

# The Connection of Sexual Harassment with Life Satisfaction: The Mediating Role of Educational Involvement

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## Introduction

Sexual Harassment is a psychosocial behavior that inspires people to consider others as embodied source of physical pleasure. SH leads to objectification of humans and therefore, harasser do not respect rights of the targeted individuals. Everything revolves around sexual objectives for any physiological predator and therefore, he or she engages in ruthless planning to trap different people into his or her physical spell. A sexual predator can use softer tones and harder methods to achieve his or her objectives. However, people in general do not get highly involved into their jobs because of sexual interference. Educational remains an integral method of earning notable degree of satisfaction in life. One may not achieve considerable educational goals in order to sustain him or herself financially to feel an overwhelming sense of satisfaction from life due to poor sexual environment of the academic organization. This paper introduces an entirely novel conceptual model. Conceptual model of the study explains how Sexual Harassment may reduce involvement of students to lessen their satisfaction with life. This paper addresses managers of educational institutions and describes to them the mental effects of sexual harassment on students' academic performance specifically. This study targets students of managerial sciences in an educational institution of Islamabad. Sexual Harassment inhabits students from developing deeper spiritual connection with the educational career and therefore, they do not gain excellence in a certain educational field. Management of Pakistani educational organizations may intervene in order to reduce intensity of sexual harassment, but students may still suffer from considerable mental agony in order to forego educational involvement that can lead to lessening level of satisfaction with life due to marginal educational growth and development.

## Sexual Harassment and Job Involvement

Sexual Harassment (SH) is a psychometric and behavioral construct that people use in order to meet their physical needs. Additionally, sexual harassment is a behavioral and sexual practice of one's political, social, familial and professional power in order to fulfill sexual and romantic needs. SH may take the form of unwelcomed physical attention that being harassed party does not appreciate and he or she should cope with it in order to continue his or her professional career (Haider & Vaseer, 2013). Social Harassment takes place because of one's perceived societal strength over a communally weaker party to take sexual advantage. Sexual coercion occurs when a supervising manager offers professional benefits under the condition of meeting his or her sexual needs to his or her subordinate. Harassers suspend personal and professional rights of target persons in order to mentally and physically force them to entertain extreme sexual possibilities.

Educational Involvement (EI) is a concept that measures one's ability to mentally dissolve into an educational experience and therefore, he or she may consider academic activities as the ultimate source of spiritual engagement. EI causes students and professionals to lose themselves into educational experience. However, SH acts as a hindering factor for educational growth. Students and students may have to divert their attention to cope with harassment of sexual nature. EI suffers because people may fail to focus on their education due to unwanted sexual attention of teachers and fellow students. Sexual Harassment consumes

one's educational commitment to reduce their involvement in educational activities by diverting attention to unproductive and enforced sexual attention and events .

Ho: SH reduces EI

Hi: SH does not predict changes in EI significantly

### **Sexual Harassment and Life Satisfaction**

Life Satisfaction (LS) is the mental ability of a person to consider his or her life as satisfactory in nature. Satisfaction with Life may improve one's psychological wellbeing by reducing elements of remorse and guilt . Sexual Harassment may cause people to feel sexually objectified and therefore, they regret the decision of joining an educational organization that does not prohibit or manage sexual advancement of students and teachers. Psychological agony due to poor sexual environment of the organization may not allow people to experience personal satisfaction. One moves burdensomely through his or her time in the educational center while feeling senseless at times due to unwelcomed sexual advances of coworkers. Senselessness does not permit people to enjoy their educational life to earn mental satisfaction .

Hii: SH destroys LS

Hiii: SH does not have any significant relation with LS

### **Educational Involvement (EI) and Life Satisfaction (LS)**

Educational Involvement (EI) promotes focused and sincere academic efforts (Haider & Vaseer, 2013). Soulful and mindful educational engagement enables people to achieve substantial professional and personal outcomes. Improving educational performance provides inexhaustible level of satisfaction due to potential of improving one's professional and financial life .

Hiv: EJI improves LS

Hv: EJI does not affect LS notably

### **Sexual Harassment (SH), Educational and Job Involvement (EJI) and Life Satisfaction (LS)**

Sexual Harassment (SH) affects one's educational focus to decrease his or her level of involvement in the academic activities . An individual becomes psychologically disturbed due to interfering and uninvited sexual advances of students and teachers. Educational Involvement decreases due to challenging and painful organizational climate where people can use their positions and relevant authorities to sexually blackmail others. Sexually harassed students do not wholeheartedly perform their assigned tasks and therefore, they do not experience greater level of pleasure by performing their educational activities. Additionally, lack of educational focus due to poor sexual culture of the organization may cause people to lag behind in academic terms . They also may not earn educational seniority and added motivation over time. Lack of educational achievements can cause one's satisfaction with life to suffer as well .

Hiv: EI mediates the relationship of SH with LS

Hv: EI does not mediate the relationship of SH with LS

### **Control Variables and Dependent Constructs**

#### **Age and Educational Involvement**

Age increases in order to enhance familial responsibilities and therefore, people become more absorbed into their respective educational activities to potentially generate higher and sustained earning for their families. Additionally, students tend to absorbingly focus on their education with growing age because they aim to support their families financially in the future to fulfill expectations of their parents . Education is also perceived to be a source of finding reliable and fiscally attractive jobs to meet financial needs of one's family.

Hvi: Age increases Educational and Job Involvement

Hvii: Age does not influence Education and Job Involvement significantly

### **Age and Life Satisfaction**

Increasing age exposes oneself to difficult educational circumstances and therefore, people may not be able to consider their lives as a fulfilling experience (Lorence, 1987). However, tight and highly regulated educational culture of the country contributes in making people emotionally unhappy for considerable period of time. Students do not have the liberty of showing their creativity in their favorite professions (Haider, 2014). Lacking use of creativity does not allow students to earn psychological satisfaction by contributing meaningfully in academic progress of humanity .

Hviii: Age negatively influences Satisfaction with Life

Hix: Age does not influence Satisfaction with Life measurably

### **Academic Qualification and Educational Involvement (EJI)**

Increasing academic qualification enhances one's social respect and therefore, an individual may experience emotional urge to develop his or her educational career further at any stage of life. Additionally, highly qualified person may understand his or her education intensively in order to perform his or her futuristic organizational role with passion and dedication .

Hx: Academic Qualification may increase Educational and Job Involvement (EJI)

Hxi: Academic Qualification does not predict Educational and Job Involvement (EJI) notably

### **Education and Life Satisfaction**

Education provides an individual a basis for attaining financial and professional growth in the future. However, academic activities may emotionally strengthen oneself by demanding extraordinary efforts. In the long term, people earn financial and social sustainability due to their academic degrees and therefore, they experience increased level of satisfaction with life .

Hxii: Education affects Life Satisfaction intensively

Hxiii: Education does not affect Life Satisfaction intensively

### **Gender and Educational Involvement**

Pakistan is a masculine society and therefore, females have to work very hard in order to prove their professional and educational worth . Females take their education very seriously . Females consider academic qualification and engagement as methods of reducing familial control over themselves and resultantly, women of Pakistan are more absorbed into their education than men (Lorence, 1987).

Hxiv: Females experience more Educational Involvement than males

Hxv: Females and males experience comparative level of Educational Involvement

### **Gender and Life Satisfaction**

Females experience more Satisfaction with Life because Pakistani society offers relax and less regulated educational climate to women. Women face less difficulty in making educational progress in the society. Persistent and easy accumulation of educational achievements acts as a source of satisfaction for women in the social system of Pakistan .

Hxvi: Females are more satisfied with life than males

Hxvii: Females and males experience same level of Satisfaction with Life

### **Materials and Methods**

#### **Sampling Technique, Response Rate and Size of the Sample**

This study used a method of convenience sampling in order to select 100 respondents from an educational institution in Islamabad and survey was conducted via distributing questionnaires. Total 150 questionnaires were distributed amongst potential respondents. However, only 100 completely filled instruments are received back ( $100/150 = 66.67\%$ ). Researcher conducted independent interviews with respondents to fill the questionnaires used in the study. Additionally, explanations in local language were provided to enhance the understanding of the questionnaires in the sample. The selected students were in the class of leadership and every student present in the class willingly participated in the survey. Surveyors obtained an informed consent from respondents before distributing the questionnaires. Additionally, participants of the study were briefed about nature of the survey prior to administrating the collection of data.

### Ethical Approval and Informed Consent

The Ethical Review Board of Dream Foundation and Research Center sanctioned the study in ethical terms via the letter numbered “001786”. Additionally, the researcher provided detailed briefing about the survey before distributing questionnaires to the respondents. Every respondent did express his or her consent to participate in the survey.

### Analytical Technique

This research applied method of hierarchical linear regression. Additionally, variables of Sexual Harassment and Educational Involvement operated as independent constructs to potentially predict change in dependent concept of Life Satisfaction. The study also used method suggested by Hayes, (2009) to test mediation effect of Educational Involvement over the relation of Sexual Harrasment with Life Satisfaction.

### Reliability and Validity Analysis of Instruments

Lodahl and Kejner, (1965) suggested a questionnaire to measure Job Involvement. This study used a shorter version of the instrument to quantify level of relevant construct in the sample (items = 6, Cornbach’s Alpha = 0.862). Diener, Emmons, Larsen and Griffin, (1985) developed an instrument to measure Life Satisfaction (LS) and this investigation applied the questionnaire to calculate LS in the sample ( Items = 5 Cornbach’s Alpha = 0.812). Finally Sexual Harrasment is guaged with the help of an instrument proposed by Kamal and Tariq, (1997) (Items = 34, Cornbach’s Alpha = 0.946).

Tables are original and self made

**Table 1**

Confirmatory Factor Analysis of Questionnaire for Sexual Harrasment

Items	Gender Harassment	Unwanted Sexual Attention	Sexual Coercion
1			.363
2	.568		
3	.631		
4	.644		
5	.575		
6	.544		
7			.568
8	.716		
9	.696		
10	.581		
11	.643		
13	.648		
14	.693		
15	.590		

Items	Gender Harassment	Unwanted Sexual Attention	Sexual Coercion
16	.552		
17	.599		
18	.683		
19	.743		
20	.698		
21	.673		
22	.659		
23	.579		
24	.646		
25	.573		
26	.533		
27	.568		
28	.603		
29	.633		
30	.623		
31	.573		
32	.617		
33	.595	.	
34	.	.510	

Table 1 demonstrates that Sexual Harassment is a multidimensional concept. Gender Harassment is the most visible branch of the phenomenon. However, Unwanted Sexual Attention and Sexual Coercion are also less visible dimensions of the same notion.

**Table 2**

Confirmatory Factor Analysis of Questionnaire for Educational Involvement

Items	Educational Involvement
1	.817
2	.727
3	.842
4	.853
5	.814
6	.542

The table 2 shows that Educational Involvement is a valid and measurable notion with only one statistically discernible dimension of academic dissolution that students may experience during their educative careers.

**Table 3**

Confirmatory Factor Analysis of Questionnaire for Life Satisfaction

Items	Life Satisfaction
1	.607
2	.756
3	.883
4	.853

Items	Life Satisfaction
5	.814
6	.726

The table 3 suggests that Life Satisfaction is also a unilateral concept and it measures one's ability to derive contentment from his or her existence.

## Results

**Table 4**

Descriptive Statistics

Variables	Minimum	Maximum	Mean	Standard Deviation
Sexual Harrasment	1	4.82	2.58	0.8933
Educational and Job Involvement	1	5	3.00	0.9860
Life Satisfaction	1	5	3.09	0.8763

According to *Table 4*, Sexual Harassment is not present very strongly in Pakistani organizations. Respondents did not experience Sexual Harassment very notably in educational climate of Pakistan. However, people are reasonably satisfied with their lives. Additionally, respondents did not intensively absorb in their work. Average score of Sexual Harassment, Educational Involvement and Life Satisfaction are 2.58, 3.00 and 3.09 respectively. Respondents also do not witness extreme level of Sexual Harassment during their educational lives. Individuals have experienced Educational involvement to extreme levels. Additionally, scores of Life Satisfaction also touched possible extremities of measuring continuum. There is presence of significant variability in responses about Sexual Harassment, Educational Involvement and Life Satisfaction. Standard Deviation of each variable is 0.8933, 0.9860 and 0.8763 correspondingly.

**Table 5**

Demographics of the Sample

Attributes	Females (n= %)					Males (n = %)	
<b>Age 20-25 25-30 30-35 35-40 Above</b>	31 (79.5%)	4 (10.3%)	1 (2.6%)	0 (0.0%)	3 (7.7%)	57 (93.4%)	2 (3.3%)
<b>Education Bachelors Masters MS Doctorate</b>	30 (76.9%)	5 (12.8%)	2 (5.1%)			54 (88.5%)	5 (8.2%)

*Table 5* states that females with ages of 20 to 25 years represented 79.5% of the sample. Only 10.3% of female participants reported their age between 25 to 30 years. One female reported her age to be between 30 to 35 years. 7.7% of females had ages above 40 years. Males with ages of 20 to 25 years represented 93.4% of the sample. 3.3% of the male participants had ages between 25 to 30 years. One person had age between 30-35 years. Only one individual reported his age between 35-40 years. 76.9% female participants had a qualification of bachelor's degree. Only 12.8% of female participants had degrees of Masters. Females with degrees of MS and Doctorate represented 5.1% of the sample each. 88.5% of male respondents had bachelor's degree. 8.2% of males participating in the study had qualification of Masters. Two participants reported their qualification to be MS and Doctorate each.

**Table 6**

Educational Involvement as a Predicted Variable

Independents	B	R <sup>2</sup>	Change in R <sup>2</sup>
Age	0.182 (ns)	0.008	-
Education	-0.15 (ns)	0.026	0.019
Sexual Harassment	0.105 (ns)	0.027	0.000

\*\*\* =  $p < = 0.001$  \*\* =  $p < = 0.01$  \* =  $p < = 0.05$  ns = non-significant

Table 6 illustrates that age does not predict Educational Involvement significantly ( $B = 0.182, p > 0.05$ ) (Haider, 2014). Education also does not influence Job Involvement ( $B = -0.15, p > 0.05$ ). Sexual Harassment is not a significant predictor of Educational Involvement ( $B = 0.105, p > 0.05$ ). However, females experience more Educational Involvement. Mean Scores of Educational Involvement for males and females are 3.128 and 2.920 with standard deviations of 1.0391 and 0.9504 respectively.

**Table 7**

Life Satisfaction as a Predicted Variable

Independents	B	R <sup>2</sup>	Change in R <sup>2</sup>
Age	0.157 (ns)	0.014	-
Education	-0.119 (ns)	0.022	0.007
Education and Job Involvement	0.161(ns)	0.022	0.000
Sexual Harassment	0.045(ns)	0.031	0.009

\*\*\* =  $p < = 0.001$  \*\* =  $p < = 0.01$  \* =  $p < = 0.05$  ns = non-significant

Table 7 supports that females experience more Life Satisfaction than males on average (Lorence, 1987). Mean Scores of Life Satisfaction for females and males are 3.26 and 2.98 with standard deviations of 0.7372 and 0.9443 respectively. Age ( $B = 0.157, p > 0.05$ ), education ( $B = -0.119, p > 0.05$ ) and Sexual Harassment ( $B = 0.045, p > 0.05$ ) fail to predict any significant changes in Life Satisfaction respectively (Haider & Vaseer, 2013). Mediating potential of Educational Involvement is also rejected due to lack of significant relation between Sexual Harassment and the proposed mediating construct.

## Discussion

Age does not cause people to get highly involved in education because young people behave reluctantly to assume responsibility of living independently in Pakistan (Haider & Vaseer, 2013). Collective culture of the country allows young people to live dependently on their parents and respondents also do not pursue their favorite professions and therefore, they fail to develop a strong spiritual relation with education over time (Haider, 2014). Advancement in educational career also does not increase academic involvement due to lack of interest in relevant activities of learning. People pursue education aimlessly in Pakistan and therefore, they do not comprehend presented knowledge in the class deeply and students also find education highly irrelevant because they cannot relate presented information in the class to practical world. Pakistan is a developing nation and therefore, its social system is filled with corruption and dishonesty. Growing corruption in the community causes students to approach purely theoretical concepts with skepticism (Haider, 2014). Social role of females is changing in the culture of Pakistan and therefore, women emerge as a part of mainstream workforce in different industries. Educational gap is closing between two genders and therefore, females involve into their academic roles intensively. Females also enjoy same level of exposure to educational world as males do (Lorence, 1987). Women are no longer reluctant to make comparative kind of effort in any field to reach equality with their male colleagues and ladies exhibit intensive level of involvement in education to prove their competence in the society as males do.

Aging in Pakistani society does not bring educational maturity and therefore, people do not develop the

ability to think analytically and scientifically . Individuals living in Pakistani culture do not gather the ability to make independent decisions and actually, people do not taste personal freedom with aging. Lack of personal freedom in life does not allow oneself to feel satisfaction with life . Life Satisfaction depends on an individual's ability to enjoy his or her existence academically, however, if one cannot make his or her educational decisions independently then he or she cannot experience satisfaction . Satisfaction with life originates from managing difficult situations and one's self-image becomes stronger by facing hardships . People of Pakistan live under administrative control of their elders and they take every important decision for juniors. Juniors live a very relaxed life apparently . At later stage of life, Pakistani people realize the fact that they have not lived at all and therefore, they consider their lives meaninglessly empty (Lorence & Mortimer, 1985).

Educational system of Pakistan is programmed to test memorization of information and there is very limited practical use of education in Pakistan. Academic information does not aid people in developing solutions of their personal problems. Education fails to connect with masses at a personal level and therefore, people do not consider education as a method of improving their professional and personal lives (Haider, 2014). One cannot feel the sensation of satisfaction without improving his or her life and therefore, education does not qualify as a preferred method of gaining satisfaction from life in Pakistan (Haider & Vaseer, 2013).

Females experience more satisfaction from life because educational institutions are no longer reluctant to give women opportunities of academic participation. Females earn greater level of satisfaction from educational lives because they are able to leave their homes independently after spending a highly regulated childhood .

Younger girls are not allowed to leave confines of home without a guardian, however, adult life brings a message of freedom for females and therefore, they consider going to an educational center as a chance of freely socializing with others. Main source of satisfaction for females is a coeducational environment that offers a potential of mixing with the opposite gender . Rules of sexual segregation do not strictly apply in modern educational institutions . Additionally, females exchange their contact information with different males in order to prolong the experience of cross-sectional interaction and therefore, they remain mentally satisfied throughout their respective educational careers by socializing with their male fellows (Lorence, 1987).

Sexual harassment is a controlled behavioral factor in educational climate of Pakistan . Parents and relatives of students strongly monitor culture of the educational institutions and Teachers are highly responsible for providing safe and sound environment to females and males . Parents and relatives of workers establish an informal contract with instructors to protect their sisters, daughters, sons and brothers from any type of physical or sexual danger . Teachers have to oblige to such requirements to uphold a decent organizational image in the society and therefore, they monitor social interactions between employees very seriously (Haider & Vaseer, 2013). Many offices have installed cameras to evaluate sexual climate of the organization and therefore, sexual predators cannot harass people professionally, sexually and socially . Students can dissolve in their education without worrying about poor sexual environment of organizations .

Life Satisfaction majorly develops due to productive educational engagement and controlling Sexual Harassment at an organizational level proves as an effective method of causing people to focus more on their academic responsibilities . Families and educationalists secretly collaborate with each other to offer a safe and sound professional and educational environment to employees and students (Haider, 2014). Students can focus on their education without fearing subliminal or open sexual attacks and therefore, they can establish a very satisfactory path of personal success in life for themselves by enjoying higher degree of educational involvement . People in Pakistan treat their educational obligations as a burden and therefore, they prefer to spend only required time in the institution However, they do not understand and appreciate true nature of their education (Haider, 2014).

## Conclusions

Students consider education as a potential source of generating money only and they do not identify beauty of academic work in the context of increasing one's professional and social influence and one must understand

that everybody is professionally operating to better the world. Pakistani students do not derive satisfaction from their work because their focus remains on personal and familial life. Students of Pakistan impatiently wait for holidays. They attend parties and functions very regularly (Haider, 2014). Students tend to ignore their official responsibilities to focus on some personal event throughout educational lives

### **Future Directions for Research**

Firstly, future researches should use qualitative methods to evaluate effectiveness of systems those organizations apply to fight Sexual Harassment. Secondly, researchers can expand sample size to increase validity of this study. Thirdly, one must investigate about interpersonal and social methods those leaders use in order to minimize potential of Sexual Harassment both politically and psychologically.

### **Conflict of Interest**

There is no conflict of interest to report.

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