

Analysis the Kinds of Harassment Used against Female Students in Higher Education Institution (HEIs)

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The basic purpose of the study was to analyze the discrimination and harassment against female students in Higher Education Institutions of South Punjab. The main objectives of the study were to point out the kinds and the factors of harassments usually accrue in higher education institutions of southern Punjab and to identify the main causes of discrimination and harassment in higher education institutions. The study was descriptive in nature while quantitative research approach was used to gather information from the selected higher education institutions of southern Punjab. Two hundred and twenty (220) students and female teachers from the different institutions were selected randomly as a sample of the study. The questionnaire containing 32 items were distributed and collected the relevant information from the participants. After obtaining information, it was filtered and run the statistical formulas i.e. percentage, mean and standard deviation. On the basis of data analysis it was concluded that harassment is an increasing phenomenon in higher education institutions of south Punjab.

Majority of the participants were found agreed that the act of violence against women abused were physically, mentally and emotionally are normal in higher education institutions. This study further explores that the most of the women usually faced violence against social issue, physical abuse as well as non- verbal abuse of men at their work places.

Key words: *Discrimination, Harassment, Higher Education Institutions*

Introduction:

The role of women is important in every social sphere of human life. Different countries define the role of women in differently in home, local, nation wise and international perspective. Women in the culture try to develop their position in a society by taking active part in the educational institution, workplace, political field, and various other fields of organization women's participation equal to men. But instead of this progress women are not saved in our country. Different cases of women show that the life of women is not easy it is full of difficulties in the social and cultural environments. Women face many problems in every field of life due to the different attitudes of male.

Researchers in all over the world have conducted comprehensive research on the Harassment of the girl students by male teachers and by fellow students as well as other male employees of various educational and other formal institutions. There has been increased interest in harassment. In that way various scholars also have discussion on the harassment of the female students (Steinbach, *et al.*, 2003).

In Pakistan the first law of harassment against women was implemented in 2010. The same kind of law was implemented in US in 1917 in which protection of women at workplace were granted. It shows that Pakistan is almost hundred years behind following US and other civilized country regarding women protection rights. In last year 2015 Punjab assembly has passed a women protection bill (Khaki, 2013).

Some people think that most of the women face harassment due to the inappropriate and attractive dressing in the environment of study. In Pakistan the fashion of female students increasing day by day which is create the environment of harassment and female face the funny or dirty jocks on their dressing. Although Pakistani women face the different kinds of harassment regarding their unsuitable dressing that is one of the most popular things count in the case of harassment.

According to Reuters for foundation stated that the Pakistan is third most dangerous country in world for women in 2011. In 2013 the Aurat Foundation reported that Punjab alone accounted for 5800 crimes against women whereas 74 percent in whole Pakistan.



Literature reports that harassment has impacted women's self-esteem as well as their academic, social, and psychological wellbeing (Popovich, 1988; Mashingaidze, 2006; Ladebo, 2003). According to Huffington in 2014 female are subject to extreme harassment. According to Professor Tahir Masood cases of inappropriate behavior and alleged harassment on the part of teachers are gradually increasing and it is time to effectively address the issue.

Effects of harassment on the female are highly negative. In harassment it may be the case of irritation, tension, complexity, creating the sense of fear in women. Further women also feel insecurity, depression, frustration, embarrassment due to harassment. Such women who are being harassed often changed their intuitions or left the study and job etc. Due to the harassment the women feel powerless in the society. The women also feel shame, low self-esteem, and psychological reaction by face the activity of harassment in their social environment. Women cannot take the part as they want in the field of education and other private or government organization sector due to harassment.

There is need to address the issue because the most of women are deprived from education due to the case of harassment there is dire need to take strict action against the harasser for their inappropriate behave with female students. The cases of harassment are rapidly increase in education sector because female students do not take action against the harasser the silence of women against the harasser which develop the courage of men. Only few girls have the courage to report a complaint especially that involves charges of harassment and that too against a teacher. Imagine if that cry for help goes unheard and unattended how grave the consequences could be for the complaint. The current research also seeks to analyses the effects as well as the immediate and potential long-term consequences of harassment and bullying in universities girl victims and perpetrators of such acts. The study also looks into the identification of barriers for victims seeking assistance in case of harassment and bullying in universities.

Consequently, the current research also seeks to identify and analyses the needs of victims of harassment in colleges and whether such needs are met. The current research also seeks to examine any characteristics related to perpetrators, or any risk factors that may trigger perpetrators of harassment and bullying in colleges to commit such acts.

Harassment has posed a tremendous challenge to women both in the workplace and educational setting, and this problem has affected their effectiveness in their various academic fields. There is need to tackle this problem for the sake of health or safety environment where there women are free from fear of harassment in any field of educational and working sector. The women have the right of safe life for the education and also for the working field. In the environment of harassment and bullying female could not take a developmental part in the educational process (Khaki,2013).



In Pakistan harassment may take the form of word violence against women in educational sector. Which create the various difficulties for female students? It may be involve by the teacher by the fellows and also involves others people which they not stop take part in harassment with female students under the shutter of education. Female students face the all harassment circumstances for their education. The society in which they live is called Islamic society where we claim that our women are free from harassment and violence. But there is no count the deep-rooted issues of women like harassment.

Women are the soul of every nation but due to harassment the women are not save even under the education sector. It is the right of government to provide safe environment for female students in education institution. Harassment is an unwanted act by touching or talking to someone which does not like the other person and which create the sense of fear. The person who take part in harassing; It may be neighbor, classmate, teacher and any family member or relative. Harassment can mean different things and it can take place in the different ways, the place can may be home, workplace, school, college, university and even roads or footpaths. This study is aimed at analyzing the subject from a gender perspective to identify how different forms of harassment and bullying in colleges affect girls. The research will also examine different forms of harassment and bullying in education institution from a gender perspective and seeks to identify any emerging trends, circumstances, types and causes of harassment and bullying in education institution.

Statement of the Problem

Area of current the study was “**Analysis of Discrimination and Harassment against Female Students in Higher Education Institution (HEIs)**”. Researchers were interested to study factors and kinds of harassment which commonly used to harass the female in different level of higher education institutions.

Objectives of the Study

To identify the kinds of harassment at University level also explore the factor of harassment main causes of harassment affected by female students and suggest precautionary measure how to overcome such type of issue in educational institutions

Method of research

This research focused to investigate. “**Analysis of Discrimination and Harassment against Female Students in Higher Education Institution (HEIs)** So, this study was descriptive in its nature. Strategy for the research was “survey study”. For suitability of the researcher this study was delimited to post graduate level female students of different public and private co-education institutions of higher education in Pakistan

Tool of The Research

A close ended questionnaire was tool of the study. It had 41 items on 5-point Semantic differential rating scale (1 to 5). Its validity was determined through expert opinion method. For the sake of determination of reliability, the tool was distributed to a sample of 30. Its' reliability was noted as 0.79 (Cronbach's alpha) after analysis of data of pilot study. But after collecting data of final study from the sample of 410, value of r was 0.921 for all items. Population, Sample, Data Collection and Data Analysis the population of the study was female students of post graduate level. Female students and teachers added sample of 260 female members from different co education institutions were taken convenience Sampling approach used to collect data 300 female students and teachers requested to response however 40 female denied to response and 260 participate and provide data for the study data was analysed applying factor analysis on said population.

Results & Discussion

Table 1. Students' Demographic Characteristics

Background Variables		f	%
Student' Gender	Male	138	61.10
	Female	88	38.90
Faculty	Arts	86	38.10
	Science	140	61.90
Area of Living	Rural	104	46.00
	Urban	122	54.00
Students' Qualification	Bachelor	116	51.30
	Master	110	48.70
Age of Students	16 - 20 Years	100	44.20
	21 - 25 Years	112	49.60
	26 - 29 Years	10	4.40
	30 or Above Years	4	1.80

In present research, the data based on 226 students' responses. 138 (61.1%) of the respondents were male and 88 (38.9%) were female (See Table 1). Approximately 86 (38.1%) students were from arts faculty and 140 (61.9%) were from science faculty. About 46% students reported their location as rural area and 54% from urban area. Approximately 51.3% students reported their qualification as bachelor degree holder while 48.7% were master class students. Almost 44.2% students reported their age range from 16 to 20 years, 49.6% from 21 to 25 years, 4.4% from 26 to 29 years and 1.8% from 30 and above.

Table 2. EFA Factors Loadings based on Principal Components Method

Item No.	Factor Loadings		
	Verbal Harassment	Physical Harassment	Virtual Harassment
Q 25	.690		
Q 31	.675		
Q 27	.622		
Q 02	.619		
Q 24	.603		
Q 06	.527		
Q 01	.487		
Q 30	.470		
Q 14		.652	
Q 16		.648	
Q 10		.618	
Q 13		.577	
Q 05		.574	
Q 12		.561	
Q 18		.560	
Q 11		.551	
Q 04		.514	
Q 22		.504	
Q 20			.782
Q 28			.679
Q 29			.606
Q 15			.604
Q 21			.491
Q 23			.488
Q 19			.471
Eigen Value	8.08	2.22	1.60
% of Total Variance	17.25	16.59	13.91
Cronbach's Alpha	.827	.835	.790

Exploratory Factor Analysis with Principal Component Method followed by varimax rotation was performed on 31 questions (See Table 2) for factor extraction and homogenous item groupings (Worthington & Whittaker, 2006). In this analysis, KMO value was .872, while the value of Bartlett's Test of Sphericity was also significant ($p < .000$). The EFA results explored 03 factor solution with Eigen-value more than 1.0 and explained common variance of more than 47%. In final questionnaire, only those items were retained that have .40 (Walker &

Maddan, 2008) or more factor loading, and not loaded on two or more than two factors simultaneously. Following the above stated criteria, six questions, 03, 07, 08, 09, 17, and 26 could not fulfill the minimum standard and then excluded from final questionnaire. The three facets of harassment were Verbal Harassment (25, 31, 27, 02, 24, 06, 01, 30: Cronbach's $\alpha = .827$), Physical Harassment (14, 16, 10, 13, 05, 12, 18, 11, 04, 22: Cronbach's $\alpha = .835$) and Online/ Virtual Harassment (20, 28, 29, 15, 21, 23, 19: Cronbach's $\alpha = .790$). Factor loadings of three dimensions range from .470 to .782.

Table 3. Correlation coefficient among Components of Harassment

	Mean	SD	1	2	3
1. Verbal Harassment	3.88	.74	1.00		
2. Physical Harassment	3.71	.76	.668**	1.00	
3. Virtual Harassment	3.79	.76	.530**	.472**	1.00

** $p < 0.01$

The spearman correlations matrix reveals statistically moderate association between different kinds of harassment (See Table 3). The verbal harassment of students has moderate correlation with physical harassment $r = .668$, $p < .01$. Moreover, verbal harassment also has a moderated association with virtual or online harassment $r = .530$, $p < .01$. Similarly, physical harassment also has moderate relationship with virtual harassment $r = .472$, $p < .01$.

Table 4. Gender Difference on Harassment

Sr #	Gender	N	Mean	SD	t	Sig
1	Verbal Harassment	Male	3.94	.77	1.141	.256
		Female	88	3.78		
2	Physical Harassment	Male	3.81	.70	1.753	.042
		Female	88	3.55		
3	Virtual Harassment	Male	3.81	.70	.424	.673
		Female	88	3.75		
4	Harassment	Male	3.85	.64	1.305	.195
		Female	88	3.69		

In physical harassment subscale, the difference is statistically significant among male ($M = 3.81$, $SD = .70$) and female ($M = 3.55$, $SD = .83$) students $t(224) = 1.753$, $p < .042$ (See Table 4). However, on the basis of overall responses regarding harassment, there is no significant

difference between the male ($M = 3.85$, $SD = .64$) and female ($M = 3.69$, $SD = .62$) students $t(224) = 1.305$, $p < .199$.

Table 5. Faculty-wise Difference on Harassment

Sr #		Faculty	N	Mean	SD	t	Sig
1	Verbal Harassment	Arts	86	4.04	.74	1.877	.033
		Science	140	3.78	.73		
2	Physical Harassment	Arts	86	3.83	.75	1.293	.199
		Science	140	3.63	.77		
3	Virtual Harassment	Arts	86	3.96	.71	1.865	.045
		Science	140	3.68	.77		
4	Harassment	Arts	86	3.94	.65	1.988	.039
		Science	140	3.70	.62		

In verbal harassment subscale, the difference is statistically significant among arts ($M = 4.04$, $SD = .74$) and science ($M = 3.78$, $SD = .73$) faculty students $t(224) = 1.877$, $p < .033$ (See Table 5). Similarly, virtual harassment also has statistically significant difference among arts ($M = 3.96$, $SD = .71$) and science ($M = 3.68$, $SD = .77$) faculty students $t(224) = 1.865$, $p < .045$. Moreover, on the basis of overall responses regarding harassment, there is again a significant difference between the arts ($M = 3.94$, $SD = .65$) and science ($M = 3.70$, $SD = .62$) faculty students $t(224) = 1.988$, $p < .039$.

Table 6. Locality-wise Difference on Harassment

Sr #		Locality	N	Mean	SD	t	Sig
1	Verbal Harassment	Rural	104	3.82	.80	-.719	.474
		Urban	122	3.93	.69		
2	Physical Harassment	Rural	104	3.78	.67	1.935	.035
		Urban	122	3.64	.83		
3	Virtual Harassment	Rural	104	3.71	.71	-.958	.340
		Urban	122	3.85	.79		
4	Harassment	Rural	104	3.77	.64	-.283	.777
		Urban	122	3.81	.63		

In physical harassment subscale, the difference is statistically significant among rural ($M = 3.78$, $SD = .67$) and urban ($M = 3.64$, $SD = .83$) students $t(224) = 1.935$, $p < .035$ (See Table 6). However, on the basis of overall responses regarding harassment, there is no significant difference between the rural ($M = 3.77$, $SD = .64$) and urban ($M = 3.81$, $SD = .63$) students $t(224) = -.283$, $p < .777$.

Table 7. Qualification-wise Difference on Harassment

Sr #		Qualification	N	Mean	SD	t	Sig
1	Verbal Harassment	Bachelor	116	4.01	.65	1.886	.022
		Master	110	3.75	.80		
2	Physical Harassment	Bachelor	116	3.71	.80	.032	.974
		Master	110	3.70	.73		
3	Virtual Harassment	Bachelor	116	3.88	.76	1.407	.162
		Master	110	3.68	.75		
4	Harassment	Bachelor	116	3.87	.62	1.292	.199
		Master	110	3.71	.65		

In verbal harassment subscale, the difference is statistically significant among bachelor ($M = 4.01$, $SD = .65$) and master ($M = 3.75$, $SD = .83$) class students $t(224) = 1.886$, $p < .022$ (See Table 7). However, on the basis of overall responses regarding harassment, there is no significant difference between the bachelor ($M = 3.87$, $SD = .62$) and master ($M = 3.71$, $SD = .65$) class students $t(224) = 1.292$, $p < .199$.

Table 8. Students' Age wise Difference on Harassment

Sr #	Scales	Students' Age	N	Mean	SD	F	Sig
1	Verbal Harassment	16 - 20 Years	100	4.12	.57	4.489	.005
		21 - 25 Years	112	3.65	.83		
		26 - 29 Years	10	4.22	.41		
		30 or Above Years	4	3.50	.00		
2	Physical Harassment	16 - 20 Years	100	3.95	.54	4.847	.003
		21 - 25 Years	112	3.45	.87		
		26 - 29 Years	10	4.14	.55		
		30 or Above Years	4	3.90	.42		
3	Virtual Harassment	16 - 20 Years	100	3.88	.70	.578	.631
		21 - 25 Years	112	3.70	.81		
		26 - 29 Years	10	3.68	.84		
		30 or Above Years	4	4.00	.60		
4	Harassment	16 - 20 Years	100	3.98	.48	3.646	.015
		21 - 25 Years	112	3.60	.72		
		26 - 29 Years	10	4.01	.59		
		30 or Above Years	4	3.80	.34		

In case of students' age, a significant effect $F(4, 221) = 4.489, p = .005$ was noticed for verbal harassment ($M = 4.22, SD = .41$) as compared to other age levels (See Table 8). Similarly, physical harassment also has a significant effect $F(4, 221) = 4.847, p = .003$ on students' age levels for physical harassment ($M = 4.14, SD = .55$). Correspondingly, on the basis of overall responses, there is a significant difference as compared to other age levels $F(4, 221) = 3.646, p = .015$ regarding harassment.

Conclusion

It was concluded that bullying was the use of force or threat. They have to face social cultural geographical aspect in be the victim of discrimination and harassment and bullying was the type of harassment that use of force or threat female in workplace and education institutions. cyber bullying was the use of technology to harassment and threaten another person. In universities of co- education female student's victim of harassment more than male students. They have to face many problems due to the boys attitude in universities and cyber bullying was the current form of bullying and harassment and discrimination in Pakistani contest singing song by passing the female student was the verbal harassment and touching by pen and hand was the count in physical harassment. In this sense most of the male students had negative opinion for female students. Most of the time male students create the situation of harassment and discrimination for female students in institution and campuses One way or another the male students called the female students by vulgar nicknames And harass the female students in the cover of fooling by making untrue scandal. the university teachers do not harass the female students by stroking of their names due to the bad environment of some universities most of the parent's withdrawal their girls.

And most of the that unveiled girls were most harassed as compared to the veiling girls. It is also kind of harassment and discrimination it is assumption that may co-education do not increase harassment, discrimination bad company also spoils the character of the female students. It is revealed that ignorance of the parents of their children was a cause of harassment. and discrimination of marking was not also the cause of harassment. and threatening behavior was the common in male students due to this some female students remained very shy due to harassment names. That creates violence in universities students felt anxiety, frustration and depression due to the harassment and discrimination that effects on physical and mental health Discrimination and harassment having the reason for leaving their career by the students also affects the confidence of the students. Majority of the respondents disagreed with the statement that harassment do not shape of receiving call, text or pics message from any unknown person. that due to harassment female students faced the psychological problems. with the statement that some male teachers also harass the female students in shape of threatening to fail them.

The paper concludes that everyone women are liable to this sort of violence no matter their occupational and workplace standing, legal status, material or economic status. It also can be finished that top socio-economic or educational status doesn't protect a girl from harassment and discrimination. it's clear that discrimination and harassment is one among the foremost endemic form of violence against women and women nowadays. Despite widespread prohibition round the world, unwanted sexual attention is inevitable condition of working and education for a major variety and girls. sorts| the categories of behaviors that represent it and also the type and harshness of hurt that result from it vary by region and areas, occupation, and field. however seriously complaints are taken and also the quantity of protection and

remediation offered vary by status and society and institutions. globalization has been a dual-edged weapon system within the campaign to protect the females. the world struggles to survive the foremost important economic collapse since the good Unhappiness, the world losing of employment and academic opportunities can solely increase the amount women and girls liable to harassment and discrimination. To balance, work place, universities, and school have already begun to cut back or cut fully important resources for interference and protection from harassment and discrimination women has to face. So, whereas politicians policy maker head of instantons were exceptionally creative in their efforts to ban harassment and discrimination throughout the time duration of institutions and in the society. whereas the extraordinary economic development, the question remains whether or not their efforts are going to be sufficient during this time of utmost academic institutions Both academic institutions and also the geographic point area unit contexts particularly contributing to harassment and s discrimination as they gift real potentials for individuals to abuse their power. the facility model exists each within the education field and within the geographic point. It should be noted that the college/universities are that the preparation ground for tomorrow's workers discrimination. If the supervisor institutions and politician play role within the case of the education sector is that the professional Harassment and discrimination this power in associate degree already fragile surroundings, the misuse creates a ground for the longer term misuse of power and also the continuation of harassment and discrimination, as many women have shown. Cultural factors and also the result thence on the perceptions of harassment and discrimination got to be more researched in Pakistan. quite anyplace else within the world,. Not only will we got to deal communicate in official languages however large cultural variations inherit play in addition role in enhancing harassment. These factors knock barriers to the effective management against harassment in education. within the absence of a transparent and unambiguously developed harassment policy with a policy statement confirming intolerance for harassment and discrimination, this drawback won't be displaced. Females particularly can stay the victims of their sexual harassment buying in the institutions,

Recommendations

- Anti-Harassment mechanism at departmental level should be established in the University.
- University should establish a Committee of Anti-Harassment which deals the harassment complaints. Laws of Anti-Harassment should be implemented by the students forcedly.
- Ragging should be prohibited in the University especially with the juniors.
- University staff should provide the information about harassment and its laws to the new comers' students. Any complaint from female students should be kept confidential.
- University should established female team who give support to the effected female students and provide them protection.



- Female teachers should teach the female students because at some points female students feel shy and uncomfortable from male teachers.
- Female security guard should be added in every faculty to control the Harassment from male security guard. Female clerical staff should be appointed for female students because male staff becomes the source of harassment for female students. Female students wash rooms should be apart from male washrooms because mostly students feel shy to use it and its also a big source of harassment. Moral and Anti-Harassment laws should be pasted in each department for student

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