Abstract

This study was aimed to explore the relationship between sexual harassment, stress, and self- esteem among university teachers and students. It also focused to identify the differences in the students and teachers perception about the sexual harassment of students at university campuses. Its prevalent causes and most common forms of sexual harassment experienced by students in educational institute was also the focus of this research. The stratified random sampling was used to select 800 students and 73 teachers. The age ranges for students was 17-36 years (M=21.8, S.D. =2.2), and teachers participated were 24-50 years (M=30.1, S.D. =5.2). The sample was selected from three major cities of Pakistan (Lahore, Rawalpindi, and Islamabad). The Sexual Harassment Experience Questionnaire (SHEQ), Perceived Stress Scale (PSS), and Rosenberg Self-Esteem Scale (RSES) were used in this study. The Chronbach's alpha reliability of Sexual Harassment Experience Questionnaire, Perceived Stress Scale, Rosenberg Self-Esteem Scale for teachers were measured (α=.89, α=.90, α=.90) as well as for students (α=.87, α=.68, α=.68) respectively. The prevalence of sexual harassment in universities as perceived by teachers is (f = 44, % = 60.3) and as perceived by students (f = 579, % = 72). The results showed that the sexual harassment and stress are positively associated. And the sexual harassment and self-esteem are negatively associated with each other. The results also showed that stress and self-esteem were the negative predictors of the sexual harassment. Furthermore, students found stress and self-esteem as significant predictor of sexual harassment. As well as, students also reported, sexual harassment has adverse effects on academics of student