

**Effect of Beliefs on Rape Myths and Sexual Double
Standards on Attribution of Responsibility for
Sexual Harassment**



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CERTIFICATE

Certified that M.Phil. Dissertation titled **“Effect of beliefs on Rape Myths and Sexual Double Standards on Attribution of Responsibility for Sexual Harassment”** prepared by **Nida Jamshed** has been approved for the submission to the National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan.

Prof. Dr. Anila Kamal

(Supervisor)

DEDICATION

This research work is dedicated to all those women who are or have been victims of rape, sexual harassment, forced marriages, child marriages, patriarchy or any form of violence but they chose to fight. All these women are phenomenal in my eyes. More power to them!

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Maya Angelou

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Abstract

The research aimed to investigate the effect of beliefs on rape myths and sexual double standards on attribution of responsibility for sexual harassment among university students. Further, demographic differences (age, gender, family system, etc.) have been explored with relation to study variables. This research was carried out in three phases. In first phase, qualitative study was carried out to explore the individuals' and researcher's understanding of the terms sexual harassment, rape myths and sexual double standards through focus group discussions. Participants were also asked about the causes leading to these menaces, their general opinion regarding prevalence of these ills in society and how rape victims are treated in society etc. Total four focus group discussions were carried to obtain information. Two with all women students' group, one with men students' group and other with mixed group including both men and women students (N = 27 in total). The results of this study showed that participants have clear understanding of sexual harassment. According to them, touching, staring, making fun of others, passing negative comments etc. comes under sexual harassment. Rape myths were explained as myths related to rape like she is asking for it, her provocative dressing called men to rape her, her consent was included, etc. While, participants were not clear about sexual double standards. They have mixed the sexual double standards with general double standards in society. Moreover, findings have demonstrated that flaws in parenting system, modernization, lack of education and awareness and patriarchy, etc were the leading causes behind prevalence of sexual harassment, rape myths, and sexual double standards in society. It has been also shared that rape victims are treated very badly. They are killed in the name of honor and are forced to leave their homes. Majority participants of FGDs also think that these social menaces are highly prevalent in our society.

In second phase, pilot study was conducted with 275 university students. The EFA was carried out to explore the factor structure of Rape Myths Scale and Assessment of Sexual Double standards among youth scale. The findings of EFA have showed that both these instruments are unidimensional in nature and all the factor loadings for these instruments were in an acceptable range. Furthermore, correlational analysis showed that Sexual Harassment attribution has a positive relationship with belief on rape myths and sexual double standards. Belief on rape myths has a positive relationship with sexual

double standards. T-test of gender with study variables have showed that men attribute more responsibility to women for sexual harassment and they also endorse more rape myths as compared to women. Non-significant differences were found for sexual double standards. T-test analysis with family system has showed that individuals in joint family system attribute more responsibility to women for sexual harassment and have high belief on rape myths as compared to those who live in nuclear family systems.

Main study was conducted in third phase. The sample size of main study was (N=500) university students. The results obtained demonstrated that men attribute more responsibility to women for sexual harassment. Men also endorse more rape myths as compared to women students. Non-significant difference was found for sexual double standards for men and women students. Young adults (17-24) approve more sexual double standards than adults (25-32). Individuals in joint family system endorse more rape myths and attribute more responsibility to women for sexual harassment. Age is found to be a significant moderation for relationship between sexual harassment attribution and sexual double standards. Rape myth is found to be a significant mediator for the relationship between sexual double standards and sexual harassment attribution. It is suggested that sexual double standards is still a new variable so to create more awareness and education about it, more researches should be carried out. Cross cultural researches must also be carried out to develop the cross cultural validity of indigenous instruments that were used in this research.

Chapter I

INTRODUCTION

Sexual harassment is an important social issue faced by all the women at workplaces and educational institutions. It is first considered as a social issue or problem in 1970s in United States. This term was used for the very first time by Working Women United Institute (1975) and they have described it as “repeated and unwelcomed sexual nature comments, jokes, and looks, gestures that are forceful and offensive to other individual” (p.2). One of the oldest and most probably the earliest definition of sexual harassment was provided by Farley (1978) that is, “It is a unsolicited and non-reciprocated behavior displayed by opposite gender that is males over women and it includes behaviors like staring women, following them, passing comments and jokes about their bodily features, inappropriate requests for date, unethical and inappropriate demands for sexual intercourse and rape” (p. 68).

Sexual harassment and rape are related to each other as both involve sexual assault. Rape is a physical act with other individual without consent and willingness of other person. In majority of the cases of sexual harassment and rape occurring in different places like organizations, universities, colleges, markets, etc women are blamed for it. Their dressing, character and attitudes are targeted and believed that they must have invited others to harass them through their inappropriate behavior (Sadrudin, 2013). Faulty cultural traditions, societal values and norms also play an important role in creation of wrong myths and sexual double standards related to rape and sexual harassment which are the reasons behind crimes like rape and sexual harassment (Martin, 2003). Sexual double standards are basically different standards set for both genders for example, for same physical activity or act women will be judged more negatively as compared to men (Milhausen & Harold, 2001).

Stereotypical beliefs about rape and sexual assault are the main factor that plays an important role in assigning the responsibility in cases of sexual harassment and rape, etc. (Grubb & Turner, 2014). Rape myths and sexual double standards combined lead to faulty and wrong attributions like women, their dressing and behavior etc. is blamed in such cases. The rape myth acceptance and sexual double standards are closely related to

each other in a way that if endorsement of sexual double standards is more than rape myth acceptance will also be high (Truman, Tokar & Fischer, 1996). If more number of individuals endorse sexual double standards, it is likely that individuals especially men develop strong belief on rape myths that would motivate them to be part of different indecent activities like rape, sexual harassment and child sexual abuse, etc. (Conley, Ziegler & Moors, 2011).

The research carried out on Pakistani university students' population also indicated the endorsement of sexual double standards and rape myths by them. They believed that women invite men to harass or rape them on the basis of their indecent dressing and attitudes. Almost 34% of male participants demonstrated that women are likely to get pleasure from the sexual assault they experience (Kamal, Shaikh, & Shaikh, 2010). Other researches also showed the close relationships between rape myths, sexual double standards, and sexual harassment. Sexual double standards were found to be the main predictor of rape myths while these myths play an essential role in faulty allegations and blames involved in cases of rape and sexual harassment (Conley, Ziegler & Moors, 2011; Norton & Grant, 2015).

Researches in Pakistan have explored the concept of sexual harassment (Kamal, 1990; Kamal, 1991; Kamal, Ansari, & Tariq, 1992) which is the most common problem faced by women but still it is not recognized as a problem because most of the women that experience or are experiencing are not clear about the behaviors involved in sexual harassment. Women are not even aware that they are harassed by others and harassers do not consider the behaviors like staring, following, passing negative comments, making dirty jokes, and even touching as a sexual harassment. In our culture and country, sexual harassment and rape are still considered as taboo and people do not like to talk about it.

In Pakistan, the numbers of reported cases of sexual harassment and rape have been on rise since past few years. The recent statistics given by Punjab police has showed that there are total 427 cases of rape registered in Punjab and 110 cases of rape are under investigation (Punjab Police Statistics, 2018). This statistic is up to February, 2018. Further, the statistics of other provinces related to rape cases is not available and

neither for sexual harassment cases. It also highlights the lack of prevalence studies on nationwide level. The fourth annual report presented by Aurat Foundation has showed that total 110 cases of sexual assault and 827 cases of rape have been reported in 2011. These are the only reported cases where as number of unreported cases are too much high (Aurat Foundation, 2011). Another report by similar organization showed that almost four women were raped on everyday basis in 2014 while 49% increase in the number of cases of sexual assault has been observed as compared to 2013. The number of rape cases and sexual assault in 2014 were 1515 and 74, respectively (Aurat Foundation, 2014).

Sexual harassment and rape are also global issues that are occurring almost everywhere in world (House of Commons, 2016). In UK, the girl guiding in 2015 reported that almost 75% of young women and school girls had anxiety about potential sexual harassment experiences that can influence their lives in negative ways. The British Broadcasting Corporation (BBC) has also collected data in 2015 from UK schools regarding number of sexual harassment and rape cases. The report revealed that there were total 5500 sexual offenses out of which 600 were cases of rape. Violence against women is a common issue that is present globally and women of all ages and races are victim of violence (Watts & Zimmerman, 2002).

The literature has demonstrated that culture, beliefs, and myths, etc. are important precursors in causing rape and sexual harassment. Therefore, the current research aims to explore the role of belief in rape myths and sexual double standards on victim blaming in cases of sexual harassment. It is now essential to progress the research work in specific areas of sexual harassment and rape especially in Pakistan considering the importance of educational institutes' on one's life as well as increasing number of bullying, mistreatment and harassment faced by women.

Sexual Harassment: A Global Issue

Sexual harassment is a common issue faced by women in Pakistan (Aurat Foundation, 2014). It is experienced by women in the form of undesirable and unwanted sexual comments, negative or unethical remarks about body features including face and

figure, touching a woman's body, constant staring, following women in workplaces, colleges and universities and also touching or snatching a woman's *dupatta* (the piece of cloth used to cover head) (Kamal, 1990). The guidelines of Higher Education Commission policy on sexual harassment explains it a way that it involves latent or hidden, visual cues and signals for physical and verbal abuse, negative physical contact with other person using hand, and cues signaling sexual activity. Sexual favors are proposed in return of some work and other rewards in education in a negative and flirting manner. It occurs where there is a power difference like student/teacher, employee/employer, Research Supervisee/Supervisor, senior teacher/Junior teacher etc. (Higher Education Commission, 2011).

Sexual harassment comprises of unwelcoming and inappropriate physical and visual behavior that threatens an individual's dignity and also intervene with his/her education. It is considered as a very serious and threatening problem that can have a long lasting impact on child or youth's psychological and physical health regardless of age, gender, or race. It can impact individual's emotional and physical well-being negatively and can also influence school/college performance and career. There are different indicators of sexual harassment which includes making inappropriate jokes or gestures especially of sexual nature, staring an individual in a negative way, touching, stabbing or passing hands on other's body, talking or commenting about other's private life and relationships, sending sexual type of love letters or nude paintings, pulling someone's clothes down, spying others in their private conditions and using technology (computer, mobile phones, etc.) to send demeaning or disgusting pictures or sex related information (International Labor organization, 2010).

According to Labor and Employment alert (2006), sexual harassment is defined as "physical or verbal violence that humiliates or depicts severe hostility towards other person based on sex" (p.1). According to this definition, physical violence or conduct involves, touching and fondling body parts of other individuals. It also includes verbal violence like disgusting comments that are of sexual nature. For instance, if a supervisor regularly brushes his body against an employee and calls her with different names like sweetie, babe, honey, etc. then it involves both physical and verbal conduct. Secondly,

harassment is also based on ‘discrimination’. It means treating people differently just because of their sex. Thirdly, verbal or physical conduct has some harmful consequences like it has the purpose or effect of creating the hostile environment; it can purposely affect an individual’s work performance in any domain and can severely affect an individual’s opportunities that can come in her way (Labor & Employment Alert, 2006).

European Commission (1991) defined sexual harassment as “unwanted behavior of a sexual nature that can affect the dignity of individuals” (p.2). Sandler and Shoop (1997) has defined sexual harassment that occurs in different settings like workplace or educational environment as “Unwelcoming or inappropriate requests for sexual favors and is made compulsory. For example, compliance to such requests is made compulsory for a job or any type of work, rejection to such demands will adversely affect academic or work performance, such demands have a purpose of creating hostile or negative environment” (p.5).

It is a conduct that is sexual in nature; limit’s the students’ capability to perform in any educational programs. This can be carried out by school employees, supervisors, students, visiting lecturers, and other staff. Both genders can be victim of this and it is also possible that victim and perpetrator can be of same sex. It can occur in different locations like school bus, sports grounds, training halls, and off-campus locations, etc (US Department of Education, 2008). The relationship of gender role attitudes with attribution of responsibility for sexual harassment has been explored. The findings have demonstrated that both of these factors are inter-related to each other. The students who are follower of traditional gender roles have given more responsibility on women for sexual harassment. Women students were found to have modern gender role attitudes as compared to men students (Kamal, 2005). Sexual harassment has long been present in educational settings affecting students’ emotional well-being and academic performance. The research was carried out to explore the experiences of sexual harassment occurring in educational institutes by women students and men’s perception about these incidents. The results have showed that gender harassment was highly prevalent followed by unwanted sexual attention and coercion. It was also revealed that sexual harassment experiences were very differently perceived by men and women students (Abid, 2004).

Anwar (2013) has carried out the research focusing on incidents of sexual harassment in educational institutes after implementation of sexual harassment bill in 2010. The findings of her research have indicated the high prevalence of sexual harassment faced by women students in university irrespective of anti-sexual harassment law and prevalence of sexual harassment has increased than what was demonstrated by Abid (2004) research. It has also showed that both men and women believe in sexual harassment myths and this is positively related with their experiences of sexual harassment. The women students' perception about sexual coercion was also found to be different from what men students, staff and teachers perceive.

Types of Sexual Harassment

In academia and educational settings the two types of sexual harassment are present one is *quid pro quo* sexual harassment and other is hostile environment harassment. Both of these types are taken from the work of Fitzgerald and Ormerod in 1991.

Quid pro quo sexual harassment. In Latin, *quid pro quo* means 'this for that'. It involves sexual favors and requests that can have effect on employment of an individual. It involves exercising institutional power over any staff member especially lower staff or subordinates to force them to be part of any sexual activity (Fitzgerald & Ormerod, 1991). It is *quid pro quo* sexual harassment, when a teacher or any other staff member in an institute force students to engage in sexual activity in order to be part of any program and educational activity. It can also happen if an employee forcefully makes a student believe that his educational decision will be made by employee on the basis of his/her obedience or submission to unwelcome and inappropriate sexual favors. This type of sexual harassment occurs where there is difference in power. For instance, if a teacher asks a student to submit to his/her unwelcomed sexual demands, if he/she wants to pass the course then this is *quid pro quo* harassment.

Hostile environment sexual harassment. It involves repeated demands and attempts of sexual favors, sexual nature comments, and unwanted sexual attention, etc. in an academic or organizational setting (Fitzgerald & Ormerod, 1991). According to

this classification, the academic and educational setting is threatening, abusive, and harmful which interferes with the activities of students. Hostile environment sexual harassment occurs if a supervisor, fellow students or any staff member makes fun or inappropriate sexual nature jokes, comments, gestures, and shares inappropriate pictures with others that makes them uncomfortable in an educational setting. This type of threatening, harmful and hostile environment can be created by students, teachers, staff working in educational institutes, students, and teachers from other institutes, etc. Hostile environment sexual harassment is different from *quid pro quo* as in former it is not compulsion for victim to show obedience to sexual demands to get a reward or to avoid punishment. Secondly, in hostile environment sexual harassment, victims and perpetrators can be in supervisor/supervisee relationship or in equal status relationships (Mitchell et al., 2004).

There is a common but relatively unexamined form which is ***peer sexual harassment*** that also comes under the category of hostile environment sexual harassment (Ivy & Hamlet, 1996). This type of sexually harassing behaviors occurs in those relationships where there is almost no power difference. For instance, it can occur between students, teachers, and fellow co-workers. It comprise of behaviors like touching, staring, passing negative and sexual nature comments, jokes, and gestures etc (Hughes & Sandler, 1988; Mazer & Percival, 1989). Different surveys have demonstrated that sexually harassing behaviors are likely to occur between colleagues of same status instead with lower staff or subordinates (Gutek, 1985; Keyton, 1996). The surveys carried out in academic settings have showed that almost 70% women face sexually harassing behaviors from men in that setting (Hughes & Sandler, 1988; Shepela & Levesque, 1998).

Prevalence of Sexual Harassment in Higher Educational Institutes and Organizations

According to Higher Education Commission (2011), sexual harassment is a common problem which occurs in classrooms, offices, research labs, etc. in Pakistan. In order to stop it, HEC has given the detailed guidelines regarding sexual harassment occurring in workplaces and educational institutions. The guideline has made it clear

that every individual has a right to freely study, work and live in environment free from sexual harassment as well as from discrimination. Universities and other higher education institution recognize and encourage the importance of free community and freedom of expression. The HEC emphasizes on establishment of such programs that can help in reducing harassment in educational institutions. According to this policy, all department heads, deans, administrative staff, teaching faculty, managers, director of schools and programs must be aware of this policy and Harassment Monitoring Officer (HMO) must be hired to execute this policy.

According to the survey conducted in Pakistan, women are approximately half of the total population and 50% populations in higher educational institutes are women (Equal Employment Opportunity Commission, 2014). So, it is highly important to ensure the safe and comfortable working environment in institutes so that women can effectively play their part in progress of country. It is proposed that more women heads are hired to control or reduce the cases of sexual harassment

A research was conducted to explore the prevalence of sexual harassment among Stellenbosch students. Students from four campuses of university were approached. This research explored students' perceptions about sexual harassment, which behaviors are indicative of it. Does alcohol or use of any other drug impact victimization? In which locations sexual harassment is likely to occur? Does victims approach support services? The findings of the research revealed that stalking was highly prevalent, attempted rape was more common among females than males. Attempted rape is also experienced by more females as compared to male students. Furthermore, the colored participants experienced more attempted rape whereas unknown participants were more victims of group stalking and attempted rape. Another interesting finding was that victims of sexual harassment were also familiar with individuals who have committed this. This occurs more in within and outside campus locations (Steenkamp, 2010).

The research was carried out to explore the sexual harassment in higher institutes of Zimbabwe. The findings demonstrated that in almost all the higher learning institutes, there was some kind of sexual harassment. Male lecturers try to harass female students. College students were also ready to fight against authority if sexual harassment case

comes up. One unfortunate finding was that majority of students (93%) reported that they will not report the authority about being victim of sexual harassment due to fear of being stigmatized, victimized and also students believed that existing system is flawed and it cannot help them to receive justice (Zindi, 1994). Another study conducted to check the incidents of sexual harassment in higher education institutes of South Africa showed that there were low rates of sexual harassment, gender harassment being more prevalent. No significant relationship or effect of gender, age, and population group with perception of incidents of sexual harassment was found. Findings revealed that academic staff had also experienced verbal and non-verbal sexual harassment and they are clearly aware of this being happening in institutes. Most of the harassers were male colleagues that were working in higher posts and females were found to be victims. Also, most of the participants had not completed the questionnaire properly due to fear of being exposed and further threats of sexual harassment by their male colleagues (Wyk & Rothmann, 2011).

A research was conducted to explore the psychological consequences of sexual harassment on students studying in higher education institutes of Nigeria. Findings demonstrated that harassment occurs from male lecturers to female students (98.8%). There were some key factors that lead to sexual harassment in higher education institutes and that were poverty and bad influence of friends/company or peers. Majority of poor students became victim of sexual harassment as they were offered good grades in return. This research highlighted the high existence of sexual harassment in schools that had a negative impact in form of high drop outs, low skill building in students, low productivity, etc. thus creating such students that would not be able to contribute effectively in society (Taiwo, Omole, & Omole, 2014). Another research has explored the sexual harassment done by students to faculty members. They have explored the experiences of faculty members. One hundred and two faculty members have completed this questionnaire while 359 college students have completed this questionnaire. Results have showed that female faculty has experienced a lot more unwanted and negative sexual attention from male students and they felt harassed. Female faculty has showed more concern over this unwanted sexual attention as compared to their male colleagues.

They also believed that this kind of harassment creates hostile working environment where women are not able to progress (Jim & Eros, 2000).

Research was carried out in Pakistan to investigate the relationship between ambivalent sexism, gender stereotyping, and sexual harassment among professionals. Findings have showed that professionals' ambivalent sexist motives towards women are influenced by demographic factors like age, education and marital status. Further, it has showed that men with benevolent sexism have positive attitude towards women. Other important finding of this research was that women working on traditional jobs experience less sexual harassment than women working in non-traditional jobs (Din, 2003). Another research has explored the sexual harassment experiences of women working in Pakistan International Airlines, Pakistan. Results obtained have demonstrated that air hostess and women ground staff experience 90% gender harassment and 60% unwanted sexual attention. Findings have further revealed that any air hostess and women ground staff can experience sexual harassment irrespective of their looks, age, marital status and education, etc. (Iqbal & Kamal, 1999).

The impact of sexual harassment on women workers was explored. Female worker thoughts and feelings were investigated as a response to these kinds of harassment. Total sample was eighty four working women. They were made to listen to the audio recordings of men. One of the audio recordings were that man is propositioning her while in other recording two or more men were sharing denigrating remarks with each other. Participants were asked to imagine as one of these recordings by their heads and other of their colleagues. The Multiple Affect Adjective checklist was used to observe their responses. The findings showed increase in dysphoria as a result of listening to these recordings. Harassment done by a man who is at higher organizational position showed increase in dysphoria among working women (Samoluk & Pretty, 1994). The influence of national culture on chances of being harassed was explored through research. Data was collected from international American, Indian and Chinese students and observed how their national culture has impacted on their probability to sexually harass. Results obtained have showed that males have scored higher on Likelihood to sexually harass scale as compared to females. Chinese and Indian males

have scored higher on LSH than American students. Chinese females were found to score higher on LSH than American females. National culture was also found to be associated with sexual behaviors for instance in cultures where women were more powerful and held superior positions were likely to harass other people for their own benefits or goals (Luthar & Luthar, 2008).

Verbal sexual harassment was explored in Turkish adolescent girls. This research was descriptive in nature focusing on how girls manage or deal with verbal sexual harassment. Data was collected through questionnaire that has questions related to kinds of verbal sexual abuse they had faced, how they dealt with them and how they had explained or described this abuse, etc. Findings have showed that according to these girls, verbal sexual abuse is something unusual or abnormal. The girls who have been victim of this verbal sexual abuse thought that it cannot be stopped. They had made changes in their life styles in a manner that they avoided going outside, restricted their movement in order to save themselves from this harassment (Isik & Kulakac, 2015).

The research was carried out in Pakistan to explore sexual harassment in banks. The sample used in this research was females working in different banks. The findings showed that attractiveness of female employees, privacy in offices and work ethics were found to be important predictors that lead to sexual harassment while policies of organization serve both purposes that is it can limit or increase the sexual harassment in organizations (Nauman & Abbasi, 2014). Another research revealed that sexual harassment at work places is prohibited in more than 75 countries. The employees who are sexually harassed were found to have low job satisfaction and also have negative consequences on their mental and physical health. This research has also proposed three strategies that can be used to reduce sexual harassment at workplaces. First one is market incentives, second one is policies focusing on reduction of sexual harassment and third one is workplace training and complaint process (Hersch, 2015).

It has been observed that for Pakistani women, harassment at workplaces and educational institutions have always been on rise. Sexual harassment at workplaces for working women is very common (Naz et al., 2013; Thomas, 2015). In Pakistan, mostly males are at higher positions so they get more privilege than females. So, for the

protection of women, 'Harassment of the women at workplace act' was passed in country in 2010. For the first time in history of Pakistan, sexual harassment has been recognized officially (Jabbar & Imran, 2013; Sarwar & Nauman, 2011). Although bill has been officially passed but still women are hesitant to file complaints against sexual harassment due to several reasons like fear and insecurity of job, shame and stigmatization associated with character and many are scared about the reaction of their families regarding these issues (Khan, Begum, & Shaheen, 2015; D' Cruz & Rayner, 2013). Despite being ban on discrimination against women in Pakistan, women still have lower earnings, status, power, and representation as compared to men (Hejase, 2015; McDonald, Charlesworth, & Graham, 2015).

Research was conducted to find the prevalence of sexual harassment in educational institutes of Pakistan. The results obtained from this research have demonstrated the high prevalence of sexual harassment in institutes and it is largely experienced by women from men perpetrators. Further, it was indicated that gender harassment is the common type experienced by individuals then unwanted sexual attention and sexual coercion in educational institutes. Research has also revealed that women students experience more sexual harassment from men students while women teachers experience it from men teachers (Abid, 2004). Another research was carried out to see the prevalence of sexual harassment in educational institutes after passing and implementation of anti-sexual harassment bill in educational institutes. The findings have showed interested picture indicating the rise in sexual harassment irrespective of presence of bill. Moreover, research also showed that women perception of sexual harassment is totally different from how men perceive sexual harassment. Both men and women students have belief on sexual harassment myths and it is significantly related to their sexual harassment experiences (Anwar, 2013).

A research explored the sexual harassment experiences faced by women in educational institutes and workplaces by using the Sexual Harassment Experience Questionnaire (SHEQ). The findings have revealed that higher educated women report more experiences of sexual harassment due to awareness. Both married and unmarried working women experience sexual harassment at their workplaces so no significant

difference was found with marital status (Kamal & Tariq, 1997). Another research was conducted to explore sexual harassment in Pakistani organizations. Qualitative approach was applied to check the working people and managers' perceptions of sexual harassment. Six Pakistani organizations were considered and interviews were conducted that demonstrated the impact of traditional culture on prevalence of sexual harassment in organizations. Five organizations have no explicit policies to deal with sexual harassment issues. These organizations do have some small policies regarding sexual harassment but they are totally ineffective as they are not implemented properly. The shocking finding was that the HR managers working in these organizations did not have any professional qualification relevant to HR and they are still working as HR managers and also hold biased attitudes towards female employees. The female employees revealed that they don't share their sexual harassment experiences with anyone due to fear of stigmatization and of being accused for breaking the religious and cultural norms (Ali, 2015).

Another research has demonstrated the five women workers experience of sexual harassment at their respective workplaces. The conclusion derived on the basis of the five case studies that were used in this research was that sexual harassment is largely done by those men who are in power position and have high status. Women are victimized by their bosses and supervisors who are in authority position. Other important findings of this research were that women from any race; ethnicity or age can be victimized and harassed by men at workplaces. It also revealed that sexual harassment mostly occurs in places where victims (women) can be easily approached that is isolated places or small cabins in offices etc. All the victims experience higher levels of mental and physical stress, and anxiety due to sexual harassment experiences (Kamal, Hasan & Khalil, 2002).

Furthermore, research was conducted in Peshawar to find out the impact of sexual harassment on employee turnover intentions. Sample was 127 respondents from 3 private 3 public sector business institutes in Peshawar. Findings showed that positive relationship exists between sexual harassment and employee turnover. These turnover intentions have a negative impact on job satisfaction experienced by employees

(Salman, Abdullah & Saleem, 2016). One research has explored the perceptions of sexual harassment and its impact on employment related variables. Data was collected from Pakistan and as well as from US and then findings were compared. Pakistani employees who were victim of sexual harassment reported more job dissatisfaction, higher turnover rates and more leaves from work as compared to US employees. The Pakistani women who were unfortunate victims used more indirect strategies to deal with it as compared to US women. In US, if employees experience sexual harassment they leave jobs but in Pakistan, due to financial constraints employees continue their jobs even if they wanted to (Merkin & Shah, 2014). Research was carried out to investigate the relationship of sexual harassment with working environment, depression and self-esteem in Pakistani women. Women were approached from different sectors like banks, hospitals, factories and grocery stores etc. Total sample was 300 working women. Results showed that positive relationship exists between all variables. Further, in organizations where privacy is respected and female employees only communicate for work purposes are safe from sexual harassment. This research has also highlighted the effectiveness of professional environment in reducing sexual harassment at workplaces (Muazzam & Qayyum, 2016).

The research carried out in all provinces of Pakistan on online experiences of gender based harassment by women showed that almost 34% of the women that were being surveyed experienced abuse and harassment by men. Also some women reported that they have also witnessed other women that were being abused, bullied and harassed by men. Almost 40% women have been harassed through online messaging apps like WhatsApp and viber etc. 16% of the women reported that they were also threatened of physical violence. And the most vulnerable group of women that became the victim of all these online crimes was of age range 18-25 years (Digital Rights Foundation, 2016).

The research on sexual harassment experiences and coping strategies employed by waitresses has demonstrated that as age increases, the chances of experiencing sexual harassment decrease. It also showed that both married and unmarried waitresses can experience sexual harassment so there is no difference found indicating who is more vulnerable. It indicated that waitresses who have evening shifts are more likely to

experience sexual harassment than those who work in morning timings. The waitresses who were found to perceive themselves as more beautiful and attractive have more sexual harassment experiences as compared to those who think that they are average looking (Malik, 2007).

Sexual harassment experiences were also explored among hijras and results have demonstrated that young hijras are likely to get sexually harassed by other individuals. Furthermore, it also revealed that zanas are more likely to be victims of sexual harassment than khusras. It was also found that hijras who are more in contact with their families are likely to experience more sexual harassment (Ilyas, 2015). Another research was carried out in Pakistan to explore the sexual harassment experiences faced by women of Pakistan and USA. Results have showed that demographic variables like age, education, and marital status is an important predictor of sexual harassment faced by women. Both Pakistani and US women face sexual harassment but the intensity and severity is different. The US women face sexual harassment but less than Pakistani women (Butt, 2001). Sexual harassment experiences and coping strategies employed by women doctors and nurses in USA and Pakistan were explored. The findings of this research showed that women in USA experience more sexual harassment as compared to women in Pakistan. On the sexual harassment measuring questionnaire, the percentages of Pakistani women were 1 to 56% while for USA women it was 9 to 83%. Pakistani women use more externally focused coping strategies like avoidance while USA women employ more internally focused coping strategies e.g. Detachment. Findings also revealed that older women experience more sexual harassment than younger women and divorcee and widow experience more than married and unmarried women (Kamal, 2005).

Attribution of Responsibility for Sexual Harassment and Victim Blaming

In most of the cases the victims of sexual harassment are women and all the false allegations are always put on them. Due to advancement in technology, education, and awareness among people, now more women are pursuing their careers as well as high education. Due to existence of predominant patriarchal system, men are allowed and encouraged to become part of indecent and immoral acts like sexual harassment which

in turn makes life difficult for women. This is occurring most frequently in workplaces and educational institutions. It has been observed that in some cases, the victims are able to realize that they are being harassed but due to limited available resources and confidence to confront the situation they do not fight or take any action against it (Sadrudin, 2013).

High number of violent cases such as 24119 against women was reported in years 2008-10 out of which 520 cases were of harassment at workplace and educational institutions (Parveen, 2010). The cases of sexual harassment keep on rising especially at workplace and educational institutions irrespective of the existence of law against harassment (Yousaf & Schmiede, 2016). A research conducted by Corr and Jackson (2001) showed that the behavior related to gender harassment shown by disliked bosses are perceived more negative and serious than liked bosses. Men are also seen to take harassment as less serious issue than women. It also revealed that in case of females, the perception about the one who is committing sexual harassment decides whether he is liked or not. If he is liked then there is possibility that touching, kissing, etc will be considered as signs of affection rather than something rude or inappropriate. The study also highlighted that women (42%) have been the victims of sexual harassment at work as compared to men (16%). It clearly shows that only few men were found to be victims of sexual harassment at work place. The ones who have experienced sexual harassment consider it as more serious than the ones who have no personal experience. Men are more likely to target females and consider them as responsible for sexual harassment (i.e. females are asking for it, provocative dressing and enjoy it etc). Men usually get pleasure from performing inappropriate and harassing behavior with women at work places. Men also consider “everyday” acts as less serious than women. Cortina and Berdahl (2008) also demonstrated that women and other minorities have more chances to get victimized. They also showed that sexual harassment occurs where individuals of one gender consider themselves more dominant than other and perceived hatred towards other gender is also present.

Attribution of responsibility for sexual harassment has been investigated in relation to locus of control. The obtained findings have indicated that individuals with

external and internal locus of control can attribute responsibility on women for sexual harassment. Further, it showed that men blame women more for sexual harassment. Young and older people are equally likely to attribute women for sexual harassment (Toor, 2004).

Individuals having traditional attitudes hold more negative view towards victims where as people with modern attitudes blame perpetrator more than victims. It also showed that individuals with less traditional attitudes have same view regarding male and female victims while individuals with traditional attitudes blame victims (females) more. Vignettes were also provided to participants and findings showed that responses of male participants were consistent with vignettes. Responses provided by female participants showed affection towards self-blaming victims and attributed less responsibility to them (French & Radtke, 1989).

A research was conducted in Nigeria focusing on consequences of sexual harassment on female employees. Physical and psychological trauma is very common outcomes of sexual harassment but apart from it, productivity of individuals also declines due to this. In this research, both secondary and primary sources of data were used. The findings have demonstrated that women working at lower positions are largely affected by this and it has also influenced their performance negatively. The main reason behind presence of sexual harassment was flawed organizational system. The consequences of sexual harassment were low productivity, low morale of employees, psychological threats and loss of employee wellbeing and goodwill (Haruna, Joseph, Samson, & Gabriel, 2016). Another research has measured the antecedents and consequences of sexual harassment in Myanmar. Primarily, they have focused on sexual harassment experiences of working women. Total sample of 271 working women were taken. Results have demonstrated that frequency of sexual harassment in Myanmar was quite high. Gender harassment was the common one that was largely experienced by working women. Findings further showed that all women are equally vulnerable to it either they are single, divorced, or married. The outcomes of sexual harassment were found to be negative but of mild nature. Prevalence of sexual coercion that was experienced by Myanmar women was quite low (Kyu, & Kanai, 2003).

A research was carried out in Pakistan to explore the relationship between sexual harassment experiences and corresponding coping strategies employed by domestic women workers. Findings obtained from this research have indicated that gender harassment and unwanted sexual attention are the common types of sexual harassment faced by domestic women workers as compared to sexual coercion. The results have demonstrated that there is negative relationship of sexual harassment with some of the internal coping strategies and positively related with external coping strategies like avoidance (Gillani, 2015).

Conceptual model of antecedents and consequences of sexual harassment at workplace is tested through research. The critical antecedents found for sexual harassment were organization's environment for sexual harassment and gender context. Whereas the consequences identified were lower job satisfaction, stress, anxiety and depression, etc. The model has also highlighted the impact of sexual harassment on physical health. A male dominated workplace has found to have close relation with presence of sexual harassment at organizations. This research has also revealed that women who had experienced sexual harassment had more intentions to leave their jobs, high absenteeism and spent more time in planning and thinking of resignations (Drasgow, Gelfand & Magley, 1997). Furthermore, some other research has shown the impact of sexual harassment on depressive symptoms of employees who are in their early careers. This research strongly proves that sexual harassment is closely linked with depressive symptoms. Both genders that experience more sexual harassment at work have higher depressive symptoms as compared to individuals who have not experienced it. Sexual harassment that was experienced earlier in careers have more grave and damaging effects in adulthood. Anger and self-doubt was observed as most common outcomes of sexual harassment (Houle et al., 2011). Stranger harassment is very common and a lot of women face it on daily basis. Stranger harassment is unwanted sexual nature attention from males towards females and it has negative impact on well-being of women. Self-objectification was found to be positively related to stranger harassment if women accepts it passively and blames oneself for it rather than blaming perpetrator. There are some women who actively cope with this kind of harassment and confront it. Furthermore, the research has also highlighted that women who fear to get

raped by others restrict their movement to protect themselves. Almost 41% women responded that they have experienced stranger harassment at least once in a month. They were of the view that it impacts their lives negatively, make them fearful and insecure (Fairchild & Rudman, 2008).

Consequences of sexual harassment were also observed in military personnel. Results have demonstrated that military personnel experience the same set of outcomes of sexual harassment as that of civil employees and that were psychological, work related and health related. Women are likely to be more harassed than men. Secondly, women have to face more negative consequences of it as compared to men. Women always experience SH from men while men can experience from other men and rarely from women (Magley & Drasgow, 1999). Another research has explored the work related and psychological consequences of sexual harassment from two organizations. Sample of this study was 447 female employees and 300 university students. Findings have suggested that frequent sexual harassment have negative impact on working females. 66% of women reported the incident as offensive while 83% reported that they have to communicate with the harasser due to work demands. Results have also highlighted that very few women have filed a formal complaints against harassers (Schneider, Swan, & Fitzgerald, 1997).

Sexual harassment experiences and coping strategies have been observed in hijra community of Pakistan. Findings have revealed that positive relationship exist between sexual harassment and use of external coping strategies and hijras mostly use external coping strategies instead of internally focused categories. Age, physical violence, and family support was found to be closely related to sexual harassment experience. Coping strategies that were endurance, perseverance, and institutional support, etc. were also found to be linked with geru/chehla relationships (Ilyas, 2015). Sexual harassment and psychological well-being have been investigated among disabled women of Pakistan. Women with disabilities have experienced more gender harassment and sexual attention as compared to sexual coercion. Findings have also showed that women in early and middle adulthood are likely to experience more sexual harassment than older women. Physically handicapped women were found to be more victims of sexual harassment

than visually handicapped women. Non-working women with disabilities are more vulnerable to sexual harassment than working women with disabilities. However, all the disabled women victims were found to be psychologically stressed due to their sexual harassment experiences (Javaria, 2017).

Rampal and Suhaila (2012) explored the sexual harassment among female nursing staff and its impact on them psychologically as well as physically. Data was collected from different government hospitals in Melaka and Malaysia. The sample of this research was 455 female nurses. The overall prevalence of sexual harassment among female nurses was 51.2%. Different forms of sexual harassment were observed and most common among them were verbal harassment (46.6%), visual harassment (staring etc. 24.8%), physical harassment (20.7%), and non-visual harassment (16.7%). Findings have also showed that victims do experience psychological effects of this harassment as well. Harassment also depends upon the perception of physicality about one person that is if one considers herself as more beautiful and attractive, she is more likely to experience sexual harassment. Sexual harassment that were experienced in workplaces also have impact on that person's family members, colleagues and also patients under treatment. Experiences and attribution of sexual harassment are also affected by some other factors like myths related to sexual assault like rape that individuals possess. These myths shape their thinking pattern and also determine their actions. These false and stereotypical beliefs are important to explore as they play a very important role in deciding the role of victim and perpetrator in incidents like rape and sexual harassment, etc.

Rape Myths

Rape myths are prejudicial and `stereotypical assumptions about rape, its victims, and rapists and put all the blame on victims (Bohner, Weisbrod, Raymond, Barzvi, & Schwarz, 1993). According to Burt (1980) rape myths are stereotypical, biased or false beliefs about rape, its victims and the ones who commit it. The same author explained different myths about the victim including she is lying, hiding something and has some other motives, asking for it (provocative dressing, gestures, and attitude), and it only happens to the dirty or promiscuous women, etc. The myths that

exist about perpetrator excuse their behavior and try to free them from any guilt or shame by holding false beliefs like rape is natural or trivial. Men are biologically inclined in such a way to have sex with women forcefully etc. She explained that rape myths are widely accepted and present and are also closely linked to different attitudes like labeling or stereotyping of roles associated with gender, acceptance of violence and distrust of opposite sex etc. Another theorist defined it as holding such beliefs and attitudes that are false and negative but are persistently held by individuals and are used to provide justifications of male sexual violence against women (Lonsway & Fitzgerald, 1994). Men use rape myths to justify or even show denial to the sexual violence committed by men whereas women use them to deny their vulnerability to rape.

Stereotypes about rape scripts can also be taken as rape myths. A script can be defined as “organized picture or scheme of events” or “a scheme of events that occur in some situation (Kahn & Mathie, 2000, p. 383). Hence, rape script can be taken as individual’s perception of what happens in a rape situation, e.g. an individual’s picture of rape could be like this: a woman is jumping and running here and there in forest, while a man is running behind her and is forcing her to have a sexual intercourse with him at a knifepoint. Rape myths and stereotypic rape scripts are positively related to each other. Rape myths strengthen the stereotypic rape scripts while exposure to rape scripts also strengthens rape myths. Both rape myths and rape scripts affect the perception of rape victims about their own experiences as well (Peterson & Muehlenhard, 2004). The research carried out in India on prevalence of rape myths showed that rape is increasing in India at a fast pace. 84% of the participants believed that all women either they are beautiful or not, belonging from different age groups get raped. Another interesting finding of this research was that 54% showed that we do not mind being friends with rape victims and 89% of participants said that they will file a complaint if they will be victim of rape (Safri, 2015). A research was carried out in Pakistan to develop rape myths scale and also to find out relationship between beliefs on rape myths and gender role attitudes. Results obtained from this research has demonstrated that students both men and women who endorse and follow traditional gender roles have high belief on rape myths as compared to those who are follower of non-traditional gender roles. Furthermore, it has also indicated that large number of men

students has high belief on rape myths that means they are more followers of traditional gender roles. The research has also showed that students whose parents are comparatively less educated and knowledgeable have high belief on rape myths thus are more followers of traditional gender roles (Ahmad & Kamal, 2000).

Common Rape Myths

Several rape myths are prevalent in West as well as in Eastern societies like women lie to be raped, they enjoy and associate pleasure with rape, women gives call for rape by not properly dressing, walking alone at night etc., women deserve rape and only characterless women are victimized etc. (Edwards, Turchik, Dardis, Reynolds, & Gidycz, 2011). Rape myths influence the society's views and attitudes regarding victims of rape and also it has strong impact on legal jurisdictions as well. Some of the common rape myths that are highly prevalent are as follows:

Women enjoy rape. Researches carried out with college students' population demonstrated that 1-4% of the women have a strong desire to get raped (Carmody & Washington, 2001; Johnson et al., 1997). Furthermore, studies with college men showed that 11% of them believed that women exaggerate the effects of rape and situation (Edwards et al, 2010). Another research highlights that women tempts and attracts the man to rape her by her careless attitude. So, they believed that it was not the man who 'raped' her but it was the fault of woman who was not able to prevent the occurrence of this act. Thus the woman who gets raped actually wants it to happen to her. Women should save her selves from such kinds of act by not going alone at night time, not attending parties alone etc (Edwards et al, 2011). Several researches show that there is a strong relationship between pornography and violence towards women including rape etc. Higher the viewership of pornography, higher will be the rape myth acceptance. So from the literature mentioned above, it can be concluded that women calls for a rape (Allen, 2006; Foubert, Brosi, & Bannon, 2011).

Women call for a rape. The survey conducted by British Amnesty International in 2005 showed that 22% of participants responded that women are responsible for rape if they have sexual relations with many individuals and 26%

thought that women are half responsible if they are wearing revealing or sexy clothes (Walklate, 2008). This myth is so much accepted that even lawyers, police officers and other individuals in a legal system also endorse it. Cahill (2000) said that women must protect their bodies and not involve themselves in inappropriate acts, dressing, etc. and also hinder their bodily movements so that they will be saved from rape. Media also plays a very influential role in promotion of this myth such as stories are highlighted in such a way that shows the negativity towards victim which in most cases are women thus endorsing the belief that woman asks for a rape (Fountain, 2007). A Pakistani research reveals that almost 14% believe that rape happens with the willingness of women and 52% believed that if women remain in the walls of their home, no one can rape her. The percentages highlight that people view rape as fault of women and think that women call others to rape her (Ahmad & Kamal, 2000).

Women lie about being raped. There is a lot of controversy about the false events of rape (Marshall & Allison, 2006) while majority of the researchers thought that most of the rape accusations are infrequent and inconsistent (Patton & Yuly, 2007). One research that has reviewed several studies and law reports showed that almost 2 to 8% cases that were reported were found to be false (Lonsway et al., 2007). Another research conducted on female students of college demonstrated that 19% of participants thought that rape allegations are false while research conducted with male college students showed that 22% believed that ‘women lie about being raped’ and 13% believed that ‘women tempts man towards rape and then cry on it’ (Edwards et al., 2010). The research carried out by Ask (2010) showed that police officers believed that almost 16 to 25% of the rape cases that were reported as false. Ahmad & Kamal (2000) research also showed that people believe women exaggerate the rape situation and create false cases whereas according to them, reality is totally different.

Husbands cannot rape their wives. The research conducted with college sample demonstrated that only 5% of women thought that husband having forceful sex with wife does not count into rape while 31% of male students and 19% female students of college believed that husband having sex with her wife without her willingness cannot be taken as rape (Kirkwood & Cecil, 2001). Furthermore, individuals who

believed that husbands are allowed to rape their wives also thought that the forceful sexual act does not violate the rights of wife and also donot recognize the psychological harm associated with this act (Ferro et al., 2008). Another research showed that approximately 10 to 14% of women are raped by their husbands in their lifetime while 40 to 50% of battered women are mostly raped by their husbands (Martin et al., 2007). Experimental research also suggested that the manner in which rape cases are portrayed in media also affect the attitudes and views of consumers about rape (Franiuk et al., 2008a). A Pakistani research showed that 40% of participants believed that husbands cannot rape their wives and there is no rape in marital relations as it is a legal relation (Ahmad & Kamal, 2000).

Rape is done by strangers. According to the Women's shelter and Vancouver rape belief, in most of the cases, the rapist knows the victim in different capacities from a close family friend to a close relative (Smith & Woolacott, 1997). Other researchers have also demonstrated that in 84% cases of rape, victims (rape survivors) know their perpetrators (attackers). It includes rape committed by close relatives, neighbors, family friends, and boyfriends etc. (The National Victims Center, 1992; Warshaw, 1988).

Sexual desire motivates the rapist to do rape. In reality, rape occurs on the basis of violence and aggression which is completed through sexual means. It is a show of power, authority, humiliation and revenge. One research has showed that most of the rapists are married at the time of attack that means they have sexual outlets (Keller, 1986). This notion or myth of uncontrollable sexual desires free the rapists from taking responsibility of his actions and somehow blame the victims for this act.

Rape occurs in dark places where there is isolation. Research has showed that two third of all rapes occur at either the private places like hotels or guest rooms or in victim's residence (Keller, 1986). It occurs at all times of day or night. Rapist those victims who are vulnerable and can easily be targeted. It has no relation with time. Rapist and perverts do not consider the time when they find the target for rape. Several researches also showed that rape has no relation with time. Although it occurs at such places where there are fewer chances for rapists to get caught (Burney, 1999; Hussain,

1991). A research carried out in Pakistan showed that 45% people think that rape occurs in dark and deserted areas (Ahmad & Kamal, 2000).

Only young and attractive women are raped. Any woman can be raped irrespective of their age. All women are equally vulnerable (National Victim Center, 1992). Research has also demonstrated that rapist choose those targets that are easily accessible and vulnerable. They are not chosen on the basis of physical appearances (Keller, 1986). Researches also clearly state that majority people and rapists especially give this excuse that victim (women) were attractive, young and are not dressed properly that is why they were raped. This heinous act is justified by putting the blame on women looks and her dressing (Burt, 1980; Hussain, 1991). The findings of Ahmad and Kamal (2000) research showed that 31% participants accept this myth that only young, attractive and beautiful women are raped.

If a woman has a strong character, no one can rape her. Rape is an act exhibiting the violence and aggression of rapist so it has no relationship with the character of the victim. Rapists will perform the act irrespective of whether the woman is pious or promiscuous (Keller, 1986). 44% participants accepted this myth that women with strong character cannot be raped. This response has been demonstrated in a research carried out in Pakistan (Ahmad & Kamal, 2000). Previous researches have also demonstrated that largely men participants believe that women with strong character and those who stay at their homes cannot be raped. Those women are raped who are not dressed properly, dirty and characterless (Burt 1980; Burney, 1999).

There is high rate of false reporting and women usually and frequently ‘cry rape’. Rape is just like other crimes, so there are chances that in some cases, women can falsely accuse men. However, the studies conducted by FBI showed that the rate of false reporting is equal to the false reporting in other crimes that is 2 to 4% (Rape in America, 1992). The research carried out by Burney (1999) showed that victims are made guilty forcefully. They are blamed for ruining the reputation of their family and they are portrayed in such a manner that the reports provided by women about rape are false, exaggerated and falsely made up.

No man can rape his sister or daughter. Research has showed that men have raped their sisters as well as daughters too (Husain, 1991). It is something very difficult for general population to believe and accept. The research of Ahmad & Kamal (2000) has showed that 60% participants think that no man can rape his sister and daughter. It indicates that people have a very strong belief that no man can rape the women of her own family.

A woman's will is included in rape. Usually it is asserted that if a woman gets raped then her dressing, gestures, or her friendliness have invited perpetrator to rape her. Although, in reality it is not true as rape is a forceful act and it is called as rape when perpetrator forcefully performs the physical act with someone without the consent of other person or victim (Keller, 1986).

Rape Myth Acceptance and Victim Blaming

A research was carried out to explore the women's rape myth acceptance and its role in labeling their own experiences of rape. The findings revealed that rape myth acceptance play a very important role as women who believed that their dressing was provocative and inappropriate are raped due to their own fault. Logistic regression was applied in this research and the results of it indicated that for two rape myths that are (if woman don't fight back, it is not rape) women who have acknowledged and approved this myth and also their behavior is in line with this myth that is they have not fought back were less likely to consider their experience as rape (Peterson & Muehlenhard, 2004). Rape myth acceptance and its relation with just world belief have been explored. Findings suggested that rape myth acceptance is highly prevalent and it affects how victims are treated. The results of this research has demonstrated that gender was found to be an important predictor of rape myth acceptance while the relationship of just world belief and rape myth acceptance was more complicated. Findings further showed that as just world belief for oneself increases, the corresponding rape myth acceptance is decreased while when the just world belief for others increase, the corresponding rape myth acceptance is also observed to be increased. In context of blaming the victims, just world belief for oneself is associated with lower victim blaming while just world belief for others is associated with higher victim blaming. Other interesting finding of this

research was that gender was found as an important predictor of rape myth acceptance (Hayes, Lorenz, & Bell, 2013). Rape myth acceptance is highly linked to the victim blaming and assigning the responsibility for rape. Higher the rape myth acceptance, higher will be the victim blaming (Grubb & Turner, 2012). A research has showed that victims who are raped by unknown people are blamed more as compared to those who are raped by known people (Grubb & Harrower, 2008).

Role of rape myth acceptance and situational factors is assessed in three different types of rape that were date rape, marital rape, and stranger rape. Total sample was 182 undergraduate psychology students who were asked to report their judgments about rape situation, responsibility of victim, responsibility of perpetrator, severity of trauma and likelihood that victims will report to the police. The researcher hypothesized that the interaction between two variable that is rape myth acceptance and situational factors would best explain the social reactions of individuals. Results have demonstrated that blame on victims, severity of trauma and likelihood of reporting the crime to police was indeed best explained by the interaction of these two variables. The participants who have showed high belief on rape myth acceptance attributed more responsibility to victims and vice versa. Participants with high rape myth acceptance considered the trauma of rape as less severe than those with low rape myth acceptance. It was also revealed that people with high RMA would not suggest woman who became the victim of rape to report it to the police and vice versa (Frese, Moya, & Megias, 2004). Research was conducted to investigate the influence of religiosity, gender and religious affiliation on rape myth acceptance. Results obtained from this study have showed that participants who followed or approved Protestants and Catholic have higher beliefs on rape myth acceptance. Men were observed to approve more rape myths than their female counterparts. Religiosity was observed to be positively related to rape myth acceptance. People have high levels of religiosity will blame victims. No association was found for interaction of gender and religiosity with rape myth acceptance and gender and religious affiliation with rape myth acceptance (Barnett, Sligar, & Wang, 2016).

In Pakistan, a research was carried out to develop the rape myths scale and this scale measures the rape myth acceptance among individuals. It has also explored the

relationship between beliefs on rape myths and gender role attitudes. The findings have demonstrated that both men and women students who endorse traditional gender roles have high beliefs on rape myths. Men students have high belief on rape myths as compared to women students (Ahmad & Kamal, 2000). Rape myth acceptance was also explored among military, civilian and sorority students. Participants were taken from two military academies as well as sororities from university. More variety was present in levels of rape myth acceptance among military service individuals and fraternity men while less variability among military service and women at sorority. In all groups, that was compared women showed the lower levels of rape myth acceptance than men. Both genders from military academy from USA were aligned in their responses regarding beliefs than other samples. Participants showed more support for the beliefs like women is responsible for rape, her dressing was not proper, she was wearing see through or half naked clothes etc. (Carroll, Foubert, Clark, & Korenman, 2016).

Another research explored the effect of pornography on rape myth acceptance. Data was collected from Midwestern public university and results demonstrated that the men who view more pornographic material are less likely to help as bystander but they are more likely to involve in a rape and also have more belief on rape myths. 83% of participants reported that their view of pornographic content is high and men have higher deliberate intentions to rape someone if they are not caught and punished by police (Foubert, Brosi, & Bannon, 2011). Furthermore, the meta-analysis that is non-experimental methodology depicts that there is no association between pornography and rape myth acceptance while the experimental studies conducted showed the opposite results. They have demonstrated that exposure to violent pornography increase the rape myth acceptance (Allen, 2006).

In justice system or courts it has been observed that all the blame is put on victim and perpetrator do not get any punishment in the cases that involve rape or sexual assault. In this research, participants were presented different scenarios of rape, sexual assault, and robbery in which female was victim and male was perpetrator and asked to make ratings for victim and perpetrator. Findings showed that in cases of rape more blame was put on females and less on perpetrator as compared to robbery. Those

participants who have some previous information gave more blame to victims and less to perpetrator so again having a information related to relationship between victim and perpetrator will end up attributing victim for an incident (Bieneck & Krahe, 2011). Rape myths have also been explored in police officers. Findings revealed that majority of police officers consider the crime of rape as serious while only 6% believed on rape myths. Many police officers believed that victims should not be blamed in cases of rape (Page, 2010).

University students' perception about marital and non-marital rape was explored. Findings obtained have demonstrated that students perceive marital rape as less severe and they also think that there are less psychological and physical harms associated with marital rape. People are likely to report non-marital rape as compared to rape that occurs between man and woman who are married. It also revealed that victims of marital rape are blamed more than victims of non-marital rape (Aziz, 2007). Another research has explored the facts and figures related to rape in Pakistan based on secondary data that is newspapers. Content analysis was used in this research. Results obtained have revealed that gang rape is more prevalent than single rape. Rape has occurred more in rural areas as compared to urban areas. Women who fall into the age range of 15 years to 30 years have more chances to get victimized as compared to the women of other ages. Further, it has demonstrated that unmarried women are raped more as compared to married women (Zareen, 2003). A Mukhtaran mai was gang raped in Pakistan in the year 2002 by four men. Mastoi tribesmen dragged her in a home to gang rape and then paraded naked in the village, Meerwala. Mukhtaran's brother was also raped in the same year by the men of same tribe. After rape, they threatened him to stay quite. When Mukhtaran's brother refused to remain quite, he was accused to have affair with the sister of one of the men who raped him. Both the clan negotiated to settle the dispute but Mastoi clan forced them to send Mukhtaran to ask forgiveness on the behalf of her brother. When she went, she was dragged inside the house and was gang raped (Express Tribune, 2011).

A research explored the presence of rape myths among middle school population. Sample was 582 students from class 7th and 8th. Boys have approved and endorsed more rape myths as compared to girls both before and after giving the

intervention but the myths which they have endorsed previously got decreased in number after intervention. Students belonging from lower socio economic status had endorsed more rape myths (Dyehouse & Pilat, 2016). US college students' perceptions were explored relating to hook up culture and rape myth acceptance. Results have demonstrated that hook up culture and rape myth acceptance are related and rape myth acceptance increase or decrease based on the hook up culture. Beliefs like these hook ups do not provide any harm and also increase the status of individual in turn has also increased rape myth acceptance while beliefs like hook ups indicate sexual freedom has helped in reducing rape myth acceptance. Moreover, hook up culture was also found to be the greatest predictor of rape myth acceptance. Gender and religiosity were also found to be associated with rape myth acceptance (Reling, Barton, Becker, & Valasik, 2017).

Another research has explored the attitudes of young adults towards rape and its victims. A sample of 208 adults both males and females were approached. Findings have demonstrated that females have lesser belief on rape myths but their attitude towards rape victims was found to be more negative. Males' belief more on rape myths but their attitude towards victims is less negative than females. Other findings were that male were likely to put more blame on victims and they would target on the character and behavior of the victim (Mittal, Singh, & Verma, 2017). Buddie and Miller (2001) reported that 66% of the college students of both genders accepted and endorsed rape myths. Another research showed that almost 53% students believed that women are responsible for the rape due to their improper dressing and loose character (McMahon, 2010). Mixed findings are available regarding the acceptance and rejection of rape myths by students. Krahe et al. (2008) demonstrated that majority students have rejected the rape myths than accepting them.

Sexual violence including sexual harassment and rape have been found to be a serious and major problem in educational institutes for the last 50 years and the number of cases are rising per year (Curtis & Forbes, 2004). Several studies have demonstrated that almost 3 to 5% of women in educational institutions have experienced rape during their studies and it occurred due to negative and false beliefs held by male students in

institutes (Fisher et al, 2000; Kuo, Dowdall, Koss, & Weschler, 2004). In Lebanon's students, perceptions related to rape and attitudes towards it were also explored. Different other variables like sexism, religious differences, religious orientation, and gender was explored as factors behind rape myths. Findings obtained showed that hostile sexism, gender and attitudes towards rape were found to be significant contributors towards rape myths. Other findings revealed that no matter whatever relationship exist between victim and perpetrator the coercive sexual contact will always be taken as rape. Furthermore, participants endorsed more conservative or traditional values as compared to benevolence and universalism. The more they show approval of traditional values, the more they will endorse rape myths. Attitudes towards rape victims and rape were found to be very important. Those who have negative attitude towards rape victims are more likely to endorse rape myths. This research also highlighted that it is very essential to clearly differentiate between type of rape and victim characteristics in evaluating rape cases. As the rape committed among married people are not taken as rape. Further, the rape occurred in date is also less likely to be taken as rape as compared to when committed with strangers or neighbors (Rebeiz & Harb, 2010).

Another research was conducted among student population to explore the effects of date, gender of participants and who pays how much in date and how beliefs on rape myths affect the perception regarding rape. Results have demonstrated that when date involved the high cost both men and women expected the occurrence of serious sexual intercourse. This expectation is found to be high in men. More rape myth acceptance means that females are attributed for rape and also for character assassination. This research also predicts that men and women should hold different views regarding rape. Men are more likely to involve in character assassination, more blame and responsibility on women. Higher the rape myth acceptance, more negative would be the perceptions regarding rape (Basow & Minieri, 2011). Research has explored the effect of race in victim blaming. The survey was conducted and potential participants were White and Asian students. Inter-racial rapes were judged less as clear cut cases of rape than intra racial rapes. In inter-racial rapes, credibility of victims is also found to be low. High racism scores of men were more indicative of victim blaming. In cases of inter-racial rapes, blacks were given more blame as compared to Whites. The main conclusion was

that in inter-racial rapes both Whites and Blacks are attributed more (George & Martinez, 2002).

Different forms of violence like rape and other sexual violence are very common in Pakistan and police are even reluctant to file a complaint (MacDonald, 2000). It has been observed that most rapes that are committed in Pakistan are not even reported by victims due to fear of negative stigmatization, reputation of family and victim on stake etc (Ahmad, 1999). Another research was carried out to develop rape myths scale and also to find relationship between gender role attitudes and rape myths. The findings revealed that students being follower of traditional gender roles had a greater belief on rape myths. Higher number of males has high beliefs on rape myths and was more followers of traditional gender roles. Results also showed that students with less educated and knowledgeable parents hold more belief on rape myths as well as on traditional gender roles (Ahmad & Kamal, 2000).

A research by Kamal, Shaikh, and Shaikh (2010) demonstrated the flaws in attitudes and views of university students regarding rape. Majority students believed that women having strong character cannot be raped. So, if woman gets raped it means she has tempted a man to rape her by her provocative dressing, gestures and attitude etc. Two third of participants of this research also believed that marital rape is not a rape. Another shocking finding was that majority participants also believed that the raped woman should not be married to other man. This misconception highlighted that how women are stigmatized, ostracized from society and have to face shame.

Rape myth acceptance was also explored among young and older women in relation to their attitudes towards gender roles. Findings have revealed that older women have more belief on rape myths than younger women. But this research has found no difference among young and older women between the attitudes towards gender roles. Furthermore research has also demonstrated that non-working women especially older have high belief on rape myths as well as more followers of traditional gender roles (Yousaf, 2003).

Another research has showed that most men believe that rape occurred due to fault of women. Rape is perceived as a gateway to become rich in easy way or to get citizenship of western countries. Participants also believed that rape cannot be committed without the permission and willingness of victim (Avais, Chandio, & Brohi, 2014). Acceptance of rape myths led to the development and approval of sexual double standards which further led to the faulty attributions in cases of rape and sexual harassment. Individuals who endorse rape myths will also endorse sexual double standards (Truman, Tokar & Fischer, 1996). If more individuals endorse or approve sexual double standards, they are also likely to endorse and approve rape myths which would further motivate and encourage them to be part of such heinous crimes (Conley, Ziegler, & Moors, 2011).

Sexual Double Standards

The presence of rape myths in individuals are also linked to the double standards related to sexual matters held by individuals. These sexual double standards, false beliefs and attitudes about rape become the basis for sexual harassment and female victim blaming. Sexual double standards held by individuals are defined as when men are expected to be sexually active, dominant in sexual matters and are encouraged and approved of taking initiative in sexual matters while women are expected to be shy, passive and are only approved to be reactive in sexual matters. It comprise of a pattern of expectations from both genders (Bordini & Sperb, 2013; Sanchez, Fetterolf, & Rudman, 2012). Individuals approving, supporting and following sexual double standards have poor mental as well as sexual health (Vanwesenbeeck, 2014). Young boys who support sexual double standards have positive attitude towards sexual and physical violence in close intimate relationships (Shen, Chiu, & Gao, 2012). Research has found the association of SDS endorsement with early sexual activity in both genders that is men and women (Part, Rahu, Rahu, & Karro, 2011). The research carried out by Sprecher, Treger, and Sakaluk, (2013) found that men show more approval towards sexual double standards as compared to women. Sexual double standards indicate traditional and conservative norms of gender roles based on the sexual behavior of men and women. That is why it has been observed that individuals who portray themselves as

modern, having different attitude toward gender role norms still hold different expectations and standards about approved sexual behavior for men and women (Faisal & Sobia, 2014).

Considering the close, intimate and romantic relations of young individuals and the insecurities they held, it has been observed that individual's age and his/her sexual experience can provide important information when exploring or investigating their sexual double standards. Moreover, sexual double standards have also found to be closely related to ethnicity and cultural differences (Crawford & Popp, 2003). Another research has also shown association of sexual double standards has with education, indicating that individuals having lower education demonstrate more sexual double standards (Goncalves et al., 2008). Several studies have demonstrated that endorsement and approval of sexual double standards are indicative of passivity and subordination of women. These portray the women as shy, passive and dependent on men. One result of approving sexual double standard is that men are given permission to have multiple sexual partners which in turn raise their status in society and stigmatize women in negative manner (Conley, Ziegler, & Moors, 2011; Jonason, 2007; Jonason & Fisher, 2009). Several studies have reported gender differences in attitudes towards casual sex on the basis of sexual double standards and they found that women are judged and stigmatized negatively and rudely if they are observed to be commonly and openly involved in sex (Armstrong et al., 2012; Crawford & Popp, 2003; Miller, 2008) while on the other hand, men receive praise for the same behavior (Pascoe, 2007). Another research found out that gender role attitudes and sexual double standards are negatively related with each other. It means if individuals are liberal and modern in their approach, they are less likely to have sexual double standards. Further as age and education increase, sexual double standards are also increased and strengthened. It was also reported that gender moderates the relationship between quality of life of individuals and sexual double standards (Gul, 2017).

The research conducted in US on university students exploring the role of sexual double standards in determining the attitude towards casual sex showed that male students pass more judgments and show negative attitude towards female students who

are involved in a casual sex. Men see sex as something which enhances their status while women take it as lowering their status (England & Bearack, 2014). Sexual double standards have been explored with age double standards. In North America, there were sexual double standards that women can have role in sexual relationship but they need to restrict their sexual behavior as compared to men. It can also be observed with respect to age double standards that were aged people are less sexual than young people. Undergraduate gave data regarding their perception of young and older adults' involvement in sexual activities. Findings have showed that older or elderly people are less perceived as involved in sex. Women were found to be more involved in tradition sex as compared to men whereas men were more interested in extra marital sex or in other sexual activities. Even in traditional sex, young women were found to be more involved than older women (Lai & Hynie, 2011).

Reasons Behind Sexual Double Standards

According to Baumeister and Twenge (2002) men want to control woman's sexuality to demonstrate their power and authority over women or to prevent the partners from opposite genders who can be called as a better lover or better in physical relations than men. Both these authors have also done analysis of these propositions in light of feminist theory and reached to the conclusion that "Society is patriarchal as it is run by males and women are always victimize. The top priorities of men include decreasing the status of women by demonstrating the authority and power over them". In patriarchal societies, women are not allowed to be independent in sexual matters and are encouraged to be repressive and submissive. If women become liberal and independent in sexual matters then they are threat to males' privilege and status (Travis & White, 2000). Other reasons of following sexual double standards can be explained through differential pleasure theory which states that men are more likely to have orgasm and this is primary source of pleasure for them. Men are also rewarded more for this behavior so they are encouraged to do this (Conley, 2011). Secondly, status enhancement is also used to explain presence of sexual double standards. According to this, men are appreciated to seduce women or have many sexual partners because it will enhance their status among peers (Kimmel, 1995).

A research was conducted to explore the motivations behind sexual double standards and male control theory and female control theory were used to investigate the motivations. The results obtained have demonstrated that males approve more sexual double standards and also encourage other men to have casual sex with men because it will enhance their status and power. Secondly, it was also found that men preserve sexual double standards to maintain their mate poaching and also entitlement motives. They have also highlighted that women were found to be in repressive roles as they want to avoid social stigma thus they don't actively participate in casual sex (Rudman, Fetterolf, & Sanchez, 2012).

The approval of sexual double standards by boys have been found to be associated with dating violence in a way that they perceive it more acceptable and thus practice it in their relationships (Shen, Chiu, & Gao, 2012). Some researchers have also reported that start of early sexual behavior is also observed in individuals due to presence of sexual double standards (Goncalves et al., 2008; Part, Rahu, Rahu, & Karro, 2011) as well as sexually transmitted diseases like HIV and AIDS, etc. (Bermudez, Castro, Gude, & BuelaCasal, 2010). It has been observed that if girls are endorsing sexual double standards then they are more likely to be passive in their sexual relations hence experiencing less satisfaction in their sexual matters and also they are likely to experience more sex related problems (Kiefer & Sanchez, 2007). The presence of sexual double standards not only affects the romantic relationships with other individuals but also their friendships. For boys, especially if they are endorsing sexual double standards at a high rate, then they are likely to develop less emotionality, openness, friendliness, and expressiveness (Vanwesenbeeck, 2011).

Culture also plays a very important role in spreading sexual double standards and its best example could be western media who promotes that girls should be passive in sexual matters but at the same time, they must look sexy whereas for boys, they must be assertive in their sexual relations but not coercive (Kim et al., 2007). Ethnicity is also found to be related with approval of sexual double standards as lots of religions preach to follow traditional gender roles (Bryant, 2003; Diehl, Koenig, & Ruckdeschel, 2009). Education is also considered as an important factor when considering sexual double

standards. Research has reported that individuals having less education are more followers of sexual double standards (Goncalves et al., 2008).

There are some psychosexual factors that are also associated with sexual double standards. One of the most important factors is peer norms. Sexual behavior exhibited by individuals is largely influenced by peer groups (Ali & Dwyer, 2011). Modeling the behavior of friends, verbal and no verbal communication of peers about sexual activity and taking part in activities that are of sexual nature etc are all those things that an individual experience when part of a peer group (Bandura, 2006; Chambers, Tincknell, & Van Loon, 2004; Lefkowitz, Boone, & Shearer, 2004).

Gender and religiosity is also associated with sexual double standards. Highly religious people are likely to endorse more sexual double standards. The influence of peers has also been found as the most important factor influencing sexual double standards (Emmerink et al., 2016). Research was conducted to explore the relationship between sexual double standards, cognitions, and emotions, etc. In this research they have investigated how gendered sexual attitudes are related to positive and negative cognitions and emotions. The findings obtained from this research highlighted that women are more follower of traditional gendered sexual attitudes as compared to men and as a result they experience more negative emotions. Thus they also experience less independence related to sexual matters, less involvement in sex, and less sexual body esteem. It was also found that traditional gendered sexual attitudes were highly correlated with avoidance in sexual matters (Emmerink et al., 2016). A survey was conducted in small liberal arts college with 316 respondents to express their views regarding religiosity and sexual double standards. Results have clearly demonstrated that there exists a positive relationship between religiosity and sexual double standards. Women who fulfill their sexual desires are considered as dirty women and characterless (Biswas, 2014). Another research has explored the influence of social interaction on sexual double standard. Findings have shown that when targets are evaluated in a group, sexual double standards were observed as compared to when targets are evaluated individually. So, in groups sexual double standards were found to be common such that men are evaluated positively for their involvement in sexual matters while women are

evaluated harshly. Highly sexually active individuals in a group are considered as immoral and were not evaluated on basis of gender (Marks & Fraley, 2007).

Research exploring gender differences in predictions of sexual double standards among adult teen have showed that women evaluated scenarios more negatively and harsher than men. Adult's age gap, authority and gender play a very important role in predicting sexual double standards as if a man provoke the sexual initiation with a girl, more damage is perceived to adolescent's self-esteem and character as compared to if a woman shares a sexual relation with a boy (Sahl & Keene, 2010). The research by Kreager and colleagues (2009) on sexual double standards and adolescent peer acceptance concluded that having a large number of sexual partners is considered as a positive thing for boys and acceptance among peers but negatively viewed for girls and their peer acceptance. Socioeconomic status also plays an integral role as boys who are sexually passive and belong from less advantaged areas have more friendships as compared to those who are from advantaged areas. Thus, it can be concluded that sexual norms vary on the basis of gender and socioeconomic background. Different factors were explored that affects implicit and explicit sexual double standards. The main aim of this research was to investigate the relationship between these two kinds of factors and social desirable responses on these factors. Hierarchical regression was applied and it showed that social desirability has no association with implicit and explicit sexual double standards. Men were found to involve more in explicit standards while women in implicit. Men were also likely to make more gender neutral evaluations while women totally opposite (Sakaluk & Milhausen, 2012).

Research in the Asian culture such as Pakistan has yet to find how sexual double standards impact or influence the attribution in sexual assaults. There is also lack of research investigating the individual differences and different factors that encourage and catalyze the sexual double standards and its negative impact on overall wellbeing of an individual and attribution in cases of sexual assault, etc. Moreover, its relationship with gender roles has not been even explored in Pakistan. Thus, present study aimed to investigate and explore the effect of sexual double standards in making attribution of responsibility in cases of sexual harassment and how it is related with rape myths.

Relationship between Attribution of Responsibility for Sexual Harassment, Rape Myths and Sexual Double Standards

Myths and false beliefs about rape play a very significant role in deciding the fate of victims. They also play a very essential role in attribution of responsibility in such cases and also lead to different immoral and indecent acts like sexual harassment, sexual assault, and rape, etc (Grubb & Turner, 2014). Sexual double standards and rape myths especially rape myth acceptance leads to faulty attributions that is women are blamed in cases of rape and sexual harassment etc. One research has shown the strong association of sexual double standards with rape myth acceptance. The more the sexual double standards more will be the rape myth acceptance and vice versa (Truman, Tokar, & Fischer, 1996). Due to approval of sexual double standards, men develop firm belief in negative attitudes and prejudicial beliefs like rape myths which encourage them to participate in different sexual activities like rape, sexual and dating violence, and sexual harassment and also they are not held accountable for these activities (Conley, Ziegler, & Moors, 2011). The research conducted on Pakistani university students also showed the presence of double standards and rape myths by reporting that women attracts men through her indecent and improper dressing and gestures to rape her and 34% of male respondents reported that female get pleasure when sexually assaulted (Kamal, Shaikh, & Shaikh, 2010). One study demonstrated that men were more likely to approve rape myths and assign less responsibility to accused rather than accuser. It also showed that pre-conceived notions also influence how people attribute responsibility for rape cases and related circumstances like sexual harassment, etc (Hammond, Berry, & Rodriguez, 2011). Furthermore, sexual double standards were found to an important predictor of rape myths acceptance through the use of rape spontaneity myth model (Lee, Lim, & Kim, 2010). Rape myths were highly used in false allegations in cases of rape and sexual harassment than true allegations (Norton & Grant, 2015). Hence, above literature successfully elaborate that responsibility for sexual harassment, rape myths, and sexual double standards are related to each other and all of these are used simultaneously in evaluation of cases which are sexual in nature and mostly victim is women.

A research was conducted to explore the rape myth acceptance among Korean college students. Gender, attitudes toward women and sexual double standards were taken in consideration. Higher score was observed on the rape spontaneity scale indicating that rape is a sexual act and men cannot or are not able to control their sexual desires so it is inevitable. Men are allowed to commit rape as they cannot control or manage their sexual urges. A close relationship was found between gender and victim blaming that is if victim is woman, all the blame for act would be put on her. These uncontrollable sexual desires of men are also justified through sexual double standards. So, this research firmly concludes that sexual double standards play a very important role in rape myth acceptance (Lee, Kim, & Lim, 2010). Individuals having high awareness about sexual harassment situations will believe less on myths and report incidents as sexual harassing. Females were found to have showed fewer acceptances towards myths as compared to men. This research also found out that rape myth acceptance and all the other types of sexism are associated with acceptance of myths related to sexual harassment (Crittenden, 2009).

Lemaire and Rusell (2016) have investigated the role of different variables like rape myth acceptance, sexism and tolerance towards sexual harassment in labeling their own experiences. Out of sample of 276 female college students only 25.7% reported the actual experience of rape while 46.5% labeled the incident as rape. Female students who have more tolerant attitudes towards sexual harassment are less likely to report their experience as rape and vice versa. Hence, this research proved that individuals with high rape myth acceptance and high belief on benevolent sexism are less likely to label their sexual assault experiences as rape. In other research, it has been observed that as sexual double standards among individuals increase then their sensitivity toward sexual harassment is reduced. Males were found to be less sensitive towards cases of sexual harassment than females. Males put more blame on students than females in such incidents. Higher sexual double standards indicate more support towards sexual harassment (Pisesnakornkit, 2001).

Different double standards were observed in teacher-student relationships about physical matters. Role of gender and power were also investigated. Findings obtained

from this study demonstrated that male teachers are judged more negatively, harshly and stigmatized for having physical relations with students as compared to female teachers. Respondents also showed that males who are involved in physical relations are likely to receive more social benefits than females who are involved. Participants also believed that sexual contact initiated by teachers were more exploitative and damaging. Respondents also reported about the inappropriateness of the behavior. If the contact was initiated by teacher of their own gender, then behavior was regarded as more inappropriate. Other interesting findings were that male students were in relationship with their teachers due to physical needs while females were due to emotional needs (Howell, Egan, Giuliano, & Ackley, 2011).

Theoretical Framework for Study Variables

Attribution Theory. Attribution of responsibility for sexual harassment can be explained by Attribution theory (Harvey & Weary, 1984; Kelley & Michela, 1980). This theory explains how people interpret different behaviors, explain the causality and also how individuals assign responsibility and blame in different situations. The theorists' tries to evaluate and make sense of the behavior and make casual attributions of how some behavior have occurred and who is responsible for it. Attributions are also affected by different kinds of biases like self-serving bias that is individuals make internal attributions when attributing the behavior of others, while external attributions are made for one's own behavior and for those whose behaviors are similar to their own behavior. Attribution theory explains the phenomenon of sexual harassment and its responsibility through different mechanisms like the event involving sexual harassment is also affected by the perpetrator's perceptions about the victim's motives, desires, intentions and wants (Pryor, 1987). It means if the person who is committing sexual harassment thinks that the recipient's has negative intentions, and then the perpetrator would explain his behavior as a self-defense or to make his/herself safe. It has also been observed that rape myth acceptance is also associated with the likely chance of committing sexual harassment (Pryor, 1987) as in this case, the perpetrator would believe that victim desires sexual harassment so victim has called for this behavior. Attributions are comprised of three main factors that are controllability, stability, and locus. By

controllability, it means the transgressor must have control on his/her own behavior that is he/she is responsible for his doings. Stability indicates the behavior that is shown by transgressor is either stable that is malfunctioning personality or due to some unstable factors like bad mood or someone has instigated this incident at that moment. Locus states whether this action is due to transgressors internal (maladaptive personality) or due to some external factors in environment. When observers consider the actions or behaviors of transgressor as stable, controllable and internal then they are likely to blame transgressor for his actions (Weiner, 1985). The attributions in cases of sexual harassment are also dependent upon the victim's seriousness about the situation (Powell, 1983). If victim considers the act as serious and harmful, he/she will put blame on perpetrator and make external attributions and will take actions to fight for him/herself. The two main concepts of attribution theory are internal and external attributions. Internal attribution is when individual consider him/herself as responsible for the event and external attribution is when situation is blamed for some act or behavior. In cases of rape and sexual harassment, victims are held responsible if internal attributions are utilized and less responsibility on victims if external attributions are used (Rotter, 1996). Another concept which also comes under attribution theory is the defensive attribution hypothesis that is also used to explain the victim blaming and attribution in cases like sexual harassment, sexual violence, and rape, etc (Muller, Caldwell & Hunter, 1994; Thornton, Ryckman & Robbins, 1982).

Researches in different areas of sexual harassment were also conducted and have also focused on aggression in workplaces, revenge and bad temperaments of employees, etc and how they make attributions. The basic attributions made are on self (victim) or on perpetrator but there is other kind of attribution in which organization is blamed. When incident of sexual harassment has occurred, people then try to make an attribution that is whether this occurred due to internal or external factors. If employees make external attribution for an event, it means that behavior towards organization will remain positive. On the other hand, if employees think that the behavior or any sort of action occurred due to internal factors, then the behavior and attitudes towards an organization would be negative (Aquino, Tripp, & Bies, 2001; Martinko et al., 2002).

The principles of this theory are easily applicable to the sexual harassment attribution scenario in Pakistan. The perpetrators make external attributions like the dressing of woman (victim) provoked them or it has happened with the willingness of woman etc. Perpetrators make external attributions because it is an easy way to put blame on others and free one from any responsibility. Victims make internal attributions that is sometimes blaming their own selves due to societal pressures and sometimes attributing it to perpetrator. Both types of attributions are wrong as external attributions from perpetrator would never cause any guilt or shame to him which means he won't repent for his actions. On the other hand, internal attributions by victim will cause emotional harm to victim that will affect her normal functioning and will shatter her self-confidence and self-esteem.

Just World Belief. This theory can be used to explain the rape myths and literature also cite this theory for explanations of sexual violence, rape and victim blaming (Kleinke & Meyer, 1990; Lerner & Mathews, 1967). This theory is very self-serving and individualistic. This theory states that every individual has variety of choices and the chosen choices determine our actions and destiny therefore any negative repercussions of actions are our own mistake and we are responsible for it. Just world belief states that negative things only happen to bad people and they are responsible for it (Lodewijx, Wildschut, Nijstad, Savenije, & Smit, 2001). According to this theory, negative perceptions about rape victim occur when people try to justify the undeserved and indecent act. The theory proposes that world is a fair place and everything that happens here is fair and deserved. People only get and experience what they deserve. Through use of this belief, people maintain their self-control, self-esteem and efficacy. This theory states that individuals who show rape myth acceptance believes that victim of rape get what he/she deserves. He/she became the victim of rape as he/she has done something wrong and got the punishment of his/her wrongdoing in the form of rape. By perceiving that victim deserves this misfortunes helps individuals to restore their faith in humanity and world as fair and just place. Saying that victim is innocent in rape cases goes against the postulates of just world belief hypothesis (Grubb & Turner, 2012) as this hypothesis states that world is a rational place and everyone gets what it deserves. So, according to just world belief it is important to blame victims in order to maintain a

sense of order and control (Grubb & Harrower, 2008). Moreover, individual differences accompanied with just world belief should also be considered while attributing responsibility for rape and evaluating such cases (Lambert & Raichle, 2000).

It is also possible that just world belief can cause cognitive dissonance in a way for example if some good person becomes victim of negative situation (Festinger, 1957). When such kind of contrasting feelings emerge, individuals manage them by reinforcing their beliefs about just world belief in ways like 1). Punishing the perpetrator to maintain justice 2). Blame the victim so that to justify the act 3). Belittle the victimization etc (Lodewijx et al., 2001). It has been also observed that individuals who have high belief on JWB get victimized then they put all the blame on themselves to restore their belief on JWB. High belief on just world is also associated with higher coping mechanisms followed by that individual. These individuals get settled quickly even after experiencing adverse events (Fetchenhauer et al., 2005).

People who endorse and approve rape myths believe that what has happened with victim is what she actually deserves. It is some kind of punishment for her wrongdoing. They justify the act of rape by saying that it is what she deserves or by giving different justifications like her dressing were not modest, she was alone at night, she was characterless or dirty woman, etc. All these justifications or explanations actually justify this social evil by portraying woman (victim) as responsible for this act. The hidden meaning that lies in these justifications are that victim (woman) was promiscuous that is why rape has occurred to her.

Social Role Theory. This theory is helpful in explaining the existence of sexual double standards. According to this theory, societal gender roles play a very important role in existence of sexual double standards that is sexually active men are rewarded for their behavior and it enhance their status while sexually active women are perceived negatively and they are punished for violating their traditional passive role in sexual matters (Eagly, Wood, & Diekmann, 2000). Sexual double standards also highlight that men are encouraged while women are discouraged for the similar sexual behavior. Traditional gender roles have a strong association with the existence of sexual double standards for example individuals holding to the traditional gender roles and beliefs will

approve alcohol drinking men but disapprove the women who are involved in drinking and such activities. As alcohol drinking by women is violation of their traditional feminine role (Husselid & Cooper, 1992). The gender differences in social roles occupied by both genders are based on physical, biological, social and ecological factors. Biologically, women are held responsible for child bearing etc while men are for earning purposes. Physically, men are stronger and larger than women. The activities in which men are involved are of power and status whereas activities exhibited by women involve duties and less power. So, social role theorists propose these assumptions and make them basis to evaluate the similar behavior shown by both genders differently. Furthermore, sexual double standards are necessary to follow as individuals who do not follow traditional gender roles are evaluated negatively and also experience isolation and ostracism from other community members (Bosak, Sczesny, & Eagly, 2012).

In Pakistan and some other Asian cultures, patriarchy exists where men have dominant status as compared to women. Sexual double standards are highly observed in Pakistan. Men are considered as dominant figure so they are encouraged and allowed to take part in any indecent activity like drinking, sexual harassment, rape etc where as if women are found to be involved in such activities they are evaluated negatively and have to face severe consequences. Social role theory supports similar behaviors by stating that men violating traditional gender roles are evaluated more negatively than women (David, Grace, & Ryan, 2004). So, to maintain power and status in society, men must engage in sexual activities as this is expected from them and it is considered as normal for them. A man who exhibits feminine behavior is thought to have loss status and power where as women who engage in masculine activities and behavior are thought to be better and have gained status and power (MacDonald, 1974).

All the above mentioned theories sufficiently provide explanations for victim blaming in cases of sexual harassment and rape. They also highlight the reasons behind existence of these ills in society. In Pakistan and most Asian cultures, women are considered as weaker sex while men as strong and masculine figure. The prevalence of patriarchy in these societies is one of the main reasons behind faulty attributions in these cases. As in patriarchal societies, men hold dominant position so they are allowed to do

anything they desire while women are held submissive and even blamed for men's wrongdoings.

Rationale of the Present Study

The research aimed to investigate the effect of beliefs on rape myths and sexual double standards on attribution of responsibility for sexual harassment among university students. Most of the research studies that were reviewed were carried out in West, only a few studies considering these variables have been done in Pakistan (Ahmad & Kamal, 2000; Kamal, 1990; Kamal, 1992b). The findings obtained from these studies indicated the prevalence of sexual harassment in educational institutions and also explored the relationship of sexual harassment with gender role attitudes. The present study attempts to focus on local context considering other variables that are rape myths, sexual double standards with sexual harassment attribution. Research carried out by Abid (2004), showed the high prevalence of sexual harassment in a university. Furthermore, after ten years gap another study was conducted to explore experiences of sexual harassment among students and it revealed the significant increase in harassment faced by students of same university Anwar (2013) as compared to the findings revealed by Abid (2004). This study will be unique in the sense that it is going to explore the situation of sexual harassment after 30 years with representation of different public and private universities in Islamabad/Rawalpindi. This research is not only focusing on sexual harassment but also on other variables like rape myths and sexual double standards.

Many researchers and social scientists say that there are gender differences in people's views regarding sexual harassment, belief on rape myths and sexual double standards but very few researches were carried out locally (Ahmad & Kamal, 2000; Gul, 2017; Kamal, 2005; Kamal, 1990). Previous researches highlight that rigid customs and norms, illiteracy; male dominancy and sexual frustration are some of the main reasons for prevalence of these ills in Pakistan (Zarar, Bukhsh, & Khaskheli, 2017). This research also aims to explore the reasons as well as individuals' understanding and perception about sexual harassment, rape myths, and sexual double standards as it is important to know the level of understanding of individuals for creating awareness. Another purpose of conducting this research will be the validation of scale for sexual

double standards. As the scale for assessment of Sexual double standards among youth has been used only recently in Pakistan (Gul, 2017)

In past few decades more and more women are taking steps to pursue higher education as well as excel in their careers that also highlight the need to address the issue of sexual harassment and rape myths. The previous researches have shown that issues like sexual harassment and rape myths pose barrier to women pursuit of higher education and also influence their educational experience negatively (Ali & Ejaz, 2015; Choudhary, 2014; Fitzgerald et al., 1997; Hotelling & Zuber, 1997; Marks & Nelson, 1993). This also highlights the need to study these variables and explore the factors that cause faulty attribution in cases of sexual harassment. In Pakistan, majority women prefer to take admission in same sex educational institutes instead in co-educational institutes. Those women who somehow take admission in co-institutes but feel uncomfortable because they are likely to experience sexual harassment from their male fellows that threatens their personal identity and also reduce them as sexual objects.

Several previous studies also recommend that the prevalence of rape myths and sexual double standards is quite high (Avais, Chandio, & Brohi, 2014; Edwards et al., 2011; Grubb & Turner, 2012) so it highlights the need to study these variables. Previous studies (Ahmad & Kamal, 2000; Kamal, 1990; Kamal, 1992b) based on these constructs have not explored in detail the individuals' perception and understanding of sexual harassment, rape myths, and sexual double standards, causes leading to these, society's behavior with rape victims and general behavior of society with men and women. The present study aimed to fill that gap by qualitatively measuring these constructs focusing on causes and also try to get insight into individuals' own perception as well as society's perception about responsibility for such incidents.

Chapter II

Qualitative Exploration of Sexual Harassment, Rape Myths and Sexual Double Standards

Qualitative study was conducted in first phase to explore and understand study variables that were sexual harassment, rape myths and sexual double standards in an indigenous context. Another purpose was to find out the new information that participants will share that would be used to bring modifications in the scales that are chosen to use in this research. Focus group discussions were used to collect information from participants.

Objectives

Following were the objectives of qualitative study:

1. To develop understanding about sexual harassment, rape myths, and sexual double standards in an indigenous context.
2. To explore the causes of sexual harassment, rape myths, and sexual double standards through focus group discussions.
3. To explore the perceptions of participants about how victims of rape are treated in Pakistani society.
4. To know individuals' opinion or perceptions about prevalence of sexual harassment, rape myths and sexual double standards in society.
5. To explore the suitability of scales for measuring the study constructs for the present sample.

All the above mentioned objectives were achieved through focus group discussions.

Method

Focus Group Discussion

Focus group discussions are used to assess participant's views regarding these variables in detail. As the scale for measuring sexual double standards is western, and is going to be used for second time on Pakistani population. Previously, it was used with

adolescents by Gul (2017) and he has investigated the relationship of gender role attitudes with sexual double standards. He has not checked the cultural appropriateness of his scale. In present research, it will be used with university students. So for the purpose of checking its validation and suitability of this scale on our culture, focus group discussions were conducted. Three FGDs were conducted one with male participants, other with female participants and third one with both male and female participants. Each FGD had 8-10 participants. The focus group discussions were carried out to serve the purpose of getting the information from participants in detail. This research also aims to explore the variables qualitatively that is to know the causes of existence of sexual harassment, rape myths and sexual double standards and also their consequences in detail. So, for this purpose focus group discussions had been conducted.

Focus Group guide. To qualitatively explore these variables, focus group guide was formulated on the basis of literature. All the relevant literature on sexual harassment, rape myths and sexual double standards was explored and questions were developed on the basis of searched information. Specific set of questions were prepared to obtain the targeted information in detail (See Annexure C). Participants of each focus group have some common characteristics like age, sex, educational background and religion etc. Questions were ordered properly so that they would cover the topic in complete detail. Such questions that were purely focusing on topic were asked first to have a better idea of participant's knowledge and then general questions were asked.

Sample

The total number of participants of focus group discussions were twenty seven. It included both men and women university students. Men students were ten in number and women students were seventeen. Participants belonged from different education levels starting from BS to M.Phil. All participants were from middle socio-economic status. Mean age of the FGD participants was 22 years.

Focus group 1. It was carried out at National Institute of Psychology, Quaid-e-Azam university, Islamabad. It comprised of six female students and their educational background was BS, MSC and M. phil. Mean age was 22 years. They all belonged from

middle socio-economic class and almost everyone has witnessed and heard the cases of sexual harassment and rape myths.

Focus group 2. It was conducted at Arid Agriculture University, Rawalpindi with seven boys. Half of them were doing bachelors and other half were students of M.Phil. The mean age was 23 years. Almost, all participants were from middle socio-economic background. They all have openly expressed their views and have proper knowledge about sexual harassment but less knowledge of rape myths and sexual double standards.

Focus group 3. It was conducted at Fatima Jinnah Women university, Rawalpindi with seven female participants. They all were students of Bachelors. Means age was 19 years. All participants belonged from middle class. Everyone was of the view that these cases occur but they do not have sufficient awareness.

Focus Group 4. It was carried out at Foundation University, Rawalpindi with both male and female participants. The total number of participants was six. They all were doing Bachelors. Almost all participants were from middle socio-economic class.

Table 1

Frequencies (f) and Percentages (%) of Demographic Characteristics of all Participants of four FGDs (N=27)

| Variables | Categories | f (%) |
|-----------------------|------------|----------|
| Age (in years) | 17-21 | 14(51.9) |
| | 22-26 | 12(44.4) |
| Gender | Men | 10(37) |
| | Women | 17(63) |

Procedure

The data for focus group discussions were collected from four universities located in Rawalpindi/Islamabad. All these participants were approached separately in their respective universities and then they were requested to participate in focus group discussion. On the basis of their consent, they were included as participants. They were

asked to fill the demographic sheet to get the biographical information of participants. They were given instructions before the formal start of focus group discussion and also briefed about the topic under investigation. The session of focus group discussions were 50 minutes to 2 hours long. Discussions were carried out in Urdu. There were specific set of questions that were asked, but probing was also done if answers obtained are not in detail and according to the question being asked. All discussions were audio recorded and participants were thanked in the end for their cooperation and time. Participants were provided comfortable environment so that they would be able to give maximum information.

Transcriptions

The data obtained from focus group discussions were transcribed word to word so that actual content of data remains the same. Transcriptions were then matched with written record of discussions for the purpose of clarity and to ensure that each word and statement have been transcribed according to participants' shared information.

Thematic Analysis

Open ended questions were used to obtain bulk of information. Questions were ordered in a specific to general manner. The main purpose of collecting qualitative data is to explore the understanding and knowledge of phenomenons under investigation. Further, the aim of analyzing the obtained data is to reduce it to categories that are meaningful and rich in information. Firstly, obtained data was transcribed and then compared it with the written record to check any ambiguities.

The thematic analysis technique was used to analyze the data. It is carried out in six steps that are as follows: Familiarization with data, generation of initial codes, generation of themes, reviewing of themes, labeling the obtained themes and production of written report (Braun & Clarke, 2006).

In first step of familiarization, thorough and careful reading of data was done. Transcriptions were read for understanding of obtained data. The notes that were taken during qualitative inquiry were compiled and read for accuracy and better

understanding. Researcher's notes contain important information like atmosphere of qualitative inquiry, language and tone of participants, body language, emotions and hence their verbal and non-verbal expressions.

Data driven approach was used for generation of codes. The obtained codes were verified with the feedback obtained from three M.phil research scholars. The codes that were obtained initially were discussed and sorted out with these three committee members. After detailed discussion, a list of themes was generated.

Furthermore, the obtained themes were reviewed again for accuracy. They were also matched with the codes. Codes were gathered together for production of themes. For ensuring validity, coding and themes were again discussed with researchers and missing codes were added in data as coding is an ongoing process and they can be added or deleted in data during the analysis phase.

Finally, the technique of "Define and Refine" was used for clear elaboration of obtained themes.

Results

The aim of present study was to explore the knowledge and understanding of participants regarding phenomena under investigation and also to explore the reasons and causes of *Sexual Harassment*, *beliefs on Rape Myths* and *Sexual Double Standards*. Furthermore, it was also explored that how rape victims are treated in society and generally, how men and women are treated by other members of society. Categories from responses of men and women students were generated and are mentioned in following tables.

Knowledge about Sexual Harassment

All groups of focus group discussions were asked about their knowledge regarding sexual harassment. All participants responded according to their understanding. The first category of "Knowledge about sexual harassment" contains sub-categories that are focused on negative verbal and non-verbal behaviors. This category has five sub-categories that are sexual lust, blackmailing, negative touch and

comments, gender based discrimination and forceful physical and verbal interaction with opposite gender.

Sexual lust or desires. When participants were asked about their knowledge about sexual harassment, majority women students responded that it can be taken in sense of sexual desire and lust exhibited by men.

For instance, one women participant responded that, *“If we see sexual harassment at university level, we see that some teachers are also involved in it due to their lust or sexual desires and they use their students for fulfillment of these desires”*

Other women participant shared that *“There are some teachers who are indulging in these kinds of activities and display inappropriate behaviors and especially it is very common in co-education and teachers do for their own lust.”*

But no men student was of the view that sexual harassment can be taken as sexual lust or desire.

Blackmailing through social media. Only one woman participant out of all men and women participants were of the view that blackmailing done through social media counts in sexual harassment. Her stance was that *“We can’t wear short shirts as people stare us and they feel that we are provoking them to tease us. And then they try to blackmail us through inappropriate text messages and social media”*

Making uncomfortable by touch and comments. Majority men and women participants believed that when someone is making other person uncomfortable through different behaviors like inappropriate touching, negative or degrading comments that hurt others’ feelings and emotions of others then it all comes under sexual harassment. The behaviors include inappropriate touching; staring and passing negative comments and mostly all these behaviors are displayed by opposite gender. One women participant said that, *“Sexual harassment is present everywhere, in open grounds, marketplaces, communities and offices etc. Wherever there are males and females, sexual harassment is there. It is inappropriate or unusual kind of behavior that makes other gender uncomfortable and cause fear, stress and anxiety among individuals” (FGD1-P4)*

One male respondent shared that *“Mostly it occurs in universities like professors call female students in their offices and offices are so small that even one person can’t stand properly. And they ask personal questions like what happening in your family etc.”*(FGD4-P5)

Another man and woman student said that *“I agree it is present everywhere. According to my perception, it is unusual touch, passing negative comments which are making other person uncomfortable so for me, it is sexual harassment. I have observed many of our relatives also sexually harass by inappropriate touch like touch our back inappropriately while hugging.”* (FGD1-P5)

Gender based discrimination. Some of the participants were of the view that if discrimination is occurring based on gender then it comes under the domain of sexual harassment. Most people take woman as weak gender and consider their responsibility to exploit them through sexual harassment and other inappropriate means. Different interesting views of participants were obtained in this regard.

One of the men participants said that *“Sexual harassment is gender based violation of rules. For instance, if there comes a job opportunity we will prefer to give it to males rather than females as we will think that female would not be able to do it properly due to her household responsibilities”* (FGD2-P1)

Other men participants have linked this discrimination with patriarchy too. They think that due to existence of patriarchy (male dominance), gender based violation of rules is occurring. One of the men participants said that, *“We live in a patriarchal society where men dominate women and sexual harassment is very much common in workplaces. It can be verbal, non-verbal and physical in nature. Here women are exploited in several manners like managers recruit only those women who are beautiful and have attractive features. Men will stand in long queue while women are asked to come forward. Media stereotyping is also playing an important role in it”* (FGD2-P2)

While women participants also shared similar views like *“In our society, sexual harassment is gender based. It occurs with females due to male dominancy, patriarchy and increased gender gap”* (FGD2-P7).

Use of physical force. When you are physically teasing or hitting someone, participants believed that it is sexual harassment as you are making other person uncomfortable and violating his/her basic right. The exact narratives of participants were mentioned below. The responses obtained from men participants were, *“Using force in interacting with girl even if she does not want to” (FGD4- P1)*

“Forceful physical interaction with opposite gender is sexual harassment for me” (FGD4-P2).

Women participant shared that, *“Breaching the personal space without the consent of other individuals. I believe it has no relation with literacy as most of literate people are also doing sexual harassment” (FGD4- P5)*

The current findings illustrate that participants believed that use of physical force against opposite gender to get the work or task done and blackmailing through social media is also sexual harassment. While the scale used in present research for sexual harassment attribution has not covered these two domains so it is interesting to see the new domains that can be incorporated in new scales that intend to measure sexual harassment. Differences can be clearly observed as the scale of sexual harassment attribution (Kamal, Ansari & Tariq, 1991) was developed almost 30 years ago. At that time use of physical force and blackmailing through social media was not highly prevalent so they were not considered as something to be counted in sexual harassment but in present times, social media use is highly prevalent and people sometimes use it as means for exploiting individuals.

Knowledge about Rape Myths

Participants were then asked about their knowledge or understanding about rape myths. In two of the focus group discussions out of four, moderator has explained first about rape myths as participants had no idea of this term. After explanation, participants were again asked about their understanding and knowledge of the same term. Different themes were generated that are as follows.

Blaming girl's character, dressing and attitude. The most common response given by participants was that when you are judging women on the basis of their character, dressing and attitude and then target them for rape on the basis of these things then this is called rape myth. According to participants it is rape myth, when woman is wearing certain kind of dress and males consider themselves as entitled to rape them and then put all blame on woman's dressing and character. Participants also shared that it has been observed that women wearing fully covered clothes also get raped and have equal chances of getting raped by men. Different rape myths were highlighted in responses and some of them were as follows:

The responses given by women participants are *"Rape myth is specific thinking related to rape. Mostly people believe that if a girl gets raped, it is due to her dressing or she has provoked the man to do it."* (FGD1-P1)

Other woman participant said that, *"Any healthy female is able to resist rape but still if it has occurred then the woman herself has allowed it that is again a rape myth blaming woman"* (FGD1-P3)

Men participants gave responses like *"I think the greatest stereotype or rape myth is that 'she is asking for it'. Even if she is wearing revealing clothes still how do you consider that you are entitled to do her rape?"* (FGD4-P3)

Other men participant said that, *"People especially in Jirgah systems believe that it is girl's fault if she gets raped due to inappropriate dressing or not fully covering her body"* (FGD2-P2)

Rape can occur to both genders. Participants gave different examples of groups of boys and girls who have raped other individuals. Participants' responses were as follows:

One of the woman students said that, *"I think both genders can be equally vulnerable to rape as sometimes ago, group of girls have raped a man. We think that only women are affected due to rape but man can also be the victim of rape."* (FGD1-P6)

Most women students believed that it can happen to both genders while men students think rape can only occur to women. The narratives of other women students were *“Men can also get raped...Anything that you sexually do to another person is rape. Girls’ rape is done by their family members while strangers do rape of boys” (FGD4-P3)*

Another woman student shared that, *“Rape can occur to both genders. If you are not married and you have some physical relationship with others then it is rape” (FGD4-P5)*

Focus group discussions have showed that participants have very clear and detailed understanding about rape myths. They also believed that woman’s character, her dressing and attitude is always questioned in case of rape. No one blames the man (perpetrator) and women (victim) are always made guilty. Rape myths scale (Ahmad & Kamal, 2000) also contains statements based on these myths. However, the questionnaire also covers the rape myth surrounding the marital relations whereas participants of focus group discussions have not highlighted it.

Knowledge about Sexual Double Standards

Participants were asked about their knowledge regarding sexual double standards. In almost all focus group discussions, participants had mixed this term with double standards. So, to clear the difference between two, moderator had initially explained what sexual double standards are and then asked participants about their understanding of this term. Variety of responses was obtained and different themes were generated that are as follows:

Double/Different standards for both genders. Even after explanation of sexual double standards, majority participants still believed that double standards and sexual double standards are same. Both men and women participants strongly believed on this notion that society holds different standards for men and women and these different standards are sexual double standards or simply double standards. Different interesting narratives were shared and some of them are as follows:

Women participants shared that, *“I think sexual double standards are such principles that are different for both genders. We have a lot of double standards in our society like men can do everything while women can’t” (FGD1-P1)*

Other woman participant said that, *“Different standards exist for both genders. For instance a father would consider her daughter’s friendship with boy as negative while he feels okay about other girls who they have friendship with boys” (FGD1- P6)*

Men participants shared that our society and culture is full of double standards like men have different standards for women of their own family and different for unknown women. They also shared that divorced men can marry virgin woman but for divorced woman, she is forced to marry already married man. The narratives in this regard were as follows: *“My friend says that we become so happy if someone gives us a flower but if that flower is given to our sister, we murder her on the name of honor. So, we have different standards for ourselves and for others” (FGD2-P1)*

Other narrative by participant was, *“The boy who is involved in sexually illegal activities would be able to marry other girl, but the girl who was involved in this activity or were victim would not be able to marry again. So, this is sexual double standard according to me” (FGD2-P3)*

Furthermore it was shared that, *“Double standards exist like if a girl gets divorce, she will be re-married with divorced or already married man but if a man is divorced, he would get re-married to virgin” (FGD4-P5)*

Women are responsible for everything. Both men and women participants have shown agreement on the stance that women are blamed for everything. If women are victim of rape and sexual harassment etc. still they are blamed for it. Punishments in cases of such incidents are also given to women and they are also killed on the name of honor. Some of the narratives were as follows:

One woman student said that, *“In my opinion, for instance in cases of rape both boy and girl are involved but everyone blames girl for it. So, this is sexual double standard according to me.” (FGD1- P2)*

One men student said that, *“We consider women as lacking wisdom (Naqus-ul-Aqal). Although it is a myth but it is highly prevalent. As this label has been attached to woman, now whatever she does, we always blame woman for it”* (FGD2-P2).

Another man student said that, *“Men are considered as strong so if anything happens women are always blamed. In jirgahs and other punishment systems women are always blamed and punished”* (FGD2-P6).

Women sexually repressive but men dominant. For majority of participants both men and women, sexual double standards are when women are given repressive role in sexual matters while men have dominant position. Like women are not allowed or approved of initiating sex while males have all the freedom to initiate sex and as well as openly involve themselves in sexual activities without any restriction. It was observed that men felt shy and restrained discussing specifically sex related matters but they believed that women do have suppressive role in sexual matters. The stance shared by participants was:

Women participants shared that, *“If we consider sexual double standards women are always seen as having repressive role in sexual relations while men are active. Even after puberty, boys can openly discuss about sexual matters but girls are not allowed to talk about these things”* (FGD1-P3)

Other woman participant shared that, *“Differentiation is made like men are considered as initiators of sex while women are considered to be in submissive role. Girls are associated with caring emotions like love, empathy and affection etc. Men are considered to be more masculine and are encouraged to talk about sex or to involve in sex. Boys can watch pornographic movies or such content where sex is openly displayed while girls cannot. We have different standards for both genders”* (FGD1-P4)

Man participant shared that, *“It is okay for men to initiate sex but if a woman does then it is problematic as well as questionable”* (FGD4-P3)

Women participants have openly explained dual standards in sexual relations while men participants were quite reluctant. The findings showed that they were not

clear about sexual double standards. They think that general double standards also come under sexual double standards although the latter only deals with dual standards of people in sexual matters or physical relations. The scale measuring sexual double standards (Emmerink et al, 2016) address it through different statements but it does not have any statement based on general double standards that are present in any society.

Responsibility for such incidents

After knowing their understanding and knowledge about sexual harassment, rape myths and sexual double standards they were then asked about who holds more responsibility in these incidents. Participants have shared their own views as well as the view of society. They have responded considering different angles of situation. Their responses were analyzed and different themes were generated out of them which are as follows.

Both genders are equally responsible. Half of the participants, both men and women students shared that both gender are equally responsible in such kind of incidents. Both have equal involvement in these cases so they must be blamed equally and also punished equally. Some of the narratives were:

One of the woman participants said that, *“Both are equally responsible as rape cannot occur on road, it happens mostly in hotels or room. So, it means there is some kind of involvement of girl in it too so I think man and woman both should be blamed”* (FGD1-P6)

One of the men students shared that, *“Our society is biased that is why females are held responsible although males are equally responsible”* (FGD2-P7)

Other men students said that, *“In such cases, both are equally responsible but what has been observed that in court of law, females are on safe side while males are blamed more but I think both are involved in it”* (FGD4-P3,4)

Males are more responsible. Almost all women participants were of view that men are more responsible in these cases as they initiate such kind of activities and women fall prey to them. The narratives obtained in this regard from women participants

were *“Both are responsible but I think man holds more responsibility. A child learns from his environment and if he/she sees violence in his home then obviously he will exhibit same behavior in outside environment” (FGD1- P2)*

The common response obtained from women participants was that, *“Men are responsible too.” (FGD2-P5)*

Contextual factors should be considered. One of the woman participants was of the view that contextual factors must be considered while analyzing these incidents. The narrative of following participant was that, *“Contextual factors should be considered rather than blaming male or female. It should be taken into account that who has initiated such behavior and why? What factors have caused it” (FGD1-P3)*

Women are held responsible. 13 of the participants both men and women students were of the view that women are blamed in these cases and no responsibility is given to man or perpetrator. They believed that society and people think that women have provoked men to do their rape. Their dressing was inappropriate that called men to rape them etc. Some of the narratives were as follows

One of the women students revealed that, *“If we take society’s point of view then they will obviously blame females that they are responsible. But it varies from society to society and class to class. Lower class and people of tribal areas will blame women. ” (FGD1-P4)*

Men participants shared that, *“In such cases, females would be held responsible as people would blame her dressing or say that she has provoked or attracted other men” (FGD3-P1)*

Other men student revealed that, *“Females are considered as responsible based on their dressing and even if there is mistake of man, still female are kept responsible” (FGD3-P2, 3, 4, 5, 6)*

Reasons/Causes behind Sexual Harassment, Belief on Rape Myths and Sexual Double Standards

Participants were then asked the reasons behind prevalence of sexual harassment, rape myths and sexual double standards. Participants have answered this question considering multiple scenarios, their previous knowledge and experience. The major themes which appeared from the responses of participants were as follows.

Selfish nature of men. One woman participant shared the view that men have selfish nature that is why they harass or rape women for their own pleasure and benefit. The narrative was like this, *“Males are aggressive and mean in nature so whenever they get an opportunity, they avail it fully” (FGD1-P1)*

Lack of affection and love. Another woman participant was of the view that when parents are unable to provide sufficient love and care to children, they are likely to become part of such activities. *“When children are not getting love and care from parents, they start to blindly trust others and then these kinds of things occur” (FGD1-P2)*

Sexual Frustration. Men and women participants highlighted that sexual frustration is the main and important reasons behind sexual harassment, rape myths and sexual double standards. They believed that when people do not get any outlet to express their sexual frustration they indulge in such kinds of activities to relieve themselves from sexual frustration. Narratives of participants were as follows:

One woman participant shared that, *“I think the main reason behind all this is sexual frustration. As our knowledge regarding these things is less. And to gain knowledge we seek other sources like internet, media and learn wrong things which result into these kind of illegal acts” (FGD1-P3)*

One man participant said that, *“Sexual frustration is very much common in our society due to increased workload. And we consider such stuff as taboo and don’t discuss due to which people do it in curiosity” (FGD4-P3)*

Flaws in parenting and family system. Half of the participants both men and women have showed the strong concern that these things happen due to flaws in parenting and family system. According to them, the shift to nuclear family system from joint is one of the main reasons. Apart from this, now a days parent are follower of western values and ethics that contradicts our cultural values which is causing problems like these. So, they believed that parents are at fault and their teachings are wrong.

Women participants shared responses like, *“Children learn from their environment so if such behaviors are reinforced then obviously, they will repeat and if proper knowledge at proper time will not be given then problems like these would arise ” (FGD1-P4)*

Another said that, *“When parents are not providing sexual education then children learn it from their peers and internet and display similar behaviors which are mostly wrong” (FGD1-P5)*

The response provided by men participants were, *“Lack of education but most importantly, role of parents. If they want to stop their children from all this, they can and parents should not also display inappropriate behavior in front of their children” (FGD3-P6)*

One of the men participants has explained the Pakhtoon culture that how family system has changed over time and the new system adopted by Pakhtoon is quite problematic. He said that, *“I belong from a Pukhtoon culture where a system of ‘hujra’ is prevalent. Children learn socialization from there. But now, hujras started to disappear and nuclear families started to establish which destroyed the system of value transmission. As these things are ending that is why such activities are happening” (FGD2-P2)*

Modernization, negative impact of media and lack of religious values. Some of the men and women participants said that it is all happening due to massive modernization, negative impact of media and lack of religious values in society. They were of the view that now people are blindly following the principles of modernization

and also media is playing negative role by portraying more western culture instead of indigenous or local cultures.

One of the men participants reported that, *“I think modernization, Lack of religious values and negative impact of media are the main reasons”* (FGD2-P3)

One of the woman participants said that, *“The role of fashion industry is very important as they are promoting negative trends and people are following them blindly. And as a result, rape and other such things are occurring on the basis of dressing”* (FGD3-P1)

Another woman participant shared that, *“Now people are becoming modern so they take these things as enjoyment and do not find any harm in it”* (FGD3-P2)

Lack of education. Women participants strongly think that lack of education and awareness is the most important cause behind these activities. According to them, all these problems can be eradicated if all people are provided education and awareness which is needed.

The narratives of women participants were, *“I think all this is happening due to lack of education. Because where there is education, these activities are also less”* (FGD3-P1, 4, 5).

Further they also said that, *“All this is happening due to lack of education and boys consider this as their responsibility to misbehave with girls”* (FGD3-P3)

Marriage not in appropriate age. One woman participant out of all has shown the strong concern that marriages in right age is very important. Now days, young people are not getting married at right time which is actually giving rise to these problems. Her narrative was, *“As we are Muslims so we see everything in this context. I believe the main problem is that marriages are not occurring in appropriate age that is why these kinds of activities are taking place. So, the only solution is to marry at appropriate age”* (FGD4-P1)

Behavior with Rape Victims

Participants were also investigated about their perception regarding treatment with rape victims. All participants agreed and responded that they are treated very harshly and rudely by society and even their family members. They are not accepted by society. They were denied of basic rights.

Honor killing and denied of basic rights. According to participants, rape victims are killed on the name of honor by their family members and they are also denied of their basic rights. They are no more treated like humans. Family members force them to leave homes etc. Narratives of participants were as follows.

One of the men participants reported that, *“If we talk about Pakhtoon society, rape victims (females) are killed on the name of honor. They are not given their basic rights and society do not approve them” (FGD2-P1)*

Other men and women participants said similar things like, *“In our society, rape victim woman is killed in the name of honor irrespective of either she is guilty or not. Victim is further treated like animal” (FG2, 3 - P 3, 4, 5, 6, 7).*

Blame on girls and no support from family. Participants responded that all the blame is put on women in rape cases and as a result of which family doesn't support them. Even the family of victim starts blaming them. 15 participants thought that the worst consequence of rape is that instead of supporting victim (women) they are blamed, and held responsible for rape.

One of the men participants reported that, *“People don't accept them. Even if it is not mistake of girl, still all blame is put on her. Family do not support her and other families continuously remind them of this event which make the life of family miserable” (FGD2- P2)*

Further women participants said that, *“The treatment is very bad with victims. People hate them. And all the blame is put on women which force them to do suicide” (FGD3-P3, 4, 5)*

Another man participant reported that, *“Rape victims have no social standing, no value. Their families do not support them. And they are shifted to centers like Edhi homes” (FGD4-P6)*

General behavior of Society with Men and Women

Participants were asked about how men and women are generally treated by society. Respondents have shared their own perception as well as the perception of society. Some of them were of the view that men are given preference in almost all matters while others were of the view that women are given upper hand. All responses revolved around one theme and that was:

Discriminatory treatment with men and women. Almost all participants agreed on the notion that men are given more importance as compared to women while women are always given lower position. Different narratives in this regard were obtained which are as follows:

One of the men participants reported that, *“In our society man has freedom to do whatever he wants to while for woman it is totally opposite. Women are still treated like a way they do in Stone Age” (FGD2-P1)*

Other men participants shared that, *“Woman is not getting her rights. Problem lies in our homes. This discriminating treatment starts from home like if both brother and sister are coming from school. Girl will be asked to do home chores while boy can rest” (FGD2- P2, 3)*

Furthermore it was also shared that, *“More preference is given to boys in our homes and girl is neglected completely” (FGD2-P4, 5, 6)*

Some of the participants shared that as times are changing, women are now given more importance and preference. They are now also recruited in more organizations etc.

One of the men and women participants responded that, *“I think boys get unfair treatment in this regard as they have to stand in long queue while girls are given more importance so I think girls somehow get a little more privilege than boys” (FGD4-P2,3)*

The stance by men participants were very clear that, *“In homes, boys get more importance while outside the home; girls are given more preference and importance”* (FGD4-P4, 5)

Another common narrative by men participants were that, *“Girls are given more preference and importance over boys in everything”* (FGD4-P6).

Opinion about Prevalence of Sexual Harassment, Rape Myths and Sexual Double Standards in Society

This was the last question asked from the participants that how much they think that sexual harassment, rape myths and sexual double standards are prevalent in our society. Everyone responded according to their own understanding and knowledge. Two major themes emerged from their responses that were as follows

Highly prevalent. Twelve participants were of the view that these are highly prevalent in our society. They believed that such cases occur everywhere that is in different institutions, organizations and homes as well. Following were the narratives falling under this theme.

One of the men participants responded that, *“Our government has no specific data on these issues and exploitation of women is occurring at a very high rate in Pakistan. 70% role is played by men in this exploitation.”* (FGD2-P1)

Women participants shared their views like, *“Highly prevalent due to lack of education and awareness”* (FGD3-P3, 4)

Further another woman said that, *“Existing up to 60 to 70% and culprits should be given strict punishment to eradicate these ills from society”* (FGD4-P4)

And both men and women participants agreed that, *“Highly prevalent in Pakistan”* (FGD4-P5, 6)

Less prevalent. Three of the men and women participants were of the view that such cases or incidents are less likely to happen in our society so are less prevalent.

The narrative of one of the men participants was that, *“Every society has these kinds of problems but in ours, it is less (FGD2- P3)”*

Women participant said that, *“Very few cases exist but media highlight them more” (FGD2-P4).*

Discussion

The results obtained from the present study demonstrated that individuals have perceived sexual harassment as sexual lust or desires exhibited by opposite gender, negative touch and comments passed to others, blackmailing through social media and use of physical force against other person to make him/her uncomfortable. These findings are according to the previous studies (Anwar, 2013; Butt, 2001) which have also explained sexual harassment in similar terms. For instance, worldwide if a man stares, comments or touch a woman's body without her consent, forcefully tries to do sexual intercourse, and also make unethical or illegal requests for date then it all comes under sexual harassment (Ali, 2015; Cor & Jackson, 2001; Fitzgerald, 1990). In Pakistani or local context, it is described as unethical and unwanted sexual nature comments, commenting on body features like hands, face, hips etc, touching body parts and also following women in different places like offices, universities and markets etc. And mostly, all this is experienced by women (Higher Education Commission, 2011; Kamal, 1990). In present research, the findings also revealed that sexual harassment is mostly experienced by women in the form of constant staring by men, forcefully touching their bodies or even trying to snatch their dupattas in public places. Also, taking pictures of women without their permission and uploading them on social media. Men teachers call the women students in their offices and try to get personal with them and even make unreasonable and unethical sexual nature demands. These findings are in lined with the local as well as international explanations of sexual harassment (International Labor Organization, 2010; Higher Education Commission, 2011). Both of these have explained it as verbal and non-verbal cues for physical and verbal abuse, sexual favors proposed to individuals who have low status and talking and negatively commenting about other's features and their personal lives. Again, it has been

highlighted in previous mentioned studies that the common victim of sexual harassment is women and mostly it is done from men side.

Further, the knowledge and understanding about rape myths was explored. It was observed that majority participants' do not have enough and correct understanding of rape myths. So, initially researcher has explained a little bit about rape myths and then asked their understanding. The findings have revealed that participants consider rape myths as false beliefs about rape, blaming women's character and dressing as cause of rape and also they think that it is myth that rape can only occur to women, men can also be raped. This understanding of rape myths is supported by literature which also states that these are stereotypical beliefs about rape, its victims and blaming the victim instead of perpetrator (Bohner, Weisbrod, Raymond, Barzvi, & Schwarz, 1993). In present study, participants shared that the most common rape myth present in society is "*she is asking for it*". It highlights that both men and women participants think that women are blamed in cases of rape. Punishment systems are also biased as they also put blame on women and save men. Woman's dressing and her character is questioned rather than questioning the culprit. Previous studies also quote that in rape cases, women are blamed and the most common rape myths were that her dressing was not appropriate which has attracted men to rape her; she was dirty or characterless woman so her rape was inevitable etc (Burt, 1980; Walklate, 2008). The present findings also demonstrated that women's character is always questioned in cases of rape even if she is innocent because the thinking of majority people is that if woman's character is strong, she cannot be raped. It is myth and false accusation because rape is a forceful act and any woman can become victim to it. The prevalence of this myth and thinking was also found in Pakistani research which highlighted that men have shown strong belief that only dirty and pretty women are raped. The woman with strong character always saves herself from rape (Kamal, Shaikh, & Shaikh, 2010).

Moreover, present findings showed that individuals don't have clear understanding of sexual double standards especially men participants have mixed it with double standards present in society. For this reason, researcher has first explained the meaning of sexual double standards to them then asked about their knowledge and

understanding. Even after explanation, men participants still defined it in terms of double standards that society holds. For instance, a girl who is involved in an illegal sexual activity will not be forgiven but the boy who is involved in same illegal act will be forgiven and society would approve him. One possibility of not getting proper response from men participants could be that in Pakistani culture, these things are considered as taboo and it is not taken as acceptable thing if men discuss any sexual nature thing with women. Men participants have agreed on the notion that in our society, we put blame on women for everything. The same question was responded by women in somehow better manner. Women participants shared that woman are expected to have repressive role in sexual matters while men as dominant so for them, this is sexual double standard. Further men are allowed to initiate sex while women are not allowed to. Again, this is sexual double standard according to them. These findings are aligned with the literature that also states that it is representation of attitudes towards men and women and their sexuality. These standards state that men are expected to be assertive and dominant in physical relations where women are expected to be submissive and passive in these matters (Emmerink et al., 2016). Some of the women participants also described this term in context of simple double standards like men are allowed to do anything they want to but women lack freedom etc.

Furthermore, after getting basic understanding of participants' about these terms, they were then asked to share their opinion regarding who is responsible for such incidents (sexual harassment, rape etc). Man, woman or both? Different categories emerged from participants' responses that were both genders are equally responsible, men are more responsible, women are held responsible and context must be considered before evaluating any incident. Both men and women participants' agreed that both genders are equally responsible in such cases. If man is responsible then somehow woman is also responsible because rape cases do not occur on road and in case of sexual harassment woman also has some part which means both are equally responsible. However, men participants also shared that women are more responsible because somehow their dressing, leniency and flexible attitude have provoked men to do some illegal act with them. Previous researches also showed that men are likely to target women and also blame them for sexual harassment or rape etc. Men usually blame

women by giving reasons like they were asking for it, they were not dressed properly or they have allowed men to do these kind of acts with them etc. (Corr & Jackson, 2001; Cortina & Berdahl, 2008). In Pakistan, patriarchy is dominant, which allow and encourage men to do indecent and immoral acts with women as they think that women are weaker gender and we are more strong and masculine so we are entitled to do such things with women. Patriarchy actually utilizes gender based violence (rape, sexual harassment etc.) to keep their control on women (Tarar & Pulla, 2014). Women participants of this research think that men are responsible as they think that men believe it is their responsibility to harass women and they get pleasure from such activities. They have also revealed that women somehow know that they are being harassed or victimized but due to fear of stigmatization they prefer to remain quite. These findings are also aligned with the literature that also states that in some cases victims (women) realize that they are being teased and harassed but due to less support from family and confidence, they do not report or take any stand against the perpetrator (Sadruddin, 2013).

Moreover, participants were also asked about the possible reasons behind sexual harassment, belief on rape myths and sexual double standards. Participants have highlighted lots of reasons but some of the main reasons were sexual frustration, flaws in parenting and family system and lack of affection and love between parents and children etc. Both men and women participants reported that ineffective and cold parenting (indifferent towards children needs, not responsive enough, parents with selfish traits etc.) promotes such activities and thus encourages children to become part of such indecent acts. When parents are authoritarian and indifferent to child's needs, children in result also become moral-less individuals and do whatever they think is right. They have also shared that parents are not providing sexual education to children which means children use other sources of information like internet, movies etc. to get information related to sexual matters. This obtained information is largely faulty and as a result of this, out of curiosity they involve themselves in sexual harassment, rape and other illegal acts. Also, they develop high belief on myths related to rape and sexual matters. Different studies also report that flaws in parenting like when they are not concerned about with whom their child is interacting or about his/her company; it is

likely that children will be negatively influence by their peers and also will feel motivated to become part of peer group. As a result of this, he/she will model the behavior of peers and also take part in acts that are of sexual in nature (Boone & Shearer, 2004; Chambers, Tincknell, & Van Loon, 2004). Men participants' largely think that modernization and negative impact of media is also playing an important role in acceptance of sexual harassment, rape and sexual double standards. They shared that media portrays these kinds of things in so glamorous way which attracts individuals and they learn that it is acceptable to do such kind of immoral acts. According to them, media is largely responsible for dissemination of negative values and for creating acceptance of such things in minds of people. Findings of Kim et al., (2007) also demonstrated that media and culture both play a very important role in spread of sexual double standards and related myths among individuals. The findings showed that western media promotes that girls should look glamorous, stylish and sexy for men and also, it is acceptable for a man to be coercive in a sexual relations as it is symbolized as an indicator of being strong and masculine. Participants also reported that patriarchy is the most important cause of sexual harassment, belief on rape myths and sexual double standards. Pakistani literature also supports this stance and indicates that patriarchy that is dominance of men allow and encourage them to control women through rape and sexual harassment as it shows their masculinity. Patriarchal system is also based on the notion that women are lower beings so it is responsibility of men to dominate them even by using negative means like rape, sexual violence etc (Tarar & Pulla, 2014). Western literature also states that patriarchy is the common cause behind these as in patriarchal system, men are head and women are victimized in every possible manner. Men decrease the status of women by exercising their power and dominance over them. The author also states that if woman tries to become independent in patriarchal system, it is considered as a threat to man's masculinity and to reduce this threat they consider themselves as entitled to do sexual violence (rape etc.) with women (Travis & White, 2000; Baumeister & Twinge, 2002).

Participants' also gave responses about how rape victims are treated by society. Two main themes came out of the responses that were honor killing of victim (woman) and no support from family for woman after incident. Both men and women

participants' strongly shared that in Pakistan, victims of rape (women) are killed on the name of honor because their families think that they have ruined the status of family and they are characterless and shameless women so the best punishment that can be given to them is to kill them for the safety of family's honor. Secondly, participants also shared that rape victims do not get any support from family. Elderly members of their family ask them to leave the house and sometimes they are sent to shelter homes. Apart from family members of victim, other people also treat rape victims like animals and thus create such conditions where victims (women) are likely to commit suicide. These findings are also supported by Pakistani literature that states honor killings are common in Pakistan. These are often done by blood relatives mostly males of the family. Rape victims (women) are commonly subjected to honor killings because men of the family believed that it is woman's fault to get raped by other man. Families force rape victims to leave homes so majority rape victim women seek shelter in different shelter homes or at Edhi centers. Further, they are denied of their basic rights and no man wants to marry a rape victim woman (Noor, 2004).

Participants also reported how men and women are generally treated in a Pakistani society. Almost all men and women participants believed that discriminatory behavior is observed like men are given more importance and freedom while women are largely neglected. Very few of the participants also reported that now time is changing, education is increasing so as a result of this, women are now hired in more organizations and also they are now given preference over men. These participants also shared that men get more importance in homes while women are given more importance and privilege outside the home. Research also show that women empowerment is increasing in Pakistan, as now women are given leadership positions just like their men counterparts. They are also given equal salaries just like their men colleagues and given more representation in Senate and National Assembly than before (Shah, Aziz & Ahmad, 2015). But on the other hand, a high number of populations of Pakistan including both men and women are still uneducated so their mindset is typical and conservative where birth of boy is celebrated whereas birth of girl is considered as burden for family. Same mindset also believes that boys must be given more importance over girls as they are bread earners of family and girl's job is to only take care of his

family and home. The research by Yazdani (2003) demonstrated that women in Pakistan are considered as the weakest and the most under-nourished segment of society. Due to patriarchy, women are always deprived than men; they have limited access to opportunities, health and education etc. They experience largely discriminatory behavior from others and men are given more privileged position in society and women are kept at lower positions.

Lastly, participants also gave their opinion about the prevalence of sexual harassment, rape myths and sexual double standards in society. More than half of the participants both men and women shared that according to their opinion; they are highly prevalent in our society. Sexual abuse including rape, sexual harassment and child abuse are very common and cases are rising at higher rates. These participants also said that as patriarchy is existing in Pakistan, so these kind of indecent acts are inevitable. They can only be reduced and stopped by creating awareness and more education programs. Very few almost three participants out of total believed that these are occurring at a very low and media exaggerates them and portray as it is happening at mass level.

**Exploration of Knowledge and Understanding of Participants regarding
Sexual Harassment, Rape Myths and Sexual Double Standards**

1. Knowledge About Sexual Harassment

- Sexual lust or desires
- Blackmailing through social media
- Negative touch and comments
- Gender based discrimination
- Use of physical force

2. Knowledge about Rape Myths

- Blaming girl's character, dressing and attitude
- Rape can occur to both genders

3. Knowledge about Sexual Double Standards

- Double/Different standards for both genders
- Women are responsible for everything
- Women sexually repressive but men dominant

4. Responsibility for such incidents

- Both genders are equally responsible
- Males are more responsible
- Contextual factors should be considered
- Women are held responsible

5. Reasons/Causes behind Sexual Harassment, Rape Myths and Sexual Double Standards

- Selfish nature of men
- Lack of affection and love
- Flaws in parenting and family system
- Modernization, negative impact of media and lack of religious values
- Lack of education
- Marriage not in appropriate age

6. Behavior with Rape victims

- Honor killing and denied of basic rights
- Blame on girls and no support from family

7. General behavior of society with men and women

- Discriminatory treatment with men and women

8. Opinion about prevalence Of Sexual Harassment, Rape Myths and Sexual Double Standards

- Highly prevalent
- Less prevalent

Figure 1: Summary of Thematic analysis of Present Study

Conclusion

The study have revealed some interesting findings that were individuals have clear understanding of sexual harassment but more awareness and education is needed for understanding of rape myths and sexual double standards. The study has successfully demonstrated that the current scales (sexual harassment attribution scale, rape myths scale, and scale for the assessment of sexual standards among youth) that are used in main study are suitable for measuring the study constructs as almost all aspects of the constructs are covered in scales. The qualitative findings are in lined with the content that is covered in these scales. This study has also highlighted some very important reasons of occurrence of these ills and also revealed that how rape victims (women) are badly treated in society. This study has also showed the role of patriarchy in creation and increase of these diseases. This study has further raised some questions like is there any gender, age and education differences in causing attribution for sexual harassment and also for belief on rape myths and sexual double standards?. The study II will address these questions and tries to find answer of these raised questions. Overall, the findings of the current study has helped in developing the deeper understanding of these variables and also set the foundation for the second study.

Chapter III

Pilot Study

Pilot study was carried out to determine the suitability of the scales that were Sexual Harassment Attribution Questionnaire, Rape Myths Scale and Sexual Double Standards to the present sample. It was used to explore any language difficulty that participants can experience while filling the form. So, the main purpose of pilot study was to assess the reliability of the scales that were being used and also to check any language difficulty that participants are experiencing while filling the form as Urdu version of questionnaires were used in study. Another purpose is to explore the factor structure of Rape Myths scale and Sexual double standards scale as its factor was not explored previously. The Sexual Harassment Attribution Questionnaire is a scenario based instrument that is why EFA cannot be applied on it.

Method

Sample

The sample for pilot study comprised of 275 university students and they belonged from age range 17-32. Data was collected through purposive and convenience sampling. Participants were approached in classes as well as in cafeterias. Informed consent was taken and also briefed about their rights as being participants of research. Response rate of pilot study was 100 %. All the approached individuals agreed to be part of a study. Data was collected from both men (n=126) and women students (n=149) of university. Confidentiality of their data was also assured to them. All the data obtained from participants were analyzed on SPSS 20.

Inclusion criteria. The inclusion criteria for choosing participants were that only those participants who are currently studying in public or private university can be part of this research. Those students who can read and write Urdu can be part of sample as questionnaires administered were in Urdu.

Demographic characteristics of the sample. Some of the demographic details of the participants (e.g. gender, age and family system etc) have been reported in Table 2.

Table 2

Demographic details of the sample (N=275)

| Variables | <i>f</i> (%) |
|-----------------------|--------------|
| Gender | |
| Men | 126(45.8) |
| Women | 149(54.2) |
| Age (in years) | |
| 17-24 | 247(89.8) |
| 25-32 | 28(10.2) |
| Family system | |
| Nuclear | 159(57.8) |
| Joint | 116(42.2) |

Note. *f*= frequency, % = percentage

Instruments

Self-administered questionnaires were used as measurement tools in this research.

Demographic Sheet. Demographic sheet contains all the basic information of a person. The demographic sheet of this study consisted of several questions about age, educational qualification, gender, and family system, etc (See Annexure B). Each participant was asked to fill the demographic variables and respond to each item of demographics being asked.

Sexual Harassment Attribution Questionnaire. It was developed by (Kamal, 1990). It was used for the measurement of attribution of responsibility for sexual harassment. Urdu translated version was used and it was translated by same author. It consists of 15 scenarios in which boy are trying to approach a girl (See Annexure H). All the situations were briefly described in the questionnaire. Participants were required to indicate whether the girl, boy or both the girl and boy is responsible for such situation. If the participant thinks that boy is responsible, it is scored as 1, both boy and girl as 2, and only girl as 3. The high total score indicates that girl is responsible for sexual

harassment. Permission was taken to use this scale in present research (See Appendix G). The alpha reliability of this scale was found to be 0.74.

Rape Myths Scale. Rape Myths scale was developed and translated by (Ahmad & Kamal, 2000). It is used to determine the extent to which people believe on different myths about rape. It comprised of 12 statements (See Annexure F). Participants rate their responses on a five point likert scale. Ten of the statements are worded in a manner so that they reflect myth. Their score ranges from 1 (agreement) to 5 (disagreement). If a participants marks “absolutely right” for a myth, it will scored as 1, “right to some extent” as 2, “neither right nor wrong” as 3, “wrong to some extent” as 4, “absolutely wrong” as 5. Statements 4 and 10 are not phrased as myths and their scoring is also reversed. The range of scores that a participant can obtain is 12-60. Lower scores indicate high belief on rape myths while higher score as lack of belief in rape myths. Permission was taken to use this scale (Appendix E). The alpha reliability of this scale was found to be 0.63

Scale for the Assessment of Sexual Standards among Youth. Scale for the Assessment of Sexual Standards among Youth was developed by Emmerink et al (2016). Urdu translated version was used and it was translated by Gul (2017). Permission to use this scale was taken by author (See Appendix I). This scale measures the degree to which an individual’s attitude reflects a divergent set of expectations for men and women, in that men are expected to be relatively more sexually active, assertive and knowledgeable and women are expected to be relatively more sexually reserved, passive and inexperienced. The instrument consists of 19 statements about men and women, about which participants indicated their degree of agreement on a 6-point scale ranging from 1(completely disagree) to 6 (completely agree) (See Annexure J). There are no reverse items and a cumulative of the scores on each item is computed which represents an individual responder’s relative sexual double standard. High score indicates strong sexual double standards, while low score would suggest weak sexual double standards. The total score range from 19 to 114. The alpha reliability found for this scale was .90 (Emmerink, Vanwesenbeeck, Eijnden, & Bogt, 2016).

Procedure

Written consent was taken from participants and they were also briefed about their rights as being participants of research. Data for pilot study was collected from Quaid-e-Azam University Islamabad. All the participants were approached in their respective departments, classes and in cafeterias. The response rate of pilot study was 100%. Confidentiality of data was also ensured and they were told that disclosed information would only be used for research purpose. Participants were requested to fill the questionnaire with full honesty. Data obtained was then analyzed through SPSS 20.

Results

The obtained data for pilot study was analyzed and compiled through SPSS 21. Cronbach alpha reliabilities for scales were checked through reliability analysis. EFA was also carried out to explore the factor structures of scales that were used. Furthermore, Correlation analysis was applied to find correlations among study variables. T-test analysis was carried out to explore the mean differences among demographic variables.

Table 3

Alpha Reliability Coefficients for Sexual Harassment Attribution questionnaire, Rape Myth Scale and Scale for the Assessment of Sexual Standards among Youth (N=275)

| Scales | No of items | α | M | SD | Range | | Skewness | Kurtosis |
|--------|-------------|----------|-------|-------|--------|-----------|----------|----------|
| | | | | | Actual | Potential | | |
| SHA | 15 | .78 | 20.40 | 19.31 | 15-45 | 15-45 | 1.98 | 6.61 |
| RMS | 12 | .59 | 33.00 | 6.85 | 21-60 | 12-60 | .08 | -.54 |
| SS | 19 | .82 | 59.48 | 14.17 | 25-107 | 19-114 | .09 | -.06 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth.

Table 3 indicates the descriptive statistics including alpha coefficients, actual and potential ranges, and values of skewness and kurtosis. The alpha reliability for SHA is .78 which shows good reliability. For RMS, the value of alpha is .59 that also indicates moderate reliability while for SS the alpha reliability is 0.82 which shows good internal consistency of the scale. The values of alpha have indicated that all scales are reliable to use and have good internal consistency. Actual range means the maximum and minimum score that has been obtained on a present sample while potential range means the minimum and maximum score that can be obtained on a scale. The mean score of SHA falls in the middle of actual range that means average number of individuals attribute women as responsible for sexual harassment. The mean of RMS lies at the lower end of actual and potential ranges that indicates higher belief of individuals on rape myths. While the mean score of SS falls somehow in the middle of actual and potential range that shows that individuals have moderate belief on sexual double standards. Values of skewness and kurtosis represent the deviation of data from mean.

Exploratory Factor Analysis (EFA) of Rape Myths Scale

To explore the factor structure of Rape Myths scale, exploratory factor analysis (EFA) was applied. As rape myths scale was a uni-dimensional scale so the purpose of conducting EFA was to explore the factor loadings of each item that is either they fulfill the Kaiser criterion of factor loading or not. Single factor was used. EFA was done on the sample ($n=275$) in order to see the factor structure of the scale. Promax method was used as all factors are correlated and consistent in meaning. Bartlett's test of Sphericity was found to be significant ($\chi^2 (275) = 487.316, p=.00$) indicating that sample has equal variance from the population. The Kaiser Myer Olkin measure of sampling adequacy (KMO) was .75 that shows that sample is sufficient enough to run EFA and it will provide good indicator of factors. The principal component analysis showed the factor loadings for all the 12 items of the scale and all factor loadings are above .3 (Tabachnick, & Fidell, 2001). The scree plot of the EFA of rape myths scale is as below

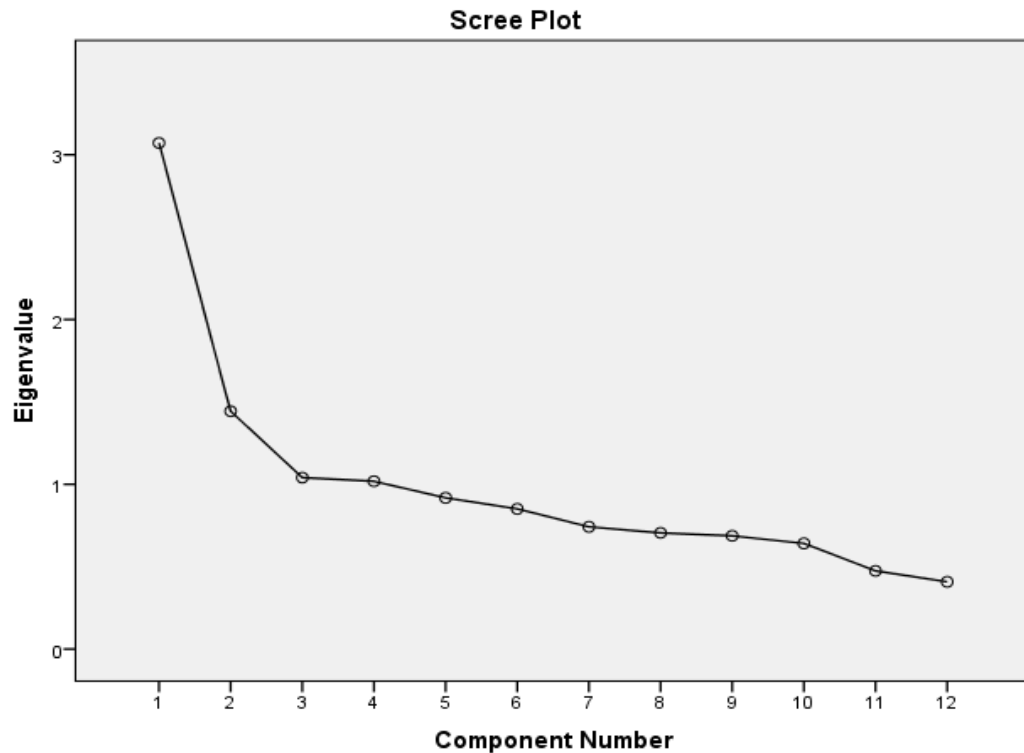


Figure 2. Scree Plot of Rape Myths scale

Although the scree plot for Rape myths scale is showing the two factors for this scale but the exploratory analysis with two factors has showed no meaningful factors. Also, no significant change in variance value was observed. Confirmatory factor analysis was also done considering two factors but it required large number of error covariance to achieve model fit. Hence, it was decided to go for a one factor solution and use this scale as unidimensional just like the original scale.

The pattern matrix has showed the loadings of the items on the one factor as the scale was unidimensional and single factor structure was explored. The scree plot clearly exhibits that all the items of the rape myths scale are correlated and loaded on one factor that again confirms the uni-dimensionality of the scale.

Table 4

Factor analysis for Rape Myths scale (RMS) through Principal Component Analysis by using Promax method (n=275)

| Items no. | Factor loadings (F) |
|---------------|---------------------|
| 1 | .61 |
| 2 | .52 |
| 3 | .50 |
| 4 | -.31 |
| 5 | .45 |
| 6 | .48 |
| 7 | .68 |
| 8 | .55 |
| 9 | .50 |
| 10 | -.35 |
| 11 | .49 |
| 12 | .48 |
| Eigen Values | 3.1 |
| % of Variance | 25.59 |
| Cumulative % | 25.59 |

Note. F = Factor loadings of items

Table 4 shows the factor analysis of rape myths scale by using Promax rotation method. It is clearly evident from the table that all factor loadings are above .3 so all items are falling in the acceptable range thus all of them are retained and used (Tabachnick, & Fidell, 2001).

Exploratory Factor Analysis (EFA) of Scale for Assessment of Sexual Standards among Youth (SS)

To explore the factor structure of scale for assessment of sexual standards among youth, EFA was applied by keeping a single factor. It is a unidimensional scale so single factor was kept while doing EFA. The basic purpose of doing EFA of this scale is to check the factor loading of all items to fall in the acceptable range or not. Bartlett's test of Sphericity was found to be significant ($\chi^2 (275) = 1036.751$, $p = .00$) indicating that sample has equal variance from the population. The Kaiser Myer Olkin measure of sampling adequacy (KMO) was .81 that shows that sample is sufficient enough to run EFA and it will provide good indicator of factors. The principal component analysis showed the factor loadings for all the 12 items of the scale and all factor loadings are

above .3 (Tabachnick, & Fidell, 2001). The scree plot of the EFA of rape myths scale is as below

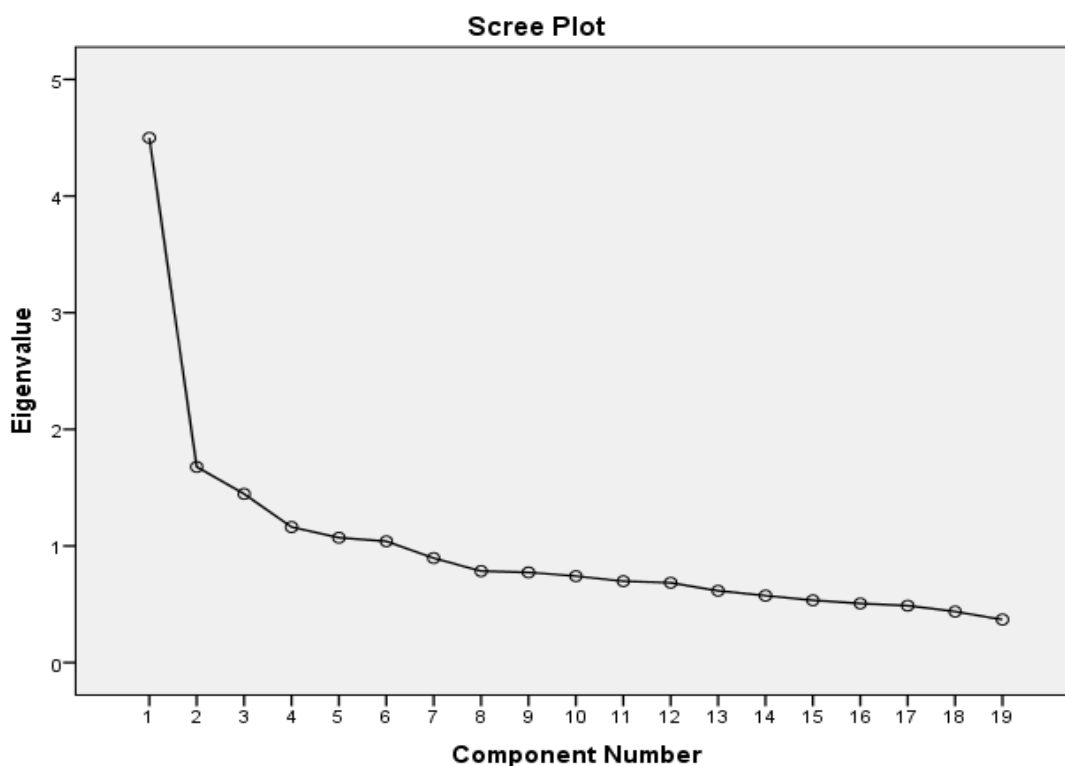


Figure 3. Scree plot of scale for Assessment of Sexual Standards among Youth

Although scree plot showed three or four factors for scale for the assessment of sexual standards among youth but the exploratory factor analysis with three or four factors showed no meaningful factors. No significant change in variance value was observed. Confirmatory factor analysis was also done and it required large number of error covariances for both three or four factor structure of this scale to achieve model fit. Hence, it was decided to go for one factor solution and use it as unidimensional scale just like the original scale.

The pattern matrix has showed the loadings of the items on the one factor as the scale was unidimensional and single factor structure was explored. The scree plot clearly exhibits that all the items of the sexual double standards scale are correlated and loaded on one factor that again confirms the uni-dimensionality of the scale.

Table 5

Factor loadings of scale for Assessment of Sexual Standards among Youth through Principal Component Analysis using Promax rotation method (n=275)

| Items no. | Factor loadings (F) |
|---------------|---------------------|
| 1 | .45 |
| 2 | .36 |
| 3 | .53 |
| 4 | .46 |
| 5 | .47 |
| 6 | .44 |
| 7 | .38 |
| 8 | .54 |
| 9 | .56 |
| 10 | .39 |
| 11 | .52 |
| 12 | .45 |
| 13 | .42 |
| 14 | .58 |
| 15 | .62 |
| 16 | .48 |
| 17 | .41 |
| 18 | .57 |
| 19 | .45 |
| Eigen values | 4.49 |
| % of Variance | 23.67 |
| Cumulative % | 23.67 |

Note. F = factor loadings of items

Table 5 shows the factor analysis of sexual double standards by using Promax rotation method. It is clearly evident from the table that all factor loadings are above .3 so all items are falling in the acceptable range thus all of them are retained and used

(Tabachnick, & Fidell, 2001). Eigenvalues of factor is more than 1 which is acceptable (Kaiser, 1960).

Exploratory factor analysis cannot be done for Sexual Harassment Attribution instrument (Kamal, 1990) as it is scenario based questionnaire. Each scenario in this instrument is different from other so factors cannot be extracted for it. Factors are extracted for those instruments whose items have commonality with other items. But in case of scenario based questionnaire, EFA cannot be applied (Matsunaga, 2010) instead item to total correlation can be explored to check the correlation of each item with overall scale. Item to total correlation for Sexual Harassment Attribution scale has been calculated on sample size of 500 and reported in main study chapter (see page no. 100).

Correlation Analysis for Study variables

Pearson correlation analysis was applied to find the correlations among sexual harassment attribution, belief on rape myths and sexual double standards. The values indicate the strength while sign shows the direction of correlation.

Table 6

Correlation values between Sexual Harassment Attribution, Rape Myth and Sexual Standards for women students (N=275)

| Sr. No | Variables | No. of items | 1 | 2 | 3 |
|--------|-----------|--------------|---|-------|-------|
| 1 | SHA | 15 | - | -.33* | .14* |
| 2 | RMS | 12 | - | - | -.24* |
| 3 | SS | 19 | - | - | - |

Note. * $p < 0.05$ SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS=Scale for Assessment of Sexual Standards among Youth.

According to Table 6, SHA is positively related with rape myth scale and the relationship is found to be significant. The sign is inverse because low score on rape myth scale indicate high beliefs on rape myths which will further lead to attribution on women for sexual harassment as individuals having high belief on rape myths would always blame women for sexual harassment and vice versa. Furthermore, SHA has a significant positive relation with sexual double standards that is if men will endorse more sexual double standards, they will also attribute responsibility of sexual harassment to women or it can be high score obtained by men on sexual harassment

attribution scale indicates that they have attributed responsibility on women so positive relationship with sexual double standards means if there is high score on SHA, then there would be high score on SDS and vice versa as both are positively co-related. RMS has a positive significant relationship with Sexual double standards. This correlation indicates that low score on rape myth scale indicates high beliefs on rape myths and corresponding high endorsements of sexual double standards and vice versa. The sign of this correlation is negative because low score on rape myths scale is indicative of high belief on rape myths. Though, the relationship between RMS and SS is positive that is high belief on rape myths means high sexual double standards and vice versa. The strength of the Pearson's coefficient values can be interpreted according to Cohen's guidelines. According to these guidelines $\pm .10$ are considered weak, $\pm .30$ are considered moderate, while $\pm .50$ are considered strong (Hemphill, 2003).

Gender Differences across the Study Variables

Independent sample t-test was applied to find the gender differences across the study variables. Table 7 shows the mean differences in scores for men and women students for sexual harassment attribution, belief on rape myths and sexual double standards.

Table 7

Gender Differences between men and women students on Sexual Harassment Attribution, Rape Myth and Sexual Double Standards (N=275)

| Variables | Gender | | | | <i>t</i> | <i>p</i> | 95% CI | | Cohen's <i>D</i> |
|-----------|-------------------|-----------|-------------------|-----------|----------|----------|-----------|-----------|---------------------|
| | Men | | Women | | | | | | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | | |
| | (<i>n</i> = 126) | | (<i>n</i> = 149) | | | | <i>LL</i> | <i>UL</i> | |
| SHA | 21.39 | 5.57 | 19.56 | 2.84 | 3.33 | .00 | .744 | 2.90 | .41 |
| RMS | 38.31 | 7.64 | 42.98 | 7.59 | -5.06 | .00 | -6.48 | -2.85 | .61 |
| SS | 59.22 | 13.95 | 59.71 | 14.40 | -.28 | .77 | -3.97 | 2.94 | .03 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth; CL = Confidence intervals; LL= Lower limit; UL= Upper limit

Table 7 indicates that there is significant difference between mean scores of men and women university students for Sexual Harassment Attribution. It shows that men attribute responsibility of sexual harassment on women as indicated by their mean score. Furthermore, the values also depict that there is significant difference between mean scores of men and women university students for belief on rape myths. Findings indicate that men students have high belief on rape myths as compared to women students because the mean score of men students are low on this scale which is indicative of high belief on rape myths. For sexual double standards, there is non-significant difference between mean scores of men and women university students thus both genders have exhibited almost same level of sexual double standards.

Mean Differences in Family System across Study Variables

Independent sample t-test was applied to explore the mean differences in family system (nuclear, joint) for Sexual Harassment attribution, belief on rape myths and Sexual double standards. The significance value indicates whether the mean differences are significant or not.

Table 8

Mean differences of Nuclear) and Joint family system with Sexual Harassment Attribution, belief on Rape Myths and Sexual Double Standards among University students (N = 275)

| Variables | Family System | | | | <i>t</i> | <i>p</i> | 95% CI | | Cohen's <i>D</i> |
|-----------|------------------------------|-----------|----------------------------|-----------|----------|----------|-----------|-----------|---------------------|
| | Nuclear (<i>n</i> =159) | | Joint (<i>n</i> = 116) | | | | <i>LL</i> | <i>UL</i> | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | | |
| | | | | | | | | | |
| SHA | 19.85 | 3.60 | 21.14 | 5.21 | -2.29 | .02 | -2.40 | -.18 | .29 |
| RMS | 41.94 | 7.97 | 39.39 | 7.70 | 2.27 | .00 | .72 | 4.50 | .32 |
| SS | 59.62 | 14.25 | 59.29 | 14.13 | .19 | .84 | -16.1 | -3.07 | .02 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth; CL = Confidence intervals; LL= Lower limit; UL= Upper limit

According to Table 8, there is significant difference between mean scores of participants living in nuclear and joint family system for sexual harassment attribution. The mean score for joint family is high for SHA that means individuals living in joint family will blame women more for sexual harassment as compared to men. Furthermore, the values also indicate that there is significant difference between mean scores of individuals living in nuclear and joint family system for belief on rape myths. Findings demonstrate that participants in joint family system would have high belief on rape myths as their mean score is low. Low score on RMS is indicative of high belief on rape myths. For sexual double standards, there is non-significant difference between mean scores of participants living in nuclear and joint family system. It means individuals in both systems endorse almost same level of sexual double standards.

Discussion

The main objective of pilot study was to determine the psychometric properties of the scale. Results obtained showed that all scales are reliable to use as the value of alpha coefficients obtained for Sexual Harassment Attribution questionnaire was 0.78 while for Rape Myths scale its 0.59 and for Sexual Double Standards scale it is 0.82 (Table 3). All values of reliability showed good internal consistency among items of scale. While carrying out pilot study, participants were asked about any language difficulty that they experienced while filling out questionnaires but it was observed that participants reported no language difficulty and easily understood all questions. Exploratory Factor Analysis (EFA) of Rape Myths Scale (RMS) and Assessment for Sexual Standards among youth (SS) was carried out to explore the factor structure of these scale. The factor structure of both scales have showed one factor and confirmed the unidimensional nature of these scales. All the factor loadings for both instruments were in an acceptable range that is .3 and above. Hence, the criteria of factor loadings has been fulfilled (Kaiser, 1960). For Sexual Harassment Attribution questionnaire, EFA cannot be done as it is a scenario based questionnaire. EFA can only be applied for those instruments whose items are related to each other and have some commonality (Matsunaga, 2010).

Correlation was also explored among variables to check the trend. The direction obtained through results was according to the literature. The results indicated that SHA is directly/positively related with belief on rape myths (see Table 6). The negative sign in this relationship explains that low score on rape myths scale is indicative of high belief on rape myths and more attribution on women for sexual harassment and vice versa. This finding is in lined with the previous literature (Crittenden, 2009; Kamal, 2005). It also showed that SHA has positive correlation with SS (See table 6). It indicated that endorsement of sexual double standards mean more attribution on women for sexual harassment while less endorsement of sexual double standards means less attribution on women for sexual harassment. The current finding is according to the previous literature (Bordini & Sperb, 2013). RMS was found to have a positive/direct relationship with SS. The negative sign in this relationship shows that low score on rape myths is indicative of high belief on rape myths thus more endorsement of sexual double standards and vice versa. This finding is also supported by previous literature that has showed the similar direction between RMS and SS (Carmody & Washington, 2001).

Moreover, mean differences were also explored through independent sample t-test to check the trend of demographics (gender, family system) with study variables. The findings of t-test for gender has indicated that men attribute more responsibility to women for sexual harassment as indicated by high mean score achieved by men on SHA (See Table 7). Other research studies also support this and showed that women are always blamed in sexual harassment and rape cases even if it is not their fault (Anwar, 2013; Bieneck & Krahe, 2011). Findings also showed that men have high belief on rape myths as compared to women. It was indicated by low mean score obtained by men students that is indicative of high belief on rape myths (see Table 7). Again, the finding achieved is in line with the previous literature (Ahmad & Kamal, 2000). Furthermore, mean differences also indicated that there is no difference in endorsement of sexual standards among men and women. Although literature states the opposite highlighting that men endorse more sexual double standards than women (Emmerinck et al, 2016). One of the possible reason for obtaining no difference could be the social desirability. So, in this case it is highly likely that men students have not shared their actual

responses due to social desirability (Mortel, 2008). The FGDs also showed that both men and women do not have clear understanding of sexual double standards.

Moreover, the t-test results of family system has showed that individuals living in joint family system will attribute more responsibility to women for sexual harassment and also they have high belief on rape myths (see Table 8). Previous literature also states the same thing that in Asian cultures, joint family system is common. These families are follower of traditional gender roles that means in these families it is believed and practiced that pious women are those who are obedient, follow the proper dress code and are silent. If women in these families break these norms, they are considered as characterless and promiscuous. So, joint families follow traditional gender roles, endorse rape myths and blame women in such cases (Mittal, Singh & Verma, 2017). For sexual double standards, no differences were observed for individuals living in joint or nuclear family systems.

Conclusion

The findings of pilot study have demonstrated that current scales are reliable to use and have good internal consistency. Factor loadings for these instruments were also in acceptable range that means they can be used in main study. The direction of relationships between study variables are exactly same as highlighted by previous literature. The trends exhibited by t-test analysis of gender and family system with study variables are also according to the previous literature. Men students are found to have high belief on rape myths thus blame women in cases of sexual harassment. Individuals in joint family system are found to be endorser of rape myths as well as blame women for sexual harassment. No differences were found for sexual double standards among men and women students and even with family system.

Chapter IV

Main Study

The main study aims to measure the relationship between Sexual Harassment Attribution, beliefs on Rape Myths and belief on Sexual Double standards. The intended research has some specific objectives that are as follows.

1. To investigate the relationship between attribution for sexual harassment, belief on rape myths and sexual double standards among university students.
2. To explore the role of demographics like age, gender, educational qualification, and family system, etc. on Sexual Harassment Attribution, beliefs on Rape Myths and Sexual Double standards held by university students.
3. To check the model fit of the scales on the present sample through confirmatory factor analysis.
4. To investigate the effect of demographic variables as moderators on the study variables.
5. To investigate the underlying mechanism of mediator on relationship among study variables.

Hypotheses

Following hypotheses were formulated by considering the objectives of study as well as past literature.

1. There is a positive relationship between rape myth acceptance and women victim blaming.
2. Women are attributed more responsible for their experience of sexual harassment by men.
3. Men are more likely to endorse rape myths than women.
4. Men are also likely to endorse sexual double standards than women.

5. Young adults (17-24) are likely to have high sexual double standards than adults (25-32).
6. Individuals from joint family systems have high belief on rape myths as compared to those from nuclear family systems.
7. Beliefs on rape myths and sexual double standards lead to the attribution of responsibility of sexual harassment on females.
8. Age moderates the relationship between sexual harassment attribution and sexual double standards.
9. Belief on rape myths act as mediator between the relationship among sexual double standards and sexual harassment attribution.

Operational Definition of Variables

Sexual Harassment. Sexual harassment is mostly experienced by women in form of undesirable and unwanted sexual comments, negative or unethical remarks about body features including face and figure, touching a woman's body, constant staring, following women in workplaces, colleges and universities and also touching or snatching a woman's dupatta (the piece of cloth used to cover head) (Anila, 1990). The attribution of responsibility of sexual harassment will be measured through Sexual Harassment Attribution Questionnaire. The high score on this scale will indicate the responsibility of woman for sexual harassment.

Rape Myths. It is defined as prejudicial and stereotypical assumptions about rape, its victims, and rapists and put all the blame on victims (Bohner, Weisbrod, Raymond, Barzvi & Schwarz, 1993). It is measured through rape myths scale. The total score an individual can get ranges from 12-60. Lower score indicates more belief on rape myths while higher score indicating a less belief on rape myths.

Sexual double standards. The degree to which an individual's attitude reflects a divergent set of expectations for men and women, in that men are expected to be relatively more sexually active, assertive and knowledgeable and women are expected to be relatively more sexually reserved, passive and inexperienced (Emmerink et al., 2016). It is operationally defined as score measured on the Scale for the Assessment of Sexual

Standards among Youth. High score indicates strong sexual double standards, while low score would suggest less or low level of sexual double standards.

Sample

In main study, 500 participants were included. Purposive and convenience sampling was used. Those individuals who study in the university were included. The sample size is determined by keeping in view the available resources. Both men and women (men = 204, women =296) university students were included in sample to avoid the biasness. The data was collected from three public and two private universities.

Purposive convenient sampling. The technique of purposive convenient sampling was used to approach participants. Only those students who fulfill the criteria were approached and who willingly gave their consent to participate in the research. The sample characteristics (age, gender, income and educational qualification etc.) have been given in Table 9

Demographic Analysis of Measures

Frequencies and percentages for demographic variables like age, gender, education, mother's occupation, no. of siblings, knowledge about religion etc have been calculated and reported in Table 9.

Table 9

Frequency (f) and Percentages (%) of the Demographic Characteristics of the Participants (N = 500)

| Variables | Categories | f (%) |
|--|-----------------------|------------|
| Gender | Men | 204 (40.8) |
| | Women | 296 (59.2) |
| Age (in years) | 17-24 | 446 (89.2) |
| | 25-32 | 54 (10.8) |
| Education of participants | BS | 316 (63.2) |
| | MSC | 114 (22.8) |
| | M.Phil/PhD | 60 (12) |
| Mother's occupation | Housewife | 403 (80.6) |
| | Working | 95 (19) |
| No. of siblings | 0 -7 | 471 (94.2) |
| | 8 -15 | 27 (5.4) |
| Participant's number among siblings | 1-5 | 463 (92.6) |
| | 6-10 | 34 (6.8) |
| Women observing pardah in family | Mother | 113 (22.6) |
| | Sisters | 20 (4.0) |
| | No one | 74 (14.8) |
| | Both mother & sisters | 291 (58.2) |
| Participant's knowledge about religion | Little | 44 (8.8) |
| | Moderate | 405 (81) |
| | High | 51 (10.2) |
| Performance of religious duties | Less | 41 (8.2) |
| | Moderate | 239 (47.8) |
| | High | 220 (44) |
| Female participants observing pardah | Yes | 198 (39.6) |
| | No | 96 (19.2) |
| Family system | Nuclear | 320 (64) |
| | Joint | 178 (35.6) |
| Father's education | Under-graduation | 163 (32.6) |
| | Graduation | 285 (57) |
| | Post-graduation | 29(5.8) |
| Mother's education | Under-graduation | 303 (60.6) |
| | Graduation | 170 (34) |
| | Post-graduation | 11 (2.2) |

Note. f= frequency, % = percentage

According to Table 9, (59.2%) were females while percentage of males were (40.8%). Majority of the participants fall in the age range of 17-24 (89.2%). Educational qualification of most of the participants were BS (63.2%). Furthermore, 50.2%

participants belonged from middle class and 80.6% of participants' mothers are housewives. Majority of the participants' sisters and mothers were observing pardah (58.2%). 81% participants have high knowledge about their religion. Moreover, 64% of the participants were living in nuclear family system.

Instruments

Following instruments were used in main study (For details of instruments, see Pilot Study)

1. Sexual Harassment Attribution Questionnaire
2. Rape Myth Scale
3. Scale for the Assessment of Sexual Double Standards among Youth.

Procedure

The procedure of carrying out this research was that the data was collected from 500 students studying in universities of Rawalpindi/Islamabad. Four universities from public and private sector were approached for data collection. Permission was first taken from institutional head and then data was collected from students of that university. Written consent was taken from all participants. All the participants were approached in their respective institutions and campuses. Participants were asked to fill the demographic sheet to get the basic information about them. They were also briefed about their rights as being participants and purpose of this research. They were also ensured that their information would only be used for research purpose. Each participant was instructed separately. All the participants were asked to read each item carefully and then respond within the given options. They were requested to not leave any item unanswered. During administration, any queries or questions by participants have been entertained urgently. In the end, participants were thanked for their cooperation and participation.

Results

To achieve the objectives of study and to test the hypotheses, following analysis were applied.

1. Confirmatory factor analysis on Rape Myths scale by using AMOS 22 version.
2. Cronbach alpha reliability to assess the internal consistency of scales.
3. Pearson Product Moment Correlations were applied to explore the relationship between study variables.
4. Mean differences were calculated using independent sample t-test and Analysis of Variance.
5. Regression analysis was also applied to explore the cause and effect relationship among variables.
6. Moderation analysis was applied to check the moderation.
7. Mediation analysis was applied to explore the mediation between variables.

Descriptives for the Study Variables

Skewness and kurtosis for variables have been calculated to test the normality of data. Standard deviation, mean, Cronbach's alpha reliability, Potential and Actual ranges of scales have been reported in Table 10. Potential range indicates the minimum and maximum score that can be achieved on a scale while Actual range shows the minimum and maximum score that is obtained in the present sample. Skewness indicates the normality of the data. If the values of skewness and kurtosis are less than -1 or greater than +1, then it falls in the acceptable range and distribution will be considered as reliable. If values achieved are less than -2 or greater than +2, then obtained values will be considered as reliable (Bulmer, 2012).

Table 10

Alpha reliabilities and Descriptive for Sexual Harassment, Rape Myth and Sexual Standards among Youth (N=500)

| Scales | No of items | α | M | SD | Range | | Skewness | Kurtosis |
|--------|-------------|----------|-------|-------|--------|-----------|----------|----------|
| | | | | | Actual | Potential | | |
| SHA | 15 | .76 | 20.28 | 4.30 | 15-45 | 15-45 | 1.94 | 6.61 |
| RMS | 12 | .72 | 41.63 | 7.91 | 15-60 | 12-60 | .04 | -.38 |
| SS | 19 | .83 | 58.98 | 15.03 | 22-107 | 19-114 | .06 | .01 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth.

To determine the reliability of scales being used in this research, reliability analysis as well as descriptive analysis was performed to determine mean, standard deviations, skewness and kurtosis of variables. According to Table 10, all scales have good reliability. The value of alpha for SHA is .76, for RMS is .72 while for SS is .83. The reliabilities of all scales have depicted good internal consistency among items of scales. The value of mean score of SHA lies at the lower end of actual and potential range while the mean value for RMS falls in the middle of actual and potential range. The mean score of SS falls in the middle of actual and potential ranges. This indicates that individuals have average belief on sexual double standards. The negative value of kurtosis indicates the high scores in distribution. The values of SD indicate the distance of response on items of scales from mean. All the values of kurtosis and skewness are within the range.

Correlation Analysis for Sexual Harassment Attribution, Belief on Rape Myths and Sexual Double Standards

To explore the correlation among variables, Pearson Correlation analysis was applied. The values indicate strength of correlation while sign shows the direction of correlation.

Table 11

Correlation between Sexual Harassment Attribution, Rape Myth and Sexual Standards among university student (n = 500) men students (n = 204) and women students (n = 296)

| Variables | Combined (N = 500) | | | Men (n = 204) | | | Women (n = 296) | | |
|-----------|-----------------------|--------|--------|------------------|--------|--------|--------------------|--------|--------|
| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| 1 SHA | - | -.32** | .16** | - | -.22** | .15** | - | -.34** | .21** |
| 2 RMS | | - | -.31** | | - | -.39** | | - | -.29** |
| 3 SS | | | - | | | | | | - |

Note. ** $p < 0.01$. SHA = Sexual Harassment Attribution RMS = Rape Myths Scale SS = Sexual Standards among Youth

According to Table 11, SHA is positively related with rape myth scale. The sign of this relationship is inverse because low score on rape myth scale indicate high beliefs on rape myths which will further lead to attribution on women for sexual harassment as individuals having high belief on rape myths would always blame women for sexual harassment and vice versa. The strength of this relationship is strongest among women students as compared to men students and overall mixed group. On the basis of this finding, hypothesis 1 is accepted because it stated that there is a positive relationship between rape myth acceptance and victim blaming. Furthermore, SHA has a significant positive relation with sexual double standards that is if individuals will endorse more

sexual double standards, they will also attribute responsibility of sexual harassment to women or it can be high score obtained on sexual harassment attribution scale indicates responsibility on women so positive relationship with sexual double standards means if there is high score on SHA, then there would be high score on SDS and vice versa as both are positively co-related. Again, the strength of this relationship is strongest among women students as compared to other groups. RMS has a positive significant relationship with Sexual double standards. The negative sign in this relationship indicates that low score on rape myth scale is indicative of high beliefs on rape myths and corresponding high endorsements of sexual double standards and vice versa. The strength of this relationship is highest among men students as compared to other groups. The strength of the Pearson's coefficient values can be interpreted according to Cohen's guidelines. According to these guidelines $\pm .10$ are considered weak, $\pm .30$ are considered moderate, while $\pm .50$ are considered strong (Hemphill, 2003).

Item Total Correlation of Sexual Harassment Attribution Scale

To establish the internal consistency of 15 items of scenario based Sexual Harassment attribution questionnaire, item total correlations were calculated. Significant item total correlations indicate that the internal consistency and reliabilities of items of this scale are promising.

Table 12

Item Total Correlations for the scenario based Sexual Harassment Attribution questionnaire (SHA) (N = 500)

| Item no. | <i>r</i> | Item no. | <i>R</i> |
|----------|----------|----------|----------|
| 1 | .22** | 2 | .47** |
| 3 | .45** | 4 | .39** |
| 5 | .46** | 6 | .33** |
| 7 | .46** | 8 | .55** |
| 9 | .55** | 10 | .51** |
| 11 | .43** | 12 | .45** |
| 13 | .57** | 14 | .59** |
| 15 | .54** | | |

Note. ** $p < .001$

The Sexual Harassment Attribution scale measures the overall responsibility of sexual harassment on boy, girl or both. The positive item to total correlation indicates the cohesiveness and unanimity among items and with the overall scale.

Item to total correlation was checked for SHA as EFA cannot be done for this scale due to nature of this scale. Sexual Harassment attribution scale is a scenario based questionnaire so exploratory factor analysis cannot be applied, because each item of SHA is based on a unique scenario.

Confirmatory factor Analysis of Rape Myths Scale

The factorial structure of the Rape Myths scale was assessed using AMOS 22 version. Standardized regression weights were calculated and reported in Table 13. All the sample characteristics were similar to those reported in pilot study. Confirmatory factor analysis was only done on Rape Myths scale as its factor structure was never confirmed before in Pakistan.

Procedure. Confirmatory Factor Analysis (CFA) has been carried out with maximum likelihood estimation method. Different indices that were used as indicators to evaluate model fit are Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Incremental fit Index (IFI) and Root Mean Square Error of Approximation (RMSEA). The criteria of good fit is that comparative fit index (CFI), Incremental Fit Index (IFI) and Goodness of Fit (GFI) should exceed .90 while Root Mean Square Error of Approximation (RMSEA) must be less than .06 (Schreiber et al., 2006).

Root Mean Square Error of Approximation (RMSEA) represents the extent to which a model can fit well with population. As it is population based index, so sample size is not important for it but it pays a lot of importance to the number of model parameters (Brown, 2006). The chi-square measure whether the model exactly holds on with the population or not (Brown, 2006). It is possible and highly desirable to obtain non-significant χ^2 and easily influenced by sample size. It is suggested that if sample size is greater than 200, then decision must not be made on the basis of Chi-square (Sharma, Mukherjee, Kumar & Dillon, 2006). In case of sample size greater than 300

then factor loading of .28 obtained for an item falls in an acceptable range (Berger, 2002).

Covariance between the errors of items was applied but it was made sure that minimum numbers of errors were applied to achieve the model fit. It was also carefully considered that all covariance have strong theoretical and logical grounds. It was assumed that a scale having multiple items measuring a construct can be influenced by the response on other items. The reasons for this influence could be content of item or placement of item in scale etc.

Table 13

Factor loadings (standardized regression weights) for RMS (N=500)

| Items No. | Factor loadings | Items No. | Factor loadings |
|-----------|-----------------|-----------|-----------------|
| 1 | .54 | 7 | .63 |
| 2 | .47 | 8 | .33 |
| 3 | .43 | 9 | .36 |
| 4 | .30 | 10 | .27 |
| 5 | .44 | 11 | .39 |
| 6 | .39 | 12 | .49 |

Note. RMS = Rape Myths Scale

Table 13 indicates that all factor loadings of items on RMS are above .25 that confirms the uni-dimensionality of the scale. It is recommended that items having factor loading less than .25 or in minus must be deleted (Yong & Pearce, 2013).

Table 14

CFA of Rape Myths Scale (N = 500)

| | χ^2 | df | p | CMIN/df | IFI | CFI | TLI | RMSEA | RMR | $\Delta\chi^2$ | Δdf |
|---------|----------|----|-----|---------|-----|-----|-----|-------|-----|----------------|-------------|
| Model 1 | 217.700 | 54 | .00 | 4.03 | .78 | .77 | .67 | .07 | .07 | | |
| Model 2 | 122.315 | 50 | .00 | 2.44 | .91 | .90 | .90 | .05 | .08 | 95.385 | 4 |

Note. M1 = Default model without error covariance

M2 = Model with error covariance

Table 14 represents the CFA for Rape Myths scale. As shown in the table, all the indices are in acceptable range showing the model fit for the present sample.

Graphical representation of CFA of RMS. The graphical representation of CFA of RMS is as follows.

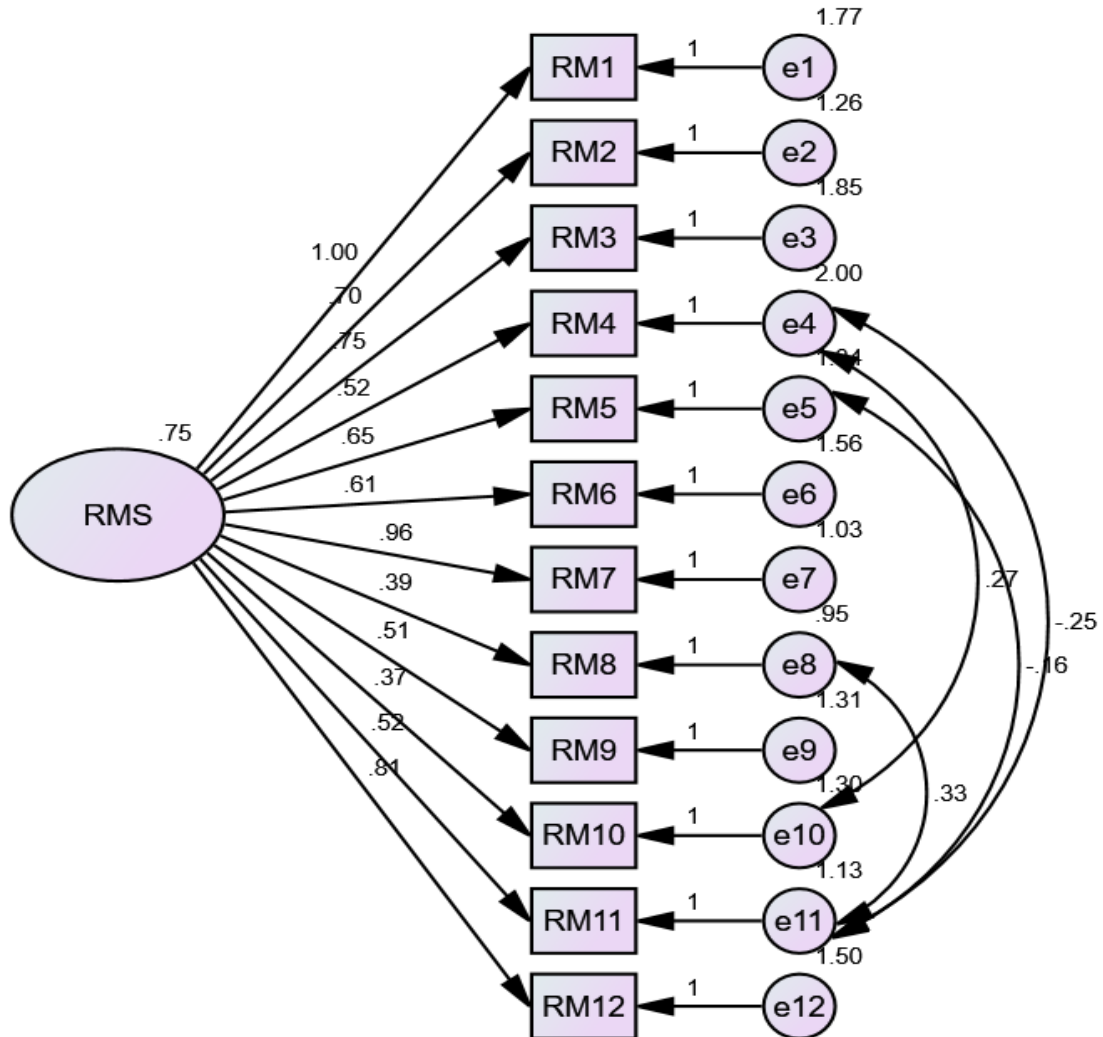


Figure 4: CFA of Rape Myths Scale

The model that is obtained after applying CFA indicated excellent fit to the present data with values of $\chi^2 = 122.315$, CFI = .90, IFI = .91, RMSEA = .05 and RMR = .08. All the items were compared with the criteria of factor loading $> .3$ (Field, 2009).

The obtained factor loadings have indicated that all of them fall in an acceptable range that is .27 to .63. The value of CMIN/df also falls in an acceptable range (CMIN/df = 2.44).

Confirmatory factor Analysis (CFA) of Scale for Assessment of Sexual Standards among Youth

The factorial structure of the scale for Assessment of Sexual Standards among youth was assessed using AMOS 22 version. Standardized regression weights were calculated and reported in Table 15. All the sample characteristics were similar to those reported in pilot study. The same procedure that is mentioned above is used for carrying out the CFA of this scale.

Table 15

Factor loadings (standardized regression weights) for SS (N = 500)

| Items No. | Factor loadings | Items No. | Factor loadings |
|-----------|-----------------|-----------|-----------------|
| 1 | .40 | 11 | .45 |
| 2 | .29 | 12 | .51 |
| 3 | .52 | 13 | .36 |
| 4 | .42 | 14 | .52 |
| 5 | .47 | 15 | .50 |
| 6 | .47 | 16 | .39 |
| 7 | .39 | 17 | .44 |
| 8 | .53 | 18 | .51 |
| 9 | .58 | 19 | .45 |
| 10 | .38 | | |

Note. SS = Assessment for Sexual Standards among Youth.

Table 15 indicates that all factor loadings of items on SS are above .25 that confirms the uni-dimensionality of the scale. It is recommended that items having factor loading less than .25 or in minus must be deleted (Yong & Pearce, 2013).

Table 16*CFA of Assessment for Sexual Standards among Youth (N = 500)*

| | χ^2 | <i>Df</i> | <i>p</i> | <i>CMIN/df</i> | <i>IFI</i> | <i>CFI</i> | <i>TLI</i> | <i>RMSEA</i> | <i>RMR</i> | $\Delta\chi^2$ | Δdf |
|---------|----------|-----------|----------|----------------|------------|------------|------------|--------------|------------|----------------|-------------|
| Model 1 | 527.716 | 152 | .00 | 3.47 | .78 | .78 | .76 | .07 | .52 | | |
| Model 2 | 313.680 | 140 | .00 | 2.24 | .90 | .90 | .87 | .05 | .12 | 214.036 | 12 |

Note. *M1* = Default model without error covariance

M2 = Model with error covariance

Table 16 represents the CFA for Assessment for Sexual Standards among Youth. As shown in the table, all the indices are in acceptable range showing the model fit for the present sample. The graphical representation of CFA of SS is on next page.

Graphical representation of CFA of SS. The graphical representation of CFA of SS is as follows.

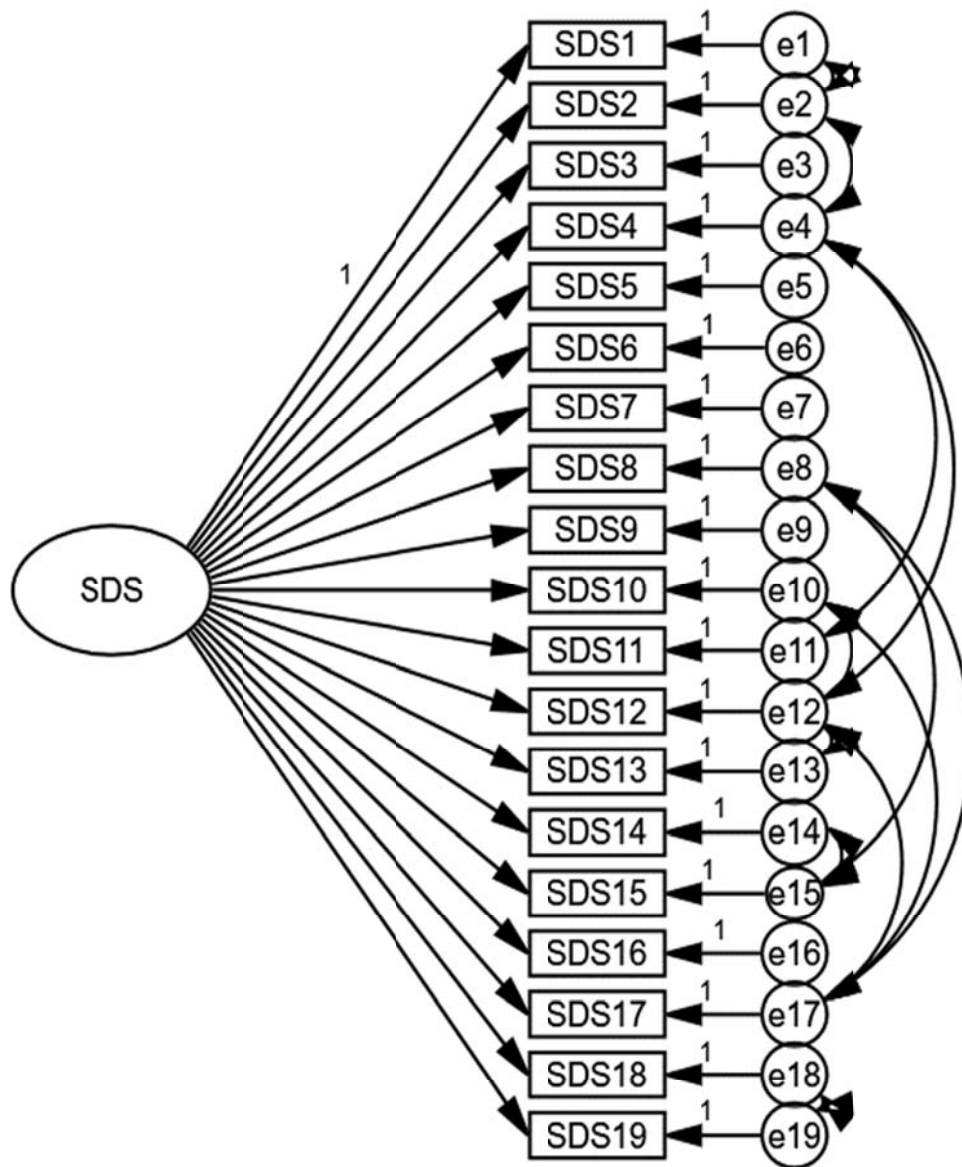


Figure 5: CFA of Assessment for Sexual Standards among Youth scale

The model that is obtained after applying CFA indicated excellent fit to the present data with values of $\chi^2 = 214.036$, CFI = .90, IFI = .90, RMSEA = .05 and RMR

= .12. All the items were compared with the criteria of factor loading $> .3$ (Field, 2009). The obtained factor loadings have indicated that all of them fall in an acceptable range that is .29 to .58. The value of CMIN/ df also falls in an acceptable range (CMIN/ df = 2.24).

Demographic Differences in all Variables of the Study

The relationship of demographic variables such as gender, age, and educational qualification etc. with study variables have been explored by applying t-test and ANOVA. Analysis of variance was applied when there were more than two categories of variable.

Gender differences across the study variables. Independent sample t-test was performed to find the gender differences across the study variables. Table 17 contains the mean differences between men and women with Sexual Harassment Attribution, Beliefs on Rape Myths and Sexual Double Standards.

Table 17

Gender Differences between men (n = 204) and women (n = 296) on Sexual Harassment Attribution, Rape Myth and Sexual Double Standards among Youth (N = 500)

| Variable | Gender | | | | <i>t</i> | <i>p</i> | 95% CI | | Cohen's |
|----------|-------------------|-----------|-------------------|-----------|----------|----------|-----------|-----------|----------|
| | Men | | Women | | | | <i>LL</i> | <i>UL</i> | <i>d</i> |
| | (<i>n</i> = 204) | | (<i>n</i> = 296) | | | | | | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | | |
| SHA | 21.50 | 5.40 | 19.44 | 3.07 | 4.92 | .00 | 1.23 | 2.88 | .47 |
| RMS | 38.58 | 7.60 | 43.71 | 7.42 | -7.52 | .00 | -6.47 | -3.79 | .68 |
| SS | 58.74 | 15.17 | 59.15 | 14.89 | -.303 | .76 | -3.09 | 2.26 | .03 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth; CL = Confidence intervals; LL= Lower limit; UL= Upper limit

Table 17 indicates that there is significant difference between mean scores of men and women university students for Sexual Harassment Attribution and values show that men students have high mean scores indicating men students have given more responsibility to women for sexual harassment. So, on the basis of this finding,

hypothesis 2 that is “Women are held more responsible for sexual harassment as compared to males” is supported. Furthermore, the values also depict that there is significant difference between mean scores of men and women university students for belief on rape myths. Findings indicate that men students have high belief on rape myths as compared to women students because the mean score of men students are low on this scale which is indicative of high belief on rape myths. Here hypothesis no. 3, “Men will have high belief on rape myths than women” is supported by present findings.. For sexual double standards, there is nonsignificant difference between mean scores of men and women university students thus both genders have exhibited same level of sexual double standards. Thus hypothesis no 4, “Men will endorse more sexual double standards than women” is not supported.

Mean differences for Age on Study Variables

To find out the differences for age with study variables, t-test was applied.

Table 18

Mean Differences of Young adults (n = 446) and adults (n = 54) with Sexual Harassment Attribution, Rape Myth and Sexual Double Standards among Youth (N = 500)

| Variable | Age (in years) | | | | <i>t</i> | <i>p</i> | 95% CI | | Cohen's <i>d</i> |
|----------|-----------------------------------|-----------|-----------------------------|-----------|----------|----------|-----------|-----------|------------------|
| | Young adults (<i>n</i> = 289) | | Adults (<i>n</i> = 211) | | | | | | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| SHA | 20.24 | 4.22 | 20.61 | 4.90 | -.58 | .55 | -1.58 | .85 | .08 |
| RMS | 41.58 | 7.85 | 41.88 | 8.38 | -.26 | .79 | -2.53 | 1.94 | .03 |
| SS | 59.92 | 14.80 | 51.29 | 14.48 | 4.05 | .00 | 4.44 | 12.80 | .58 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth.

Table 18 indicates that there is non-significant difference between mean scores of young adults (17-24) and adults (25-32) for Sexual Harassment Attribution. Furthermore, the values also indicate that there is non-significant difference between mean scores of young adults and adults for belief on rape myths. For sexual double standards, there is significant difference between mean scores of young adults and adults. Values indicate that young adults endorse more sexual double standards than

adults. Thus our hypothesis no. 5 is supported by findings which state that “Young adults (17-24) are likely to endorse more sexual double standards than adults (25-32)”.

Mean Differences for Family system on Study Variables

To explore the mean differences for family system having two categories i.e. Nuclear and Joint family system with study variables, t-test was applied by using SPSS software.

Table 19

Mean differences of Nuclear (n = 320) and Joint (n = 178) with Sexual Harassment Attribution, belief on Rape Myths and Sexual Double Standards among University students (N = 500)

| Variable | Family system | | | | <i>t</i> (500) | <i>p</i> | 95% CI | | Cohen's <i>d</i> |
|----------|------------------------------|-----------|----------------------------|-----------|----------------|----------|-----------|-----------|------------------|
| | Nuclear (<i>n</i> = 320) | | Joint (<i>n</i> = 178) | | | | | | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | <i>LL</i> | <i>UL</i> | |
| SHA | 19.90 | 3.71 | 20.97 | 5.13 | -2.44 | .01 | -1.92 | -.217 | .24 |
| RMS | 42.38 | 7.74 | 40.35 | 8.03 | 2.75 | .00 | .579 | 3.46 | .25 |
| SS | 59.13 | 14.37 | 58.54 | 16.06 | .40 | .68 | -2.25 | 3.43 | .03 |

Note. SHA = Sexual Harassment Attribution Questionnaire; RMS = Rape Myth Scale; SS = Scale for Assessment of Sexual Standards among Youth.

According to Table 19, there is significant difference between mean scores of participants living in nuclear and joint family system for sexual harassment attribution. The values indicate that participants living in joint system will attribute responsibility of sexual harassment on females. Furthermore, the values also indicate that there is significant difference between mean scores of individuals living in nuclear and joint family system for belief on rape myths. Findings demonstrate that participants in joint family system would have high belief on rape myths as their mean score is low. This supports hypothesis no. 6, which states that “Individuals living in joint families have high beliefs on rape myths than those living in nuclear family system”. For sexual double standards, there is non-significant difference between mean scores of participants

living in nuclear and joint family system. Thus individuals living in both systems have same level of sexual double standards.

Mean differences for Educational levels with Study Variables

To find out the mean differences for the educational levels (FSC, BS, MSC, M-Phil and PHD) with study variables, Analysis of Variance (ANOVA) was applied to get the results.

Table 20

Mean differences on Educational levels for study variables (N = 500)

| Variables | Education levels | | | | | | <i>F</i> | <i>η</i> ² |
|-----------|------------------|-----------|------------------|-----------|-----------------|-----------|----------|-----------------------|
| | BS | | MSC | | M.Phil/PhD | | | |
| | <i>(n = 316)</i> | | <i>(n = 114)</i> | | <i>(n = 60)</i> | | | |
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | |
| SHA | 20.22 | 4.00 | 20.13 | 4.23 | 20.31 | 4.94 | .04 | .00 |
| RMS | 41.42 | 7.97 | 41.41 | 7.61 | 43.13 | 7.96 | 1.24 | .00 |
| SS | 60.59 | 14.77 | 59.29 | 13.73 | 50.75 | 15.54 | 11.41** | .04 |

Note. ** $p < .01$; RMS= Rape Myths scale; SHA= Sexual Harassment Attribution; SS= Assessment of Sexual Double Standards among Youth

According to Table 20, the educational qualification of participants were divided into three categories that are BS, MSC, M-Phil/PhD. Results indicate that mean differences among educational levels of participants with SHA and RMS are non-significant while the mean differences of educational levels with SS is significant and it indicates BS students have high sexual double standards than MSC, M.Phil/PhD students as their mean score is high.

Table 21

Post Hoc of Sexual Double Standards with levels of educational qualification of participants (BS, MSC, M-Phil/PhD) (N = 500)

| Variable | Education qualification (i) | Education qualification (j) | Mean difference (i-j) | p | 95% CL LL | UL |
|----------|-----------------------------|-----------------------------|-----------------------|-----|--------------|-------|
| SS | BS | MSC | 1.29 | .00 | -2.54 | 5.13 |
| | | M.Phil./PhD | 9.84* | | 4.88 | 14.79 |
| | MSC | BS | -1.29 | .00 | -5.13 | 2.54 |
| | | M.Phil./PhD | 8.54* | | 2.93 | 14.15 |
| | M.Phil./PhD | BS | -9.84* | .00 | -14.79 | -4.88 |
| | | MSC | -8.54* | .00 | -14.15 | -2.93 |

Note. **p < 0.01 SS= Assessment of Sexual Standards among Youth

Table 21 indicates that there is significant mean difference between BS and M.Phil. students. Results have indicated that younger students that are of BS have high sexual double standards due to high scores as compared to older students that are MSC and M.Phil./PhD students. Furthermore MSC students have also high sexual double standards than M.Phil./PhD students as their mean difference was also found to be significant and also their scores were higher but less than BS. So, the findings indicate that BS students (younger students) largely endorse sexual double standards, then MSC students and they are least followed by M.Phil./PhD students. Bonferroni's procedure was applied in Post hoc as it is used when there is small number of comparisons and has more power.

Mean differences of Levels of Performance of Religious duties with Study Variables

To investigate the mean differences of extent of performance of religious duties (little, moderate, high) with study variables, Analysis of Variance (ANOVA) was applied by using SPSS 22.

Table 22

Mean differences of levels of performance of religious duties (less, moderate, high) with study variables among university students (N = 500)

| Variables | Levels of performance of religious duties | | | <i>F</i> | <i>p</i> |
|-----------|---|---------------------|-----------------|----------|----------|
| | Little (n=41) | Moderate (n=239) | High (n=220) | | |
| | M(SD) | M(SD) | M(SD) | | |
| RMS | 41.02(7.82) | 42.09(7.76) | 41.21(8.07) | .83 | .43 |
| SHA | 22.41(5.61) | 19.92(4.11) | 20.28(4.11) | 6.01 | .00 |
| SS | 59.29(16.47) | 57.74(14.96) | 60.28(14.66) | 1.65 | .19 |

Note. $**p < 0.01$ RMS= Rape Myths Scale; SHA= Sexual Harassment Attribution; SS= Assessment of Sexual Double standards among Youth

Results of Analysis of Variance of extent of religious duties performed by participants with study variables are presented in Table 22. The findings indicate non-significant differences between mean scores of RMS and SS with levels of performance of religious duties. But the mean difference of mean score of SHA with levels of performance of religious duties is found to be significant. It showed that participants who perform less religious duties will attribute women for sexual harassment as their mean score is higher and higher score on this scale is indicative of attribution to women for sexual harassment.

Table 23

Post Hoc Comparison of Sexual Harassment Attribution with levels of performance of religious duties (little, moderate, high) (N = 500)

| Variables | Performance of religious practices (i) | Performance of religious practices (j) | Mean difference (i-j) | p | 95% CL | |
|-----------|--|--|-----------------------|-----|--------|------|
| | | | | | LL | UL |
| SHA | Less | Moderate | 2.49* | .00 | .77 | 4.22 |
| | | High | 2.13* | .01 | .39 | 3.86 |
| | Moderate | Little | -2.49* | .00 | -4.22 | -.77 |
| | | High | -.36 | | -1.32 | .59 |
| | High | Little | -2.12* | .01 | -3.87 | -.39 |
| | | moderate | .36 | | -.59 | 1.32 |

Note. *p < 0.01, SHA= Sexual Harassment Attribution

Table 23 shows that participants who practice very less amount of religious duties attribute more responsibility to women for sexual harassment as compared to those whose performance is moderate. Their scores were also higher than those whose performance of religious duties is high. Overall the findings of this table indicate that participants who practice very little amount of religious duties attribute more responsibility to women for cases of sexual harassment, then on second number those participants whose performance of religious duties is high also attribute responsibility to females but less than those who perform less religious duties. Participants who perform moderate amount of religious duties are not likely to attribute responsibility of sexual harassment on females.

Multiple Regression Analysis for Study Variables

To explore the role of predictors that are rape myths and sexual double standards, Multiple regression analysis was applied. Stepwise method was applied. Sexual harassment attribution was taken as dependent variable as attribution affects on the basis of belief on rape myths and sexual double standards.

Table 24

Summary of Stepwise Multiple Regression Analysis for determining prediction of beliefs on Rape Myths and Sexual Double standards on Sexual Harassment Attribution (N = 500)

| Predictors | R^2 | ΔR^2 | β | p | $F(df)$ |
|-------------------------|-------|--------------|---------|-----|--------------|
| Step 1 | | | | | 64.88**(480) |
| Constant | .34 | .12 | | | |
| Rape myth | | | -.35 | .00 | |
| Step 2 | | | | | 35.26**(479) |
| Constant | .36 | .13 | | | |
| Rape myth | | | -.31 | .00 | |
| Sexual double standards | | | .10 | .02 | |

Note. B = slope, S.E = Standard error, Standardized β = Standardized beta, CL = Confidence interval

The values in the above Table 24 show that beliefs on rape myths and sexual double standards are found to be significant predictors of sexual harassment attribution. This is demonstrated by the value of R^2 for both variables. In first model, beliefs on rape myths is contributing 12% variation in sexual harassment attribution where as in second model, both beliefs on rape myths as well as sexual double standards are accounting 13% variation in sexual harassment attribution. The belief on rape myth has a highest beta value ($\beta = -.35$, $p < .001$) although it is negative (the sign indicates the direction of relationship with sexual harassment attribution) that is the low score on rape myth scale is indicative of high belief on rape myths so it means corresponding high sexual harassment attribution on women. In the second step again, the beta value for rape myths indicates it is stronger predictor than sexual double standards ($\beta = .31$, $p < .001$) for sexual harassment attribution. Hypothesis no 7 that is “Belief on rape myths and sexual double standards lead to attribution of sexual harassment on women”.

Moderation Analysis of Age with Sexual double standards and Sexual Harassment attribution

To explore the moderating effect of age on relationship between sexual double standards and sexual harassment attribution, moderation analysis was applied using the Hayes Model 1 for moderation.

Table 25

Moderating Effect of Age on the Relation between Sexual double standards and Sexual Harassment Attribution (N = 500)

| Predictor | B | Sexual Harassment Attribution | |
|-------------------------------|---------|-------------------------------|-------|
| | | 95% CL | |
| | | LL | UL |
| Constant | 8.31*** | 3.02 | 13.60 |
| Sexual double standards | .204*** | .10 | .29 |
| Age | 8.10* | 3.62 | 12.57 |
| Sexual double standards x Age | -.14* | -.22 | -.05 |
| R^2 | .05 | | |
| F | 8.88 | | |
| ΔR^2 | .02 | | |
| ΔF | 11.10 | | |

Note. CL = confidence Interval; LL = Lower Limit; UL = Upper Limit

*** $p < .001$ * $p < .05$

Table 25 illustrates the moderating effect of age on the relationship between sexual double standards and sexual harassment attribution. The interaction term of sexual double standards and age significantly $-.14$ ($p < .05$) moderates the relationship between sexual double standards and sexual harassment attribution. The moderation effect is further explained by a mod graph in figure 5. The current finding supports the hypothesis no 8 that was “Age moderates the relationship between sexual harassment attribution and sexual double standards”.

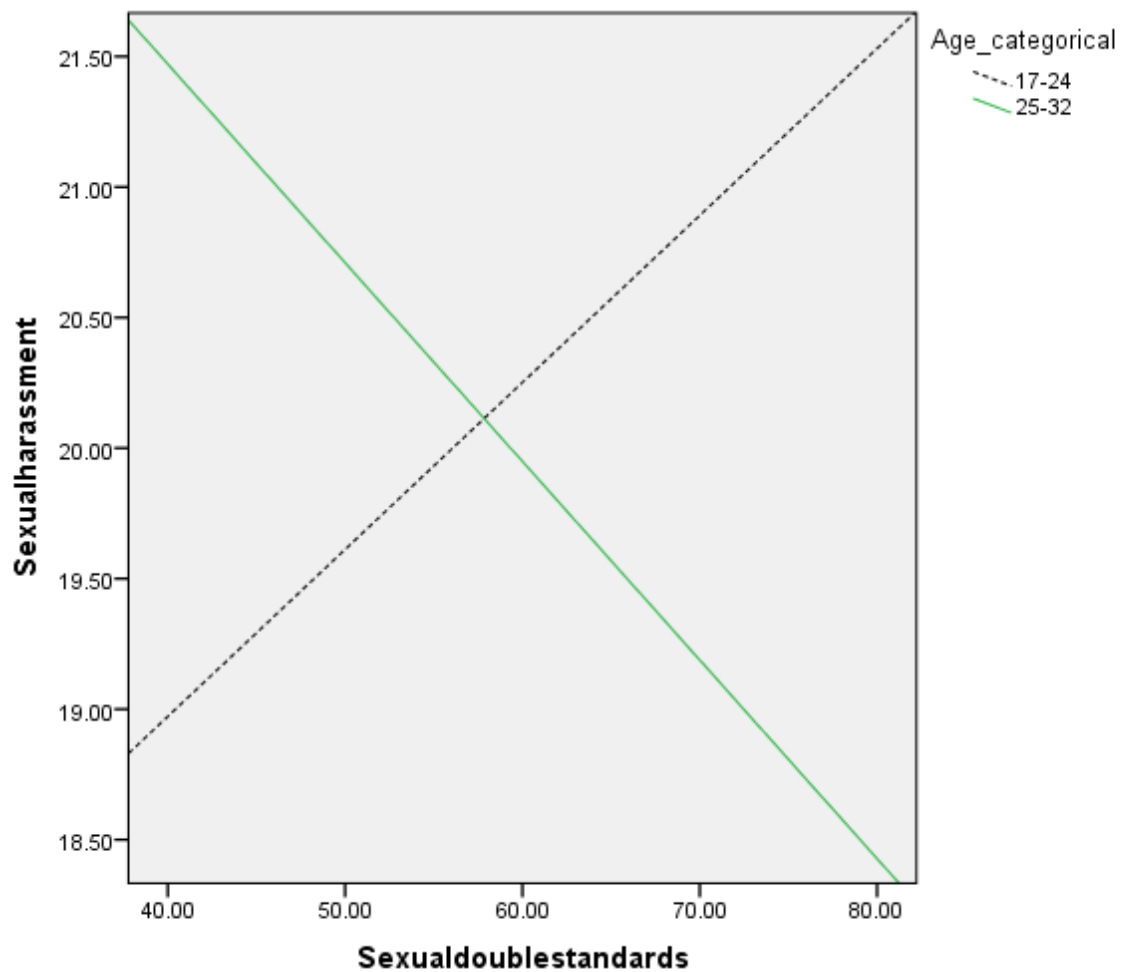


Figure 6. Graphical Representation for Moderating Role of Age in the Relationship between Sexual Double Standards and Sexual Harassment Attribution

The mod graph in figure 6 shows moderation effect of age in the relationship between sexual double standards and sexual harassment attribution.. In the above mod graph participants of age group (17-24) are represented by dotted line and 25-32 by straight line. It can be seen that young adults have high sexual double standards so does high sexual harassment attribution for women. As the age is increasing, sexual double standards are decreasing as represented by straight line. According to this graph, sexual double standards have positive relationship with sexual harassment attribution and age significantly moderates the relationship between these two variables.

Rape Myth as Mediator between Sexual Double standards and Sexual Harassment Attribution

Mediation analysis was applied to investigate the role of belief on rape myths as mediator between the relationship of sexual double standards and sexual harassment attribution.

Table 26

Mediation by Belief on rape myths in the Relationship between Sexual Double standards and Sexual Harassment Attribution (N = 500)

| Predictor | Sexual Harassment Attribution | | | |
|--------------|-------------------------------|----------|-----------|-----------|
| | Model 1 | Model 2 | 95% CI | |
| | <i>B</i> | <i>B</i> | <i>LL</i> | <i>UL</i> |
| Constant | 83.6 | 25.8*** | 76.94 | 90.38 |
| SS | -.16** | -.17*** | -.20 | -.11 |
| Rape myths | | -.16*** | -.20 | -.12 |
| R^2 | .10 | .02 | | |
| ΔR^2 | | .08 | | |
| F | 53.9*** | 29.5*** | | |
| ΔF | | 24.4 | | |

Note. SS = Sexual double standards CL = Confidence Interval; LL = Lower Limit; UL = Upper Limit

*** $p < .001$, ** $p < .01$

Table 26 is showing that belief on rape myth mediates the relationship between sexual double standards and sexual harassment attribution. Indirect effect appeared to be significant ($B = -.16$, 95% CL = $-.20$, $-.12$) and explained 8% variance in sexual harassment attribution. Indirect effect was further confirmed by Sobel statistic and showed significant mediation ($Sobel\ z = -1.52$, $p < .05$). The current finding supports hypothesis no 9 that was “Rape myths mediate the relationship between sexual double standards and sexual harassment attribution”.

Chapter V

Discussion

The objective of the main study was to explore the gender differences among study variables that are attribution of responsibility for sexual harassment, belief on rape myths and sexual double standards. Further, it aimed to investigate the effect of belief on rape myths and sexual double standards on attribution of responsibility for sexual harassment. Moreover, it also aimed to explore the demographic differences with study variables. The main study was based on a cross-sectional research design whereas the design of overall study was mixed method as it has employed both quantitative and qualitative aspects. Sexual harassment attribution scale (Kamal, 1990) was used for measuring attribution for sexual harassment. Belief on rape myths was measured through Rape myths scale (Ahmad & Kamal, 1999). Further, scale for the assessment of sexual standards among youth (Emmerink et al., 2016) was used for measuring sexual double standards. The reliabilities of all scales were found to fall in an acceptable range and were found to be reliable.

Structural Validation of Instruments

Exploratory factor analysis (EFA) was applied to explore the factor structure of Rape myths scale (RMS) and Assessment of sexual standards among youth scale (SS). Promax rotation method was used. It was performed on sample of 275 university students. EFA for both instruments have demonstrated that both have single meaningful factor and are unidimensional. Also, all the factor loadings for both scales were found to be in an acceptable range (See Table 4 & 5).

EFA cannot be applied on Sexual Harassment questionnaire as it is a scenario based instrument. Each item differs from other item and based on a unique scenario so EFA cannot be applied on such instrument (Matsunaga, 2010).

Confirmatory factor analysis (CFA) was performed for the validation of instruments used in this research. The purpose of carrying out CFA was to validate these instruments on Pakistani population. The criteria that was followed to check the model

fit was $IFI > .90$, $CFI > .90$, $TLI > .90$, $RMSEA < .06$ (Browne & Cudeck, 1993). The sample size for CFA was 500 university students. On both instruments RMS and SS, error covariances were applied to achieve model fit. After application of error covariances, factor loadings for both instruments were also checked and found that all loadings were in an acceptable range that is $> .3$.

Relationship of Demographic with study variables

T-test and ANOVA were applied to find mean differences of demographic variables (age, gender, education etc) among study variables.

Correlation Analysis. It was hypothesized that there is a relationship between rape myth acceptance and women victim blaming. Results of current study also suggest that men endorse rape myths and hence put all blame on women for rape (see Table 11). Our hypothesis 1 is accepted by this finding. The correlation and t-value indicate that men approve rape myths and put all the responsibility on women for rape. Low mean scores obtained by men demonstrate the high belief on rape myths. Low scores obtained on rape myths scale is indicative of high belief on rape myths. Also, the negative value of correlation between belief on rape myths and sexual harassment attribution is indicative of rape myth acceptance and women victim blaming. As low scores on rape myth scale mean high belief on myths related and the negative sign is indication of obtaining low score (high belief on rape myths) on rape myths scale. Literature also supports this finding as it has been quoted in different researches that rape myth acceptance is closely linked with women victim blaming. Individuals who approve myths related to rape always blame women and consider that rape happened due to fault of women (Grubb & Turner, 2012; Peterson & Muehlenhard, 2004). The findings of qualitative research also showed that some of the men participants were of the view that women's provocative dressing, her attitude and gestures calls men to rape her. In Pakistan, it is very common that people especially men always blame women because they think that women are the ones who provoke men to rape them.

Mean differences on Gender. It was hypothesized that women are given more responsibility for sexual harassment and the analysis of the present study also revealed that men attribute more responsibility to women for sexual harassment (see Table 17). Thus, hypothesis 2 is supported by current finding. The higher mean scores of men

indicated that they have given more responsibility to women for sexual harassment. The current research findings can be supported by previous research which state that mostly women are victims and men are perpetrators in such cases (Corr & Jackson, 2001). Another research has also demonstrated similar findings stating that women and minorities are likely to be victimized in sexual harassment cases. Men victimize women because they think we are more powerful and dominant than women (Cortina & Berdahl, 2008). Some of the men participants of qualitative research shared that both are responsible and in some cases women are also responsible for it. According to them, sometimes dressing and attitudes of women invite men to harass or tease them. Pakistani society is patriarchal in nature so it is quite obvious that men will blame women in such cases and also indulge themselves in such activities like rape and sexual harassment to show their power (Sadrudin, 2013).

Secondly, it was hypothesized that men endorse rape myths more as compared to women. Findings of the present research have also demonstrated that men students follow and approve rape myths as compared to women students. The low mean scores of men are indicative of their high belief on rape myths (see Table 17) as low scores on rape myths scale mean high belief on myths related to rape. This finding supports hypothesis 3 that states that “Men are more likely to accept rape myths than women”. Previous researches in similar area also report that individuals who are follower of traditional gender roles are likely to approve rape myths. Pakistani men were found to be follower of conventional gender roles and also have high belief on rape myths (Ahmad & Kamal, 2000). Another research has also showed that people who highly accept rape myths are likely to blame victims (women) and high rate of rape myth acceptance is found in men (Frese, Moya, & Megias, 2004). In Pakistan, individuals are socialized and trained to become follower of traditional gender roles. Men are trained to be powerful and dominant and considered acceptable if he rapes woman because he is a man, he can do anything. Whereas women are trained to be submissive and passive and taught that good or pious women respect their men and never question anything. That is why women in Pakistan are easily victimized and targeted for such activities. A Pakistani research demonstrates that men believe on rape myths and also blame women for rape as

they know that they can be easily victimized and they will remain silent and won't report it to police or even to their family members (Avais, Chandio, & Brohi, 2014).

Moreover, it was hypothesized that men endorse more sexual double standards as compared to women but finding of current research has demonstrated that there is no difference between endorsement of sexual double standards by men and women as mean scores of both genders are almost same and also it is insignificant (see Table 17). Thus, our hypothesis 4 is not supported by current finding. One of the possible reasons of obtaining this result could be social desirability factor. It is possible that due to social desirability, men have not reported their honest opinion. Previous literature also indicates that individuals have tendency to portray their favorable image on questionnaires which is known as social desirability (Mortel, 2008). Other reason could be that as sample was collected from educated individuals that were men and women students so there is possibility that both of them have same sexual double standards as both genders are studying and have almost exposure to similar environments.

Mean differences on Age. It was hypothesized that younger adults (17-24) have high sexual double standards as compared to adults (25-32). Analysis of the present study also indicated that young adults (17-24 years) approve more sexual double standards than older students (see Table 18). The current finding led to acceptance of hypothesis V. Past literature also suggests that young individuals especially teens are more involved in sex related activities thus they show more approval towards sexual double standards. They think that it is okay to date more than one person at a same time in this age (Lai & Hynie, 2011). Research has also demonstrated that teens are likely to involve themselves earlier in sexual relationships which actually indicates the approval of sexual double standards among them and the teens who approve sexual double standards at high rate are likely to develop into individuals who would be less emotional and less expressive (Vanwesenbeeck, 2011). One of the possible reasons of obtaining this finding could be that young students are living a care-free life and they have limited exposure at this age so they involve themselves in dating and other sex related activities just for fun and pleasure. But, as they grow they become mature and develop a more thorough understanding about morals, right and wrong and their culture. So, that is why

it can be said that young adults are likely to have more approval towards sexual double standards than older students.

Mean differences on Family System. Moreover, it was hypothesized that individuals belonging from joint family systems have high belief on rape myths as compared to those who belong from nuclear family systems. The results obtained from the present study indicate similar results. The lower mean score on rape myths scale for participants from joint family system is indicative of their high belief on rape myths (see Table 19). Previous literature on rape myths also revealed that in Asian societies, joint family system is commonly prevalent where traditional gender roles are more frequently followed. In these families it is believed that pious women are those who follow the proper dress code according to their culture, is passive and expected to remain silent on much matters. If the woman from such family systems (joint, collectivistic culture) breaks these established norms, she is considered as dirty or promiscuous woman and all the blame in cases of rape is put on woman. These families follow traditional gender roles thus have more approval towards rape myths (Mittal, Singh & Verma, 2017). In Pakistan, similar trend is also observed as culture of Pakistan is collectivistic and people prefer to live in joint family system that is with their elders. And elders of family are largely follower of traditional gender roles that indicates more restrictions on women and more freedom and power given to men. So if anything bad happens with women of such families, elders always blame women and think that it is their fault that is why they got raped or harassed. Participants of focus group discussion have also shared that in our society, men are given higher position than women and he is allowed to do anything with woman as he is man. So, if rape or anything negative like teasing, sexual assault or harassment occurs with women it is always considered as fault of women because society thinks that it is women's duty to protect herself and if she is not able to protect herself then it is her fault rather than the men who have harassed or raped her.

Further, the study also revealed that individuals performing less religious duties would attribute more responsibility on women for sexual harassment. As the mean score was high for individuals performing little religious duties for sexual harassment attribution, it means they will assign more responsibility on women. Non-significant differences were found for levels of religious duties (less, moderate, high) for belief on

rape myths and sexual double standards. Previous literature on religiosity focusing on religious practices and knowledge has showed the similar findings. It has also highlighted that individuals with less religious knowledge and practices blame victims (women) in cases of rape and sexual harassment (Diehl, Koenig, & Ruckdeschel, 2009)

Moderating role of Age between Sexual Double standards and Sexual Harassment Attribution. The study also found the moderating effect of age for the relationship between sexual double standards and sexual harassment attribution. This effect was stronger for young adults (17-24) than adults (25-32) (see Table 25 & Figure 5). Hypothesis no. 8 is accepted on the basis of current finding that also states that age moderates the relationship between sexual double standards and sexual harassment attribution. Soller and Hynie (2017) also hypothesized that age acts as a moderating variable for sexual double standards and sexual harassment. It is true as it is proved in the present study that young adults have high sexual double standards due to less knowledge and exposure. As age increases, they become more mature and critical hence having low sexual double standards that mean corresponding less amount of sexual harassment attribution on women (victims).

Rape Myths as mediator between Sexual Double standards and Sexual Harassment Attribution. Ninth hypothesis of the present study was “Rape myths mediate the relationship between sexual double standards and sexual harassment attribution” which was confirmed by the results (see Table 26). Results showed that rape myths mediate the relationship among sexual harassment attribution and sexual double standards. The significant indirect effect of rape myths was found. Literature also suggests that rape myths mediate the relationship between sexual double standards and sexual harassment (Zois, Moler & Brown, 2015). All these variables are inter-linked. Rape myths, sexual double standards and sexual harassment are all related. The relationship of sexual double standards and sexual harassment strengthens in the presence of rape myths. One of the possible reasons for obtaining this result can be if sexual double standards are high then individuals are likely to attribute victims as responsible for sexual harassment while it is highly likely that individuals having high sexual double standards would also have high belief on rape myths as both are against women (victims) and in favor of men (perpetrators).

Conclusion

The research aimed to explore the effect of belief on rape myths and sexual double standards on attribution of responsibility for sexual harassment. Findings have showed that men have high belief on rape myths as well as are more likely to blame women for sexual harassment. Further, demographic variables like age, family system, education, knowledge of religion, extent of performing religious activities etc. are found to have relationship with study variables. Qualitative inquiry has demonstrated that individuals have sufficient knowledge of sexual harassment and rape myths but they do not have clear idea of sexual double standards. Lack of education, flaws in parenting, modernization, sexual frustration etc. were reported to be the common causes or reasons behind presence of rape myths, sexual double standards and faulty attribution for sexual harassment cases in society. Furthermore, the present research also revealed that age acts a moderator for the relationship between sexual double standards and sexual harassment attribution. Rape myth was found to be significant mediator of sexual double standards and sexual harassment attribution.

Salient Findings

Some of the salient findings of this research are as follows:

1. Qualitative study has significantly highlighted the understanding of individuals regarding study constructs indicating that sexual harassment and rape myths are clearly understood by individuals while they were not clear about their sexual double standards.
2. It also demonstrated the opinion of participants regarding the prevalence of these social ills in society.
3. Furthermore, it has also highlighted the causes behind sexual harassment, rape myths and sexual double standards. Some of the main causes were lack of education and awareness, flaws in parenting, modernization, selfish nature of men, etc.
4. The quantitative study has demonstrated that sexual harassment attribution and belief on rape myths are positively related while it has positive relationship with

sexual double standards. Belief on rape myths has positive relationship with sexual double standards.

5. The study has successfully demonstrated that men assign more responsibility on women for sexual harassment. Also, they endorse rape myths as compared to women.
6. Individuals in joint family system have high belief on rape myths that means more attribution on women in cases of sexual harassment.
7. Findings have also indicated that individuals who practice little religious duties assign responsibility on women for their experience of sexual harassment.
8. Both beliefs on rape myths and sexual double standards were found to be predictors of sexual harassment attribution but belief on rape myths was observed to be the strongest predictor of sexual harassment attribution.
9. It was also observed that age moderates the relationship between sexual double standards and sexual harassment attribution.
10. Belief on rape myths acts as mediator between the relationship of sexual harassment attribution with sexual double standards.

Implications

The current research aimed to explore the effect of beliefs on rape myths and sexual double standards on attribution of responsibility for sexual harassment. The present research has not only helped in expansion of existing literature but also posed some important findings. The implications of present research are as follows:

1. The sexual double standards scale is used for the second time in Pakistan. This research has also contributed to its validity and reliability thus this scale can be easily used with Pakistani population.
2. This research is also helpful in explaining the statistical as well as practical relationship between sexual harassment attribution, beliefs on rape myths and sexual double standards.

3. The knowledge and information gained from present research can be used in designing different interventions that would play an effective role in changing the mindset of people.
4. Present research is also significant as it has highlighted gender differences with study variables that indicate the important trend among people.
5. Qualitative study was also significant in highlighting important reasons behind existence of sexual harassment, rape myths and sexual double standards.
6. Furthermore, it also demonstrated the level of knowledge that individuals possess and how much more information they need for better understanding. It is suggested that variables like rape myths and sexual double standards must be addressed through researches so that people have clear cut understanding of these variables.
7. The findings obtained from this research can also be applied in justice system as well as important for NGOs and all other organizations that are working in similar areas.

Limitations

Following are the limitations of this study:

1. Purposive and Convenient sampling was used in this research that can be one limitation of this study. As random sampling can provide better picture.
2. Generalizability is only limited to educated population as data was collected from university students.
3. Data was only collected from universities of Islamabad and Rawalpindi.
4. Chance of subjectivity bias in qualitative study.
5. Social desirability is another limitation as all these scales were quite bold in nature so it is possible that participants have modified their actual responses due to social desirability.

Suggestions

Following are the suggestions for the future researchers and researches to be carried out.

1. Rape myths scale and Sexual Harassment Attribution scale should be used in other countries as well to determine its cross-cultural validity. So, it is suggested that cross cultural researches must be carried out to promote the discipline of psychology of gender.
2. It is suggested that variables like rape myths and sexual double standards must be addressed through researches so that people have clear cut understanding of these variables.
3. It is suggested that future researches on these variables must include in-depth interviews to gain better understanding of these constructs.
4. Future studies should use a more heterogeneous sample for example (working professionals, teachers, doctors, community sample etc).
5. It is suggested that future researches must take into consideration the semester of students in order to get better findings.

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