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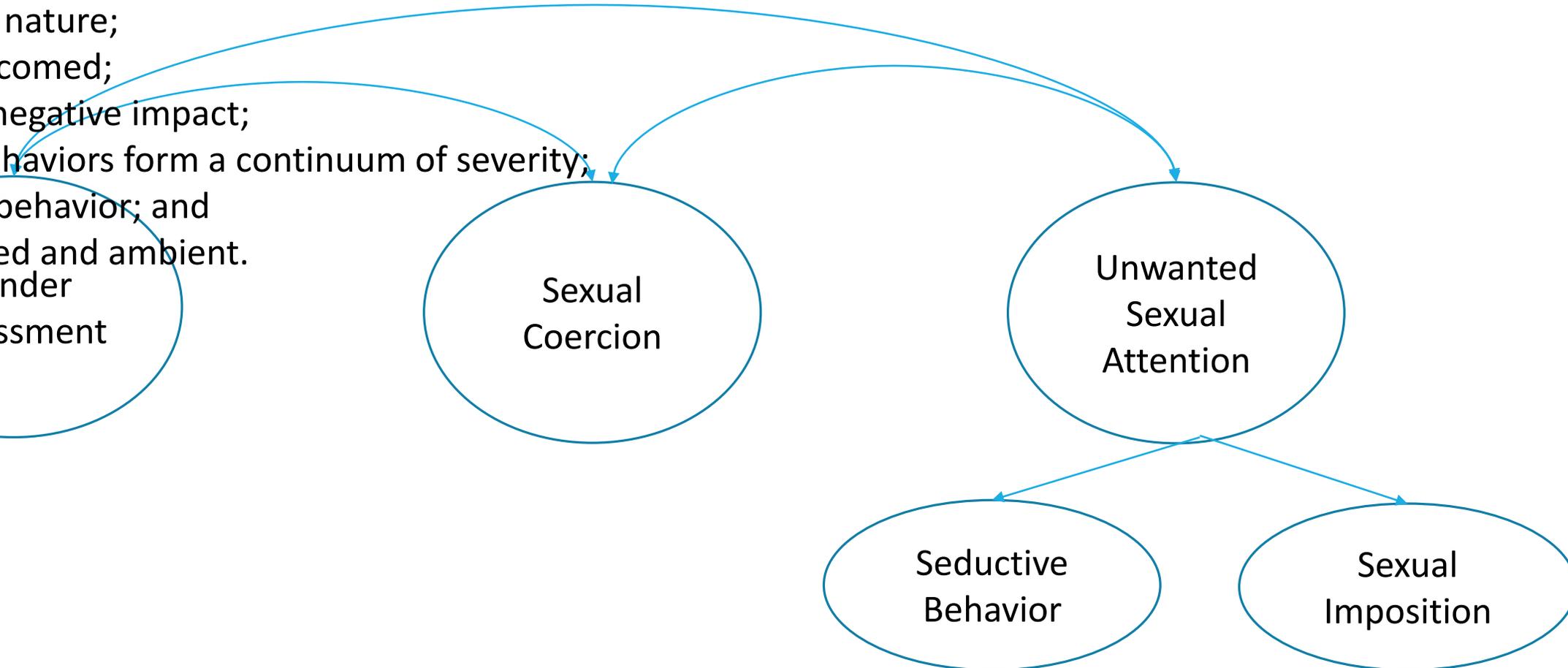
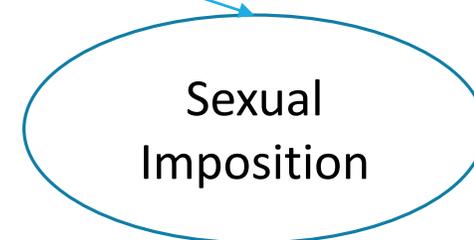
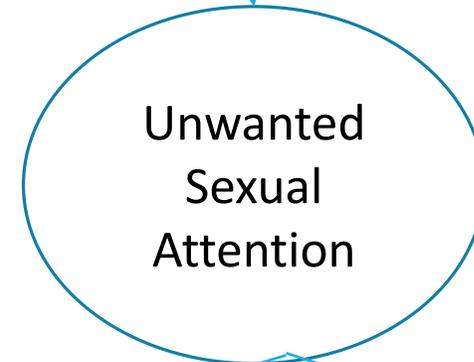
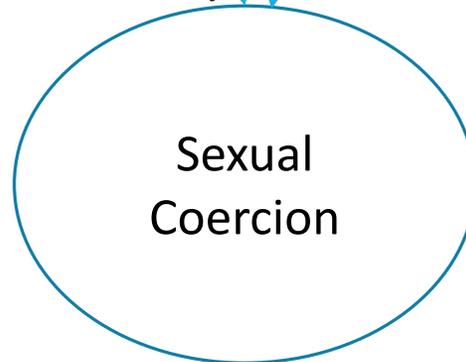
Developing and Validating a Scale to Measure Women's Sexual Harassment Victimization at a Jordanian University

PRESENTED BY: RACHAEL A SPENCER, PHD CANDIDATE AT EMORY UNIVERSITY

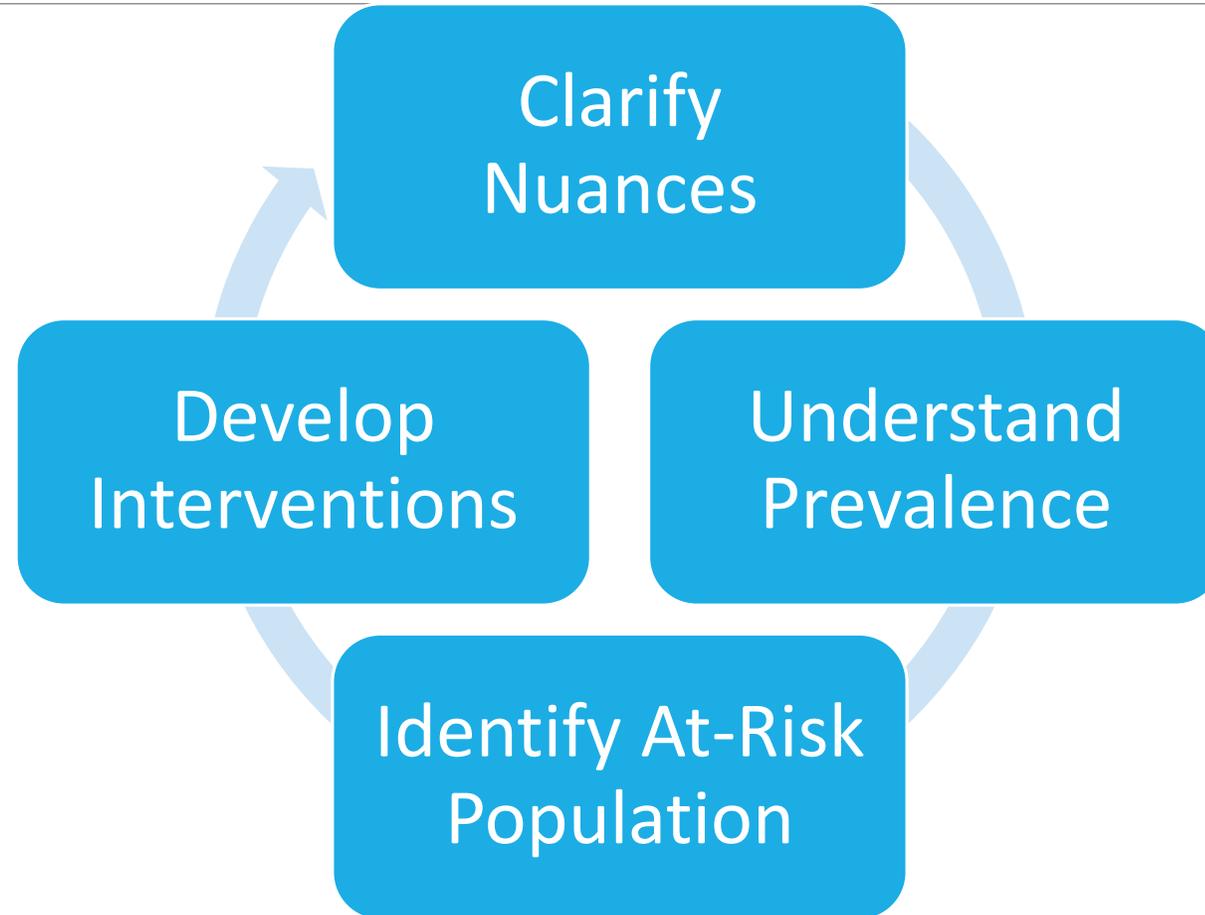
CO-AUTHORS: KATHRYN M. YOUNT, AIDA ESSAID, JUDE SAJDI, RAND ABU TALEB, IRINA BERGENFELD, YUK FAI CHEONG, BRIAN BATAYEH, SEEMA SANDHU, ZOE ROBBIN, AHAD ZWOOQAR, CARI JO CLARK

What is Sexual Harassment?

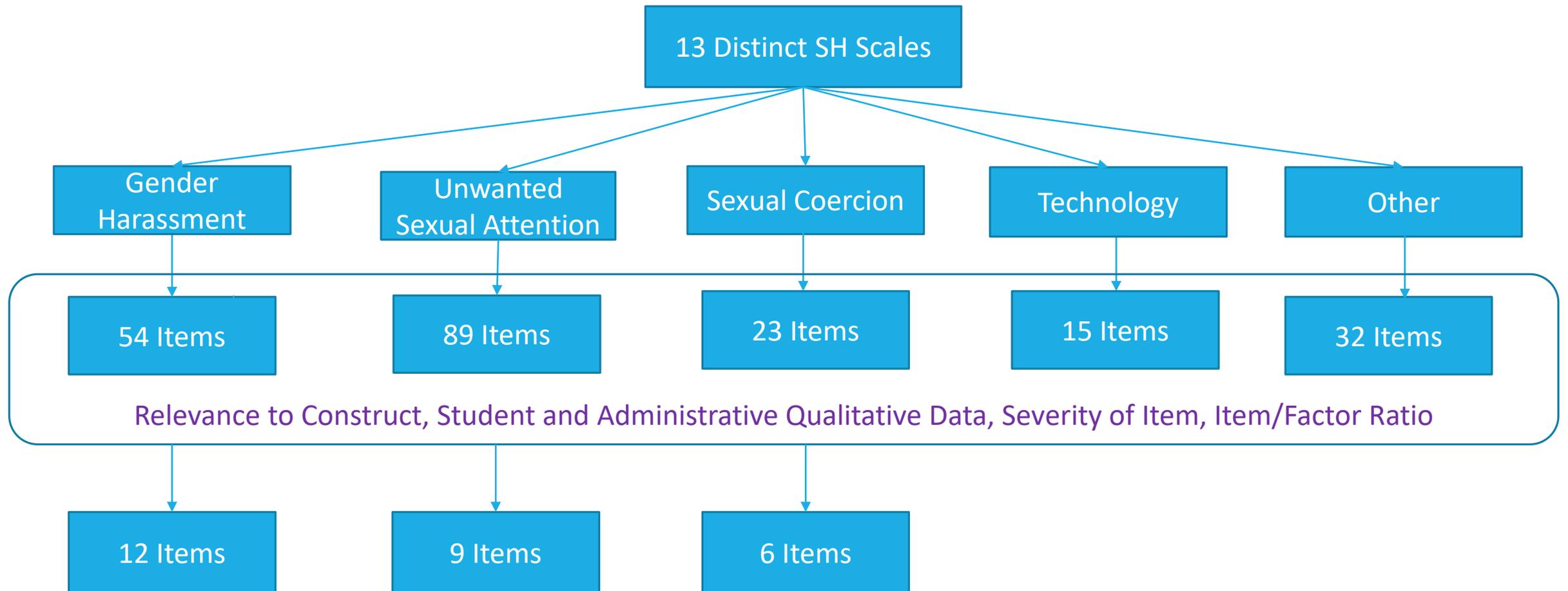
- 1) Sexual nature;
- 2) Unwelcomed;
- 3) Has a negative impact;
- 4) The behaviors form a continuum of severity;
- 5) Sexist behavior; and
- 6) Targeted and ambient.



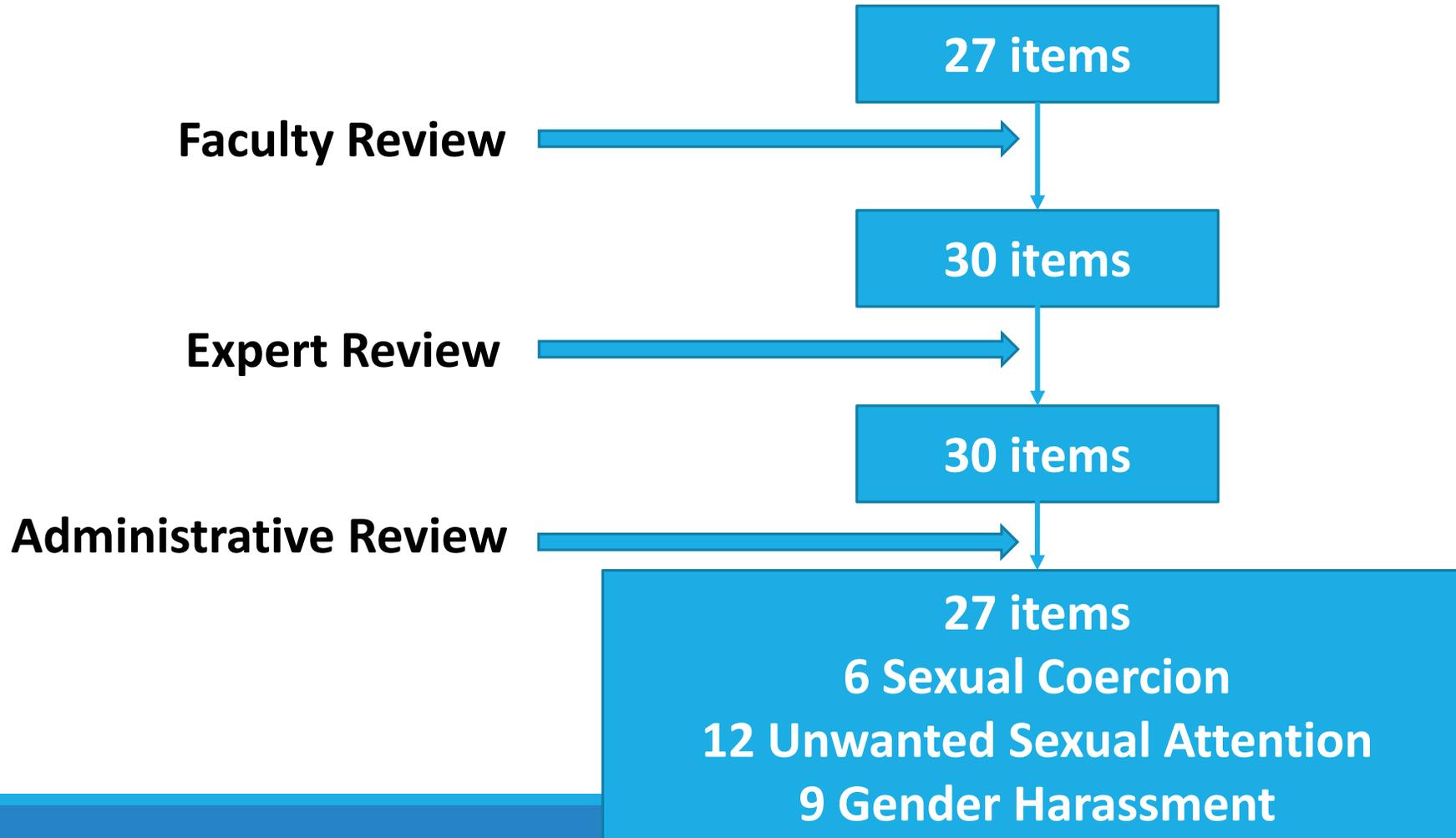
Why Develop and Validate a New SH Scale?



Domain and Item Identification



Assess Content Validity



Scale Items

Construct	Example Items
Gender Harassment	<ul style="list-style-type: none">• Made gestures or used body language of an unwanted sexual nature• Displayed or distributed images or videos with inappropriate content.• Put you down or was condescending to you because of your sex.
Sexual Coercion	<ul style="list-style-type: none">• Made you feel threatened with some sort of retaliation for not being sexually cooperative.• Treated you badly for refusing to be sexually cooperative.• Tried to get you alone with unwanted allusions.
Unwanted Sexual Attention	<ul style="list-style-type: none">• Commented on your physical appearance or clothing in a sexual way that made you uncomfortable.• Kept on asking you out for dates even after you said "no"• Pursued, stalked or tracked you.

Note: Possible Responses are: Never, Once, More than Once

Pretest and Administer Scale



- 789 University Students
- 567 Women Students
 - 222 Men Students

Test Scale

Classical Test Theory

- Examine Items for Variance
- Calculate inter-item and item-total correlations
- Exploratory Factor Analysis
- Confirmatory Factor Analysis

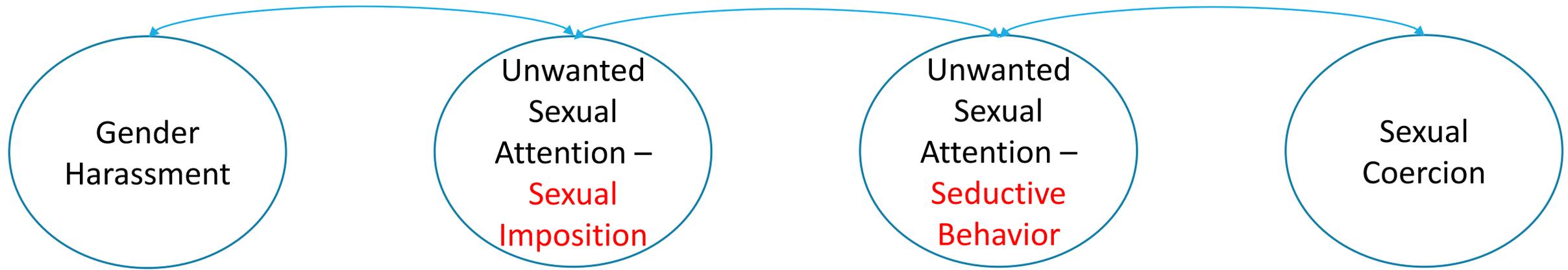
Sample Characteristics – Women Students (n=567)

Age, mean (SD)	19.8 (2)
Class, percent (n)	
First Year	42 (235)
Second Year	27 (154)
Third Year	27 (155)
Four Year and Above	4 (22)
Mixed School, percent (n)	
Mixed	14 (78)
Not Mixed	86 (462)
Religion, percent (n)	
Islam	96 (540)
Christianity	3 (16)
Other	<1 (4)
Any Sexual Harassment Experience, percent (n)	72 (398)

Model Fit and Statistics

	1 factor	2 factor	3 factor	4 factor	5 factor
RMSEA <.10 (95% CI)	.031 (.01, .040)	.025 (.010, .035)	.020 (.000, .032)	.012 (.000, .027)	.009 (.000, .027)
CFI ≥ 0.95	0.961	0.978	0.987	0.996	0.998
TLI ≥ 0.95	0.958	0.974	0.983	0.994	0.996
SRMR	0.131	0.111	0.096	0.084	0.075

4-Factor Model



Factor 2: Sexual Coercion

Item	Factor 1	Factor 2	Factor 3	Factor 4
Made unwelcomed attempts to draw you into a discussion of sexual matters.	.269	.760	.042	-.088
Displayed or distributed images or videos with inappropriate content.	.039	.534	-.134	.210
Told an unwelcome sexual joke or story to you or in front of you.	.123	.613	.133	.160
Spread inappropriate lies or rumors about you.	-.034	.548	-.122	.569
Said crude sexual things to you or in front of you.	.510	.613	.026	.017
Made unwanted phone calls to you or sent you unwanted text messages.	.105	.404	-.009	.317
Made you feel threatened with some sort of retaliation for not being sexually cooperative.	.207	.577	-.048	.202
Made you feel like you were being offered a reward or better treatment to be sexually cooperative.	-.021	.677	.393	.089
Threatened you with negative consequences if you didn't cooperate sexually.	.424	.705	.082	-.101
Offered you a reward or special treatment if you cooperated sexually.	-.040	.724	.447	-.088
Treated you badly for refusing to be sexually cooperative.	.041	.543	.430	.136

Strengths and Limitations

Strengths

- Factor and item selection resulted from extensive literature review
- Factor and item pools informed by original qualitative data from men and women
- Data collected from diverse sample of women university students

Limitations

- Translation challenges
- Stakeholders' concerns altered item development process
- Interconnectedness/overlap between factors is inherent in the construct

Summary

The concept of sexual harassment should be re-examined

Locally collected data has an important role in scale development

Differentiating between sexual imposition and seductive behavior may be helpful for interventions

Strong partnerships with school administration and faculty are critical



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