



PERCEIVED RELATIONSHIP BETWEEN PERSONALITY TRAITS AND
SEXUALLY HARASSING BEHAVIOR: A CASE STUDY OF LECTURERS OF
ASSUMPTION UNIVERSITY OF THAILAND

By

WUTHIKRAI THARACHATR

A Thesis submitted in partial fulfillment
of the requirement for the degree of

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok, Thailand

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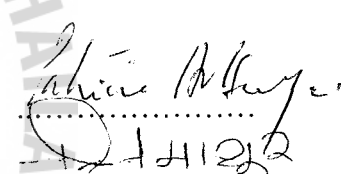
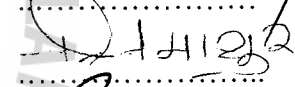
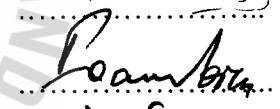
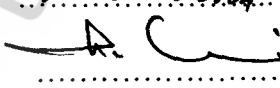
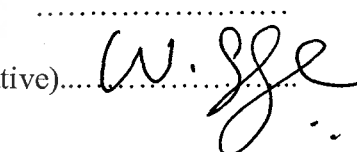
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Abstract

Historically, sexual harassment between faculty members and students has always been viewed privately, beyond the regulations of educational institutions. However, sexual harassment, one of the most common forms of aggressive behavior, has undoubtedly become a serious and insufficiently recognized topic for societies especially in workplaces and educational institutions (Fitzgerald, Shullman, Bailey et al., 1988; Manke, 2000).

In this study, the researcher examined the perceived relationship between personality traits and sexually harassing behavior of lecturers of Assumption University of Thailand. The study is based on the premise that personality traits can predict sexually harassing behavior of individuals. For personality traits, the researcher employed the Big-Five model consisting of Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to Experience. The dimension of sexually harassing behavior included likelihood to sexually harass (*Quid Pro Quo*) and hostile environment.

In this study, 316 questionnaires were distributed to full-time lecturers. The research employed descriptive analysis to illustrate demographic factors, including age and gender; and Pearson Correlation Coefficient was used for testing relationships between personality traits and sexually harassing behavior.

The research findings showed there are significant relationships between certain personality traits and sexually harassing behavior. Specifically, Agreeableness type of personality has no significant relationship with sexually harassing behavior. However, Extraversion, Neuroticism, and Openness to Experience types of personality have positive relationships with the behavior while

Conscientiousness type of personality has negative relationships with the said behavior.

Based on the results, lecturers who have low potential for sexually harassing behavior should be those who possessed a high degree of organization, persistence, and motivation in goal-directed behavior. However, the provision of appropriate preventive and corrective actions by developing clear sexual harassment policies can effectively reduce the problem of sexual harassment in organizations.



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Chapter 1

Generalities of the Study

1.1 Introduction of the Study

Sexual harassment has always existed as a form of exploitation but it has been studied by social science investigators only within the last 30 years (Milner, 1985). Sexual harassment has emerged as one of the most aggressive forms of behavior for many organizations worldwide. It is not only widely recognized as a workplace problem but it has been internationally considered as critical so by many educational institutions. Thus far, romantic relationships between lecturers and their students have long been a well-recognized fact of life on most American college campuses (Epperson & Rochman, 1995).

In general, sexual harassment has at least two main forms. General Observation concerning Convention No. 111 defined sexual harassment as (1) “*Quid Pro Quo*”, which represents as any physical, verbal or non-verbal conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men that is unwelcome, unreasonable, and offensive to the recipient; and a person’s rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person’s job; or (2) “hostile environment” as a conduct that creates an intimidating, hostile or humiliating working environment for the recipient (International Labor Organization: General Observation concerning Convention No. 111, 2003).

Understanding of sexual harassment varies widely among countries and, sometimes, among perspectives of individuals. Besides, there is not yet a widely acknowledged international definition on the term “sexual harassment”.

Sexual harassment in universities has been studied in recent years. An important case, *Alexander v. Yale*, conducted by Yale University indicated that half of the female students had been harassed by lecturers (Fitzgerald, 1993). However, a number of researchers illustrate that young female students are not the only group being sexually harassed, on the other hand, recent evidence represents that young male students are also increasingly the targets of harassment.

Kastl & Kleiner (2001) cited that sexual involvement between sexes at the university level has partly always been lecturers and students' sexual interaction. Lecturer to student sexual harassment is the type of harassment often thought of when looking at sexual harassment in the university environment. This type usually falls under the *quid pro quo* harassment due to the lecturer's power and influence over the academic career of the student. In this type of lecturer-student romantic relationship, the lecturer uses threats or even suggestions of academic harm if the student refuses to become involved with the lecturer. The lecturer has a real ability to affect the student's academic career. In other situations, the student may even be a willing and voluntary participant in a romantic relationship with a lecturer, however the situation can change. The student who may want to break off a relationship may fear reprisals from the lecturer if the romantic relationship does not continue. Thus, from the student's perspective, the relationship could evolve into a type of hostile environment case of sexual harassment if the student feels that the success of his or her academic career depends upon the continuation of the relationship.

Holmes (1996) suggested that a sufficient reason for ill-effects of sexual harassment in universities is that the harassment of any person or group for any reason jeopardizes the conditions under which learning can take place. Sexual

harassment of a student by a lecturer represents a betrayal of trust on the part of lecturers.

Although the present study focuses only on lecturer to student sexual harassment, there is an evidence to propose that sexual harassment of lecturer by student has become a serious problem nowadays. McKinney (1990) stated that all members of faculty, both males and females, are targets of sexual harassment from students. Besides, Benson (1984) has labeled such harassment as “contra-power” sexual harassment, which goes against the idea that sexual harassment occurs only against those of less organizational power than the perpetrator.

In Thailand, sexual harassment has been occurring for many decades, but little attention has been paid to it until recently. The Thai Labor Protection Law classifies sexual harassment as illegal, but it only covers those working in the private sector. Besides, the vagueness and ambiguity of the existing law makes the prosecution of cases of harassment even more difficult. A March 2002 survey by Assumption University (Thailand) claimed that the problem of sexual harassment today is more prevalent than before. The same study estimated that 7.3% of instances of workplace harassment are caused by supervisors and employers (Kompipote, 2002). Regarding the previous research findings by Thammapreecha (1990), the groups of participant consist of students, lecturers, officers, and servants in Bangkok area. The results presented that students had the highest risk of being sexually harassed, compared to lecturers, officers, and servants. In the sample selected for this study, 35 out of 53 students had experienced sexual harassment, which accounted for 66%.

As sexual harassment has increasingly become one of the important problems nowadays, understanding sexually harassing behavior by exploring the

sexual harassment potential of individuals is critical. In this regard, personality is a useful measurement as it may potentially play a significant role in the presumption of sexually harassing behavior and in the development of regulations in order to prevent sexual harassment in organizations.

In the present study, lecturers of Assumption University were selected as the respondents. The university is considered as a leading private international university in Thailand in which students and lectures from nearly 60 countries are represented with a high-caliber faculty of more than 1,300 lecturers teaching approximately 19,500 students (Assumption University's Administrative Information, 2004). The university is the first international university in the country which was originally initiated in 1969, formally established in 1972, and accredited by the Ministry of Education and the Ministry of University Affairs in 1975.

1.2 Statement of the Problem

Currently, sexual harassment has become a serious and pervasive problem for society and educational institutions worldwide as it is one of the most common forms of aggressive behavior that might cause numerous negative affects on the ones who receive such unwelcome sexual advances (Benson & Thompson, 1982; Reilly, Lott, & Gallogy, 1986; Fitzgerald, Shullman, Bailey et al., 1988; Fitzgerald, 1993; Manke, 2000). Understanding the relationship between personality traits and sexually harassing behavior will be beneficial for organizations especially educational institutions to develop preventative and protective measures. Therefore, the study posed the question: "Is there any relationship between personality traits and sexually harassing behavior?"

1.3 Research Objectives

The objective of the study was to examine the relationships between personality traits and sexually harassing behavior. To be more specific, hypotheses in the study were tested to determine whether any relationships existed between personality traits (using the Big Five Model of personality) and sexually harassing behavior.

1.4 Scope of the Research

In present study, the researcher explored the relationships between personality traits and sexually harassing behavior. The researcher studied the personality traits by applying the “Big Five” factors that consist of Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to Experience.

The researcher examined the relationships between personality traits and sexually harassing behavior of lecturers in Assumption University, in this case, the lecturers of Assumption University, both males and females, were chosen as the target respondents with no restrictions on age level.

1.5 Limitations of the Research

The limitations of the study fall into the following criteria:

1. As the present study investigated the relationships of personality traits and sexually harassing behavior in case of lecturers and students of Assumption University of Thailand, therefore, the findings might not be generalized to other educational institutions and other types of organizations.

2. The present study examined the independent variables, which are personality traits, by applying only the “Big Five” factors and the dependent variable, sexually harassing behavior, by focusing on the likelihood to sexually harass and hostile environment. The findings might not be generalized to other variables and sub-variables that are not included in the conceptual framework of the study.
3. The present study was conducted in a specific period of time hence the findings might not be applied to other time periods without considering specific features during those periods.

1.6 Significance of the Research

The present research attempted to examine sexually harassing behavior related to personality traits of lecturers in Assumption University. The researcher intended to analyze the findings in order to encompass the following benefits:

1. To imply that personality traits might perform significant roles in counseling of sexual harassment aggressors and victims.
2. To provide that personality might potentially be useful factors for specific corrective actions and comprehensive guidance regarding the legal actions for those who report sexual harassment.
3. To offer useful findings on sexual harassment of students by lecturers to educational institutions. The study showed significant correlations between sexually harassing behavior and aspects of personality, which might be employed as a supportive tool for the effective development of the adequate policies and safeguards in handling sexual harassment in educational institutions.

4. To offer secondary data on sexually harassing behavior based on personality that might be partially employed as a reference for further studies on sexual harassment.

1.7 Definition of Terms

Agreeableness: It describes persons who are helpful, trusting, and sympathetic. Those on the other end tend to be antagonistic and skeptical. Agreeable people prefer cooperation over competition (Burger, 2000). It refers to a personality dimension that describes someone who is good-natured, cooperative, and trusting (Digman, 1990).

Conscientiousness: It describes task and goal-directed behavior and socially required impulse control (Burger, 2000). It refers to a personality dimension that describes someone who is responsible, dependable, persistent, and achievement-oriented (Digman, 1990).

Extraversion: Summarizes traits that are interpersonal, that is they capture what people do with each other and to each other. It describes persons who also tend to be energetic, optimistic, friendly, and assertive (Burger, 2000). It refers to a personality dimension that describes someone who is sociable, talkative, and assertive (Digman, 1990).

Lecturers of Assumption University: In this study, lecturers of Assumption University indicate total number of lecturers of Assumption

University, which accounted for 1,457 lecturers (Assumption University's Office of Human Resource, 2005).

Neuroticism: It contrasts stability with a broad range of negative feelings including anxiety, sadness, irritability, and nervous tension (Burger, 2000). It identifies individuals prone to psychological distress, unrealistic ideas, excessive cravings or urges, and maladaptive coping responses (Costa & McCrae, 1985).

Openness: It refers to openness to experience rather than openness in an interpersonal sense. It describes the breadth, depth, and complexity of an individual's mental and experiential life. This dimension refers to a person who has an active imagination, a willingness to consider new ideas, divergent thinking, and intellectual curiosity (Burger, 2000). It refers to a personality dimension that describes someone in terms of *imaginativeness, artistic sensitivity, and intellectualism (Digman, 1990).

Personality: The sum total of an individual's inner psychological attributes. It makes individuals what they are, distinguishes them from every other person, demonstrates their mode of adjustment to life's circumstances, and produces their unique, stable pattern of responding to environmental stimuli (Hanna & Wozniak, 2001).

Personality traits: The enduring characteristics that describe an individual's behavior (Robbins, 1998).

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, and (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (EEOC, 1980).

Sexually harassing behavior: It is classified under two actionable forms, which are (1) "*Quid Pro Quo*" which is the form of harassment that represents as any physical, verbal or non-verbal conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men that is unwelcome, unreasonable, and offensive to the recipient; and a person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's job; and (2) "hostile environment" as a conduct that creates an intimidating, hostile or humiliating working environment for the recipient (International Labor Organization: General Observation concerning Convention No. 111, 2003).

Chapter 2

Review of Literature and Related Studies

This chapter reviews literature on the subject of personality, which are associated with the sexual harassment behavior. The chapter divides the literature and related studies into two stages. The first stage presents the perspectives, definition, scope, effects of sexual harassment in schools and universities, and measures used in examining likelihood to sexually harass. The second stage deals with the concepts of personality and their relations to sexual harassment.

2.1 Perspectives of Sexual Harassment

The term sexual harassment did not come into consideration until the early 1970s and it has become a critical issue since 1980s. The harassment widely focuses on two locations, the workplace and the college campus, and at both sites, sexual harassment is pervasive (Loredo, 1995). Sexual harassment has been a reality as men and women began sharing educational and work environments. Although this problem has arguably been presented for sometime, it has never been as sharply in focus as it has been in recent years (Fitzgerald & Shullman, 1993).

2.1.1 Definition and Scope of Sexual Harassment

Nowadays, there has been an increase in awareness of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature on the university campuses worldwide, which lead to the development of definitions and grievance procedures for the harassment on many college campuses. For the most part, the policies are on the Equal Employment Opportunity

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Commission's basis that defines the sexual harassment as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of the sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, (2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment (EEOC, 1980).

The EEOC's definition addresses sexual harassment at work and in education. Sexual harassment may occur in other contexts as well, such as in psychotherapy or on the street (Hyde & DeLamater, 2000).

The U.S. Supreme Court et al. (1986) classified sexual harassment under two actionable forms. The first is called "*Quid Pro Quo*". "*Quid Pro Quo*" sexual harassment involves a reward for submission to sexual demands. "*Quid Pro Quo*" harassment can also involve a job detriment for not complying with sexual demands. The courts have held that both the harasser and the company may be held liable for any proven "*Quid Pro Quo*" harassment. The second classification of harassment is a hostile environment. A hostile environment occurs when the harasser directs unwelcome gender related verbal or physical conduct toward the victim. The conduct must be severe enough to alter the terms, conditions, or privileges of employment and also must create an intimidating, hostile or offensive working environment.

Illustratively, Robert (2000), Williams & Brake (1997) cited that “*Quid Pro Quo*” is the form of harassment that is linked to the granting or denial of some benefit or privilege. It means that something is gained for something else. Most typically, it takes the form of an individual who has, or is perceived to have, more power using sex as a form of coercion or bribery. An example might be a college lecturer suggesting to a student that complying or not complying with her or his sexual overtures will affect the student’s grade one way or the other. For “Hostile environment”; if a person’s school or work environment is made uncomfortable because of sexual innuendos, suggestive remarks or pictures, and uninvited advances, it is considered a form of sexual harassment. Court cases continue to affirm that school authorities and work supervisors have a responsibility to prevent the development or perpetuation of such hostile environments (Kelly, 2001).

Brewer (1982) stated that the number of sexual harassment reports and attitudes toward sexual harassment vary, depending upon the definitions of sexual harassment employed by the researcher in which the definitional consensus was limited to physically intrusive and coercive behaviors that behaviors characterized as verbally offensive or flirtatious were less often categorized as sexual harassment.

A number of researchers (Gutek, 1985; Gutek, Morasch, & Cohen, 1983; Reilly, Carpenter, Dull, & Bartlett, 1982; Remland & Jones, 1985) concluded that there are differences in the perception of harassing behaviors depending upon the characteristics of the harasser and the victim.

Some cultural-based theories do focus on the immediate environment of sexual harassment. Schools are viewed as communities where individuals share norms and values, such as ethnical or moral bonds (Bryk & Driscoll, 1998; Byrk, Lee, & Holland, 1993). In accordance with the perspective, the harassment is

perceived as a sign of inadequate attention to norms, values, and daily behavior in schools. Besides, the “school culture” approach challenges the general assumption that unwanted sexual harassments take place in secret and that the victim does not tell about the experiences because of shame, fear of revenge, or fear of being blamed. Sexual harassment in educational settings has formerly been described as “...a darker side to campus life, often unnoticed...” (Hughes & Sandler, 1988).

2.1.2 International Concerns on Sexual Harassment

Sexual harassment is a prohibited form of violation against human rights in many countries. On international perspectives, there are four types of laws that can be applied to sexual harassment in workplaces, which are equal employment opportunity laws, labor laws, tort laws, and criminal laws. Besides, there are three major international groups that have addressed sexual harassment, which are European Communities, the United Nations, and the International Labor Organization.

Regarding the European Communities, they have adopted resolutions and written reports on sexual harassment in which harassment is related to the sex of a person and sexual harassment is contrary to the principle of equal treatment between women and men; it is therefore appropriate to define such concepts and to prohibit such forms of discrimination. These forms of discrimination occur not only in the workplace, but also in the context of access to employment and vocational training, during employment and occupation. They cited that employers and those responsible for vocational training should be encouraged to take measures to combat all forms of sexual discrimination and, in particular, to take preventive measures

against sexual harassment in the workplace, in accordance with national legislation and practice (Official Journal of the European Communities, 2002).

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) has been adopted in 1979 by the United Nations General Assembly in order to present as an international bill of rights for women by defining what constitutes discrimination against women and sets up an agenda for national action to end such discrimination including any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. In 1992, the Committee on the Elimination of Discrimination against Women adopted on general recommendation 19, which requires national reports to the Committee to include statistical data on the incidence of violence against women, information on the provision of services for victims, and legislative and other measures taken to protect women against violence in their everyday lives such as harassment at the workplace, abuse in the family and sexual violence (United Nations Division for the Advancement of Women Department of Economic and Social Affairs, 2005).

Besides, the International Labor Organization (ILO) sets standards in the form of binding conventions and non-binding recommendations. The ILO considers sexual harassment as a violation of fundamental rights of workers, declaring that it constitute a problem of safety and health, a problem of discrimination, and unacceptable working condition and a form of violence, primarily against women (Haspels, Kasim, Thomas, McCann, 2001). The ILO Conventions and recommendations of the ILO Committee of Experts on the Application of

Conventions and Resolutions (CEACR) have addressed sexual harassment primarily as a form of discrimination in the workplace. Sexual harassing conduct may also be deemed a violation of the right to safe and healthy working conditions guaranteed under ILO Conventions. In 2003, General Observation concerning Convention No. 111 mentioned that sexual harassment should be addressed within the requirements of the Convention. It stated that sexual harassment undermines equality at work by calling into question on integrity, dignity and the well-being of workers. Sexual harassment damages an enterprise by weakening the bases upon which work relationships are build and impairing productivity (ILO Committee of Experts, 1996).

2.1.3 Sexual Harassment in Thailand

In Thailand, there has been very little research on problems of sexual harassment, especially in relation to educational institutions. The problems are usually neglected especially in the form of verbal sexual advances and building of a hostile environment. Actually, sexual harassment has been happening in Thailand for many decades; however, little attention has been paid to this problem.

In term of national law in Thailand, sexual harassment is only recognized in the Labor Protection Act (1998) in Article 16 as “a boss or a person who is a work chief, a work supervisor or a work inspector is not allowed to sexually harass an employee who is a female or a child”, however, the law is insufficient since it does not either define harassment or include punishment provisions.

A regional women workers’ organization set up in Thailand called the Committee for Asian Women (CAW), is an Asian Regional organization by women, for women and of women. The objectives of CAW are awareness-raising among

women workers in both the formal and informal sectors, support for existing organization efforts, facilitating networking and linkages among women workers and related groups, and serving as a regional platform for women workers in Asia. CAW has organized several international seminars on workers' rights, women's rights, occupation health and safety and building awareness, in the hope that conducting these activities will improve the conditions for workers and protect them from abuse (Kompipote, 2002).

Besides, the Foundation for Women was established in 1974 to assist Thai and migrant women suffering domestic violence and sexual harassment. The organization provides lectures and educates workers and the public to build awareness about their rights and how to protect themselves from violence. The foundation also maintains involvement with government policy with issues concerning women's rights and activities (Kompipote, 2002).

Moreover, in terms of understanding of Thai people on sexual harassment, Kompipote (2002) revealed in "A Report from Field Research in Thailand" that 75% of the respondents who are factory workers had no knowledge about laws that forbid sexual harassment and most women do not have a common understanding of what constitutes sexual harassment, and thereby ignore some behaviors that are damaging to them. Besides, many female workers, who are the victims of sexual harassment, are unsure of what actions to classify as harassment, and even when they do recognize harassing behavior, they often do not know how to deal with it. In addition, most female workers do not want to talk about harassment because they fear that they will lose their reputations and their jobs.

In previous studies concerning sexual harassment in Thailand, Thammapreecha (1990) revealed that 50.2% of women have experienced sexual

harassment; however, 33.8% of men also have experienced such harassment. Moreover, the study cited that students have a higher risk to be sexually harassed and that 66% of students have experienced sexual harassment. On the other hand, 49.2% of lecturers have been sexually harassed. On another study, Buala (2001) mentioned that verbal sexual advances represent the most common form of sexually harassing behaviors in which 92.8% of victims are verbally harassed.

2.1.4 Effects of Sexual Harassment in Schools and Universities

The negative effects on victims of sexual harassment in academic settings include loss of self-confidence and disillusionment with male faculty (Benson & Thompson, 1982). Victims also reported decreased emotional stability, less effort devoted to schoolwork, a tendency to blame themselves as the cause of harassment, and belief that harassment is inevitable (Reilly, Lott, & Gallogly, 1986). In the important case “Alexander v. Yale”, the case documented that 50 percent of female students have been harassed by lecturers, with acts ranging from insults and come-ons to sexual assaults, in this case, women report dropping courses, changing majors, or dropping out of higher education as a result of sexual harassment (Fitzgerald, 1993).

Farley (1978) & Safran (1976) revealed that persons who are sexually harassed suffered both psychologically and economically. Benson & Thompson (1982) suggested that sexual harassment effects are cumulative and erode females “commitment to careers in male-dominated area.”

Fitzgerald (1993) pointed out the evidence for negative psychological consequences by reporting that harassment is degrading, frightening, and sometimes physically violent; frequently extends over a considerable period of time; and can

result in profound job-related, psychological; and health-related consequences. In addition, the specific psychological and physiological effects of sexual harassment including anxiety, depression, headaches, sleep disturbance, gastrointestinal disorders, weight loss (or gain), nausea, and sexual dysfunction.

Reilly et al. (1986) cited that victims of sexual harassment reported decreased emotional stability, less effort devoted to schoolwork, a tendency to blame themselves as the cause of harassment, and belief that harassment is inevitable. In addition, Ho & Kleiner (2000) accounted that female students have reported feelings of helplessness and powerlessness over their academic lives, strong fear reactions, and decreased motivation; on the other hand, male students have reported headaches, sleep disturbances, eating disorders, and gastrointestinal disorders as common responses to sexual harassment.

2.1.5 Measuring the Likelihood to Sexually Harass and Hostile Environment

Pryor (1987) developed a measure of the potential for committing sexually harassing behavior of individual by designing the Likelihood to Sexually Harass Scale which includes 10 scenarios that describe 10 different interactions between males and females by illustrating males in positions of control over a female and consisting of the following items. The first asks if the respondent would provide the thing or opportunity to the woman, the second asks if the respondent would provide the thing or opportunity to the woman in exchange for sexual favors, and the last asks if the respondent would ask the woman to meet later for dinner to discuss the thing or opportunity. Along with these three questions in each scenario, two of them are filler questions with one of these questions represents a sexually harassing behavior in which the total scores on the Likelihood to Sexually Harass Scale are

calculated by summing this type of question across the ten scenarios. The Likelihood to Sexually Harass Scale is the most widely used instrument of its kind (Done, 2000).

From the previous research, it was found that the Likelihood to Sexually Harass Scale has correlation with actual behavioral measures of sexual harassment. Dall'Ara & Maass (1999) found that higher scorers on the LSH scale were more likely than lower scorers to send pornographic materials to a female confederate when they were given the opportunity.

The Likelihood to Sexually Harass Scale is related to a man's tendency to take sexual advantage of women, as operationalized by actual sexual behaviors. The high scorers on the Likelihood to Sexually Harass Scale engaged more often than lower scorers in sexual touching of female confederates when they observed another man who openly harassed the woman (Pryor et al., 1993). Barak & Kaplan (1996, cited in Pryor & Meyers, 2000) mentioned that self-reported sexual harassment proclivity was, in fact, correlated with actual reports of sexual harassment behaviors.

The social roles of ten hypothetical scenarios are varied across scenarios (e.g. executive/secretarial applicant, lecturer/student). Subjects are instructed to imagine themselves in the role of the male scenario subject; and to imagine that, no matter what behavior they select as a response (from a set of possible behaviors), there would be no possibility for punishment. For each possible behavior listed, subjects indicated on 1-5 scale the likelihood of their exhibiting such a behavior, from "1—signifying not at all likely" to "5—signifying very likely". Among the possible alternative behaviors, one is sexually exploitative in nature. Subjects' scores on this alternative across the ten scenarios are totaled and utilized in studies

designed to establish the reliability and validity of the Likelihood to Sexually Harass Scale. The Likelihood to Sexually Harass Scale has been successfully used in research that suggests that those who score high on the scale are more likely to have the attitudes, beliefs, and behaviors that predispose sexually harassing behavior (Done, 2000).

Pryor & Stoller (1994) found that high LSH men estimated that they had seen dominance- and sexuality-associated words paired more often than low LSH men. Bargh et al. (1995) stated that high LSH men pronounced ambiguous sexual words faster when they were preceded by subliminal power-related primes and also pronounced power-related words faster when they were preceded by ambiguous sex-content primes, compared with neutral prime conditions. The higher the LSH score, the stronger the mental association between power and sex (Perry, 1998).

In the present study, the researcher revised the Likelihood to Sexually Harass scale by modifying the vignettes on the scale in order to accommodate both males and females of any sexual orientation. Besides, the researcher reduced the number of scenario into five in order to make the questionnaire shorter for the respondents to answer.

Regarding the questions of hostile environment behavior, the researcher set the questions that were complemented with the Likelihood to Sexually Harass in order to represent the sexually harassing behavior. The items on the hostile environment scale were neutral to gender and sexual orientation.

2.1.6 Review of Previous Studies Dealing with Sexual Harassment in Educational Institutions

A few researches on sexual harassment revealed that sexual harassment by lecturers does not only occur in typically classroom settings but also happens at locations where lecturers and students are alone (Corbett, Gentry, & Pearson, 1993). In a 4-year study, Shakeshaft and Cohan (1995) examined 225 reports of cases in which students were sexually abused by lecturers or other professional staff members in New York State. They identified three forms of sexual abuse, which are visual, verbal, and physical. Fitzgerald & Shullman (1993) mentioned that college campuses prove to be no different in sexual harassment problem than the workplace in which approximately half of college women report experiencing some form of sexual harassment.

Besides, a previous survey of students in grades eight through eleven finds that the majority of students, which 85% of female students and 76% of male students) have experienced unwelcome behavior of sexual nature at school at least once in their school lives (American Association of University Women, 1993).

McKinney (1994) revealed that although Congress passed the Title IX of the Education Amendments in 1972, which made sexual harassment illegal in educational settings, sexual harassment in universities remains a serious problem, with 20-75% of college women being the target of some form of sexual harassment.

Rubin & Borgers (1990) mentioned that about 70% of women and few men (Fitzgerald et al., 1988) experienced some form of sexual harassment while attending classes at a university, which is comparable to that found in the workplace (Webb, 1991). Gibbs (1993) surveyed psychologists in academia about their awareness of unethical behavior within their profession. The results indicated that

52% of the respondents noted evidence of a colleague violating sexual boundaries between lecturers and students. On another study, Tabachnick et al. (1991) reported that 71% of the psychologists who teach in academia had hugged a student, 15% had dated a student, 11% had become sexually involved with a student, and 7% had told a student of their attraction; however, only 1% of their sample acknowledged engaging in sexual harassment.

On the other hand, Grauerholz (1989) cited that almost half of female faculty members (47.6%) reported having experienced, at least once, a sexually harassing behavior from students, especially from male students. In another study, McKinney (1990) mentioned that male professors experienced significantly more body language, physical advances, and explicit sexual propositions from students than did female professors. Similarly, Carroll and Ellis (1989) revealed that 30% of the male and 24% of the female faculty were the target of uninvited sexual comments from students as often as four times during an average month, for examples, jokes or teasing.

2.2 Perspectives of Personality

The field of personality is concerned with differences in pattern of characteristic of individuals. Although they recognize that all people are similar in some ways, psychologists interested in personality are particularly concerned with the ways people differ from one another. Personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving (Pervin & John, 1997).

Nelson & Campbell (1997) mentioned that personality is one of the factors of individual differences apart from skills, abilities, perceptions, attitudes, values, and ethics which differ from one individual to another.

Tespstra & Cook (1985) suggested that characteristics of individual have some correlation with sexually harassing behavior. Crow et al. (1995) cited that one of previous studies mentioned the pattern of results, which personality factors were important in determining harassment attitudes. Moreover, personality factors may play a significant role in the counseling of sexual harassment aggressors and victims and in the development of programs to prevent sexual harassment.

2.2.1 Definitions of Personality

The word “Personality” is derived from the Latin word “*Persona*”, which means “mask”. Personality represents a significant role in an individual’s life. Personality can be considered as one of the key individual characteristics in order to measure the potential of sexually harassment behavior. Different personality of individuals can represent the difference in their sexual harassment potential. There are numerous definitions of personality as quoted below:

Allport (1937) quotes personality as “the dynamic organization within the individual of those psychophysical systems that determine his or her characteristics of behavior and thought.”

Burger (2000) quotes personality as “consistent behavior patterns and intrapersonal processes originating within the individual.”

Cattell (1973) quotes personality as “that which permits a prediction of what a person will do in a given situation.”

Eysenck (1975) quotes personality as “the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determines his unique adjustment to his environment.”

In accordance with the aforementioned definitions, personality is generally a stable set of distinctive characteristics consisting of actions, feelings, and thoughts that one person differ from another. However, a number of researchers mentioned that the basic structure of human personality arises from some universal living experience rather than being shaped by individual cultures (McCrae & Costa, 1999; Katigbak et al, 2002).

2.2.2 Theories Related to Personality

Personality theories offer numerous explanations for the behavior of individuals in order to understand the person as an integrated individual along with distinguishing the differences among people. The theories could be individually categorized based on two general assumptions: (1) that all individuals have internal characteristics or traits and (2) that there are consistent differences between individuals on those characteristics or traits that could be measured. Differences in individual theories center around the definition of which traits or characteristics are the most important and most enduring (Hawkins, Best, & Coney, 2001).

There are various approaches, which attempt to describe and explain personality theory. In most research, this stage highlights three major theories including (1) Psychoanalytic Theory, (2) Neo-Freudian Psychoanalytic Theory, and (3) Personality Traits Theory.

In reference to this study, the Personality Traits Theory is underlined as the analysis of the study by focusing on the “Big Five” factors in relation to sexually harassing behavior.

2.2.2.1 Psychoanalytic Theory

Psychoanalytic or Psychodynamic Theory is theorized by Freud on the assumptions that unconscious needs or drives, especially sexual and other biological drives, are at the heart of human motivation and personality (Schiffman & Kanuk, 2000). Psychoanalytic Theory consists of three parts, which are the id, the ego, and the superego.

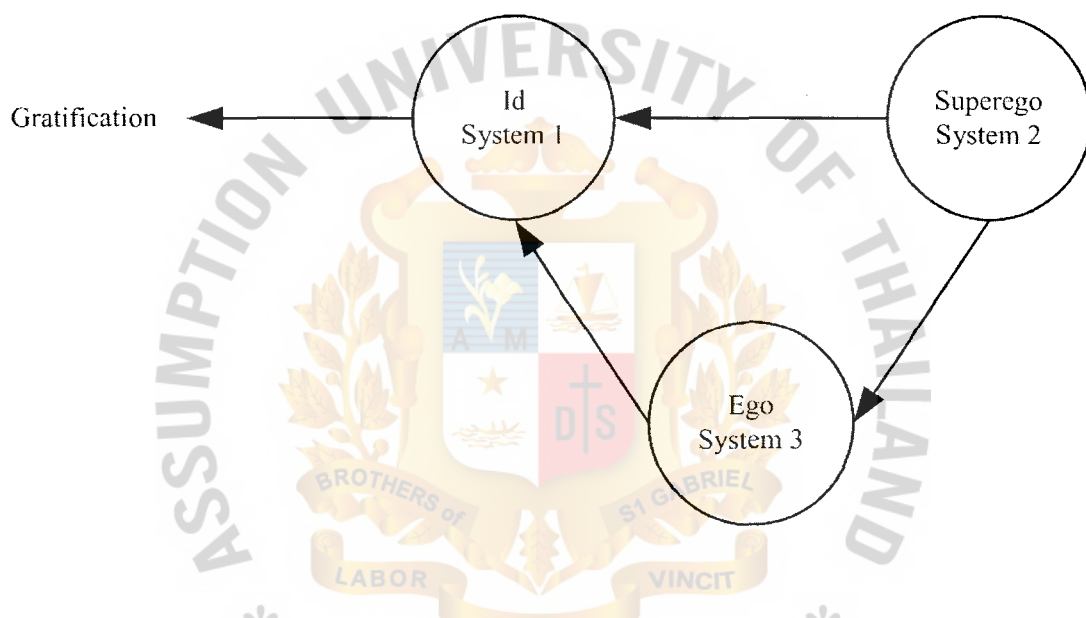
The id is composed of powerful drives, raw impulses of sex and aggression that demand to be satisfied immediately. People are not usually aware of the id; it is unconscious (Statt, 1997). Pervin & John (1997) mentioned that, according to the theory, the id represents the source of all drive energy. The energy for a person's functioning originally resides in the life and death, or sexual and aggressive instincts, which are part of the id. In its functioning, the id seeks the release of excitation, tension, and energy.

The superego, in marked contrast to the id, is usually unconscious so individuals are unaware of its workings. It is the part of individuals' personality that deals with right and wrong, with morality, with the correct and proper way to behave, feel and thought. The superego can be just as powerful as the id in its demand on the ego that individuals behave the way individuals should or take the consequences of feeling guilty (Statt, 1997).

Individuals are aware of the ego in which it is rational, conscious, thinking part of individuals' personality. Individuals' self-image would be contained within

the ego. It gets its working energy from id, but when the id impulses are too strong and threaten to take over the ego, it represses them and defends itself from knowing about them (Statt, 1997).

Figure 2.1 A Representative of the Interrelationships among the Id, Ego, and Superego



Source: Schiffman & Kanuk (2000), “Consumer Behavior”, Seventh Edition, Prentice-Hall, Inc., pp. 98.

2.2.2.2 Neo-Freudian Psychoanalytic Theory

Many psychologists, who disagreed with Freud’s contention, developed their own theories of personality. Neo-Freudians suggested that a fundamental to the formation and development of personality was caused by social relationships. The following arguments were proposed by well-known Neo-Freudians.

Alfred Adler introduced the concept of striving for superiority to account for most human motivation. He argued that we are motivated to overcome feelings of helplessness that begin in infancy (Burger, 2000).

Harry Stack Sullivan argued that people continuously attempt to establish significant and rewarding relationships with others. He was particularly concerned with the individual's efforts to reduce tensions, such as anxiety (Shiffman & Kanuk, 2000).

Karen Horney rejected Freud's emphasis on instinctual causes of personality development. Horney maintained the neurotic behavior is the result of interpersonal styles developed in childhood to overcome anxiety. She identified three neurotic styles, which she called moving toward people, moving against people, and moving away from people (Burger, 2000).

2.2.2.3 Trait Theories

A trait is a dimension of personality used to categorize people according to the degree to which they manifest a particular characteristic. The trait approach to personality is built on two important assumptions. First, trait psychologists assume that personality characteristics are relatively stable over time. Second, the characteristics show stability across situations. The trait approach to personality differs from the other approaches as trait researchers usually are not interested in predicting one person's behavior in a given situation, instead, they try to describe how people who score on a certain segment of the trait continuum typically behave (Burger, 2000).

Allport, Eysenck, and Cattell can be considered representative trait theorists because they all emphasize individual differences in broad dispositions (Pervin & John, 1997).

a) The Trait Theory of Gordon W. Allport

Gordon W. Allport (1921) believed that traits are the basic units of personality as traits actually exist and are based in the nervous system. They represent generalized personality dispositions that account for regularities in the functioning of a person across situations and over time (Pervin & John, 1997). Allport & Odbert (1936) defined traits as “generalized and personalized determining tendencies – consistent and stable modes of an individual’s adjustment to his environment.” A behavior generally expresses the action of many traits that conflicting dispositions can exist within the person, and that traits are expressed in part by the person’s selection of situations as opposed to his or her response to situations (Allport, 1961).

b) The Three-Factor Theory of Hans J. Eysenck

Hans J. Eysenck (1976) found two basic dimensions of personality that he labeled as introversion—extraversion and neuroticism (emotionally stable—unstable). Following the initial emphasis on only two dimensions, Eysenck added a third dimension, which he calls psychoticism in which people high on this dimension tend to be solitary, insensitive, uncaring about others, and opposed to accepted social custom (Pervin & John, 1997). Eysenck & Long (1986) noted that there is considerable support for the existence of these three dimensions. They have

been found in studies of different cultures, and there is evidence of an inherited component to each (Pervin & John, 1997).

Pervin & John (1997) mentioned that the typical extravert is sociable, likes parties, has many friends, craves excitement, acts on the spur of the moment, and is impulsive. In contrast, the introverted person tends to be quiet, introspective, reserved, reflective, distrustful of impulsive decisions, and prefers a well-ordered life to one filled with chance and risk.

As per previous research findings by Wilson (1978), introverts are more sensitive to pain than are extraverts, they become fatigued more easily than do extraverts, excitement interferes with their performance whereas it enhances performance for extraverts, and they tend to be more careful but less fast than extraverts. Wilson (1978) also stated the following additional differences:

1. Introverts do better in school than extraverts, particularly in more advanced subjects. Also, students withdrawing from college for academic reasons tend to be extraverts, whereas those who withdraw for psychiatric reasons tend to be introverts.
2. Extraverts prefer vocations involving interactions with other people, whereas introverts tend to prefer more solitary vocations. Extraverts seek diversion from job routine, whereas introverts have less need for novelty.
3. Extraverts enjoy explicit sexual and aggressive humor, whereas introverts prefer more intellectual forms of humor such as puns and subtle jokes.
4. Extraverts are more active sexually, in terms of frequency and different partners, than introverts.
5. Extraverts are more suggestible than introverts.

c) The Factor-Analytic Trait Approach of Raymond B. Cattell

Cattell (1950) stated that traits are the elements out of which the structure of personality is formed. They are mental structures inferred from behavior and which lead the individual to behave with consistency from one situation to another and from one time to another. Burger (2000) mentioned that Cattell identified 16 basic traits in his research and in 1949, published the first version of a widely used personality test, the Sixteen Personality Factor Inventory (16 PF, for short) to measure these. The 16 source traits of Cattell are shown in Table 2.1.

Table 2.1 Cattell's Sixteen Source Traits

Warmth	Outgoing and warmhearted versus aloof and critical
Reasoning	Bright and abstract-thinking versus less intelligent and concrete-thinking
Emotional Stability	Calm and emotionally stable versus changeable and easily upset
Dominance	Assertive and aggressive versus docile and accommodating
Liveliness	Enthusiastic and lively versus sober and serious
Rule-Consciousness	Conscientious and moralistic versus expedient and rule disregarding
Social Boldness	Uninhibited and venturesome versus shy and timid
Sensitivity	Tender-minded and sensitive versus tough-minded and self-reliant
Vigilance	Suspicious and vigilant versus trusting and accepting
Abstractedness	Imaginative and absentminded versus practical and grounded
Privateness	Polished and astute versus forthright and unpretentious
Apprehension	Insecure and worrisome versus self-assured and complacent
Openness to change	Free-thinking and experimenting versus conservative and traditional
Self-Reliance	Self-sufficient and resourceful versus group-oriented and a joiner
Perfectionism	Controlled and compulsive versus undisciplined and lax
Tension	Driven and tense versus relaxed and composed

Source: Burger & Jerry (2000), "Personality", Fifth Edition, Wadsworth, p. 185.

d) The Five-Factor Model of Personality Traits

Goldberg (1981) suggested that “it should be possible to argue the case that any model for structuring individual differences will have to encompass—at some level—something like the Big Five dimensions”.

Pervin & John (1997) mentioned that the model was supported from the factor analysis of trait terms in language, the factor analysis of ratings and questionnaire data, and the analysis of genetic (inherited) contributions to personality. From an evolutionary perspective, it has been suggested that fundamental personality traits exist because they play an adaptive role in the process of natural selection. Proponents of the five-factor model suggest that it has important potential applications in areas such as vocational guidance, health and longevity, personality diagnosis, and psychological treatment. Anyway, the model offers no specific recommendations concerning the process of personality change.

All five factors have been shown to possess considerable reliability and validity and to remain relatively stable throughout adulthood (McCrae & Costa, 1999).

Big Five was meant to refer to the finding that each factor subsumes a large number of more specific traits. The Big Five are almost as broad and abstract in the personality hierarchy as Eysenck's “superfactors.” Although slightly different terms have been used for the Big Five factors, the terms Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C) are used most often (Pervin & John, 1997).

However, with the adoption of the Big Five factors model of personality in recent years, congruity in regards to a set of common traits is emerging. Contributing to such pervasive acceptance of the “Big Five” are findings attesting to

its generalization “across virtually all cultures”, stability, and heritability (Judge et al., 1999).

Table 2.2 illustrates the meaning of the factors with a number of trait adjectives that explain individuals scoring high and low on each factor.

Table 2.2 The Big Five Personality Traits

Characteristics of the High Scorer	Trait Scales	Characteristics of the Low Scorer
Worrying, nervous, emotional, insecure, inadequate	NEUROTICISM (N) Assesses adjustment vs. emotional instability. Identifies individuals prone to psychological distress, unrealistic ideas, excessive cravings or urges, and maladaptive coping responses	Calm, relaxed, unemotional, hardly, secure, self-satisfied
Sociable, active, talkative, person-oriented, optimistic, fun-loving, affectionate	EXTRAVERSION (E) Assesses quantity and intensity of interpersonal interaction; activity level; need for stimulation; and capacity for joy.	Reserved, sober, aloof, task-oriented, retiring, quiet
Curious, broad interests, creative, original, imaginative, untraditional	OPENNESS (O) Assesses proactive seeking and appreciation of experience for its own sake; toleration for and exploration of the unfamiliar.	Conventional, down-to-earth, narrow interests, unartistic, unanalytical

Characteristics of the High Scorer	Trait Scales	Characteristics of the Low Scorer
Soft-hearted, good-natured, trusting, helpful, forgiving, gullible, straightforward	AGREEABLENESS (A) Assesses the quality of one's interpersonal orientation along a continuum from compassion to antagonism in thoughts, feelings, and actions.	Cynical, rude, suspicious, uncooperative, vengeful, ruthless, irritable, manipulative
Organized, reliable, hardworking, self-disciplined, punctual, scrupulous, neat, ambitious, persevering	CONSCIENTIOUSNESS (C) Assesses the individual's degree of organization, persistence, and motivation in goal-directed behavior. Contrasts dependable, fastidious people with those who are lackadaisical and sloppy.	Aimless, unreliable, lazy, careless, lax, negligent, weak-willed, hedonistic

Source: Pervin & John (1997), "Personality Theory and Research", Seventh Edition, John Wiley & Sons, Inc., p. 259.

2.2.3 Assessment of Personality Traits

There are several methods that can be employed to assess personality; projective tests, behavioral measures, and self-report questionnaires (Nelson & Campbell, 1996).

Projective personality assessment asks an individual to interpret the stimulus by using picture, abstract image, or photo in which the individual will respond such a way that reflect his or her unique personality. Roscharch (1951) suggested that this method had low reliability.

Behavioral measures are conducted by forming the controlled situation and observing an individual's behaviors, for example, the researcher may assess sociability of an individual by recording the number of times he or she approaches strangers at a party, and scoring the record to produce a personality index.

The last assessment is self-report questionnaires in which researcher will use a series of questions and ask an individuals to response on scale formats. Nelson & Campbell (1996) suggested that the self-report questionnaire is mostly common method of assessing personality. In the present study, the researcher will employ the self-report questionnaire to examine the personality traits of respondents.

2.2.4 Review of Previous Studies Dealing with Sexual Harassment and Personality

There have been few researchers who conducted studies which identify the correlations between personality and sexual harassment sensitivity.

Malovich & Stake (1990) found a relationship between self-esteem and sex-role attitudes and perceptions toward sexual harassment. The consequences suggested a key role for personality factors that they were more important than subject gender and the harassment scenario in shaping harassment attitudes.

Nevertheless, Lester et al. (1986) argued that factors constituting sexual harassment were not strongly correlated to the measured personality dimensions that consisted of self-confidence, neuroticism, and extroversion. Their findings showed that extroverts saw the sexual harassment situations as less sexually harassing than did introverts but the statistical effects were small.

Litten (1994) stated that various personality characteristics influence sexual harassment potential. The broad portrait of a male who was likely to commit sexual

harassment depicted a highly authoritarian (i.e., prejudiced) individual possessing traditional attitudes, a basic hostility toward women, and negative self-evaluations regarding stereotypically undesirable masculine traits.

Crow, Fork, Hartman, & Hammond (1995) argued that there were relationships between sexual harassment sensitivity and several personality factors. The findings stated that personality factors might potentially play a significant role in the counseling of sexual harassment aggressors and victims and in the development of programs to prevent sexually harassing behavior. The researcher suggested that the “Big Five” factors have received considerable attention among psychologists as broad-based indicators of personality and orientation.

Lee (2003) mentioned that, thus far, only a few investigations have been conducted regarding the relation between personality dimensions and the Likelihood to Sexually Harass. Regarding the relationship with the Five-Factor Model, Larrimer-Scherbaum & Popovich (2001) stated that Agreeableness and Openness to Experience, as measured by the NEO-PI-R (Costa & McCrae, 1992), were the two personality traits that were most strongly correlated with the Likelihood to Sexually Harass measure.

Pryor & Meyers (2000) also investigated the Likelihood to Sexually Harass scores by using the Five-Factor Model. In this case, Conscientiousness presented a negative significance with the framework and Openness to Experience moderated the relationship between Conscientiousness and the Likelihood to Sexually Harass. Pryor and Meyers also mentioned that, for the Conscientiousness factor, the Likelihood to Sexually Harass relation, illustrated a stronger position for men who were low in Openness to Experience.

Chapter 3

Research Framework

The purpose of this chapter is to address the theoretical concepts and applications of personality traits on sexually harassing behavior in order to establish the Conceptual Framework.

This chapter consists of four parts including (1) the Theoretical Framework that shows theories being used as a basic reference by framing the significant ideas and relationship between variables in this study, (2) the Conceptual Framework that shows the overall linkage of ideas in the study where personality traits are treated as independent variable while sexually harassing behavior is treated as the dependent variable, (3) the research hypotheses that show the statements whereby the researcher proves the relationships between independent variable and dependent variable in the research, and (4) the Operationalization of the independent and dependent variables wherein sub-variables for the independent and dependent variables are translated into action.

3.1 Theoretical Framework

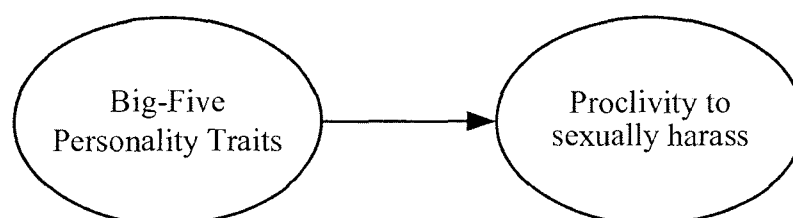
In the present study, the researcher explored the relationship between personality traits and sexually harassing behavior of lecturers in Assumption University. In this study, the “Big Five” factors model emerged as the basis for an adequate representation of the structure of personality. Regarding the study, the proponents of the Five-Factor Model were used as a representation of the individuals in which the model could be applied in term of diagnosis of personality that might be related to the sexual harassing behavior. The Five-Factor Model

consists of Agreeableness, Conscientiousness, Extraversion, Neuroticism (Emotional stability), and Openness to experience. McCrae & Costa (1997) have shown that this model can fit almost all of the major personality inventories used today and the model is found to be valid in several countries with very diverse cultures around the world, e.g., United States of America, People's Republic of China, Republic of Korea, Russian Federation, Federal Republic of Germany, Republic of the Philippines, Japan, and Portuguese Republic.

The dependent variable in the study is sexually harassing behavior in which Likelihood of Sexual Harassment (LSH) by Pryor's (*Quid Pro Quo*) and hostile environment have been chosen as the criterion measures in the study. They have been shown to be the reliable instruments and are sensitive to the relationships of personality traits and sexually harassing behavior.

In the present study, the researcher examined the relationships between personality traits and sexually harassing behavior. The relationships are adapted to establish the theoretical framework for the study. The general framework for this study is diagrammed in Figure 3.1.

Figure 3.1 Theoretical Framework Represents the Relationship between Personality Traits and Proclivity to Sexually Harass



Source: Larrimer-Scherbaum, & Popovich (2001), "The relationship between personality and the proclivity to sexually harass", Paper presented at the annual meeting of Society for Industrial and Organizational Psychology, San Diego, CA.

This model identifies the Five-Factor Model in relation to the proclivity to sexually harass which is supported by a number of previous studies.

Crow, Fok, Hartman, & Hammond (1995) stated that personality factors might potentially play a significant role in the counseling of sexual harassment aggressors and victims. The researcher suggested that the “Big Five” factors have received considerable attention among psychologists as broad-based indicators of personality and orientation.

Referring to the Five-Factor Model, Larrimer-Scherbaum & Popovich (2001) stated that Agreeableness and Openness to Experience were the two personality traits that were most strongly correlated with the Likelihood to Sexually Harass measure.

Besides, Pryor & Meyers (2000) also investigated the Likelihood to Sexually Harass scores by using the Five-Factor Model. In this case, Conscientiousness showed a negative significance and Openness to Experience moderated the relationship between Conscientiousness and the Likelihood to Sexually Harass. Pryor and Meyers also mentioned that, for Conscientiousness, the Likelihood to Sexually Harass relation illustrated a stronger position for men who were low in Openness to Experience.

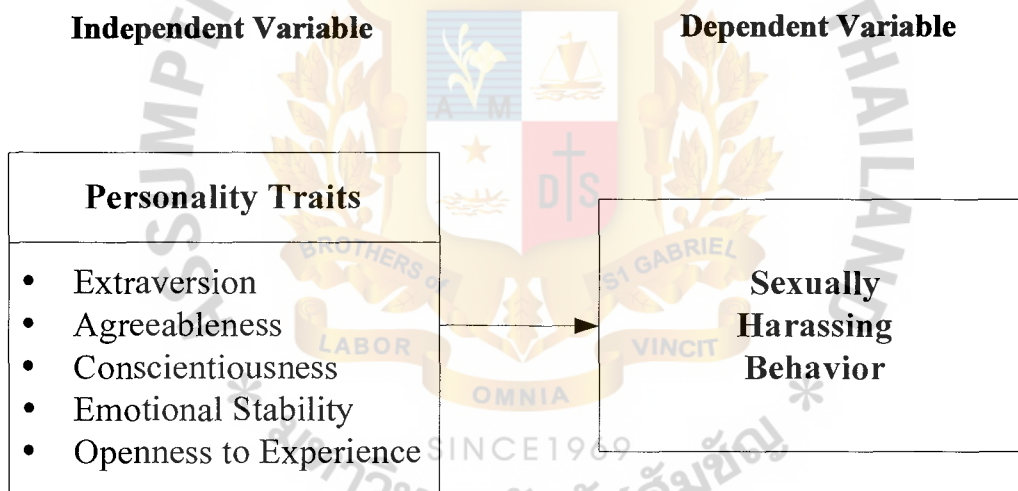
3.2 Conceptual Framework

The conceptual framework represents the association between independent variable and dependent variable. The independent variable of the study is personality traits (Five-Factor Model: Agreeableness, Conscientiousness, Extraversion, Neuroticism (Emotional stability), and Openness to experience). The

dependent variable is sexually harassing behavior: likelihood to sexual harass (*Quid Pro Quo*) and hostile environment.

Figure 3.2 diagrams the integrated conceptual framework of variables in the study, which have already been discussed in chapter 2 in the literature review section. In this case, each variable and sub-variable would be hypothesized in order to test relationships between personality traits and sexually harassing behavior.

Figure 3.2 Conceptual Framework of Personality Traits associated with Sexually Harassing Behavior



3.3 Research Hypotheses

The hypotheses generated for this study were as follows:

Hypothesis 1

Ho1: There is no relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.

Ha1: There is a relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.

Hypothesis 2

Ho2: There is no relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.

Ha2: There is a relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.

Hypothesis 3

Ho3: There is no relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.

Ha3: There is a relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.

Hypothesis 4

Ho4: There is no relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.

Ha4: There is a relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.

Hypothesis 5

Ho5: There is no relationship between the lecturers with Openness to experience type of personality traits and sexually harassing behavior.

Ha5: There is a relationship between the lecturers with Openness to experience type of personality traits and sexually harassing behavior.

3.4 Operationalization of the Independent and Dependent Variables

This stage operationalizes all sub-variables of independent and dependent variables as the aforementioned variables are derived from the literature and modified to the conceptual framework of the study.

3.4.1 Operationalization of Independent Variable

In this study, the independent variable is the Five-Factor Personality Traits which consists of Agreeableness, Conscientiousness, Extraversion, Neuroticism (Emotional stability), and Openness to experience.

Table 3.1 Operationalization of the Five-Factor Personality Traits Model

Variables	Definition and Operational Component	Question No.	Level of measurement
Agreeableness	<p>A personality dimension that describes someone who is good-natured, cooperative, and trusting.</p> <p>Ex. I would rather cooperate with others than compete with them.</p> <p>Ex. In a situation where I'm in charge, I feel comfortable giving people directions.</p>	<p>Part 1</p> <p>Question 1-5</p>	Interval Scale
Conscientiousness	<p>A personality dimension that describes someone who is responsible, dependable, persistent, and achievement oriented.</p> <p>Ex. In making a decision, I always think carefully about what's right or proper.</p> <p>Ex. I am somewhat of a perfectionist and like to have things done just right.</p>	<p>Part 1</p> <p>Question 6-10</p>	Interval Scale

Variables	Definition and Operational Component	Question No.	Level of measurement
Extraversion	<p>A personality dimension that describes someone who is sociable, talkative, and assertive.</p> <p>Ex. I enjoy taking care of other people needs.</p> <p>Ex. I usually enjoy spending time talking with friends about social events or parties.</p>	<p>Part 1</p> <p>Question</p> <p>11-15</p>	Interval Scale
Neuroticism	<p>A personality dimension that characterizes someone as calm, enthusiastic, secure (positive) versus tense, nervous, depressed, and insecure (negative).</p> <p>Ex. I have more ups and downs in mood than most people I know.</p> <p>Ex. I tend to be too sensitive and worry too much about something I have done.</p>	<p>Part 1</p> <p>Question</p> <p>15-20</p>	Interval Scale

Variables	Definition and Operational Component	Question No.	Level of measurement
Openness to experience	<p>A personality dimension that describes someone in term of imaginativeness, artistic sensitivity and intellectualism.</p> <p>Ex. I get new ideas about all sorts of things, too many to put into practice.</p> <p>Ex. I like to think better ways of doing things than to follow well-tried ways.</p>	<p>Part 1</p> <p>Question</p> <p>21-25</p>	Interval Scale

3.4.2 Operationalization of Dependent Variable

In this study, there is one dependent variable that is sexually harassing behavior: likelihood to sexual harass (*Quid Pro Quo*) and hostile environment.

Table 3.2 Operationalization of Sexually Harassing Behavior

Variables	Definition and Operational Component	Question No.	Level of measurement
Likelihood to sexually harass	It is called " <i>quid pro quo</i> " harassment, meaning that something is gained from something else. Most typically it takes the form of an individual who has, or is perceived to have, more power using sex as a form of coercion or bribery.	Part 2 Question 1-5	Interval Scale
Hostile environment	Occurs when a person's school or work environment is made uncomfortable because of sexual innuendos, suggestive remarks or pictures, and uninvited advances.	Part 2 Question 6-10	Interval Scale

Chapter 4

Research Methodology

The purpose of this chapter is to address the research methodology employed in the study which are separated into five sections including (1) the methods of research used, (2) details of respondents and sampling procedures, (3) research instruments and questionnaires, (4) collection of data and gathering procedures, (5) pre-testing of questionnaires, and (6) statistical treatment of data that will be used to respond to the problems posed in the present study.

4.1 Research Methods Used

This study is a descriptive one in which sample survey research technique has been employed to collect data from respondents. A survey is the most common method of generating primary data in which information is gathered from a sample of people by use of a questionnaire with a representative sample of target population (Zikmund, 2000). The study uses correlation to investigate the relationship between independent and dependent variables; and descriptive methods to describe the characteristics of population in quantitative terms. The SPSS software was used as a tool for data evaluation.

4.2 Respondents and Sampling Procedures

The target population of the study was lecturers of Assumption University. The total number of the lecturers in the university is 1,457. A number of the population for this study was collected from the Office of Human Resource of Assumption University as of May 24, 2005.

In this study, the researcher employed “non-probability sampling” method in order to obtain a sample. In non-probability sampling, the probability of any particular member of the population being chosen is unknown (Zikmund, 2000). The researcher used “convenience sampling” which is one method of non-probability sampling that refers to the procedure of obtaining units or people who are most conveniently available (Zikmund, 2000).

As the total number of population for this study is 1,457, consequently based on the Table of Taro Yamane represented in Table 4.1, the researcher used 95% Confident Interval. Therefore, the appropriate size of the respondents for this study was 316.

Table 4.1 Table of Sampling Size Used (Taro Yamane)

Size of Population	Percent of Error					
	1%	2%	3%	4%	5%	10%
500	-	-	-	-	222	83
1,000	-	-	-	385	286	91
1,500	-	-	638	441	316	94
2,000	-	-	714	476	333	95
2,500	-	1,250	769	500	345	96
3,000	-	1,364	811	517	353	97

Source: Yamane Taro, Statistics: an introductory analysis, second edition (Harper & Row Corporations, 1969).

4.3 Research Instrument/Questionnaire

The first part of the questionnaire consisted of a set of questions that examined “Personality Traits” as conducted by Digman in 1990. This set of questions is divided into five parts according to Big Five model including Neuroticism, Openness to Experience, Extraversion, Agreeableness, and Conscientiousness, using a five-point Likert’s scale to identify personality traits of the respondents.

The second part of the questionnaire comprises of five scenarios on Likelihood to Sexually Harass (*Quid Pro Quo*), which has been developed by Pryor in 1987; and hostile environment, which is developed by the researcher. In the Likelihood to Sexually Harass section, the researcher revised the scenarios in order to make them suitable for both male and female respondents. The researcher also lesser number of scenarios to make the questionnaire easier for respondents to answer. The researchers applied the five-point Likert scale to identify sexually harassing behavior of the respondents.

The third part consists of the questions on demographic factors, which are age and gender by using multiple choices formats to classify demographic profiles of the respondents.

All of the questions are constructed based on the conceptual framework of the study, which is described in Table 4.2.

Table 4.2 Contents of the Questionnaire

Part	Main Variables	Sub-Variables	Question Number
1	Big Five Personality	• Agreeableness	1-5
		• Conscientiousness	6-10
		• Extraversion	11-15
		• Neuroticism	16-20
		• Openness to Experience	21-25
2	Sexually Harassing Behavior	• Likelihood to Sexually Harass (<i>Quid Pro Quo</i>)	1-5
		• Hostile Environment	6-10
3	Demographic Factors	• Gender	1
		• Age	2

4.4 Collection of Data/Gathering Procedures

The questionnaires were distributed to lecturers of Assumption University at the Annual Faculty Seminar held in Bang Na on the 23rd and 24th May, 2005. A total of 1,213 full-time lecturers attended the seminar and the researcher personally handed out questionnaires to 400 respondents. All answers were completely anonymous.

4.5 Pre-testing of Questionnaire

In this study, the researcher prevented respondents' misunderstanding of the questions and tested the reliability of the questionnaire by conducting a pretest in which questionnaires were distributed to 30 respondents who are the lecturers of Assumption University's Faculty of Art on January 24-28, 2005. Vanichbunch

(2001) cited that in order to conduct a pretest, the number of respondents should be at least 25 samples.

The pre-tested questionnaires were coded and processed by using SPSS program in which the model that was employed for reliability testing is Alpha (Cronbach). This is a model of internal consistency, based on the average inter-item correlation. Sekaran (1992) suggested that if the reliability value is at least 0.6, it is considered reliable. The result of reliability analysis is presented in Table 4.3.

Table 4.3 Reliability Analysis

Variables	Results
Personality Traits	
• Agreeableness	0.62
• Conscientiousness	0.78
• Extraversion	0.64
• Neuroticism	0.74
• Openness	0.69
Sexually Harassing Behaviors	
• Likelihood to Sexually Harass (<i>Quid Pro Quo</i>)	0.95
• Hostile Environment	0.64
Average	0.72

The Cronbach's alpha values of the study ranged between 0.62 and 0.95, which indicated that the questionnaire was considered reliable and appropriate for data collection.

4.6 Statistical Treatment of Data

The returned questionnaires had been encoded and processed by using the Statistical Package for Social Science (SPSS) in order to evaluate, analyze, and summarize the statement of problems and hypotheses of this study. The applied statistical procedures in this study are as follows:

1. Descriptive Statistic: Zikmund (2000) defines descriptive statistics as statistics used to describe or summarize information about a population or sample. It refers to frequency distribution, percentage, and average weighted means to describe the data. For this study, descriptive statistic is applied in order to describe the demographic characteristics as well as means and standard deviations of perceptions on personality traits and sexually harassing behavior of the respondents. The interpretations on perception of the respondents for personality traits and sexually harassing behavior using average weighted mean are as follows:

Perception Average Weighted Mean for Personality Traits

<i>Rating Scales</i>	<i>Interpretation</i>
5.00-4.20	Very Often
4.19-3.40	Fairly Often
3.39-2.60	Occasionally
2.59-1.80	Once in a Great While
1.79-1.00	Practically Never

Perception Average Weighted Mean for Sexually Harassing Behavior

<i>Rating Scales</i>	<i>Interpretation</i>
5.00-4.20	Very Likely
4.19-3.40	Likely
3.39-2.60	Neutral
2.59-1.80	Not Likely
1.79-1.00	Not at All Likely

2. Pearson Correlation Coefficient: Zikmund (2000) suggested that it is the most popular technique that indicates the relationship of one variable to another. The correlation coefficient (r) ranges from +1.0 to -1.0. If the value of r is 1.0, there is a perfect positive linear (straight-line) relationship. If the value of r is -1.0, a perfect negative linear relationship or a perfect inverse relationship is indicated. No correlation is indicated if $r = 0$. The formula for calculating the correlation coefficient for two variables X and Y is:

$$r_{xy} = r_{yx} = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \sum (Y_i - \bar{Y})^2}}$$

where the symbols \bar{X} and \bar{Y} represent the sample means of X and Y , respectively.

Illustratively, the Table 4.4 represents the summary of statistical analyses used in testing the hypotheses of the study.

Table 4.4 The Summary of Statistical Analyses used in Hypotheses Testing of the Study

Hypotheses	Statistical Testing
Ho1: There is no relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.	Pearson Correlation Coefficient
Ho2: There is no relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.	Pearson Correlation Coefficient
Ho3: There is no relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.	Pearson Correlation Coefficient
Ho4: There is no relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.	Pearson Correlation Coefficient
Ho5: There is no relationship between the lecturers with Openness to experience type of personality traits and sexually harassing behavior.	Pearson Correlation Coefficient

Chapter 5

Presentation of Data and Critical Discussion of Results

This chapter presents the results of the study based on 316 research participants who are the lecturers of Assumption University. This chapter reveals the analyses of the survey data by dividing into four sections. The first section presents the reliability of the questionnaire. The second section includes the presentation of demographic characteristics of total respondents consisting of gender and age. The third section describes the overall perception of the research participants toward personality traits and sexually harassing behavior. The last section exhibits the hypothesis testing of the relationship between personality traits and sexually harassing behavior. The analyses are based on SPSS (Statistical Package for Social Science) program and employed Pearson Correlation Coefficient.

5.1 Reliability Analysis

In the present study, the researcher employed Cronbach's Alpha as the technique to check the internal consistency of items in the questionnaire. A value of more than 0.6 is usually viewed as satisfactory (Hawkins and Tull, 1993). The table 5.1 presents the reliability of the distributed questionnaire based on 316 respondents. The alpha value of the questionnaire was separated into two parts. The first part identifies the reliability of personality components and the second part presents the reliability of sexually harassing behavior components.

Table 5.1 Reliability Test (Cronbach's Coefficient Alpha)

Operational Dimensions	Reliability (Alpha)
- Agreeableness	0.6861
- Conscientiousness	0.6549
- Extraversion	0.6530
- Neuroticism	0.6753
- Openness to Experience	0.6422
<i>Personality traits</i>	<i>0.7064</i>
- Likelihood to sexually harass	0.8634
- Hostile environment	0.8440
<i>Sexually harassing behavior</i>	<i>0.8966</i>

Regarding the above table, the alpha values of every item are higher than 0.6, therefore, the questionnaire of this study is reliable.

5.2 Characteristics of the Respondents

In the study, the researcher identified the characteristics of the respondents based on two aspects consisting of gender and age. Descriptive statistics analysis was employed to analyze the data.

5.2.1 Gender of the Respondents

Among the 316 respondents, 52.8 percent are female and 47.2 percent are male. This indicates that the majority of the respondents in the study are female as illustrated in Table 5.2.

Table 5.2 Frequency Distribution by Gender

Gender	Frequency	Percent
Male	149	47.2
Female	167	52.8
Total	316	100.0

5.2.2 Age of the Respondents

For age level of the respondents, the largest group of the respondents are 31-40 years, which represent 31 percent, followed by the age group of 30 years and below, 41-50 years, and 51 years and above, respectively, as illustrated in Table 5.3.

Table 5.3 Frequency Distribution by Age Level

Age Level	Frequency	Percent
30 years & below	97	30.7
31 - 40 years	98	31.0
41 - 50 years	69	21.8
51 years & above	52	16.5
Total	316	100.0

5.3 Respondents' Personality Traits and Sexually Harassing Behavior

In this research, personality traits consist of Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to Experience. Sexually Harassing Behavior includes likelihood to sexually harass and hostile environment. Based on the research survey, table 5.4 presents findings on the

overall perception of the research participants on the independent and dependent variables.

Table 5.4 Respondents' Perceptions on Personality Traits and Sexually Harassing Behavior by Mean and Standard Deviation

Variable	Mean	Standard Deviation	Qualitative Rating
Agreeableness	3.628	0.558	Fairly Often
Conscientiousness	3.856	0.574	Fairly Often
Extraversion	3.272	0.592	Occasionally
Neuroticism	2.840	0.615	Occasionally
Openness to Experience	3.306	0.579	Occasionally
Likelihood to Sexually Harass	1.534	0.739	Not at All Likely
Hostile Environment	1.689	0.784	Not at All Likely

5.4 Hypotheses Testing

In this section, the researcher indicates the relationship between personality traits and sexually harassing behavior. In order to analyze the relationship, Pearson Correlation Coefficient was employed to test all five hypotheses of the study.

Hypothesis 1

H₀₁: There is no relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.

H_{a1}: There is a relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.

Table 5.5 The Analysis of Relationship between Agreeableness type of personality traits and Sexually Harassing Behavior Using Pearson Correlation Coefficient

		Agreeableness type of personality traits	Sexually Harassing Behavior
Agreeableness type of personality traits	Pearson Correlation	1	-.061
	Sig. (2-tailed)	.	.280
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	-.061	1
	Sig. (2-tailed)	.280	.
	N	316	316

The Pearson Correlation Analysis in table 5.5 indicates the significant value of 0.280, which is greater than 0.05 ($0.280 > 0.05$). Therefore, the null hypothesis is accepted, which means that no relationship exists between the lecturers with agreeableness type of personality traits and sexually harassing behavior.

Hypothesis 2

Ho2: There is no relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.

Ha2: There is a relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.

Table 5.6 The Analysis of Relationship between Conscientiousness type of personality traits and Sexually Harassing Behavior Using Pearson Correlation Coefficient

		Conscientiousness type of personality traits	Sexually Harassing Behavior
Conscientiousness type of personality traits	Pearson Correlation	1	-.208**
	Sig. (2-tailed)	.	.000
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	-.208**	1
	Sig. (2-tailed)	.000	.
	N	316	316

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

The Pearson Correlation Analysis in table 5.6 indicates the significant value of 0.000, which is less than 0.01 ($0.000 < 0.01$). Therefore, the null hypothesis is rejected, which means that there is a relationship between the lecturers with conscientiousness type of personality traits and sexually harassing behavior. Pearson Correlation at the value of -0.208 means that the lecturers with conscientiousness type of personality traits has negative relationship with sexually harassing behavior at -0.208.

Hypothesis 3

Ho3: There is no relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.

Ha3: There is a relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.

Table 5.7 The Analysis of Relationship between Extraversion type of personality traits and Sexually Harassing Behavior Using Pearson Correlation Coefficient

		Extraversion type of personality traits	Sexually Harassing Behavior
Extraversion type of personality traits	Pearson Correlation	1	.159**
	Sig. (2-tailed)	.	.005
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.159**	1
	Sig. (2-tailed)	.005	.
	N	316	316

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

The Pearson Correlation Analysis in table 5.7 indicates the significant value of 0.005, which is less than 0.01 ($0.005 < 0.01$). Therefore, the null hypothesis is rejected, which means that there is a relationship between the lecturers with extraversion type of personality traits and sexually harassing behavior. Pearson Correlation at the value of 0.159 means that extraversion type of personality traits has a positive relationship with sexually harassing behavior at 0.159.

Hypothesis 4

Ho4: There is no relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.

Ha4: There is a relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.

Table 5.8 The Analysis of Relationship between Neuroticism type of personality traits and Sexually Harassing Behavior Using Pearson Correlation Coefficient

		Neuroticism type of personality traits	Sexually Harassing Behavior
Neuroticism type of personality traits	Pearson Correlation	1	.281**
	Sig. (2-tailed)	.	.000
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.281**	1
	Sig. (2-tailed)	.000	.
	N	316	316

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

The Pearson Correlation Analysis in table 5.8 indicates the significant value of 0.000, which is less than 0.01 ($0.000 < 0.01$). Therefore, the null hypothesis is rejected, which means that there is a relationship between the lecturers with neuroticism type of personality traits and sexually harassing behavior. Pearson Correlation at the value of 0.281 means that the lecturers with neuroticism type of personality traits exhibit a positive relationship with sexually harassing behavior at 0.281.

Hypothesis 5

Ho5: There is no relationship between the lecturers with Openness to Experience type of personality traits and sexually harassing behavior.

Ha5: There is a relationship between the lecturers with Openness to Experience type of personality traits and sexually harassing behavior.

Table 5.9 The Analysis of Relationship between Openness to Experience type of personality traits and Sexually Harassing Behavior Using Pearson Correlation Coefficient

		Openness to Experience type of personality traits	Sexually Harassing Behavior
Openness to Experience type of personality traits	Pearson Correlation	1	.137*
	Sig. (2-tailed)	.	.015
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.137*	1
	Sig. (2-tailed)	.015	.
	N	316	316

* Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation Analysis in table 5.9 indicates the significant value of 0.015, which is less than 0.05 ($0.015 < 0.05$). Therefore, the null hypothesis is rejected, which means that there is a relationship between the lecturers with openness to experience type of personality traits and sexually harassing behavior. Pearson Correlation at the value of 0.137 means that the lecturers with openness type of personality trait show a positive relationship with sexually harassing behavior at 0.137.

Chapter 6

Summary Findings, Conclusions, and Recommendations

This chapter presents the summary, conclusions, and recommendations based on research findings of the study. The first section offers explanation for the findings. The second section is the conclusions and the discussions of the research findings. The last section offers suggestions for the development of adequate policies and safeguards in handling sexual harassment; it also offers recommendations for further studies on sexually harassing behavior.

6.1 Summary Findings

The present research identifies the relationship between personality characteristics and sexually harassing behavior. The personality characteristics refer to Big-Five model consisting of Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to Experience. Sexually harassing behavior includes likelihood to sexually Harass (*Quid Pro Quo*) and hostile environment. In this case, the lecturers of Assumption University of Thailand were selected as the research participants. The researcher employed survey method by distributing the questionnaires to 316 lecturers.

6.1.1 Summary of Findings based on Demographic Profile

Regarding the findings from the survey research, the majority of research participants classified by gender were female in which there were 52.8 percent of female respondents and 47.2 percent of male respondents. The respondents aged 30 years and below accounted for 30.7 percent of total respondents followed by 31.0

percent of respondents who were aged between 31-40 years, 21.8 percent of respondents who were aged between 41-50 years, and 16.5 percent of respondents who were aged 51 years and above, respectively.

6.1.2 Summary of Findings based on the Overall Perception of Respondents on Personality Traits and Sexually Harassing Behavior

Regarding the perceptions of research participants on personality dimensions, the findings show high mean scores on Agreeableness and Conscientiousness but moderate scores on Extraversion, Neuroticism, and Openness to Experience. Neuroticism characteristic shows the lowest mean score on personality dimensions. In terms of sexually harassing behavior, the respondents in general, rated very low mean scores on both likelihood to sexually harass and hostile environment.

6.1.3 Summary of Findings based on Hypotheses Testing

In this study, all the hypotheses were tested with Pearson Correlation Coefficient, the results of which are summarized and exhibited in table 6.1. The findings show that the null hypothesis of H_1 is accepted, which means that there is no relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior. On the other hand, the null hypothesis of H_2 , H_3 , H_4 , and H_5 are rejected, which means that there are significant relationships between the lecturers with Conscientiousness, Extraversion, Neuroticism, and Openness to Experience types of personality traits and sexually harassing behavior.

Table 6.1 Summary of Results from Hypotheses Testing

Hypothesis	Level of Significant	Result
Ho1: There is no relationship between the lecturers with Agreeableness type of personality traits and sexually harassing behavior.	0.280	Accept Ho
Ho2: There is no relationship between the lecturers with Conscientiousness type of personality traits and sexually harassing behavior.	0.000**	Reject Ho
Ho3: There is no relationship between the lecturers with Extraversion type of personality traits and sexually harassing behavior.	0.005**	Reject Ho
Ho4: There is no relationship between the lecturers with Neuroticism type of personality traits and sexually harassing behavior.	0.000**	Reject Ho
Ho5: There is no relationship between the lecturers with Openness to Experience type of personality traits and sexually harassing behavior.	0.015*	Reject Ho

* Correlation is significant at the 0.05 level (2-tailed)

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

6.2 Conclusions

As mentioned earlier, the examination of the relationship between personality and sexual harassment sensitivity has received only modest attention. Nonetheless, because problems related to sexual harassment have become an important issue nowadays, the researcher examined the relationship between personality traits based on Big-Five model and sexually harassing behavior consisting of likelihood to sexually harass (*Quid Pro Quo*) and hostile environment by selecting a sample of lecturers of Assumption University of Thailand.

According to the findings of this study, there are relationships between several personality traits and sexually harassing behavior. The findings imply that Conscientiousness, Extraversion, Neuroticism, and Openness to Experience types of personality play significant roles in sexually harassing behavior of aggressors while Agreeableness type of personality has no significant relationship on sexually harassing behavior.

In this case, Conscientiousness type of personality has a significant relationship with sexually harassing behavior but in the negative direction which means that the higher the level of Conscientiousness type of personality, the lower the possibility of sexually harassing behavior. The findings show that people who are self-disciplined, goal-directed, reliable, and hard-working will have lower potential for sexually harassing behavior. This is similar to the study of Pryor & Meyers in 2000, who while examining Likelihood to Sexually Harass associated with the Five-Factor model, found that Conscientiousness was negatively significant with the framework.

The findings show there is a significant relationship between Extraversion type of personality and sexually harassing behavior. The relationship presents the positive direction between these two variables. People, who are sociable, talkative, fun-loving, and have high intensity of interpersonal interaction, show a high potential toward harassment. This result is supported by Lester et al. (1986) who found in their study, that extroverts saw sexual harassment situations as less sexually harassing than did introverts.

Moreover, the results also portray Neuroticism type of personality as having a significant relationship with sexually harassing behavior. This relationship presents the strongest positive direction between these two variables compared with

Conscientiousness, Extraversion, and Openness to Experience types of personality, therefore, people who are emotional, inadequate, and nervous, have higher potential toward sexually harassing behavior.

Furthermore, the findings illustrate that Openness to Experience type of personality and sexually harassing behavior has a significant relationship, in that, the relationship shows a positive direction between these two variables. Therefore, people who are proactive in their outlook and appreciate new experiences, tolerate and explore the unfamiliar, will have high potential in performing harassing behavior.

On the other hand, Agreeableness type of personality is only one attribute which has no significant relationship with sexually harassing behavior. This is contrary to the study conducted by Larrimer-Scherbaum & Popovich in 2001 in which they argued that Agreeableness types of personality is one that is most strongly correlated with the Likelihood to Sexually Harass measure.

6.3 Recommendations

At present, there is evidence (Fitzgerald & Shullman, 1993; EEOC, 1999) to show that sexual harassment is one of the commonly reported forms of harassment, especially in organizations in western countries. Educational institutions in these countries have also implemented measures to deal with cases of sexual harassment ranging from verbal warnings to expulsion. However, sexual harassment is still an insufficiently recognized problem for educational institutions, especially in Thailand, where there is little consideration for corrective actions in order to cope with the problem. Unlike western countries, there is also very little research on this issue conducted in Thailand.

In Thailand, sexual harassment has been declared as a crime only for private sectors in which government workers are not covered. Thailand does not have sexual harassment law that directly deals with violators. The Labour Protection Act of 1998 needs to be reformed to elaborately address sexual harassment in workplace by providing penalty provisions in which persons who are harassed do not need to bring their claims to the criminal court.

Organizations, including workplaces and educational institutions, should consider sexual harassment as one of the problems that can cause both psychological and economical suffering to the victims. In this case, both preventive and corrective actions can be employed in order to reduce the problem. Organizations can develop an effective harassment policy for coping with sexual harassment. A good policy should contain a clear definition and scope on sexual harassment in order to ensure that members of an organization will understand the laws and regulations concerning sexual harassment.

Fang and Kleiner (1999) suggested that sexual harassment policy should prohibit unwelcome contacts that has sexual overtones including (1) written contact such as sexually suggestive, notes, invitations; (2) verbal contact such as sexually suggestive, slurs, threats, dirty jokes; (3) physical contact such as intentional touching, assault, coercing sexual intercourse; and (4) visual contact such as leering, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters or magazines. A clear warning should be posted with appropriate levels of discipline. Organizations need to educate members about their rights against sexual harassment on national laws and organizational policies in order to be free from abuse and discrimination. Awareness-building should be developed by organizing training sessions, group study, seminars, and distributing informative material about issue on

sexual harassment. Moreover, a confidential survey should be conducted and evaluated periodically in order to prevent sexual harassment problem. Claims on sexual harassment should be treated with seriousness by promptly investigating complaints and taking effective corrective action including punishment. If sexual harassment occurs, the harasser has to be held legally liable under organizational or national laws or in separate legal actions.

Besides, understanding and respecting different cultures need to be recognized, for example, in the west, touching colleagues is a nice way to show care and a close relationship but, for Thais, this kind of manner might cause some misunderstanding and be considered as impolite in the eyes of conservative persons who might perceive this behavior as sexual harassment.

According to the findings of this study, individuals who have low potential toward sexually harassing behavior are conscientious, reliable, self-disciplined, scrupulous, persevering, and unemotional. These are worthy characteristics that organizations should look for while conducting personality tests on their employees. However, other factors, besides personality, such as references from past employers must also be used in the recruitment process.

6.3.1 Directions for Future Research

The first direction for future research can be an examination of the relationship between personality and sexually harassing behavior by employing other personality models, or sexually harassing behavior measurements. A second possibility could be other factors, such as motivation and self-concept that can be applied for the prediction of sexually harassing behavior. Finally, more qualitative studies, using interpretive or content analysis would be useful in gathering in-depth information on those with high tendency toward sexually harassing behavior.

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Questionnaire

Dear Respondent,

This questionnaire is designed to study “Perceived Relationship between Personality Traits and Sexually Harassing Behaviors”. This is the topic that I have chosen to study for a thesis, thus fulfilling the requirements for the degree of Master of Business Administration, Assumption University.

I highly appreciate your kindness and cooperation, as well as your valuable time and effort in answering the questions. Please try to answer each question as honestly as you can.

All of your answers will be kept highly confidential and all questionnaires will be completely destroyed once the analysis is completed. Thank you.

Very truly yours,

Wuthikrai Tharachatr

Part 1 Personality Traits

Direction: Indicate the degree, to which you think the following statements, which best describes you by circling the most appropriate number.

1= <i>Practically Never</i> 2= <i>Once in a Great While</i> 3= <i>Occasionally</i> 4= <i>Fairly Often</i> 5= <i>Very Often</i>					
1. In a situation where I'm in charge, I feel comfortable giving people directions.	1	2	3	4	5
2. I always pay attention to other person's motives.	1	2	3	4	5
3. It seems that most people I meet can be trusted.	1	2	3	4	5
4. I would rather cooperate with others than compete with them.	1	2	3	4	5
5. I can only argue for ideas that I already have.	1	2	3	4	5
6. In making a decision, I always think carefully about what's right or proper.	1	2	3	4	5
7. If a shop were careless and didn't charge for something I'd feel I had point it out to pay.	1	2	3	4	5
8. I'm somewhat of a perfectionist and like to have things done just right.	1	2	3	4	5
9. In carrying out a task, I'm not satisfied unless I give careful attention even to small details.	1	2	3	4	5
10. I like to plan ahead so that I don't waste time between tasks.	1	2	3	4	5
11. I enjoy taking care of other people's needs.	1	2	3	4	5
12. I usually enjoy spending time talking with friends about social events or parties.	1	2	3	4	5
13. I'm usually the one who takes the first step in making new friends.	1	2	3	4	5
14. I find it easy to talk about my life, even about the things that others might consider quite personal.	1	2	3	4	5
15. I like it best when I have people around me.	1	2	3	4	5
16. There are times when I don't feel in the right mood to see anyone.	1	2	3	4	5
17. I have more ups and downs in mood than most people I know.	1	2	3	4	5
18. I tend to be too sensitive and worry too much about something I've done.	1	2	3	4	5
19. Sometimes I get frustrated with people too quickly.	1	2	3	4	5
20. Even when someone is slow to understand what I'm explaining, it's hard for me to be patient.	1	2	3	4	5
21. I get new ideas about all sorts of things, too many to put into practice.	1	2	3	4	5
22. My thoughts are too deep and complicated for many people to understand.	1	2	3	4	5
23. I find people more interesting if their views are different from most people.	1	2	3	4	5
24. Work that is familiar and routine makes me feel bored and sleepy.	1	2	3	4	5
25. I like to think out ways in which our world could be changed to improve it.	1	2	3	4	5

Part 2 Sexually Harassing Behavior

Direction: The following five scenarios describe different interaction situations. In each case you will be asked to imagine that you are the main male/female character in the scenario. Then you will be asked to rate **how likely it is that you would perform in certain ways to the described social context.**

Scenario 1: Imagine that you are the owner of a restaurant. One day you discover that a very attractive waitress/waiter has made some errors. You find that the particular customers involved were friends of the waitress/waiter and he/she confesses to having intentionally undercharged his/her friends. He/she is very attractive. He/she is a divorcee and about 25 years old.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
1.1 Would you let him/her keep his/her job?	1	2	3	4	5
1.2 Would you let him/her keep his/her job in exchange for sexual favors?	1	2	3	4	5
1.3 Would you ask him/her to meet you later for dinner after work to discuss the problem?	1	2	3	4	5

Scenario 2: Imagine that you are a Hollywood film director. You are casting for a minor role in a film you are planning. The role calls for a particularly stunning actor/actress, one with a lot of sex appeal.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
2.1 Would you give the role to the actor/actress whom you personally found sexiest?	1	2	3	4	5
2.2 Would you give the role to an actor/actress who agreed to have sex with you?	1	2	3	4	5
2.3 Would you ask the actor/actress to whom you were most personally attracted to talk with you about the role over dinner?	1	2	3	4	5

Scenario 3: Imagine that you are the owner of a modeling agency. You find one to be very attractive and stop him/her after work and ask him/her to have dinner with you. He/she declines your offer and tells you that he/she would like to keep "strictly business" relationship with you. A few months you find that business is slack and you have to lay off some of your employees. You can choose to lay off him/her or one of the others. All are good models.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
3.1 Would you fire him/her?	1	2	3	4	5
3.2 Assuming that you are unafraid of possible reprisals, would you offer to let him/her keep his/her job in return for sexual favors?	1	2	3	4	5
3.3 Would you ask him/her to dinner so that you could talk over his/her future employment?	1	2	3	4	5

Scenario 4: Imagine that you are a college professor with tenure. One day following the return of an examination to a class, a male/female student stops in your office. He/she tells you that his/her score is one point away from an “A” and asks you if he/she can do some extra credit project to raise the score and tells you that he/she may not have a sufficient grade to get into graduate school without the “A.” Several other students have asked you to do extra credit assignments, and you have declined to let them. This male/female student is extremely attractive.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
4.1 Would you let him/her carry out a project for extra credit?	1	2	3	4	5
4.2 Assuming that you are secure in your job and the university has always tolerated professors who make passes at students, would you offer the student a chance to earn extra credit in return for sexual favors?	1	2	3	4	5
4.3 Given the same assumptions as in the question above, would you ask him/her to join you for dinner to discuss the possible extra credit assignment?	1	2	3	4	5

Scenario 5: Imagine that you are a physician. You discover that one of the attending medical staffs made an error in administering drugs to your patient. You examine the patient and discover that no harm was actually done. You have noticed that he/she in some of your visits to the hospital and have thought of asking him/her out to dinner. You realize that he/she could lose his/her job if you report this incident.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
5.1 Would you report him/her to the hospital administration?	1	2	3	4	5
5.2 Assuming that you fear no reprisals, would you tell him/her in private that you will not report him/her if he/she will have sex with you?	1	2	3	4	5
5.3 Assuming that you fear no reprisals; would you ask him/her to join you for dinner to discuss the incident?	1	2	3	4	5

Direction: For the following five questions, you will be asked to rate how likely it is that you would perform the following behavior?.

	1= Not at All Likely	2= Not Likely	3=Neutral	4= Likely	5=Very Likely
6. Would you repeat sexually demeaning statements, questions or jokes during the work if you thought they were funny?	1	2	3	4	5
7. Would you pursue verbal sexual advances with people during the work even if they were NOT interested?	1	2	3	4	5
8. Would you pursue verbal sexual advances with people during the work if they were interested?	1	2	3	4	5
9. Would you pursue offensive physical touching with people during the work even if they were NOT interested?	1	2	3	4	5
10. Would you pursue offensive physical touching with people during the work if they were interested?	1	2	3	4	5

Part 3 Demographic Factors

Direction: Please mark ☒ for the following questions regarding your personal background.

Gender:

☐ Male

☐ Female

Age:

☐ 30 years & below

☐ 31-40 years

☐ 41-50 years

☐ 51 years & above

Thank you for your cooperation



Appendix B

Data Analyses

Descriptive Analyses on Demographic Factors

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	149	47.2	47.2	47.2
Female	167	52.8	52.8	100.0
Total	316	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
30 years & below	97	30.7	30.7	30.7
31 - 40 years	98	31.0	31.0	61.7
41 - 50 years	69	21.8	21.8	83.5
51 years & above	52	16.5	16.5	100.0
Total	316	100.0	100.0	

Reliability Analyses

Agreeableness

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 5

Alpha = .6861

Conscientiousness

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 5

Alpha = .6549

Extraversion

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 5

Alpha = .6530

Neuroticism

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 5

Alpha = .6753

Openness to Experience

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 5

Alpha = .6422

All personality types

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0

N of Items = 25

Alpha = .7064

Likelihood to Sexually Harass

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0 N of Items = 5

Alpha = .8634

Hostile environment

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0 N of Items = 5

Alpha = .8440

Sexually harassing behavior

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 316.0 N of Items = 10

Alpha = .8966

Means and Standard Deviations of Personality Traits

Descriptive Statistics

	N	Mean	Std. Deviation
Agreeableness	316	3.6278	.55799
Conscientiousness	316	3.8563	.57414
Extraversion	316	3.2715	.59186
Neuroticism	316	2.8399	.61458
Openness to Experience	316	3.3057	.57886
Valid N (listwise)	316		

Means and Standard Deviations of Likelihood to Sexually Harass

Descriptive Statistics

	N	Mean	Std. Deviation
Likelihood to Sexually Harass	316	1.5342	.73926
Valid N (listwise)	316		

Means and Standard Deviations of Hostile environment

Descriptive Statistics

	N	Mean	Std. Deviation
* Hostile Environment	316	1.6899	.78398
Valid N (listwise)	316		

Means and Standard Deviations of Sexually Harassing Behavior

Descriptive Statistics

	N	Mean	Std. Deviation
Sexually Harassing Behavior	316	1.6120	.69093
Valid N (listwise)	316		

Hypotheses Testing

Hypothesis 1

Correlations

		Agreeableness	Sexually Harassing Behavior
Agreeableness	Pearson Correlation	1	-.061
	Sig. (2-tailed)	.	.280
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	-.061	1
	Sig. (2-tailed)	.280	.
	N	316	316

Hypothesis 2

Correlations

		Conscientiousness	Sexually Harassing Behavior
Conscientiousness	Pearson Correlation	1	-.208**
	Sig. (2-tailed)	.	.000
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	-.208**	1
	Sig. (2-tailed)	.000	.
	N	316	316

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

Hypothesis 3

Correlations

		Extraversion	Sexually Harassing Behavior
Extraversion	Pearson Correlation	1	.159**
	Sig. (2-tailed)	.	.005
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.159**	1
	Sig. (2-tailed)	.005	.
	N	316	316

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

Hypothesis 4

Correlations

		Neuroticism	Sexually Harassing Behavior
Neuroticism	Pearson Correlation	1	.281**
	Sig. (2-tailed)	.	.000
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.281**	1
	Sig. (2-tailed)	.000	.
	N	316	316

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

Hypothesis 5

Correlations

		Openness to Experience	Sexually Harassing Behavior
Openness to Experience	Pearson Correlation	1	.137*
	Sig. (2-tailed)	.	.015
	N	316	316
Sexually Harassing Behavior	Pearson Correlation	.137*	1
	Sig. (2-tailed)	.015	.
	N	316	316

* Correlation is significant at the 0.05 level (2-tailed).

