

Influence of Big Five Personality Model on Propensity to Complain – A case of dormitory

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ABSTRACT

The importance of complaining behavior has been discovered long ago, and the attention from only 1970s had been mainly considered (Fornell and Westbrook, 1979). Unsatisfied individuals who express their feelings and thoughts, experience significant elevation in satisfaction when they assess products or services compared those who do not comment. Research done by scholars leave evidence showing that distinguishing the difference between attitudinal complain and propensity to complain is relevantly a difficult task (Susskind, 2006).

Scholars have suggested that when individuals complain there are factors influencing this behavior. These major factors are categorized as personal, culture and situational. The personal factors had been studied by scholars for years and the outcome have asserted the fact that personality traits are key determinant driving this behavior (Fornell and Westbrook, 1979; Jacoby and Jaccard, 1981; Richins, 1983; Singh, 1990; Harris and Mowen, 2001; Phau and Sari, 2004; Bodey and Grace, 2007; Grougio and Pettigrew, 2009; Sharma et al., 2010; Ekinici et al., 2016).

In this study Big Five personality traits model is examined and the relevant instruments are used to probe the students in Eastern Mediterranean University of North Cyprus propensity to complain. Given this aim, there are several objectives than can be hypothesized as outcomes of this study.

Data collection was conducted among 385 students from EMU dormitories in campus area. In total five hypotheses are proposed to be tested in this thesis. Based on the study and exhausted hypotheses, it is concluded that students with personality traits of

Conscientiousness and Emotional Stability has relatively positive and negative tendency on propensity to complain.

The content of findings were included in this thesis followed by discussion about the objectives of the study from the findings. Nonetheless, similar to any social science research, limitations and future implementations of this research were also exhausted in the final chapter.

Keywords: Agreeableness, Big Five Personality Traits, Complaining Behavior, Personality, Conscientiousness, Day and Landon, Emotional Stability, Extraversion, Introversion, Openness to Experience, Propensity to Complain.

ÖZ

Şikayet etme davranışının önemi uzun zaman önce keşfedilmiş ve sadece 1970'lerden gelen dikkat esas alınmıştır. (Fornell ve Westbrook, 1979). Duygularını ve düşüncelerini ifade eden tatminsiz bireyler, bu konuda yorum yapmayanlara kıyasla ürün veya hizmetleri değerlendirmekte önemli bir memnuniyet yükselişi yaşarlar. Bilim adamları tarafından yapılan araştırmalar, tutumsal şikayet ile şikayet etme eğilimi arasındaki farkın ayırt etmede zor bir iş olduğunu göstermektedir (Susskind, 2006).

Araştırmacılar, bireylerin şikayet etme surumunda bu davranışlarını etkileyen faktörler olduğunu öne sürdüler. Ana faktörler kişisel, kültür ve durumsal olarak kategorize edilebilir. Kişisel faktörler yıllarca araştırmacılar tarafından çalışılmıştır ve sonuç olarak, kişilik özelliklerinin bu davranışı yönlendiren kilit belirleyici olduğunu iddia edilmiştir (Fornell ve Westbrook, 1979; Jacoby ve Jaccard, 1981; Richins, 1983; Singh, 1990; Harris ve Mowen). , 2001; Phau ve Sari, 2004; Bodey ve Grace, 2007; Grougio ve Pettigrew, 2009; Sharma ve diğerleri, 2010; Ekinci ve diğerleri, 2016).

Bu çalışmada, Büyük Beş isimli kişilik özelliği modeli incelenmiştir ve Kuzey Kıbrıs'taki Doğu Akdeniz Üniversitesi öğrencilerinin şikayetçi olma eğilimlerini ölçmek için ilgili araçlar kullanılmıştır. Bu amacı göz önüne alarak, bu çalışmanın sonuçları olarak varsayılabilir diğer hedefler vardır.

Veri toplama, kampus bölgesindeki DAÜ yurtlarından 385 öğrencinin katılımı ile yapılmıştır. Bu tezde test edilmek üzere toplam beş hipotez önerilmiştir. Çalışmaya ve tükenmiş hipotezlere dayanarak, kişilik özelliklerinden İnsafılık ve Duygusal

Kararlılık özelliklerine sahip öğrencilerin göreceli olarak olumlu ve olumsuz olarak şikayet etme eğilimine daha çok sahip oldukları sonucuna varılmıştır.

Bulguların içeriği bu tez çalışmasına dahil edilip, ardından araştırmanın hedefleriyle ilgili bulgular tartışılmıştır. Bununla birlikte, herhangi bir sosyal bilim araştırmasına benzer şekilde, bu araştırmanın kısıtlamaları ve gelecekteki uygulamaları da sonuç bölümünde tamamlanmıştır.

Anahtar Kelimeler: Anlaşılabilirlik, Büyük Beş Kişilik Özellik, Şikayet Davranışı, Kişilik, Vicdani, Gündüz ve Landon, Duygusal Kararlılık, Dışa Dönme, İç içe Geçme, Tecrübe Açıklığı, Şikayet Eğilimi.

DEDICATION

To my father in heaven

You were always source of my inspirations, and I would not be here without your care.

I wish today you were here and I could see the proud, happiness and unconditional love in your eyes as always ...

To my mother with love and eternal appreciation

The last word goes for my lovely husband Sam who I owe him thanks for all his unfailing love, support and understanding during my pursuit of master degree that made the completion of thesis possible.

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Chapter 1

INTRODUCTION AND AIMS OF THIS RESEARCH

1.1 Introduction

Recently customer retention has received a great proportion of attention and is considered important as high priority on the agenda managers (Reichheld 1996a, 1996b; Reichheld and Sasser 1990). Reichheld (1996b) further discussed that on average, every five years, U.S. companies lose about 50% of their customers, where most successful companies have the lowest percentage of customer turnover. Of course, a major concern for managers is considered to be customers' dissatisfaction which likely leads to defect to competitors. However, besides this defection, customers have other ways to respond to problems they face with products and services (Andreasen 1985; Bearden and Teel 1983; Best and Andreasen 1977; Singh 1988). Propensity to complain as an additional motivation to encourage complaining behavior has a great impact on satisfaction growth, product appraisal and purchasing probability which must not left unnoticed (Nyer, 2000).

Scholars including Kolodinsky and Aleong (1990), Richins (1980) and Kowalski (1996) commonly claimed that customers who are unsatisfied, are exposed to significant growth in product assessment and satisfaction, if clearly display their voice and feelings through complain. These scholars concluded that a key advantage of complaining is the contribution towards happiness display experience by costumers. This claim was challenged on trial by Alicke et al. (1992) where findings proof that

venting of negative emotions is the most popular outcome for complaining in social synergy. Oliver (1987) asserted that in individuals who complain, disparity rooted by dissatisfaction significantly diminished. According to the Webster's Dictionary venting is identified as 'to relieve or unburden by giving release or expression to feelings'. In psychology and marketing it has been witnessed to great extension that scholars paid great attention to subject of correlation between complaining and vernalizing. Halstead and Page (1992) claimed that positive connection between complaining and repurchase intention is due to complaining disparity decreasing. When individuals censor their feelings of disappointment, it causes them remain in the grief, which could then result in dissatisfaction elevation (Kowalski 1996; Kowalski and Erickson 1997). Although venting (also known as catharsis) is one of the definition for this, other possible reasons could lead to similar changes in satisfaction, product assessment and purchase intention. Complaint management systems have been described as best line of retaining existing customers (Fornell and Wernerfelt, 1987). The justification for investments in complaint management programs rests on findings that proper complaint management can result in improved customer retention and loyalty, with consequent beneficial effect on the bottom line (Ashley, and Varki, 2009). While Reichheld and Sasser (1990) provided economic grounds in terms of the disproportionate impact to the bottom line of increased retention rates, experimental research in the complaint behavior (CB) literature has suggested that service recoveries can sometimes result in the complainants becoming more loyal adherents of the firm than previously, as a consequence of their satisfaction with the customer complaint management process (Smith and Bolton 1998). In a cross-sectional study of actual complaints across studied firms in the service and manufacturing sectors, Homburg

and Fürst (2007a) find strong evidence of complaint satisfaction effecting customer loyalty.

According to Kau and Loh (2006) if complaints are handled effectively, several outcomes are manifested including: (1) positive word-of-mouth (WOM), (2) customer satisfaction, (3) loyalty and (4) future repurchases. Conversely, (1) negative WOM, (2) customer dissatisfaction, (3) disloyalty and (4) mistrust are yielded as the result of customer complaints remaining unresolved (Blodgett et al., 1995). In addition Heung and Lam (2003) remarked informative to managers not only aiming to handle complaints deliberately, but generate and display meaningful endeavor to consumers encouraging them to express feelings by complaining.

1.2 Theoretical Background

The importance of complaining behavior (CB) has been discovered long ago, the attention from only 1970s had been mainly considered (Fornell and Westbrook, 1979). Dissatisfaction and complaining has been extended at that time because 1970s were an era of consumer-orientation (Stephens and Gwinner, 1998). Inasmuch, CB has been studied widely in the literature. In order to understand CB, dissatisfaction concept should be evaluated first. Consumer dissatisfaction has been defined as a “case of interrupted or obstructed goal achievement” by Fornell and Westbrook (1979). In a research by Landon (1980) consumer complaint phenomenon has been illustrated as “expressions of dissatisfaction on a consumer’s behalf to a responsible party” (Bearden and Oliver, 1985). Landon’s definition of CB has corroborated the “expression” aspect of complaints. Further, Jacoby and Jaccard’s (1981) and later Bearden Oliver (1985) expounded CB can be determined as alternative responses consumers are taking that includes both communication and action parameters involving a negative

correspondence directly to organization and manufacturer of goods, or through a legal third party. Another scholarly definition of CB is provided by Singh (1988) as “a set of behavioral and non-behavioral responses, some or all of which are triggered by perceived dissatisfaction with a purchase episode”. After almost two decades Crie (2003) has added complaints as “explicit expressions of dissatisfaction”.

Based on the definitions, during these past decades, many researchers have tried to classify CB into specific action types. It have been revealed that CB is not completely rational and consistent. Customers who are dissatisfied may not necessarily complain. Finally customers according to their complaint behavior are categorized as action group and no action group (Mason and Himes, 1973). Researchers have also used different key terms to define and categorize customers such as complainers vs. non-complainers and activists vs. non-activists (Ndbusi and Ling, 2006).

1.2.1 Complaining Behavior

It was identified by Bennett (1997) that the major reason for complaining behavior, is the failure to meet expectations and irreverence of service. Both customers that are satisfied and unsatisfied not only may complain through direct channels but they may go through indirect channels (Gursoy et al., 2007; Singh, 1990). Day and Landon (1976) introduced a beneficial model to better understand complaining stimuli and their types. Accordingly the concept complaining behavior can be developed through two major taxonomies: (1) Private and (2) Public. To interpret; private responses required private channels conducted at people within the consumer’s group in casual manner, that also involves brand/supplier change, the product or service boycott, or cautioning family and friends. Private response is referred to “Voicers” by Singh (1990). The mentioned class of complainers may not address their dissatisfaction to the firms and organizations directly but probably “employ in negative word of mouth

(WOM) which is not visible to the service provider and not easily affected” (Singh and Wilkes, 1996). Individuals use private complaining channels to transfer negative WOM communication. As claimed by Blodgett et al. (1995), more than 75% of negative WOM involves all non-complainers, while only less than 50% of negative WOM involves complainers, and unhappy consumers perhaps convey negative WOM to more than five people. Subsequently, public responses required more uncasual ways, which often includes a complaint registration that is performed by individuals outside consumer’s group (Dacin and Davidow, 1997). Krapfel (1985) claimed that registering a complaint “recover economic loss by getting an exchange or a refund and rebuild self-image”. Singh (1990), referred to these complainers, as “irates” in his classification. Considering the claim by Singh and Wilkes (1996) as a situation in a dormitory, unsatisfied residents have the alternative of voice their complaints to university or dormitory administration, boycott and cancel their stay contract or in special cases request for a legal action. These residents are likely to engage in negative WOM and discourage other potential students to reside in this particular dormitory.

According to Singh (1990), there is an additional third classification known as “activists” that is covered in the literature review chapter of this thesis. To a conclusion, Davidow and Dacin (1997) compared public and private responses and asserted that firms and organizations are basically cautioned if private actions are taken, however public actions is found to be surprisingly more beneficial as they create both awareness and customer retention for the firms and organizations.

In revision of literature contributed by scholars, indications of propensity to complain consists of: (1) personal, (2) cultural and (3) situational (Keng and Liu, 1997; Slama

and Williams, 1991; Body and Grace, 2006; Singh and Wilkes, 1996; Bearden and Mason, 1984; Cheng et al., 2005; Day and Landon, 1977).

While majority of researchers had put effort to explain complaining behavior with consumer personal characteristics in 1970s, other scholars also began to take situational factors into consideration in addition to consumer characteristics in 1980s (Morganosky and Buckley, 1987).

1.2.2 Personality

In literature a common definition of personality is “those unique inner psychological characteristics that determine and reflect the way in which a consumer responds to a situational environment” (Solomon, 1994; Kanuk & Schiffman, 2004). In addition, Lamb et al. (2008) argued that the composition of individual’s psychological syntax and environmental strength is defined as personality. In addition it is noted that behavior is significantly depended on the self-concept, which reflects the manner in which consumers perceive themselves. In a proposition by Teng et al. (2007) the personality has significant effect on individual’s behavior. Mowen and Minor (2001) corroborated the effect as a result of personality’s moderating effect of messages and situations on consumer behavior. Furthermore, McKenna and Bargh (2000) asserted that pattern of social interaction is determined by personality in brief. Through this pattern it is possible to observe that among individuals personality is exclusive, vary in terms of intensity and thus each individual is unique. Also personal characteristics are unique, hence they directly have effect on behavior. Uniqueness leads to exclusivity and characteristics representing these are modeled under an empirically driven taxonomy known as the “Big Five Personality Traits Model”. This model consists of traits including: (1) Extroversion (2) Agreeableness (3) Conscientiousness (4) Emotional Stability (5) Openness to Experience. Various quantitative studies in

past decades yielded the proven fact that these traits are fundamentals of personality as they share a formation of context-specific in individual differences.

1.3 Aims and Objectives

In this study Big Five personality traits model is examined and the relevant instruments are used to probe the students in Eastern Mediterranean University of North Cyprus propensity to complain. Given this aim, there are several objectives than can be hypothesized as outcomes of this study. Davidow and Dacin (1997) asserted that customer retention is substantially vital for organizations and firms because customer address their loyalty by purchasing companies' various goods and services. Oly Ndubisi and Ling (2005) provided evidence confirming existence of substantial effects of demographic and personality difference in examination of complaining behavior. Such demographic and personality differences are referred to as personal factors or in some studies, customer-related variables, directly influencing complaining behavior. In this study demographic profile of the students are also examined to provide considerable empirical results.

Nevertheless of descriptive and quantitative research aids to pave the characteristics understanding of relevant respondents groups (Malhotra, 2011) and in similar fashion this study is undertaken in a descriptive and quantitative research.

The following determinants will be covered in this thesis:

- (1) Complaining behavior
- (2) Big Five personality traits model in literature
- (3) Propensity to complain in literature
- (4) Complaining behavior models

- (5) The relationship between Extraversion and propensity to complain
- (6) The relationship between Agreeableness and propensity to complain
- (7) The relationship between Emotional stability and propensity to complain
- (8) The relationship between Conscientiousness and propensity to complain
- (9) The relationship between Openness and propensity to complain

1.4 Sampling and Data Collection

In this research a written survey based questionnaire was designed where a non-probability sampling technique with 350 respondents was employed. The questionnaire is divided into two main parts:

- (1) Part 1: Questions related to personality traits and propensity to complain are asked from respondents.
- (2) Part 2: Demographic questions to evaluate respondents' relationship with the topic in hand.

1.5 Research Hypotheses

With referral to what have been discussed the following five hypotheses are tested in this research:

H1: Extraversion has a positive effect on propensity to complain.

H2: Agreeableness has a negative effect on propensity to complain.

H3: Emotional Stability has a negative effect on propensity to complain.

H4: Conscientiousness has a positive effect on propensity to complain.

H5: Openness to experience has a positive effect on propensity to complain.

1.6 Structure of the Thesis

This dissertation contains of six chapters listed in table 1.1.

Table 1.1: Thesis Outline

Chapter 1	Introduction
Chapter 2	Literature Review
Chapter 3	Conceptual Framework
Chapter 4	Methodology
Chapter 5	Data Analysis and Discussion
Chapter 6	Conclusions and Recommendations

Chapter 2 covers the literature review including detailed explanation about complaining behavior and factors influencing complaining behavior. With regards of this thesis's aim, personality, personality traits and the big five model are also explained in detail in this chapter and finally the complaining behavior models is also addressed.

Chapter 3 covers the conceptual framework. In this chapter hypotheses that are proposed are included and defined accordingly.

Chapter 4 covers methodology consists of research design, sampling method and technique, sampling size with data collection procedure, along with scales used in questionnaire design.

Chapter 5 covers the analysis, including descriptive analysis, correlation analysis, independent samples t-test, ANOVA, factor analysis and regression analysis.

Chapter 6 covers the discussion of findings, managerial implementations, limitations and future research suggestions.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

Many studies, mainly ones with empirical approach, the remarkable study by Plymire (1991) claims that customers who are encouraged to complain significantly generate growth in understanding customer needs. This argument results several outcomes that had been witnessed in the work of Richins (1983), Fornell and Wernerfelt (1987), Aleong and Kolodinsky (1990), Kowalski (1996), and Tax et al. (1998). First, the appropriate repercussion towards CB prevent customers from products and services switching. Second, with CB unsatisfied customers can voice their feelings. Third, firms and organizations are allowed to recover and develop new and effective strategies to retain customers through. Fourth, through CB consumer taste and preferences are monitored and examined thus creating a possibility to redesign and tailor products and service accordingly.

In the first section of this chapter, complaining behavior in literature is covered along with its classification and factors influencing it. Followed by, propensity to complain and as this thesis draws the models of personality and personality in general in literature are covered accordingly.

2.2 Complaining Behavior

Complaining behavior is simply defined as the “set of multiple behavioral and non-behavioral responses, some or all of which are triggered by perceived dissatisfaction

with a purchase episode” Singh, (1988). Also Lam and Tang (2003) defined actions leading CB are formed from a dissatisfaction prior to encountering an ill-experienced purchase. In addition Bell et al. (2004) asserted CB as generated feedbacks sent by consumers.

Huefner and Hunt (2000) claimed that over the years, scholars have gathered a list of factors distinguished in dissatisfaction attitude leading to complaining behavior and the list consists of (1) unfulfilled expectations, (2) defective or poor-quality products, and (3) unfulfilled promises that arouses complaining behavior.

Consumer satisfaction itself, is defined emotional feedback to the experiences provided by, or associated with, certain products or services purchased, retail outlets, or even molar patterns of behavior such as shopping and buyer behavior, as well as the overall marketplace. Analysis by Locke (1967), concluded that utilitarian outcome of the product appraisal or consumer action such as a complaint, generates pleasant emotional state for individual or commonly known as consumer satisfaction. In contrast, Robert et al. (1983) concluded that unsavory outcome of the product appraisal or consumer conditional denial in values generates unpleasant emotional state or commonly known as consumer dissatisfaction. Assuming the current statement as the disconfirmation or post-choice product evaluation, numerous studies including Cardozo (1968), Cohen and Goldberg (1970), Oliver (1980), Olson and Dover (1976), Swan (1977) and Westbrook and Oliver (1981) have empirically confirmed that disconfirmation have direct effect on satisfaction responses but this factor alone is not sufficiently defining satisfaction responses. In that latter, it has been proposed by Oliver (1980) apart from the effect of disconfirmation, pre-choice expectations have direct correlation with satisfaction. Sufficient empirical support for this formulation

by Swan (1977), Linda and Oliver (1979), and Oliver (1980), further claimed any post behavior overcoming expectations discordance or the composition of such positive outcome results in satisfaction.

Prior to this study, TARP (1979 and 1985) in a recent multi-country research explained majority of unsatisfied customers sometimes complaint only or never. Also it confirmed that most of unsatisfied customers do not complain. Further research such as Warland et al. (1975), Best and Andreasen (1977), Day et al. (1981), Francken, (1983) and Andreassen (1997) have conducted that a notable share of customers prefer to do nothing when they are unsatisfied. Although customers' power and right have increased during the past years, studies suggested that the rate of complaint has not been risen significantly.

The most popular definition of complain behavior is provided by Oliver (1997) as customer dissatisfaction. Dissatisfaction is formed when the customer experience is lower than the perceived expectation based on the disconfirmation theory. As mentioned earlier, Oliver (1997) asserted the relation between pre-choice expectations and dissatisfaction. To interpret first post-choice disconfirmation is considered as the reference point. In this frame any outcome with score less than pre-choice expectation is evaluated below this base, and any high score outcome is evaluated above this reference point. Theoretically this statement is strongly supported by Helson (1959), in perception it is argued that in the general proximity of modulus perceptions are retained thus instruments are realized just in accordance with any altered standard. According to Tronvoll (2007) there is always an acceptance zone for each customer. CB occurs if the result of customer's evaluation of the product/service perceived value places outside of the said area. The customer reactions to an inappropriate

product/service experience are different. The definition of CB is relatively formed in 1980s. Jacoby and Jaccard (1981) defined CB an action performed by consumers involving negative correspondence directly to organization and manufacturer of goods, or through a legal third party.

2.2.1 Classification of CB

The first prominent topic in CB is the category of CB where numerous studies have been undertaken. Researchers have tried to categorize CB and have generally modeled CB as consisting of some specific dimensions such as listed below:

Table 2.1: Dimensions of CB

Dimensions	Scholar	Year
Exit, voice, and loyalty	Hirschman	1970
Take action or take no action options; take action includes public dimension (redress sought from seller, legal action, third party complaint) and private dimension (personal boycott of the brand, negative word-of-mouth behavior)	Day and Landon	1977
Private, legal, remedial and non-complaining	Krishnan and Valle	1979
Redress-seeking, word-of-mouth, exit, third party complaint and loyalty	Blodgett and Granbois	1992
Voice, private and third-party action	Singh Singh and Wilkes	1988 1996
Exit, complain to firm, third-party action, continued patronage	Tax et al.	1998

Complaint, legal action, inactivity, exit, negative WOM	Crie	2003
Voice, exit, third party and WOM	Kim and Chen	2010
No complaining, communication (friends, internet, legal authorities) and action (exit, reducing buying, switching to another firm)	Tronvoll	2012
Negative WOM, voice to seller, complain to outside authorities and do nothing	Huppertz	2014

The most cited and validated classification has been developed by Singh (1988), by conduction of an empirical study on CB. In Singh's research, findings have represented that the consumer complaining behavior can be classified into two dimensions: (1) Private and (2) Public (Singh, 1988). Public dimension represents complaining behavior that is shared with the matters that are external to the consumer's close social circle, such as, sharing the complaint directly with the seller. Sometimes a "No action" response is tentatively included in this dimension because it has an inherent meaning or feeling associated with the seller. Private dimension basically indicates word-of-mouth consumer complaining behavior (Singh, 1988).

Singh's classification is in synchronism with some other recent studies, such as the study of Crie (2003), Kim and Chen (2010), Tronvoll (2012) and Huppertz (2014), where all studies are same in alignment with Singh's classification, thus supporting its validity.

The second prominent topic in CB literature has been the factors that lead to CB. Personal factors mainly have been studied regarding complaining propensity. Moyer (1984) have argued, research in this field displayed that middle age individuals, with superior education, who have a good job or high income, or individuals who are parents tend to be more likely to voice their complaints. The important factors that are studied in association with CB are discussed next.

2.2.2 Factors Influencing CB

Mowen (1993) believed that when individual actions are initiated as a result of dissatisfaction and CB is just the abstraction of these actions. Crie (2003), added that CB consists all possible actions to a perceived dissatisfaction through behavior. Crie (2003) first brought up into the bargain that initiating factors do not determine CB, only the longitudinal intellectual assessment of the situation is the final declaration. According to Broadbridge and Marshall (1995) this process is initiated when the customer is in evaluation stage of consumption or simply dissatisfaction and this ends upon reaching to a complete behavioral and non-behavioral responses or simply complain. Based on the literature review at hand including Day (1984), and Singh and Pandya (1991), complaining behavior is not always the result dissatisfaction and propensity to complain is not always due to unsatisfying outcomes. Thus, customers do not complaint just because of dissatisfaction.

2.2.2.1 Personal Factors

In chapter one it is mentioned that indications of propensity to complain consists of: (1) personal, (2) cultural and (3) situational (Keng and Liu, 1997; Slama and Williams, 1991; Body and Grace, 2006; Singh and Wilkes, 1996; Bearden and Mason, 1984; Cheng et al., 2005; Day and Landon, 1977). These scholars commonly defined that

personal characteristics are allocated by demographic and psychographic factors that generates propensity to complain.

Table 2.2 represents the personal factors affecting complaining behavior.

Table 2.2: Personal Factors of Complaining Behavior

Personal Factors	Scholar and Year
Demographics	Warland et al. (1975), Zaltman et al. (1978), Jacoby and Jaccard (1981), Moyer (1984), Bearden and Oliver (1985), Singh (1990), Lee and Soberon-Ferrer (1999), and Grougio and Pettigrew (2009)
Attitudes toward complaining	Best and Andreassen (1977), Zaltman et al. (1978) Jacoby and Jaccard (1981), Richins (1982), Day (1984), Bearden and Oliver (1985), Richins (1987) Singh (1990), Bodey and Grace (2007), and Fernandes and Santos (2008)
Personality factors	Fornell and Westbrook (1979), Jacoby and Jaccard (1981), Richins (1983), Singh (1990), Harris and Mowen (2001), Phau and Sari (2004), Bodey and Grace (2007), Grougio and Pettigrew (2009), Sharma et al. (2010), and Ekinici et al. (2016)

2.2.2.2 Cultural Factors

The second indicator is the cultural factor. It is often argued that demographics and cultural factors have been undetermined. Schiffman and Kanuk (2004) argued that individuals commonly behave based on determination of their values and norms within the culture. Culture is not limited by individuals' activities and certainly it expands and include any characterizing behavioral activity (Cant et al., 2006). Researchers including Hofstede (2001) have these differences categorized as (1) power distance, (2) masculinity, (3) indulgence, (4) uncertainty avoidance, (5) long-term and short-term orientation, and (6) individualism versus collectivism as attribution to cultural differences.

Keng and Liu (1997) established a cross culture research of personal factors and it is found that propensity to complain in individualist nations compared to collectivist nations, is exposed to a positive attitude towards CB. It is also asserted that risk taking attitude, self-confidence and assertiveness are displayed to greater extend by individualist population. In a similar cross culture study by Liu and McClure (2001) it is emphasized that cultures practicing collectivism often select private action and are less likely complain compared to cultures practicing individualism.

2.2.2.3 Situational Factors

Situational factor is the third indicator. Situational factors associated with customer complaint behavior are summarized in table 2.3.

Table 2.3: Situational Factors of Complaining Behavior

Situational Factors	Scholar and Year
Customer dissatisfaction severity	Crie (2003), and Singh and Wilkes (1996)
Problem Intensity	Richins, 1983

The perceived cost and benefits of complaining	Kim et al. (2003), Blodgett and Granbois (1992)
The expected response of the organization	Blodgett and Granbois (1992), and Day and Landon (1977)

In addition to situational factors covered above Velázquez et al. (2006) asserted that CB is a dependent variable on a specific situational scenario where majority of individuals have positive and pleasant outcomes into consideration before generating a propensity to complain. In addition it is claimed that the propensity to complain can be increased significantly via sufficient complaining channels (Kim et al., 2003). This also implies when endeavor and required time is reduced in CB, individuals will have an elevated propensity to complain (Huppertz, 2007).

2.2.2.4 Other Major Factors

Other major factors that may affect complaining behavior are stated in table 2.4.

Table 2.4: Other Major Factors of Complaining Behavior

Factor	Scholar	Year
Market conditions	Hirschman	1970
Marketing practices that are perceived as unfair	Zaltman et al.	1978
Attribution of blame	Krishnan and Valle	1979
	Richins	1983
	Folkes	1984
	Stephens and Gwinner	1998

The price and importance of the good to the consumer	Jacoby and Jaccard	1981
	Gilly and Gelb	1982
	Day	1984
	Bearden and Oliver	1985
Characteristics of the problem	Richins	1987
The role of provider responsiveness	Jacoby and Jaccard	1981
	Gilly and Gelb	1982
	Richins	1983
	Bolfing	1989
	Brown and Beltramini	1989
Consumer experience	Jacoby and Jaccard	1981
	Day, Moyer	1984
	Singh	1990
	Grougio and Pettigrew	2009
	Dalla Pozza	2014
Social climate	Jacoby and Jaccard	1981
Manufacturer's reputation	Jacoby and Jaccard	1981
The cost or difficulty of complaining	Day	1984
	Huppertz	2007
	Grougio and Pettigrew	2009
Involvement	Sharma et al.	2010
The magnitude of service failure	Bolfing,; Brown and Beltramini,	1989
		2009

	Casado-Diaz and Nicolau-Gonzalbez	
The prevailing product return policy of a country	Blodgett et al.	2006
Perceived outcome of complaining	Stephens and Gwinner Grougio and Pettigrew	1998 2009

2.2.3 Propensity to Complain

The main covered subject in this chapter is allocated to complaining behavior. Among the factors that are covered some of these are identified momentous in recent researches, consisting general attitude towards CB and in particular the propensity to complain done by scholars. However the evidence shows that distinguishing an attitude toward CB and propensity to complain is often difficult (Susskind, 2006). Specifically, propensity to complain is frequently generalized in attitudinal terms which can be found in the work of scholars such as Bearden and Oliver (1985), Richins and Verhage (1985). And it is claimed by scholars such as Didow and Barksdale (1982), Juhl et al. (2006) as a behavior. But in order to invoke the concepts perspicuity, a more empirically substantial approach of the propensity to complain is tested in this thesis with personality traits.

The core objective of this thesis is the effect of personality traits on propensity to complain. In the upcoming section detailed literature is shared.

2.3 Personality and Personality Traits

Personality classification and research started in the beginning of 1900s and it gradually became popular in the past decades specifically in marketing. Several

models including the big five were proposed and developed by scholars to help understand the uniqueness of each personal characteristics.

In marketing research customer satisfaction, values, emotions, complaining behavior and purchase intentions are generally subjects of interest to apply personality traits (Matzler et al., 2006).

In the following section Big Five model is explained in detail along with its Personality traits accordingly.

2.3.1 Big Five Model

In recent 30 years, remarkable amount of articles are allocated with this model. Barrick and Mount (1991) is a reliable source of understanding how the model is formed from scratch.

Besides psychology the appearance of the Big Five model has important implications in marketing research. It illustrated that personality consists of five relatively independent dimensions of (1) Extraversion (2) Agreeableness (3) Conscientiousness (4) Emotional Stability and (5) Openness to Experience. All these attributes distinguish exclusive discrete differences in a representable framework. Each trait is discussed in further sections accordingly.

2.3.1.1 Extraversion/Introversion

The first trait is the Extraversion/Introversion. This trait is the often referred to Extraversion by scholars including Norman (1963), Smith (1967), Hake (1974), Howarth (1976), Digman and Takemoto Chock (1981), Mc Crae and Costa (1985), Hogan (1986), Krug and Johns (1986), Noller et al. (1987), Botwi and Buss (1989), and John (1989). Personal characteristics linked with this are generally listed as

assertive, gregarious, active and sociable (Barrick and Mount, 1991). Hogan (1986) classified this trait into (1) Ambition and (2) Sociability. Bolting (1989) claimed propensity to complain is the result of any growth in assertiveness and personal dominance over ones' own life experiences. In findings by Thøgersen et al. (2003), individuals with high extraversion score displayed higher propensity to complain. Similar cases of assertiveness were conducted by other scholars including Singh (1990), Keng et al. (1995) and Phau and Sari (2004), where findings supported the likelihood of the statement. In terms of aggression Richins (1987) discovered that individuals who exposed propensity to complain also had higher aggression and assertiveness mean.

2.3.1.2 Agreeableness

The second trait is Agreeableness or often referred to as Friendliness or Likability by scholars including Guliford and Zimmerman (1949), Tupes and Christal (1961), Norman (1963), Borgatta (1964), Smith (1967), Hakel (1974), Howarth (1976), Goldberg (1981), Digman and Takemoto Cock (1981), Mc Crae and Costa (1985), Hogan (1986), Krug and Johns (1986) Noller et al. (1987), and John (1989). Barrick and Mount (1991) listed personal characteristics linked with this are generally forgiving, good-natured, flexible, trusting, cooperative, soft-hearted, courteous, and tolerant.

2.3.1.3 Conscientiousness

The third trait is Conscientiousness or sometimes referred Conscience by scholars including Norman (1963), Hakel (1974), McCrae and Costa (1985), Noller et al.(1987), Botwin and Buss (1989), and John (1989). Barrick and Mount (1991) claimed that there are different personal characteristics linked with this are generally listed responsible, being careful, achievement-oriented, organized, hardworking,

thorough, planful and persevering. In addition, Roberts et al. (2009) asserted that conscientious people can manifest effective social interactions and handle conflicts better.

2.3.1.4 Emotional Stability

Emotional stability is the fourth trait. Some scholars refer to it as Stability, Emotionality or Neuroticism. These scholars Norman (1963), Borgatta (1964), Smith (1967), Hakel (1974), Lorr and Manning (1978), Conley (1985), John (1989), McCrea and Costa (1985), and Noller et al. (1987) have remarkable contribution in this subject. Barrick and Mount (1991) listed the common personal characteristics linked with this trait as anger, anxiety, depression, emotion, insecurity and embarrassment.

2.3.1.5 Openness to Experience

The last trait is Openness to Experience or sometimes refer to as Intellect or Intellectence. Many scholars including Borgatta (1964), Digman and Takemot – Chock (1981), Costa and McCrae (1985), Hogan (1986), Hohn (1989), and Peadbody and Godberg (1989) mutually claimed that this trait is the most difficult to distinguish. Barrick and Mount (1991) listed the common personal characteristics linked with this are artistically sensitiveness, curiosity, imagination, culture, intelligence, originality, and broad-minded.

2.4 Complaining Behavior Models

Models such as Hirschman (1970), Day and Landon (1977) and Singh (1988) that are being applied to date are great contribution to both business and psychology. There are generally three main CB models where each model is discussed in the coming sections.

2.4.1 Hirschman's Exit Voice and Loyalty Typology

Known as the three-level model and described as the classical CB models cited in 70s is Hirschman's exit voice and loyalty typology. Understanding CB is achievable as

this model is a theoretical taxonomy to address dissatisfaction via CB in the forms of active, destructive, constructive and passive. Recent research by scholars including Blodgett and Granbois (1992), Kim et al. (2003) and Tronvoll (2007) claimed that individuals displaying dissatisfaction have tendency to CB. Originally proposed by Hirschman (1970) three alternatives are assigned: (1) exit, (2) voice, and (3) loyalty. The exit alternative is upon a decision when products and services are boycotted by individual. It leads to devastating loss of revenue and provoking firms to retain those who have selected exit option. On the other hand the voice alternative, indicates the situation where individuals complain and express directly to management and general protest and negative WOM. Within two alternatives often firms and organizations are forced to grow awareness of a deterioration which resulted in dissatisfaction (Hirschman, 1970). Ultimately the loyalty alternative is upon individuals' tandem recurring of an organization despite of any dissatisfaction. To interpret these individuals neither exit nor voice and yet continue to use the poor-quality service or products until they suffer in silence with the just a hope. In terms of this hope Crie (2003) asserted that loyalty yields a constructive outcome and things will evolve eventually in a positive manner. In addition when there's hope for changes in an organization's strategy it is argued that it is possible to display voice as a valuable construct. However, exit is both active and destructive in Crie's (2003) line of work. Furthermore Hirschman (1970) asserted loyalty has a strong significant effect on voice but weak significant effect on exit. To validate this statement an empirical examination was proposed by Maute and Forrester (1993). Based on the conclusions this taxonomy, is applicable mostly for settling buyer and seller relationships.

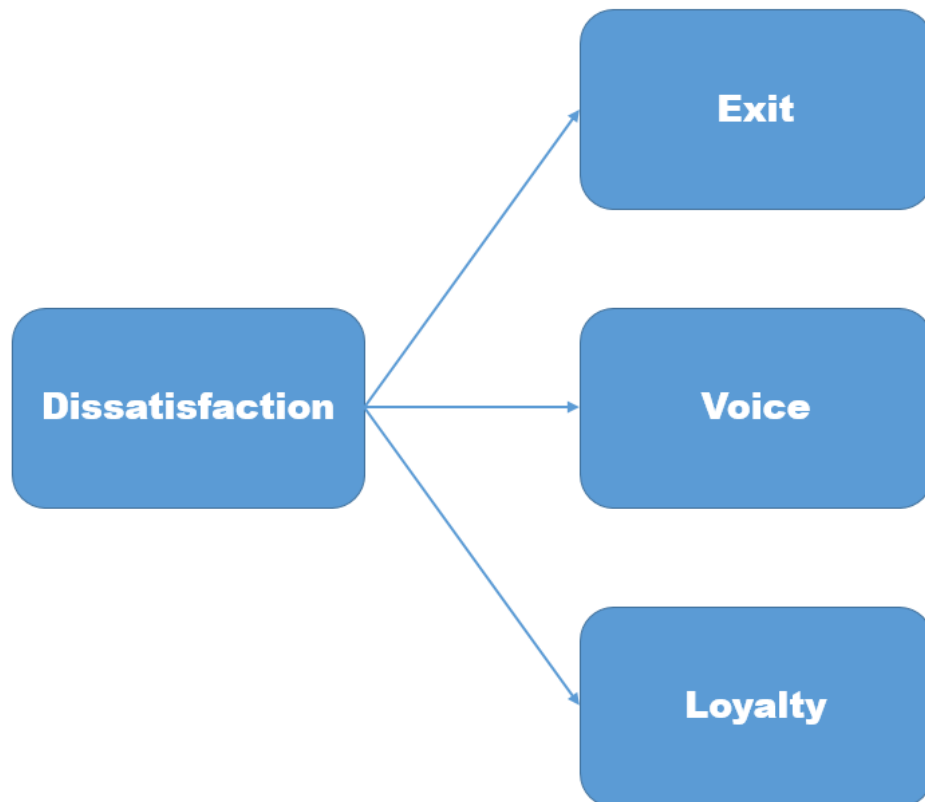


Figure 2.1: Model of Hirschman

Subsequently Reynolds and Harris (2005) criticized this taxonomy and asserted that it is naïve by general considerations despite the fact that it was empirically supported.

2.4.2 Day and Landon's Taxonomy

The next model to be reviewed is Day and Landon (1977). Originally it was posited as a dissatisfaction model that later also applied to examination of CB. Many scholars including Singh (1988), Mattila and Wirtz (2004), and Gurosy et al. (2007) contributed to the literature to have a better understanding of this model. Figure 2.2 represents the illustration of the model.

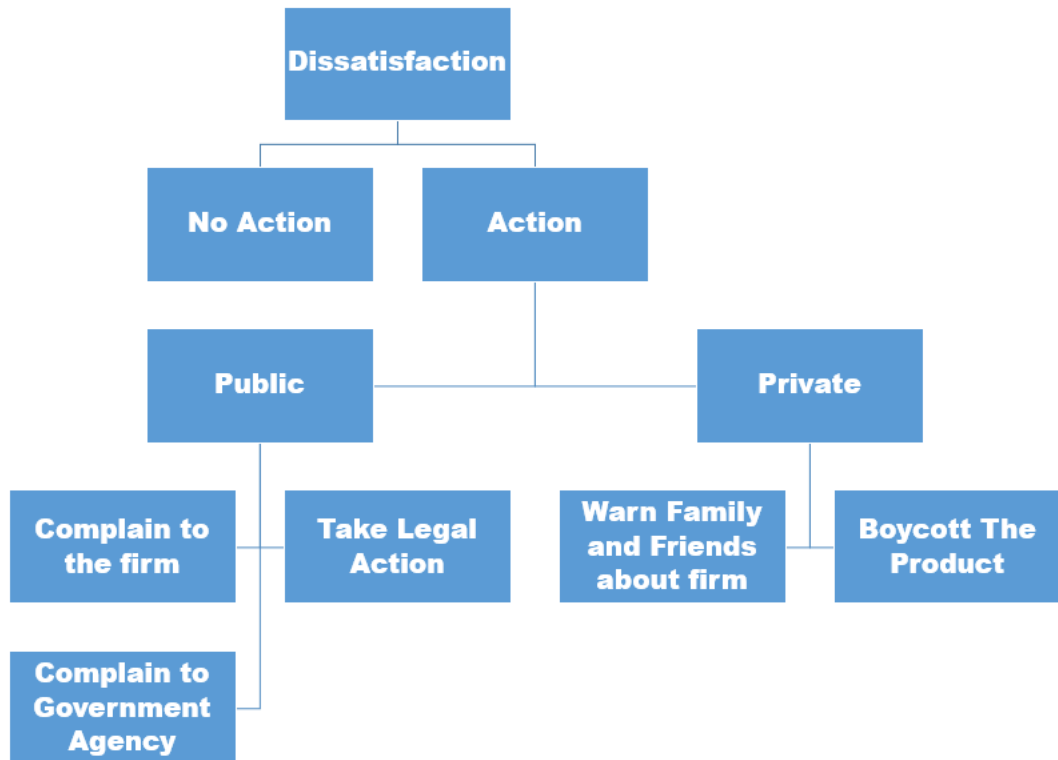


Figure 2.2: Day and London Taxonomy

According to Day and Landon (1977) upon dissatisfaction, consumers have the two options: (1) No Action and (2) Action. The first one reflect a non-behavioral response and conversely the second one reflect a behavioral response. This is often referred to as the first level. The second level detaches this actions to be taken either public or private. In a public action, individual determines an effort to express dissatisfaction by driving the CB to the firms directly, or government agency by registering a complaint, and as alternative in form of a legal action. On the other hand in private action, individual determines a resolution in terms of personal manners such as boycotting the product or negative WOM with close social members and family.

According to the original development, the product's nature and importance will have an effect on the options. This can be interpreted that if a product is sophisticated and very lasting, CB is accordingly lower because of less intention for a public action

compared to a product that in nature is not durable and complex (Day and Landon, 1977). This taxonomy is criticized as actions are taken in a two-level hierarchically model.

2.4.3 Singh's Taxonomy of Customer Complaint Responses

The final model that is going to be covered is Singh's (1988). It was proposed that options to dissatisfaction categorized as (1) voice responses, (2) private responses and (3) third-party responses. Figure 2.3 illustrates Singh's taxonomy.

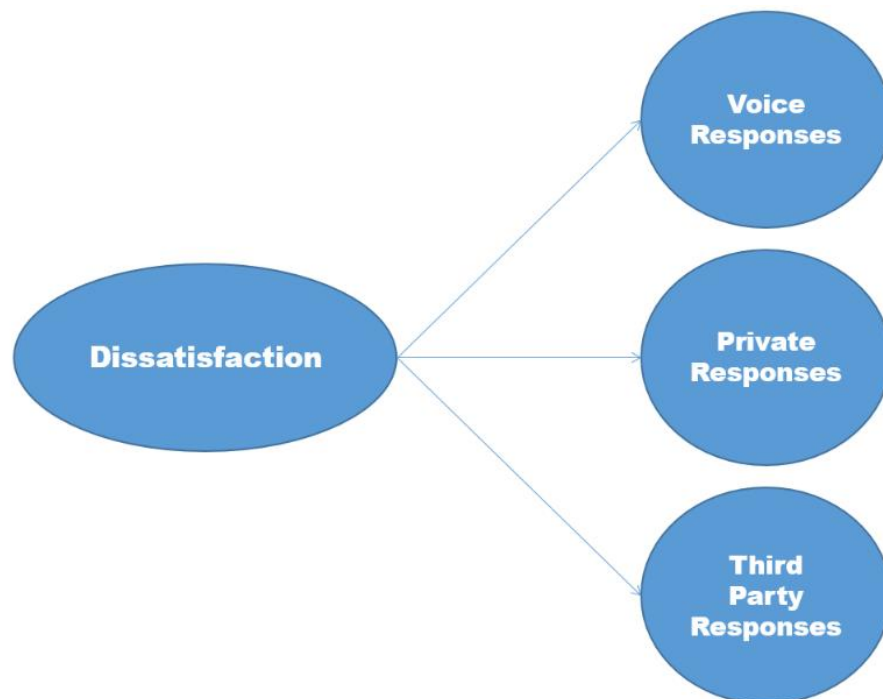


Figure 2.3: Singh's Taxonomy

Voice CB (response) is conceptualized as a non-behavioral action to some extent that is generated because of a dissatisfaction incidence, and the expression is derived to external social circle. On the other hand Private CB (response) usually occurs among friends and families close to individual's social circle and it is argued by Singh (1988) that this response does not necessary involve an experience of dissatisfaction. Finally, third-party CB (response) indirectly involve an experience of dissatisfaction and

intentions are leveraged to call upon legal authorities to take action. In Singh's (1988) framework it is suggested that the external/internal social circle and directly/indirectly involved criteria are basically means to assess CB actions into the three original categories of the taxonomy. Furthermore, Singh's taxonomy also went under critics as Boote (1998) believed that since CB is considered as an ordinal practice, with this taxonomy, findings cannot be perfectly assessed to CB.

2.5 Conclusion

This chapter summarized the on hand literature about complaining behavior and factors influencing complaining behavior. Day and London's taxonomy is the main framework and model considered in this thesis to assess personality factors influencing complaining behavior in the population of interest.

In the next chapter of this thesis conceptual framework is presented.

Chapter 3

CONCEPTUAL FRAMEWORK

3.1 Introduction

In previous chapters the importance of complaining behavior and its vital role in maintaining and developing the businesses is discussed through a detailed revision of literature on hand. It is concluded that an unsatisfied customer will try another competitor's brand to meet his or her needs and may never retain. As Complaining behavior is a multidimensional issue, its negative and positive effects also can be extremely far-reaching if not managed convenient. With referral to chapter two, one of these factors is personality traits. Therefore in this chapter the relationship between customer complaining and personality traits will be assessed.

As mentioned previously, Big Five model of personality has been chosen to examine the effect of each dimensions of the model on propensity to complain. Based on said model, five different hypothesis has been defined which are indicated in current chapter and also previous studies in this regard will be discussed.

3.2 Personality and Complaining Behavior

The number of studies which has been done about the relationship between personality and complaining behavior is limited. One of the studies which was conducted in by Gökdeniz et al. (2012) is about personality factors which influence tendency to complaining behavior. This study emphasized on the reasons lead to individuals not communicate to complaint.

Another study was about the relationship of complaints with socio-demographic characteristics, personality, and behavioral factors which was conducted by Jones et al.(2002). In this study the respondents divided in 3 types; those who do not complaint, the one which complaint actively and others who complain by word of mouth. Based on the study, individuals with high level of stress complain more.

One we can obtain from all these studies is that individuals who complain may have similar psychological characteristics. For instance, Rubin & Brown, 1975 found that there is a relationship between risk-taking and complaining behavior. There are also relationships between complaining behavior and agreeableness (Kowalski, 1996), self-monitoring (Bearden & Crockett, 1981), extraversion and stability (Mooradian & Olver, 1997).

3.3 Relationship between Extraversion and Propensity to Complain

As a type of big five personality, Extraversion, has been investigated to measure its effect on complaining behavior propensity. Several authors have investigated on this subject. In 1983 a positive correlation between extraversion and complaint found by Richins. The study illustrated that nonassertive individuals seems to be worried about complaint in dissatisfactory situation. As extravert persons are more chatty, sociable and assertive than introverts (Mooradian & Olver, 1997) and there is a relationship between extraversion and complaint was found by Keng et al. (1995). Therefore it is hypothesized:

H1: Extraversion has a positive effect on propensity to complain.

3.4 Relationship between Agreeableness and Propensity to Complain

The next type of personality trait is Agreeableness which its effect on complaining behavior has been measured. Some authors that performed research in this regard are

Kowalski and Beardon and Maso. Kowalski in 1996 illustrated that there is a negative correlation between agreeableness and complaint. As Bearden and Maso reported in 1984, customers with high score in agreeableness are worried about the interpersonal influence of complaining and they avoid voice complaints. Therefore based on previous studies it is hypothesized:

H2: Agreeableness has a negative effect on propensity to complain.

3.5 Relationship between Emotional Stability and Propensity to Complain

Another dimension of big five model which its effect on complaining behavior has been measured is Emotional Stability. Watson, D & Clark (1984) and Costa and McCrae (1985) are some of scholars who have done research on this subject. They conducted two studies about relationship of stability and complaining about medical symptom. They revealed those who scored low in stability complain more about their physical conditions. Individuals with low score in nature are those who cannot withstand stress. Earlier in this study was pointed out to Jones et al. (2002) study which emphasized on positive correlation of high level of stress and complaining behavior. Mooradian and Olver (1997) also reported about the positive relevance of stability and complaint. Therefore it is hypothesized:

H3: Emotional Stability has a negative effect on propensity to complain.

3.6 Relationship between Conscientiousness and Propensity to Complain

The fourth personality trait in Big five model is Conscientiousness which its direct effect on propensity to complain is measured. Barrick and Mount (1991) described conscientious people as achievement-oriented, self-disciplined, dependable and responsible. In addition, Roberts et al. (2009) asserted that conscientious people can

manifest effective social interactions and handle conflicts better. It was also supported by Harris and Mowen (2001) that individuals with Conscientiousness trait exhibit great sense of obligation and intolerance to poor performance and are expected to have an attitude and tendency towards complaining behavior. Hence it is hypothesized:

H4: Conscientiousness has a positive effect on propensity to complain.

3.7 Relationship between Openness to Experience and Propensity to Complain

The last trait in Big five model which has been examined in this study is Openness to experience. Several researches have been dedicated in this area including Barrick and Mount (1991) and (Costa and McCrae, 1992). Openness to experience is defined as person who is creative, imaginative, analytical and open-minded by Barrick and Mount (1991). They are open to new ideas, hence both positive and negative emotions are experienced by them (Costa and McCrae, 1992). As they may encounter both experiences, propensity to complain is subjected to increase.

Findings of Barick and Mount (1991) and Costa and McCrae (1992) can be interpreted as follows: If an individual has high openness to experience score, because of a significant attitude in accordance to experimental acquisitions, they are likely to be exposed to new and ambiguous values that might result in positive and negative emotions. Consideration, care and expectations grow so as the propensity to complain if encountered dissatisfaction. As a result the last hypothesis is:

H5: Openness to experience has a positive effect on propensity to complain.

3.8 Research Model

The hypotheses that are subjected to be tested in this study are as follows:

Table 3.1: Research Hypotheses

	Hypothesis Description
H1	Extraversion has a positive effect on propensity to complain.
H2	Agreeableness has a negative effect on propensity to complain.
H3	Conscientiousness has a positive effect on propensity to complain.
H4	Emotional Stability has a negative effect on propensity to complain.
H5	Openness to experience has a positive effect on propensity to complain.

Using remarked hypotheses, the following model is created based on predicted analysis.

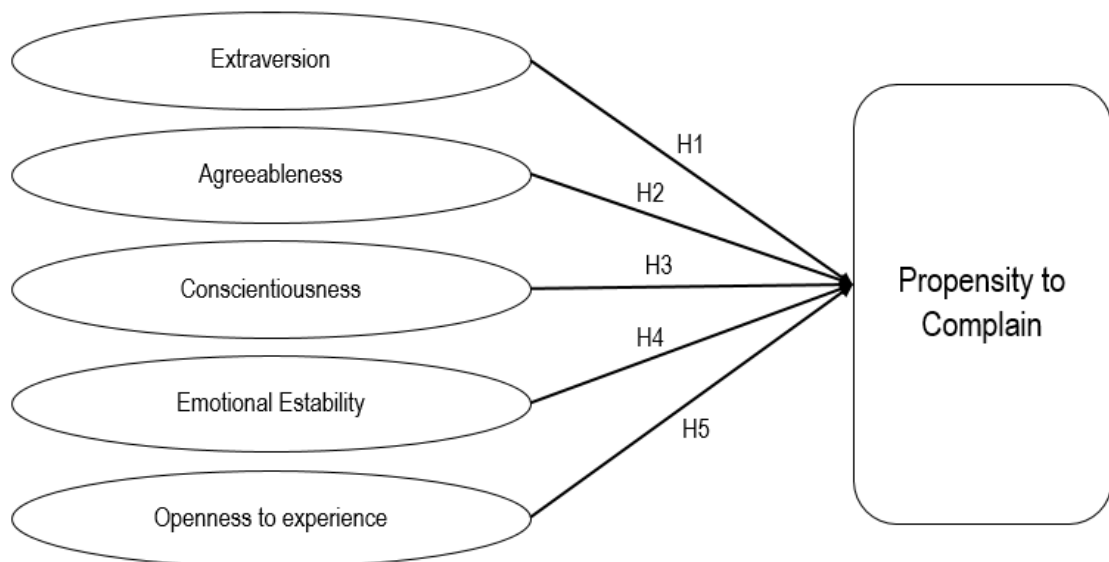


Figure 3.1: Research Model

3.9 Conclusion

In this chapter the research model is discussed and five hypotheses are developed to be examined to explore more about effect of personality on complaining behavior specifically propensity to complain. Personality is also addressed and tested via Day and London's taxonomy in the form of assessment with Big Five model.

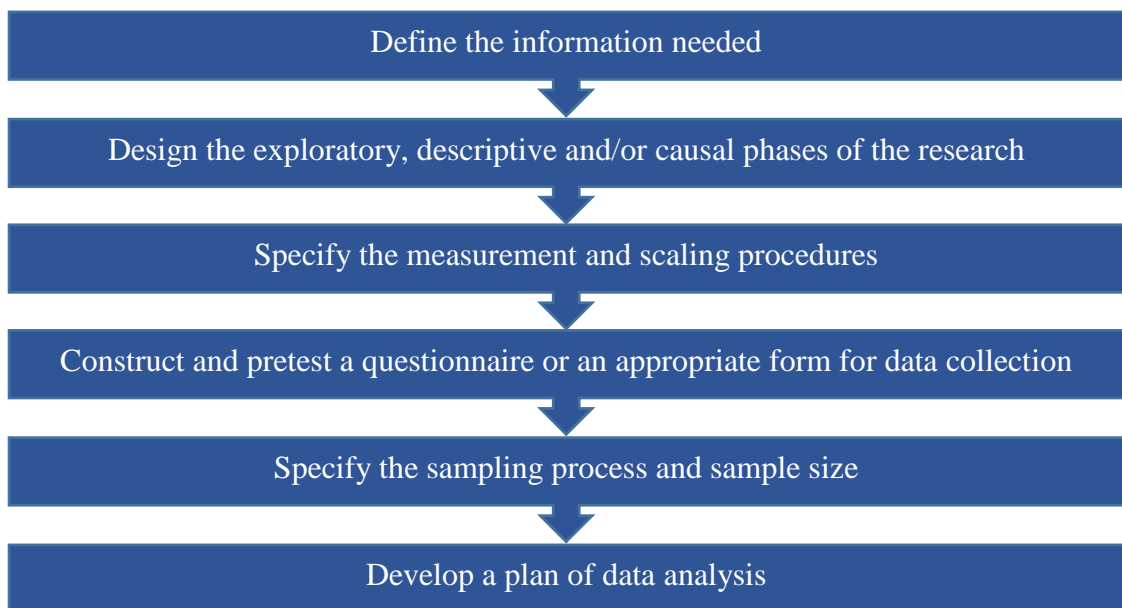
Chapter 4

METHODOLOGY

4.1 Introduction

After reviewing the previous studies in this regard, in this chapter we will discuss the scientific methods of research and the steps that have been taken to reach the conclusion.

Based on (Malhotra, 2011) “A research design is a framework or blueprint for conducting the marketing research project. It particularizes the procedures necessary for applying the information needed to structure or solve marketing research problems”. The ultimate purpose of the research design is test the hypotheses and find the possible answer and develop the information to make a decision. The components of research design in this chapter are as follows:



4.2 Define the Information Needed

The aim and objectives of the study is clearly described in earlier chapters of this thesis. In this thesis the influence of Big Five personality model on complaining behavior intention specifically tailored to explore propensity to complain among students residing in Eastern Mediterranean University of North Cyprus dormitories. After defining the problem, the type of data is needed to be selected the objectives and also the data collection method for analyzing the data. Malhotra (2010) explained that there are two types of data: (1) primary and (2) secondary. Primary data refers to the data collected for the problem on hand and secondary data refers to the data collected for another exclusive problem that is not current. In this study primary data is collected to assess the influence of Big Five traits on propensity to complain.

4.3 Design of the Research

Molhatra (2011) classified research design as Exploratory, descriptive and causal. An exploratory research is used to develop insight into and realizing the problem which we face to. The main feature of this design is when the problem must be defined more accurately, relevant recommended action should be identified or getting more insight before developing the approach and isolate key variables and relationships for further analysis. Moreover the research process is flexible and unstructured. In addition, findings of exploratory research followed by further exploratory or conclusive research (Molhatra, 2011).

Causal research is taken only if research is seeking explanation of experimental studies (Malhotra, 2011). Malhotra and Birks (2007) asserted that in causal research, the point is which variables is suitable as cause and which one is effect of a Study.

Descriptive research is commonly used to describe something where scholars point out usually market characteristics or functions (Malhotra, 2011). Descriptive research is a process to answer questions with who, what, when, where and how (Tustin et al., 2005). Descriptive research offers a deeper level of findings by proving a relationship between two factors or the frequency of occurrence of an event (Churchill & Iacobucci, 2002). The most important difference between Exploratory and Descriptive is Exploratory characteristic is flexible and versatile while the Descriptive requires hypothesis formulation as the framework. Descriptive research can be classified by cross-sectional design and Longitudinal (Parasuraman et al., 2005). Cross-sectional design define as collecting information from any given sample of population elements only once. In Single cross-sectional just one sample is chosen from target population and get the information from them once. But in Multiple cross-sectional there are two or more sample group from which the information will be obtained just once. In Longitudinal design there is a fix sample of population which are responsible to respond to the survey several times in periods of time.

There are also two more classifications for descriptive research which are (1) Qualitative and (2) Quantitative. The qualitative research develop intuition and intelligence about the problem on hand and on other hand the quantitative research quantify the statistics and, typically, applies a form of data analysis. Usually Qualitative researches explain the findings of quantitative one (Malhotra, 2011).

In this study, as empirical investigation is necessary to understand the influence of personality traits on propensity to complain and personal characteristics such as demographic information is collected from respondents via survey in terms of primary data, a descriptive research with quantitative structure is selected.

4.4 Specify the Measurement and Scaling Procedures

According to Diggins and Wiid (2009), and Malhotra (2010), for the aim of this study a structured questionnaire is designed and distributed among students who are accommodated in EMU dormitories to gain information about the target population. Regarding the designing the questionnaire we will discussed further. The questionnaire based survey is one of the most influential way to interplay with participants because it is easy to conduct results are reliable.

Scales are either developed from the outcomes of a qualitative research prior to survey or from reviewing the work of the scholars in the similar field. A set of constructs as measuring instruments are generally extracted and each set represents an exclusive scale.

In the case of this study the specific questions for measuring of Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness to Experience and Propensity to Complain are presented in table 4.1.

Table 4.1: Questionnaire Scale Structure

Question	Author	Year
<i>Extraversion</i>		
E1: I am the life of the party	Lewis.R.Goldberg	1992
E2: I don't talk a lot.		
E3: I feel comfortable around people.		
E4: I start conversation.		

E5: I have little to say.		
E6: I talk to a lot of different people at parties.		
E7: I don't like to draw attention to myself.		
E8: I don't mind being the center of attention.		
E9: I am quiet around strangers.		
<i>Agreeableness</i>		
A1: I feel little concern for others.	Lewis.R.Goldberg	1992
A2: I am interested in people.		
A3: I insult people.		
A4: I am not interested in other people's problem.		
A5: I am not really interested in others.		
A6: I feel others emotions.		
A7: I have a soft heart		
A8: I take time out for others.		
A9: I make people feel at ease.		
<i>Conscientiousness</i>		
C1: I am always prepared	Lewis.R.Goldberg	1992
C2: I leave my belongings.		
C3: I Pay attention to details.		
C4: I make a mess of things.		
C5: I get chores done right away.		
C6: I Often forget to put things back in proper place.		
C7: I Shirk my duties.		

C8: I follow a schedule.		
C9: I am exacting at work.		
<i>Emotional Stability:</i>		
S1: I get stressed out easily	Lewis.R.Goldberg	1992
S2: I am relaxed most of the time.		
S3: I worry about things.		
S4: I seldom feel blue.		
S5: I am easily disturbed.		
S6: I get upset easily		
S7: I change my mood a lot		
S8: I get irritated easily		
S9: I often get blue		
<i>Openness to experience</i>		
O1: I Have a rich vocabulary	Lewis.R.Goldberg	1992
O2: I Have a difficulty understanding abstract ideas		
O3: I Have a vivid imagination		
O4: I am not interested in abstract ideas		
O5: I do not have a good imagination		
O6: I am quick to understand things.		
O7: I use difficult words.		
O8: I spend time reflecting on things.		
O9: I am full of ideas.		

<i>Propensity to Complaining behavior</i>		
P1: I do not easily forget the unpleasant problems without complaining or protesting.	Day et al.;	1981
P2: I absolutely complain on site (or in the next visit) to the staff or managers.	Singh	1989
P3: I absolutely ask for problems solving on site (or in the next visit).		

The described questions are put together in the questionnaire with the structure of a seven-point Likert scale, in relevant format and prepared for writing.

4.5 Construction and Pretest of Questionnaire

Malhotra (2011) highlighted the importance of questionnaire. A researcher must always consider transparency and accuracy of questionnaire while designing and formatting one. In the following sections steps in designing an effective questionnaire is shared and followed by each step completed in this study based on the aim and objective of research.

4.5.1 Steps in an Effective Questionnaire Design

In this section the steps that must be taken to design a proper questionnaire based on Brace (2018) listed below:

Table 4.2: Steps in Designing a Questionnaire

Step	Action
1	Objectives
2	Data Collection Media

3	Planning the Questionnaire
4	Type of Question
5	Scales
6	Writing the Questionnaire
7	Piloting the Questionnaire

4.5.1.1 Objectives

Brace (2018) claimed the role of the questionnaire is enabling the researcher to answer the objectives of the study. In this study influence of personality traits including (1) Extraversion, (2) Agreeableness, (3) Conscientiousness, (4) Emotional stability, and (5) Openness to experience are examined that arouse propensity to complain in students. Scales to measure propensity to complain are also extracted to be used.

4.5.1.2 Data Collection Media

Brace (2018) has broadly divided data collection into two main categories of (1) interviewer-administered; and (2) self-completion. In this thesis questionnaires are designed as paper questionnaires that respondents complete on their own. This type of questionnaire provides time to students to consider while answering questions and keeping their identity anonymous at the same time.

4.5.1.3 Planning the Questions

After the selection of data collection method, planning is the third step that is defined Brace (2018) various objectives of research shall be covered in the survey-based-questions. This forms a series of demographic questions and other relevant questions necessary for data collection. The format of the questionnaire is based on EMU's layout that is attached in the appendix section of this thesis.

4.5.1.4 Type of Questions

According to Brace (2018) a survey questionnaire's questions can be classified in a number of different ways. Based on the classification selection of questions in this thesis is as follows:

- (1) Open or closed: Because of the nature of this research it is not necessary to collect essayed responses from students thus close ended questions are selected.
- (2) Spontaneous or prompted: Since in this thesis use of scales as measuring method is chosen, questions are required to be both spontaneous and prompted.
- (3) Open-ended or pre-coded: in order to keep the collected data sorted easily for further analysis questions are formed in pre-coded questions.

For the main aim of this study, the questions are prepared in form of prompted pre-coded and close ended questions. There are some questions required to be in the form of spontaneous format to understand propensity to complain.

4.5.1.5 Scales

In the section four of this chapter, scales have been completely discussed and measured.

4.5.1.6 Writing the Questionnaire

When a researcher is preparing a questionnaire there are multiple issues that should be concerned. According to Brace (2018) a checklist should be prepared prior to writing of the questionnaire. Subsequently following issues are check listed during writing of this thesis's questionnaire: (1) Language; (2) Question clarity; (3) Question order and (4) Prompt order.

Target population is the students residing in EMU's campus, therefore, the questionnaire is prepared in both English and Turkish as the medium of language in a way that ensures respondents understand each question clearly. Questions in each section are prepared in a way to avoid any ambiguity. Pre-coded questions are prepared as mutually exclusive and as meaningful as possible to provide most accurate result. Prompts could be scale points, thus each scale and hint for answering each scale is clearly described to respondents. To reduce bias to minimum, statements are clarified and are presented to respondents without any degree of complexity. Finally, the questionnaire has an order with standardizing questions separating each section. With referral to Brace (2018) doing this when a question is answered, helped this research locate any intentional or unintentional patterns created by responses that deviates from body of knowledge created.

4.5.1.7 Piloting the Questionnaire

A set of 30 students were selected at random from population to pre-test the questionnaire. The general aim of the pre-test is to confirm questions are clearly understandable for respondents and to check if errors exists or not. Since questions are also translated in Turkish, there were some minor issues that had been found and edited as final questionnaire set to be distributed for another test. For this purpose another 30 respondents from the population were selected randomly.

Before finalizing the questionnaire, it is tested for validity and reliability likewise. The software used for statistical analysis in this study is SPSS.

4.5.2 Questionnaire Format

The finalized, planned and designed questionnaire according to covered steps in the previous section, it is broken down to seven parts:

Part 1: Questions measuring Extraversion trait;

Part 2: Questions measuring Agreeableness trait;

Part 3: Questions measuring Emotional Stability trait;

Part 4: Questions measuring Conscientiousness;

Part 5: Questions measuring Openness;

Part 6: Questions measuring Propensity to Complain;

Section 7: Personal background and demographic questions.

Answers to parts one to six are designed under a seven-point Likert scales as following:

Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
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4.6 Sampling Process and Size

In this stage, information needed is reviewed, research design and approach is selected, instruments are chosen and questionnaire is developed and finalized after pretest. The subsequent step in this thesis research process as defined by Parasuraman et al. (2007) is a plan that requires development to draw the sample of the population that will be used for the study. In this study the sample is selected from students residing in EMU's dormitories. Reconsidering the definition an abstraction of the population is often referred as sample (McDaniel and Gates, 2005). In accordance the framework that

ascertain the collected data is representative of target population is called sampling plan. A sampling plan generally consists following steps.

Table 4.3: Steps in Sampling Plan

Step	Action
1	Define the target population
2	Develop a sampling frame
3	Select a sampling method
4	Determine the sample size
5	Select the appropriate sample

The steps are covered in the upcoming sections.

4.6.1 Defining the Target Population

The first step sampling plan development urges a definition of the examined target population. For the purpose of this study, the target population is students who are accommodated in a dormitory at EMU.

4.6.2 Developing a Sampling Frame

Once the population is defined, a sampling frame must be generated. Sampling frame refers to a list of all eligible sampling units (Shiu et al., 2009). Proctor (2005) also described it as a list that addresses the target population. A sampling frame require a full list of students accommodating at EMU dormitories. However since this list is not available, the sampling frame could not be developed. Therefore as a resolution, the survey collecting points are placed at the dormitories entrance to engage students. Upon filling the questionnaire the respondent is asked whether he/she is a resident in that dormitory or a guest passing by.

4.6.3 Selecting Sampling Method

Once a sampling frame is generated, the next is the selection of a sampling method. Sampling methods are categorized into: (1) probability sampling and (2) non-probability sampling (Parasuraman et al., 2007). Merely a non-probability sampling is referred to a selection of the samples that are gathered and all the individuals in the population are not given an equal chances of being selected. To conduct this study, from students of EMU the drawn sample is selected via non-probability sampling method.

4.6.4 Determining the Sampling Size

Malhotra (2011) defines sample size as the number of elements that will be considered in a research. Hill (1998) recommended the use of a sample about 10% size of target population, with a limit of 30 to 500 respondents, therefore sample size is considered to be a minimum of 350.

4.6.5 Selecting the Appropriate Sample

The final step in sampling process is the appropriate selection of sample from the population. Shiu et al. (2009) suggested that the researcher determines how to approach and contact prospective respondents in this step. The aim of this study is to understand propensity to complain and as the population are students of EMU, the samples are selected only from the students residing in a dormitory and registered in EMU.

4.7 Ethics in Data Collection

The following are some of the highlighted ethics and the researcher terms of understanding by Sekaran and Bougie (2016) that are followed in this dissertation:

- (1) Each student's identity is kept strictly confidential by the researcher.
- (2) Questions are transparent and no personal or invasive information is solicited.

- (3) No student is forced during survey and all questionnaires are collected by individual's voluntary contribution.
- (4) No manipulation, misrepresentation nor falsification in collected data.

In addition an ethics evaluation is taken into consideration by EMU's ethics committee to ensure both the study and researcher are abiding ethical concerns.

4.8 Conclusion

This chapter covered all the steps and process necessary to prepare a questionnaire and pre-test it. The finalized version of questionnaire and its content is available in appendix section of this thesis for further study. In addition to mentioned points, sample size and sampling procedure, and ethics were also covered in this section to ensure the respondents are informed of sensitiveness and anonymousness of the survey.

Chapter 5

DATA ANALYSIS AND DISCUSSION

5.1 Introduction

Chapter Five of this thesis covers analysis of data collected from respondents. It begins with the descriptive report of respondents addressing the demographic characteristics, descriptive analysis and reliability of scales. The second section includes a follow up on the correlation analysis, where correlation between all variables are examined separately. The third part is the report of independent samples t-test, as male and female characteristic differences are compared among each of the variables. In the fourth section, ANOVA test is performed to have an understanding of comparison between age groups, marital status, education and income level since they are presented with more than two definitive categories. After ANOVA, dataset is prepared for regression analysis. To sum up all proposed hypotheses as the aim of this study are tested and results are presented.

5.2 Descriptive Analysis

The questionnaire was prepared with questions related to five dimensions of Big five model that aimed to recognize which type of personality the respondent possess. As described in Chapter Four, each dimension has 9 questions by which an individual's personality trait is identified and the questionnaire is followed by 3 questions to evaluate the propensity to complaint. In this research 385 questionnaires were distributed among students of Eastern Mediterranean University (EMU), where all of the 385 collected responds are valid.

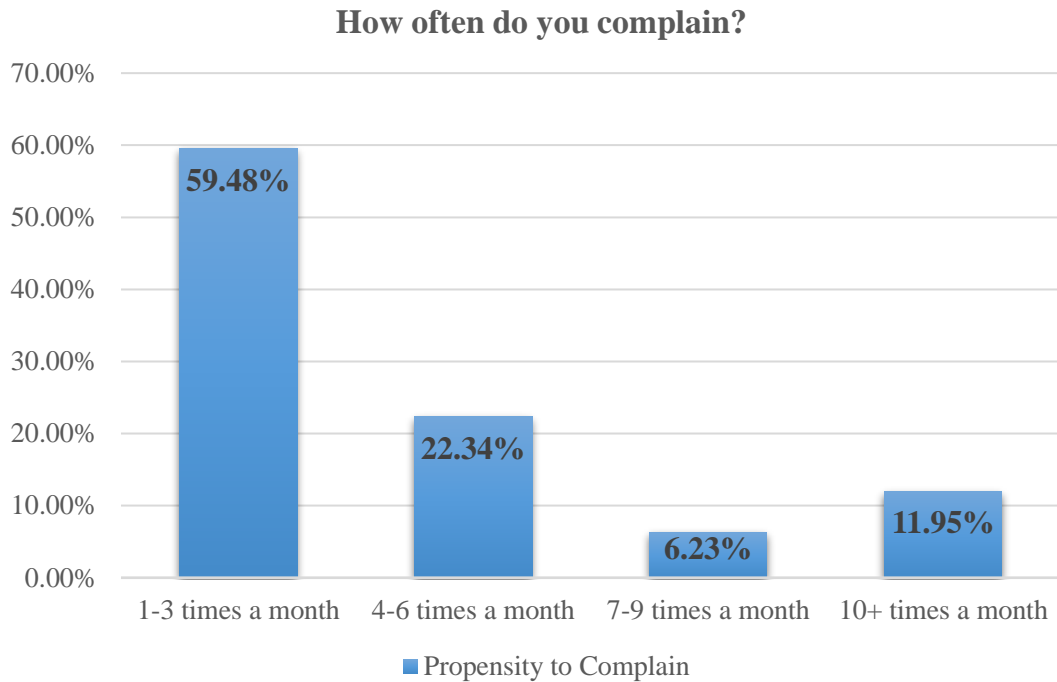


Figure 5.1: Complaining Rate of Respondents in Month

Students are residing at dormitories inside EMU’s campus area. A question to measure the complaining rate of students in a month was designed in the demographic section of the questionnaire. Based on the results, the majority of respondents, 59.48%, complain 1 – 3 times a month. Individuals who complain 4 – 6 times a month have a share of 22.34%. The third and fourth group of complaining rate belongs to respondents who complain 7 – 9 times a month and 10 times a month and more, with a share of 6.23% and 11.95% respectively.

5.2.1 Demographic Profile of the Participants

In this section demographic profiles of respondents based on gender, age, marital status, education level and monthly budget are reported. The table 5.1 below, demonstrates the summary of demographic characteristics.

Table 5.1: Summary of Demographic Characteristics

		Frequency	Percentage
Gender	Male	169	43.90
	Female	216	56.10
Age	18-25	266	69.09
	26-33	77	20.00
	34-41	35	9.09
	42-49	7	1.82
	Above 50	0	0
Marital Status	Single	325	84.42
	Married	55	14.29
	Divorced	5	1.30
	Other	0	0
Education Level	Undergraduate	268	69.61
	Master's Degree	98	25.45
	PhD	19	4.94
	Other	0	0
Income Level	Less than 1000 TL	149	38.7
	1001 – 1500 TL	107	27.79
	1501 – 2000 TL	56	14.55
	More than 2000 TL	73	18.96
Total		385	100

5.2.1.1 Gender Distribution

Based on the analysis outcome illustrated on Figure 5.2 there are in total 216 female students (with a percentage of 56.10%) and 169 male students (with a percentage of 43.9%) participated in this study. Figure 5.2 represents the gender distribution in this study.

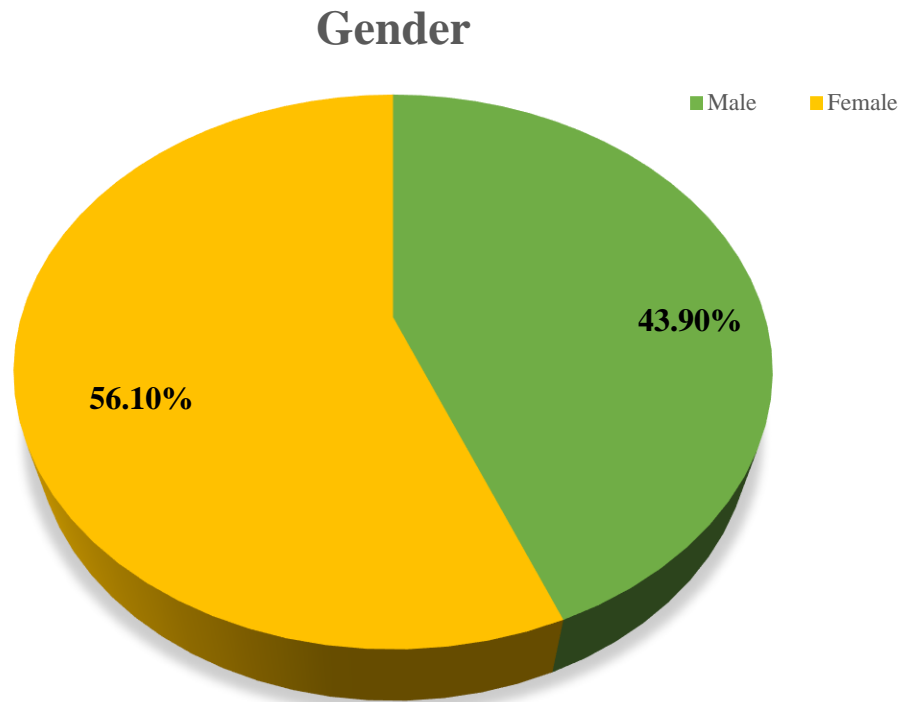


Figure 5.2: Gender Distribution

5.2.1.2 Age Distribution

There are four age groups in this collected sample. The majority of the students contributed are between the age of 18 and 25 years (266 students accumulated to 69.09%). The second group is students between the age of 26 and 33 with a score of 77 respondents (accumulated to 20.0%) followed by 35 students between the age of 34 and 41 (with a share of 9.09%). There were also 7 students with a percentage of 1.82% between the age of 42 and 49. The findings are presented in Figure 5.3.

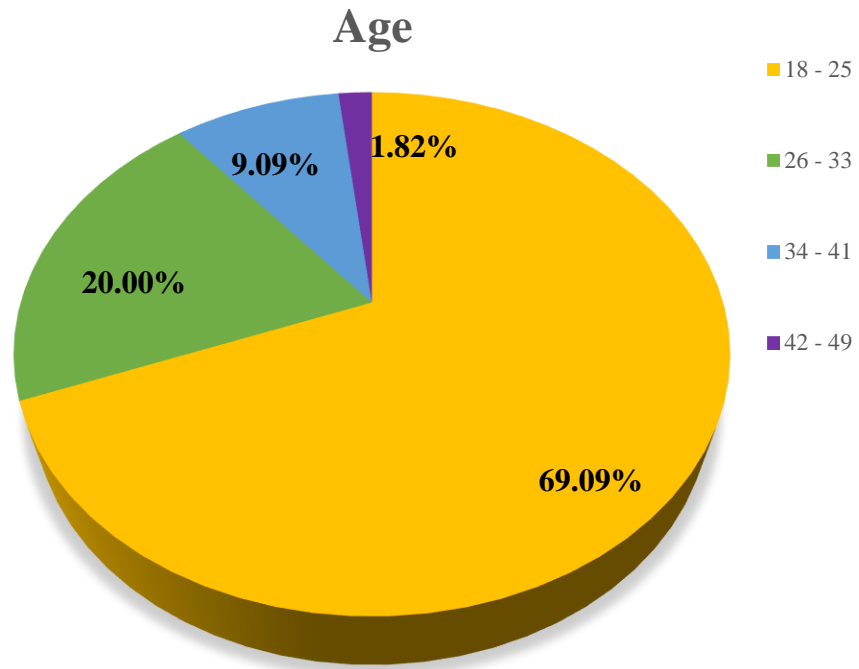


Figure 5.3: Age Distribution

5.2.1.3 Marital Status

In terms of marital status, students who are single have the majority of share with 84.42% (accumulated to a total of 325). There are 55 married students (with a share of 14.29%) and 5 divorced students (with a share of 1.30%) as shown in the figure 5.4.

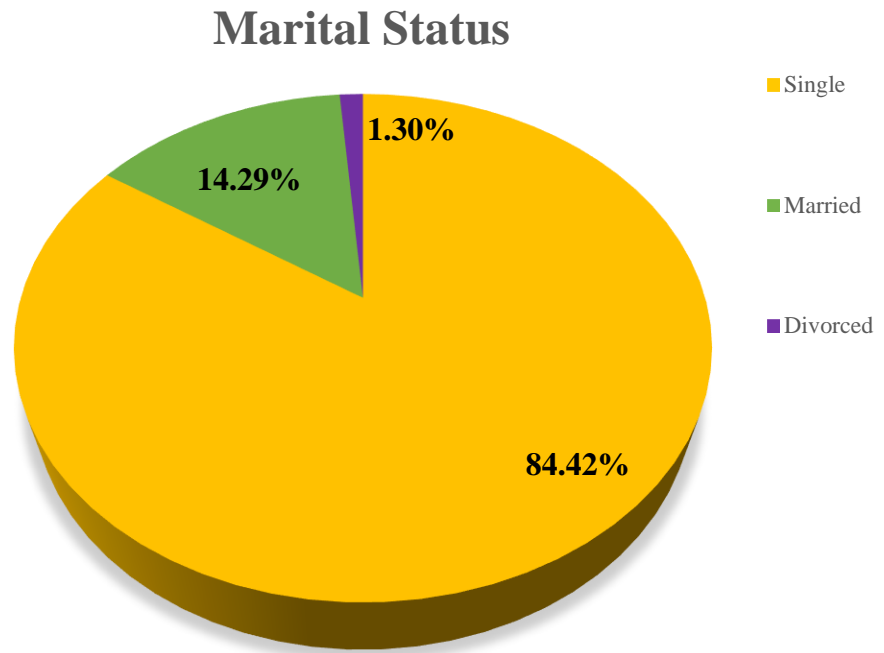


Figure 5.4: Marital Status Distribution

5.2.1.4 Educational Level

All of 385 respondents are registered students in Eastern Mediterranean University accommodating in one of available dormitories within campus. 268 of these respondents are undergraduate students (creating a share of 69.61%). Further, 98 participants are perusing their master's degree with a percentage of 25.45%. There is also 19 PhD students with a percentage of 4.94%. The findings are illustrated in Figure 5.5.

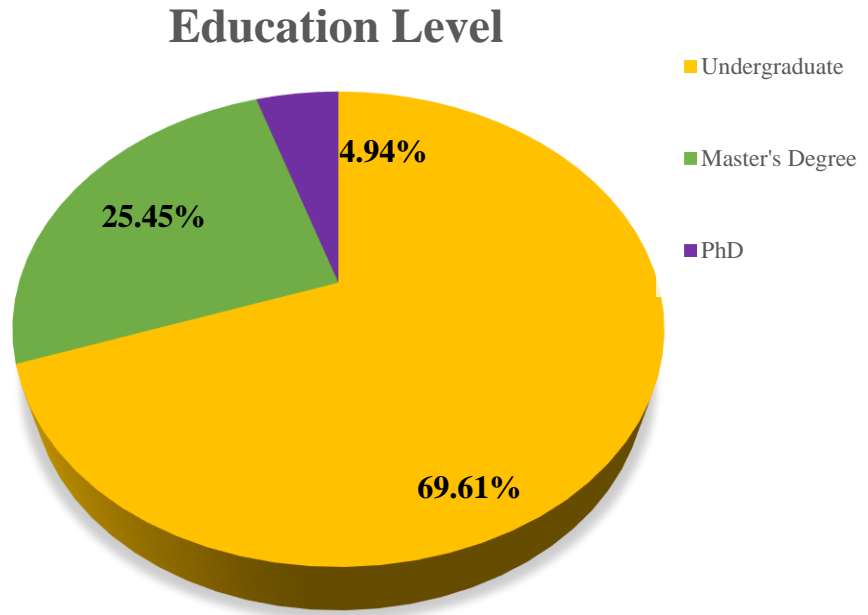


Figure 5.5: Education of the Respondents

5.2.1.5 Monthly Budget

In terms of pocket money (monthly budget), there are 149 students (with a share of 38.7%) that their monthly pocket money is less than 1000 TL. Further there are 107 respondents (with a share of 27.79%) with monthly pocket money between 1001 and 1500 TL. Followed by 56 students (aggregated 14.55%) that spends between 1501 and 2000 TL. And finally there are 73 students (with a share of 18.96%) who claimed that their budget is more than 2000 TL in a month. A summary of monthly pocket money is illustrated in figure 5.6 below.

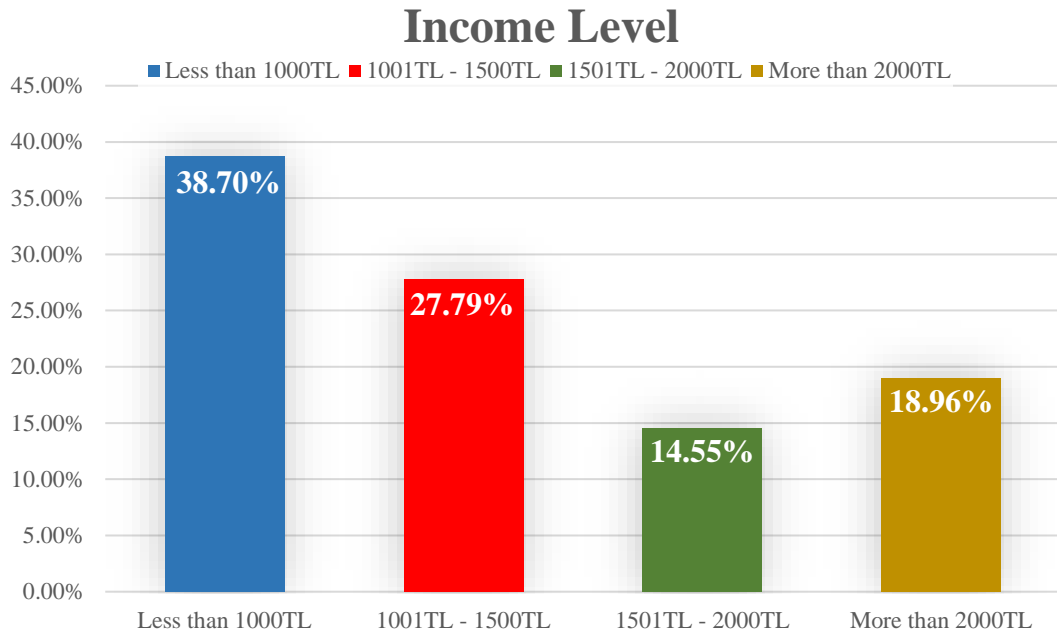


Figure 5.6: Monthly Budget

5.2.2 Descriptive Analysis of the Scales

The table 5.2 below, represents descriptive analysis of scales with their means and their standard deviation. With the help descriptive statistics it is possible to describe the content and basic features of sample presented in this study. The interpretation are given subsequent to the table.

Table 5.2: Descriptive Analysis of Scales

	Mean	Standard deviation (σ)
Extraversion	4.23	0.960
I am the life of the party	4.35	1.775
I don't talk a lot	4.38	1.819
I feel comfortable around people.	4.79	1.558
I start conversation.	4.50	1.674
I have little to say.	4.65	1.678
I talk to a lot of different people at parties	3.46	1.798

I don't like to draw attention to myself	3.78	1.804
I don't mind being the center of attention	4.38	1.814
I am quiet around strangers	3.74	1.912
Agreeableness	5.20	0.854
I feel little concern for others	4.49	1.784
I am interested in people	4.95	1.543
I insult people	5.59	1.661
I am not interested in other people's problem	5.12	1.593
I am not really interested in others	5.11	1.598
I feel others emotions	5.37	1.412
I have a soft heart	5.44	1.618
I take time out for others	5.31	1.429
I make people feel at ease	5.38	1.418
Conscientiousness	4.72	0.966
I am always prepared	4.54	1.733
I leave my belongings around	4.27	1.915
I pay attention to details	5.33	1.608
I make a mess of things	4.72	1.771
I get chores done right away	4.25	1.643
I often forget to put things back in proper place	4.64	1.869
I avoid doing my duties	5.04	1.833
I follow a schedule	4.71	1.832
I am exacting at work	4.99	1.672
Emotional Stability	3.96	1.055
I get stressed out easily	3.66	2.003
I am relaxed most of the time	4.39	1.744
I worry about things	3.18	1.657
I seldom feel blue	3.95	1.639
I am easily disturbed	3.96	1.728
I get upset easily	4.01	1.921
I change my mood a lot	3.74	2.071

I get irritated easily	4.23	1.846
I often get blue	4.54	1.845
Openness to Experience	4.96	0.844
I have a rich vocabulary	4.85	1.600
I have a difficulty understanding abstract ideas	4.97	1.630
I have a vivid imagination	5.25	1.521
I am not interested in abstract ideas	4.91	1.460
I do not have a good imagination	5.36	1.718
I am quick to understand things	5.41	1.384
I use difficult words	3.88	1.686
I spend time reflecting on things	4.80	1.479
I am full of ideas	5.25	1.481
Propensity to complain	4.74	1.336
I do not easily forget the unpleasant problems without complaining or protesting	5.18	1.564
I absolutely complain on site (or in the next visit) to the staff or managers	4.03	1.744
I absolutely ask for problems solving on site (or in the next visit).	5.02	1.723

The findings from the survey can be interpreted as follows. Extraversion scale has a mean score of 4.23. Therefore, the majority of respondents are between “neither agree nor disagree”. They have a neutral stand towards this factor, in simple words students who participated in this study are divided to some extent equally with extraversion and introversion trait.

The second construct measuring Agreeableness with a mean score of 5.20 which illustrated that participants are slightly agree toward this factor. In simple words most of the participants in this study share agreeableness trait of personality rather than competitiveness.

Conscientiousness is the third scale that has mean score of 4.72 which can be rounded up to 5. Therefore, respondents “slightly agreed” with how Conscientiousness they are. To put it simply, this sample represents conscientiousness more compared to spontaneity.

In regard to Emotional Stability as fourth scale, the mean score of 3.96 shows that students are sort of between “neither agree nor disagree”. If rounded up to 4, respondents have neutral position toward this scale. Thus it can be concluded that Neuroticism presented in this sample is balanced.

Openness to experience scale has a mean score of 4.96 which is rounded up to 5. Thus, it shows participants are “slightly agree” toward this factor. This simply means that students in this sample are pursuing self-actualization.

Finally, last scale is propensity to complain that has a mean score of 4.74 which can be rounded up to 5 and one may infer that participants “slightly agree” with propensity to complain. With a general interpretation it is possible to understand that students have complained and are willing complain in uncomfortable situations.

5.2.3 Reliability

For reliability test of scales, generally Cronbach's alpha is used in order to measure the reliability and validity of the questionnaires. In this method an alpha (α) score of 0.7 and above is considered reliable and it reinforces the accuracy of the applied scales to obtain the needed result whereas (Tavakol and Dennick, 2011). Table 5.3 illustrates the reliability of scales.

Table 5.3: Reliability of Scales

Name of Scale	No. of items	Cronbach's Alpha	Reliability
Extrovert/Introvert	9	0.704	✓
Agreeableness	9	0.705	✓
Conscientiousness	9	0.707	✓
Emotional Stability	9	0.747	✓
Openness	9	0.701	✓
Complaining	3	0.711	✓

As summarized in table 5.3, all scales used in this thesis have α score above 0.7, thus all scales are considered reliable.

5.3 Correlation Analysis

Correlation analysis is undertaken to define the strength and direction of a linear relationship between two variables. It's one of the most appropriate ways for metric data, and to measure the degree to which two scaled variables have a linear relationship Pearson's correlation coefficient is used. The correlation coefficient range varies from -1 to +1 and the numerical sign defines the direction of the relationship. The size in absolute value ($-1 < r < +1$ without the numerical sign) describe the strength of relationship. A positive sign illustrated that there is similarity in direction of two variables and when it is negative, increasing in one is caused to decreasing to another. (Aaker et al., 2007).

As the aim and objective of this study, Propensity to Complain is the dependent variable, all independent variables and their relationships with dependent variable are summarized below.

Table 5.4: Correlation Coefficient

Variable	Ex	Ag	Cs	Es	Op	Co
Ex	1					
Ag	0.242	1				
Cs	0.229	0.344	1			
Es	0.241	0.049*	0.256	1		
Op	0.215	0.375	0.265	0.009*	1	
Co	0.162	0.165	0.290	- 0.175	0.188	1

The results in the table above illustrates that all variables have a significant relationship with each other at the 0.01 level ($p > 0.01$), except the relationship between Emotional Stability and Agreeableness, and also between Emotional Stability and Openness to Experience that are not significant as $p < 0.01$.

5.3.1 Propensity to Complain and Extraversion

According to the findings, Pearson's correlation ($r=0.162$), represents a significant, weak and positive correlation between Propensity to Complain and Extraversion in respondents. It can be interpreted that, the person who is Extraverted is more likely to complain by a weak assumption.

5.3.2 Propensity to Complain and Agreeableness

Moving on to the next variable, there is significant, weak and positive relationship between Propensity to Complain and Agreeableness by $r=0.165$. In modest

explanation, the more a person is Agreeableness, the slightest the chances of she/he may complain.

5.3.3 Propensity to Complain and Conscientiousness

The relationship between propensity to complain and conscientiousness is a significant, weak and positive by $r=0.290$. Interpreted as Conscientiousness increases in an individual, propensity to complaint increases.

5.3.4 Propensity to Complain and Emotional Stability

The findings show that Propensity to Complain and Emotional Stability have a relationship that is significant and weak but negative by $r=-0.175$. Thus, it can be interpreted that an individual with Emotional Stability, has less Propensity to Complain, but an individual who has Emotional Instability has more Propensity to Complain.

5.3.5 Propensity to Complain and Openness to Experience

Finally, there is a significant, weak and positive relationship between Propensity to Complain and Openness to Experience by $r=0.188$. To simply interpret this finding, one may suggest that an individual who is more open to experience, have slightly more propensity to complain.

5.4 Independent Samples T-test

To compare any significant differences among demographic groups in statistics, Independent Samples T-test has been used by scholars extensively. And through the results of this test any variation is noticeable (Malhotra and Birks, 2007; Pallant, 2010). In this thesis, variables are compared with gender. The followings presents the Independent Samples T-Test report.

Table 5.5: Gender Comparison with the Scales

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Extraversion	Male	169	4.19	0.946	0.073
	Female	216	4.25	0.972	0.066
Agreeableness	Male	169	5.03	0.841	0.065
	Female	216	5.33	0.843	0.057
Conscientiousness	Male	169	4.70	0.928	0.071
	Female	216	4.74	0.996	0.068
Emotional Stability	Male	169	4.11	1.030	0.079
	Female	216	3.84	1.061	0.072
Openness to Experience	Male	169	4.92	0.846	0.065
	Female	216	5.00	0.843	0.057
Propensity to complain	Male	169	4.70	1.246	0.096
	Female	216	4.77	1.405	0.096

Table 5.5 illustrated that there is no great difference in comparing the means of both genders (male and female) in all factors. However to understand if a significant difference is present or not, it's suggested to test values for Levene's test for equality of variances or homogeneity of variances which is reported in the following table.

Table 5.6: Independent Samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df.	Sig. (2-tailed)
Ave_Extraversion	Equal variances assumed	0.017	0.895	-0.597	383	0.551
	Equal variances not assumed			-0.599	365.341	0.550
Ave_Agreeableness	Equal variances assumed	0.001	0.974	-3.463	383	0.001

	Equal variances not assumed			-3.464	361.527	0.001
Ave_Conscientiousness	Equal variances assumed	0.499	0.480	-0.448	383	0.654
	Equal variances not assumed			-0.452	371.496	0.652
Ave_Emotional Stability	Equal variances assumed	1.599	0.207	2.483	383	0.013
	Equal variances not assumed			2.492	365.854	0.013
Ave_Openness to Experience	Equal variances assumed	0.243	0.622	-0.892	383	0.373
	Equal variances not assumed			-0.891	360.366	0.373
Ave_Propensity to Complain	Equal variances assumed	2.639	0.105	-0.557	383	0.578
	Equal variances not assumed			-.565	376.938	0.572

Prior to interpreting the results, it is suggested to take into consideration the following steps: In the beginning Levene's test is examined to find evidence about equality of variances. If the resulted p-value score is higher than 0.05, equal variance will be assumed and the focus is on the on the variables provided at the first line. Then in the following step, the p-value should be determined if the test is significant or not. Once the p-value is less than 0.05 there is a significant difference between genders when it comes to the selected independent and dependent variables. However if p-value is

higher, then there is no significant difference between females and males among studied factors. Hence the independent T-test results of this study are the following:

- 1) In regard to Extraversion, p-value is greater than 0.05 ($p=0.895$). Therefore, there is equal variances between groups assumed. In the t-test the p-value is higher than 0.05 as well ($p=0.551$). We can conclude that male and female respondents' extraversion statistically do not significantly differ.
- 2) Levene's test for Agreeableness has a $p=0.974$ which is greater than 0.05 and as a result equal variances are assumed. Moving to t-test table, $p=0.001$ which is significant. Male and female students statistically have significant difference in terms of Agreeableness by -0.299 where the degree of freedom is also measured to be $t(-3.463)= 383$. This means that Agreeableness function among female respondents is higher than male respondents.
- 3) When it comes to the Conscientiousness, Levene's test shows a $p=0.480$ which is insignificant ($p>0.05$) and thus equal variances are assumed. In t-test, $p=0.656$ which is also insignificant. Therefore, there is statistically no significant difference between males and females when it comes to Conscientiousness.
- 4) Levene's for Emotional stability shows a $p=0.207$ which is insignificant ($p>0.05$) therefore equal variances are assumed. T-test result shows $p= 0.013$ which is lower than 0.05 creating significance that leads to conclude that there is a significant difference in terms of Emotional stability by 0.267 where the degree of freedom is also measured to be $t(2.483)= 383$. This means that Emotional stability function among male students is higher compared to female students.

- 5) Regarding the Openness to experience, Levene's test is checked where p-value is insignificant $p=0.622$ and greater than 0.05 so there is equal variances assumed. T-test for equality assumed shows a $p=0.373$ which is not significant ($p>0.05$). Male and female statistically do not differ significantly in terms of Openness to experience.
- 6) In regard to Propensity to Complain, $p=0.105$ in Levene's test which is insignificant and there is equal variances assumed. In the t-test, $p= 0.578$ which is higher than 0.05 therefore it is not significant. Thus, there is no statistical significant different between males and females regarding Propensity to complain.

5.5 One-Way ANOVA Test

An analysis of variance (ANOVA) is used to compare the means of two or more independent samples and to test whether the differences between the means are statistically significant. The one-way analysis of variance (one-way ANOVA) can be thought of as an extension of for independent samples t-test. It is mainly used when there are two or more independent groups. The independent variable is the categorical variable that defines the groups that are compared. The dependent variable is measured variable whose means are being compared e.g., level of job satisfaction, or test anxiety. (Shiu et al., 2009)

ANOVA test is completed in two steps. First checking the significance in Levene's test in which if p-value is greater than 0.05, meaning equality of variances, then ANOVA table will be taken into consideration. In case the p-value in Levene's test is less than 0.05, meaning variances are not equally assumed, then Welch and Brown test will be checked. In second step, if the significance in ANOVA table or Welch and

Brown table is less than 0.05, one may interpret that there is a significant difference between the groups of the independent variable when it comes to the dependent one. But if it is greater than 0.05 (either in ANOVA or in Welch and Brown table), one may emphasize that there is no significant difference among groups of independent variables and the dependent one.

5.5.1 Age

The aim of this section is finding any significant difference between the different age groups that are available in this thesis and the dependent variable (Propensity to Complain). Levene's test is not significant p -value=0.056 which is higher than 0.05, thus equal variances is assumed.

Table 5.7: Homogeneity of Variances between Propensity to Complain and Age

Levene's Statistic	df1	df2	Sig.
2.538	3	381	0.056

As a result the ANOVA is checked and the table shows that Propensity to Complain has an insignificant p -value ($p=0.299$) which is greater than 0.05. Therefore, there is not any statistical significant difference among age groups when it comes to Propensity to Complain.

Table 5.8: ANOVA Test (Propensity to Complain and Age)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.565	3	2.188	1.228	0.299
Within Groups	679.078	381	1.782		
Total	685.643	384			

5.5.2 Marital Status

In this section in order to determine if students' propensity to complain differ with respect to different marital status, ANOVA analysis is undertaken. As the table 5-9 illustrates, Levene's test has a $p\text{-value} > 0.05$ (0.056), therefore in this case, the homogeneity of variances has not been violated, so ANOVA table is discussed.

Table 5.9: Homogeneity of Variances between Propensity to Complain and Marital Status

Levene's Statistic	df1	df2	Sig.
2.904	2	382	0.056

In this table insignificance is observed with $p\text{-value}$ of 0.497 ($p > 0.05$), which basically means that there is no statistical significant difference among single, married and divorced students in regard to their propensity to complaint.

Table 5.10: ANOVA Test (Propensity to Complain and Marital status)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.506	2	1.253	0.701	0.497
Within Groups	683.137	382	1.788		
Total	685.643	384			

5.5.3 Education Level

In terms of educational level, the Levene's test has a score of $p\text{-value}$ of $p=0.188$ ($p > 0.05$) therefore, the homogeneity of variance is not violated and ANOVA table will be examined.

Table 5.11: Homogeneity of Variances between Propensity to Complain and Educational Level

Levene's Statistic	df1	df2	Sig.
1.678	2	382	0.188

According to these results it is concluded that there is no statistical significant different between the educational level and propensity to complain since the p-value is not significant $p=0.553$ ($p>0.05$).

Table 5.12: ANOVA Test (Propensity to Complain and Educational Level)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.126	2	1.063	0.594	0.553
Within Groups	683.517	382	1.789		
Total	685.643	384			

5.5.4 Income Level

As for income level, the Levene's test has a score of p-value of $p=0.063$ ($p>0.05$) therefore, the homogeneity of variance is not violated and ANOVA table will be examined.

Table 5.13: Homogeneity of Variances between Propensity to Complain and Income Level

Levene's Statistic	df1	df2	Sig.
2.449	3	381	0.063

According to these results it is concluded that there is no statistical significant different between the income level and propensity to complain since the p-value is not significant $p=0.207$ ($p>0.05$).

Table 5.14: ANOVA Test (Propensity to Complain and Income Level)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.149	3	2.716	1.528	0.207
Within Groups	677.494	381	1.778		
Total	685.643	384			

5.6 Principal Component Analysis and Factor Analysis

Factor Analysis is not designed to test hypotheses, yet it is used as a data reduction technique to look for a way to summarize factors or components of scales (Pallant, 2010). In marketing it is used basically to designate the important properties consumers use to evaluate products. In this thesis it is performed to identify underlying dimensions, or factors, that explain the correlations among examined variables of the study.

Principal Component Analysis or shortly abbreviated PCA is defined as a statistical method that uses an orthogonal transformation to convert a set of observations of possibly correlated variables into a set of values of linearly uncorrelated variables called principal components (Jolliffe, 2011). Researchers have been using several methods for rotation options in PCA, including, orthogonal varimax/quartimax or oblique oblimin/promax. In this study promax have been conducted to examine the results.

The antecedent steps to extraction of the factors are several tests assessing the suitability of the respondent data for factor analysis. These tests include Kaiser-Meyer-Olkin (KMO) that measure sampling adequacy, and Bartlett's Test of Sphericity as presented in following table. Tabachnick (2007) noted that the KMO index normally ranges from 0 to 1, with 0.5 considered suitable for factor analysis. The Bartlett's Test of Sphericity should be significant meaning a p-value <0.05 for factor analysis to be suitable.

The first step to extraction of the factors is Kaiser-Meyer-Olkin (KMO) to examine the appropriateness of factor analysis. High values (between 0.5 and 1.0) indicate appropriateness and any value below 0.5 imply the analysis as inappropriate.

Table 5.15: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.776
Bartlett's Test of Sphericity	Approx. Chi-Square	6702.406
	df	528
	Sig.	0.000

In the case of this study the KMO is greater than 0.5 (obtained from the table 5.15, equivalent to 0.776) which represents that the samples are adequate. In this table, there is another variable that is called Bartlett's Test of Sphericity which reflects the strength of the relationship between variables. Where in the case of this study it is significant ($p < 0.5$). Hence, the data is appropriate for factor analysis.

Through promax analysis, the following Rotated Component Matrix table is yielded.

Table 5.16: Rotated Component Matrix

	Component					
	1	2	3	4	5	6
EX2				0.692		
EX4				0.631		
EX5				0.562		
EX7				0.631		
EX9				0.717		
AG2		0.631				
AG6		0.693				
AG7		0.667				
AG8		0.745				
AG9		0.680				
CS5					0.692	
CS8					0.790	
CS9					0.768	
ES1	0.514					
ES5	0.727					
ES6	0.796					
ES7	0.702					
ES8	0.751					
ES9	0.717					
OP1			0.715			
OP3			0.609			
OP6			0.563			
OP7			0.625			
OP8			0.510			
OP9			0.762			
CO1						0.854
CO2						0.660
CO3						0.789

Extraction Method: Principal Component Analysis.

Rotation Method: Perimax with Kaiser Normalization

a. Rotation converged in 6 iterations.

After rotation and extraction, as addressed above, there is no zero variables and each variable has been loaded with only one factor. The removed items of each factor is listed in below.

Table 5.17: Items removed based on Factor Loadings

Scales	Items removed
Extraversion	EX1, EX3, EX6 and EX8
Agreeableness	AG1, AG3, AG4 and AG5
Conscientiousness	CS1, CS2, CS3, CS4, CS6 and CS7
Emotional Stability	ES2, ES3 and ES4
Openness to Experience	OP2, OP4 and OP5
Propensity to Complain	None

5.7 Regression Analysis

Regression analysis is considered to measure the influence of independent variables on dependent variable (Montgomery, 2012). In this study, the impact of Big Five model of personality traits on propensity to complain has been measured by regression analysis to test the proposed hypotheses.

Table 5.18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.402a	0.161	0.150	1.232

a. Predictors: (Constant), Opmeanreg, Esmeanreg, Exmeanreg, Csmeanreg, Agmeanreg

R^2 is 0.161 which represents that 16.1% of the variance in propensity to complaining behavior can be explained by Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience. It is interpreted that, independent variables are appropriate predictors of dependent variable.

Table 5.19: ANOVA Table (Regression)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	110.592	5	22.118	14.578	0.000b
Residual	575.051	379	1.517		
Total	685.643	384			

a. Dependent Variable: Comean

b. Predictors: (Constant), Opmeanreg, Esmeanreg, Exmeanreg, Csmeanreg, Agmeanreg

The table above illustrated that, $F(384) = 14.578$ and $p\text{-value} < 0.05$, which means all of independent variables (EX, AG, CS, ES, OP) statistically significantly predict dependent variable (CO). The established conceptual model is statistically significant since the $p\text{-value} < 0.05$ (0.000).

The following table indicates the predictive power for each independent variable separately.

Table 5.20: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.113	0.463		6.725	0.000
EX	0.076	0.057	0.066	1.335	0.183
AG	0.119	0.068	0.093	1.766	0.078
CS	0.248	0.051	0.254	4.875	0.000*
ES	-0.229	0.049	-0.232	-4.724	0.000*
OP	0.091	0.072	0.067	1.270	0.205

a. Dependent Variable: Comean

The results are interpreted as follows:

- (1) β (EX) = 0.183, $t = 1.335$, and $p > 0.05$ therefore, it is not significant. According to these results, extraverted dimension of Big five model does not predict the propensity to complain.
- (2) β (AG) = 0.093, $t = 1.766$, and $p > 0.05$ therefore, it is not significant. According to these results, Agreeableness dimension of Big five model does not predict the propensity to complain.
- (3) β (CS) = 0.254, $t = 4.875$, and $p < 0.05$. Considering these results, Conscientiousness predicts propensity to complaining behavior. Thus, if Conscientiousness increases by 1 unit, the propensity to complain will increase by 25.4%.
- (4) β (ES) = -0.232, $t = -4.724$, and $p < 0.05$. Considering these results, Emotional stability influence propensity to complaining behavior. As a matter of fact, if Emotional stability increases by 1 unit, the propensity to complain will increase by 23.2%.
- (5) β (OP) = 0.067, $t = 1.270$, and $p > 0.05$ therefore, it is not significant. According to these results, Openness to experience dimension of Big five model does not effect on the propensity to complain.

Based on the proposed research model in this study, by adding β coefficient to the model the strength of each factor can be illustrated as follows in figure 5.7.

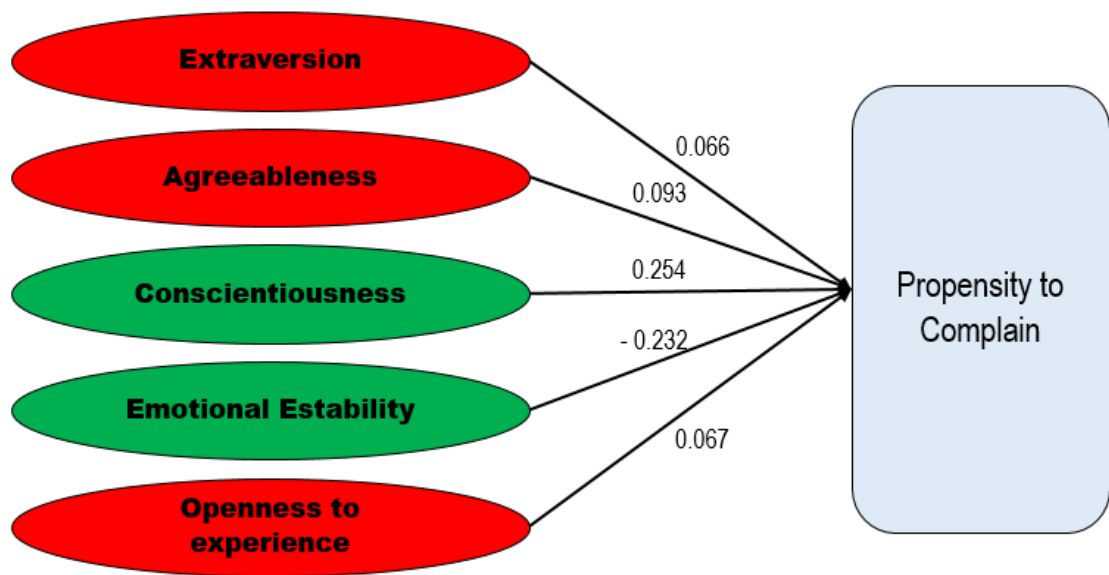


Figure 5.7: Final Model

5.8 Conclusion

In total 5 hypotheses were developed to be tested in this study to explain the relation between Big Five model of personality traits and propensity to complain between students of EMU. Based on the analysis covered in this chapter, 2 out of 5 hypotheses are supported. Table 5.21 represents the supported hypotheses of this dissertation.

Table 5.21: Result of Hypotheses Testing

	Hypothesis Description	FINDINGS
H1	Extraversion has a positive effect on propensity to complain.	NOT SUPPORTED
H2	Agreeableness has a negative effect on propensity to complain.	NOT SUPPORTED

H3	Conscientiousness has a positive effect on propensity to complain.	SUPPORTED
H4	Emotional Stability has a negative effect propensity to complain.	SUPPORTED
H5	Openness to experience has a positive effect on propensity to complain.	NOT SUPPORTED

Chapter 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

In the previous covered chapters and sections, the subject of personality traits and propensity to complain are fully covered. Data collection procedure and data analysis were explicitly explained and all required explanations are supported by tables and figures. In this chapter findings are discussed along with managerial implication, limitations and recommendations as closing section.

6.2.1 Gender Differences

The T-test result in this study asserted that there is statistically significant difference between male and female in terms Agreeableness and Emotional Stability. Apart from these two, there is not any statistical significant difference between male and female related to other personality traits. Propensity to complain (mean scores; $m(m)=4.70$ and $m(f)=4.77$, $p>0.05$) , Extraversion (mean scores; $m(m)=4.19$ and $m(f)=4.25$, $p>0.05$), Agreeableness (mean scores; $m(m)=5.03$ and $m(f)=5.33$, $p<0.05$), Conscientiousness (mean scores; $m(m)=4.70$ and $m(f)=4.74$, $p>0.05$), Emotional Stability (mean scores; $m(m)=4.11$ and $m(f)=3.84$, $p<0.05$), Openness to experience (mean scores; $m(m)=4.92$ and $m(f)=5.00$, $p>0.05$) .

For Propensity to complain (Boxer 1996, Conway and Vartanian 2000; Kowalski 1996) claimed that women are often stereotyped as complainers. On the other hand (Wolfe, J., & Powell, E. (2006) asserted that there is no significant differences among

genders in total amount of complaining. In the case of this study, there is statistically insignificant difference between male and female students related to propensity to complain.

For Extraversion, considering the literature review in chapter two, one of the most striking characteristics of extraversion individuals is assertiveness. The more extraverted person is, the more likely to be assertive. Based on Ory and Helfrich (1976) men are considered more assertive than women. But in this study, no statistically significant difference between male and female students regarding Extraversion has been found.

For Agreeableness, Feingold (1994) stated that women who have a score higher than men are substantially more Agreeableness. Findings of this study also confirms the same conclusion, as male and female students statistically have significant difference in terms of Agreeableness.

For Conscientiousness, it is argued that females score slightly higher than males in some forms of Conscientiousness, including dutifulness, self-discipline and order (Feingold, 1994; Costa et al., 2001). Based on (Costa et al., 2001) these differences, could vary cross-culturally and as a result there is no significant gender difference in Conscientiousness. Likewise in this study, there is no statistically significant difference between male and female students regarding Conscientiousness.

For Emotional Stability, Costa et al. (2001) concluded that women have been found to score higher than men on Emotional Instability as measured by the Big Five personality trait model. In this study, argument above is supported through the findings

and there is statistically significant difference between male and female relating to Emotional stability and women have less score in Emotional Stability than men.

For Openness to Experience, Based on Costa et al. (2001), no significant gender differences are typically found on Openness. Result of this study also address similar outcome and there is no statistically significant difference between male and female regarding Openness to Experience.

6.2.2 Age Differences

Referring to the analysis, the age has not effect on propensity to complain. This can be justified that although there are four different age groups, this study was conducted cross-culturally among International students who may have same situational factor as all of them moved to North Cyprus to study and they vary in terms of culture. Additionally, the majority of respondents were between 18 and 25 with the percentage of 69.09%. The summation of two first age groups constitutes 89.09% of the sample and it may not appropriate to consider such groups to find differences in behavior.

6.2.3 Education Level Differences

There is no significant difference between educational groups (undergraduate, master and PhD students) regarding propensity to complain even though in a study by Phau and Sari (2004), higher education level was the foundation of complainers as they exhibited greater self-confidence. The same discussion shared about age differences are applicable here as the participants came from all over the world and may have similar or exclusive attitudes toward propensity to complain.

6.2.4 Income Differences

In terms of pocket money, there is no significant difference between Income groups related propensity to complain. Despite of some scholars claim, which assert that low

income individuals who are considered vulnerable complain less than high income ones (Garrett and Toumanoff, 2010) and higher income typically leads to higher propensity to complain (Phau and Sari, 2004), nonetheless it has been expounded that as the respondents of this study are students of EMU with the age between 18-25 may be supported by their family and do not have the same attitude relating to propensity to complain.

6.2.5 Correlation

With correlation analysis, the strength of the factors which are assumed to have effect of propensity to complain is measured. The findings are as follows:

There is a significant, positive, weak correlation between Extraversion Propensity to Complain in respondents ($r=0.162$). It can be interpreted that, the students who were Extraverted is more likely to complain by a weak assumption. Keep in mind that sample of this study are foreigners with different culture which has effect on the result.

There is a significant, positive, weak relationship between Agreeableness and Propensity to Complain by $r=0.165$. In modest explanation, the students who were more Agreeableness, they have the chance to complain. Same justification is applicable here as the population of the study are International students.

The relationship between propensity to complain and Conscientiousness is a significant, weak and positive by $r=0.290$. Interpreted as Conscientiousness increases in an individual, propensity to complaint increases. Same justification works here.

Propensity to Complain and Emotional Stability have a relationship that is significant and weak but negative by $r=-0.175$. Thus, it can be interpreted that an individual with

Emotional Stability, has less Propensity to Complain. It means they are conversely related with same limitation about foreigner students.

Finally, The relationship between propensity to complain and Openness to experience is a significant, weak and positive by $r=0.188$ which can be said individual who is more open to experience, have slightly more propensity to complain with similar situational and cultural factors.

6.2.6 Regression

In this thesis, regression analysis is done to measure the effect of Big five model personality traits as independent variables on propensity to complain as the dependent variable. The result of this analysis assert that two of the independent factors significantly have effect on dependent factor and three of them has no effect.

The first factor is Extraversion which does not have any significant effect on propensity to complain, therefore H1 is not supported. Some scholars including Ekinci et al. (2016) claimed the same.

Agreeableness and Openness to Experience also were not supported, based on regression analysis results of this study. As discussed in literature, cultural dimension of propensity to complain is not deniable. Engel et al. (2006) argued that, culture mediates the behavior. This limitation is often called Norms. Taking into account that the sample of this study is International students who have moved to North Cyprus to study, they may have different cultures and thus different norms which influence on their affective behavior, influencing an individual's propensity to complain.

Previous experience of complaining also affect propensity to complain (Moliner Velázquez et al., 2010). As the majority of the sample are in group age between 18 and 25, they may not have special experience in this regard.

In addition Harris and Mowen (2001) claimed that propensity to complain is positively affected by extraversion and conscientiousness. Nonetheless, in contrast to their findings this study did not result any significant effect of Extraversion towards propensity to complain and their findings are partially true.

6.3 Managerial Implication

As discussed, the objective of this thesis is to understand propensity to complain and personality traits effect on this intention. With the findings of this study, managers can design beneficial strategy leading to customer retentions. As concluded earlier, the effect of all variables on propensity to complain should be considered upon handling customers. Besides this a scheduled training is suggested for employee with positions that are associated with complaining handling responsibilities.

Referring to importance of complaining, and unknown customer personality, managers should provide a situation that all customers with any kind of personality traits feel free to express her/his voice and immediately receive the essential remedy.

6.4 Limitations of the Study and Recommendations

As this study focused on personality traits that has impact on propensity to complain, other variables such as situation (time pressure, social pressure or mood state) and culture diversity has not taken into account. In addition, the respondents of current study were International students with limited age, educational level and income level

who accommodated in dormitory. Therefore the result cannot be generalized. In case of further studies, more expanded and divers sample is suggested.

6.5 Conclusion

Referring to all analysis, measurements and efforts which have been done toward finding the effect of Big five model of personality on propensity to complain, following hypothesis are supported:

- 1) Conscientiousness had a significant and positive effect on propensity to complain.
- 2) Emotional Stability had a significant and negative effect on propensity to complain.

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APPENDIX

Questionnaire



Thesis Questionnaire

This academic project is aiming to understand influence of personality on complaining behavior. Taking the time to complete the questionnaire is of high importance and your contribution is highly appreciated. Each questionnaire is kept anonymous. An honest opinion is most important, please do consider that THERE ARE NO RIGHT OR WRONG ANSWERS.

Q1: Please indicate the extent to which you agree or disagree with each of the following statements.
(Please tick/circle only one box per line)

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
a) I am the life of the party.	1	2	3	4	5	6	7
b) I don't talk a lot.	1	2	3	4	5	6	7
c) I feel comfortable around people.	1	2	3	4	5	6	7
d) I start conversation.	1	2	3	4	5	6	7
e) I have little to say.	1	2	3	4	5	6	7
f) I talk to a lot of different people at parties.	1	2	3	4	5	6	7
g) I don't like to draw attention to myself.	1	2	3	4	5	6	7
h) I don't mind being the center of attention.	1	2	3	4	5	6	7
i) I am quiet around strangers.	1	2	3	4	5	6	7

Q2: Please indicate the extent to which you agree or disagree with each of the following statements.

(Please tick/circle only one box per line)

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
a) I feel little concern for others.	1	2	3	4	5	6	7
b) I am interested in people.	1	2	3	4	5	6	7



Thesis Questionnaire

c) I insult people.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I am not interested in other people's problem.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I am not really interested in others.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I feel others emotions.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I have a soft heart.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I take time out for others.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I make people feel at ease.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Q3: Please indicate the extent to which you agree or disagree with each of the following statements.
(Please tick/circle only one box per line)

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
a) I am always prepared.	1	2	3	4	5	6	7
b) I leave my belongings around.	1	2	3	4	5	6	7
c) I pay attention to details.	1	2	3	4	5	6	7
d) I make a mess of things.	1	2	3	4	5	6	7
e) I get chores done right away.	1	2	3	4	5	6	7
f) I often forget to put things back in proper place.	1	2	3	4	5	6	7
g) I avoid doing my duties.	1	2	3	4	5	6	7



b) I follow a schedule

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I am exacting at work.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Q4: Please indicate the extent to which you agree or disagree with each of the following statements.
(Please tick/circle only one box per line)

Strongly Disagree Disagree Slightly Disagree Neither Agree nor Disagree Slightly Agree Agree Strongly Agree

a) I get stressed out easily.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I am relaxed most of the time.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

c) I worry about things.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

d) I seldom feel blue (feel sad).

1	2	3	4	5	6	7
---	---	---	---	---	---	---

e) I am easily disturbed.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

f) I get upset easily.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

g) I change my mood a lot.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

h) I get irritated easily.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

i) I often get blue (sad).

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Q5: Please indicate the extent to which you agree or disagree with each of the following statements.
(Please tick/circle only one box per line)

Strongly Disagree Disagree Slightly Disagree Neither Agree nor Disagree Slightly Agree Agree Strongly Agree

a) I have a rich vocabulary.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

b) I have a difficulty understanding abstract ideas.

1	2	3	4	5	6	7
---	---	---	---	---	---	---



c) I have a vivid imagination.	1	2	3	4	5	6	7
d) I am not interested in abstract ideas.	1	2	3	4	5	6	7
e) I do not have a good imagination.	1	2	3	4	5	6	7
f) I am quick to understand things.	1	2	3	4	5	6	7
g) I use difficult words.	1	2	3	4	5	6	7
h) I spend time reflecting on things.	1	2	3	4	5	6	7
i) I am full of ideas.	1	2	3	4	5	6	7

Q6: Please indicate the extent to which you agree or disagree with each of the following statements.
(Please tick/circle only one box per line)

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
a) I do not easily forget the unpleasant problems without complaining or protesting.	1	2	3	4	5	6	7
b) I absolutely complain on site (or in the next visit) to the staff or managers.	1	2	3	4	5	6	7
c) I absolutely ask for problems solving on site (or in the next visit).	1	2	3	4	5	6	7

Q7: Please specify below your:
(Please tick only one box per question)

a) Gender	Male	1
	Female	2
b) Age	18 - 25	1
	26 - 33	2
	34 - 41	3
	42 - 49	4
	Above 50	5



Thesis Questionnaire

c) Marital Status:	Single	1
	Married	2
	Divorced	3
	Other (please specify):

d) Education Level:	Undergraduate	1
	Master's Degree	2
	PhD	3
	Other (please specify):

e) Pocket Money (Monthly):	Less than 1000 TL	1
	1001 TL – 1500 TL	2
	1501 TL – 2000 TL	3
	More than 2001 TL	4

f) How often do you complain:	1-3 times a month	1
	4-6 times a month	2
	7-9 times a month	3
	10+ times a month	4

Thank you for your time and participation😊



Thesis Questionnaire

Bu akademik proje kişilik faktörlerinin şikayet hareketleri üzerindeki etkisini araştırmaktadır. Anketi doldurmak için zaman ayırmak çok önemlidir ve katkınız çok takdir edilmektedir. Her anket isimsiz tutulur.

Q1: Lütfen aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı veya katılmadığınızı belirtiniz.
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

	Kesinlik le katılmıy orum	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyor um ne katılmıy orum	biraz Katılıyo rum	Katılıyo rum	Kesinlik le katılıyor um
a) Eğlenceli bir hayatım var.	1	2	3	4	5	6	7
b) Ben çok konuşmuyorum.	1	2	3	4	5	6	7
c) İnsanların etrafında rahat hissediyorum.	1	2	3	4	5	6	7
d) Konuşmaya başlatan kişiyim.	1	2	3	4	5	6	7
e) Söyleyecek çok şeyim yok.	1	2	3	4	5	6	7
f) Partilerde çok farklı insanlarla konuşurum.	1	2	3	4	5	6	7
g) Dikkat çekmek istemiyorum.	1	2	3	4	5	6	7
h) İlgi odağı olmayı umursamıyorum.	1	2	3	4	5	6	7
i) Yabancıların etrafında sessizim.	1	2	3	4	5	6	7



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Q2: Lütfen aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı veya katıldığınızı belirtiniz..
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

	Kesinlik le katılmıy orum	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyor um ne katılmıy orum	Biraz Katılıyo rum	Katılıyo rum	Kesinlik le katılıyor um
a) Başkaları için çok az endişe duyuyorum.	1	2	3	4	5	6	7
b) İnsanlarla ilgileniyorum.	1	2	3	4	5	6	7
c) İnsanları utandırıyorum.	1	2	3	4	5	6	7
d) Başkalarının sorunuyla ilgilenmiyorum.	1	2	3	4	5	6	7
e) Başkalarıyla gerçekten ilgilenmiyorum.	1	2	3	4	5	6	7
f) Başkalarının duygularını hissediyorum.	1	2	3	4	5	6	7
g) Yumuşak bir kalbim var.	1	2	3	4	5	6	7
h) Başkaları için zaman harcıyorum.	1	2	3	4	5	6	7
i) Etrafımdaki insanları rahat hissettiririm.	1	2	3	4	5	6	7

Q3: Lütfen aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı veya katıldığınızı belirtiniz..
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

	Kesinlik le katılıyor um	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyor um ne katılmıy orum	Biraz Katılıyo rum	Katılıyo rum	Kesinlik le katılıyor um
a) Ben her zaman herşey için hazırlıklıyım.	1	2	3	4	5	6	7
b) Eşyalarımı etrafta bırakıyorum.	1	2	3	4	5	6	7



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c) Ayrıntılara dikkat ediyorum.	1	2	3	4	5	6	7
d) Etrafı karıştırıyorum.	1	2	3	4	5	6	7
e) İşlerimi hemen hallederim.	1	2	3	4	5	6	7
f) Eşyaları uygun yerlere koymayı sık sık unutuyorum.	1	2	3	4	5	6	7
g) Görevimi yapmaktan kaçınırım.	1	2	3	4	5	6	7
h) Kendi programımı takip ederim.	1	2	3	4	5	6	7
i) İş yerinde çok titiz çalışırım.	1	2	3	4	5	6	7

Q4: Lütfen aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı veya katıldığınızı belirtiniz..
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

	Kesinlik le katılmıy orum	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyo rum ne katılmıy orum	biraz Katılıyo rum	Katılıyo rum	Kesinlik le katılıyo rum
a) Kolayca strese giriyorum.	1	2	3	4	5	6	7
b) Çoğu zaman rahatım.	1	2	3	4	5	6	7
c) Olaylar hakkında endişeleniyorum.	1	2	3	4	5	6	7
d) Nadiren hüzünlü hissediyorum	1	2	3	4	5	6	7
e) Kolayca rahatsız olurum.	1	2	3	4	5	6	7
f) Kolayca simirlenirim.	1	2	3	4	5	6	7
g) Ruh halim çok sık değişir.	1	2	3	4	5	6	7



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b) Kolayca tahrik olurum.

1	2	3	4	5	6	7
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i) Sık sık üzgün olurum.

1	2	3	4	5	6	7
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Q5: Lütfen aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı veya katılmadığınızı belirtiniz..
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

Kesinlik le katılmıy orum	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyor um ne katılmıy orum	Biraz katılıyor um	Katılıyo rum	Kesinlik le katılıyor um
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a) Sözetik dağarcığım zengindir.

1	2	3	4	5	6	7
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b) Soyut fikirleri anlamakta zorluk çekiyorum.

1	2	3	4	5	6	7
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c) Canlı bir hayal gücüm var.

1	2	3	4	5	6	7
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d) Soyut fikirlerle ilgilenmiyorum.

1	2	3	4	5	6	7
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e) İyi bir hayal gücüm yok.

1	2	3	4	5	6	7
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f) Olayları hızlı kavrarım.

1	2	3	4	5	6	7
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g) Zor kelimeler kullanırım.

1	2	3	4	5	6	7
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h) Olaylar üzerinde zaman harcıyorum.

1	2	3	4	5	6	7
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i) Fikirlerle doluyum.

1	2	3	4	5	6	7
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Q6: (Lütfen soru başına sadece bir kutucuğu işaretleyiniz).
(Lütfen her satıra yalnızca bir kutu işaretleyin / daire içine alın)

Kesinlik le katılmıy orum	Katılmıy orum	Biraz Katılmıy orum	Ne katılıyor um ne katılmıy orum	Biraz Katılıyo rum	Katılıyo rum	Kesinlik le katılıyor um
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a) Hoş olmayan sorunları şikayet etmeden veya protesto etmeden kolayca unutmam.

1	2	3	4	5	6	7
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b) Herhangi bir sorunla karşılaştığımda çalışanlara yada yöneticilere kesinlikle şikayet ederim.

1	2	3	4	5	6	7
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c) Hoş olmayan olaylarla karşılaştığımda çözüm ararım.

1	2	3	4	5	6	7
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Q7: Lütfen aşağıda belirtin:
(Lütfen soru başına sadece bir kutucuğu işaretleyiniz)

a) Cinsiyet

Erkek	1
Kadın	2

b) Yaş

18 - 25	1
26 - 33	2
34 - 41	3
42 - 49	4
50 ve yukarı	5

c) Medeni hal:

Tek	1
Evli	2
Boşanmış	3
Diğer (Lütfen Belirtin):

d) Eğitim Seviyesi:

Lisans	1
Yüksek lisans	2
Doktora	3
Diğer (Lütfen Belirtin):

e) Cep harçlığı (Aylık):

1000 TL ve daha az	1
1001 TL – 1500 TL	2
1501 TL – 2000 TL	3
2001 TL ve daha fazla	4

f) Ne sıklıkla şikayet ediyorsunuz?:

Her ay	1
3 ayda bir	2
6 ayda bir	3



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9+ ayda bir

4

Zaman ayırdığınız ve katılımanız için teşekkür ederiz. 😊