

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

<https://llrjournal.com/index.php/11>

Faculty Acquaintance of the Protection Against Harassment of Women at the Workplace Act, 2010, Execution in Higher Education Institutions of Sindh



¹Khalida Khan

²Prof Dr. Arabella Bhutto

³Prof Dr. Asif Ali Shah

⁴Dr. Muhammad Moin Uddin Qazi Abro

¹Mehran University Engineering and Technology, Jamshoro. Email: kkplodhi@gmail.com

²Shaheed Allah Buksh Soomro University. vc@sabsu.edu.pk

³Mehran University Engineering and Technology, Jamshoro. Email: Asifali.shah@muet.edu.pk

⁴Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan. Email: qaziabro@gmail.com

Abstract

The study aims at assessing the faculty's awareness of the Protection Against Harassment of Women at the Workplace Act, 2010, rules of Harassment in the workplace, and the rules of complaints established within universities. The importance of fostering a respectful and secure learning setting in higher education institutions has increased in its role in achieving gender parity, workplace justice, and career health. The study used a quantitative data collection approach. Data was collected from 650 faculty members working in Higher Education Institutions of Sindh using a closed-ended questionnaire. Data collected were statistically analyzed using descriptive statistics and the Chi-Square test to determine the level of awareness and institutional responsiveness in the context of policy on harassment. The findings showed that a significant number of faculty members are not aware of the institutional policy, reporting procedure, and Protection Against Harassment of Women at the Workplace Act, 2010. The statistical analysis Chi-Square ($\chi^2 = 120.58$, $p < .05$) indicates that the lack of understanding among faculty members is statistically significant. As far as workplace harassment prevention strategies are concerned, there are significant communication gaps, training gaps, and policy distribution gaps in the institutions. The conclusion is that in order to guarantee the successful implementation of workplace harassment policies, higher education institutions in Sindh must reinforce awareness campaigns, hold frequent training sessions, increase policy visibility, and set up efficient monitoring and support systems. For faculty members to work in a safe, welcoming, and supportive academic atmosphere, these steps are crucial.

Keywords: Codes Of Conduct, Workplace, Harassment, Awareness, Implementation

Introduction

Workplace harassment is a huge worldwide problem with severe repercussions on the well-being and productivity of employees and on the organizational culture. In Pakistan, the government has passed the Protection Against Harassment of Women at the Workplace Act, 2010, to address this issue. The Act seeks to provide safe and just

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

working conditions by mandating organizations and institutions to develop a code of conduct, complaint committees, and awareness measures to educate employees about their rights and the processes for their protection (Sarwar, 2024).

Academic institutions of higher learning are crucial in fostering justice, equality, and ethical standards within the academic community (Raza et al., 2024).

But the success of workplace harassment regulations is primarily contingent on faculty members' awareness and understanding of institutional procedures and legal protections. Employees' unawareness can impede the identification of harassment, the reporting of harassment occurrences, and the use of institutional support services.

The current research study evaluates the level of awareness of faculty members about policies of harassment in the workplace in the higher education institutions of Sindh. The purpose is to raise knowledge about the Protection Against Harassment of Women at Workplace Act, 2010, and to analyze the institutional communication and implementation of policy among academic personnel (Rehman, 2024). The study shows the necessity of policy understanding to develop secure, courteous, and harassment-free educational settings. The findings are likely to help higher education institutions to improve policy distribution, training programs, and institutional monitoring mechanisms to facilitate improved implementation of workplace justice policies.

Research Objective

To identify the level of awareness among faculty members about workplace harassment justice policies and the Protection Against Harassment of Women at the Workplace Act, 2010, in higher education institutions of Sindh.

H1: Faculty members in higher education institutions in Sindh are unaware of workplace justice policies.

Literature Review

Workplace harassment has developed as a significant organizational and societal problem that jeopardizes employee health and well-being, work performance, and institutional culture worldwide (Bouzzine et al., 2024). Studies repeatedly show that harassment in workplaces causes psychological distress, decreased job satisfaction, and has a detrimental impact on employee productivity and faith in the firm. In

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

educational institutions, harassment in the workplace can impact academic achievement, professional relationships, and the reputation of the school (Leal Filho et al., 2023) . Thus, awareness of workplace justice policies is recognized as a requirement to ensure employee protection, accountability of workplaces, and a healthy work environment.

There is evidence in the literature that understanding of workplace harassment laws is one of the most important factors in minimizing harassment and increasing reporting. Those who know institutional policies, complaint procedures, and legal protections are more likely to notice inappropriate behavior and request institutional help (Leach, 2015). In contrast, when an incident is under-reported, it is often because the person does not feel safe reporting it, is afraid of reprisal, is silent, or is not confident in the process of the organization. Some workers who are not aware of the regulations around workplace harassment do not report the harassment, as they are unclear on how to make the complaint, or worried about negative outcomes (Bowen, 2024).

To prevent harassment at the workplace and to ensure a safe and equal working environment, Pakistan enacted the Protection Against Harassment of Women at the Workplace Act, 2010. Organizations and institutions need to come up with a code of conduct, create inquiry committees, and provide instructions to employees regarding policy guidelines (Shivhare, 2023). The law also emphasizes the importance of staff sensitivity towards their rights, the complaint procedure, and the protection tools they have in place. Despite this legislative framework, there is insufficient awareness creation activity and inadequate commitment from the management, thus affecting the execution of the policy in many institutions (KC et al., 2024).

The studies conducted in underdeveloped countries have revealed that there is usually a significant gap between policy formulation and implementation (Othman et al., 2024). Companies may have policies in place for harassment in the workplace, but the actual requirements and processes may not be familiar to employees (Williams et al., 2024). Poor awareness of the employees is blamed on inadequate training, inadequate communication, inadequate institutional monitoring, and poor leadership commitment. Educators, particularly those at schools and colleges, may not be

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

provided with sufficient orientation sessions or workshops regarding institutional policies on workplace harassment, potentially leading them to be unaware of legal protections and institutional assistance (Bunce et al., 2024).

Higher educational institutions must encourage Justice, equality, professionalism, and ethical and moral conduct. Faculty have a critical role in creating respectful and inclusive academic environments. Low awareness of policies on workplace harassment may lead institutions not to provide safe spaces for employees and students (Raza & Pals, 2024). In addition, research shows that knowledge of policies is directly connected with employees' (Turgut, 2021) confidence in the organization's complaint procedures and their readiness to report incidences of harassment.

Empirical studies on faculty awareness of workplace harassment rules of higher education institutions are few in Pakistan (Sultana, 2024). Existing research is extensive, covering gender discrimination, employment obstacles, and policy implementation issues (Zhang, 2024). However, there is a need to empirically study the actual levels of awareness among the faculty members on the Protection of Women against Harassment in the Workplace Act, 2010. This study contributes to the existing literature by investigating the awareness level of faculty members in higher education institutes of Sindh and stressing the importance of institutional policy communication and implementation strategies.

Research Methodology

The research was carried out under the quantitative research design to investigate the level of awareness of faculty members regarding the policies of harassment at the workplace in the higher educational institutions of Sindh, Pakistan. The quantitative approach was found to be suitable because it enabled the collection, measurement, and statistical analysis of data associated with the awareness of the policies and institutional practices (American Journal of Sociology, 2009). The research was conducted with faculty members of different public and private higher education institutions of Sindh. A large and credible number of 650 respondents were used for the research study, and this will enhance the generalisability of the findings, results, and conclusions. An effort was made to recruit a diverse group of academic backgrounds and institutional contexts across the province when selecting the

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

responders (Neall & Tuckey, 2014).

The faculty awareness was assessed by using a structured questionnaire with respect to awareness about the Protection Against Harassment of Women at Workplace Act 2010 and protocol. Descriptive and Inferential statistical techniques were used to analyze the acquired data. Descriptive statistics such as frequency distribution, percentage, mean score, and standard deviation were used to describe the level of respondents' awareness. The Chi-Square test was also used to test the research hypothesis on awareness of the faculty members regarding the workplace justice policy and to check the statistical significance of the responses received.

Results and Analysis

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
The Protection Against Harassment of Women at the Workplace Act, 2010 (code of conduct)	650	7.0877	1.08072	.04239

The sample of the study comprises 650 faculty members of higher education institutions in Sindh. Large sample size provides strong validity and generalisability of the results. The overall mean score is 7.0877, indicating that the faculty's awareness level about the policy of workplace harassment is relatively low.

The value of the standard deviation is 1.08072, which is a moderate variation among the respondents, indicating the variability of the level of awareness among institutions. Some faculty know the policy, some don't know or know little about the policy. The tiny standard error of the mean (0.04239) shows that the sample mean is a good estimate of the population mean.

Frequency Distribution of Awareness Levels

The Protection Against Harassment of Women at the Workplace Act, 2010 (code of conduct)

	Frequency	Percent	Valid Percent	Cumulative Percent
Full Not Aware	242	37.2	37.2	37.2

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

No Aware	220	33.8	33.8	71.1
Neither Aware nor Not Aware	77	11.8	11.8	82.9
Aware				
Aware	111	17.1	17.1	100.0
Total	650	100.0	100.0	

The findings suggest that a large number of faculty members are not familiar with policies regarding workplace harassment. The largest group, 242 respondents (37.2%), expressed their total unawareness of the Protection Against Harassment of Women at Workplace Act, 2010. Additionally, 220 respondents (33.8%) stated that they were not aware of the Act.

In aggregate, almost 71% of the respondents did not know about policies on harassment at work. Only 17.1% of the respondents claimed to know about the policy. This indicates that less than 20 percent of the faculty members understand the Act and its application in the institution.

These findings raise issues around the communication of the policy provisions, complaint procedures, and employee protection to employees within institutions.

Observed and Expected Frequencies

	Observed N	Expected N	Residual
Fully Not Aware	242	162.5	79.5
Not Aware	220	162.5	57.5
Neither Aware nor Not Aware	77	162.5	-85.5
Aware	111	162.5	-51.5
Total	650		

The number of people who were completely unaware or ignorant of the harassment rules and regulations in the workplace was far higher than expected. In contrast, the number of responders who were aware or impartial was lower than expected. The results indicate there is a significant disparity in the awareness of Faculty members.

Chi-Square Test

Test	Value	Df	Asymp.Sig.(2-Sided)
-------------	--------------	-----------	----------------------------

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

Pearson Chi-Square	120.58	3	.000
N of Valid Cases	650		

The Pearson Chi-Square was 120.58, 3 degrees of freedom, and a significance p-value of .000 which was statistically significant (p-value <0.05). Based on chi-square analysis, the research hypothesis is accepted. Thus, it is concluded that the working environment law is not well-known to the faculty members of higher educational institutions in Sindh, particularly the Protection Against Harassment of Women at the Workplace Act, 2010.

Discussion

This study reveals that hardly any faculty members in the higher education institutions in Sindh seem to have much knowledge of workplace harassment policies. Most of them don't know about the Protection of Women Against Harassment at the Workplace Act, 2010, or they have minimal knowledge about it. But many don't know what they can and cannot do, how things ought to be fair and safe, or how to even file a complaint. That's a problem. However, harassment policies do not work when people are not aware of their rights or what resources are available to them. The report highlights the need for better sharing of information between universities. They are supposed to establish inquiry committees, to have codes of conduct, and to train everyone, but faculty members are not hearing about it. This can result in misunderstandings about harassment, what to do if someone is being harassed, and how to find someone to help them if they would like to speak up. People get quiet when there is as much confusion. Harassment is ignored, and no action is taken.

Indeed, the findings from the study are consistent with other studies that found there is a huge gap between developing policies and implementing them, particularly in resource-poor regions. There are harassment policies in place for a lot of companies, but not all employees know about them. This is partly because it isn't discussed, is not fully adopted by leaders, and partly because it's not well-trained. But without workshops, there will be no awareness sessions, and without oversight, the rules can't be followed. Colleges and universities can make their campus safer and more welcoming for faculty by doing more to support and reinforce these policies. That ought to be the correct approach, more action and not paperwork.

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

Recommendations

The research findings led to the following recommendations to improve knowledge and implementation of the rules in the workplace institutions of higher education regarding workplace harassment. First, universities and colleges should conduct awareness sessions, seminars, and training sessions frequently to raise awareness of university faculty and administrative staff on workplace harassment policies and the legal protection process. Institutions shall also ensure that the Protection Against Harassment of Women at the Workplace Act, 2010, is made known to the employees in the most expeditious manner possible, as appropriate, through notifications, the institution's website, orientation programs, and policy manuals. Moreover, the complaints committee and institutional support mechanisms need to be strengthened in order for employees to trust and believe in them and to report harassment incidents without fear of retaliation. Courses on policy awareness should be made mandatory for all faculty and administrative staff to ensure that all staff members are familiar with institutional procedures and rights in the workplace. In addition, the policy implementation and awareness campaigns, and compliance policies shall be regularly evaluated by the Higher Education Commission and institutional managements for the effective implementation of rules for workplace justice. In conclusion, future research needs to focus on other factors that impact policy awareness, including gender, academic position, institutional culture, and public and private higher education institutions. The following are some of the ways to establish a safer, more inclusive, and harassment-free school environment.

References

- American Journal of Sociology. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In *SAGE Publications* (Vol. 53, Number 9).
- Bouzzine, Y. D., Tabiica, I., Galandi, N., & Lueg, R. (2024). What can nudging offer to reduce workplace sexual harassment? A conceptual review. *World Development Sustainability*, 4(April), 100149. <https://doi.org/10.1016/j.wds.2024.100149>
- Bowen, D. E. (2024). An organizational behavior/human resource management perspective on the roles of people in a service organization context:

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

- frameworks and themes. *Journal of Service Management*, 35(1), 1–21. <https://doi.org/10.1108/JOSM-10-2023-0424>
- Bunce, A., Hashemi, L., Clark, C., Stansfeld, S., Myers, C. A., & McManus, S. (2024). Prevalence and nature of workplace bullying and harassment and associations with mental health conditions in England: a cross-sectional probability sample survey. *BMC Public Health*, 24(1), 1–13. <https://doi.org/10.1186/s12889-024-18614-7>
- KC, P., Madsen, I. E. H., Rugulies, R., Xu, T., Westerlund, H., Nyberg, A., Kivimäki, M., & Magnusson Hanson, L. L. (2024). Exposure to workplace sexual harassment and risk of cardiometabolic disease: a prospective cohort study of 88 904 Swedish men and women. *European Journal of Preventive Cardiology*, 31(13), 1633–1642. <https://doi.org/10.1093/eurjpc/zwae178>
- Leach, M. (2015). Gender equality and sustainable development. In *Gender Equality and Sustainable Development* (Number 13). <https://doi.org/10.4324/9781315686455>
- Leal Filho, W., Kovaleva, M., Tsani, S., Țircă, D. M., Shiel, C., Dinis, M. A. P., Nicolau, M., Sima, M., Fritzen, B., Lange Salvia, A., Minhas, A., Kozlova, V., Doni, F., Spiteri, J., Gupta, T., Wakunuma, K., Sharma, M., Barbir, J., Shulla, K., ... Tripathi, S. (2023). Promoting gender equality across the sustainable development goals. *Environment, Development and Sustainability*, 25(12), 14177–14198. <https://doi.org/10.1007/s10668-022-02656-1>
- Neall, A. M., & Tuckey, M. R. (2014). A methodological review of research on the antecedents and consequences of workplace harassment. *Journal of Occupational and Organizational Psychology*, 87(2), 225–257. <https://doi.org/10.1111/joop.12059>
- Othman, N., Abdulah, U. N. N., Abdullah, N., Ganesan, G. K., & Bakar, R. (2024). Gender Equality in ASDC: Unravelling Societal Challenge in Educational Attainment and Economic Empowerment, Inheritance Access, and Workplace Dynamics in Malaysia. *Proceedings of the International Conference on Gender Research*, 7(1), 293–302. <https://doi.org/10.34190/icgr.7.1.2286>
- Raza, A., Khan, S., Ashraf, S., Ahmad, A., Khan, N., & Zainab, H. (2024).

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

Harassment : knowledge and perception of female medical and allied health sciences students from. 10(1), 16–20.

Raza, F., & Pals, H. (2024). Attitudes Toward Wife Beating in Pakistan: Over-Time Comparative Trends by Gender. *Violence Against Women*.
<https://doi.org/10.1177/10778012241234891>

Rehman, B. (2024). Available Pro-Women Women Laws in Sindh Pakistan ; Period of Enactment Explored Between 2010 to 2022. *24(1)*, 18–37.

Sarwar, N. (2024). Sexual harassment in sports: insights from female athletes in Pakistan. *Current Psychology*, *43(24)*, 20976–20987.
<https://doi.org/10.1007/s12144-024-05845-5>

Shivhare, A. (2023). Workforce Bullying and Harassment: Resolving It Through Human Resource Practices. In *Talent Management For The Workforce Workplace of The Future*.

Sultana, H. (2024). Nexus between Female Empowerment and Entrepreneurship : An Empirical Analysis for Pakistan. *15(1)*, 64–79.

Turgut, R. (2021). International Journal of Social Sciences (IJSS). *International Journal of Social Sciences*, *10(1)*, 42–52.

Williams, J. B., Tippett, E. C., & Williams, J. B. (2024). *Scholarship @ GEORGETOWN LAW Mind the Gap (s): Mitigating Harassment in a Post # MeToo Workplace*.

Zhang, Y. (2024). Discrimination against Women in the Workplace. *Journal of Education, Humanities and Social Sciences*, *27*, 135–140.
<https://doi.org/10.54097/bg2b5g02>