44	30	15	10	58	28	7	6	62	24	6	7
Middle (<i>n</i> = na; na; 134; 397; 345)	na	na	na	na	na	na	na	na	46	34	11	9	62	28	9	1	65	29	4	1
High (<i>n</i> = na; na; 133; 346; 290)	na	na	na	na	na	na	na	na	31	38	28	4	46	33	20	*	43	38	18	1

* = < 0.5% responded. na = not applicable; question was not asked.

^a Categories do not add to total *n* because "don't know" responses and refusals to respond are not shown.^b For science and mathematics education, "low" equates to five or fewer high school and college science or mathematics courses, "middle" is six through eight courses, and "high" means nine or more courses.

^c See notes to Table S7-1 for an explanation of the questions asked about basic scientific facts.

Note(s)

Responses are to the following: *In general, do you think that nuclear power stations are...*[1 *Extremely dangerous*], [2 *Very dangerous*], [3 *Somewhat dangerous*], [4 *Not very dangerous*], [5 *Not dangerous*], [8 *Don't know*]. Percentages may not add to 100% because of rounding.

Source(s)

National Center for Science and Engineering Statistics, National Science Foundation, Survey of Public Attitudes Toward and Understanding of Science and Technology (1993–94); NORC at the University of Chicago, General Social Survey (2010–18).

Science and Engineering Indicators