

Sexual Harassment within Academia



By

Rida Naeem

Department of Anthropology

Quaid-I-Azam University, Islamabad

2021

Sexual Harassment within Academia



Rida Naeem

Thesis submitted to the Department of Anthropology, Quaid-I-Azam University
Islamabad, in partial fulfillment of the degree of Master of Science in
Anthropology.

Department of Anthropology
Quaid-I-Azam University, Islamabad
2021

Formal declaration

I hereby declare that I have produced the present work by myself and without any aid other than those mentioned herein. Any ideas taken directly or indirectly from third-party sources are indicated as such.

This work has not been published or submitted to any other examination board in the same or a similar form.

I am solely responsible for the content of this thesis.

Rida Naeem

Quaid-i-Azam University, Islamabad

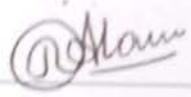
(Department of Anthropology)

Final Approval of Thesis

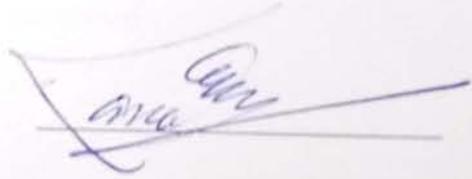
This is to certify that we have read the thesis submitted by Ms. Rida Naeem. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of M.Sc in Anthropology.

Committee:

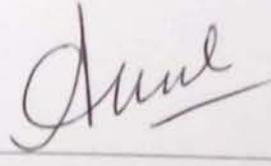
1. Dr. Rao Nadeem Alam
Supervisor



2. Dr. Naseer Ahmed Khan
External Examiner



3. Dr. Aneela Sultana
In-charge
Department of Anthropology



ACKNOWLEDGMENT

My deepest respect and special appreciation goes to my father M. Zakir Naeem and my mother Tasneem Akhtar. Special thanks to my siblings Noor, Tahreem, Faraz, and Fatima for their support in my life. Without them, I would not be there, where I am in my life today.

I am thankful to my Research Supervisor, Dr. Rao Nadeem Alam, who encouraged and guided me throughout this research work and thesis. It is the most fascinating way of his teaching that let me clear all ambiguities regarding this research and his appreciation motivated me to work better. I am sincerely grateful for his invaluable guidance in writing and structuring this work. His helpful comments have enriched the content of the thesis and increased my morale throughout the research period till the completion of the thesis.

I am thankful to some friends who helped me in the completion of my research work from the Department of Anthropology, Quaid-i-Azam University, Islamabad.

RIDA NAEEM

Abstract

This research is conducted to explore the factors that lead to sexual harassment. The goal of this research was to have a better understanding of sexual harassment in higher education. The focus of the research is on the prevalence of sexual harassment among students and teachers. To find out the consequences of sexual harassment on individuals. The main objective was to collect stories from students and teachers about their experiences. The qualitative method was used; the data for the study comes from in-depth interviews with 22 respondents. 14 students and 8 teachers were selected from the University of Punjab, Lahore, and Quaid-i-Azam University, Islamabad. The respondents were selected through purposive and snowball sampling techniques, and further in-depth semi-structured interviews were conducted with the selected respondents. Many female students admitted of experiencing harassment, sexual harassment is reported by one out of 10 female students in preliminary sure. Most of the students were sexually harassed verbally, non-verbally, and physically by male teachers at the university, many incidents are often not reported to any legal authorities against predators. The reasons for remaining silent were fear of academic troubles, embarrassment, distrust toward legal systems, and, most importantly, fear of social stigmatization. The culture of remaining silent against sexual harassment would be the cause of increasing its prevalence in higher education in Pakistan.

Contents

Abstract.....	iv
Chapter 1	1
INTRODUCTION.....	1
1.1 Types of Sexual Harassment	4
1.1.1 Quid Pro Quo Harassment	4
1.1.2 Hostile Environment Harassment	4
1.2 Theoretical Framework and Historical Perspective	5
1.2.1 Sexual Harassment: Feminist Theory	6
1.2.2 Legislation and Legal Action.....	7
1.3 Positionality	9
1.4 The Problem	10
1.5 Statement of the Problem.....	10
1.6 Research Questions.....	11
1.7 Objectives.....	11
1.8 Significance of the Study	11
1.9 Thesis Outline.....	12
Chapter 2	13
REVIEW OF LITERATURE.....	13
Chapter 3	27
RESEARCH METHODOLOGY	27
3.1 Research Design	28
3.2 Rapport Building	28
3.3 Participant Observation	29
3.4 Key Informants	30

3.5 Data Collection	31
3.6 Research Tools	31
3.6.1 In-depth Interviews.....	31
3.6.2 Informal Interviews	31
3.6.3 Semi Structured Interviews	31
3.7 Sampling	32
3.7.1 Purposive Sampling	32
3.7.2 Snowball Sampling	33
3.7.3 Accidental Sampling.....	33
3.8 Focus Group Discussion	33
3.9 Daily Diary.....	34
3.9.1 Jotting.....	34
3.9.2 Field Notes	34
3.10 Photography	34
3.11 Audio recording	34
3.12 Case Study	35
3.15 Secondary Sources	35
3.16 Research Ethics	35
Chapter 4	37
AREA PROFILE	37
4.1 Islamabad.....	37
4.1.1 Climate and Geography of Islamabad.....	37
4.1.2 Education Sector of Islamabad	38
4.1.3 Quaid-i-Azam University.....	39
4.2 Lahore	42

4.2.1 Climate and Geography of Lahore.....	43
4.2.2 Education Sector of Lahore	44
4.2.3 University of the Punjab	44
Chapter 5	49
DATA ANALYSIS.....	49
5.1 Sexual Harassment in Academia	49
5.1.1 Nature of Sexual Harassment.....	51
5.1.2 Prevalence	53
5.2 Types of Sexual Harassment.....	53
5.2.1 Verbal Sexual Harassment.....	54
5.2.1.1 Case Study 1	54
5.2.1.2 Case Study 2	55
5.2.1.3 Case Study 3	56
5.2.2 Non-Verbal Sexual Harassment	56
5.2.2.1 Case Study 1	57
5.2.2.2 Case Study 2	57
5.2.3 Physical Sexual Harassment	58
5.2.3.1 Case Study 1	58
5.2.3.2 Case Study 2	59
5.3 Perception of Harassment	61
5.3.1 Case Study 1	61
5.3.2 Case Study 2	62
5.3.3 Case Study 3	62
5.4 Impact of Sexual Harassment.....	63
5.4.1 Case Study 1	63

5.4.2 Case Study 2	64
5.5 Factors leading to Sexual Harassment.....	64
5.5.1 Power.....	64
5.5.2 Gender.....	65
Chapter 6	66
SUMMARY AND CONCLUSION	66
6.1 Summary.....	66
6.2 Conclusion	69
6.3 Insights and Recommendations.....	69
Bibliography	72
Annexure.....	76

List of Figures

Figure 1 Bab-ul-Quaid	40
Figure 2 Central Library	41
Figure 3 QAU Hostel View	42
Figure 4 University of Lahore	45
Figure 5 Punjab University Library	46
Figure 6 Girls Hostel	47

List of Maps

Map 1 Map of Islamabad	38
Map 2 Map of Lahore.....	43

List of Tables

Table 1 Gender and age wise distribution of respondent.....	32
Table 2 No of Respondents.....	50
Table 3 Different types of S.H. reported by Teachers and Students.....	53

Chapter 1

INTRODUCTION

Sexual Harassment is an epidemic that has expanded throughout the world's higher education system. It is serious and devastating at all levels within our institutions. Sexual harassment is a form of discrimination that impacts individuals, groups, and entire organizations in profound ways. (Bondestam & Lundqvist, Sexual harassment in higher education – a systematic review, 2020). Sexual Harassment occurs when someone sexually harasses another person. It includes unwanted verbal, non-verbal, or physical actions by someone to another that offends or humiliates them. Generally, behavior towards a person affects them emotionally and mentally.

Sexual harassment is a gendered expression of power, shaped by the ideals and demands of heteronormative masculinity (Uggen & Blackstone, 2004). Sexual harassment can be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment can affect the physical and mental condition of the students and employees of the institutions.

Sexual harassment can occur at any university activity and can take place in classrooms, halls, cafeterias, dormitories, and other areas. Too often, the behavior is allowed to continue simply because students and employees are not informed about what sexual harassment is or how to stop it. Sexual harassment of students is a real and serious problem in education at all levels, including elementary and secondary schools as well as colleges and universities. It can affect any student or teacher regardless of sex, race, or age. Sexual harassment can threaten a student's physical or emotional well-being influence how well a student does in school and make it difficult for a student to achieve his or her career goals. Harassing behavior, if ignored or not reported, is likely to continue and become worse, rather than go away.

The National Union of Students in Europe (2000) defines sexual harassment as any unwelcome pressure for sexual favors, or any offensive emphasis on the sex or sexual orientation of another person; it is behavior that creates an intimidating, hostile, or offensive working- or learning environment. Students and lecturers can be both the victims and perpetrators of sexual harassment. Both genders may experience sexual harassment and sexual violence from both their own and the opposite sex. In the majority of cases of sexual harassment and sexual violence though, women are the ones who suffer. Sexual harassment is a worldwide phenomenon. Globally every three women in the world are exposed to physical and/or sexual violence from a partner, or sexual violence from another person (WHO 2013).

The following Equal Employment Opportunity Commission's (1980) definition of sexual harassment has been adapted to an academic environment by many colleges and universities. Sexual harassment is any unwelcome sexual advance, request for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made an implicit or explicit term or condition of an individual's academic performance or standing,
- submission to or rejection of such conduct is used as the basis for decisions about academic evaluations, promotion, transfer, selection for training, performance evaluation, etc.
- such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational or work environment or substantially interferes with a student's academic performance.

The impact of sexual harassment on a student's educational progress and attainment of future goals can be significant and should not be underestimated. As a result of sexual harassment, a student may, for example, have trouble learning, drop a class or drop out of school altogether, lose trust in school officials, become isolated, fear for personal safety, or lose self-esteem. On the other hand, teachers' sexual experience is less than students'. Teachers are mostly involved in harassing students other than being harassed. In rare cases, teachers are being harassed. Teachers are most privileged than students.

The nature of the sexual harassment by male teachers is offensive jokes in classrooms, constant staring, unwanted and uninvited compliments, unwanted inquiries and discussions of personal matters, different treatment due to gender. e.g., more undue attention than male students in their offices with different excuses and give more marks to those female students who become friendly with them than those female students who do not encourage them or become friendly with them. According to most of the female students, not all the male teachers are like this sort, most of the teachers are like a father figure to the female students.

Surveys undertaken in various countries show that sexual harassment can be experienced as a barrier to most aspects of life. At institutions of higher education, sexual violence and sexual harassment are limiting personal and educational development and free movement. This can lead to dropouts from the educational system, heavy psychological damage, and social exclusion. Equal opportunities for both genders cannot be reached under such circumstances, and this is, therefore, an obstacle to democracy. Students may experience sexual harassment and sexual violence on different levels.

The victims are facing serious problems on the individual level. As students attacked are often in vulnerable or difficult situations (i.e., exams, dependent on perpetrator, lack of support or networks), the set of alternative strategies becomes limited. Research has shown that the closer the relationship between student and professor the higher the risk becomes to be sexually abused. Sexual harassment and sexual violence are also carried out by fellow students (very often of higher age and at higher levels of studies), by so-called friends or colleagues, as well as by strangers.

Institutions of higher education are mainly male-dominated entities with a hierarchical structure. The more hierarchical the structure is, the more it seems to facilitate domination; meaning that the individuals on the lower levels of the structure will have a high degree of dependency towards the persons at the higher levels.

1.1 Types of Sexual Harassment

Sexual harassment in academia can be divided into two types- quid pro quo harassment and hostile environment harassment.

1.1.1 Quid Pro Quo Harassment

Quid pro quo harassment refers to instances in which an individual attempt to use his or her organizational power over a subordinate to engage in sexual activity (Fitzgerald & Ormerod, *Perceptions of Sexual Harassment: The Influence of Gender and Academic Context*, 1991). Quid pro quo harassment occurs when a professor or a staff member causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a program or activity.

It can also occur when an employee causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, if a professor tells a student that she will not pass a course unless requests for sexual favors are granted, this is known as "quid pro quo" sexual harassment. This type of sexual harassment usually involves a situation where one person has more power than the other person.

1.1.2 Hostile Environment Harassment

Hostile environment harassment refers to persistent sexual advances, sexual comments, or other unwanted sexual attention in the workplace or academic setting (Fitzgerald & Ormerod, *Perceptions of Sexual Harassment: The Influence of Gender and Academic Context*, 1991). It affects a student's ability to participate in university activities or creates an intimidating, threatening, or abusive educational environment. If a supervisor (or coworker or fellow student) makes sexual jokes, obscene gestures, and/or posts sexual pictures that make people uncomfortable, this is called "hostile environment" sexual harassment.

A hostile environment can be created by an employee, another student, or even someone visiting the campus, such as a student or employee from another campus. Hostile environment harassment encompasses such a variety of situations with the legal definition being somewhat vague, and because each individual has their own concept of what are harassing behaviors, it is a difficult subject to study (Weiner & Hurt, 2000).

1.2 Theoretical Framework and Historical Perspective

The problem of sexual harassment was first identified in the United States during the 1970s. Working Women United Institute (1975) used this term for the first time and defined it as frequent and surplus sexual remarks, looks propositions, or physical contact that an individual may find offensive or unpleasant and that has discomforting effects. During the 1980s, Equal Employment Opportunity Commission (EEOC) in the United States presented interpretive guiding principles on sexual harassment under Title VII of the Civil Rights Act of 1964. Thus, it makes sexual harassment an unlawful employment practice.

In the year 1997, the Office of Civil Rights (OCR) published its guidelines, i.e., "Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties." These guidelines clearly affirm that sexual harassment is illegal and forbidden under Title IX. Also, these guidelines are applicable to all students whether from classes as early as elementary or high school levels. These guidelines also presented behaviors that were considered sexually harassing and the duty of adults regarding how to abolish this unlawful phenomenon. (Gowen & Yanez, 2014).

A study conducted by the American Association of University Women (AAUW) in 1993 "Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools." According to this study, sexual harassment's impact is uncontrolled (Cochran III, 2007). Almost 85% of girls and 76% of boys have experienced sexual harassment in school. Two types of impacts on students have been recognized by AAUW, and these impacts are educational impact and emotional impact. When students deliberately skip school and want to stay home or skip a class, it shows the educational impact on the student due to the sexual harassment experienced. This may cause low-class participation and less attention in class. This all will eventually result in poor academic performance, lower grades, and some students may even think of changing their schools and some students did eventually. When a student starts to feel self-conscious and has lower self-esteem due to embarrassment about receiving unwanted attention, is a result of emotional impact because of experienced sexual harassment. Such students develop fears and lose confidence about having a positive intimate relationship. They also experience identity confusion and feel defamed.

These educational and emotional impacts of sexual harassment are severe and disturbing at any level of educational institutions. A study conducted by (Walker, Erickson, & Woolsey, 1985) revealed that the phenomenon of sexual harassment in universities is complex but not equal to workplace sexual harassment. However, it signifies allegations for female students when it comes to equality among sexes regarding education.

In reference to sexual harassment in Pakistan, research has identified sexual harassment in the workplace and academic settings (Abid, 2004). However, looking at the background of Pakistan as conservative social beliefs, sexual harassment has been acknowledged as a taboo. Therefore, it was not encouraged among families of Pakistan to even talk about this immoral act. If any women experience sexual harassment, she was either blamed for immoral acts conducted by men or she was forced to quit social life (i.e., women were not permitted to leave their houses). But, in the last few decades, sexual harassment has been seen as a serious issue that is growing among the mass.

Researches were not enough to spread awareness about the prevalence of sexual harassment in Pakistan and its seriousness. Thus, journalists started to report sexual harassment cases in their newspapers (Express Tribune, 2011). In this way, people became more aware of sexual harassment in Pakistan, which lead to further and more detailed studies of sexual harassment carried out in Pakistan (Abid, 2004; Ahmer, et al., 2008; Sheikh, 2000). This whole change of sexual harassment as a taboo to social issue reached at policymaking against sexual harassment for protection of women at workplace (AASHA, 2010).

1.2.1 Sexual Harassment: Feminist Theory

Theories of sexual harassment have made an effort to gratify the need to explain sexual harassment to some extent: to present a standard explanation of wrongness within sexual harassment; to suggest meanings, causes and effects of sexual harassment; and to find legal preparation for the grievance of sexual harassment. Nonetheless, there is a strain among these needs, since, sexual harassment is not an integrated event, neither sociologically or normatively. This can be due to inability to fit sexual harassment incidents according to the understanding of its nature and wrongness as it is distorted sometimes (Anderson, 2006).

Feminist scholars (Benson & Thompson, 1982; Crocker, 1983; MacKinnon, 1979; Stanko, 1983, 1985), conceptualize sexual harassment as a pattern of interpersonal behavior that functions at the social structural level to reinforce and perpetuate the subordination of women as a class. In this view, sexual harassment is a manifestation of the differences in power between the sexes and is a form of sex discrimination through which inequality at the institutional level is maintained. (MacKinnon, 1979) summarizes this approach: "Sexual harassment is a clear manifestation of male privilege incarnated in the male sex role that supports coercive sexuality reinforced by male power over the job" (p. 191).

From this perspective, sexual harassment is tied more closely to structural conditions and historical patterns of sex-role interaction than do individuals' attitudes and behaviors. Legal doctrine, cultural definitions of gender differences, a sex-segregated occupational structure, and bureaucratic forms of decision making, and control have been inextricably interwoven with the notion of male and female sexuality. Interaction among these variables gives rise to the possibility, indeed the likelihood, of sexual harassment.

1.2.2 Legislation and Legal Action

In recent times several steps have been taken by the legislative authorities for the protection of women against harassment abuse and domestic violence.

Laws that protect the rights and safety of women: -

The Domestic Violence (Prevention and Protection) Bill (2009)

The Acid Control and Acid Crime Prevention Act (2010)

The Protection Against Harassment of Women in the Workplace Act (2010)

The Criminal Law (Amendment) Act (2010)

The Prevention of Anti-Women Practices Act (2011)

The Women in Distress and Detention Fund (2011)

The Criminal Law (Amendment) Act (targeted at preventing acid-related crimes) (2011)

The Domestic Violence Prevention and Protection Bill (2012)

The National Commission on the Status of Women Act (2012)

The National Commission for Human Rights Act (2012)

Transgender Persons (Protection of Rights) Act, 2018

The Dowry and Bridal Gifts Act

The Women, Violence, and Jirgas Act

Marriage in the Quran

Women Agriculture Bill 2019

The Sexual Harassment Bill was created to ensure women's safety in public and workspaces, while the Prevention of Anti-Women Practices Bill sought to constitutionally protect them against discriminatory social practices, such as forced marriages, intended to deprive women of their inheritance rights. The bill incorporated strong penalties for offenders.

The Acid Control and Acid Crime Prevention Bill aimed at controlling the import, production, transportation, hoarding, sale, and use of acid, and providing legal support to acid burn victims. Penalties include imprisonment anywhere from fourteen years to life and fines of up to 1 million rupees. Child Marriages Acts have been instituted by state governments, including the province of Sindh, setting the marriageable age at 18, though in Punjab it is 16.

The Ministry of Women Development finalized the draft Domestic Violence (Prevention and Protection) Bill in 2009, in consultation with members from prominent non-governmental organizations. The Bill was passed by the National Assembly. It is to be presented in Parliament in May 2012.

The purpose of passing this bill was to prevent domestic violence against women.

The Criminal Law (Amendment) Act, 2010 (on sexual harassment) was signed into law by President Asif Ali Zardari on Jan 29, 2010. ... Any person found guilty of sexual harassment is liable to be penalized with imprisonment of up to three years or a fine of up to Rs500,000 or both.

The National Commission on the Status of Women Act, 2012 was passed by the parliament to establish a statutory body with a broad mandate and powers to carry out an inquiry of women's

rights violations. In 2013, NCSW gained administrative and financial autonomy to run its affairs effectively.

The Acid Control and Acid Crime Prevention Act, 2011 (Criminal Law Second Amendment Act, 2011) made amendments in Pakistan Penal Code and the Code of Criminal Procedure to punish perpetrators of acid crimes by clearly including acid crimes in the definition of hurt.

However, all these laws entertain both female and male victims equally because victims can be of any gender which promotes gender equality in Pakistan.

1.3 Positionality

Sexual harassment is a global issue that has far-reaching consequences for people, groups, and entire organizations. Precarious working conditions, hierarchical organizations, the normalization of gender-based violence, toxic academic masculinities, a culture of silence, and a lack of active leadership are all factors that contribute to sexual harassment. Studies on sexual harassment in academia from the beginning of the feminist movement to the present demonstrate that sexual harassment of women is common and that rates of sexual harassment have not decreased considerably.

I selected this topic because as a student, I was urged to be reflexive about how I come to know about sexual harassment in academia. I was able to do research about this topic even though at times it has been overwhelming to study it, in part because my life has been disrupted by such events. There is a lot of work on this topic but in Pakistan, I didn't find qualitative research a lot on this topic. It is considered to be a sensitive topic.

It is important to recognize how one understands and senses the world is connected to and determined by one's surroundings, experiences and social position. It is through this practice of reflexivity that I was willing to deal with the difficulties of my writing. Although this can feel uncomfortable at times.

There is a need to acknowledge and be reflexive about one's positionality. Embracing discomfort provides space for dialogue, for noticing how where we are situated relates to how we see and make sense of the world. I think that keeping a curious, dynamic and collective conversation on

the motivations, the ethics and the directions of what we do in our work and our studies is a way to start thinking and building peace otherwise.

I must acknowledge that engaging in this research empowered me in many ways. I am confident that I am better informed now, as well as aware of issue of sexual harassment from a variety of viewpoints. I am sufficiently versed in conceptualizing my self with previous research studies, and investigating academic life experiences of students and teachers in academic institutions of Pakistan.

1.4 The Problem

The main focus of this research was to determine the impact of sexual harassment within academia. How the interaction between teachers and students leads to sexual harassment. The responses of male teachers and female students about sexual harassment were collected in this study. The purpose of this research was to compare and contrast how differences in experiences of sexual harassment impact the university's environment. The major goal of this study was to investigate the discrepancies between female students' and male teachers' sexual harassment experiences. Furthermore, the purpose of this study was to determine the tactics used by faculty. This research also investigated the factors which lead in the favor of the blamed or accused person.

1.5 Statement of the Problem

Sexual harassment in universities is a problem because it produces negative effects on students and teachers, as well as the performance and image of the institution in which it occurs. In universities, both males and females are experiencing different forms of sexual harassment. This study was intended to explore the perception of male teachers and female students about sexual harassment in higher education. Sexual harassment is a prevalent issue in academia. This study tries to find out the responses to sexual harassment. How teachers and students experience unwanted sexual behaviors.

This ethnographic study tries to explore the reasons behind how teachers start it, what are the circumstances? It also explores the consequences of sexual harassment on academic performance. How widespread a phenomenon is sexual harassment in academic institutions, at

what point does the individual's responsibility end, and the institution begins with regard to preventing or sanctioning sexual harassment; what procedures are used to prevent or deal with it when it occurs? It is important to address these problems of sexual harassment in university settings and to review and assess current situations.

1.6 Research Questions

- What is sexual harassment? How prevalent is sexual harassment? And what are the responses to and consequences of sexual harassment?
- How do students and teachers perceive sexual harassment (whether they construct sexual harassment as something they might encounter in everyday university life)?
- What are the factors and dimensions that contribute to particular behavior being labeled as sexual harassment?

1.7 Objectives

- To observe prevalence and impact of sexual harassment
- To find out the correlation between sexual harassment and academic performance
- To study “A chance to resign rather than termination on the humanitarian basis is offered to the blamed or accused person”
- What are the tactics used by faculty before starting harassment?
- To examine how university male teachers and female students perceive, experience, and respond to unwanted sexual behaviors.

1.8 Significance of the Study

The utility of investigating sexual harassment on campus has at least two broad goals. First, studying sexual harassment will increase understanding of the mechanisms perpetuating sexual harassment. Second, once such mechanism become better known and understood, there will be greater potential for successful endeavors aimed at controlling the incidence of sexual harassment - both within academia, as well as in the professional working world

1.9 Thesis Outline

The first chapter of the thesis is about introduction, the second chapter of the thesis describes literature relevant to the research topic. The third chapter comprises the research methodology and techniques used to conduct this research. The fourth chapter explains brief information about the physical and socio-economic features of the research setting. Chapter five is based on findings that illustrate the perception, experience, and response of the male teachers and female students about sexual harassment. Chapter six summarizes the key findings of the research and concludes the thesis.

Chapter 2

REVIEW OF LITERATURE

In this chapter, relevant existed literature has been studied and reviewed to have a clear understanding regarding the extent and nature of sexual harassment within academia. Reviewed literature is pertinent to research objectives being assembled in this chapter to establish a background for the arguments explored in this research. The literature reviewed provides a structure to the study.

Sexual harassment is an unwanted, unsolicited sexual attention of a persistent and abusive nature. It is sexually oriented remarks and behaviors which contribute to a negative psycho-logical or emotional study and work environment. It implied or expressed promises of reward for sexual favors. (Osborne, 2016)

Sexual harassment is improper behavior that has a sexual dimension. The major definitional component identifies both the unwanted physical, psychological and verbal nature of sexual harassment including offensive remarks of sexual nature, unwanted physical touch and attention. Per to the definition, the sexually oriented remarks has negative physical and psychological implications either at workplace or study setting which create hostile environment for workers as well as students in universities to work and study. The component of definition focusing sexual favors is discussed in the context of professional authority that involves professor demanding sexual favors from his students.

Sexual harassment is widespread in university setting. A majority of university students experience sexual harassment. Students experience noncontact forms of harassment from sexual remarks to electronic messages—and nearly one-third experience some form of physical harassment, such as being touched, grabbed, or forced to do something sexual. It is most common at large universities, four-year institutions, and private colleges. Female students are more likely to be upset by sexual harassment and to feel embarrassed, angry, less confident, afraid, worried about whether they can have a happy

relationship, confused, or conflicted about who they are, or disappointed in their university experience. (Hill & Silva, 2005, p. 3)

The problem of sexual harassment in universities has been the subject of many researches emerged examining the concept, issue and impacts of sexual harassment. In universities, extensive sexual harassment cases were discerned in which numerous students experience varied forms of harassment. Female students are harassed either physically by touching or forcing them for sexual activities or by sending sexual remarks, messages, and jokes through digital means. Female students are more likely to be effected by sexual harassment in universities than schools and colleges. The aftermath of sexual harassment experience include feelings of confusion, fear of pursuing happy relationships, embarrassment and poor perception of university life. After being harassed by a professor, females usually avoid going campus or the teacher who harassed them and find hard to pay attention in class as a consequence of sexual harassment.

The issue of sexual harassment and the associated impact on the target has been examined in a number of studies. Findings have shown clearly that sexual harassment in social settings does have negative impact on victims. Fitzgerald et al (1988) produced data revealing that when sexual harassment is experienced as intense and frequent, the victim reported feeling depressed, anxious, and exhibited physical problems. It is estimated that 20-30% of all university females have been sexually. Most of the past researches on hostile environment sexual harassment in university settings have focused on faculty-student sexual harassment. However, participants also reported receiving seductive remarks about their appearance, body, or sexual activities from professors. (Ekore, 2012, pp. 4359-4361)

Being a major psychosocial problem, there has been a high incidence of lecturer-student sexual harassment cases in universities. Fitzgerald and other researchers have produced data showing serious impacts of sexual harassment on students such as persistent anxiety and depression. Previously, student-teacher sexual harassment has been the focus of past researchers estimating the prevalence of harassment in universities. Besides physical harassment, students also reported verbal harassment from their professors including sexual remarks and comments about their physical appearance.

It is disturbing that this occurs in academia. According to the studies (1993, 2001) students experiencing sexual harassment report negative psychosocial effects such as depression, loss of appetite, nightmares or disturbed sleep, low self-esteem and feelings of being sad, afraid, scared, or embarrassed (Hand & Sanchez, 2000). Similar to bullying victims, students also report loss of interest in regular activities, isolation from friends and family, and loss of friends. School performance difficulties include absenteeism, decreased quality of schoolwork, skipping or dropping classes, poor grades, tardiness and truancy. (Ojo, Oliver, Louis, & Omolola, 2013, p. 251)

A sexual harassment study in various universities depicts the occurrence of sexual harassment experiences of students within academia. Research scholars including Hand and Sanchez in 2000 studied the impacts of sexual harassment on the victim and its link with academic activities. Incidents of sexual harassment in educational institutions are associated with psychosocial state of the victim with adverse effects on daily activities along with academic performance. Depression, disturbed sleep, embarrassment, fear, lack of interest in normal activities and disturbance in interpersonal relationships are unfortunate impacts of sexual harassment. The quality of performance in academics also decreases with a chance of absenteeism, poor grades and class skipping behavior after being effected with sexual harassment.

Most researchers agree that the sexual harassment of students by instructors stems in large part from the unequal power that characterizes the professor-student relationship. Professors possess the authority to confer or withhold rewards (e.g., praise, grades, recommendations, etc.), and as Cammaert (1985) suggests, "it seems logical that some professors would attempt to trade sex for grades as employers do for employment benefits" (p.390). Students, lacking institutionalized power, may fear reprisals if they refuse to comply or if they report the behaviors. (Grauerholz, 1989, p. 790)

The relationship between students and professors portrays power and authority alliance. A study on sexual harassment of professors explores the unequal power dynamics in educational institutions linked with harassment behavior and its impacts. Academia involves the process of giving praises and grades by professors similar to employees in workplace as salaries and promotions. It is observed that often professors tend to trade sexual activities for grades. Students having less power fear that their refusal would result in failure in the subject. Many victims of

sexual harassment from university professors show hesitancy in reporting behavior due to fear of revenge by professor i.e. failure and low grades in subject.

The picture of sexual harassment that emerges as understanding of the phenomenon grows is not only one of a common experience, but also a damaging one. Physical symptoms like headache, backache, nausea, weight loss or gain, and psychological reactions, like insomnia, depression, and nervousness, are common. A study by Working Women's Institute found sixty-three percent of the women who were sexually harassed suffered physical symptoms and ninety-six percent suffered symptoms of emotional stress. These reactions in turn cause loss of motivation, absenteeism, and, in the end, diminished productivity, as women lose their desire and ability to study efficiently. (FITZGERALD, et al., 1988, p. 154)

The comprehension of sexual harassment renders the damaging impacts of it besides perceiving it as a common experience in universities. Based on a research of working women institute, physical, psychological, and emotional effects on women being sexually harassed has been found including body aches, changes in weight, anxiety, depression and nervousness. Majority of women who are sexually harassed experience emotional impacts including stress and its impacts on their studying ability and performance as they lack performance to attend college and university regularly and study competently which effect their academic productivity.

Sexual harassment is found throughout global higher education systems and impact individuals, groups and entire organizations in profound ways. In studies on sexual harassment in higher education demands from male teachers for sexual services from female students in order for them to receive a valid examination certificate from their studies (Morley, 2011). Gender harassment is the most common form of exposure within higher education according to this research field. Sexual harassment as a more specific form of gender-based violence. Female students and younger women are more exposed to sexual harassment than other groups. More than half of students experiencing sexual harassment do not report the events to management. (Bondestam & Lundqvist, Sexual harassment in higher education – a systematic review, 2020, p. 417)

Globally, sexual harassment is an epidemic in educational institutions disturbing individuals and institutions adversely. Studies on sexual harassment shows gender differentiated harassment in

which male teachers harass female students. Sexual harassment being characterized under gender-based violence is reported by females of all disciplines. Among all students, females specifically young ones are more prone to be effected by sexual harassment in university settings and majority of students do not report harassment events. In universities, male teachers demand sexual services from female students in response of educational rewards.

Being one of the first studies of this magnitude on the prevalence of sexual harassment conducted after the Me Too movement, the current study provides new evidence that sexual harassment indeed is a substantial problem also in college and university settings. Young women were especially at high risk, a finding that is also in accordance with previous studies specifically addressing this group. The reasons for not reporting sexual harassment or abuse for women (e.g. intimidation, shame, fear of not being believed). The increase in digital communication has been paralleled by an increased focus on sexual harassment through sending or viewing offensive pictures (e.g. people sending _nude/dick pics). (Sivertsen, Nielsen, Madsen, Knapstad, & Hysing, 2019, pp. 7-8)

After the emergence of Me too movement, a study in Norway among university students on sexual assault delineates the ubiquity of the issue in educational setting. Per to recent studies focusing on sexual harassment in universities and colleges, women are an easy target with the fact that they are more hesitant and reluctant in reporting harassment cases. Several reasons including fear, shame and incredulity force women not to report sexual abuse of their teachers. In the age of digitalization, the ways of sexual harassment has also been changed similar to ways of communication. Sending offensive pictures, sexual messages, jokes and nudes have become a way of harassing students by university professors.

A study supports to the notion that when sexual harassment occurs in the academy, it often does so via power asymmetries, i.e., scenarios which the perpetrator of sexual harassment is in a position of power relative to the person who is sexually harassed. Specifically, student respondents were more likely to avoid reporting sexual harassment. Chronic sexual harassment has been shown to be predictive of anxiety, depression, and substance abuse; negative health outcomes include hypertension and poor sleep. Sexual harassment is also associated with psychological duress and lower academic satisfaction. (Aguilar & Baek, 2020, p. 9)

A recent study based on sexual harassment in academia by Anguilar and Baek (2020) represents that inequality in power relationships in educational domain often become a root cause of sexual harassment incidents. Sexual harasser often possesses more power than sexual harassed person. Sexual harassment attracts a variety of negative health outcomes including sleep disturbances, depression, anxiety and poor academic performance as students have to face their teachers regularly even after being harassed by universities.

When the students experience sexual harassment, most of them indicate “Feeling angry” “Feeling afraid or scared”, and “Cannot relate well with others”. However, fewer students express that their daily life will be affected, such as “Sleep disturbances” and “Eating disorders”. In the face of sexual harassment, most of the students react passively by addressing the issue on their own. For example, they will choose to tolerate or to leave. Local studies point out that victims, after being sexually harassed, show low self-confidence/ self-image, depression, insecurity, and poor sense of belongingness to school. Overseas research shows that apart from feeling unsafe at school, elevated risk of suicidal thoughts, early dating and substance use are also found. (Sang, Kemboi, & Omenge, 2016, p. 150)

Female students encountering sexual harassment more than male students are affected psychologically and emotionally by feeling fear and isolation. Physical effects including disturbance in their sleeping and eating orders are indicated. The psychological effects include suicidal thoughts, poor performance at school and insecurity are reported. As far as reporting incident is concerned, female students do not react openly and actively and avoid seeking external assistance by facing issue alone. Despite the fact that they can take help from family and friends due to fear and angry emotions, negative feelings and damage to self-respect.

Universities and other higher education institutions are expected to provide learning and working environments wherein all members of the academic community can pursue their studies, scholarship and work without bias or being intimidated. However, in reality, issues related to sexual harassment in academia present a different picture in Pakistan. Sexual harassment is still not considered a recognized serious issue. People usually believe that sexual harassment is something that may be swept under the table. Anila

conducted a research study on sexual harassment that focused on the sexual harassment of female students studying in one of the institutions of higher education in Pakistan. (Durrani & Khan, 2010, p. 1)

The purpose of higher education institutions is to provide learning environment without gender inequalities and biases where students pursue education freely. In Pakistan, the condition of universities is entirely different. Talking about sexual harassment is a taboo in Pakistani culture. Likewise in academia, sexual harassment is sub rosa issue in recent times. A study on sexual harassment of women in academics focused on the issues that women experience harassment in universities and do not report it.

A study is based primarily on qualitative in-depth interviews with students, which are complemented by quantitative questionnaire data from a survey conducted between 2008 and 2009 at a Prague university. The analysis shows that sexual harassment by professors is not an uncommon phenomenon among students. Although students do not label their experience of sexist and sexualized behavior as sexual harassment, the analysis reveals certain factors which result in the labelling of certain behavior as sexual harassment. The most significant among these factors were the explicit nature of sexual harassment, power imbalance, situational context and the violation of individual boundaries. (Elkins & Castrillon, 2008, p. 1435)

The victim and harasser perceive harassing behavior differently. The individual perception of sexual harassment has considered one of the reasons of judging harassment incidents. A research in Prague University focused on the perception and construction of sexual harassment by students, under which conditions they label behavior as of sexual nature and which factor results in sexual construction. Not all students considered sexual behavior as harassment. The situational context, circumstances and power criteria are the major determinants of constructing the perception of students regarding sexual harassment.

Past research on sexual harassment in university settings focused on faculty-student sexual harassment, while participants reported seductive remarks about their appearance, body, or sexual activities from professors. Besides, it was revealed that more female participants were able to recognize 'Remarks about sexual activities or speculations about sexual experience' and 'deliberate physical interference with or

restriction of individuals' as acts of sexual harassment. In addition, a majority of the participants considered persistent, unwanted sexual or romantic attention, subtle or overt pressure for sexual favors and explicit or implicit propositions to be acts of sexual harassment. (Menon, et al., 2014, pp. 139-140)

In university setting, the previous researches focusing on the perception of female students about sexual harassment reported that they categorize sexual and romantic remarks about them, their dressing and physical appearance as sexual harassment. While comparing the views of women with men, the special attention of professors with factors for marks are considered as covert signs of sexual demands. Unwanted deliberate physical touch and sexual activities which interfere with the limits of individual are also perceived as sexual harassment. In higher education institutions, a significant number of females face sexual remarks about their appearance and activities by their professors and university staff.

Within educational settings, it has been estimated that 1 out of every 2 women has experienced some form of sexually harassing behavior from male faculty during their years in college or university (Brooks & Perot, 1991). Participants were most likely to identify the interactions as harassment when they involved a male offender and a female victim. They were less likely to label the behaviors as harassment when they occurred between members of the same gender or between a female professor and a male student. Women were more open to viewing the scenarios as harassment and teachers were unlikely to view the interactions between a female professor and a male student as harassment. (Runtz & O'Donnell, 2006, p. 963)

Studies of university setting have found high rates of harassment occurring within universities. During college and university time, every second woman has to face sexual harassment from male teachers, faculty or staff. Based on the perception of the students about sexual harassment, students usually comprehend behavior as sexual harassment if abuser is male and victim is female. If any sexual activity or behavior occurs between a male student and a female teacher, there are less chances to categorize it as sexual harassment. There has been a considerable difference between the perception of university teachers and students about harassment as male teachers do not consider the interaction with female students as sexual harassment.

A number of scholarly works such as Adedokun (2005), Bunyi(2008), Morris and Daniel (2008), Norman, Aikins and Binka, (2012) and Julie (2013) equally reconnoitered the effects of sexual harassment on female students as a serious psychological effect on the academic performance of the female students. Similarly, majority of the respondents agreed that sexual harassment have social and health implications such as stigma, depression, poor academic performance, loss of esteem. In addition, majority of the respondents illustrates that compelling female students for sexual harassment activities is the major nature of sexual harassment, while some of them opined that threatening to fail female students if she refuses sex as nature of sexual harassment, making sexual gestures and expressing sexual jokes/comments as nature of sexual harassment as well. (Suleiman & Saeed, 2017, p. 88)

Based on a survey by numerous scholars, it is explored that sexual harassment has a consequential link with academic performance of female students by disturbing psychological well-being. Other than violating academic life of victims, sexual harassment has serious health and social impacts including social stigma, isolation, victim blaming and poor self-respect. The ways lecturers use to harass female usually include forcing them for sexual activities associated with failure in the relevant subject. Sexual behavior of male teachers includes sexual activities, jokes, comments on physical appearance of female students and touching them incorrectly.

According to Bell et al. (2014), some victims, especially women, postpone seeking treatment or do not seek treatment at all after a severe harassment such as sexual assault. They may feel that it's not crucial for them to receive sexual trauma counselling and also fear being stigmatized. This may continue to cause stress. One of the effects of sexual harassment is that it interferes with a student's performance or creates a threatening, aggressive or unpleasant study environment. Gender differences in perception of sexual harassment revealed that female students are known to give up university education because they want to free themselves from sexual harassment. (Bell, Turchik, & Karpenko, 2014, p. 27)

The responses on experiences of being sexually harassed elicited that women make it underreported by not accepting any kind of dealing with it. Being vulnerable, they believe that they do not require any counselling, help and action despite having mental, emotional and psychological effects of harassment incidents. Besides effecting the health of the victim, the act of sexual harassment also impedes academic performance of female students. They tend to perceive study environment as threatening, unsafe and unpleasant. The aftermath of sexual harassment in universities that students leave universities to avoid facing their professors and harassing environment.

A study by Bakari and Leach (2008) on sexual violence in a Nigerian College of Education, found that sexual harassment was rife at the college. Female students were largely harassed by lecturers and approximately 45-65% of male lecturers asked for sexual favors in exchange for good grades. Some female students had to choose between accepting a lecturer's advances and withdrawing from the college. Female students were often verbally and physically harassed by male teachers. They often used derogatory language about female sexuality and women were pushed, blocked or touched in a sexual manner. (Bakari & Leach, 2008, p. 74)

A study conducted in Nigeria (2008) demonstrated the widespread existence of sexual harassment in colleges and universities. Lecturers use tactics of offering good grades and threats of failure in the subject through which female students were harassed. By not accepting sexual invitations from the lecturers, female students choose to leave institutions. Several lecturers fail students for not accepting or giving sexual favors. Male lecturers harass female students verbally by passing sexual remarks and physically by touching them inappropriately without their permission.

In university campuses, the general perception is that lecturers determine the outcome of the student's performance. Jones (1996, p. 102- 3) aptly summarizes this scenario by stating that "the apparently all-powerful teacher's authority to confer grades and legitimized judgment on the student's work", leads to a "web of desire, power, and vulnerability that forms some of the most productive-and most destructive relationships possible." In this case Brandenburg (1982, p. 322) explains that "sexual harassment must be understood as an exploitation of a power relationship, rather than as an exclusively sexual issue". Consequently, Harassment occurs in the context of unequal

power relations in which the abuser has more power than the victim. (Kayuni, 2009, p. 87)

In higher educational institutions, the capacity of any individual to influence other as well as show dependency on the person holding power defines teacher-student relationship. Studies shows that in universities, the task of teachers is to give assessment on the work of students with grades which give them authority with power. The teacher-student pedagogical relation made in response of power for teacher and intrusion for student give rise to destructive academic relations with teachers exploiting students with power. Consequently, sexual harassment occurs as a result of unequal power relations in which the teacher has formal power over the student. Similarly, a lecturer sexually harassing a female student might be in this realm of harassment.

Studies indicate that victims are hesitant to make formal reports when they are harassed. Numerous reasons were cited. As in cases, women are hesitant to report the incidence of sexual harassment due to fear of retaliation, embarrassment or resignation. Victims are concerned about not being believed. They also question their own behavior. They begin to examine their style of dress and behavior around others, becoming self-conscious of their actions in order to prevent the harassment from occurring again. Often times they blame themselves rather than the harasser which may result in a sense of powerlessness. (Bonnes, 2019, p. 1661)

Sexual harassment has a weaker relationship with self-image and self-doubt as victims of sexual harassment are ashamed, afraid and embarrassed to speak up about the incident and to report it. Women often believe that if they divulge about being harassed by a university professor, it will result in victim blaming. Thus, they question and doubt their selves, style of dressing and how to avoid these incidents in future. In is an embedded mindset that the dressing ways and behavior of females ignite males to harass them. Under this widely accepted mentally, victims of sexual harassment blame themselves which gives more power to harasser. In academic domain, professor enjoy superior position and exercise power than students. Blaming oneself of harassment give harasser providence to harass without any sense of fear.

Women seeking higher education or working in universities were long subjected to demeaning remarks, groping, kissing, leering, explicit proposals and even sexual assault by their supervisors, professors, and peers. This environment brutally reminded them that

all of their intelligence, effort and creativity counted less than their sexual attributes. Sexual harassment remains pervasive at universities, despite their anti-harassment policies. Students are under great pressure to not report professors who sexually harass them. (Baker, 2010, pp. 1-9)

Per to Baker (2010), women studying in universities have been experiencing sexual harassment from their professors and supervisors in the form of touching without consent, unpleasant gazing, sexual remarks and assault. Sexual harassment within academic institutions illustrates that the sexual characteristics of women are more recognized in universities by teachers than their intelligence and academic performance. At present, each university have anti-harassment policy. On contrary, incidents of sexual harassment at universities remain prevalent. Women who are sexually harassed by their professors do not report under social, academic and family pressure.

For women, sexual harassment is a form of sexual aggression entailing traumatic ramifications. Harassment causes behavioral, physical and socio-psychological impairment for the female victims, who may resultantly lose faith in academia. Expounding on the psychological impact, Lord (2009) had highlighted that sexual harassment affects the victims at both personal and academic levels. The most common academic effect of harassment is that women begin to fear teachers. Many women hate themselves for being helpless victims of harassment. They experience their presence in institutions being curtailed. (Ahmad, Ahmad, & Masood, 2020)

Marta Vohlídalová (2011) studied the sexual harassment in Czech universities and mentioned that there exist similarities in sexual harassment laws but the distinctive dynamics of practices of sexual harassment in different spaces. Spatial element is significant for understanding the acts for an anthropological inquiry. Universities are the leaders in establishing ethos and morality discourses; therefore, the spatial connotations for such acts in universities warrant for an independent and in-depth study.

Although sexual harassment in higher education has—despite its specificity—a number of commonalities with sexual harassment in labour law relation [however, it is important to study university harassment independently because] ... universities play a major role in

the process of establishing new social norms and reproducing old ones. (Vohlídalová, 2011)

There is a clear indicator that authority and power are the essential components of exploitative sexual harassment, either at workplace or at university. This is obviously a better lens to understand the dynamics of sexual harassment where power differential is meaningful for a victim to attain certain ends, in the case of university students these ends are either marks/grades or their research thesis and consequently degree or diploma.

While the “vulnerable victims” perspective suggests that authority might act as a protective factor, exempting women from the suggestive gaze or unwelcome touch of co-workers, we find that supervisory status actually increases women’s harassment, in keeping with the “power threat” perspective. (McLaughlin, Uggen , & Blackstone, 2012)

Supervisory role is often assumed to be protective, so is the role of a teacher, however there are higher risks of sexual harassment when one probes the role of power in promoting the harassment (McLaughlin, Uggen , & Blackstone, 2012).

Sexual harassment is usually verbal in the classroom and mostly physical outside of it, such as in the teacher's office or at home.

According to (Timmerman, 2003):

Verbal abuse occurred in a classroom setting, whereas physical and visual abuse often took place outside of school facilities (e.g., in teachers’ homes, at after-school and weekend extracurricular functions).

Name-calling and taunting are among the most commonly reported forms of harassment, according to the research (Epstein, 1998). It is crucial to understand that the language employed in these abusive acts is discourse, meaning, and identity construction.

Sexual harassment includes non-verbal, or psychological behaviors such as gestures, facial expressions, and relational behaviors such as social exclusion in this definition. Sexual harassment defined as

„Unwelcome behavior that can include both physical or verbal conduct and that has a sexual or gender component‘ (Reed, 1996).

Power plays an important role in sexual harassment cases. Harassment mostly happens in certain sectors of society with power. (Fitzgerald, Sexual Harassment; Violence Against Women in the Workplace, 1993). In sexual harassment cases teachers show power and agency as Tania Ferfolja reported that on many occasions lesbian teachers exhibited instances of power and agency. (Ferfolja, 2010). Sexual harassment is humiliating, scary, and often physically aggressive. it typically lasts a long time; and it can have serious work-related, psychological, and health-related effects. (Fitzgerald, Sexual Harassment; Violence Against Women in the Workplace, 1993) .

Chapter 3

RESEARCH METHODOLOGY

This chapter discusses description about research setting and methods which were used for data collection while conducting research on Sexual Harassment within academia in different universities of Islamabad, and Lahore.

Every scientific field has its own set of rules and procedures that must be followed in order to conduct an effective study. Anthropology is a field, which has more than one strategy to perform studies. Logical use of these strategies yields reliable records. Fieldwork with emphasis on participant observation is the principle research method for a qualitative extraction of data. An anthropological research approach allows a researcher for planning his/her study, concerning time and topic.

In anthropology, the methodology is the contribution of tools and techniques that are used to acquire data for research objectives. From the beginning to the last stage, the methodology entails the use of techniques and methods for data collecting. Methodology involves selecting particular observation techniques, assessing the yield of data and relate that data to theoretical propositions.

While discussing scientific methodology Russell says: “Each scientific discipline has developed a set of techniques for gathering and handling data but here is, in general, a single scientific methodology. The method is based on assumptions:

- (a) that reality “out here”,
- (b) that direct observation is the way to discover it, and
- (c) that material explanations for observable

phenomena are always sufficient, and that metaphysical explanations are never needed.” (Bernard, 2006) .

As an anthropologist, I used the main anthropological methods. This main method was accompanied with other diverse strategies, together with report building and consulting key informants. For data collection, I used distinct tools including sampling, interviews, semi structured questionnaires, daily dairy, photography, audio recording and data analysis. In sampling I used snowball sampling and purposive sampling.

Moreover, justification of methods used in research are called methodology. If your methods are not clear, you cannot conduct research properly. Methodology is the base of research. It also provides basic framework to start the research. Selection of topic is also very necessary to do research. If you are not clear about your research topic, you cannot do methodology. Without choosing topic it is difficult for you to form.

I am going to discuss why and how I choose specific methods in my research. I tried my best to make my topic simple and easy to understand.

Qualitative Research

The research is based on qualitative methods. Qualitative research relates to the understanding of some aspect of social life, and its methods that generate words, rather than numbers for data analysis.

3.1 Research Design

This research relies on qualitative methods to document primary data during the research. This make the researcher to observe, to participate in the study and to be involved in the whole process. The methodology I choose is drawn from a combination of different approaches of research. In order to make my results more effective, I utilized the following strategies to enhance my data.

3.2 Rapport Building

Rapport building is the most important step of the research. Rapport building means the relationship between researcher and informants which mostly based on trust and mutual understanding. Rapport building is the primary stage of an ethnographic fieldwork; it's far too

tough to get information from respondents, who've their very own peculiar social settings, without rapport building. I used this technique primarily during my field research.

I used this technique primarily during my field research. Therefore, I first met seniors of my department and discussed the research objectives of my research with them. I spent some time with the people of research locales and then tried to explore their perception regarding sexual harassment. After meeting, I tried to create a bond with those who had enough knowledge about my research topic.

During field, I introduced myself first and discussed the purpose of my research and ensured my respondents that any personal information is not to be used (Name, department etc..). So, to build a rapport I met people of different universities which included teachers, scholar, and educational professional people. These are the people who shared their experiences about sexual harassment. Thus, rapport building is the major step for the progression of data collection, which I used within the locale, through which I found my respondents easily for collecting data.

3.3 Participant Observation

Participant observation is one of the best ways for collection of data in a subjective manner. Participant observation is an important method in anthropological research in which anthropologists spent a specific time duration in research locale in order to collect reliable data through observation. In the anthropological research practice, participant observation is considered as the most crucial approach for facts extraction.

“Participant observation is a way in which the researcher observes the participants in their daily activities, interactions, events and while performing any ritual.” (Aktinson & Hammersley , 1998).

Using this method, the researcher collect data as a participant-observer. One of the advantages of this method is that the researcher can easily collect data related to the topic by observing the participants. As a participant-observer, I used this technique where I became a part of the community and I observed them as being their friend. This was a direct way for me to get information from them. It helped me in getting close to people especially female students and making them feel comfortable enough with my presence so that I observed and record information about their sexual harassment experience. I had a close observational approach to the

other things of people like whether they avoid telling others while telling is it still affecting them or not. Participant observation proved a good tool for collecting data and for understanding perception of sexual harassment by own participation in the field.

3.4 Key Informants

Key informant is also any other *in quo non*-feature of Anthropological research. Key informants are those people who have sound knowledge about the research topic. As a researcher, it was hard to know the behavior of the respondent so key informant played an immense role to solve problems which the researcher had faced during research. Here a researcher must pick out someone inside of the community, in the beginning of the research who can be helpful until the researcher leaves the field.

Good key informants are those people who can easily understand you, freely talk with you and who have extensive information about your topic, and who provide all the information that you need. (Bernard, 2006)

The criteria for key informant selection are that the key informant should have extensive knowledge about that environment of the field. He/she should be widely known so that they can locate a large number of respondents for interviews to gather fine information. The key informant also helps the researcher to introduce them to that community, due to the fact that the informant is widely known among the people, and with their assistance researcher can effortlessly discover the respondents. So, I did find my key informant in the subject to be able to assist me to discover my respondents and gain correct information.

I selected two key informants. Fatima Zakir became the first key informant in Lahore. She is a university student and has a lot of knowledge about sexual harassment cases as she is living in a hostel. Fatima not only shared some valuable information but also introduced me to other respondents.

Muhammad Salman was my second key informant in Islamabad. He helped me in conducting interviews with other female students who belonged to different departments. He provided a lot of useful information about the ones who suffered sexual harassment.

3.5 Data Collection

Data collection was proceeded by adopting the means of participant observation, contacting through telephone and also by doing interviews, online discussion platform in groups, recording, making notes and through questionnaire. Questionnaire. Standard measures for data collection were taken under consideration. The data has collected using various methods in anthropology. This field research was carried in different universities.

3.6 Research Tools

Different types of interviews were conducted during the stay in the field. Informal or in-depth interviews were conducted during the fieldwork. The main benefit of these interviews is that I got useful data from the respondent, and the interview also helps me in group discussions. The interview guide was developed by keeping in mind the objectives of the research.

3.6.1 In-depth Interviews

This research is based on in depth interviews that for getting information in detail and to enhance knowledge about the people who experienced sexual harassment. To find out the correlation between sexual harassment and academic performance. How university teachers and female students perceive, experience, and respond to sexual harassment. In-depth interviews for data collection were preferred and were a basic tool for research. Personally, I believed that sexual harassment is an experience that may be best described through in-depth interviews and in a face-to-face conversational setting.

3.6.2 Informal Interviews

Throughout the field, I did informal interviews. These include daily chit chat with the respondents. Informal interviews helped me to build rapport at the initial stage of the research. It also helped me to know about their true feeling regarding sexual harassment

3.6.3 Semi Structured Interviews

This method of semi -structured interviews is used for the extraction of data, which help me to explore issue at first hand. In this research tool, I simply asked few questions to respondent among which some of the questions are predetermined which were asked every time from each

respondent, while the rest of the questions were random questions that were subjected to the flow of the interview. I had prepared some semi-structured questions and other questions and were asked to the respondents according to the discussion.

3.7 Sampling

Sampling has been defined by Bernard: “Samples are used to estimate the true values or parameters of statistics in a population and to do so with a calculable probability of errors”

Invalid source specified.

Sampling is a very significant part of the research because it gave us a choice to pick a certain quantity from the relevant population. The fundamental concept behind sampling become the evaluation of some of the elements in a population that provides useful information on the whole population. The whole population that comprised 20 female students and 10 male teachers. My total sample in my locals was 30, however 8 of respondent did not speak with me and did not tell their story because they said that if they told their story to me, it would make them upset.

Table 1 Gender and age wise distribution of respondent

S. No	Gender	Age	No of People
01	Male	33-55	8
02	Female	19-28	14

(Source by: Researcher)

3.7.1 Purposive Sampling

Purposive sampling helped me about different types of the People's nature and their attitudes during research and also able to get information about topic. I used this approach of purposive sampling to talk about the applicable problems. The respondent had been chosen with my own

judgment; interviews were conducted with them to get useful information on the subject. Through this technique I found the people who were relevant for research purpose as they were having the relevant information about Sexual Harassment.

3.7.2 Snowball Sampling

In this approach, the researcher chooses a few respondents using accidental sampling or any other method and asks them to recommend other people who meet the criteria of the research and who might be willing to participate in the project. Through this, the researcher met with many people who had excellent awareness regarding research, or we can say that they can easily understand the research topic.

3.7.3 Accidental Sampling

It is a procedure for sampling in which instead the simple units are those people who 'accidentally' come into contact with the researcher, for instance, the researcher may stand at street-corner, in front of school and ask a number of people passing by to take part in the study. During the field research the researcher used accidental sampling technique which helped to get information related to research topic.

Sample characteristics:

- **Status of the respondent**

Individuals who experienced sexual harassment in academia female students and male teachers were selected.

- **Age of the respondent**

The research sample contains individuals who belong to different age groups.

3.8 Focus Group Discussion

Focus group discussions are used as a technique in this research in order to gather various data in step with the subject of the studies. By the usage of this method, I interacted with a group of people for extracting data. By group discussion I was able to acquire extra reviews of female students which they don't reveal during interview. Sometimes after meal we take a seat collectively and talk about special problems faced through these people. Everyone has their

opinion about sexual harassment. Some having proper reviews and a few have some type of experience. So, by means of the usage of this technique, I have become aware of an awful lot of data about my objectives.

3.9 Daily Diary

I kept myself a diary during the fieldwork and wrote the information in the diary on daily basis. My daily diary was simple and affective in which I recorded the experience of facts which I found in the field, it was a memorandum and quite helpful when I analyzed data which I collected in the field.

3.9.1 Jotting

There is not any doubt that human memory may be very bad and can forget things after a long time has passed, so jotting is the quality method to take into account because researcher writes those. During research, I used to maintain, day-to-day diary with me always and made a file that jotted at the spot.

3.9.2 Field Notes

The field's notes method is used by the researcher in a way that he/she keeps its significance in mind and for a qualitative extraction note down every single bit of information that is observed during the research work. The writing of field notes gives a chance to researchers to remind themselves of the events and mode of discussion made with the respondents and with the common people. I used this technique of field notes during my research.

3.10 Photography

I used photography at some stage in the sphere of field. This is a non-verbal mechanical aid with the intention to get and capture casual data about the locality.

3.11 Audio recording

I used this technique during conversation with my respondents. Because it is not possible to note down all the data in a notebook. So, first I got permission from each of my respondents to record the audio. By using this technique, enough of the data is easily collected. The same technique was used during the formal interviews.

3.12 Case Study

The case study method is such a technique in which the researcher very closely examines the data in a specific context. It is like a model for research where we can get information from different angles. The case study is a complete detailed account of the occurrence and reaction of individuals to that specific event or situation.

Case study is also a research method that helps in collecting in-depth and data about a certain individual, action on phenomenon. This technique helps to record related events which are an important way of getting into depth of interviews of the living individuals detailed. Case study in research can mean single and multiple case studies, can include quantitative as well as qualitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical propositions.

Case studies helped me to understand the objectives of the research. The main advantage of a case study lies in the richness of its description as the subject is deeply studied. This technique is used during fieldwork to get detailed and reliable data. I included seven case studies for a better understanding of research work.

3.15 Secondary Sources

I collected the data not only from the primary source from the locale of the study but also the relevant information available in various secondary sources relevant to topic like books, journals and newspapers, etc. were also utilized for collecting valuable information with regards to my topic.

3.16 Research Ethics

As a researcher I have followed these research ethics:

- I took permission from the respondent of making their pictures, videos, and recording.
- I paid attention to keeping non-hierarchical relations between me and the respondent.
- I made use of local language or third language (like Urdu) with respondents to make them feel comfortable.

- I took care of their privacy and have hidden their identity.

All the interviews were recorded by an audio recording tool. Later, the recorded interviews were transcribed. After getting a written copy of the data, I have separated research data into two categories based on my research objectives. The categorized information was later divided into various themes and sub-themes with relative case studies. After organizing data into themes, all the themes were presented into cohesive manner. As interviewing contains a lot of unnecessary information, during the process of making themes, all irrelevant data was excluded.

Chapter 4

AREA PROFILE

Here I will give an account of my locale to give the reader an idea as to where the field is located and to ground it in a concrete context. A description of the locale has been an important part of anthropological research from the start. The locale I have selected for my fieldwork was Islamabad and Lahore.

4.1 Islamabad

Islamabad is one of the beautiful and sophisticated regions of Pakistan. The city holds the position of being capital city of the country and also the hub of popular sites, institutes infrastructure and other specialties. The population is an ethnic mix and the language spoken include Punjabi, Pashto, Pothohari and Urdu language. English is commonly understood and a small percentage of the popular speaks language comes from Azad Kashmir, Baluchistan, Gilgit Baltistan, and federally administrated Tribal areas.

Islamabad has its own culture which is an amalgamation of the resident's migration from different parts of the country. Therefore, a unique diversity in religion and culture can be seen in the city. For example, in the civilization of Indus valley, the prints of Aryan and cultural variation of sonian can be found here. Besides this the city is honored to base culture structures, the shrines of mystics Sufis make the region become rich in the cultural heritage of pre-Islamic times.

4.1.1 Climate and Geography of Islamabad

The climate of Islamabad is marked as humid subtropical, where the spring season comes with dry and warm waves and summers accompanying the monsoon are humid. Winters do not stay long but leave cold impression. Rawal, simili and Khanpur dam are the famous for their provision of artificial regulation of regions micro-climate. The city of famous Margilla hills, Islamabad is located 33.43N 73.04 E from pothohar platueau. Attraction of country people and the outsiders increase because of the unique and attractive geography of the region. For example,

to the northeast start the series of Murree hill station and the Haripur district to the north. While the southwest covers Rawalpindi and the overall region of Islamabad is expanded to 906 square kilometers. The population of Islamabad according to 2020 statistics is estimated as 1.1 million.

Map 1 Map of Islamabad



(Source: Photo by Google Maps)

4.1.2 Education Sector of Islamabad

Islamabad has highest literary rate in the Pakistan at over 80%. It's also has highly sophisticated and advanced institutions. The education is delivered by private and public institutions. Many chartered universities are also offering works to expand the literacy rate in Islamabad and makes efforts to remove the male female literacy rates. Gap between Different religious institutions working in Islamabad to promote Islamic education for example Noor-ul-Huda, Idara-e-Ghfran by Mufti Rizwan, Jamia Fareedia run by Maulana Abdul Aziz (All masjid) Jamia Islamic, Jamia Farooqia and Jamia Ayesha the women religious institution working to promote religious education.

4.1.3 Quaid-i-Azam University

Quaid-I-Azam University (QAU) was established as university of Islamabad under an Act of national Assembly Passed in July 1967. Initially QAU offered M.Phil. and Ph.D. degree programs. Later on, it was decided to start MSc degree Program for a graduate from all regions of the country, based on regional quota. From 2010 university has also introduced BS (Bachelor of Science) program in natural sciences and social sciences. In the beginning, the university was housed in satellite town, Rawalpindi and moved to its permanent campus in October 1971. University was renamed as "Quaid-1-Azam University. QAU is recognized in Pakistan and abroad as an institution of higher Academic Standards and its Graduates receive acceptance in universities and research institution the world over.

QAU has also established research collaboration with selected universities / research organization in United States, Europe, and south Asia. The higher education commission (HEC) of Pakistan has ranked QAU as the top public institution of higher education in Pakistan. QAU is heading towards the internationalization by increasing the level of factuality, curriculum, and research and determined to find a respectable place in international university. QAU has qualified team of teachers and researchers; more than 75% of the teachers hold doctoral degrees with experience of working in renowned universities of the world. The university has the distinction of having a large number of the distinguished scientists and educationalist as its faculty member, holding national award and international recognition.

For growing educational and technical needs of the country, the university impacts quality education and training on lower strata of life. In all, the university's academic programs have A more than 10,000 enrolled students. Four facilities, nine other teaching and research institutes, center and schools, that include faculty of Biological sciences, Faculty of Natural Sciences, Faculty of Social sciences, Faculty of Medicine(Affiliated), Area study center for Africa, North and south America, center of Excellence in Gender studies, National institute of Pakistan studies, National institute of Psychology, National institute of Historical and Cultural Research, National institute of Asian civilization, and the computer center.

Figure 1 Bab-ul-Quaid



(Source: Photo by Researcher)

Quaid-i-Azam university (Once Islamabad university), Name after Muhammad Ali Jinnah, (Quaid-i-Azam university) Ranked As a top university of Pakistan. Making its place in international Academies and research field Quaid-I-Azam University has signed much collaboration with well-reputed institutes and has earned many applauses and award including international peace award from Brussels. Having 10 male and female hostels, 19 academic buildings, and 14 study suites of visiting factuality residence, guest house, gymnasium, sports grounds, indoor and outdoor sports, Health center, Shops, Green House, Herbarium, Botanical Garden, Mosques, Cafeteria and canteens, Tea Shops, Tuck Shops, Banks, Post Office, and Utility Store etc...

The boundary of the Quaid-I- Azam covers 1700 Acres of lush green land in between of Margilla Hills in Islamabad, The capital of Pakistan. (Source: by QAU Admin). Being a public sector Federal Institution Quaid-1-Azam University provides admission to the student of all regions of the country as per Approved Quota and also welcomes foreign students. In this way a pool of talent gets attracted to the institute from all over the Pakistan and its truest scene QAU can be declare as MINI Pakistan. This MINI PAKISTAN with natural environment where cows and goats can be seen walking around huts and tuck shops. Departments, hostels and central library was the research site.

Figure 2 Central Library



(Source: Photo by Researcher)

Figure 3 QAU Hostel View



(Source by: Researcher)

The university gives admission to academically sound students on the basis of academic performance determined by educational record and scoring and performance in departmental entry test.

4.2 Lahore

Lahore is 2nd largest city of Pakistan; it is the capital of province of Punjab. It is the largest native Punjabi-populated city in the world and an important historical center for the Punjabi people. With a rich history dating back over a millennium, Lahore is a main cultural center of Punjab and Pakistan. One of the most densely populated cities in the world, Lahore remains an economic, political, transportation, entertainment, and educational hub. It is referred to as the "Mughal City of Gardens" due to the historic presence of gardens in and around the city dating back in the Mughal period. Lahore is known as Pakistan's educational capital, with more colleges and universities than any other city in Pakistan.

Map 2 Map of Lahore



(Source: Photo by Google Maps)

Lahore is Pakistan's largest producer of professionals in the fields of modern technology, IT, engineering, medicine, nuclear sciences, pharmacology, telecommunication, biotechnology and microelectronics, nanotechnology, and the only future hyper high-tech center of Pakistan. The city of Lahore was equipped with modern facilities like universities collages, schools, medical colleges, hospitals, factories, Information & Technology centers, cricket academy, gaming zones, shopping malls, art council, film industry, provincial assembly, Chief Minster house, metal road all over the city and Sundar Industrial Estate etc.

4.2.1 Climate and Geography of Lahore

Lahore climate is extremely hot in summer and cold in winter. The summer from April to September is very hot. The winter from mid-November to and of January is sufficiently cold. The spring commences from early February and continues till mid of April. When the temperature starts raising rapidly the monsoon usually break during July and August, when

moderate showers of rain are received. The month of May, June and July are dry and the hottest when the temperature soars up to 48 centigrade but the nights are comparatively cool and moderately pleasant. The months of December and January are very cool and frosty when the temperature at night drops to the extent of 2 centigrade or even below. Overall, the city of Lahore occupies an area of 404 square kilometers (156 sq mi). Lahore lies in the north-eastern section of the country. Kasur and Sheikhpura Districts border Lahore in the north and west. Lahore's northern side is bordered by the Ravi River.

4.2.2 Education Sector of Lahore

Education plays a significant role in the formation of personality and developing a particular attitude towards life and the society in which he or she lives. A person was treated as literate in the 1998 Census if he could read a newspaper or journal of the same standard and could write a simple letter in any language. Literacy is measured as the ratio, in the percentage of the literate population to the corresponding population aged 10 and over. The literacy ratio in the district has increased from 28.8 percent in 1998 to 55.4 percent in 2004. The literacy ratio for males is 85.9 percent as against 63.8 percent for females. The ratio is much higher in urban when compared with rural areas both male and female. Being the hub of education, Lahore city had several government and private colleges, universities, and also lots of part-time & full-time academies too for private students.

4.2.3 University of the Punjab

The University of Punjab was formally established with the convening of the first meeting of its Senate on October 14, 1882. It was the fourth University to be established by the British colonial authorities on the Indian Subcontinent. The first three universities established by the British rulers at their initial strongholds were Bombay, Madras and Calcutta. The University of the Punjab came into existence as a result of a long-drawn struggle of the people of Punjab after the war of independence in 1857. Contrary to the three previously established universities, which were only examining institutions, the University of Punjab was both teachings as well as examining body right from the beginning.

Figure 4 University of Lahore



(Source: Photo by Researcher)

The contribution of Dr. G. W. Leitner, an enlightened Hungarian and a naturalized British was instrumental in the establishment of this University. He became its first Registrar. Prof. A. C. Woolner, who remained Vice-Chancellor of this University during 1928-1936, played a key role in its development during the initial decades of this century. His status still stands in front of the Allamah Iqbal campus of the university. Until independence in 1947, The University of the Punjab fulfilled the educational needs of a vast region of the Subcontinent. Partition of the Subcontinent somewhat reduced the geographical limits of the jurisdiction of the University. However, for many years after independence it still ranged over vast areas including Punjab, NWFP (present KPK), Baluchistan and Azad Jammu & Kashmir.

New universities were set up later in the country to share responsibility for imparting higher education with the University of the Punjab. The strength of the University Faculty was greatly reduced because of the migration of non-Muslim teachers and scholars at the time of independence. The University's functioning was restored, mainly due to the efforts of eminent educationists like Dr. Umar Hayat Malik, who became the first Vice-Chancellor after the independence. Academic programs were initiated soon after the independence in many new departments.

Figure 5 Punjab University Library



(Source: Photo by Researcher)

Figure 6 Girls Hostel



(Source: Photo by Researcher)

My research locale was new campus of the Punjab University (PU) which is situated in a beautiful city and the capital of Punjab "Lahore". University of the Punjab was established in 1882 in Lahore. At that time, it had only one campus which is situated on the mall road of Lahore which is known as the old campus. Now it consists of two campuses the old campus on Mall Road is named as "Allamah Iqbal" campus and new campus is named as "Quaid-e-Azam" campus, but these campuses are commonly known as old campus and new campus.

My center of research was new campus. It is situated on a both sides of a beautiful canal named as "Ichra canal". The canal passes through university campus, one side of the canal is campus and other side of the canal is hostels and grounds. There are departments and some faculty houses on one side of the canal and hostels for students and also a small colony for university

employees on the other side of canal. These two areas are separated by a canal between them, so for the comfort of students some bridges and underpasses has been made, so that students can move both areas easily and safely.

Chapter 5

DATA ANALYSIS

5.1 Sexual Harassment in Academia

Many of the problems arising from the issue of sexual harassment, particularly in academic settings, begin with the lack of a clear, concise, widely accepted definition of sexual harassment. Sexual harassment involves a wide range of behaviors of an offensive nature, it is commonly understood as behavior intended to disturb or upset, and it is characteristically repetitive. In the legal sense, it is intentional behavior that is found threatening or disturbing. It is an action that is deliberately intended to cause pain or discomfort to the victim. Sexual harassment is bullying or coercion of a sexual nature or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. In most modern legal contexts, sexual harassment is illegal. As defined by the US EEOC, "it is unlawful to harass a person (an applicant or employee) because of that person's sex."

Cross-national variations have been found when it comes to the legal definition of sexual harassment, however, it is generally defined as behavior that infringes, derogates, degrade, or disgrace an individual on the basis of sex or gender. At times sexual harassment is seen as a product of organizational power that lies in hierarchical system, but this is not always the case, rather it is coupled with larger gender stratification obligation.

Sexual harassment has been long studied as a phenomenon that existed in both men and women. It is an unwelcome sexual advancement towards any person of interest but especially women. Such advancements include placid indiscretion and aggravation to severe violence that may also involve enforced sexual commotion. The harassers uses number of ways to harass the victim (women), which include dominance, humiliation, isolations, threat, intimidation and, denial and blame.

Table 2 No of Respondents

Sr.No	Students	Teachers
QAU	8	4
PU	6	4
Total	14	8

(Source by: Researcher)

It was observed in my research that the majority of the respondents have experienced sexual harassment at some point in academia. As the main focus of my research was specifically on male professors and female students. It has been observed in my research that most female students are the target of sexual harassment. Females are at much higher risk for sexual violence than males. In my Research majority of female students were sexually harassed at some point during their university experience. On other hand, male teachers are more likely to harass students than to be harassed by students.

MA 34 years old professor from the University of Punjab reported:

“Most of the professors did not intend to sexually harass students, but they do it automatically, and they don't even think about it as sexual harassment.”

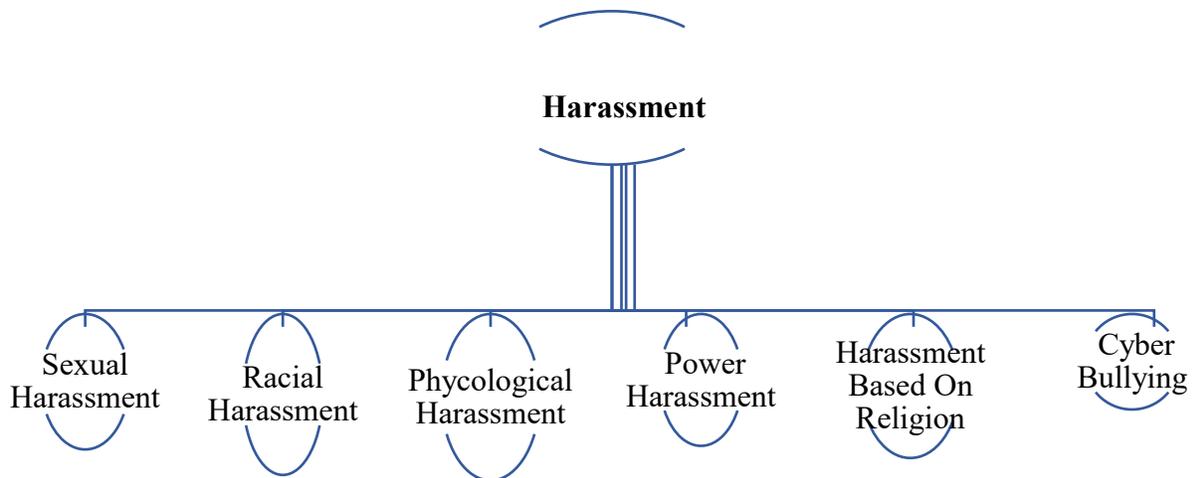
It is also found that similar traits of sexual harassment in various circumstances within academia, as well as variables associated with greater rates of sexual harassment. A student who is subjected to sexual harassment may cease performing their homework and participating in extracurricular activities. They may skip or drop classes, or they may completely discontinue their education. Anxiety, depression, poor sleep, lack of appetite, inability to focus, diminished self-esteem, loss of interest in usual activities, social isolation, and emotions of despair, fear, or

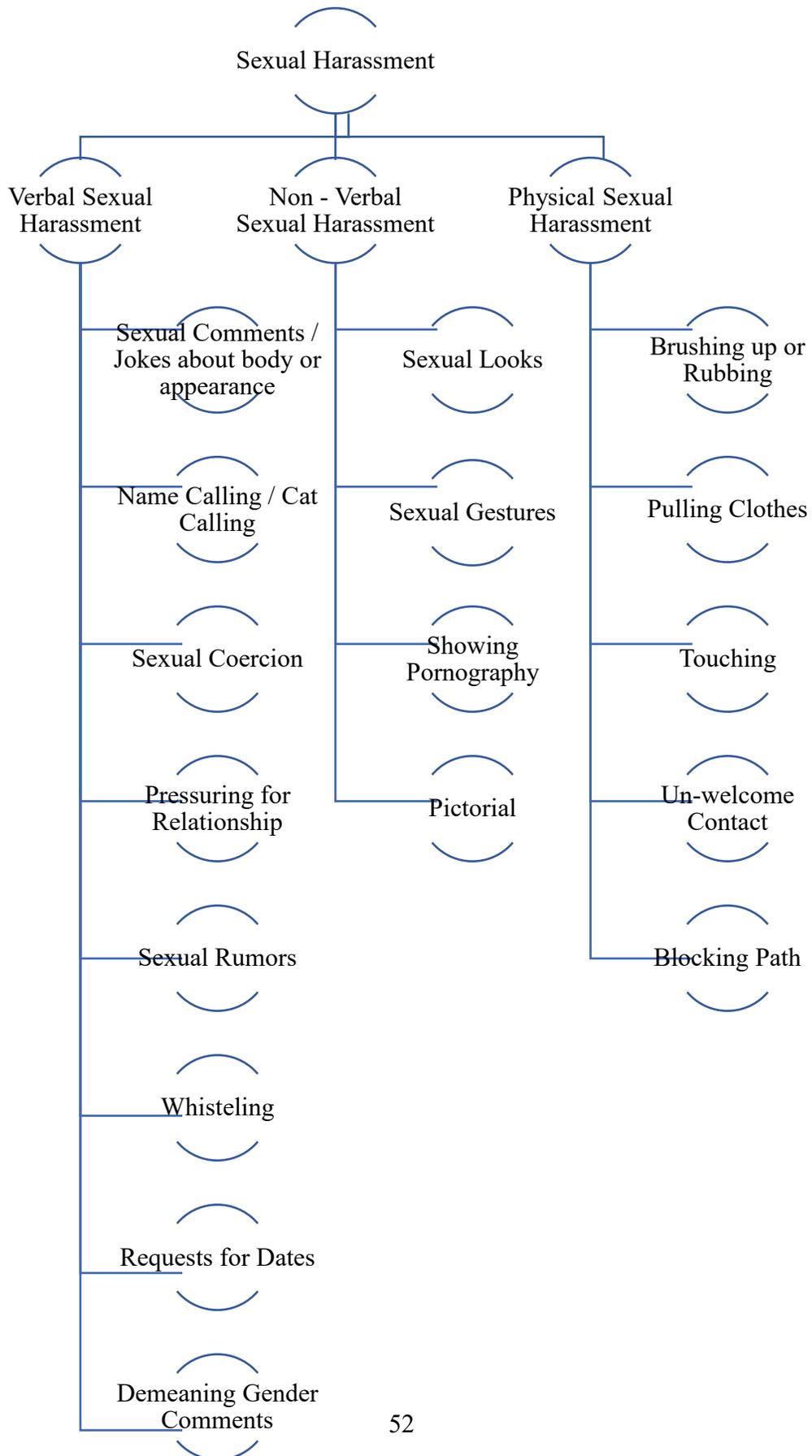
shame are all possible psychological impacts. To cope, some students may turn to drugs and/or alcohol. In extreme instances, pupils may consider or attempt suicide.

5.1.1 Nature of Sexual Harassment

Sexual harassment is one of the many forms of harassment. Harassment can include “sexual harassment” or unwanted sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Sexually obnoxious behavior involves a range of conduct from minor offensive words of acts to forced sexual activity and even rape, not all of this type of conduct will be considered severe enough to form the basis for a legal claim of sexual harassment. More often, however, there are several types of sexual harassing behaviors present, and there is no minimum level for harassing conduct under the law. There are different degrees of sexual harassment. The less physically threatening forms of sexual harassing behaviors are also most commonly reported. These include sexual jokes, comments, sexual advances inappropriate touching, etc.

Here is the figure of different forms of Harassment in detail,





5.1.2 Prevalence

The research found that sexual harassment prevalence in educational institution is quite high. Sexual harassment has become our social issue throughout the world. It is continuously raising with the passage of time among university students and teachers. Especially female students are facing such kinds of negative activities at the academia setting. It is noted that sexual harassment has become a common issue in every field of life. Especially from the social and cultural aspects it has become a dilemma of our society. It is highly prevalent in educational institutions. It is against the dignity of humanity and especially for family. The female students cannot report because they do not want to be mistrusted in front of other people. Generally, teachers are given a dominant position and students as subordinate position. Females are brought up in the manner to believe that they are weak and for any wrongdoing it is always their fault.

5.2 Types of Sexual Harassment

In academic settings, the main types of sexual harassment that female students and Male Teachers experience are following,

Table 3 Different types of S.H. reported by Teachers and Students

SR. No	Types of S.H.	No of Students	No of Teachers
1	Verbal S.H.	4	2
2	Non-Verbal S.H.	6	2
3	Physical S.H.	4	0
Total		14	4

(Source: by Researcher)

In the following table, the total number of students and teachers are mentioned and the type of harassment they have faced in their lives. 14 students have experienced sexual harassment in their university experience and 4 teachers reported sexual harassment by students. The perpetrators were usually teachers in most cases. 4 students and 2 teachers in my research have experienced verbal harassment in university settings. Non-verbal harassment was reported by 6 students and 2 teachers. 4 students have experienced physical sexual harassment. None of the teachers reported physical harassment. They just claimed that teachers do harass students, but they are never being physically harassed.

5.2.1 Verbal Sexual Harassment

Verbal harassment was the most prevalent sexual harassment. Different explanations could be given for the highest prevalence of verbal harassment. Verbal sexual harassment includes sexual comments on a person's body. Asking someone personal questions about social or sex life, trying to date a person who is not interested. Spreading rumors about someone's personal life. Making personal comments about clothes or looks. Any comments a person uses to cause discomfort to another person. Any words a person uses to cause hurt feelings that are not necessary. Verbal sexual harassment is described as a negative statement told to the victim or about the victim. If the abuser does not immediately apologize and retract the defining statement, the relationship may be verbal sexual harassment. as consistent with other studies.

Apparently, verbal harassment victims rarely reported the incidences to any authority. Due to feelings of shame, lack of awareness on what to do and where to go. As a result, harassers are usually left unpunished, and then they would be reinforced to harass other people too in the future.

5.2.1.1 Case Study 1

TF is 20 years old BS student at the University of the Punjab, Lahore. According to TF sexual harassment always starts verbally.

„Mostly teachers harassed me in verbal form, directly trying to develop connection by giving invitations. Teachers always try to attract students by manipulating their interests. One major incident which affected me was in the second semester. One of my teachers started noticing me in class. Initially, he started giving comments on girls dressing during class. The way he was

talking directly pointed at me. The whole class noticed it. He started calling my name during lectures like confirming reading. Different types of offers he tried to give like inviting me to a seminar or offering tea after class. At that time, it was Lil bit odd for me, but I was okay with it as one of my seniors already told me about his behavior.

One day, I went to his office for submitting my assignment. He offered me tea in his office, asked me to sit, and said let's talk about some things. I knew his nature, so I refused. I wanted to leave his office, but he kept asking about different things. I was irritating. **He was asking personal questions like my hobbies. He asked about my WhatsApp number. The way he was talking was an alarm; he was dragging the conversation.** I didn't want to make a scene. The situation became so terrifying that I barely listened to him. I was totally senseless. I wanted to leave.

God knows how I gathered the courage to excuse and step out of office. I felt humiliated. I felt like it was my fault to go alone in his office. I already knew his nature I should have left as soon as possible after handling my assignment. I remember that day, straight I went back to my house and didn't leave my room for the next two days. I didn't tell anyone. I got a fever. My best friend came to my house then I told her everything. She was also worried, but we knew we couldn't do anything about this because nobody was going to believe this. So further I didn't do anything. Next week I went back to university and kept quiet about it. I took his classes and tried my best to not participate in class. In his class, I sat in the last row. At last, I got a C in that subject. It was a lesson for me."

5.2.1.2 Case Study 2

AN is 20 years old law student at Punjab University. AN also told that sexual harassment starts verbally. Teachers gave remarks on her presence. According to AN,

"I needed some books, so I asked my teachers. One of my teachers emailed me those books. One day, after class one of my teachers, called me to his office. Firstly, I got scared and confused as I never went to the teacher's office alone. All my friends were gone at that time. It was a weird situation for me. Anyways I had to deal with it, so I went to his office; he was sitting alone. He offered me to sit. I refused because it was so an unusual situation. After greetings, he started

talking strangely. I tried my best to be humble, but his tone became so strange. I asked him why he called me. Then he told me that I asked him about books.

As I already got books, so I told him politely, but he totally ignored me and started talking strangely. He told me that he liked me. He told me that we should be friends but not in class. I felt so helpless at that time. I told him straightly that it cannot happen. He offers to give me an A grade if I became his friend. I was furious to handle that situation. I immediately gave him a shut-up call. And left his office. I already knew the consequences of such situations, so I never tell anyone and didn't report it. **I felt bad about it but what else can I do!**"

5.2.1.3 Case Study 3

MU is 31 years old. He is an assistant professor at Quaid-I-Azam university since 2018. He described verbal sexual harassment as

"When I started teaching in the university. I arranged a welcome dinner. After that dinner I noticed, a girl from class started taking interest in me. During classes, she stared at me continuously. After class, she tried to talk with me, but I avoided her. As a teacher, I have a line that I can't cross. Most of the students are quite young and need direction in life. I am that one adult they look up to.

One day she brings her mother to my office. I was shocked but I stayed calm. She tried to talk with me in front of her mother. I declined. After one or two days she approached me again. **I straightly told her that you are not my type and I'm not your type. This sort of foolishness can't happen between us.** In short, I handled that situation strictly. After that, I avoided such situations by setting restrictions with female students."

5.2.2 Non-Verbal Sexual Harassment

Another most prevailing form of sexual harassment in universities is non-verbal sexual harassment. Nowadays people have easy access to technology to communicate, to exchange information efficiently and rapidly. The innovation of technology like emails, WhatsApp, Facebook through mobile phones encourages people to communicate whatever they want like sexual messages or pictures to people around. That way students and teachers communicate. This easy access through phone contributes to increment of the non-verbal form of sexual

harassment. Visual sexual harassment also includes gazing like looking at a person from up to down. Showing sexual gestures through body movements or the hands. Giving facial expressions like winking, throwing kisses, or licking lips.

5.2.2.1 Case Study 1

SU is 25 years old, an MSc student at Punjab University. She experienced non-verbal sexual harassment. According to SU,

“Online harassment is so common nowadays. During the pandemic, classes shifted to online and WhatsApp groups were made where all the teachers and students were added. One of my teachers harassed me through WhatsApp. It was traumatizing. He sent unsolicited pictures to me as well as other girls in the class. My friends got scared and advised me to just leave him and not report him to the discipline committee of the university, but **I knew that if I let him go, he'll harass some other girl too.**

I didn't want any other girl to go through the trauma I went through. I uploaded screenshots of his chat in all the group chats of the university and told the university authority. As soon as I did that, he accepted his fault. I never heard anything about him. Man thinks that it's normal to harass women because they are men. I am glad that I quickly respond to it.”

5.2.2.2 Case Study 2

Dr.SHR is 33 years old. He is a professor at QAU. He quoted that

“Nowadays what’s happening in institutes is totally wrong. I have personally seen girls provoking teachers for their own interests. They manipulate us to get some favors. Which is wrong. I can’t take the whole thing now. Basically, harassment can be from both sides. 70% is from the male side but still, I think 30% is from the female side. The cost of opening up is too high. I always tried to deny such offers. I personally experienced sexual harassment from one of my students at the start of my career. As I was new in the field, so I tried to be more polite and helpful to my students.

One of my students started texting me late at night. Firstly, it was all about assignments but as I replied to everyone quickly, she took my intentions wrongly. She asked for some favors which I denied. She manipulated me. She was my student; I tend to respond a bit more calmly. It was

extremely difficult for me to face this, I felt so guilty but could do nothing with my emotions. I also could not tell anyone about it. I call her in my office and scolded her and put clear boundaries and tell her not to cross them. I gently remind her about them. After that, I never replied to any student late at night.”

5.2.3 Physical Sexual Harassment

Physical harassment refers to methods of coercion, threats, or bullying that involve physical gestures or threats. Physical harassment occurs when someone touches you improperly against your will. This type of behavior can take from blocking someone's path to the threat of physical violence. There are many different forms of physical harassment.

Workplaces and schools often have strict guidelines regarding this form of intimidation or abuse; in some areas, there are legal penalties for harassment as well. Often, physical harassment is used to frighten or threaten another person into performing an act or behaving a certain way. The victim is intimidated, embarrassed, threatened, and uneasy as a result of physical harassment.

5.2.3.1 Case Study 1

NN is a 24-year-old MSC student at Quaid-I-Azam University, Islamabad. She experienced sexual harassment in physical form. According to her:

“In my department, every second teacher is involved in such activities. I heard a lot of stories about teachers. I personally experienced such a situation with one of my teachers. One day I received a message from my teacher after 5 pm. He asked me, where you are I told him I am in the hostel. He asked me to come to his office. I asked why? Why do you want to meet? He told me that I asked him about some articles. I told him that I got them from the librarian. He told me to come to his office as he was sitting alone. First, I thought I should go but then I thought I shouldn’t as it was 5 pm, nobody will be there in the department. I knew he called students in different places. I scolded him then he took that personally and told me that are you princesses, you want to be treated like a princess, things like that.

Anyway I went to his office. As I sit; instantly, he stood up. I got scared, what he is trying to do. As he was approaching me, I ran out of his office. I am Seraiki so I asked my senior Seraiki to bridle this teacher. Then they said why you went to his office alone. Anyone that got a chance,

never miss it. After that, I blocked his number. I started ignoring him. I stopped interacting with him. As I scolded him, he took it personally but anyways we became normal as nothing happen. I was never scared of such situations. I just ignored it. I have the courage to report but family can get involved. It's too much so better to ignore this type of incident.”

5.2.3.2 Case Study 2

KK is 21 years old MSc student at Quaid-I-Azam University Islamabad. According to KK sexual harassment always starts verbally which leads to physical harassment.

“Nowadays teachers have more interest in other activities which they can continue with work. They notice you properly like examine you if you can be trapped or not. Most teachers harassed me in verbal form, most of the time giving comments on appearance. Teachers always try to attract students by manipulating their interests. As I am a singer and passionate about music. They directly try to develop connections by giving invitations. Different types of offers they give me are like inviting me to a music concert or offering band participation.

One of my teachers AB invites me to a project. The project was about data collection, so it was mandatory to be present on site. For that, he called me and one of my classmates for work. As he was offering work, it was a great opportunity for us, so we accepted. Through this, he keeps calling us in the office but the discussions were always other than project discussion. Slowly from the project discussion, he came to a point that you should give your number. I will send you the details then you will review it and send it back. I said OKAY and gave him my number. Then he said a sentence which was

لڑکوں کو نمبر لینے کے لیے کتنی محنت کرنی پڑھتی ہے مجھے ٹیچر ہونے کا کتنا فائدہ ہے کے تم نے اپنا نمبر خود بیچ بے لکھ کر دیا ہے

I laughed, I took that thing sarcastically and said you are my teacher. At that time, I didn't have any concept in my mind that such a thing could happen. As soon as I reached the hostel, he started texting me. then he called me and said if you are ready in 20 min, join me I am going to a party. I became shocked and asked him what kind of party, is it department party. He said no, it's a private party like the Islamabad private parties, you knew. I told him that I can't come. Being a teacher, you never thought such a thing can happen. I never thought a student and teacher relationship can be this way. After that, he keeps texting me all the time so you can't ignore this.

You are in that position so if you ignore it, he is a teacher so what could happen. He started talking, in general, he asked me about my classmates just to develop an interest in the conversation. He knew that I am an extrovert I love outings, singing, food, etc.

Then he called me to his office and told me about musical bands who live perform in the evenings. It's like a musical session, people perform in group form. You should sit them. It will be great exposure for you. Obviously, that thing was my interest, so it attracts me. well, I said OKAY that's great. Then he said let's make a plan that you and your class group will come, and I will invite my other students from the university. Then we all will go together. As you all are fond of food then after that we all will eat at a nice place and come back. Means we will spend a good weekend. I became happy because it was my interest.

When the weekend came, I got ready and went to the department, but he came alone. I was like what? where are others? We are the only ones. He said no others will be at the band performance place. Then he took me to a restaurant. When we reached that place there were none of my classmates or other students. We sat at a table he started talking weirdly. He told me that he likes me. you are the only one who attracts me, so I prefer friendship with you. In university, we will be as teachers and students but outside the university, we will be like this. We will spend the weekend outside. He directly asked me to be his friend with benefits. That is my proposal to you. His proposal was clearly in terms of physical. After listening to him I was shocked and did have any other option, so I told him that I have a boyfriend. He'll not allow me. He said:

آپ اپنے وقت کو اس طرح سنبھالیں گے ایک دن میرے ساتھ ایک دن اپنے بوٹرفرنڈ کے ساتھ گزاریں

Then he said I am okay with it you can keep him on his side and I'll on my side. I'll not interfere. You don't need to tell him. And offered me an alcoholic drink which was available in the car on that I resisted. I told him clear no. I said that can't happen. I immediately left that place. Came back to my hostel and blocked him. The whole incident was so shocking and devastating for me. After that, I barely talk about it with anyone except some of my closest friends. It was a simple discussion just to share with someone. I didn't want to do anything about this other than move on. That was a relief for me. I just blocked out the memory.

5.3 Perception of Harassment

Within academia, the perception of sexual harassment is different between men and women. In my research, it is observed that males and females described harassment differently. Perceptions vary according to individuals and individuals are unique. Even under similar circumstances, two individuals interpret the same behavior differently. The tolerance levels to behaviors differ because of their personal history, their varied cultural heritage, and events experienced throughout their lifetime. A significant difference can be seen between actual experience and perceived experience of sexual harassment. Both genders described harassment as an awful act.

Female students' perception of sexual harassment was clear. Most of them have been experienced sexual harassment in their life so they described it well. 2 of my female respondents does not describe harassment in any way. According to them, it's something they never experienced so they can't describe it well.

Teachers' perception of harassment was more limited. They described harassment as a horrible act that is not done by them but other colleges. Teachers define behaviors as sexual when they were not intended to be so. What students saw as friendly behavior toward teachers was perceived by teachers as having sexual implications. Thus, if teachers responded in kind (i.e., with behavior having sexual undertones), students find the response to be uninvited and unwelcome. 2 teachers have experienced sexual harassment by students. 6 respondents did not give any major clear explanation of sexual harassment. They just described harassment as students giving options first and then label this as sexual harassment.

5.3.1 Case Study 1

AM is 26 years old M.Phil. student at Quaid-I-Azam University. According to her sexual harassment is:

“At the university level, grades are the foremost focus. not having, yes sir being said and getting those looks or double meaning comments to me is a form of harassment as it is uncomfortable. on the other hand, someone with such a strong and influenced background, to which even administration can't dare to stop, we have to keep updated where that person could be so we can avoid it because if we get the attention, it is almost impossible to avoid harassment.

The thought is that it is okay to catcall someone else, it is okay to do a full x-ray of the person passing by. we all know how bad it is to harass someone, but we do because no one can hold us accountable. I used we because it's both genders in university. girls rating boys or vice versa. why even comment on someone you have no deal with? sometimes I think no proper guidance when they were young might be the cause, the curiosity was created when they were shushed about the other gender.”

5.3.2 Case Study 2

RM is 19 years old BS student at the University of Punjab. She described harassment as,

“Sexual harassment became so common nowadays. I think every girl experience such incidents. I experienced one of my teachers staring at me in a weird way. My teacher stares at me despite me being completely covered. I feel harassed as he looked at me in the ugliest way. it was more like a sexual look. He was checking me from up to down. I felt ashamed, it happened in the first week of my university. I still remember that day I could not take another class and straight went back to my house. I told everything to my mother. She told me not to look at anyone.

When they find nothing to see, they will look away. After that I keep my gaze lowered and because I don't see anyone staring, I don't feel harassed either. I keep myself reserved while dealing with men because that is also a rule prescribed in the Qur'an. It makes men stay at a distance. Ignoring most of the harassment that goes on is the best way to deal with it as long as it is not harming me. Rabid men keep barking, why should I react and give them a scene that they desire?”

5.3.3 Case Study 3

SY is 40 years old professor at the University of Punjab, Lahore. He gives an account of the perception of sexual harassment.

“When I was student, I thought at that time, teachers harass students. When I came to academia as a teacher all my perceptions about this concept have been changed. It’s an act which is done by both sides. Students also harass teachers for personal satisfaction. Students do cross their limits but as a teacher, you are a senior from them so it’s your responsibility to keep them within limits. But in our society, it’s the opposite. We just take it as an opportunity. Female students for grades cross limits and they just go so far that it became difficult for them to refuse such offers.

Students create a fuss about this whole scenario. Students ask for favors, in return if we ask something they just make an issue out of it.”

5.4 Impact of Sexual Harassment

According to my findings, sexual harassment is a serious concern in academia. Sexual harassment targeted at males and females in educational settings is quite prevalent, and it has a negative impact on those who are harassed, including decreased confidence levels, psychological well-being, and work productivity. Teachers’ experiences as harassed are not as common, sexual harassment appears to be a significant problem for this group, as well. Sexual harassment takes an enormous toll on students. The vast majority (up to 90 percent) suffer significant emotional distress.

Mostly students suffer in these cases than teachers. These incidents affect them mentally a lot. Their academic performance got affected. 11 reported depression, fear, anxiety, crying spells, reduced work productivity, missed work or classes due to illness, weight loss, or insomnia. Sexual harassment has negative mental health consequences. 16 responses to sexual harassment such as ignoring the behavior, avoiding or confronting the perpetrator, changing class, reporting the harassment formally, or filing a lawsuit - fewer than 5 percent attempt to report their experience to a university official or other authority.

On the other hand, teachers have power, so they misuse it. all 8 respondents denied the idea of being a harasser. 4 of them reported their sexual harassment experience. The impact of them was not but just be more reserved with students. Teachers are not in any influence. Even the accused ones also describe this as not sexual harassment but tit for tat.

5.4.1 Case Study 1

HT 22 years old Bs student at Quaid-I-Azam university described the impact of sexual harassment as significant. She said,

“Sexual harassment impacts are severe. I can’t recall that memory it’s so devastating. It’s been 2 years since that incident but still, it feels like yesterday. Whenever I see that teacher in the department it just gives me depression. I can’t focus on anything that day. It affects my mental health.”

5.4.2 Case Study 2

KT is 21 years old BS student at the University of Punjab. According to KT,

“I mostly experienced verbal harassment by teachers. As I was considered to be bold in my class one of my teachers nicknamed me. I wanted to report that, but our cultural values never allowed me. Keeping a straight face, avoiding making too many friends, creating that image of oh don't bother her, she's adam bazaar. It helps, helped me a lot. Clear cut tells your boundaries. and this implies everywhere to me. (Somehow, I feel okay with this too). Also, knowing if something happens, I can reach the higher-ups because my father has the influence to keep me confident. It shouldn't be like this, but that's how the university runs.

I share that with people around me because I trusted them, they won't be pointing fingers at me first. No matter how high we go in the society, whatever rank we wear, how much modern we become. It is always women irrespective of all of the logic and debates. I have to live here, I have younger sisters, I have my whole generation who have to follow up their academics in universities, me standing up might empower me, but as our society is, it'll block their way. So, I just ignore this.”

5.5 Factors leading to Sexual Harassment

Two of the major factors that are leading to sexual harassment are following,

5.5.1 Power

Power plays an important role in academia. In institutions teachers always hold power that comes from their position. The different positions that teachers occupy in the institutes provide a basis for the power differential perspective, which argues that sexual harassment is due to differences in workplace power between the sexes.

Teachers use their supervisory positions, or their general organizational clout, to coerce students into granting sexual favors, favors that might range from tolerating sexual comments to engaging in sexual activity. Consistent with the power differential explanation, teachers are indeed more likely than students to be in positions of power at institutes, positions that they could use to exploit subordinates. Such initiators use forms of power that come from a variety of other

sources, such as more extensive support groups, or just from being a male in a male-centered environment.

5.5.2 Gender

Gender is also another factor that leads to sexual harassment. The different positions that men and women occupy in the educational institutions provide a basis for the power differential perspective, which argues that sexual harassment is due to differences in workplace power between the sexes. Teachers use their supervisory positions, or their general organizational clout, to coerce students into granting sexual favors, favors that might range from tolerating sexual comments to engaging in sexual activity.

Males are more involved in harassing females. As my research focus was on male teachers and female students so it was obvious that females are less involved in such activities than males. In both universities, there was a male dominance over females. 14 females accused male teachers of harassment. Only 1 student admitted to harassing the teacher for grades. On other hands 4 out of 8 teachers admitted being harassed by students.

Chapter 6

SUMMARY AND CONCLUSION

6.1 Summary

Sexual harassment in academia is an important area of inquiry. Indeed, because academia serves as training grounds for future professionals, sexual harassment in such settings may serve to spread rather than mitigate the incidence of sexual harassment in other professional settings. Sexual harassment cases can be found in all academic settings. It is a devastating situation, Sexual harassment takes an enormous toll on victims. In my research, it is observed that both teachers and students describe sexual harassment as an awful act. Sexual harassment is devastating at all levels. Sexual harassment is largely about control and domination. Results indicate most harassment starts with flirtation.

In Pakistan, women facing sexual harassment in the academic domain have distressing experiences which besides affecting their health in all aspects disturbs their academic life too. After being sexually harassed by male teachers, women start fearing all the male teachers, and visiting universities become difficult with an increased risk of leaving campus. Apart from the personal and physical level, sexual harassment also has abiding impacts on victims.

Sexual harassment is described as unwanted sexual advancement and additional vocal or bodily behaviors of a sexual character represent sexual annoyance. Behaviors that are marked as unwelcome or unwanted, considered inappropriate yet depending on the circumstances and they may themselves fall into the description of sexually harassing behaviors that contributes to making an environment hostile. Such behaviors include Sexual mischief, or frequent sexual mockery, gag, or insinuation personally or through e-mail; spoken sexual ill-treatment; Touching or sexual clutching; Continually placing oneself too close to the other person; Repetitively soliciting someone to mingle after working hours; offering gifts that are sexually offensive; Frequently making sexually evocative motions; sharing sexually humiliating or unpleasant pictures, or other materials.

The prevalence of sexual harassment indicates that it is a common concurrence for students in academic settings. Teacher and student relationship is considered to be respectful but certain situations destroy this image. Students experience such problems more than teachers. Being subjected to sexual harassment is a painful, difficult, and a highly traumatic experience. It is erratic that teachers got harassed by students, especially by a female student.

In my research, it is observed that perceptions of sexual harassment are different between men and women. Teachers and Students attach different interpretations to socio-sexual behaviors in academia. Female Students define sexual harassment more broadly than male teachers, express more negative attitudes toward socio-sexual behaviors in academia. Teachers define such behaviors as sexual when they were not intended to be so. What students saw as friendly behavior toward the teacher was perceived by the teacher as having sexual implications. Thus, if the teacher responded in kind (i.e., with behavior having sexual undertones), the student could find the response to be uninvited and unwelcoming.

Aside from the educational problems that stem out from sexual harassment, there are also many other types of problems caused. Other negative consequences of harassment including psychological and emotional problems are reported all of the time. Depending on the severity of the harassment, victims often report feeling embarrassed, self-conscious, and less self-confident. Many victims also report feeling afraid, depressed, anxious, and even suicidal. Some employees and older students may begin to express doubt about their ability to have a happy romantic relationship. Others feel confused about who they are, and in cases of severe abuse, victims of harassment sometimes report a physical toll, including many physical manifestations of stress. More than a quarter of harassed students reported having trouble eating or sleeping. About three-fourths of the harassed students reported using at least one of ten avoidance behaviors (such as staying home from university or skipping class) because of the harassment.

The incidence of sexual harassment, in educational contexts, is quite high. Social dominance and male sexuality in the minds of teachers are more likely to sexually harass students. Teachers describe this as if students are always the first ones to approach us, so we just consider this as an opportunity. Results show that sexual harassment is simply the exhibition of conditioned behaviors that are in accord with societal sex-role stereotypes. People who experience sexual harassment are not necessarily reflective of the frequency of this type of behavior. Teachers, who

are usually the perpetrators of this type of behavior, are carrying out behavior that they consider to be appropriate for their gender role. Sexual harassment serves to reinforce differential power between men and women in our society. Its purpose is to reduce women to sexually vulnerable objects and to re-establish the traditional power relationship.

Power plays an important role in sexual harassment cases. Harassment mostly happens in certain sectors of society with power. It can be seen that teachers don't consider certain behaviors as sexual harassment. On other hand, it is totally considered sexual harassment by students. According to teachers, students ask for favors but in return, if we ask for some kind of favors it is considered to be sexual harassment. While students continue to be the majority of sexual harassment recipients, teachers do get harassed by students but the severity of that is considered too low. As teachers hold much more power, students are just on a certain limit.

In my research, it is also observed, not all the teachers but most of them sexually harass students for their own sake of enjoyment. Such behavior does not necessarily target one person in particular but creates a negative work or study environment for those exposed to it. The nature of reported incidents of sexual harassment is that the majority of incidents fell into the category of hostile environment type of sexual harassment. Sexual harassment is all examples of events that created an intimidating or poisoned environment for those subjected to the behaviors.

The findings of my research show that these incidents are hardly reported to authorities. Reporting sexual harassment in Pakistan has never been that easy as it is considered taboo in our culture. Most students know it and experience it but nobody cared or dared to report it because throughout their lives they had been discouraged to speak out about such incidences. In the view of one student, girls should always be defensive and careful, as men have the habit of teasing women just like a snake has a habit of biting. These attitudes and habits contribute to the continuation of the incidences of sexual harassment in society.

Therefore, if a woman reports sexual harassment experienced by men perpetrators, she may face stigma by society. 12 students reported that they shared it with their close friends or family and that was it. According to them usually, they are traumatized further by the entire process. It is very difficult to file sexual harassment charges, and "the system" seems to be very hostile to accusers. Confronting the issue can be both physically and financially draining. Often, they experience retaliation and backlash in the aftermath.

Sexual harassment is a form of gender-based discrimination. 4 students tried to report it but, in the end, it became their fault. So, they ended up not talking about it at all, they tried to ignore the behavior and said that it "made things better." and said that telling the harasser to stop was the most effective method.

6.2 Conclusion

The confusion about "friendly" and "sexual" behaviors between teachers and students further complicates this issue. Teachers may not realize that certain behaviors are unwelcome if they believe that the other party to the exchange is behaving in a sexual manner. This role confusion leads to serious consequences. Unless teachers and students can better understand each other's position, a mutual understanding about acceptable workplace behavior is unlikely.

Defenses such as "she wore provocative clothes" and "she enjoyed it" are neither acceptable nor accurate. Often, the harasser is in a position to punish the recipient by withholding a promotion, giving a bad evaluation, or giving a low grade. In this society, men are known to rationalize their actions by saying that a women's "no" is really a "yes." And often the harassment continues even after the victim despite the victim's attempts to say "No" or stop the behavior.

As more and more females are stepping out of their homes to get education, the issue of sexual harassment is becoming increasingly important to address. Most of the women do not take admission in co-education institutions. Those who take admission feel very uncomfortable in these situations. They even feel frightened to move about in the university campus without some person following them. Sexual harassment blocks a woman's opportunities by chilling her environment, threatening her personhood, and reducing her from a person to a sexual object. Especially for female academics, sexual harassment may indeed be taxing in terms of long-term career prospects and may isolate them from intellectual networks.

6.3 Insights and Recommendations

The twentieth century has provided scholars with several opportunities as well as numerous obstacles for the researcher to further explore human social issues. In the modern era, the term sexual harassment has been used to explain gender issues. Ever since the focus of researchers has shifted from the traditional concept of sex discrimination to a more specified form of

discrimination i.e., sexual harassment (SH), there has been great advancement in the fields of social sciences. Now there are more advanced ways and means available to understand, predict and control sex discriminating behaviors in different life situations, such as workplaces, educational institutes, or romantic relationships.

Educational institutes are considered to be places where students learn to open up to changing situations and growing society; learn new techniques to face challenges in life and accept the difference between individuals and groups. Also, educational institutes provide specialization in the area of interest to the student. An educational institute is a chain of command workplace and at the bottom of that hierarchy lays the students. Some studies have shown that the number of behaviors such as maltreatment, violence, harassment, exploitation, or disparagement affects both students and teachers in training, students doing research, and other workers on the campus. The approximation of such behaviors experienced by students ranged from 42 percent to 91 percent, but that depends on how harassment is defined that has been used.

Therefore, considering the role of educational institutes in an individual's life and increased incidences of abuse, bullying, mistreatment; in short sexual harassment, it is essential to progress research work in this specific area, especially, in Pakistan. In addition, Pakistan is a country with vast cultures and varied beliefs among different groups of people. Like many other countries persevering superficial or untested beliefs, Pakistan also prevails such beliefs, commonly known as myths. It is not surprising to say that myths are also found in sexual harassment cases. Belief in sexual harassment myths has negative consequences for victims of sexual harassment and for society as a whole.

Given the potential consequences suffered by those exposed to sexual harassment and assault, both the institutions and student welfare organizations should intensify their efforts to put the theme on the agenda and provide both legal and health services to victims of sexual harassment. The low response rate means that care should be taken in interpreting and generalizing the incident to all the students.

The perpetrators of any sort of harassment against the students must be dealt with severity not just by the law but also by the society. The government should take special measures to safeguard the victim of abuse from their abuser because most of the times women do not come out and expose their abuser because the harasser might try to hurt them. More women who have

been a victim of any kind of harassment should come forward should come out without any shame or guilt and call out their harassers so that other women can save themselves from that harasser.

Law enforcement agencies should also take strict action against the harassers and make the names of the people who harass women public so that it serves as a constant reminder for others that if they harass someone, they will be publically shamed too as this will create deterrence and lower this heinous activity in our society.

Bibliography

- Elkins , T. J., & Castrillon, S. V. (2008). Victims' and observers' perceptions of sexual harassment: implications for employers' legal risk in North America. *The International Journal of Human Resource Management* , 19(8), 1435-1454.
- Sivertsen, B., Nielsen, M. B., Madsen, I. E., Knapstad, M., & Hysing, M. (2019). Sexual harassment and assault among university students in Norway: a crosssectional prevalence study. *BMJ open*, 9(2), 1-10.
- Aguilar, S. J., & Baek, C. (2020). Sexual harassment in academe is underreported, especially by students in the life and physical sciences. *Plus One*, 15(3), 1-11.
- Ahmad, N. M., Ahmad, M. M., & Masood, R. (2020). Socio-psychological Implications of Public Harassment for Women in the Capital City of Islamabad. *Indian Journal of Gender Studies*, 27(1), 77-100.
- Aktinson, P., & Hammersley , M. (1998). Ethnography and participant observation. *Handbook of qualitative research*, 248-261.
- Anderson, E. (2006). Recent thinking about sexual harassment. *A review essay. Philosophy & Public Affairs*, 34(3), 284-311.
- Bakari, S., & Leach, F. (2008). „I invited her to my office“: Normalising violence in a Nigerian college of education. *Gender, sexuality and development*, 29(4), 71-73.
- Baker, N. V. (2010). Sexual Harassment on Campus. *American Association of University Women*, 8(5), 1-17.
- Bell, M. E., Turchik, J. A., & Karpenko, J. A. (2014). Impact of Gender on Reactions to Military Sexual Assault and Harassment. *Health & Social Work*, 39(1), 25-33.
- Bernard, H. R. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. USA: Rowman Altamira.
- Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education – a systematic review. *European Journal of Higher Education*, 10(4), 397-419.

- Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education – a systematic review. *European Journal of Higher Education*, 397-419. Retrieved from <https://doi.org/10.1080/21568235.2020.1729833>
- Bonnes, S. (2019). Service-Women's Responses to Sexual Harassment: The Importance of Identity Work and Masculinity in a Gendered Organization. *Violence Against Women*, 26(12), 1656-1680.
- Durrani, A., & Khan, R. N. (2010). INTRUDING INTIMACIES SEXUAL HARASSMENT OF WOMEN ACADEMICS IN PAKISTANI UNIVERSITIES. *Ontario International Development Agency*, 22(8), 1-16.
- Ekore, J. O. (2012). Gender Differences in Perception of Sexual Harassment. *Gender & Behaviour*, 10(1), 4358-4369.
- Epstein, D. J. (1998). *Schooling sexualities*. Buckingham: Open University.
- Ferfolja, T. (2010). Lesbian teachers, harassment and the workplace. *Teaching and Teacher Education*, 26, 408–414.
- Fitzgerald, L. F. (1993, October). Sexual Harassment; Violence Against Women in the Workplace. *American Psychologist*, 48(10), 1070-1076.
- Fitzgerald, L. F., & Ormerod, A. J. (1991). Perceptions of Sexual Harassment: The Influence of Gender and Academic Context. *Perceptions of Psychology of women quarterly*, 15(2), 281-294.
- FITZGERALD, L. F., SHULLMAN, S. L., BAILEY, N., RICHARD, M., GOLD, Y., & SWECKER, J. (1988). The Incidence and Dimensions of Sexual Harassment in Academia and the Workplace. *Journal of Vocational Behavior*, 3(2), 152-175.
- Gowen, L. K., & Yanez, N. W. (2014). Lesbian, gay, bisexual, transgender, queer, and questioning youths' perspectives of inclusive school-based sexuality education. *The Journal of Sex Research*, 51(7), 788-800.

- Grauerholz, E. (1989). Sexual Harassment of Women Professors by Students: Exploring the Dynamics of Power, Authority, and Gender in a University Setting. *Sex roles, 21*(9), 789-801.
- Hill, C., & Silva, E. (2005). *DRAWING THE LINE: SEXUAL HARASSMENT ON CAMPUS*. United States: American Association of University Women.
- Kayuni, H. M. (2009). The Challenge of Studying Sexual Harassment in Higher Education: An Experience from the University of Malawi's Chancellor College. *Journal of International Women's Studies, 11*(2), 83-99.
- L, V. A., & L, Y. S. (2000). When words hurt: The effects of perceived intentionality on interpersonal relationships. *Journal of Social and Personal Relationships, 17*(3), 393-424.
- MacKinnon, C. A. (1979). Sexual Harassment of Working Women: A Case of Sex Discrimination.
- McLaughlin, H., Uggen, C., & Blackstone, A. (2012, Aug.). Sexual Harassment, Workplace Authority, and The Paradox of Power. *American Sociological Review, 77*(4), 625-647.
- Menon, J. A., Sanjobo, N., Lwatula, C., Nkumbula, T., Zgambo, L., Musepa, M., & Ngoma, M. P. (2014). Knowledge and Perception of Sexual Harassment in an Institution of Higher Education in Sub-Saharan Africa. *Medical Journal of Zambia, 41*(3), 137-143.
- Ojo, O. D., Oliver, O. C., Louis, N. K., & Omolola, R. (2013). A Study of Sexual Harassment in Three Selected Private Faith-Based Universities, Ogun-State, South-West Nigeria. *Open Journal of Social Science Research, 1*(9), 250-263.
- Osborne, R. L. (2016). Sexual harassment in universities: A Critical View of the Institutional Response. *Canadian Women Studies, 12*(3), 72-76.
- Reed, C. A. (1996). Harassment Policies: Structural Limitations and Hidden Connections. *Initiatives 58, no. 1, 21-26*.

- Runtz, M., & O'Donnell, C. W. (2006). Students' Perceptions of Sexual Harassment: Is It Harassment Only If the Offender Is a Man and the Victim Is a Woman? *Journal of Applied Social Psychology, 33*(5), 963 - 982.
- Sang, R. A., Kemboi, J. K., & Omenge, R. O. (2016). Sexual Harassment among University Students within University of Eldoret, Uasin Gishu County, Kenya. *Journal of Dental and Medical Sciences, 15*(8), 142-151.
- Suleiman, & Saeed, M. (2017). Perception of Sexual Harassment among Female Students of Tertiary Institutions in Northern Nigeria. *Ife Social Sciences Review, 25*(2), 80-89.
- Timmerman, G. (2003). Sexual Harassment of Adolescents Perpetrated by Teachers and by Peers. *Sex Roles, 113*.
- Uggen, C., & Blackstone, A. (2004, february 1). Sexual Harassment as a Gendered Expression of Power. *69*(1), 64-92.
- Vohlídalová, M. (2011). The Perception and Construction of Sexual Harassment by Czech University Students. *Czech Sociological Review, 47*(6), 1119-1147.
- Walker, G., Erickson, L., & Woolsey, L. (1985). Sexual harassment: Ethical research and clinical implications in the academic setting. *International Journal of Women's Studies, 8*(4), 424-433., 8(4), 424-433.

Annexure

REGISTERED No. $\frac{M - 302}{L.-7646}$



EXTRAORDINARY
PUBLISHED BY AUTHORITY

ISLAMABAD, THURSDAY, MARCH 11, 2010

[THE PROTECTION AGAINST HARASSMENT OF WOMEN AT THE WORKPLACE ACT 2010]

PART 1 Acts, Ordinance, President's Orders and Regulations

SENATE SECRETARIAT *Islamabad, the 11th March, 2010*

No. F. 9 (5)/2009- Legis. __ The following Acts of Majlis-e-Shoora (Parliament) received the assent of the President on 9th March 2010, are hereby published for general information: __

Act No. IV OF 2010

An Act to make provisions for the protection against harassment of women at the workplace

WHEREAS the constitution of the Islamic Republic of Pakistan recognizes the fundamental rights of citizens to dignity of person.

AND WHEREAS it is expedient to make this provision for the protection of women from harassment at the workplace.

It is hereby enacted as follows:

1. Short title, extent, and commencement. –

(1) This Act may be called the Protection against Harassment *of women* at the Workplace Act, 2010.

(2) It extends to the whole of Pakistan.

(3) It shall come into force at once.

2. Definitions. – In this Act, unless there is anything repugnant in the subject or context, –

(a) “accused” means an employee or employer of an organization against whom complaint has been made under this Act.

(b) “~~CBA~~” means *Collective Bargaining Agent as provided in the Industrial Relations Act 2008, (IV of 2008) or any other law for the time being in force.*

(c) “Code” means the Code of Conduct as mentioned in the Schedule to this Act;

(d) “Competent Authority” means the authority as may be designated by the management for the purposes of this Act;

(e) “Complainant” means a woman or man who has made a complaint to the Ombudsman or to the Inquiry Committee on being aggrieved by an act of harassment;

(f) “Employee” means a regular or contractual employee whether employed on daily, weekly, or monthly or hourly basis, and includes an *intern or an* apprentice;

(g) “Employer” in relation to an organization, means any person or body of persons whether incorporated or not, who or which employs workers in an organization under a contract of employment or in any other manner whatsoever and includes –

(i) an heir, successor or assign, as the case may be, of such person or, body as aforesaid;

(ii) any person responsible for the direction, administration, management and control of the management;

- (iii) the authority, in relation of an organization or a group of organization run by or under the authority of any Ministry or department of the Federal Government or a Provincial government, appointed in this behalf or, where no authority is appointed, the head of the Ministry or department as the case may be;
 - (iv) the office bearer, in relation to an organization run by or on behalf of the local authority, appointed in this behalf, or where no officer is so appointed, the chief executive officer bearer of that authority;
 - (v) the proprietor, in relation to any other organization, of such organization and every director, manager, secretary, agent or office bearer or person concerned with the management of the affairs thereof.
 - (vi) a contractor or an organization of a contractor who or which undertakes to procure the labour or services of employees for use by another person or in another organization for any purpose whatsoever and for payment in any form and on any basis whatsoever; and
 - (vii) office bearers of a department of a Division of a Federal or a Provincial or local authority who belong to the managerial, secretarial or directional cadre or categories of supervisors or agents and those who have been notified for this purpose in the official Gazette;
- (h) harassment” means any unwelcome sexual advance, request for sexual favors or other verbal or written communication or physical conduct of a sexual nature or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment;
- (i) “Inquiry Committee” means the Inquiry Committee established under sub-section (1) of section 3;
- (j) “management” means a person or body of persons responsible for the management of the affairs of an organization and includes an employer;
- (k) “Ombudsman” means the Ombudsman appointed under section 7
- (l) “organization” means a Federal or Provincial Government Ministry, Division or department, a corporation or any autonomous or semi-autonomous body, Educational Institutes, Medical facilities established or controlled by the Federal or Provincial Government or District Government or registered civil society associations or privately managed a commercial or an industrial establishment or institution, a company as defined in the Companies Ordinance, 1984 (XLVII of 1984) and includes any other registered private sector organization or institution;

(m) “Schedule” means Schedule annexed to this Act;

(n) “workplace” means the place of work or the premises where an organization or employer operates and includes building, factory, open area or a larger geographical area where the activities of the organization or of employer are carried out and including any situation that is linked to official work or official activity outside the office.

3. Inquiry Committee. – (1) Each organization shall constitute an Inquiry Committee within thirty days of the enactment of this Act to enquire into complaints under this Act.

(2) The Committee shall consist of three members of whom at least one member shall be a woman. One member shall be from senior management and one shall be a senior representative of the employees or a senior employee where there is no CBA. One or more members can be co-opted from outside the organization if the organization is unable to designate three members from within as described above. A Chairperson shall be designated from amongst them.

(3) In case a complaint is made against one of the members of the Inquiry Committee that member should be replaced by another for that particular case. Such member may be from within or outside the organization.

(4) In case where no competent authority is designated the organization shall within thirty days of the enactment of this Act designate a competent authority

4. Procedure for holding inquiry.– (1) The Inquiry Committee, within three days of receipt of a written complaint, shall–

(a) communicate to the accused the charges and statement of allegations leveled against him, the formal written receipt of which will be given;

(b) require the accused within seven days from the day the charge is communicated to him to submit a written defense and on his failure to do so without reasonable cause, the Committee shall proceed ex-parte; and

(c) enquire into the charge and may examine such oral or documentary evidence in support of the charge or in defense of the accused as the Committee may consider necessary and each party shall be entitled to cross-examine the witnesses against him.

(2) Subject to the provisions of this Act and any rules made thereunder the Inquiry Committee shall have power to regulate its own procedure for conducting inquiry and for the fixing place and time of its sitting.

(3) The following provisions *inter alia* shall be followed by the Committee in relation to inquiry:

- (a) The statements and other evidence acquired in the inquiry process shall be considered as confidential;
- (b) An officer in an organization, if considered necessary, may be nominated to provide advice and assistance to each party;
- (c) Both parties, the complainant and the accused, shall have the right to be represented or accompanied by a Collective Bargaining Agent representative, a friend or a colleague;
- (d) Adverse action shall not be taken against the complainant or the witnesses;
- (e) The inquiry Committee shall ensure that the employer or accused shall in no case create any hostile environment for the complainant so as to pressurize her from freely pursuing her complaint; and
- (f) The Inquiry Committee shall give its findings in writing by recording reasons thereof.

(4) The Inquiry Committee shall submit its findings and recommendations to the Competent Authority within thirty days of the initiation of inquiry. If the Inquiry Committee finds the accused to be guilty it shall recommend to the Competent Authority for imposing one or more of the following penalties:

(i) Minor penalties:

- (a) censure;
- (b) withholding, for a specific period, promotion or increment;
- (c) stoppage, for a specific period, at an efficiency bar in the time-scale, otherwise than for unfitness to cross such bar; and
- (d) recovery of the compensation payable to the complainant from pay or any other source of the accused;

(ii) Major penalties:

- (a) reduction to a lower post or time-scale, or to a lower stage in a time-scale;
- (b) compulsory retirement;

(c) removal from service;

(d) dismissal from service; and

(e) Fine. A part of the fine can be used as compensation for the complainant. In case of the owner, the fine shall be payable to the complainant.

(5) The Competent Authority shall impose the penalty recommended by the Inquiry Committee under sub-section (4) within one week of the receipt of the recommendations of the Inquiry Committee

(6) The Inquiry Committee shall meet on regular basis and monitor the situation regularly until they are satisfied that their recommendations subject to decision, if any of Competent Authority and Appellate Authority have been implemented.

(7) In case the complainant is in trauma the organization will arrange for *psycho-social counseling or medical treatment* and for additional medical leave.

(8) The organization may also offer compensation to the complainant in case of loss of salary or other damages.

5. Powers of the Inquiry Committee. – (1) The Inquiry Committee shall have power–

(a) to summon and enforce attendance of any person and examine him on oath;

(b) to require the discovery and production of any document;

(c) to receive evidence on affidavits; and

(d) to record evidence.

(2) The Inquiry Committee shall have the power to inquire into the matters of harassment under this Act, to get the complainant or the accused medically examined by an authorized doctor, if necessary, and may recommend appropriate penalty against the accused within the meaning of sub-section (4) of section 4.

(3) The Inquiry Committee may recommend to Ombudsman for appropriate action against the complainant if allegations leveled against the accused found to be false and made with mala fide intentions.

(4) The Inquiry Committee can instruct to treat the proceedings confidential.

6. Appeal against minor and major penalties.– (1) Any party aggrieved by

decision of the Competent Authority on whom minor or major penalty is imposed may within thirty days of written communication of decision prefer an appeal to an Ombudsman established under section 7 .

(2) A complainant aggrieved by the decision of the Competent Authority may also prefer appeal within thirty days of the decision to the Ombudsman.

(3) The Appellate Authority may, on consideration of the appeal and any other relevant material, confirm, set aside, vary or modify the decision within thirty days in respect of which such appeal is made. It shall communicate the decision to both the parties and the employer.

(4) Until such a time that the ombudsman is appointed the District Court shall have the jurisdiction to hear appeals against the decisions of Competent Authority and the provisions of sub-sections (1) to (3) shall *mutatis mutandis* apply

(5) On the appointment of Ombudsman all appeals pending before the District Court shall stand transferred to Ombudsman who may proceed with the case from the stage at which it was pending immediately before such transfer.

7. Ombudsman:-

(1) The respective Governments shall appoint an ombudsman at the Federal and provincial levels.

(2) A person shall be qualified to be appointed as an Ombudsman who has been a judge of high court or qualified to be appointed as a judge of high court. The Ombudsman may recruit such staff as required to achieve the purposes of this Act and the finances will be provided by the respective Governments

8. Ombudsman to enquire into complaint.-

(1) Any employee shall have the option to prefer a complaint either to the Ombudsman or the Inquiry Committee. ,,

(2) The Ombudsman shall within 3 days of receiving a complaint issue a written show cause notice to the accused. The accused after the receipt of written notice, shall submit written defense to the Ombudsman within five days and his failure to do so without reasonable cause the Ombudsman may proceed *ex parte*. Both the parties can represent themselves before the Ombudsman.

(3) The Ombudsman shall conduct an inquiry into the matter according to the rules made under this Act and conduct proceedings as the Ombudsman deems proper.

(4) For the purposes of an investigation under this Act, the Ombudsman may require any office or member of an organization concerned to furnish any information or to produce any document which in the opinion of the Ombudsman is relevant and helpful in the conduct of the investigation.

(5) The Ombudsman shall record his decision and inform both parties and the management of the concerned organization for implementation of the orders.

9. Representation to President or Governor:- Any person aggrieved by a decision of Ombudsman under sub- section (5) of section 8, may, within thirty days of decision, make a representation *to* the President or Governor, as the case may be, who may pass such order thereon as he may deem fit.

10. Powers of the Ombudsman

The Ombudsman shall for the purpose of this Act have the same powers as are vested in a Civil Court under the Code of Civil Procedures, 1908 (Act V of 1908), in respect of the following matters, namely:

- i. Summoning and enforcing the attendance of any person and examining him on oath;
- ii. Compelling the production of evidence;
- iii. Receiving evidence on affidavits;
- iv. Issuing commission for the examination of witnesses
- v. entering any premises for the purpose of making any inspection or investigation, enter any premises where the Ombudsman has a reason to believe that any information relevant to the case may be found; and

vi. The Ombudsman shall have the same powers as the High Court has to punish any person for its contempt.

(2) Ombudsman shall while making the decision on the complaint may impose any of the minor or major penalties specified in sub- section (4) of section 4.

11. Responsibility of employer.— (1) It shall be the responsibility of the employer to ensure implementation of this Act, including but not limited to incorporate the Code of Conduct for protection *against harassment at the workplace* as a part of their management policy and to form Inquiry Committee referred to in section 3 and designate a competent authority referred to in section 4.

(2) The management shall display copies of the Code in English as well as in language understood by the majority of employees at conspicuous place in the organization and the work place within six months of the commencement of this Act.

(3) On failure of an employer to comply with the provisions of this section any employee of an organization may file *a petition before the District Court* and on having been found guilty the employer shall be liable to fine which may extend to one hundred thousand rupees but shall not be less than twenty-five thousand rupees.

12. Provisions of the Act in addition to and not in derogation of any other law.— The provisions of this Act shall be in addition to and not in derogation of any other law for the time being in force.

13. Power to make rules.—The Federal Government may make rules to carryout the purposes of this Act.

Schedule
[See sections 2(c) and 11]

**CODE OF CONDUCT FOR PROTECTION AGAINST HARASSMENT OF WOMEN AT
THE WORKPLACE**

Whereas it is expedient to make the Code of Conduct at the Workplace etc to provide protection and safety to women against harassment it is hereby provided as under:

- (i) The Code provides a guideline for behavior of all employees, including management, and the owners of an organization to ensure a work environment free of harassment and intimidation;
- (ii) “Harassment” means any unwelcome sexual advance, request for sexual favors or other verbal or written communication or physical conduct of a sexual nature, or sexually demeaning attitudes, causing interference with work performance or creating an intimidating, hostile or offensive work environment, or the attempt to punish the complainant for refusal to comply to such a request or is made a condition for employment;

The above is unacceptable behavior in the organization and at the workplace, including in any interaction or situation that is linked to official work or official activity outside the office.

Explanation:

There are three significant manifestations of harassment in the work environment:

(a) Abuse of authority

A demand by a person in authority, such as a supervisor, for sexual favors in order for the complainant to keep or obtain certain job benefits, be it a wage increase, a promotion, training opportunity, a transfer or the job itself.

(b) Creating a hostile environment

Any unwelcome sexual advance, request for sexual favors or other verbal or physical conduct of a sexual nature, which interferes with an individual’s work performance or creates an intimidating, hostile, abusive or offensive work environment.

The typical “hostile environment” claim, in general, requires finding of a pattern of offensive conduct, however, in cases where the harassment is particularly severe, such as in cases involving physical contact, a single offensive incident will constitute a violation.

(c) Retaliation

The refusal to grant a sexual favor can result in retaliation, which may include limiting the employee's options for future promotions or training, distorting the evaluation reports, generating gossip against the employee or other ways of limiting access to his/her rights. Such behavior is also a part of the harassment.

- (iii) An informal approach to resolve a complaint of harassment may be through mediation between the parties involved and by providing advice and counseling on a strictly confidential basis;
- (iv) *A complainant or a staff member designated by the complainant* for the purpose may report an incident of harassment informally to her supervisor, or a member of the Inquiry Committee, in which case the supervisor or the Committee member may address the issue at her discretion in the spirit of this Code. The request may be made orally or in writing;
- (v) If the case is taken up for investigation at an informal level, a senior manager from the office or the head office will conduct the investigation in a confidential manner. The alleged accused will be approached with the intention of resolving the matter in a confidential manner;
- (vi) If the incident or the case reported does constitute harassment of a higher degree and the officer or a member reviewing the case feels that it needs to be pursued formally for a disciplinary action, with the consent of the complainant, the case can be taken as a formal complaint;
- (vii) A complainant does not necessarily have to take a complaint of harassment through the informal channel. She can launch a formal complaint at any time;
- (viii) The complainant may make formal complaint through her incharge, supervisor, CBA nominee or worker's representative, as the case may be, or directly to any member of the Inquiry Committee. The Committee member approached is obligated to initiate the process of investigation. The supervisor shall facilitate the process and is obligated not to cover up or obstruct the inquiry;
- (ix) Assistance in the inquiry procedure can be sought from any member of the organization who should be contacted to assist in such a case;
- (x) The employer shall do its best to temporarily make adjustments so that the accused and the complainant do not have to interact for official purposes during the investigation period. This would include temporarily changing the office, in case both sit in one office, or taking away any extra charge over and above their contract which may give one party excessive powers over the other's job conditions. The employer can also decide to send the accused on leave, or

suspend the accused in accordance with the applicable procedures for dealing with the cases of misconduct, if required;

- (xi) Retaliation from either party should be strictly monitored. During the process of the investigation work, evaluation, daily duties, reporting structure and any parallel inquiries initiated should be strictly monitored to avoid any retaliation from either side;
- (xii) The harassment usually occurs between colleagues when they are alone, therefore usually it is difficult to produce evidence. It is strongly recommended that staff should report an offensive behavior immediately to someone they trust, even if they do not wish to make a formal complaint at the time. Although not reporting immediately shall not affect the merits of the case; and
- (xiii) The Code lays down the minimum standards of behavior regarding protection of women from harassment at workplace etc but will not affect any better arrangement that an organization may have developed nor will it bar the grant of protection that employees working in an institute may secure from their employers through negotiation.

STATEMENT OF OBJECTS AND REASONS

The objective of this Act is to create a safe working environment for women, which is free of harassment, abuse and intimidation with a view toward fulfillment of their right to work with dignity. It will also enable higher productivity and a better quality of life at work. Harassment is one of the biggest hurdles faced by working women preventing many who want to work to get themselves and their families out of poverty. This Act will open the path for women to participate more fully in the development of this country at all levels.

This Act builds on the principles of equal opportunity for men and women and their right to earn a livelihood without fear of discrimination as stipulated in the Constitution. This Act complies with the Government's commitment to high international labour standards and empowerment of women. It also adheres to the Human Rights Declaration, the United Nation's Convention for Elimination of all forms of Discrimination Against Women and ILO's convention 100 and 111 on workers' rights. It adheres to the principles of Islam and all other religions in our country which assure women's dignity.

This Act requires all public and private organizations to adopt an internal Code of Conduct and a complain/appeals mechanism aimed at establishing a safe working environment, free of intimidation and abuse, for all working women. It shall also establish an Ombudsman at Federal and provincial levels.

**MINISTER-IN-CHARGE
YOUSAF RAZA GILLANI
PRIME MINISTER
ISLAMIC REPUBLIC OF PAKISTAN**

