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ABSTRACT

This thesis investigates the sensitivity of junior high/middle school students to statements depicting verbal and physical sexual harassment. The independent variables that were investigated included gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level, and self-esteem. Students (N=201) in grades 6, 7, and 8 completed questionnaires consisting of 4 instruments. Results supported the following generalizations: (1) females have greater sensitivity to Verbal Harassing Behaviors than do males; (2) females have greater sensitivity to Physical Harassing Behaviors than do males; (3) grade level and the size of the school district influenced the dependent variable Physical Harassing Behaviors; (4) participation in sports and birth order affected the dependent variable Verbal Harassing Behaviors; (5) grades received, participation in sports, and birth order correlated with the dependent variable Physical Harassing Behaviors: and (6) subjects reported high sensitivity. It is hoped that these results will increase faculty and administration awareness of the sensitivity of students to harassing behaviors. Six tables and six figures illustrate statistical findings. Appendices include the questionnaire and permission letters. (RJM)

SENSITIVITY TO VERBALLY AND PHYSICALLY HARASSING BEHAVIORS AND REPORTED INCIDENTS IN JUNIOR HIGH/MIDDLE SCHOOL STUDENTS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Graduate Committee Approval

The Thesis Committee of Penelope Turner hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Abstract

The purpose of the researcher was to investigate the sensitivity of junior high/middle school students to statements depicting verbal and physical sexual harassment. The following independent variables were investigated: gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level and self esteem. The dependent variables were scores from the following scales of the Sensitivity to Verbal and Physical Harassing Behavior Questionnaire: Verbal Harassing Behaviors, Physical Harassing Behaviors and Total. The sample consisted of 201 junior high/middle school students, 103 males and 98 females. Six composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model).

A total of 98 comparisons were made plus 45 recurring. Of the 98 comparisons, 27 were for main effects and 51 for interactions. Of the 27 main effects 6 were statistically significant at the .05 level. Of the 51 interactions 6 were statistically significant at the .05 level.

The results of the present study appeared to support the following generalizations:

1. females have greater sensitivity to Verbal Harassing Behaviors than males,
2. females have greater sensitivity to Physical Harassing Behaviors than males,
3. females have greater sensitivity to Total than males,
4. grade level and size of district should be interpreted concurrently for the dependent variable Physical Harassing Behaviors,
5. participation in sports and birth order should be interpreted concurrently for the dependent variable Verbal Harassing Behaviors,
6. grades received, participation in sports and birth order should be interpreted concurrently for the dependent variable Physical Harassing Behaviors,
7. grades received, participation in sports and birth order should be interpreted concurrently for the dependent variable Total, and
8. subjects reported high sensitivity.

Introduction

Overview

"I see London, I see France, I see Susie's underpants" is a childhood rhyme that seemed like innocent teasing thirty years ago (McLaughlin, 1993). "Until a short time ago, sexual harassment was a problem without a name or a remedy" (Bravo and Cassedy 1992, p. 23).

When Anita Hill testified before the Senate Judiciary Committee regarding alleged incidents of sexual harassment by Supreme court nominee Clarence Thomas, she was responsible for bringing this issue to the attention of a large segment of the American population (Ogletree, 1992). "Although sexual harassment is neither a new, nor an uncommon occurrence, open discussion about sexual harassment and the development of policies to combat it are recent trends" (Ogletree, 1992, p. 12).

According to Stein, Marshall and Tropp (1993) "Sexual harassment is rampant in elementary and secondary schools. It is labeled as "flirting" or dismissed as part of an acceptable developmental stage in adolescence" (p. 1). School personnel often treat complaints, involving lewd jokes, bra-snapping,

aggressive physical contact--including the grabbing of a girl's crotch--and the repeated use of obscene or foul language and sexual slurs as "inappropriate" acts rather than sexual harassment (Brown, 1993).

According to Stein, et al.(1993): p. 5

> The problem of sexual harassment in the schools is not limited to specific populations of female students; rather, sexual harassment is happening in all kinds of schools and to all kinds of girls. Girls who attend public, private, parochial or vocational schools are equally likely to be harassed.

The classroom, once considered safe territory for students, has become a hostile environment due to an increasingly wider range of verbal and symbolic conduct (Rice, 1993). Ogletree (1992) stated:

> Sexual harassment in the workplace is a common phenomenon. Therefore students, as future members of the workforce, need to be equipped with the information necessary to prevent, identify and deal effectively with sexual harassment...plus understand their options for dealing with it (p. 12).

Children learn about the realities of sexual harassment in their schools. They also learn about it at after-school jobs, by listening to the radio and TV and by observing adults (Strauss, 1993).

The legal history of sexual harassment is quite young. In 1964 during a debate of the proposed Civil Rights Act a Southern Congressman maintained that race discrimination was absurd and wanted to assure the demise of the bill. As a fluke, he added a statement making it illegal to discriminate against a person because of his sex. Much to his astonishment, the bill passed with both amendments intact (Bravo and Cassedy, 1992).

"Sexual harassment is different from the innocent mistake--that is when someone tells an off-color joke, not realizing the listener will be offended" (Bravo and Cassedy, 1992, p. 15). "In some cases, the harasser presses the victim to have sex, but sexual pleasure itself is not the goal. Instead, the harasser's point is to dominate, to gain power over another" (Bravo and Cassedy, 1992, p. 16).

Sexual harassment is against the law. It is illegal in the schools under the Civil Rights Act,

Title IX. It is illegal under the state human rights statues and may be also a criminal offense under state and local assault and child abuse laws (Strauss, 1993). In 1981 the Department of Education, Office for Civil Rights, the federal government agency responsible for the enforcement of Title IX, issued a memo stating that sexual harassment is prohibited under Title IX (National Organization of Women [NOW] Legal Defense, 1992).

Definitions

"Sexual harassment is defined by the person who is the target of the harassment. It is any form of unwanted sexual attention" (Stein et al., 1993, p. 1).

The National Advisory Council on Women's Educational Programs defined sexual harassment in the following way: "the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate or opportunities" (Strauss, 1993).

According to Hughes (1992) sexual harassment falls into two divisions, verbal and physical. He classified verbal harassment in the following manner:

> sexual innuendoes and comments and sexual remarks about clothing, body, or sexual activities; suggestive or insulting sounds, whistling in a suggestive manner; humor and jokes about sex or women in general; sexual propositions, invitations or other pressure for sex; implied or overt threats.(p.2)

He defined physical harassment in the following manner: "patting, pinching, and any other inappropriate touching or feeling; brushing against the body; attempted or actual kissing or fondling; coerced sexual intercourse; and assault" (p. 2). He also included "leering or ogling; and making obscene gestures" as other types of sexual harassment (p. 2).

Sexual Harassment in the school and when it begins

According to Strauss and Espeland (1992) numerous studies have been conducted of sexual harassment in the workforce. Almost no attention has been paid to the sexual harassment which occurs in junior high/middle and secondary schools.

In 1993 the American Association of University Women (AAUW) Educational Foundation conducted a survey of sexual harassment. A total of 1,632 Hispanic,

white, and African American students in grades 8 through 11 from 79 randomly selected schools in America completed the survey. They analyzed specific experiences, behaviors, and attitudes of the groups (Hispanic, white, and African American students) by gender and proposed the findings had external validity to all public schools. The results of this survey indicated that four out of five students (81%) had been the target of some form of sexual harassment during their school lives. Also the authors reported that a student's first experience of sexual harassment was most likely to occur in the middle school/junior high years of 6th through 9th grade.

The Center for Research on Women at Wellesley College conducted a survey in 1993 of 2,002 girls of various race and ethnic groups, grades 2 through 12 enrolled at private, public, and vocational schools. The results of the survey indicated that sexual harassment appeared to increase through grade 9 [Grade 6 (5%); grade 7 (17%); grade 8 (23%) and grade 9 (27%)]. The following percentages were also reported: grade 2 (0.1%); grade 3 (0.1%); grade 4 (0.2%); grade 5 (0.7%); grade 10 (17%) grade 11 (7%) and grade 12

(3%)[Stein et al., 1993]. (Percents may not add to 100 percent because of rounding.)

School policy and instructing against sexual harassment

Elementary schools through universities are encouraged by the Office for Civil Rights (OCR), an agency of the United States Department of Education, to have guidelines defining their stance on sexual harassment. In order to be in compliance with the Title IX law which protect children, each school should have a sexual harassment policy and procedure defining specific guidelines for handling reported incidents (Thompson, 1994).

School administrators have a "responsibility to ensure that each student can attend school in a safe environment" (Mentell, 1993, p. 96). However, according to students who answered the survey conducted by Stein et al. (1993) 8% of the schools represented enforced a policy on sexual harassment; 2% held workshops or assemblies; 3% provided educational materials; 5% trained peer counselors or mediators; 5% did something else and 82% of the schools represented were reported as doing nothing.

Strauss and Espeland (1992) stated:

> all adults who have anything to do with school should receive training in sexual harassment awareness and prevention. If we teach students without teaching the adults, we cannot hope to effect the far-reaching systemic changes that are required to confront and solve the pervasive problem of sexual harassment (p. 8).

Kurak (1994, cited by Morrissey, 1994), an equity specialist with the Minnesota Education Department, "warns schools that simply adopting a policy will not reverse years of behavior; it requires constant monitoring" (p. 20).

Wishnietsky from Winston-Salem State University (1991) wrote:

> Written guidelines may provide the form for programs, but only faculty, staff and administrators can provide the substance. Because of their status and position, educators have a rare opportunity to make a positive impact on the lives of students who may not have a positive role model elsewhere. (p. 168)

Gender and incidents of sexual harassment in schools

"While boys are also subjected to sexual harassment, the overwhelming number of victims are girls" (Rosen, 1993, p. 118). The results of the AAUW study in 1993 indicated that 81% of the 1,632 students reported having been the target of some form of sexual harassment. Of that sample, "85% of girls and 76% of boys surveyed said they had experienced unwanted and unwelcome sexual behaviors that interfered with their lives" (p 11).

Age and sexual harassment

The results of the study by Stein et al., (1993) conducted for the Center for Research on Women at Wellesley College in 1993 indicated that 77% of girls ages 9-12; 83% of girls age 13-16; and 81% of girls ages 17-19 had been touched, pinched, or grabbed. Further, the authors reported that 86% of girls ages 9-12; 90% of girls 13-16; and 81% of girls ages 17-19 had received sexual gestures or comments. Being leaned over or cornered was reported by 38% of the 9-12 year old girls; 48% of the 13-16 year old girls and 45% of the 17-19 year old girls. (Percentages will not add to 100 percent because respondents could

report more than one type of harassment in the past year.)

The typical harasser

Who is doing the harassing? The research conducted by the Center for Research on Women indicated that 96% of the female students in the sample were harassed by their fellow students. Of reported cases of student-to-student harassment, 97% were committed by male harassers and less than one percent by female harassers while two percent of the instances involved both male and female harassers (Stein et al., 1993). From the survey conducted by the AAUW (1993), of the 81% of students who reported being the target of sexual harassment in school, 79% had been targeted by a peer. Among the girls who had been harassed 81% reported having been harassed by a male acting alone, 57% by a group of males, 11% by a mixed group of males and females, 10% by a female acting alone, and 3% by a group of females. Among boys who had been harassed 57% reported being harassed by a female acting alone, 35% by a group of females, 25% by a male acting alone, 14% by a groups of males, and 13% by a mixed group of females and males.

(Percentages will not add to 100 percent because respondents could report more than one type of harassment.)

Where sexual harassment takes place and who is present

The classroom and the hallways were the locations where most incidents took place. The results from 1,995 students surveyed by Stein et al. at the Center for Research on Women (1993) indicated that 23% (456) of sexual harassment incidents took place in the classroom. Other percentages were reported: 18% (352) were in the hall; 6% (108) in the parking lot/field; 3% (55) in an activity away from school; 44% (869) multiple locations; and 7% (155) in other locations. (Incidents occurring in "multiple locations" usually occurred in the classrooms and/or halls, plus other locations.) In many cases it happened in the presence of others. Friends were present 66% of the time; teachers were present 33% of the time; no one was present 6% of the time; and peer(s) [not overlapped with friends] were present 31% of the time. From the same survey the researchers also discovered that incidents occurring in the

hallway were witnessed by friends 60% of the time; teachers 3% of the time; no one present 24% of the time; and peer(s) [does not overlap with friends] 18% of the time. (These percentages will add to greater than 100 percent because more than one category of bystanders was sometimes present at the time of harassment.)

Summary

Researchers reported that sexual harassment, although against the law, has been an ongoing problem with children of all stages in their education reaching a peak at ages 13-16 and usually in the presence of others. Sexual harassment is often mislabeled as flirting, inappropriate acts or acceptable developmental stages of adolescence. The research indicated that need for power and not sexual reward was the motivation for sexual harassment. In addition, the related literature indicated that little progress has been made in the area of teacher and student education for most school districts on ending this problem by the establishment and enforcement of policies against sexual harassment. Education and continued research is necessary to inform the young

people of today's society regarding their options in prevention of sexual harassment.

Statement of the Problem

The purpose of the researcher was to investigate the sensitivity of junior high/middle school students to statements depicting verbal and physical sexual harassment.

Rationale and Importance of the Research

School counselors could benefit from having information pertaining to students sensitivity toward verbal and physical behaviors which may be considered harassing.

The present research was conducted because of a growing concern about sexual harassment among the young people of a north central Kansas Junior High School. It is important for school officials to be aware of verbal and physical behaviors that students perceive as sensitive. It is also important for school officials to be aware of the amount and location of sexually harassing incidents. Results of research are also needed by counselors, teachers, and administrators to direct them in formulating an understanding of the psychological ramifications of

verbal and physical sexual harassment inflicted on children. Counselors may use this information to enable students to analyze options when incidents arise. Counselors, teachers, and administrators may also use this information to promote positive interactions among students.

Current research pertaining to sexual harassment and the younger population has been conducted in larger urban settings. This researcher found little research that was conducted in the less populated, rural areas. Also, this researcher was unable to locate studies which included the variables of the present study and the design. Therefore, research needs to be conducted with these variables to ascertain if there are different populations within this age group. If researchers are effective in identifying the sensitivity level for this age of individuals toward given types of behavior, standards can be established to better delineate the concept. Also, if researchers are effective in identifying incidents of sexual harassment, steps to combat occurrences can be taken. The results of this study could also be useful as a foundation for additional

research in other levels of education.

The results of the present study provided information pertaining to the following questions:

(1) Is there an association between gender and sensitivity to statements depicting verbal and physical harassment?

(2) Is there an association between grade level and sensitivity to statements depicting verbal and physical harassment?

(3) Is there an association between age and sensitivity to statements depicting verbal and physical harassment?

(4) Is there an association between size of the district attended and sensitivity to statements depicting verbal and physical harassment?

(5) Is there an association between grades received and sensitivity to statements depicting verbal and physical harassment?

(6) Is there an association between participation in sports and sensitivity to statements depicting verbal and physical harassment?

(7) Is there an association between birth order

and sensitivity to statements depicting verbal and physical harassment?

(8) Is there an association between developmental level and sensitivity to statements depicting verbal and physical harassment?

(9) Is there an association between self esteem and sensitivity to statements depicting verbal and physical harassment?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level of significance.

(1) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, grade level and size of school will not be statistically significant.

(2) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, grade level and developmental level will not be statistically significant.

(3) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, size of district, and developmental level will not be statistically significant.

(4) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to developmental level, grade level and size of district will not be statistically significant.

(5) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to grades received, participation in sports and birth order will not be statistically significant.

(6) The differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in

junior high/middle schools according to gender, age, and self esteem will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level and self esteem.

These independent variables were investigated for the following reasons:

(1) lack of research was found pertaining to them;

(2) the results of the research found were inconclusive; and

(3) nc research was found pertaining to many of the variables.

Definition of Variables

Independent Variables

Independent variables 1 through 8 were obtained from the Demographic Questionnaire and independent variable number 9 was from The Personal Attribute Inventory for Children. All independent variables were self reported except four and nine (size of

district and self esteem). The following independent variables were investigated:

(1) gender--two levels,
    level one, female, and
    level two, male;

(2) grade level--three levels,
    level one, 6th,
    level two, 7th, and
    level three, 8th;

(3) age--four levels,
    level one, 11,
    level two, 12,
    level three, 13, and
    level four, 14;

(4) size of district attended--two levels, determined post hoc;
    level one, 4A, and
    level two, 1A;

(5) grades reported--two levels, determined post hoc;
    level one, A & B, and
    level 2, other grades;

(6) participation in sports--two level, determined post hoc;

level one, yes, and

level two, no;

(7) birth order--three levels determined post hoc;

level one, only child and first born,

level two, second born, and

level three, third born or other;

(8) developmental level--three levels,(self reported)

level one, early

level two, average, and

level three, late;

(9) self esteem--three levels determined post hoc;

level one, high

level two, medium, and

level three, low.

Dependent Variables

Scores from the following scales of the Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire were employed as dependent variables:

(1) Verbal (10 items, 10-40 possible points);

(2) Physical (10 items, 10-40 possible points);

(3) Total (20 items, 20-80 possible points);

Limitations

The following may have affected the results of the present study:

(1) the sample was not random;

(2) the data were self-reported;

(3) all subjects came from two school districts in a single state; and

(4) sample size

Methodology

Setting

The setting for the present study was in two junior high/middle schools. The larger school was located in North Central Kansas and the smaller school in Southwest Kansas and depicted two enrollment classifications. These classifications are defined for the 1994-95 school year as: 4A (198-469); and 1A (17-77). [Enrollments figures as of September 20, 1994 and based on grades 10, 11 and 12].

The population for the locations included in this study are as follows: 1,260 for the 4A school, and 571 for the 1A school. The major sources of income for these locations are: agriculture for the 4A school, and agriculture for the 1A school.

Subjects

The subjects for this study consisted of students from junior high/middle schools--grades 6, 7 and 8. All who were present on the day the instruments were administered, were willing to participate, and had copies of the questionnaires complete enough to use were included in the sample. Two hundred twenty-one copies of the instruments were administered, of which 201 copies were complete enough to use. The sample consisted of 98 females; 103 males; 11 sixth graders; 104 seventh graders; and 86 eighth graders. The total sample consisted of 201. Enrollment in each section of the two schools were as follows: four sections of 7th graders for the 4A school; four sections of eighth graders for the 4A school, and one section of sixth graders for the 1A school; one section of seventh graders for the 1A school; one section of eighth graders for the 1A school.

Instruments

Four instruments were employed. A Demographic Questionnaire; the Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire (SVPHB); the Physical and Verbal Harassment Questionnaire (PVH) and

the Personal Attribute Inventory for Children (PAIC).

Demographic Questionnaire. The Demographic Questionnaire was designed by the researcher to meet the needs of the present study. The Demographic Questionnaire addressed the following: gender, grade level, age, grades received, participation in sports, birth order, and age of puberty development. Size of district attended was indicated by color coding copies of the instruments. The 4A school received yellow copies and the 1A school received green copies of the instruments (Appendix A).

Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire (SVPHB). The present researcher developed the SVPHB Questionnaire (Appendix B) by modifying a section of one developed by the American Association of University Women. In 1993 the AAUW developed an instrument for assessing sexual harassment of boys and girls in public schools grades 8 through 11. Questions used by this researcher to develop the SVPHB Questionnaire were modifications of some of the items contained in the AAUW survey. The demands of the situation required an instrument with clarity, grade level appropriateness, ease of

administration and scoring. The instrument consisted of 20 statements with 10 pertaining to sensitivity toward verbal harassment and 10 pertaining to sensitivity toward physical harassment. The 20 statements were employed in the following three scales: Verbal Harassing Behaviors, Physical Harassing Behaviors and Total. Three scores were obtained from this instrument. One for sensitivity toward Verbal Harassing Behaviors with a possible score of 10 to 40 points for statements 1 through 10, one for sensitivity toward physical harassing behaviors with a possible score of 10 to 40 points for statements 11 through 20, and a total with a possible score of 20 to 80 points for statements 1 through 20. Subjects were requested to indicate their sensitivity to the statements on a Likert-type scale. Each statement was scored as follows: very upset = 4, somewhat upset = 3, very little upset = 2, and not at all upset = 1.

Physical and Verbal Harassment Questionnaire (PVH). The researcher developed the PVH Questionnaire (Appendix C) after reviewing the related literature and considering the population being sampled. In 1993

the American Association of University Women developed an instrument for assessing sexual harassment of boys and girls in public schools grades 8 through 11. Questions used by this researcher to develop the PVH Questionnaire were modifications of some of the items contained in the AAUW survey. The demands of the situation required an instrument with clarity, grade level appropriateness, ease of administration and scoring. The instrument consisted of 19 questions pertaining to incidents of physical and verbal harassment during the subject's school life. The instrument was scored by counting the responses to each of the 19 questions.

The Personal Attribute Inventory for Children

In 1976, Parish, Bryant, and Shirazi introduced an instrument for assessing young adults' self concept called the Personal Attribute Inventory (PAI)[Parish, Bryant, and Shirazi(1976, cited by Guy, 1993, p. 18)]. It consisted of 50 negative adjectives and 50 positive adjectives. Individuals were asked to select 30 words which typify themselves out of a total pool of 100 words. The Personal Attribute Inventory for

Children (PAIC) was reduced to 24 positive adjectives and 24 negative adjectives for a total of 48 adjectives. Subjects were asked to select the 15 words which best describes themselves (Appendix D).

A study was conducted in which the PAIC and the Piers-Harris Children's Self Concept Scale (PHCSCS) were administered [Parish and Taylor (1978, cited by Guy, 1993)]. The validity coefficients reported in this study indicated that the PAIC was significantly correlated with the concurrent criterion variable PHCSCS. In fact, the correlations of .67 between the two scales-reported across grade levels-was about as high as any concurrent validity correlations noted between the PHCSCS and other self-concept scales described in the test manual. (Guy, 1993, p. 19)

The PAIC was scored by giving one point for each positive adjective selected with a score of 0 to 15 possible. High scores indicated a positive self esteem.

Design

A status survey factorial design was employed. The following independent variables were investigated: gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level and self esteem. The dependent variables were scores from the Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire. Six composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model). The following design was used with each composite null hypothesis:

Composite null hypothesis number 1, a 2 x 3 x 2 factorial design;

Composite null hypothesis number 2, a 2 x 3 x 3 factorial design;

Composite null hypothesis number 3, a 2 x 2 x 3 factorial design;

Composite null hypothesis number 4, a 3 x 3 x 2 factorial design;

Composite null hypothesis number 5, a 2 x 2 x 3 factorial design; and

Composite null hypothesis number 6, a 2 x 4 x 3 factorial design.

McMillan and Schumacher (1989) cited 10 threats to internal validity. These 10 threats to internal validity were dealt with in the following ways in the present study:

(1) history-did not pertain because the present study was status survey;

(2) selection-all students who were present, who consented to participate and presented instruments complete enough to use were included;

(3) statistical regression-did not pertain because the present study was status survey;

(4) testing-instruments were administered according to standard procedures;

(5) instrumentation-did not pertain because the present study was status survey;

(6) mortality-did not pertain because the present study was status survey;

(7) maturation-did not pertain because the present study was status survey;

(8) diffusion of treatment-did not pertain because the present study was status survey;

(9) experimenter bias-no treatment was administered and data were collected by standard procedures; and

(10) statistical conclusion-two mathematical assumptions were violated (random sampling and equal numbers of subjects in cells). The general linear model was employed to correct for lack of equal numbers in cells, and the researcher did not project beyond the statistical procedures employed.

McMillan and Schumacher (1989) cited 2 threats to external validity. These 2 threats were dealt with in the following ways:

(1) population external validity-the sample was not random; therefore, generalizations should be made only to similar groups; and

(2) ecological external validity-no treatment was administered and data were collected by standard procedures.

Data Collection Procedure

The researcher contacted the principals or counselors of 14 junior high/middle schools requesting permission to conduct the study dealing with

sensitivity toward certain verbally and physically harassing behaviors to students who selected to participate. Twelve schools declined and two schools granted permission to conduct the present survey. The building principal of each participating school was contacted to ascertain the number of copies needed.

Packets of materials were mailed to two schools. These packets contained a cover letter (Appendix E); a copy of the instruction sheet (Appendix F); copies of the Demographic Questionnaire; Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire; the Physical and Verbal Harassment Questionnaire and the Personal Attribute Inventory for Children.

Research Procedures

The following were implemented;

(1) research topic was selected and delineated;

(2) computer searches were made at Fort Hays State University using ERIC, Psyclit, and Readers Guide and at the researcher's local school library (Dissertation Abstracts, Mental Health Abstracts, Academic Index, Pais Int., AMA Journals, PsycINFO, Sociological Abstracts, Academic Index, and Magazine Index)

(3) reviewed related literature;

(4) identified instruments and received permission to modify;

(5) instruments modified and demographic sheet developed;

(6) research proposal written;

(7) research proposal defended before thesis committee;

(8) data were collected;

(9) data were analyzed;

(10) thesis written;

(11) thesis defended before thesis committee; and

(12) final editing of thesis.

Data Analysis

The following were compiled:

(1) appropriate descriptive statistics,

(2) three-way analysis of variance (general linear model),

(3) Bonferroni (Dunn) *t* test for means, and

(4) Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate the sensitivity of junior high/middle school students

to statements depicting verbal and physical sexual harassment. The following independent variables were investigated: gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level and self esteem. The dependent variables were scores from the following scales of the Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire: Verbal Harassing Behavior, Physical Harassing Behavior and Total. The sample consisted of 201 junior high/middle school students, 103 males and 98 females. Six composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model). The following design was used with each composite null hypothesis:

Composite null hypothesis number 1, a 2 x 3 x 2 factorial design;

Composite null hypothesis number 2, a 2 x 3 x 3 factorial design;

Composite null hypothesis number 3, a 2 x 2 x 3 factorial design;

Composite null hypothesis number 4, a 3 x 3 x 2 factorial design;

Composite null hypothesis number 5, a 2 x 2 x 3 factorial design; and

Composite null hypothesis number 6, a 2 x 4 x 3 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, grade level and size of district would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 1: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Gender, Grade Level and Size of District Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Verbal Harassing Behaviors**			
Gender (A)					
male	103	27.9[a]	7.05		
				12.10	.0006
female	98	33.0[b]	6.47		
Grade level (B)					
6	11	33.0	5.31		
7	105	31.0	6.84	0.65	.5237
8	85	29.3	7.75		
Size of District (C)					
4A(198-469)	168	30.2	7.40		
				0.15	.6990
1A(17-77)	33	31.5	6.15		
		Interactions			
		A x B		0.47	.6233
		A x C		0.44	.5065
		B x C		1.51	.2207
		A x B x C		0.78	.3777

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Physical Harassing Behavior			
Gender (A)					
male	103	30.5[a]	9.02		
				8.46	.0041
female	98	35.1[b]	7.63		
Grade level (B)					
6	11	38.1	3.62		
7	105	33.6	8.24	1.98	.1406
8	85	30.9	9.23		
Size of District (C)					
4A(198-469)	168	32.4	8.73		
				0.00	.9931
1A(17-77)	33	34.0	8.31		
		Interactions			
		A x B		0.49	.6123
		A x C		0.90	.3440
		B x C		4.54	.0344
		A x B x C		0.04	.8357

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
male	103	58.3[a]	15.59	11.01	.0011
female	98	68.0[b]	13.38		
Grade level (B)					
6	11	71.1	8.34		
7	105	64.6	14.30	1.38	.2540
8	85	60.1	16.63		
Size of District (C)					
4A(198-469)	168	62.6	15.58	0.04	.8374
1A(17-77)	33	65.5	13.79		
		Interactions			
		A x B		0.37	.6882
		A x C		0.70	.4031
		B x C		3.31	.0703
		A x B x C		0.31	.5762

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Four of the 21 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparison were rejected. Three of the statistically significant comparisons were for main effect. The following main effects were statistically significant:

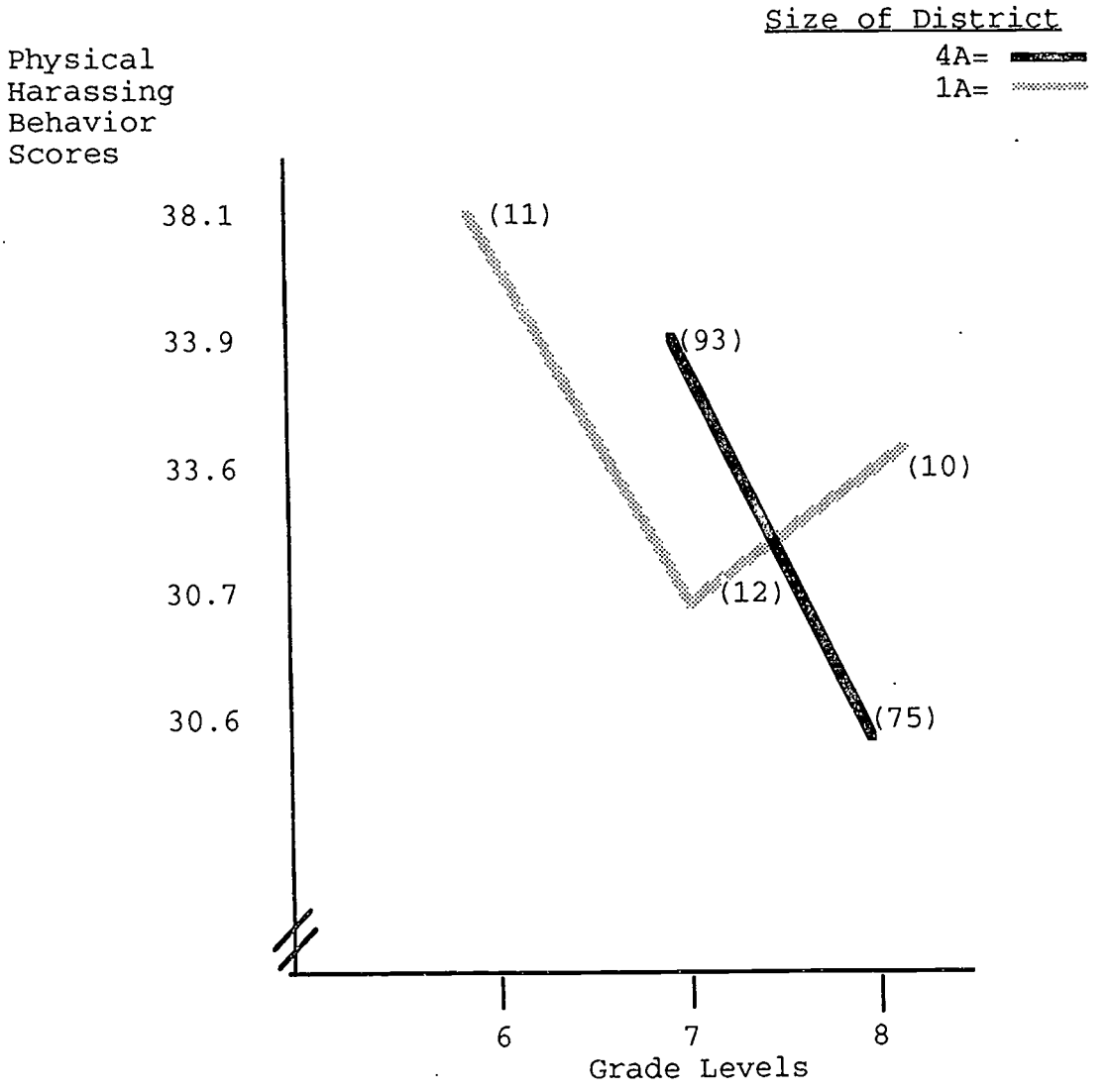
1. gender for the dependent variable Verbal Harassing Behaviors,
2. gender for the dependent variable Physical Harassing Behaviors, and
3. gender for the dependent variable Total.

The results cited in Table 1 indicated that females had a statistically larger mean score (greater sensitivity) for all three dependent variables than males; therefore, depicting greater sensitivity to the situations represented on all scales.

The fourth statistically significant comparison was for the interaction between the independent variable grade level and size of district for the dependent variable Physical Harassing Behaviors. The interaction between the independent variables grade level and size of district for the dependent variable Physical Harassing Behavior was depicted in a profile

plot. The following was cited in Figure 1: mean Physical Harassing Behaviors scores and curves for the independent variable size of district.

Figure 1: The Interaction Between the Independent Variables Grade Level and Size of District for the Dependent Variable Physical Harassing Behaviors



The interaction between the independent variables grade level and size of district for the dependent variable Physical Harassing Behaviors was disordinal. The results cited in Figure 1 indicated the following:

1. 7th graders from a larger school district had numerically the higher mean score (greater sensitivity) for Physical Harassing Behaviors than 7th graders from a smaller school district, and
2. 8th graders from a smaller school district had numerically the higher mean score (greater sensitivity) for Physical Harassing Behaviors than 8th graders from a larger school district.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, grade level and developmental level would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group

sizes, means, standard deviations, *F* values, and *p* levels.

Table 2: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Gender, Grade Level and Developmental Level Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Verbal Harassing Behaviors			
Gender (A)					
male	103	27.9[a]	7.05	6.33	.0127
female	98	33.0[b]	6.47		
Grade level (B)					
6	11	33.0	5.31		
7	105	31.0	6.84	1.45	.2377
8	85	29.3	7.75		
Developmental Level (D)					
early	36	28.5	7.53		
average	149	30.5	7.23	1.52	.2219
late	16	33.2	5.36		
		Interactions			
		A x B		0.14	.8737
		A x D		1.07	.3438
		B x D		0.65	.5813
		A x B x D		0.34	.7111

(continued)

Table 2: (continued)

Variable	n	M	s	F value	p level
Physical Harassing Behaviors					
Gender (A)					
male	103	30.5	9.02	3.03	.0834
female	98	35.1	7.63		
Grade level (B)					
6	11	38.1	3.62		
7	105	33.6	8.24	2.03	.1338
8	85	30.9	8.73		
Developmental Level (D)					
early	36	30.3	9.42		
average	149	32.9	8.62	1.42	.2433
late	16	36.2	5.61		
Interactions					
A x B				0.46	.6306
A x D				0.95	.3887
B x D				0.55	.6464
A x B x D				0.02	.9850

(continued)

Table 2: (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
male	103	58.3[a]	15.59	4.90	.0281
female	98	68.0[b]	13.38		
Grade level (B)					
6	11	71.1	8.34		
7	105	64.6	14.30	1.95	.1457
8	85	60.1	16.63		
Developmental Level (D)					
early	36	58.4	16.78		
average	149	63.5	15.15	1.66	.1930
late	16	69.4	10.42		
		Interactions			
		A x B		0.33	.7160
		A x D		0.99	.3751
		B x D		0.67	.5737
		A x B x D		0.15	.8582

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Two of the 21 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The statistically significant comparisons were for the following main effects:

1. gender for the dependent variable Verbal Harassing Behavior (recurring, Table 1) and,
2. gender for the dependent variable Total (recurring, Table 1).

The results cited in Table 2 indicated no additional association between dependent and independent variables.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, size of district and developmental level would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Gender, Size of District and Developmental Level Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
Verbal Harassing Behaviors					
Gender (A)					
male	103	27.9	7.05	2.61	.1077
female	98	33.0	6.47		
Size of District (C)					
4A(198-469)	168	30.2	7.40	0.12	.7310
1A(17-77)	33	31.5	6.15		
Developmental Level (D)					
early	36	28.5	7.53		
average	149	30.5	7.23	2.17	.1172
late	16	33.2	5.36		
Interactions					
A x C				0.46	.4964
A x D				0.58	.5628
C x D				0.45	.6410
A x C x D				0.42	.5193

(continued)

Table 3: (continued)

Variable	n	M	s	F value	p level
Physical Harassing Behaviors					
Gender (A)					
male	103	30.5	9.02	1.32	.2521
female	98	35.1	7.63		
Size of District (C)					
4A(198-469)	168	32.4	8.73	0.00	.9596
1A(17-77)	33	34.0	8.31		
Developmental Level (D)					
early	36	30.3	9.42		
average	149	32.9	8.62	2.15	.1189
late	16	36.2	5.61		
Interactions					
A x C				0.30	.5824
A x D				0.37	.6936
C x D				0.53	.5866
A x C x D				0.19	.6614

(continued)

Table 3: (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
male	103	58.3	15.59	2.09	.1503
female	98	68.0	13.38		
Size of District (C)					
4A(198-469)	168	62.6	15.58	0.02	.8759
1A(17-77)	33	65.5	13.79		
Developmental Level (D)					
early	36	58.4	16.78		
average	149	63.5	15.15	2.36	.0970
late	16	69.4	10.42		
		Interactions			
		A x C		0.40	.5269
		A x D		0.41	.6664
		C x D		0.49	.6161
		A x C x D		0.31	.5792

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

None of the 21 *p* values was statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no statistically significant associations between independent and dependent variables.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to developmental level, grade level and size of district would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 4: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Developmental Level, Grade Level and Size of District Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Verbal Harassing Behaviors			
Grade Level (B)					
6	11	33.0	5.31		
7	105	31.0	6.84	0.40	.6738
8	85	29.3	7.75		
Size of District (C)					
4A(198-469)	168	30.2	7.40	0.02	.8927
1A(17-77)	33	31.5	6.15		
Developmental Level (D)					
early	36	28.5	7.53		
average	149	30.5	7.23	1.71	.1843
late	16	33.2	5.36		
		Interactions			
		B x D		0.55	.4582
		B x C		0.62	.6033
		C x D		0.31	.7348
		B x C x D		***	***

Table 4: (continued)

Variable	n	M	s	F value	p level
Physical Harassing Behaviors					
Grade Level (B)					
6	11	38.1	3.62		
7	105	33.6	8.24	0.57	.5654
8	85	30.9	9.23		
Size of District (C)					
4A(198-469)	168	32.4	8.73		
				0.08	.7729
1A(17-77)	33	34.0	8.31		
Developmental Level (D)					
early	36	30.3	9.42		
average	149	32.9	8.62	1.93	.1483
late	16	36.2	5.61		
Interactions					
B x D				2.95	.0878
B x C				0.56	.6431
C x D				0.58	.5613
B x C x D				***	***

(continued)

Table 4: (continued)

Variable	n	M	s	F value	p level
		Total			
Grade Level (B)					
6	11	71.1	8.34		
7	105	64.6	14.30	0.55	.5790
8	85	60.1	16.63		
Size of District (C)					
4A(198-469)	168	62.6	15.58		
				0.01	.9379
1A(17-77)	33	65.5	13.78		
Developmental Level (D)					
early	36	58.4	16.78		
average	149	63.5	15.15	1.99	.1402
late	16	69.4	10.42		
Interactions					
B x C				1.75	.1870
B x D				0.68	.5661
C x D				0.46	.6349
B x C x D				***	***

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

***Due to the nature of the data and the size of the sample this comparison could not be made.

None of the 18 *p* values was statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 4 indicated no statistically significant associations between independent and dependent variables.

It was hypothesized in composite null hypothesis number 5 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to grades received, participation in sport and birth order would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following were cited in Table 5: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 5: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Grades Received, Participation in Sports and Birth Order Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
Verbal Harassing Behaviors					
Grades Received (E)					
A & B	120	30.8	6.71		
				0.28	.5988
other	81	29.7	7.90		
Participation in Sports (F)					
yes	169	30.4	6.92		
				0.91	.3412
no	32	30.4	8.72		
Birth Order (G)					
only or first born	75	32.0[a]	6.44		
second born	76	30.5	6.93	7.98	.0005
other	50	27.8[b]	8.09		
Interactions					
E x F				0.00	.9688
E x G				0.21	.8075
F x G				4.20	.0164
E x F x G				2.47	.0871

(continued)

Table 5 (continued)

Variable	n	M	s	F value	p level
Physical Harassing Behaviors					
Grades Received (E)					
A & B	120	33.5	7.70	0.35	.5524
other	81	31.5	9.83		
Participation in Sports (F)					
yes	169	32.6	8.26	1.17	.2799
no	32	33.1	10.66		
Birth Order (G)					
only or first born	75	33.9[a]	7.86		
second born	76	33.0	8.09	5.34	.0056
other	50	30.4[b]	10.24		
Interactions					
E x F				0.00	.9914
E x G				0.19	.8286
F x G				5.58	.0044
E x F x G				4.13	.0175

(continued)

Table 5 (continued)

Variable	n	M	s	F value	p level
		Total			
Grades Received (E)					
A & B	120	64.3	14.09		
				0.32	.5717
other	32	61.2	16.891		
Participation in Sports (F)					
yes	169	63.0	14.57		
				1.18	.2779
no	32	63.5	19.01		
Birth Order (G)					
only or first born	75	66.0[a]	13.50		
second born	76	63.5	14.51	7.16	.0010
other	50	58.1[b]	17.90		
		Interactions			
		E x F		0.00	.9733
		E x G		0.16	.8548
		F x G		5.22	.0062
		E x F x G		3.60	.0293

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Eight of the 21 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The follow main effects were statistically significant at the .05 level:

1. the independent variable birth order for the dependent variable Verbal Harassing Behaviors,
2. the independent variable birth order for the dependent variable Physical Harassing Behaviors, and
3. the independent variable birth order for the dependent variable Total.

The results cited in Table 5 indicated the following for main effects:

1. individuals who were only children or first born had numerically the highest mean score (greater sensitivity) for Verbal Harassing Behaviors than other birth order individuals,
2. individuals who were only children or first born had numerically the highest mean score (greater sensitivity) for Physical Harassing

Behaviors than other birth order individuals, and

3. individuals who were only children or first born had numerically the highest mean score (greater sensitivity) for Total than other birth order individuals.

Five of the statistically significant comparisons were for interactions. The following interactions were statistically significant:

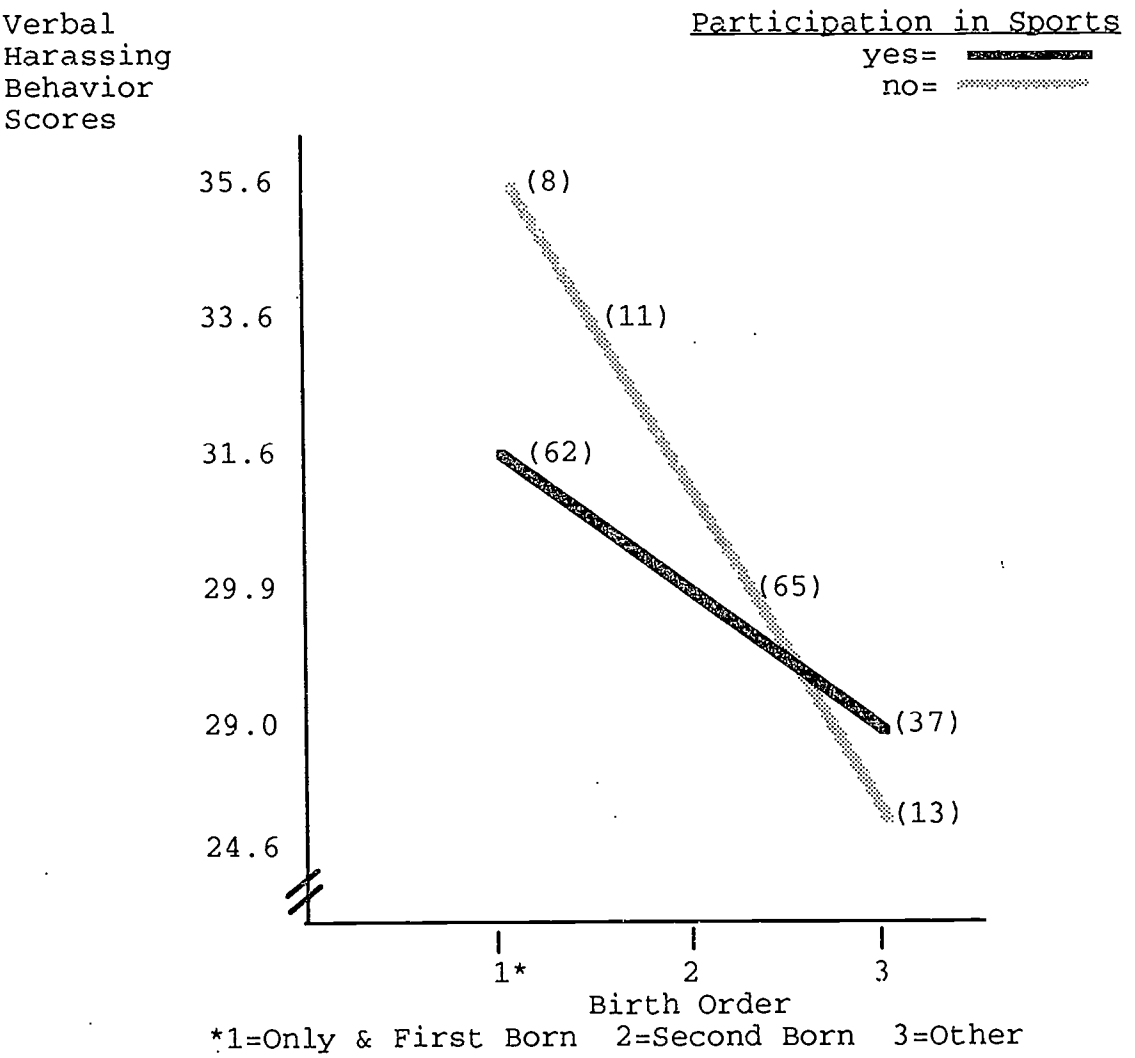
1. the independent variables participation in sports and birth order for the dependent variable Verbal Harassing Behavior,
2. the independent variables participation in sports and birth order for the dependent variable Physical Harassing Behavior,
3. the independent variables grades received, participation in sports and birth order for the dependent variable Physical Harassing Behavior,
4. the independent variables participation in sports and birth order for the

dependent variable Total; and

5. the independent variables grades received, participation in sports and birth order for the dependent variable Total.

The interaction between the independent variables participation in sports and birth order for the dependent variable Verbal Harassing Behaviors was depicted in a profile plot. Figure 2 contains the following: mean Verbal Harassing Behaviors Scores and the curves for participation in sports.

Figure 2: The Interaction Between the Independent Variables Participation in Sports and Birth Order for the dependent variables Verbal Harassing Behaviors.

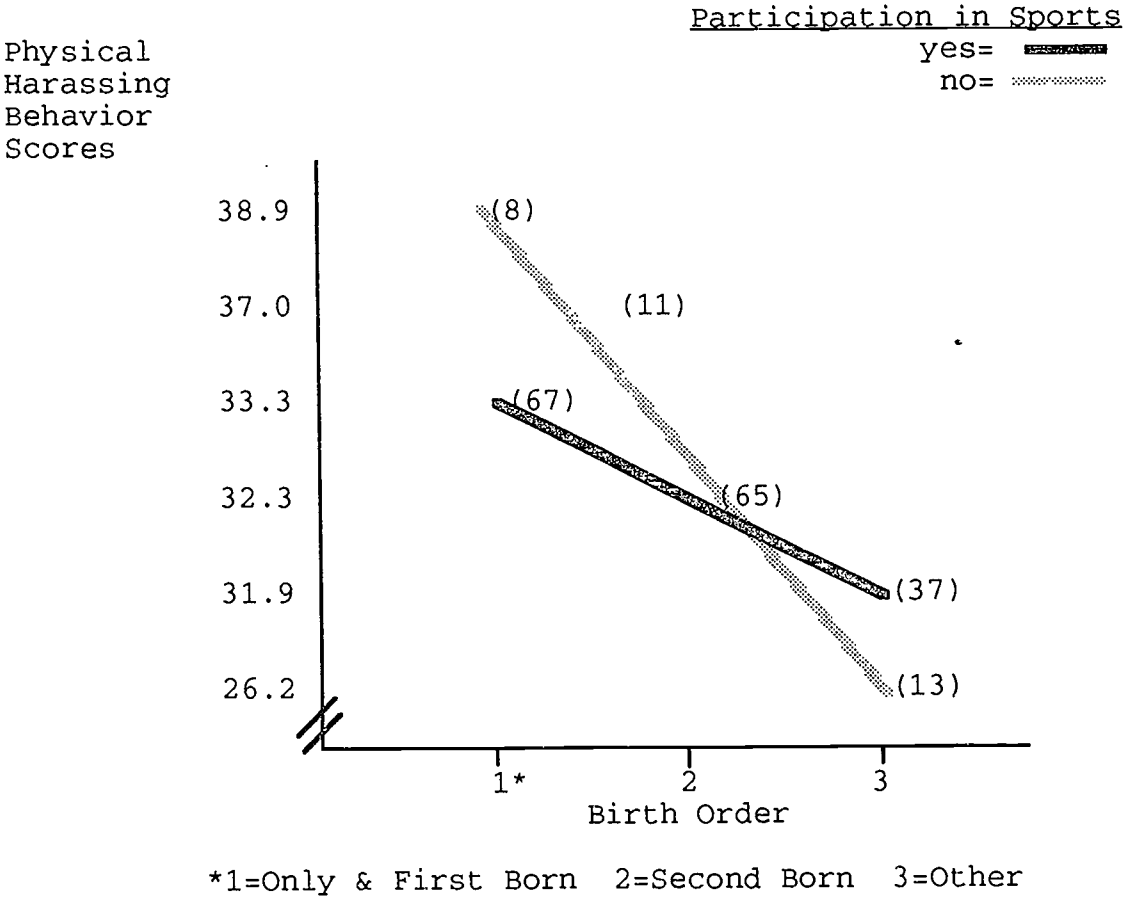


The interaction between the independent variables participation in sports and birth order for the dependent variable Verbal Harassing Behaviors was disordinal. The results cited in Figure 2 indicated the following:

1. individuals who were only children or first born not participating in sports had numerically the highest mean (greatest sensitivity) for Verbal Harassing Behaviors than any other subgroup, and
2. individuals who were other in birth order and did not participate in sports had numerically the lowest mean (lowest sensitivity) for Verbal Harassing Behaviors than any other subgroup.

The interaction between the independent variables participation in sports and birth order for the dependent variable Physical Harassing Behaviors was depicted in a profile plot. Figure 3 contains the following: mean Physical Harassing Behaviors scores and the curves for participation in sports.

Figure 3: The Interaction Between the Independent Variables Participation in Sports and Birth Order for the Dependent Variable Physical Harassing Behaviors



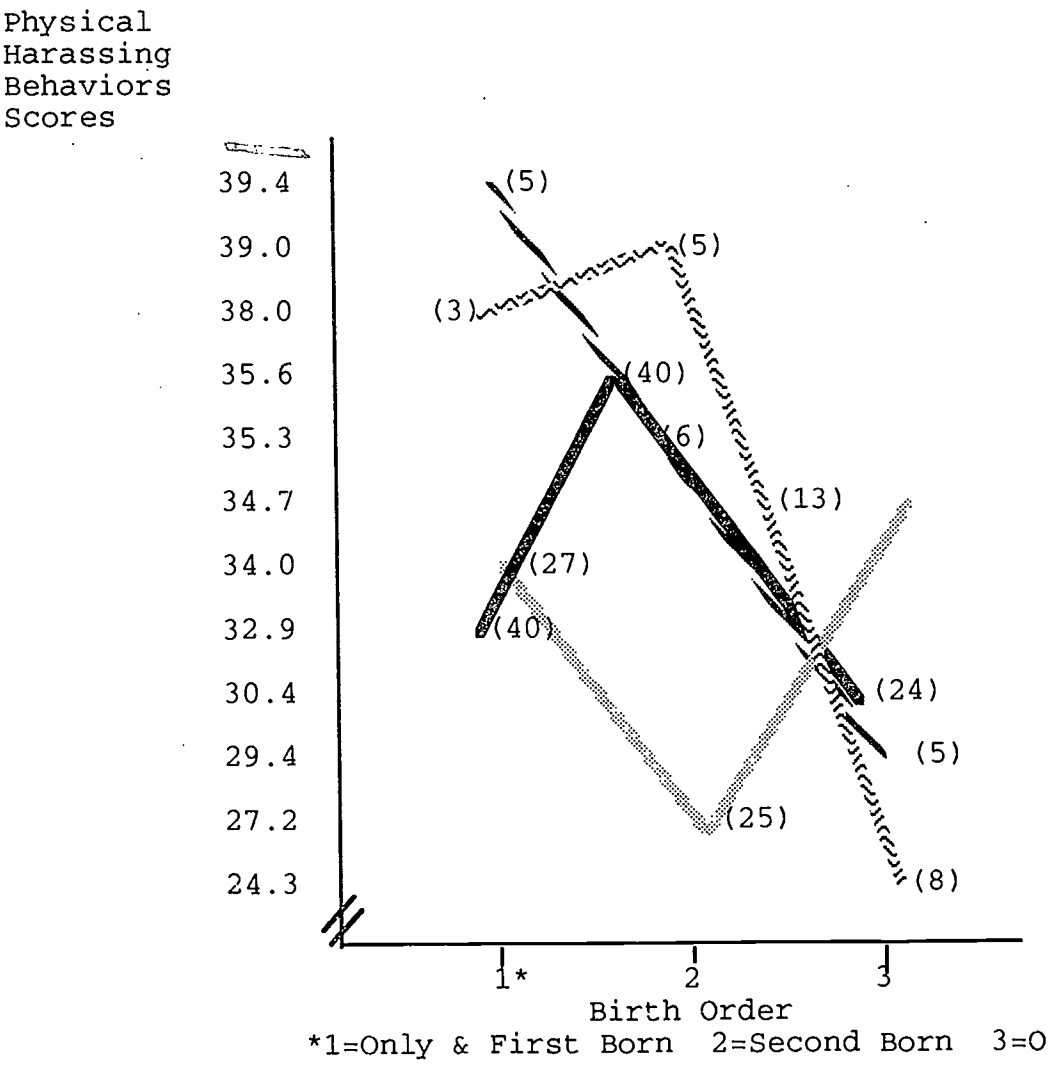
*1=Only & First Born 2=Second Born 3=Other

The interaction between the independent variables participation in sports and birth order for the dependent variable Physical Harassing Behaviors was disordinal. The results cited in Figure 3 indicated the following:

1. individuals who were only children or first born not participating in sports had numerically the highest mean (greatest sensitivity) for Verbal Harassing Behaviors than any other subgroup, and
2. individuals who were other in birth order and did not participate in sports had numerically the lowest mean (lowest sensitivity) for Verbal Harassing Behaviors than any other subgroup.

The interaction among the independent variables grades received, participation in sports and birth order for the dependent variables Physical Harassing Behaviors was depicted in a profile plot. Figure 4 contains the following: mean Physical Harassing Behavior scores and curves for grades received and participation in sports.

Figure 4: The Interaction Among the Independent Variables Grades Received, Participation in Sports and Birth Order for the Dependent Variable Physical Harassing Behaviors

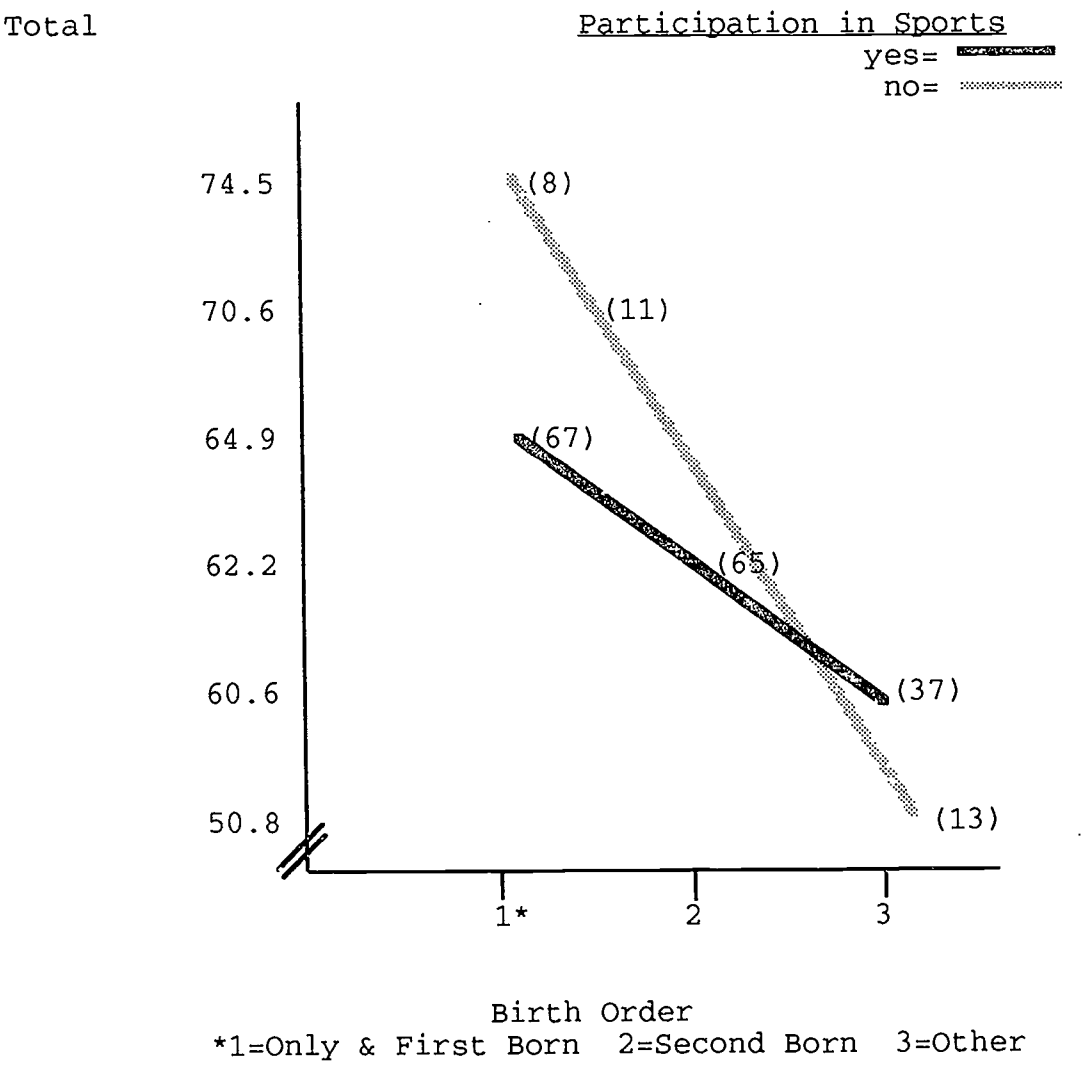


The interaction among the independent variables grades received, participation in sports and birth order for the dependent variable Physical Harassing Behaviors was disordinal. The information cited in Figure 4 indicated the following:

1. individuals who reported grades A & B, not participating in sports and only children or first born had numerically the highest mean (greatest sensitivity) for Physical Harassing Behaviors than any other subgroup,
2. individual reporting grades other than A & B, not participating in sports and birth order other had numerically the lowest mean (least sensitive) for Physical Harassing Behaviors than any other subgroup.

The interaction between independent variables participation in sports and birth order for the dependent variable Total was depicted in a profile plot. Figure 5 contains the following: mean Total scores and curves for participations in sports.

Figure 5: The Interaction Between the Independent Variables Participation in Sports and Birth Order for the Dependent Variable Total

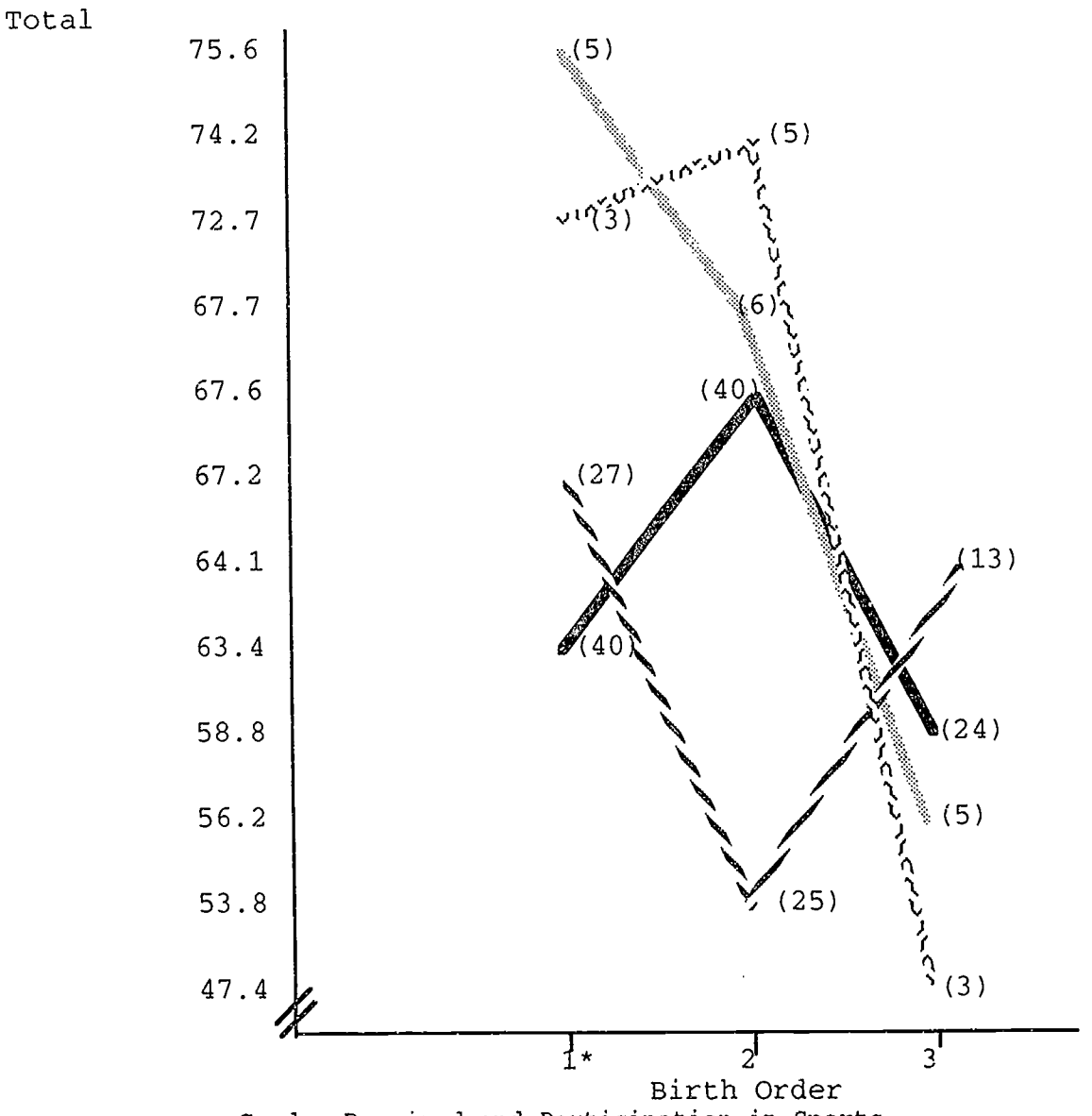


The interaction between the independent variables participation in sports and birth order for the dependent variable Total was disordinal. The results cited in Figure 5 indicated the following:

1. individuals who were only children or first born not participating in sports had numerically the highest mean (greatest sensitivity) for Verbal Harassing Behaviors than any other subgroup, and
2. individuals who were other in birth order and did not participate in sports had numerically the lowest mean (lowest sensitivity) for Verbal Harassing Behaviors than any other subgroup.

The interaction among the independent variables participation in sports and birth order for the dependent variable Total were depicted in a profile plot. Figure 6 contains the following: mean Total scores and curves for grades received, and participation in sports and birth order.

Figure 6: The Interaction Among the Independent Variables Grades Received, Participation in Sports and Birth Order for the Dependent Variable Total



The interaction among the independent variables grades received, participation in sports and birth order for the dependent variable Physical Harassing Behaviors was disordinal. The information cited in Figure 6 indicated the following:

1. individuals who reported grades A & B, not participating in sports and only children or first born had numerically the highest mean (greatest sensitivity) for Physical Harassing Behaviors than any other subgroup,
2. individual reporting grades other than A & B, not participating in sports and birth order other had numerically the lowest mean (least sensitive) for Physical Harassing Behaviors than any other subgroup.

It was hypothesized in composite null hypothesis number 6 that the differences among the mean Sensitivity to Verbal and Physical Harassing Behaviors Questionnaire scores for individuals in junior high/middle schools according to gender, age, and self esteem would not be statistically significant. Information pertaining to composite null hypothesis number 6 was presented in Table 6. The following were

cited in Table 6: variables, group sizes, means, standard deviations, F values, and p levels.

Table 6: A Comparison of Mean Sensitivity to Verbal and Physical Harassing Behavior Scores for Individuals in Junior High/Middle School according to Gender, Age and Self Esteem Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Verbal Harassing Behaviors			
Gender (A)					
male	103	27.9[a]	7.05	13.02	.0004
female	98	33.0[b]	6.47		
Age (H)					
11	7	31.4	5.97		
12	51	32.6	5.12	1.20	.3127
13	86	29.5	7.66		
14	57	29.6	7.95		
Self Esteem (I)					
high	54	28.5	7.78		
medium	51	30.7	6.58	0.29	.7470
low	96	31.3	7.09		
		Interactions			
		A x H		0.66	.5805
		A x I		2.21	.1128
		H x I		1.03	.4100
		A x H x I		1.15	.3363

(continued)

Table 6 (continued)

Variable	n	M*	s	F value	p level
Physical Harassing Behaviors					
Gender (A)					
male	103	30.5[a]	9.02	4.91	.0280
female	98	35.1[b]	7.63		
Age (H)					
11	7	37.3	4.42		
12	51	35.6	6.02	2.55	.0575
13	86	31.8	8.98		
14	57	31.0	9.83		
Self Esteem (I)					
high	54	29.5	9.93		
medium	51	33.8	7.74	0.52	.5980
low	96	33.9	7.96		
Interactions					
A x H				0.80	.4972
A x I				2.15	.1192
H x I				1.37	.2295
A x H x I				1.37	.2375

(continued)

Table 6 (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
male	103	58.3[a]	15.59	8.99	.0031
female	98	68.0[b]	13.38		
Age (H)					
11	7	68.7	9.76		
12	51	68.1	9.91	2.07	.1052
13	86	61.3	15.94		
14	57	60.4	17.72		
Self Esteem (I)					
high	54	57.9	17.48		
medium	51	64.6	13.70	0.32	.7300
low	96	65.2	14.25		
		Interactions			
		A x H		0.74	.5318
		A x I		2.39	.0947
		H x I		1.24	.2896
		A x H x I		1.37	.2388

*The larger the value the more sensitive to the condition.

**The scales had the following possible points and theoretical means Verbal Harassing Behaviors (10-40, 25); Physical Harassing Behaviors (10-40, 25); Total (20-80, 50).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Three of the 21 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant comparisons were for the following main effects:

1. independent variable gender and the dependent variable Verbal Harassing Behaviors (recurring, Table 1)
2. independent variable gender and the dependent variable Physical Harassing Behaviors (recurring, Table 1)
3. independent variable gender and the dependent variable Total (recurring, Table 1).

The results cited in Table 6 indicated no additional associations between independent variables and dependent variables.

Discussion

Summary

The purpose of the researcher was to investigate the sensitivity of junior high/middle school students to statements depicting verbal and physical sexual harassment. The following independent variables were investigated: gender, grade level, age, size of district, grades received, participation in sports, birth order, developmental level and self esteem. The dependent variables were scores from the following scales of the Sensitivity to Verbal and Physical Harassing Behavior Questionnaire: Verbal Harassing Behaviors, Physical Harassing Behaviors and Total. The sample consisted of 201 junior high/middle school students, 103 males and 98 females. Six composite null hypotheses were tested at the .05 level employing a three-way analysis of variance (general linear model).

A total of 98 comparisons were made plus 45 recurring. Of the 98 comparisons, 27 were for main effects, and 51 for interactions. Of the 27 main effects 6 were statistically significant at the .05 level. The following main effects were statistically

significant at the .05 level:

1. the independent variable gender for the dependent variable Verbal Harassing Behaviors,
2. the independent variable gender for the dependent variable Physical Harassing Behaviors,
3. the independent variable gender for the dependent variable Total,
4. the independent variable birth order for the dependent variable Verbal Harassing Behaviors,
5. the independent variable birth order for the dependent variable Physical Harassing Behaviors, and
6. the independent variable birth order for the dependent variable Total.

The results indicated the following for main effects:

1. females had a statistically larger mean score (greater sensitivity) than males for the dependent variable Verbal Harassing Behaviors,

2. females had a statistically larger mean score (greater sensitivity) than males for the dependent variable Physical Harassing Behaviors,
3. females had a statistically larger mean score (greater sensitivity) than males for the dependent variable Total,
4. individuals who were only children or first born had a statistically higher mean score (greater sensitivity) for the dependent variable Verbal Harassing Behaviors than individuals of other birth order,
5. individuals who were only children or first born had a statistically higher mean score (greater sensitivity) for the dependent variable Physical Harassing Behaviors than individuals of other birth order, and
6. individuals who were only children or first born had a statistically higher mean score (greater sensitivity) for the dependent variable Total than individuals of other birth order.

Of the 51 interactions, six were statistically

significant at the .05 level. The following interactions were statistically significant:

1. the independent variables grade level and size of district for the dependent variable Physical Harassing Behaviors
2. the independent variables participation in sports and birth order for the dependent variable Verbal Harassing Behaviors,
3. the independent variables participation in sports and birth order for the dependent variable Physical Harassing Behaviors,
4. the independent variables grades received, participation in sports and birth order for the dependent variable Physical Harassing Behaviors,
5. the independent variables participation in sports and birth order for the dependent variable Total, and
6. the independent variables grades received, participation in sports and birth order for the dependent variable Total.

Related Literature and Present Study

This researcher was unable to locate any previously conducted surveys regarding sensitivity of junior high/middle school students toward verbal and physical harassing behaviors. Most studies reviewed by the present researcher pertained to experiences and incidents of sexual harassment. However, the results of the present study supported those reported by the AAUW (1993) that females were apt to be more upset than males after experiencing sexual harassment.

Furthermore, the results of the present study also supported those reported by the AAUW (1993) that sexual identity is a sensitive issue for adolescents. This was indicated by the responses to the items addressing sensitivity toward ones sexuality.

Opinion of the researcher pertaining to the results

It is the opinion of this researcher that gender roles encouraged by society is one explanation for the greater sensitivity of females toward verbal and physical harassing behaviors. Perhaps it is not that females are more sensitive toward these behaviors, but that males are encouraged to be "macho" and are expected to "suck it in" in regard to their feelings.

Only children would not be as exposed to the torment of sibling comments while first born would either be the individuals doing the tormenting or possibly be more mature in their dealings with their siblings.

Individuals attending larger school districts would be exposed to an increased number of harassing situations. The larger the enrollment, the greater the variety of personality types. This would also be true of individuals who are participants in sporting events. These students are prone to exploitation through several factors. Sometimes, they are skimpily dressed such as cheerleading, volleyball, wrestling and track participants or their uniforms must be form fitting such as swim team members.

Generalizations

The results of the present study appeared to support the following generalizations:

1. females have greater sensitivity to Verbal Harassing Behaviors than males,
2. females have greater sensitivity to Physical Harassing Behaviors than males,
3. females have greater sensitivity to Total than males,

4. grade level and size of district should be interpreted concurrently for the dependent variable Physical Harassing Behaviors,
5. participation in sports and birth order should be interpreted concurrently for the dependent variable Verbal Harassing Behaviors,
6. grades received, participation in sports and birth order should be interpreted concurrently for the dependent variable Physical Harassing Behaviors,
7. grades received, participation in sports and birth order should be interpreted concurrently for the dependent variable Total, and
8. subjects reported high sensitivity.

Implications

Research has indicated there is a need for advancement in the area of education for all involved when examining the topic of sexual harassment in schools. The results of the present study could be used to increase faculty and administration awareness of the sensitivity of students to verbal and physical

harassing behaviors. Education of student, staff and administration should be an ongoing process beginning at the lowest level until graduation.

Inclusion of this topic in the mandated human sexuality curriculum would serve as a focal point since parental and administrative involvement are required. It could also be included in the health, physical education and counseling curriculum. Staff inservice workshops and bulletins would be an appropriate manner to enrich the education for those in charge of the education of students. Development and strict enforcement of policies against sexual harassment would also serve as deterrents.

Recommendations

The results of the present study might have been restricted by the inability to research a greater number of school districts. The sensitivity of students toward sexual harassment could have been examined more extensively if the sample size had been larger and from a wider variety of school classifications.

The results of the present study appeared to support the following recommendations:

1. the study should be replicated with a larger random sample,
2. the study should be replicated in a greater variety of schools,
3. the study should be replicated in a variety of states,
4. the study should be replicated with a greater variety of age groups, and
5. the study should be replicated with higher grade levels.

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Appendix A

Demographic Sheet

Demographic Questionnaire

Instructions:

Place an X on the line beside the response which best describe you.

1. **Gender**
   _____Male _____Female

2. **Grade level**
   _____6th _____7th _____8th

3. **Age**
   _____11 _____12 _____13 _____14

4. **What grades do you usually get? X only one.**
   _____ Mostly A's
   _____ Mostly A's and B's
   _____ Mostly B's
   _____ Mostly B's and C's
   _____ Mostly C's
   _____ Mostly C's and D's
   _____ Mostly D's and F's

5. **In which sports do you participate? X all that apply**
   _____ Football _____ Cheerleading
   _____ Basketball _____ Track
   _____ Volleyball _____ None
   _____ Other (Indicate which_____)

6. **Are you:**
   _____ An only child
   _____ The first born
   _____ The second born
   _____ The third born
   _____ Other (Indicate which _____)

   how many _____brothers _____sisters

7. **At what age did you begin puberty development:**
   _____8 _____9 _____ 10 _____11 _____12
   _____13 _____14 _____15 _____older _____younger

8. **Do you feel you were an early, average, or late maturer?**
   _____early _____average _____late

Appendix B

Sensitivity to Verbally and Physically Harassing Behaviors Questionnaire

SVPHB Questionnaire

Please answer all questionnaires in the order they are presented.

The answer to each item is your personal feeling. Circle the choice which best describes how upset you would be **if** someone did the following to you, **when you did not want them to** during your school life. Please respond to each statement with only one choice.

1 Made sexual comments or jokes

very upset | somewhat upset | very little upset | not at all upset

2. Made gestures or looks

very upset | somewhat upset | very little upset | not at all upset

3. Made insulting sounds or whistles

very upset | somewhat upset | very little upset | not at all upset

4. Showed, gave or left you sexual pictures, photographs, illustrations, messages or notes.

very upset | somewhat upset | very little upset | not at all upset

5. Wrote sexual messages/graffiti about you on bathroom walls, in locker rooms, etc.

very upset | somewhat upset | very little upset | not at all upset

6. Spread sexual rumors about you

very upset | somewhat upset | very little upset | not at all upset

7. Said you were gay or lesbian

very upset | somewhat upset | very little upset | not at all upset

8. Spied on you as you dressed or showered at school

very upset | somewhat upset | very little upset | not at all upset

9. Flashed or "mooned you

very upset | somewhat upset | very little upset | not at all upset

10. Made verbal threats against you unless you did what they asked

very upset | somewhat upset | very little upset | not at all upset

11. Touched you in a sexual way

very upset	somewhat upset	very little upset	not at all upset

12. Grabbed, or pinched you in a sexual way

very upset	somewhat upset	very little upset	not at all upset

13. Brushed up against you in a sexual way

very upset	somewhat upset	very little upset	not at all upset

14. Pulled at your clothing in a sexual way

very upset	somewhat upset	very little upset	not at all upset

15. Pulled off or down your clothing

very upset	somewhat upset	very little upset	not at all upset

16. Blocked your way or cornered you in a sexual way

very upset	somewhat upset	very little upset	not at all upset

17. Forced you to kiss him/her

very upset	somewhat upset	very little upset	not at all upset

18. Forced you to do something sexual, other than kissing

very upset	somewhat upset	very little upset	not at all upset

19. Leaned over and touched you in a way which made you uncomfortable

very upset	somewhat upset	very little upset	not at all upset

20. Made physical threats against you unless you did what they asked

very upset	somewhat upset	very little upset	not at all upset

Appendix C

Physical and Verbal Harassment Questionnaire

PVH Questionnaire

1. Keeping in mind that anyone can be a sexual harasser how much sexual harassment do you think there is in your school?

_____A lot _____Some (but not a lot) _____A little _____Not any

Complete this section only if you feel that you have been sexually harassed.

2. Do you feel that you have ever been (verbally or physically) sexually harassed in your school life?
_____Yes _____No

3. How many times do you believe you have been sexually harassed? (Indicate the number for each type.)

_____Physically _____Verbally _____Both

Based upon the types of sexual harassment you have experienced during your school life, where did it occur?
(**Check all that apply**)

		Yes	Number of times
4.	In the classroom	_____	_____
5.	In the hall	_____	_____
6.	In the gym or playing field	_____	_____
7.	In the cafeteria	_____	_____
8.	In the locker room area	_____	_____
9.	In the restroom	_____	_____
10.	In the parking lot	_____	_____
11.	Outside the school, on school grounds	_____	_____
12.	On school bus to school or from school	_____	_____
13.	At a field trip location	_____	_____
14.	At an athletic event	_____	_____

Based upon the sexual harassment **you have experienced** during your school life, where you harassed by...(This refers each single incident. Check all that apply)

		Yes	Number of times
15.	One person (a male)	_____	_____
16.	One person (a female)	_____	_____
17.	More than one person (all males)	_____	_____
18.	More than one person (all females)	_____	_____
19.	More than one person (both males and females)	_____	_____

Appendix D

Personal Attribute Inventory for Children

The Personal Attribute Inventory for Children

Read through this list of words, then put an **X** on the line beside the **15 words** which best describe how you feel about yourself.

_____	Afraid	_____	Happy
_____	Angry	_____	Healthy
_____	Awkward	_____	Helpful
_____	Bad	_____	Honest
_____	Beautiful	_____	Jolly
_____	Bitter	_____	Kind
_____	Brave	_____	Lazy
_____	Calm	_____	Lovely
_____	Careless	_____	Mean
_____	Cheerful	_____	Nagging
_____	Complaining	_____	Nice
_____	Cowardly	_____	Polite
_____	Cruel	_____	Pretty
_____	Dirty	_____	Rude
_____	Dumb	_____	Selfish
_____	Fairminded	_____	Show-off
_____	Foolish	_____	Strong
_____	Friendly	_____	Sweet
_____	Gentle	_____	Ugly
_____	Gloomy	_____	Unfriendly
_____	Good	_____	Weak
_____	Great	_____	Wise
_____	Greedy	_____	Wonderful
_____	Handsome	_____	Wrongful

Thomas S. Parish

Appendix E

Cover Letter

Penny Turner
Rt. Box 109
Burr Oak KS 66936
(913) 647-5471 Home (913) 374-4221 Work

November 6, 1994

I am writing in regard to the recent phone conversation we had concerning the enclosed copies of the survey I am conducting as a graduate student from Fort Hays State University. I thank you for allowing this survey to be conducted at your school and your assistance in this project.

The instruction sheet is to be read to the students by the person who will be in direct charge of questionnaire distribution and collection. I believe the questionnaires are self explanatory and should not require any further explanation. However, if necessary please feel free to call me.

Also, in order to complete certain sections of this project, I need some further information. If you would answer the following questions this would assist me.

May I use the name of your school in this thesis? Yes No

Is your school considered 1A 2A 3A 4A 5A 6A

The total enrollment of your school is _____.

There is(are) _____ section(s) of grade 6.
There is(are) _____ section(s) of grade 7.
There is(are) _____ section(s) of grade 8.

These questionnaires were completed in _____class(es).

How were the students chosen to be surveyed. (Applies only if not all students were surveyed.)

The main source of income for your community is_____.

Person assisting with the survey in your school (Title only) _____.

Would you like to be informed of the results of this study? Yes No

Once again, I thank you for your assistance.
Penny Turner

Appendix F

Instruction Sheet

Instruction Sheet

(Please read to the students who are completing this survey)

The packet you are about to complete is intended to collect information concerning your sensitivity toward physical and Verbal Harassing Behaviors and incidents of sexual harassment.

Please do not mark on these questionnaires until asked to do so and **do not** write your name on the forms. Your responses are completely confidential and cannot be identified with you personally. You have the right not to participate. If you choose not to participate, please leave your packet on the desk and place it in the envelope which will be passed among you. If you choose to participate, please answer all questions which pertain to you.

When all students are finished, place your packet into the envelope which will be passed among you. You may turn you packet over and begin work. Thank you for your participation.

Appendix G

Letters Requesting Permission

Penny Turner
Rt. Box 109
Burr Oak, KS 66936
(913) 647-5471

October 5, 1994

Dr. Tom Parish
Counselor Education and Educational Psychology
Kansas State University
Bluemont Hall
104 Fairchild
Manhattan, KS 66506

Dr. Parish:

I am a graduate student at Fort Hays University in Hays, Kansas researching the topic Sexual Harassment in the Junior High. I am writing to ask permission to have, modify, and use your instrument The Personal Attribute for Children.

I would also like to have a reprint of the instrument, method of scoring and any information you have on this instrument. I thank you for any assistance you may offer.

Sincerely,

Penny Turner

Penny Turner
Box 109
Burr Oak, KS 66936
(913-647-5471)

June 10, 1994

AAUW Educational Foundation
Dept T
1111 Sixteenth Street N. W.
Washington, DC 20036-4873

I am a Fort Hays State University Graduate student researching the topic of Sexual Harassment in Schools. I would like to have your written permission to reproduce or modify the survey questions you asked students when conducting Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools.

In addition to your written permission, I would like to obtain an actual copy of this instrument along with the instructions for administration. Please let me know if there is a cost involved for this service.

I thank you for your assistance.

Sincerely,

Penny Turner

Appendix H

Letters Granting Permission

AAUW
EDUCATIONAL
FOUNDATION

June 16, 1994

Penny Turner
Box 109
Burr Oak KS 66936

Dear Ms. Turner:

Thank you very much for your interest in obtaining information about the questionnaire for the publication Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools.

The 19 page questionnaire is available for purchase with the report from the AAUW sales office at the price of $19.95 for members and $24.95 for non-members. Please add $4.00 for shipping and handling fees. To order, please call 1-800-225-9998, ext. 248.

All of the information contained in the written research report and the questionnaire is the copyrighted property of the AAUW Educational Foundation (AAUW). The questionnaire that was developed by Harris and Associates, Inc. and AAUW is for your use as background information only and not to be administered for any purposes.

The AAUW Educational Foundation grants you permission to use the questionnaire under the following circumstances:

- AAUW Educational Foundation will not be referred to as a source for the survey;
- AAUW Educational Foundation will not be mentioned as a part of the survey;
- AAUW Educational Foundation will not be used as a background reference.

We will be very interested in knowing what results you receive if you do conduct a local survey. Please send us any information you have when the survey is finished.

Best wishes in your endeavors.

Sincerely,

Priscilla Little

Priscilla Little
Senior Associate

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN EDUCATIONAL FOUNDATION
1111 SIXTEENTH STREET N.W. WASHINGTON, DC 20036-4873 202-785-7700 FAX: 202-872-1425 TDD: 202-785-7777

AAUW
EDUCATIONAL
FOUNDATION

August 12, 1994

Penny Turner
Box 109
Burr Oak KS 66936

Dear Ms. Turner:

Thank you again for your letters regarding the use of our publication, Hostile Hallways. I am happy to clarify my June 16 letter. The three stipulations refer to the use of the publication in your survey, not your thesis. The questionnaire is for your use as background information only and is not to be administered for any purposes.

When you conduct your survey, you are not to use the AAUW survey or the AAUW's name. It must be *your* survey. In your thesis, you may credit AAUW with references to Hostile Hallways as you would reference any other source; certainly mention the results published.

I appreciate your patience with this matter; I recognize that you have been communicating with us about Hostile Hallways since the beginning of May, and I apologize for the amount of time that has passed. If you have further questions, please feel free to call me at 202-728-7616. Thank you and best wishes on your thesis.

Sincerely,

Priscilla Little

Priscilla Little
Senior Associate
Eleanor Roosevelt Fund

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN EDUCATIONAL FOUNDATION
1111 SIXTEENTH STREET N.W. WASHINGTON, DC 20036-4873 202 785 7700 FAX: 202 872 1425 TDD: 202 785 7777