



Impact of Sexual Harassment on Female Students' Educational Experience in Higher Education in Quetta City

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Abstract

Sexual harassment is a global phenomenon. The instances of harassment range from work place to educational institutions. Hence, sexual harassment prevails in every setting of society. But, the causes, nature and extent of harassment vary from place to place and culture. Therefore, impact of harassment on the victims also varies. There has been considerable research on the causes, prevalence and impact of harassment across the globe. The causes also vary due to different cultural contexts. Moreover, there has been legislation on international and national levels to curb this social issue but still cases of harassment pour in news from different corners of the world. There have been cases of sexual harassment in educational institutions of Pakistan for a couple of years. Furthermore, several researches have been conducted in Pakistan to evaluate the causes and consequences of SH in work place settings, but there has not been enough research on SH in educational settings especially on the effects of SH on the academic performances of the students. Hence, the current study was conducted under the objectives of finding the impact of harassment on educational experience of females studying in higher educational institutions in Quetta city. The study also contained two other objectives i.e. prevalence of harassment in higher educational institutions of Quetta city and understanding or perception of the concept of harassment by the subject female students. Results of the study found that Sexual harassment is prevalent in the higher educational institutions of Quetta city and it affects the studies of the students considerably with varying degrees. Finally, recommendations are also given after results and conclusion.

Keywords: Impact, Sexual Harassment, Female Students' Higher Education, Quetta City

1. Introduction

Sexual harassment is a universal phenomenon which is found in every setting of known human societies ranging from family, work place, religious, legal, health to educational institutions. Sexual harassment is considered as discrimination with females based on sex and affects the activities, personality, and role performance of women significantly. Disruption, stress, posttraumatic stress disorder (PTSD) and disruption to studies are some of the negative impacts of sexual harassment in educational settings. The topic has attracted many researches globally as awareness of the people regarding sexual harassment and abuse in different walks of life has geared.

Sexual harassment persists throughout world in higher educational settings which affects not only individuals but also groups and entire organizations in several ways and means. Sexual harassment is facilitated by many factors outside family, the chief among those factors is: Unwarranted working environment, polluted masculine academic environment, a culture of silence after being harassed, and lack of leadership (Bondestam, 2020)

Experiencing sexual harassment affects not only professional skills of individuals but also results in psychological, physical and social problems. Female students face sexual harassment, across the world, in educational settings. Sexual harassment is most common within academia and more than half of the cases of faculty and students go unreported (Council, 2018). Sexual Harassment is only a part of a series of several forms of actual or probable form of gendered violence found in educational settings which ranges from bullying, sexist words to abuse and rape. Hence, the concept of gender-based violence is used as a framework to understand gender harassment, sexual harassment, assault, date rape and other forms of violence against women on the basis of gender (Latcheva, 2017) Therefore, sexual harassment is form of discrimination based on gender and found in both the developed and developing societies but the extent and forms of this discrimination vary from society to society.

Globally, one in every three women is exposed to Physical or sexual violence by his partner or another person (UN Women, 2019). Similarly in developing countries like Pakistan gender disparity and the sexual harassment tends to be on rise and higher educational institutions of Pakistan are with no exception. Moreover, Gender equity is included in sustainable development goals of United Nations. Gender equity encourages economic well-being which can be evaluated on the basis of provision of equal opportunities of education, healthcare, economic activities justice and social rights to both the genders (USAID, 2009). Women in Pakistan face gender discrimination, violence and oppression despite they constitute more than half of country's population as under patriarchal system male are dominant and women continue to live in suffering. (Benazir, B., Bashir, S., Zarar, R., Ahmed, M., & Farooq, K.2021). Patriarchal mindset of Pakistani males, who consider themselves physically strong and emotionally superior to women, may encourage public harassment. In Pakistani Society there is gap between males and females due to historical social segregation in both public and private lives which may have resulted in sexually repressed atmosphere. As a result, men resort to harassment whenever and wherever they find

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an opportunity. Even, in Islamabad, the more advanced city, and capital of Pakistan, women face objectification, street harassment and abuse (Ahmad, 2020).

Sexual Harassment at University settings is common in Pakistan but there is lack of research on the issue. The University students face harassment in one or the other way and harassers are mostly their fellow students, administrative staff and outsiders. However, in harassment cases very few teachers are involved. The victims mostly avoid reporting the instances of harassment to their families or teachers due to the culture of silence (Bashir, 2019). The students face harassment in different forms and from different people. The harassment includes objectification, teasing on Cell Phone, indecent jokes in the presence of females and unwanted touching by their fellow beings whereas outsiders mostly harass the female students on the roads and underpasses. The administrative and clerical staffs mostly try to get sexual favors from the female students for showing them their papers, however, teachers are very rarely involved in harassment but this is the very serious type of harassment. As a result of harassment, the female students suffer in different ways. Some students' physical health is affected and some are affected psychologically as they feel isolated and face problems with their fellows. (Bashir S. Zafar H. 2018) Furthermore, the academic performance of the students is also impacted as they cannot focus on their studies due to stress of harassment (zafar, 2014).

1.1. Significance/Justification of the study

Sexual harassment is global social problem. Scores of researches have been conducted on international level to investigate and understand the dynamics of this issue but it remains a taboo topic in developing countries like Pakistan at general and the least developed province of Pakistan i.e. Balochistan, in particular. No significant research is available in Balochistan regarding this issue. Therefore, research on sexual harassment is highly significant. This research not only filled the gap in research field on the topic but also explained the concept of sexual harassment. As a result, both male and female students would understand the concept of harassment which, in turn, would make them conscious of the act of harassment and develop sense of responsibility among them. Furthermore, this study would also contribute practically. The findings of the research would help mitigate sexual harassment by highlighting the issue for those who are at the helm of affairs at Higher Educational Institutions to make suitable policy-making in order to check the acts of harassments. Besides, this study would act as pioneering study on sexual harassment at Higher Educational Institutions in Balochistan which would further pave the way for upcoming researchers to investigate the issue and fill the research gaps on the issue prevailing in educational settings of Balochistan, Province. Finally, this study would also remove perceived misconceptions regarding sexual harassment by exploring the extent and nature of sexual harassment in the higher educational institutions of Balochistan.

1.2. Objectives of Study

1. To investigate the impact of sexual harassment on the female students' educational experience.
2. To know the extent of sexual harassment in Higher Educational Institutions.
3. To identify the concept of sexual harassment and bring awareness among the university students by explaining the concept.

2. Review of Literature

2.1. The concept of Sexual Harassment

Like many other concepts in social sciences the concept of Sexual Harassment is a vague concept. As culture varies from society to society, so an act may be considered harassment in one society and a normal social behavior in another society. Therefore, it is, somewhat, difficult task to provide a single definition of sexual harassment. According to United Nations Entity for Gender Equality and the Empowerment of Women, sexual harassment constitutes behaviors and acts such as; any unwanted sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. This definition has been adopted from the guidelines of Equal Employment Opportunity Commission (EEOC) which were published in 1980. The aforementioned definition of sexual harassment describes two types of harassment: quid pro quo, a type of sexual harassment where decisions of progress in academic or employment settings are made conditional for sexual favour and the second type of harassment is related to hostile educational or working environment which is conducive to harassment (Thompson, 1995). Giving unwanted sexual attention to someone at work or at school which may create a hostile work environment or affect the working performance of someone (Henslin, 2014)

Sexual Harassment consists of any unwelcome behaviour of sexual nature containing an effect of verbal, non-verbal, visual, psychological or physical harassment which might be considered by recipient as an offence a condition of employment or a threat to his/her employment or such behaviour might be perceived by the recipient as an offence and humiliation. This definition categorizes harassment in two forms: Sexual Coercion and sexual annoyance. "Sexual coercion" is that kind of harassment which emerges as a consequence of superior-subordinate relationship and "sexual annoyance" is conduct which is offensive or creates hostile and intimidating work environment (NG, 2002)

There has been considerable research on the concept and definition of sexual harassment. In this regard, a critical review research was conducted. The study used unpublished data of a sample of over 4000 students, faculty and staff at University of Minnesota to investigate as what kind of behaviours might be considered as harassment. The study aimed at reviewing researches regarding definition of sexual harassment, the impact of the harasser's status on the perception of harassment and the differences of gender on the concept of sexual harassment. For this purpose, Sexual Harassment Questionnaire (SEQ) which contained five categories of harassment that are: Sexual imposition, sexual coercion, sexual bribery, seductive behaviour and gender harassment, was used. The results showed that sexual remarks (gender harassment) were not considered as harassment by female students whereas unwanted sexual advances (sexual imposition) were considered harassment by majority of the students. Furthermore, sexual bribery (higher grades in for accepting sexual requests) was considered most harassing behaviour on the part of the professors by the students (A.Frazier, 1995).

2.2. Sexual Harassment in educational Institutions

A study was conducted in America to investigate the Campus Sexual Assault (CSA) and its impact on the victims of assault. The Main objective of the study was to find out relation between Campus Sexual Assault and posttraumatic stress disorder (PTSD). The study used a web-based census survey which was directed to students at Liberal Arts College. The respondents were invited through email and it took two weeks to complete the process of the survey. Several indicators were taken into account in this study. The individual level factors included gender, race/ethnicity and prior victimization. The findings of the study show a strong relationship between CSA and PTDC for racial/ ethnic minorities and girls who were had not experienced harassment before college.

Un-solicited touching, stalking, sexual assault and sexist remarks are forms of Sexual Harassment which are illegal but prevail in professional and educational settings of different countries including Canada. The students and practitioners associated with the field of medical are exposed to the above forms of harassment to a greater extent due to the fact that their working environment involves power imbalances between doctor and patient, teachers and students and male and females in setting where exposure of body parts and discussion on sexual function are viewed normal. (Phillips, 2019)

In a State of US across eight academic campuses research was carried out to explore the rate, risk and extent of sexual harassment done by both the faculty/staff members and peers of the students. The study was conducted across a university system through online survey in the Southwest United States. Random sampling was used in the study and data was analyzed in SPSS. The results show that 19% of the students were harassed by faculty members and 30% students were harassed by their peers across eight campuses. The results also expose the risk and extent of sexual harassment greater for the minority students (Wood, Sexual Harassment at Institutions of Higher Education: Prevalence, Risk, and Extent, 2018)

A systematic review of top-ranked peer-reviewed articles in the field of research was carried out in Sweden by Swedish Secretariat for Gender Research. The objective of the study was to review scientific knowledge on sexual harassment in higher education. Other objectives included pervasiveness of sexual harassment among students and staff, effects of harassment on the harassed females, basic hurdles in the way research on sexual harassment in higher education and steps taken by higher educational institutions to check the sexual harassment. The reviewed articles offer numerous important results. The results affirm the presence of sexual harassment in higher education showing one out of every four females has been subjected to sexual harassment on average in one or the other way. The major effects of preventative measures of harassment are not supported by any evidence. The results further reveal that effects of the harassment on students are severe and there is lack of theoretical, longitudinal, qualitative and intersectional approaches in research on sexual harassment in higher educational institutions (Bondestam, 2020).

2.3. Sexual Harassment in Pakistan

To measure physical, verbal and non-verbal sexual harassment in public places in Pakistan a questionnaire was got filled by 534 female students. The results of the study showed that the markets were the most common places of harassment and the perpetrators were mostly the strangers. Non-verbal harassment was found to be the most common type of harassment. The frequent reaction of the victims was to avoid the perpetrator and escape the venue. (Anwar, 2019)

(Muazzam, 2016) carried out research using cross sectional design to find out link between sexual harassment and workplace environment. Additionally, the study was also aimed to evaluating correlation between sexual harassment, stress, anxiety and self-esteem. Sample included 300 women of age 18 to 55 years old from banks, hospital, factories and departmental stores in Lahore, Pakistan. The results of the study showed positive correlation between sexual harassment, anxiety, depression and low self-esteem. (Bashir, S., & Shah, 2017) Bhutto and Ramzan (2021) have claimed that there is a collusive stance and pacifier agenda of media wrapped in the strategy of power by which the rape of an innocent girls was pacified with the help of media.

Street harassment is rampant in Pakistan. "Stop Street Harassment" is a prominent nonprofit organization committed to work on the issue of street harassment claimed in its report of 2018 that in Pakistan 25 percent of girls had undergone the ordeal of street harassment by the age of 12 and in 2015 it reported that by the age of 19 almost 90 percent of girls had endured street harassment. Unwanted comments, gestures actions in street or public

place against a stranger constitute street harassment. Gallup's (2017) survey revealed that every 1 out of four women of urban areas, in Pakistan, had been stalked by men while going to office, market or home. Being a patriarchal society, the cases of street harassment go unreported in Pakistan as women are hesitant to talk about the incidents of harassment due to the fear of stigma in prevailing gendered norms (Ahmed, 2021).

2.4. Impact of Sexual Harassment on female students

To assess the negative impact of sexual harassment on graduate students since their enrollment, a survey was conducted in Pacific Northwestern Public University. The sample consisted of 525 respondents who were enrolled students. The Questionnaire was sent to the respondents via email. 38 % of the females reported that they had experienced sexual harassment from faculty or staff whereas 57.7 % reported exposure to sexual harassment and gender-based harassing occurrences from other students. The relationship between sexual harassment and negative impact was also explored in the study. The negative effects included sexual assault, stalking and date violence. The research was both a basic and applied one where its findings were meant to be applied by therapists to undo the negative impact on the victims and also make secure the educational settings in future (Rosenthal, Still Second Class: Sexual Harassment of Graduate Students, 2016).

Several students of Higher Education Institutions after experiencing sexual harassment undergo its disastrous effects in terms of physical and mental health and their performance in education also suffers badly.

In the State of Anambra State of Nigeria, a study was conducted to examine the impact of sexual harassment on female undergraduates in public and private educational institutions. The main objective of the study was to pinpoint the extent and measure the effects of sexual harassment on academic activities of the women undergraduates. The study links prevalence of sexual harassment to the social structure of Nigerian society. Nigeria has a male-dominant culture where males are considered superior to females. As a traditional and tribal society sexual abuse and harassment are not as a form of violence against women. Therefore, little attention has been paid to research the issue. To grasp deep understand of the issue this study used sexual harassment on Campus Survey (SHCS) tool. The findings of the study show that the students were satisfied with their concerned fields which were deemed suitable for them by their society. Nine out of ten participants revealed that they were respected by other male students and staff and can share and discuss in the class freely. Hence, overall results show that due to culturally-embedded stereotypes the female undergraduates in Nigeria feel satisfied with the social atmosphere which is highly gendered (AMAKA, 2011).

Similarly, another study was carried out at University of Nairobi to evaluate impact of sexual harassment on female students' access to opportunities. The findings of the study indicate that sexual harassment is affecting on-campus female student's access to different opportunities. Women at university of Nairobi feel fear and embarrassment due to sexual harassment and intimidation. As a result, they are not capable to participate in university programs and avail opportunities and facilities fully. The study maintains that man use sexual harassment as tool to dominate women in different areas of life. Consequently, women students withdraw from most of the fields and university programs leaving the space empty for man without any competition. The study uses liberal feminism as a theoretical framework to analyze the issue (Muasya, 2014).

Research was carried out in Pakistan to know the causes of low female enrollment in higher education with comparison to male. The data was collected through a survey questionnaire and 601 students became respondents. The results of the research display that among other causes sexual harassment is one of the causes of low female enrollment in higher education. The harassers include the male travelers in public transports, fellow students, administration and faculty members and it was also discovered that the sexual harassment is impeding higher education of females with 62.10 % (Mehmood, 2018).

University female students in Pakistan face sexual harassment from their classmates, administrative staff and outsiders, however, very few perpetrators are the teachers. Majority of the victims do not report the cases. The experience of the harassment not only causes physical damage and psychological stress to the students but also deteriorates their educational performance (Zafar, 2014).

3. Research Methodology

This study aimed to investigate the effects of sexual harassment on female education and evaluate its prevalence in higher education settings. A mixed method was employed, combining quantitative and qualitative techniques to analyze data. Data collection involved both primary and secondary sources, with secondary data gathered from documents, books, journals, and other sources, and primary data collected through surveys, interviews, and observations.

The target group for the research was female students at Balochistan University of Information Technology, Engineering, and Management Sciences (BUITEMS) and University of Balochistan (UoB). Due to limited resources and time, sampling was used to represent the entire population. The sample consisted of 150 female students enrolled in BS, Masters, and MPhil classes in different disciplines.

The Statistical Package for Social Sciences (SPSS) was used for data analysis, with chi-square used to test the correlation of different variables through cross-tabulation. The study aimed to understand the impact of sexual harassment on female students in higher education and the extent of harassment in higher education settings. The research used both structured and unstructured questionnaires to gather data.

4. Results and Analysis

4.1. Profile of the Respondents

4.1.1. Composition of the Age

The age of the respondents varies from 18 to 34 years old respectively. Almost half of the of the respondents are up to 20 years old, more than one third are from 21 to 23 years old while a small number are above 23 (see Table 4.1).

Table.1: Age Group

	Years	Frequency	Percent
Valid	Up to 20	70	46.7
	21 to 23	59	39.3
	Above 23	21	14.0
	Total	150	100.0

4.1.2. Ethnicity of the respondents

Data reveals that more than a quarter of the respondents are Baloch and Pashtun are also more than a quarter. One fifth of the respondents are Panjabi while Hazara and Sindhi together make up one fifth of the respondents (see Table 4.2).

Table.2: Ethnicity of the Respondents

	Ethnicity	Frequency	Percent
Valid	Baloch	45	30.0
	Pashtoon	42	28.0
	Hazara	17	11.3
	Panjabi	30	20.0
	Sindhi	16	10.7
	Total	150	100.0

4.1.3. Marital status of the respondents

In table 4.3 majority of the respondents are single while about a quarter are married.

Table.3: Marital status of the respondents

Respondents	Frequency	Percent
Single	115	76.7
Married	35	23.3
Total	150	100.0

4.1.4. Faculty of the respondents

Data reveals that more than half of the respondents are from the faculty of sciences, almost one third are from social sciences and a small portion are from languages respectively (see Table 4.4)

Table.4: Faculty of the respondents

	Faculty	Frequency	Percent
Valid	Faculty of Languages	26	17.3
	Faculty of Social Sciences	59	39.3
	Faculty of Sciences	65	43.3
	Total	150	100.0

4.1.5. Place of interview

Half of the respondents are from University of Balochistan while half are from BUIITEMs (see Table 4.5).

Table.5: Venue of Interview

	Venue	Frequency	Percent
Valid	UOB	75	50.0
	BUIITEMs	75	50.0
	Total	150	100.0

4.1.6. Perception/understanding of females regarding concept of sexual harassment

Table 4.6 shows the results of data collected regarding perception of the concept of harassment by female students of Higher Educational Institutions. Putting together some of the responses to define harassment it can be seen in the results almost more than half of the girls consider harassment an activity against their willingness, a physical

act, a forced relationship, teasing someone and looking inappropriately. While some small portion of girls consider it to discomfort someone, a bad talk by or a bad thing, still a small minority of girls think that it is something that affects someone's life, an act of shame and feeling intense. Almost a tenth part of the students responded that they did not know about SH. Hence, the results reveal clearly that the majority of the students have clear understanding of the concept of the SH. (GUSCHKE, 2019) finds in research that there is a link between peoples' perception and social construction of SH which includes not only the environment of society but also University environment which sometimes normalizes acts of SH. For instance, some acts may be considered SH in a culture but are normalized in the context of university social events and partying.

Table.6: Perception/Understanding of Female students Regarding SH

Respondents' perception	Frequency	Percent
Activity against your willingness	22	14.7
Discomfort someone	11	7.3
Bad talk by a male	10	6.7
Don't know	17	11.3
Bad thing	8	5.3
Forced relation	20	13.3
Affects someone life	4	2.7
Teasing someone	11	7.3
Act of shame	5	3.3
Feeling of intense	9	6.0
Meeting alone	4	2.7
Looking in appropriately	6	4.0
Physical act	23	15.3
Total	150	100.0

4.1.7. Prevalence of harassment in Higher Educational Institutions

Table (4.7) shows almost half of the students have faced gaze or suggestive looks by their classmates and table (4.8) shows the reaction of the girls after being gazed. Among these girls almost one third of them responded to have ignored such a gaze and very small number have tolerated and remained silent. Very rare girls have responded the gaze with angry look. While one third of the girls have felt weird, disgusted, angry, bad and insecure. Hence it shows SH affects the students considerably.

Table.7: Frequency Of Gaze/Suggestive Looks by Male Classmates

Respondents	Frequency	Percent
Yes	72	48.0
No	78	52.0
Total	150	100.0

Table.8 Reaction of the Respondents

Respondents' reaction	Frequency	Percent
Feel weird & disgust	10	13.88
Ignore	21	29.16
Look angry	4	5.55
Tolerate, silent	11	15.27
Feel bad & insecure	7	9.70
Total	72	100.0

Similarly, table (4.9) shows the results that more than half of the female students have confronted gaze or suggestive looks in the premises of university which shows that instances of SH increase more in the campus than classroom and table (4.10) shows the reaction of the girls after being harassed visually. Almost one third of the girls have ignored such a gaze or suggestive looks and few have reacted with angry looks. A very few responded that they had kept their selves serious. While one tenth of them have felt very awkward. Hardly any has responded the gaze by slapping or complaining authorities.

Table.9: Frequency of Gaze/Suggestive Looks in the Premises of University

	Respondents	Frequency	Percent
Valid	Yes	81	54.0
	No	69	46.0
	Total	150	100.0

Table.10: Reaction of Females After Being Gazed in The Premises of University

	Reaction of respondents	Frequency	Percent
	Ignore them	27	33.33
	Look with angry	13	16.04
	Uncomfortable	6	7.40
	keep serious ourselves	10	12.08
	Feel very awkward	9	11.11
	Slap	4	4.93
	complain authority	2	2.46
	Total	81	100.0

Results shown in the table (4.11) suggest that nearly half of the students have undergone the experience of facing suggestive gestures by males in the classroom or University campus.

Table.11: Frequency of Suggestive Gestures by A Male in the Classroom or University Campus

	Respondents	Frequency	Percent
Valid	Yes	69	46.0
	No	81	54.0
	Total	150	100.0

Table (4.12) shows that nearly one third of the female students have faced suggestive looks whereas table (4.13) reveals that almost one fifth have faced suggestive gestures by the security personnel deputed in the University campus premises.

Table.12: Suggestive Look by Security Personnel Present in the Campus Premises

	Respondents	Frequency	Percent
Valid	Yes	48	32.0
	No	102	68.0
	Total	150	100.0

Table.13: Frequency Suggestive Gestures by Security Forces at University Campus

	Respondents	Frequency	Percent
Valid	Yes	28	18.7
	No	122	81.3
	Total	150	100.0

Furthermore, almost two fifth of the female students think that they feel insecure in the classroom or University environment due to fear of harassment, body looks, bad and offensive comments, inappropriate looks, constant gazing, insecurity and passing comments as shown in the results of tables (4.14 & 4.15) respectively.

Table.14: Respondents Who Feel Insecure in the Class Room or University Environment

	Respondents	Frequency	Percent
Valid	Yes	58	38.7
	No	92	61.3
	Total	150	100.0

Table.15: Reason that Makes Females Insecure

	Reaction of Respondents	Frequency	Percent
	Fear of harassment	8	13.79
	looks of body	5	8.63
	bad & offensive comments	17	29.31

Reaction of Respondents	Frequency	Percent
look inappropriately	6	10.34
Eyesight	6	10.34
Insecurity	5	8.62
constant gazing	6	10.34
passing comments	4	6.90
Total	58	100.0

Table (4.16) shows that less than one fifth of the respondents think that the environment of their class is intimidating and offensive for students.

Table.16: Frequency of Students Who Consider Class is Intimidating, Offensive or Threatening

	Respondents	Frequency	Percent
Valid	Yes	26	17.3
	No	124	82.7
	Total	150	100.0

Table (4.17) shows that almost one third of students have been ridiculed in the class room by their male classmates. To check the frequency of act of ridicule faculty-wise cross-tabulation was used through chi-square. No significant relation was found between the two variables as the P value of chi-square was above .10 see (table 4.18).

Table.17: Frequency of Students Ridiculed in the Class

	Respondents	Frequency	Percent
Valid	Yes	42	28.0
	No	108	72.0
	Total	150	100.0

Table.18: Cross-Tabulation Faculty of Respondents and Acts of Ridicule

Faculty of Respondents		Have you ever been ridiculed in the class?		
		Yes	No	Total
Faculty of Languages	Count	10	16	26
		23.8%	14.8%	17.3%
Faculty of Social Sciences	Count	19	40	59
		45.2%	37.0%	39.3%
Faculty of Sciences	Count	13	52	65
		31.0%	48.1%	43.3%
Total	Count	42	108	150
		100.0%	100.0%	100.0%
Pearson Chi-Square Value		3.992a (.136)		

Similarly, one third of students have witnessed indecent body exposure in the classroom or university premises see table (4.19). Furthermore, cross-tabulation was used by applying chi-square to check the frequency of the indecent body exposure faculty-wise. A significant relation was found between the two variables as the P value of the chi-square is .10 table (4.20). Results show that among these instances nearly half of the incidents have occurred in faculty of social sciences, one third instances have occurred in faculty of sciences while least cases have happened in languages faculty. Hence, it is found that SH is more prevalent in the faculty of Social sciences as compare to other faculties.

Table.19: Happenings of Indecent Body Exposure by Someone in the Classroom or University Premises Faced by Female Students

	Respondents	Frequency	Percent
Valid	Yes	53	35.3
	No	97	64.7
	Total	150	100.0

Table.20: Cross-Tabulation Faculty of Respondents and Indecent Body Exposure

Faculty of Respondents		Have you ever seen indecent body exposure by someone in the classroom or university premises?		Total
		Yes	No	
Faculty of Languages	Count	12	14	26
	% within Have you ever seen indecent body exposure by someone in the classroom or university premises?	22.6%	14.4%	17.3%
Faculty of Social Sciences	Count	24	35	59
	% within Have you ever seen indecent body exposure by someone in the classroom or university premises?	45.3%	36.1%	39.3%
Faculty of Sciences	Count	17	48	65
	% within Have you ever seen indecent body exposure by someone in the classroom or university premises?	32.1%	49.5%	43.3%
Total	Count	53	97	150
	% within Have you ever seen indecent body exposure by someone in the classroom or university premises?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		4.467a (.107)		

Table (4.21) shows that nearly half of the respondents have faced explicit or offensive jokes by their male classmates and table (4.22) show the result of cross-tabulation of explicit/offensive jokes faculty-wise. But, no significant value is found between the two variables as the P value of chi-square is more than .10.

Table.21: Frequency of explicit or offensive jokes by your male classmates

	Respondents	Frequency	Valid Percent
Valid	Yes	66	44.0
	No	84	56.0
	Total	150	100.0

Table.22: Cross-tabulation Faculty of Respondents and Explicit/Offensive Jokes

Faculty of Respondents		Have you ever faced explicit or offensive jokes by your male classmates?		Total
		Yes	No	
Faculty of Languages	Count	12	14	26
	% within Have you ever faced explicit or offensive jokes by your male classmates?	18.2%	16.7%	17.3%
Faculty of Social Sciences	Count	23	36	59
	% within Have you ever faced explicit or offensive jokes by your male classmates?	34.8%	42.9%	39.3%
Faculty of Sciences	Count	31	34	65
	% within Have you ever faced explicit or offensive jokes by your male classmates?	47.0%	40.5%	43.3%
Total	Count	66	84	150
	% within Have you ever faced explicit or offensive jokes by your male classmates?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		1.011a (.630)		

Moreover, as tables (4.23 & 4.24) show almost one third of female students have been coerced by their classmates for chatting or talking with them on phone while one quarter have been coerced by their teachers to chat or talk

with them on phone which shows that online harassment also prevails in higher educational institutions of Balochistan and female students are not only harassed by their classmates but also by their teachers

Table.23: Female Students Coerced by Any Classmate to Chat or Talk with Them on Phone

	Respondents	Frequency	Percent
Valid	Yes	49	32.7
	No	101	67.3
	Total	150	100.0

Table.24: Female Students Coerced by Your any Teacher to Chat or Talk with Them on Phone

	Respondents	Frequency	Percent
Valid	Yes	37	24.7
	No	113	75.3
	Total	150	100.0

Similarly, more than a quarter of females responded that their teachers had offered them friendship requests in favor of good marks, table (4.25) reveals. To check the significant relation between respondent's ethnicity and offer of friendship request by teachers, chi-square was used through cross-tabulation. A significant relationship was found between the two variables see table (4.26). It was found that one third of the students are Panjabi, more than a quarter is Baloch, more than one fifth Pashtun, whereas Hazara and Sindhi comprise the least. Hence, this shows that students belonging to minority ethnicity are harassed mostly also confirmed by another study at US conducted by (J.Aguilar, 2020) that 50 % of the college students have faced harassment in some or the other way and rate of harassment among woman of color was high.

But major ethnic groups are also target of harassment equally as rate of being harassed after Panjabi are Baloch which is the major ethnic group, in this study.

Table.25: Frequency of Students Offered Friendship Request in Favor of Good Marks by Any Teacher

	Respondents	Frequency	Percent
Valid	Yes	41	27.3
	No	109	72.7
	Total	150	100.0

Table.26: Cross-tabulation of Ethnicity of Students and Frequency of Harassment by Teachers

Ethnicity		Has any of your teachers offered you friendship request in favor of good marks?		Total
		Yes	No	
Baloch	Count	12	33	45
	% within Has any of your teachers offered you friendship request in favor of good marks?	29.3%	30.3%	30.0%
Pashtoon	Count	9	33	42
	% within Has any of your teachers offered you friendship request in favor of good marks?	22.0%	30.3%	28.0%
Hazara	Count	2	15	17
	% within Has any of your teachers offered you friendship request in favor of good marks?	4.9%	13.8%	11.3%
Punjabi	Count	15	15	30
	% within Has any of your teachers offered you friendship request in favor of good marks?	36.6%	13.8%	20.0%
Sindhi	Count	3	13	16
	% within Has any of your teachers offered you friendship request in favor of good marks?	36.6%	13.8%	20.0%
Total	Count	41	109	150
	% within Has any of your teachers offered you friendship request in favor of good marks?	100.0%	100.0%	100.0%
Pearson Chi-Square Value			11.175a (.025)	

Table.27: Cross-Tabulation of Frequency of Harassment by Teachers and Enrolled Program

Enrolled program		Has any of your teachers offered you friendship request in favor of good marks?		
		Yes	No	Total
BS	Count	31	98	129
	% within Has any of your teachers offered you friendship request in favor of good marks?	75.6%	89.9%	86.0%
Masters	Count	5	6	11
	% within Has any of your teachers offered you friendship request in favor of good marks?	12.2%	5.5%	7.3%
M.Phil	Count	4	1	5
	% within Has any of your teachers offered you friendship request in favor of good marks?	9.8%	.9%	3.3%
PhD	Count	1	4	5
	% within Has any of your teachers offered you friendship request in favor of good marks?	2.4%	3.7%	3.3%
Total	Count	41	109	150
	% within Has any of your teachers offered you friendship request in favor of good marks?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		9.645a (.022)		

Table (4.27) reveals a significant relationship between enrolled programs and use of undue favours by teachers as the cross-tabulation shows that two third of the students who are offered friendship requests in return for good grades by teachers are from BS programs. Since, BS is a new system which is run on semester basis and gives ample powers to teachers in terms of paper setting, paper checking and sessional marks. Conversely, students who get enrolled in BS are somewhat immature as they join higher educational institutions after completing their 12 years of education from Girls colleges. Hence, the students of BS programs are more likely a soft target of harassment as compare to the students of Masters and MPhil who are quite mature.

Furthermore, the same phenomena was also checked faculty-wise but no significant relation was found between the two variables see table (4.28).

Table.28: Cross-tabulation of Frequency of Harassment by Teachers Faculty-wise

Faculty of Respondents		Has any of your teachers offered you friendship request in favor of good marks?		
		Yes	No	Total
Faculty of Languages	Count	11	15	26
	% within Has any of your teachers offered you friendship request in favor of good marks?	26.8%	13.8%	17.3%
Faculty of Social Sciences	Count	15	44	59
	% within Has any of your teachers offered you friendship request in favor of good marks?	36.6%	40.4%	39.3%
Faculty of Sciences	Count	15	50	65
	% within Has any of your teachers offered you friendship request in favor of good marks?	36.6%	45.9%	43.3%
Total	Count	41	109	150
	% within Has any of your teachers offered you friendship request in favor of good marks?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		3.636a (.162)		

Table (4.29) shows that more than one fifth of the students have been offered a request for sexual relations in return for good marks. The same was checked faculty-wise and a strong relation was proved between the two

variables through cross-tabulation. Among that one fifth of students, more than half of the students are from faculty of social science, about one third are from languages while a very small number is from faculty of science. Hence, the frequency of sexual offers from teachers prevails more in the faculty of social science and languages, respectively see table (4.30). Somewhat similar finding were observed in University of Ghana that quid pro quo exists in universities. It's a form of sexual harassment in which students are offered rewards (good grades or success in a course) in return for having sexual relations with teacher but it is harassment whether students resist it or be submissive due to fear of failure (Kheswa, 2014).

Table.29 Students Offered Request for Sexual Relations in Favor for Good Marks by Teacher

Respondents		Frequency	Percent
Valid	Yes	22	14.7
	No	128	85.3
Total		150	100.0

Table.30: Cross-Tabulation of Faculty-Wise Sexual Relations Offered by Teachers for Good Marks

Faculty of Respondents		Has any of your teachers offered you a request for sexual relations in favor of good marks?		
		Yes	No	Total
Faculty of Languages	Count	7	19	26
		31.8%	14.8%	17.3%
Faculty of Social Sciences	Count	12	47	59
		54.5%	36.7%	39.3%
Faculty of Sciences	Count	3	62	65
		13.6%	48.4%	43.3%
Total	Count	22	128	150
		100.0%	100.0%	100.0%
Pearson Chi-Square Value		9.884a (.007)		

Data reveals that female students not only face verbal and visual harassment but also physical harassment as table (4.31) depicts that some of the females have been touched inappropriately by their classmates. It was tested through cross-tabulation faculty-wise and significant relation was found between both the variables, showing more than half of the instances of physical harassment in social sciences and more than one third in languages see table (4.32). Similarly, physical harassment was also cross-tabulated with marital status and again a significant relation was between these two variables as well which shows that unmarried girls are more harassed as compare to married ones see table (4.33).

Table.31: Students Touched Inappropriately by Any of Your Classmates

Respondents		Frequency	Percent
Valid	Yes	25	16.7
	No	125	83.3
Total		150	100.0

Table.32 Cross-Tabulation (Faculty of Respondents & Physical Harassment by Classmates)

Faculty of Respondents		Have you ever been touched inappropriately by any of your classmates?		
		Yes	No	Total
Faculty of Languages	Count	9	17	26
	% within Have you ever been touched inappropriately by any of your classmates?	36.0%	13.6%	17.3%
Faculty of Social Sciences	Count	13	46	59
	% within Have you ever been touched inappropriately by any of your classmates?	52.0%	36.8%	39.3%

Faculty of Respondents		Have you ever been touched inappropriately by any of your classmates?		
	Count			
Faculty of Sciences	% within Have you ever been touched inappropriately by any of your classmates?			
Total	Count	25	125	150
	% within Have you ever been touched inappropriately by any of your classmates?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		14.051a (.001)		

Table.33: Cross-Tabulation Physical Harassment and Marital Status

Marital status		Have you ever been touched inappropriately by any of your classmates?		
		Yes	No	Total
Single	Count	14	101	115
	% within Have you ever been touched inappropriately by any of your classmates?	56.0%	80.8%	76.7%
Married	Count	11	24	35
	% within Have you ever been touched inappropriately by any of your classmates?	44.0%	19.2%	23.3%
Total	Count	25	125	150
	% within Have you ever been touched inappropriately by any of your classmates?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		7.163a (.010)		

While some of females affirmed that university employees (Clerk, Coordinator, and Chairman Etc.) had put conditions of friendship before them for educational work see table (4.34). The same was checked through cross-tabulation faculty-wise and a significant relation was found between both the variables showing more than half of such instances of harassment in faculty of social sciences and about one quarter at languages faculty see table (4.35).

Table.34: Number of Students Who Were Offered Friendship Request by Any University Employ

	Respondents	Frequency	Percent
Valid	Yes	21	14.0
	No	129	86.0
	Total	150	100.0

Table.35: Cross-Tabulation Faculty-Wise Harassment by Administration

Faculty of Respondents		Has any employ (Clerk, Co-coordinator, chairman etc.) of University put a condition of friendship before you for any of your educational work?		
		Yes	No	Total
Faculty of Languages	Count	5	21	26
		23.8%	16.3%	17.3%
Faculty of Social Sciences	Count	12	47	59
		57.1%	36.4%	39.3%
Faculty of Sciences	Count	4	61	65
		19.0%	47.3%	43.3%
Total	Count	21	129	150
		100.0%	100.0%	100.0%
Pearson Chi-Square Value		5.883a (.053)		

More than one third of the female students have witnessed offensive comments in the premises of university which means that females not only face harassment in the class room but more than that they witness it at university premises see (Table 4.36).

Table.36: Frequency of Offensive Comments Against Female Students in the Premises of University

	Respondents	Frequency	Percent
Valid	Yes	57	38.0
	No	93	62.0
	Total	150	100.0

It is further disclosed that one fifth of females have received unwelcome online messages and more than one tenth have received inappropriate online messages from different employees of university see tables (4.37 & 4.38).

Table.37: Unwelcome Online Message Received by Female Students from Any Employ of University

	Respondents	Frequency	Percent
Valid	Yes	33	22.0
	No	117	78.0
	Total	150	100.0

Table Error! No text of specified style in document..38: Students Received Inappropriate Online Message from Any Employ of University

	Respondents	Frequency	Percent
Valid	Yes	25	16.7
	No	125	83.3
	Total	150	100.0

Similarly, about one third of females have received unwelcome and inappropriate online messages from their classmates whereas one fifth of females have received unwelcome online messages and inappropriate online messages equally from their teachers which shows that female students are also harassed online by their classmates and teachers see tables (4.39, 4.40 & 4.42). Conversely, almost one third of the students responded to have insulted the perpetrator, a very small minority had slopped as a response, a minority felt shocked, a small minority had blocked their numbers and one quarter of the them had ignored the harassing messages and hardly any has informed her parents see (Table 4.41).

Table.39: Students Received Any Unwelcome Online Message from Any Male Classmate

	Respondents	Frequency	Percent
Valid	Yes	47	31.3
	No	103	68.7
	Total	150	100.0

Table.40: Females Received Any Inappropriate Online Message from Any Classmate

	Respondents	Frequency	Percent
Valid	Yes	48	32.0
	No	102	68.0
	Total	150	100.0

Table.41: Reaction of Females After Receiving Inappropriate Online Messages

	Respondents	Frequency	Percent
	Slop	4	8.33
	insulted them	14	29.16
	blocked them	4	8.33
	Shocking	6	12.5
	Ignoring	10	20.83
	Inform my parents	1	2.08
	I can't share	2	4.16
	Total	48	100.0

Table.42: Students Received Any Inappropriate Online Message from Any Teacher

	Respondents	Frequency	Percent
Valid	Yes	27	18.0
	No	123	82.0
	Total	150	100.0

4.1.8. Impact of harassment on educational experience of females

Table (4.44) shows that almost half of the females have been demotivated from their studies by (harassing) acts or comments of their classmates and teachers. Similarly, table (4.45) shows that these harassing behaviors consist of showing body, insult by teachers, unfair treatment of teachers and bad and offensive comments. Furthermore, chi-square was used through cross-tabulation to check the relation between marital status of the students and demotivation by the acts/comments of teachers or classmates. It was found that there is a significant relation between both of the variables. It was found that a vast majority of the students who were demotivated towards their studies are single see table (4.46). Therefore, it can be argued strongly that unmarried girls get more demotivated as compared to married ones.

Table.43: Demotivated Students Towards Studies by Any Act or Comment of a Classmate or Teacher

	Respondents	Frequency	Percent
Valid	Yes	71	47.3
	No	79	52.7
	Total	150	100.0

Table.44: The Act or Comment Which Demotivated the Female Students

Respondents	Frequency	Percent
showing body	4	5.63
unable to do anything	12	16.90
teacher makes insult	14	19.72
unfair treatment of teachers	10	14.8
Get less marks	7	9.86
frog of well by teachers	3	4.23
can't share	5	7.04
not attractive	6	8.45
bad & offensive comments	9	12.68
Total	71	100.0

Table.45: Cross-Tabulation of Demotivation a Marital Status

Marital status	Have you been demotivated towards your studies by any act or comment of a classmate or teacher?			
	Yes	No	Total	
Single	Count	60	55	115
	% within Have you been demotivated towards your studies by any act or comment of a classmate or teacher?	84.5%	69.6%	76.7%
Married	Count	11	24	35
	% within Have you been demotivated towards your studies by any act or comment of a classmate or teacher?	15.5%	30.4%	23.3%
Total	Count	71	79	150
	% within Have you been demotivated towards your studies by any act or comment of a classmate or teacher?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		4.632a (.031)		

One third of the students have lost interest in their studies due to harassing behavior of classmates, teachers or administrators see table (4.47). It was checked on basis of ethnicity through cross-tabulation and a significant relationship was found between the two variables see table (4.48). The results reveal that more than one third of

the students who lost interest in studies are Panjabi, more than one fifth are Pashtun, one sixth are Baloch while Hazara and Sindhi consist a small Portion. Therefore, it can be argued that students from minor groups in society get demotivated from harassing behaviors soon as compare to students from larger groups in society. This can be due to the fact that people from larger groups may feel secure despite harassing behaviours.

Furthermore, it was also checked through cross-tabulation faculty-wise and a significant relation was found between two variables see table (4.49). It was discovered from the cross-tabulation that more than half of the students who were demotivated from their studies due to harassing behavior are from faculty of social sciences, more than a quarter of students were from faculty of sciences and about more than one fifth are from faculty of languages. As we observed in the previous cross-tabulations that students of social sciences were harassed more than any other faculty. Therefore, they also got more demotivated.

Table.46: Females Who Lost Interest in Studies Due to Harassing Behavior

	Respondents	Frequency	Percent
Valid	Yes	36	24.0
	No	114	76.0
	Total	150	100.0

Table.47: Cross Tabulation of Ethnicity and Losing Interest in Studies Due to Harassing Behavior

Ethnicity	lost interest due to harassing behavior of a classmate/teacher/administrator?			
		Yes	No	Total
Baloch	Count	5	40	45
	%	16.7%	33.3%	30.0%
Pashtoon	Count	7	35	42
	%	23.3%	29.2%	28.0%
Hazara	Count	4	13	17
	%	13.3%	10.8%	11.3%
Punjabi	Count	12	18	30
	%	40.0%	15.0%	20.0%
Sindhi	Count	2	14	16
	%	6.7%	11.7%	10.7%
Total	Count	30	120	150
	%	100.0%	100.0%	100.0%
Pearson Chi-Square Value		10.709a (.030)		

Table.48: Cross-Tabulation (Losing Interest Due to Harassing Behavior Faculty-Wise)

Faculty of respondents	Have you lost interest in your studies due to harassing behavior of a classmate/teacher/administrator?			
		Yes	No	Total
Faculty of Languages	Count	8	18	26
	% within Have you lost interest in your studies due to harassing behavior of a classmate/teacher/administrator?	21.6%	15.9%	17.3%
Faculty of Social Sciences	Count	19	40	59
	% within Have you lost interest in your studies due to harassing behavior of a classmate/teacher/administrator?	51.4%	35.4%	39.3%
Faculty of Sciences	Count	10	55	65
	% within Have you lost interest in your studies due to harassing behavior of a classmate/teacher/administrator?	27.0%	48.7%	43.3%
Total	Count	37	113	150
	% within Have you lost interest in your studies due to harassing behavior of a classmate/teacher/administrator?	100.0%	100.0%	100.0%
Pearson Chi-Square Value		5.338a (.069)		

Further, results reveal that a large majority of the female students agree that harassment affects the studies of females negatively while a large majority of them agree that due to harassment the interest of the female students in studies is reduced see tables (4.50 & 4.51).

Table.49: Females Who Think Harassment Affects the Studies of Females Negatively

	Respondents	Frequency	Percent
Valid	Yes	129	86.0
	No	21	14.0
	Total	150	100.0

Table.50 Females who agree that due to harassment the interest of female students in studies is reduced

	Respondents	Frequency	Percent
Valid	Yes	125	83.3
	No	25	16.7
	Total	150	100.0

Similarly, majority of the females agree that a student who is victim of harassment cannot attend the class with proper focus and a large majority think that harassment increases the percentage of absenteeism among the harassed students see tables (4.52 & 4.53)

Table.51: Females Who Agree That a Student Who Is Victim of Harassment Cannot Attend the Class with Proper Focus

	Respondents	Frequency	Percent
Valid	Yes	119	79.3
	No	31	20.7
	Total	150	100.0

Table.52: Females Who Think That Harassment Increases the Percentage of Absenteeism Among the Harassed Students

	Respondents	Frequency	Percent
Valid	Yes	133	88.7
	No	17	11.3
	Total	150	100.0

Table (4.54) shows the results of the data that how harassment can affect the studies or academic career of the female students. A minority of females think that females face more restriction due to harassment, more than one tenth are of the view that harassment brings mental disorders in students and students lose their confidence after being sexually harassed, under one fifth opine that females feel uncomfortable and could not concentrate their studies due to SH and harassed students cannot focus their studies, one fifth think due to SH students feel fear and insecure, a small minority think that they lose interest in studies, whereas a small minority thinks that SH disturbs whole life.

Table.53: Views of the Female Students How SH Affects the Studies/Academic Career of Female Students

	Reaction of Respondents	Frequency	Percent	Cumulative Percent
Valid	Females face more restriction	15	10.0	10.0
	make females mentality disorder	18	12.0	22.0
	feel uncomfortable & does not concentrate studies	23	15.3	37.3
	feel fear & insecure	29	19.3	56.7
	losses interest in studies	13	8.7	65.3
	can't focus on studies	18	12.0	77.3
	No idea	5	3.3	80.7
	lost confidence	16	10.7	91.3
	Disturb whole life	13	8.7	100.0
		Total	150	100.0

5. Conclusion

Sexual harassment is rampant in every institution of the societies across the world and much researched topic in social sciences generally and sociology particularly. But there has not been considerable research on the phenomena in third world countries especially in Pakistan as far as the impact of SH is concerned. Furthermore, there is lack of research on the topic in Balochistan, a distant province which is not only sidelined from mainstream national and international media but also lacks academic research on various issues.

Therefore, the current study undertook work to unveil the impact of sexual harassment on the educational activities and performances of female students pursuing higher education. It was found in the study that SH prevails in the higher educational institution with all its forms and the perpetrators vary in the shape of classmates, administrators, security personnel, teachers and students from other departments also. The findings indicated that not only minority groups but the females of major ethnic groups are also victim to harassment whereas the frequency of cases of harassment is slightly higher with minority group females in higher educational institutions. It was also found that unmarried girls are harassed more as compare to married ones. Finally, it was also found that SH has considerable effects on the education and academic performances of females.

6. Recommendations

Keeping in view the findings of the current study, the following recommendations are hereby recommended.

- ❖ Though section 509 of Pakistan Penal Code penalizes the perpetrator of harassment three years or fine or both but the issue lies with filing and trial of the such cases. The complicated trial process and the resultant stigmatization is big hurdle in filing cases by the affected female. Hence, the mechanism of filing and trialing such cases should be simple and most confidential.
- ❖ Findings reveal that victims neither report to the concerned authorities nor share with their family the incidents of harassment due the stigmatization of society, as a result the perpetrators get free hand and the harassing behaviours further get encouraged. Therefore, females should be made aware of their rights and be empowered to speak through seminars Parents should also be invited on such seminars so that they also get awareness regarding such issues and be attentive to their daughters.
- ❖ Parents should also empower their daughters to speak and provide them a friendly atmosphere at home so that the females should not feel ashamed and stigmatized to share the incidents of SH of any form.
- ❖ Anti-harassment cells comprising qualified female staff should be established at higher educational institution and the staff should be recruited from outside universities.
- ❖ A course covering every aspect and form of harassment should be devised and added as a minor subject in every BS program of higher educational institutions and should be taught in 1st semester.
- ❖ There should be some amendments in BS program regarding paper checking. The papers should be sent to a different university for checking.
- ❖ A monitoring cell should be introduced at universities which should evaluate the results of each semester to assess whether any student is getting demotivated or losing interest with the passage of each semester. In case of assessment such phenomena it should organize workshops for such students regarding coping strategies to minimize the effects of harassing behaviours. It should also give notices to the departments of such students to make sure secure educational atmosphere.

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