GENDERED BASED BULLYING AND ITS IMPACT ON THE CAREER OF FEMALE IN DISTRICT FAISALABAD

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ABSTRACT

This research has aim to investigate about the gendered based bullying and its impact on the career of female in the district Faisalabad. A sample size of 300 respondents from the district Faisalabad, the population universe of this study, with the help of simple random sampling technique, a type of probability sampling technique. A cross sectional research design was used to collect and present the data. As researcher was follow quantitative research procedure to conduct this study, generally follows the survey method in social sciences. Close ended questions, an attribute of quantitative research, was ask from the respondents in the questionnaire. Collected data was analyze, draw tables and graphs with the help of SPSS (statistical package for students of social sciences). Descriptive Statistics and inferential analysis was helped out to draw results with the help of uni-variate and Bi-variate analysis. A conclusion was being followed with some suggestions and recommendations from the researcher.

Keywords: universe, sample size, simple random sampling, cross sectional research design

INTRODUCTION

In today's culture, bullying has emerged as a major problem. Adulthood bullying persists and impacts adults in the workplace, despite bullying's negative connotation and the common belief that it improves and disappears once a kid becomes an adult. Bullying research has often focused on diverse groups and settings. However, there is a dearth of research that focuses only on women and their experiences in the workplace. The goal of this content analysis research was to get insight into women's perspectives on bullying in the workplace. The results of the content analysis will be presented, together with a discussion of their significance for further study and practice in the fields of adult, higher, and workplace education(Misawa et al., 2018).

Adult bullying is a widespread problem in today's culture. Nineteen percent of Americans are bullied at work, another nineteenth percent have witnessed bullying at work, and sixty-one percent of Americans are aware of abusive conduct in the workplace, according to the 2017 Workplace Bullying Institute U.S. Workplace Bullying Survey conducted by the Workplace Bullying Institute (WBI) in June 2017. At least 60 million Americans are victims of workplace bullying each year. This makes sense given that studies have shown that bullying may have negative effects on victims at any age(Misawa & Rowland, 2020). As other studies have shown(Lines & Numbers, 2018; Misawa, 2020), bullying may occur to anybody at any age and in any setting when power

dynamics are present. Positionality, as opposed to just formal organizational statuses, is at the heart of workplace power relations. Workplace bullying often takes on different forms depending on the victim's hierarchy level.

Bullying, a deeply ingrained societal issue, extends beyond the confines of childhood and adolescence to infiltrate the realm of adulthood. This phenomenon's prevalence is not limited to specific regions or cultures; even in Pakistan, a country with its unique socio-cultural fabric, the specter of adult bullying has taken root. The 2017 Workplace Bullying Institute U.S. Workplace Bullying Survey, while conducted in the United States, provides insights that resonate with the experiences of many in Pakistan(Castleberry, 2021).

In the context of Pakistan, workplace bullying has emerged as a troubling concern that echoes the global trend. While specific statistics pertaining to workplace bullying in Pakistan might be limited, the general sentiment and anecdotal evidence highlight its presence(Cantat et al., 2023). The workplace, often considered a space for professional growth and collaboration, can also become a breeding ground for harmful interpersonal dynamics that hinder individuals' well-being and career progression. Although cultural nuances and societal norms may shape the manifestation of adult bullying in Pakistan, the fundamental psychological and emotional toll remains consistent. The power dynamics, intimidation tactics, and verbal or psychological abuse that characterize workplace bullying transcend geographical boundaries. Just as the Workplace Bullying Institute's survey revealed a staggering percentage of Americans affected by workplace bullying, it is plausible that a significant proportion of the Pakistani workforce also grapples with similar challenges. Furthermore, the survey's revelation that a considerable percentage of individuals are aware of abusive conduct in the workplace resonates with the collective consciousness of Pakistan's workforce. Instances of bullying might often be witnessed by colleagues or superiors who choose to remain silent due to cultural norms, fear of retaliation, or perceived powerlessness. This complicit silence perpetuates a culture of bullying, inhibiting the growth of a safe and supportive work environment(Posetti et al., 2021).

The notion that bullying affects people across the lifespan finds its echo in the Pakistani context as well. From educational institutions to corporate settings, individuals continue to experience the adverse effects of bullying throughout their lives. Childhood experiences of bullying can lay the foundation for tolerance of such behavior in adulthood, perpetuating a cycle of mistreatment. In light of the global discourse on workplace bullying, it is imperative to contextualize these findings within Pakistan's unique socio-cultural landscape. Cultural norms, hierarchical structures, and gender dynamics all intersect to influence the nature and perception of bullying. Addressing adult bullying in Pakistan requires a nuanced approach that accounts for these factors while working toward fostering a culture of respect, inclusivity, and accountability(Mitchell & Chaudhury, 2020).

The manifestations of adult bullying in Pakistan's workplaces. By considering cultural dimensions, social attitudes, and the broader economic landscape, we seek to unravel the complexities of this issue. Through understanding the challenges posed by adult bullying in Pakistan, we aim to contribute to the development of strategies and interventions that promote healthy workplace dynamics, protect individuals' well-being, and lay the groundwork for a more equitable professional environment(Garagiola et al., 2022).

Mental health is considered as one of the major determining factors of healthy adjustment which signifies the utilization of appropriate skills and personal abilities for proper responding to the environmental demands(Woodford et al., 2019). Generally, basic criteria for measuring mental health include, positive self-concept, adequate feeling of safety, vigilance, non-critical self-evaluation, emotional responsiveness, and intact contact with reality(Zhang et al., 2020). Maintaining mental wellbeing is as important as caring about one's physical entity. Healthy life depends on giving equal importance to physical health, emotional and over all mental health. Victimization found that bullying can include both physical aggression verbal aggression(Tappero et al., 2022).

Various factors are reported to affect the mental health of female students; out of which experiences of bullying and sexual harassment put lifelong adverse effects on one's life and personality.

Bullying and other peer victimization is positively associated with lower mental health functioning(Garnett et al., 2020). For females' students, particularly with respect to obtaining academic achievement and setting the career goals, the postgraduate level learning experiences are considered to be one of the most crucial phases of life(Espelage et al., 2018).

In recent years, an increasing body of research has illuminated the complex and multifaceted relationship between the mental health of female students and a range of contributing factors. Among these factors, experiences of bullying and sexual harassment have emerged as particularly impactful, casting long-lasting shadows over individuals' lives and personalities. The detrimental effects of such experiences are pervasive, affecting not only immediate well-being but also shaping the trajectory of one's mental health throughout life(Garagiola et al., 2022).

Bullying, a distressing phenomenon prevalent in educational settings, has been found to be deeply intertwined with the mental health outcomes of female students. The very nature of bullying, characterized by the intentional infliction of harm, coercion, and power imbalance, sets the stage for adverse psychological consequences. These consequences ripple through various dimensions of mental health, encompassing emotional, psychological, and social facets. Likewise, the distressing specter of sexual harassment casts a dark cloud over the lives of female students. This insidious issue, often accompanied by feelings of vulnerability, humiliation, and violation, can exert profound and lasting effects on mental health. The experiences of sexual harassment are not confined to specific moments in time; rather, they infiltrate the fabric of one's psyche, influencing self-perception, interpersonal relationships, and overall mental well-being(Ali et al., 2022).

The connection between experiences of bullying and sexual harassment and the diminished mental health functioning of female students. Research has consistently demonstrated a positive correlation between these traumatic experiences and lower levels of mental health functioning. The persistent exposure to bullying and victimization disrupts the delicate balance of psychological well-being, potentially leading to a cascade of emotional and cognitive challenges. This research seeks to delve deep into this intricate relationship, examining not only the immediate aftermath of such experiences but also their enduring consequences. By shedding light on the mechanisms that underpin the detrimental effects of bullying and sexual harassment, we can lay the foundation for effective interventions and support systems. The exploration of these issues is not only academically significant but also holds immense practical implications for the well-being and success of female students(Chaudhry & Amis, 2022).

The various dimensions of bullying and sexual harassment, exploring their psychological implications. We were analyze the intricate interplay between these experiences and mental health, considering both short-term distress and long-term trajectories. By doing so, we aim to contribute to a comprehensive understanding of the challenges faced by female students and pave the way for a more nurturing and empowering educational environment. Course towards interventions that foster resilience, bolster mental health, and ultimately promote the holistic growth of female students as they navigate the educational landscape(Chaudhry & Amis, 2022).

The teaching learning process encompasses various factors, out of which interaction among and between peers, administration, teachers, and parents are found to be significant determinant of student mental health. It is being a hot issue of many debates in education policymaking process and deciding about the effectiveness of single or coeducation system. Single-sex education settings are proved to be more beneficial for females that allow female students to produce better academic performance, to have a more positive self-concept, and possess less conventional allocated sex role attitudes(Hartman, 2020). Comparing the effect of attending coeducation and single-sex education institutes it was found that females benefited a great deal from the single-sex education settings(Faucher et al., 2019). Co-ed educational environment bring a drastic effect on psychological health of female students(MacDonald & Roberts-Pittman, 2020). Another research study has reported that in Co-ed system female students' victims reported being physically bullied, taunted, and teased by male colleagues(Koniewski & Hawrot, 2022).

The teaching-learning process is a dynamic and multifaceted journey that encompasses numerous

interconnected elements, each playing a pivotal role in shaping students' educational experiences. Among these elements, the interactions that occur among and between peers, administrators, teachers, and parents stand out as significant determinants of student mental health and overall well-being. This aspect has become a central point of debate in education policy-making and in the consideration of the efficacy of single-sex and coeducation systems. In the realm of education, fostering a conducive environment for healthy interactions is paramount. The quality of interactions among students, educators, and the larger educational community can profoundly impact students' psychological and emotional development. Positive interactions can cultivate a sense of belonging, support, and engagement, which are essential components of promoting students' mental health(Khanal, 2023).

Statement of the Problem

Gender-based bullying is a pervasive issue that continues to affect women in the workplace, impacting their career aspirations, opportunities, and overall well-being. In District Faisalabad, like many other regions, females face a unique set of challenges in their pursuit of professional success due to the prevalence of gender-based bullying. This research aims to shed light on the extent and severity of this problem and its detrimental consequences on the careers of women in the district. By delving into the various aspects of gendered-based bullying, the study seeks to provide valuable insights into the underlying mechanisms that perpetuate these behaviors and the implications they have on the overall workforce dynamics.

OBJECTIVES

Following are the basic objectives to conduct a quantitave research on the selected topic

To assess the frequency and severity of gender-based bullying experienced by women in the workplace, and its impact on their career aspirations and goals.

To identify the types of gender-based bullying women encounter in the workplace, and how these experiences influence their job satisfaction, work engagement, and productivity.

To investigate the relationship between gender-based bullying and women's career advancement, including opportunities for promotion, salary, and leadership roles.

To explore the psychological processes underlying the impact of gender-based bullying on women's career development, such as self-efficacy, motivation, and identity formation.

Research Questions

What is the frequency and severity of gender-based bullying experienced by women in the workplace, and its impact on their career aspirations and goals?

What are the types of gender-based bullying women encounter in the workplace, and how these experiences influence their job satisfaction, work engagement, and productivity?

What is the relationship between gender-based bullying and women's career advancement, including opportunities for promotion, salary, and leadership roles?

What are the psychological processes underlying the impact of gender-based bullying on women's career development, such as self-efficacy, motivation, and identity formation?

Hypotheses of the Study:

H_0: There is no significant relationship between educational level and gender-based bullying.

H_0: There is no significant relationship between age and gender-based bullying..

H_0: There is no significant relationship between marital status and gender-based bullying.

Significance of Study

The significance of the study lies in its exploration of the intricate interplay between gender-based bullying and the career trajectories of females in District Faisalabad. This research holds numerous implications for academia, policy-making, organizations, and society. This study is contributed to the existing body of knowledge on gender-based bullying's impact on women's careers. By focusing on a specific geographical context, it is provide insights that can be used to compare and contrast with global trends, enriching the academic understanding of this phenomenon. The findings of this research can inform the formulation of policies aimed at curbing gender-based bullying and promoting equitable career opportunities for women. Policymakers can draw upon the evidence-based

recommendations to implement effective measures that foster inclusive workplaces. Organizations can benefit from the study's insights by refining their policies and practices. By understanding the harmful impact of gender-based bullying on female employees' career advancement and mental health, companies can implement strategies to foster a supportive work environment that encourages diversity and discourages bullying behaviors. This study is raising awareness about the prevalence and consequences of gender-based bullying in District Faisalabad. By highlighting the potential barriers faced by women in their career progression due to bullying, it can drive conversations and actions toward creating a safer and more inclusive societal landscape. Knowledge is empowering. Female employees, armed with an understanding of the challenges they might face and the potential mechanisms to overcome them, can navigate their careers more effectively. This study can inspire women to seek avenues for growth and development despite the challenges. A workforce where women's potential is fully realized can lead to enhanced economic productivity. As more women are encouraged to advance in their careers without fear of bullying, the district's economic landscape could witness positive changes. The study's findings can influence interventions that contribute to the overall well-being of female employees. By addressing the mental health toll of gender-based bullying, the research can foster environments where women can thrive personally and professionally. The study's focus on the intersectional dimensions of gender-based bullying can highlight the unique challenges faced by women from diverse backgrounds. This awareness can drive efforts toward creating inclusive environments that accommodate different experiences. In essence, this research is a stepping stone toward a more equitable and supportive professional world for females in District Faisalabad. By shedding light on the intricate relationship between gender-based bullying and career development, this study has the potential to spark positive change on multiple levels, from individual empowerment to systemic transformations.

LITERATURE REVIEW

The literature review chapter delves into the existing body of knowledge, theories, and research related to gender-based bullying and its impact on the career development of females in District Faisalabad. This chapter aims to provide a comprehensive overview of the relevant concepts, findings, and gaps in current literature. There has been a lot of focus in recent years on the complicated and ubiquitous problem of bullying based on a person's gender in the workplace. This chapter draws on the available literature to analyze the complex nature of gender-based bullying and its far-reaching effects on women's professional and personal lives in District Faisalabad. This study intends to provide light on gender-based bullying by integrating and evaluating a wide range of studies, theories, and empirical data to shed light on its prevalence, manifestations, and ramifications within the cultural and socioeconomic context of Faisalabad.

To better understand bullying, Salin (2023)describes the frequency of bullying among business professionals and examines the role that gender and organizational politics may play in this kind of workplace harassment, particularly in positions that require a high level of expertise. This research was a cross-sectional survey of its target population: working adults with business-related college degrees. The issue of bullying was also explored via the collection of written narratives. This page provides statistics on bullying rates, bullying patterns by gender, and the correlation between bullying and office politics. Some managerial and academic ramifications are also highlighted.

Seals and Young (2023) investigated the incidence of bullying and victimization among seventh and eighth graders. Bullying and victimization were also examined in connection to factors such as gender, grade level, ethnicity, self-esteem, and depressive symptoms. A convenience sample of 454 public school pupils was surveyed using three different questionnaires. Participation in bullying was reported by 24% of students. According to chi-square tests, seventh students are more likely to report being bullied than eighth graders; nevertheless, there are no statistically significant variations in bullying activity among ethnic groups. Students who were neither bullies nor victims tended to be more depressed than their peers. When comparing self-esteem between

groups, we found no statistically significant differences.

Ramos-Jiménez et al. (2023) reported Ciudad Juárez, Mexico, is a city with high rates of violence and migration. the incidence of bullying, by gender and educational level. Methods. The Bullying-Mexican questionnaire was used in a cross-sectional research that took place between 2012 and 2014. Out of the 400 thousand students enrolled in grades 5 through university in Ciudad Juárez's 611 public schools, a research sample of 2,347 students (aged 10 to 27) was drawn using a probabilistic multistage cluster-sampling approach. Descriptive statistics were used to examine the frequency and severity of bullying (never, very seldom, occasionally, frequently, and daily). A chi-square test was used to compare men and females, and a correspondence analysis and Spearman Rho correlation were used to find a connection between frequency and degree of education. The question of whether differences in bullying rates exist according to gender and educational level was investigated using multinomial logistic regression. Results. Three-and-a-half-percent of women and almost half of men (47%) reported being bullied at some point in their lives. Bullying was less common in higher education institutions, although it was more common in the last semesters of college. The most common forms of bullying were humiliation and isolation from peers, followed by physical violence, threats, and negative consequences. Conclusions. When compared to other surveys and studies of bullying's prevalence, the number of incidents in Ciudad Juarez's public schools is towards the top. Aging and increased literacy reduce the prevalence of bullying.

Adriany (2023)investigates the dynamics of bullying on the basis of gender in a preschool setting. Since these areas are often portrayed in a positive light, educators may fail to see the potential for bullying to occur inside them. An Indonesian kindergarten served as the site of the anthropological research for this work. There were a total of 28 kids and 4 educators involved in this experiment. This study uses feminist poststructuralist theories to shed light on the promotion of hetero normativity in the context of a kindergarten. The results illustrate how gender-based bullying occurs via the experiences of young men who do not comply to the prevailing and conventional gender standards in the school. The results also show how kindergarten is becoming a conduit for homophobia in Indonesia. This article demonstrates how broader sociopolitical discourses in Indonesia have an impact on the classroom. Finally, it is proposed that in order to prevent and address gender-based bullying in the classroom, early childhood educators (ECE) should see children's play through a gendered lens.

Cogin and Fish (2022)provided evidence of the expanding scope and pernicious effects of sexual harassment (SH) across countries, sectors, and professions. As expected, work satisfaction is one of the many job-related variables studied in the SH literature, with meta-analytic results demonstrating that SH considerably reduces job satisfaction. However, some research have claimed that'satisfied' workers do not necessarily execute to the best of their ability, and that a better construct to understand what makes employees 'go the additional mile' is job engagement. Both the Sexual Experiences Questionnaire and the Utrecht Work Engagement Scale were used to quantify the concept of "work engagement" and "SH," respectively. Differences in SH experiences between men and women were found to be substantial, and a strong negative association was formed between the two.

Park and Ono (2022)investigated Workplace bullying has been linked to lower levels of motivation and health issues. This research stands out because it is one of the few to include job instability as a potential mediator between bullying and its consequences. Specifically, we believe that job insecurity develops via a social process in which adverse events, such as bullying, diminish an individual's sense of worth at work. The data from Korean workers were analyzed using a latent factor method, and the tested mediation model described how bullying in the workplace lowers work engagement and raises health issues by making workers feel more insecure about their jobs. Job instability is an indirect consequence that is necessary for establishing the link between bullying and involvement. The fact that health issues only partially mediate the relationship between bullying and health problems leads us to conclude that job instability is a key underlying mechanism explaining this association. The common claims that bullying at work is harmful to one's health are consistent with this research. Exposure to workplace bullying is

linked to negative outcomes in the workplace, and this research adds to the literature and business practices by elucidating a critical underlying mechanism explaining this relationship.

Both the bullied and the onlookers are considered in Brinkman and Manning (2022)investigation on gender-based bullying. Sixty-four students in grades three through five (67% African American; 36 boys, 28 girls) were given fictitious gender-based bullying scenarios and asked questions about their reactions. The results showed that planned reactions and perceived obstacles varied significantly across victims and onlookers. Bystander females reported higher levels of anguish and higher levels of confidence compared to bystander guys. Consequences for the design of anti-bullying programs are examined, with an emphasis on providing more effective techniques that are targeted for the victims and on-lookers of gender-based bullying.

Mendez and Crawford (2022)used a career aspirations measure that distinguished between jobs that were still being explored by each student and those that had been ruled out to investigate the career goals of bright early adolescent boys and girls. Jobs were categorized according to whether they were more popular among men or women, what level of education was necessary to enter the field (high school, undergraduate, and graduate), and how prestigious the jobs were. Correlates of professional ambitions among talented early adolescents were investigated by administering assessments of gender-related personality traits, achievement motivation, and views about the rights and duties of women (analyzed independently for each sex). Girls were shown to be more open to a wider variety of professional paths (they had eliminated fewer fields from consideration) than males. In addition, compared to boys, girls' job goals were less constrained by traditional gender roles. Boys aimed for professions that needed more schooling and were seen as more prestigious than those available to women. Career goals were shown to be associated with gender-specific personality traits and achievement motivation, although the intensity and direction of these associations differed by gender. The consequences of these findings for our ability to meet the professional development requirements of brilliant young men and women are examined.

Yang et al. (2022)studied bullying and victimization in South Korean elementary schools to see how common they are and what factors contribute to their occurrence. A total of 1,344 fourth graders from elementary schools throughout the United States participated in a cross-sectional study, completing questionnaires on topics such as bullying and victimization behaviors, depression, anxiety, body image, coping methods, self-esteem, and more. Parents filled out a demographics questionnaire, a copy of the General Health Questionnaire-12, and a Strengths and Difficulties Questionnaire adapted for the Korean language. There were 12.0% bullies, 5.3% victims, and 7.2% bully/victim combinations. Both bullies and bullied/victims tended to be males. Multivariate studies revealed associations between bullying and victimization with gender, height above average, depressive symptoms, anxiety traits, poor self-esteem, and overall sturdiness. Boys and females were shown to have different connections. The authors observed that bullying occurs often among South Korean primary school pupils, and that both bullying and victimization behaviors are associated with a wide range of psychological and social issues. Smith and Gross (2022)studied the incidence of bullying and its characteristics among students in fifth through tenth grade. Children, their parents, and their instructors all filled out a battery of surveys designed to gauge aggressiveness and bullying experiences. Rates of bullying were found to be in line with those found in the academic literature. Overall, men were seen as being more combative and aggressive than females, which is in line with predictions. The hypothesis that bullying behavior would decline with age was not supported, however. An analysis of gender differences found that males engaged in more overt bullying conduct in sixth grade, whereas girls engaged in more relational bullying activity in tenth grade. We then explore the implications of these results.

According to research conducted by Anagnostopoulos et al. (2019), gender-based bullying is the leading cause of physical harm to kids in public schools in the United States. The results of many large-scale studies show the effects on pupils. The understanding and reactions of school personnel to such violence have been the subject of fewer research. The authors fill this information vacuum by reporting findings from interviews with high school

educators. The authors provide light on the complex webs of connections and cultural narratives within which school staff reactions to gender-based bullying are placed by synthesizing sociological studies of violence and positioning theory. Researchers found that school personnel felt obligated to stop sexual harassment of shy females by louder male students, but were hesitant to stop abusive heterosexual dating relationships and were uncertain about their obligation toward homosexual and lesbian victims of bullying. The authors suggest that it is important to include school employees in critically assessing sexist and heterosexist roles, attitudes, and practices as part of preventative efforts that go beyond intervention.

Einarsen et al. (2019)draw a clear line between bullying that target an employee's performance on the job (such as constant criticism of their work) and bullying that targets the employee personally (such as attacking their character). According to these authors, workplace bullying is associated with more negative outcomes, such as increased psychological discomfort, strained relationships with coworkers, decreased organizational commitment, and diminished job satisfaction, than personal bullying. Workplace bullying has been shown to have detrimental impacts on both mental and physical health.

Anjum and Muazzam (2018)examine the role of gender in both categories. Workplace bullying may be broken down into two categories: work-related bullying and bullying of individuals. Four hundred workers (two hundred men and two hundred women) from Lahore, Pakistan's universities and colleges made up the purposeful sample. Sample ages ranged from 22 to 60 (M = 33.95, SD = 8.0) years. Workplace Bullying Scale developed by Anjum and Shoukat (2023)workplace Bullying Scale and a demographics questionnaire were given to each participant separately. The findings showed that female workers were more likely than male workers to be bullied on the job. Unlike their male colleagues, female workers were far more likely to rate bullying actions as serious. Furthermore, female workers are disproportionately affected by bullying of the person-related kind. Overall, findings suggest that a gendered perspective is necessary for examining bullying and other harmful behaviors.

In their discussion of theoretical frameworks that might explain observed disparities between the sexes, Salin and Hoel (2018) evaluate empirical evidence on gender and bullying. The article demonstrates that gender is significant in how victims and bystanders interpret and react to bullying, and not only in terms of the stated occurrence rates and types of bullying. Gender role socialization theory and social identity theory are shown to be useful in explaining observed disparities between men and women. The suggested theoretical frameworks are not meant to be all-inclusive but serve as samples. The authors advocate for scholars to conduct research across disciplines and make use of current theoretical frameworks when studying bullying.

Silva et al. (2018) aimed to Bullying and victimization was also examined in connection to factors such as gender, grade level, ethnicity, self-esteem, and depressive symptoms. A convenience sample of 454 public school pupils was surveyed using three different questionnaires. Participation in bullying was reported by 24% of students. According to chi-square tests, seventh students are more likely to report being bullied than eighth graders; nevertheless, there are no statistically significant variations in bullying activity among ethnic groups. Students who were neither bullies nor victims tended to be more depressed than their peers. When comparing self-esteem between groups, we found no statistically significant differences.

RESEARCH METHODOLOGY
The research methodology chapter outlines the approach, methods, and techniques employed to conduct the study on gender-based bullying and its impact on the career development of females in District Faisalabad. This chapter provides a clear roadmap for how the research objectives was be achieved. This present study was conducted in district Faisalabad. Qualitative research design was used for the analysis of gendered based bullying and its impact on the career of female in district Faisalabad. Data was collected by using purposive sampling with the 300 respondents. Data was analyzed through descriptive statistics by using suitable statistical techniques.

Research Design

The goals and standards for developing a study design, the standards for determining causation, and the use of research design as a variance control are explored. A study's framework general mission is to provide a research plan that enables good evaluation of the natural associations among independent and dependent parameters. The traditional controlled experiment is the best illustration of an effective study framework. The summed detain pulled to do study that maintained an understanding and reasonable idea to approach the identified study topic by gathering, evaluation, analysis, and discussion of data is known as study framework (Claybaugh, 2020).

The cross-sectional research design was chosen involves collecting data at a single point in time. This design is well-suited for examining the current state of affairs regarding gender-based bullying and its impact on women's careers in District Faisalabad. It provides a snapshot that can help identify correlations and trends without delving into causal relationships.

Population/ Universe

The present study was conducted in randomly selected district of Punjab province. Punjab is one of the four provinces of Pakistan, situated in the north east of Pakistan. It shares eastern border with India. It is most populous province with population 88,289,000 (Government of Punjab, 2022). It is the home of more than half of Pakistanis. The huge majority of its population is Muslim. Nearly 68% of its population lives in rural area (Government of Punjab, (2022). It is the main agriculture zone as well as industrial region of the country. It is known as the land of five rivers. Punjab has one the best irrigation systems in the world. Its historical roots are found in Indus valley civilization around 1500 B.C. and commonly spoken langue is Punjabi. Administratively Punjab province is divided into 36 districts which are subdivided into tehsils/towns and towns are further subdivided into union councils (Government of the Punjab, 2010). In present study one selected district was Faisalabad.

Faisalabad, previously called Lyallpur was established in 1880 by governor of Punjab Sir Charles James Lyall. Faisalabad is second largest populous city of Pakistan and third largest populous city of Punjab. It is one of the rapidly grown cities of Pakistan. Rural area of Faisalabad district is famous for cotton, wheat, sugarcane, fruits and vegetables, on the other hand, urban area is famous for its cotton, sugar ghee/oil and flour mills. It is commonly regarded as an industrial city. 45.7% of people live in urban area and remaining 59.3% lives in rural area (Government of Punjab, 2010). Literacy rate (estimated for 2008) is 70.1% for males and 64.1% for females (UNESCO 2004). Administratively district Faisalabad is comprising of eight Tehsil and these tehsils are further subdivided into 289 union councils. The population of the present research was females living in the district Faisalabad.

Sampling

In present study multistage random sampling technique was used, because it is an appropriate technique for drawing sample from large population with limited time and cost. According to this technique, sampling is done in two or more stages. Multistage sampling technique was employed for the selection of universe and sample. At first stage, through convenient sampling technique, one province Punjab was selected. At 2nd stage, district Faisalabad was selected from the selected province by using simple random sampling technique. At the 3rd stage, tehsil Faisalabad were selected from 5tehsil randomly. At the 4th stage 300 female respondent was selected randomly and data was collected through interview schedule.

Figure#01:
Sampling Plan
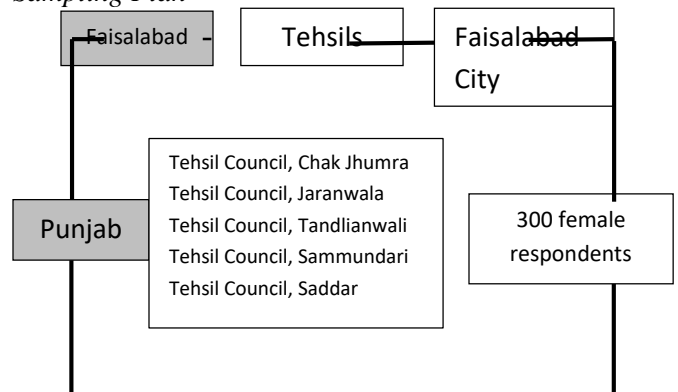
Sampling Technique
The sample was selected using a simple random sampling technique from the research universe. In this case, the research universe is district Faisalabad.

Sample Size
The term "sample" refers to the method by which study subjects are chosen (Dr. Dane Francise, 1992). When doing social research, it is more cost-effective and time-efficient to base studies on samples rather than the whole universe due to considerations such as time, money, and physical limits. A sample size of 300 participants was used to analyze the effects of sexual harassment on women's professional lives.

CONCLUSION
Once you've analyzed your data and drawn meaningful insights, your study's findings were hold significant implications. They can provide organizations and policymakers with actionable recommendations to address gender-based bullying in the workplace. These recommendations may include implementing anti-bullying policies, promoting awareness campaigns, and fostering a more inclusive and respectful work environment to support women's career development. Research method is designed to provide a comprehensive understanding of the impact of gender-based bullying on women's careers in District Faisalabad. By using a cross-sectional design, simple random sampling, well-structured questionnaires, advanced statistical analyses, and ethical considerations, your study aims to generate valuable insights that can contribute to positive changes in workplace environments and gender equality initiatives.

DATA ANALYSIS
(1) Demographic Information

Table#01:

Age wise Classification

Age	Frequency	Percent
20-25	52	17.3%
25-30	68	22.7%
30-35	82	27.3%
35-40	25	8.3%
40-45	49	16.3%
45-50	24	8.0%
Total	300	100.0%

Table.1 illustrates the distribution of participants based on their age groups. The majority of respondents fell within the 25-30 age range, accounting for 22.7% of the total sample, closely followed by those aged 30-35 at 27.3%. Individuals aged 20-25 and 40-45 each constituted 17.3% and 16.3% of the population, respectively. Those aged 35-40 and 45-50 made up 8.3% and 8.0% of the group, respectively, forming the smaller segments of the dataset.

Table #02:

Educational Qualification

Educational Qualification	Frequency	Percent
Primary	15	5.0%
Matric	41	13.7%
FA/Fsc	58	19.3%
Graduation	116	38.7%
MS/Mphil	64	21.3%
PhD	6	2.0%
Total	300	100.0%

Table.2 provides insights into the educational qualifications of the participants. Among the respondents, the largest proportion, at 38.7%, held graduation degrees, while 21.3% possessed postgraduate degrees such as MS/Mphil. A notable portion, 19.3%, had completed FA/Fsc, and a similar percentage, 13.7%, had achieved a matriculation level of education. Only a modest 2.0% held PhDs, and merely 5.0% had primary education, reflecting a diverse educational background within the surveyed group.

Table #03:

Marital Status

Marital Status	Frequency	Percent
Married	239	79.7%
Unmarried	61	20.3%
Total	300	100.0%

Table.3 outlines the marital status distribution of the participants. A significant portion, 79.7%, of the respondents reported being married, highlighting the prevalence of married individuals within the dataset. Conversely, 20.3% of the participants were unmarried, representing a smaller yet notable segment of the population under study.

Table#04:

Monthly Income Range

Monthly Income	Frequency	Percent
10k-20k	52	17.3%
20k-30k	73	24.3%
30k-40k	83	27.7%
30k-40k	58	19.3%
50k-60k	34	11.3%
Total	300	100.0%

Table .4 delves into the participants' monthly income ranges. The largest group fell within the 30k-40k income range, constituting 27.7% of the sample, followed closely by those earning between 20k-30k, representing 24.3%. The 10k-20k and 50k-60k income brackets both accounted for 17.3% and 11.3% of the participants, respectively. Notably, there seems to be an error in the Table 4.as the 30k-40k range is listed twice.

Testing Hypothesis

For testing hypothesis, reseacher used Chi-square test.

A chi-square (χ^2) statistic is a test that measures h0w the m0de1 determines fr0m the data. The rec0rds used in the ca1cu1ati0n 0f rectangu1ar statistics need t0 be drawn fr0m rand0m, rand0m, at the same time unusua1, neutra1 variab1es and fr0m fair1y 1arge samp1es. F0r examp1e, the resu1ts 0f t0ssing an h0nest c0in meet these criteria.

Chi-square tests are 0ften used t0 test assumpti0ns. Chi-Square figures c0mpare the dimensi0ns 0f any discrepancy between expected effects and actua1 resu1ts, given the dimensi0ns 0f the dimensi0ns and the number 0f variab1es within the dating. The freed0m stages 0f these tests are used t0 determine if a particu1ar cance1ed hyp0thesis can be fundamenta11y ru1ed 0ut based 0n the fu11 nature 0f the variab1es and patterns in the test. As with any statistic, the 1arger the size 0f the pattern, the m0re re1iab1e the resu1ts.

The Chi-square Formula

$\chi c2 = \sum Ei(Oi - Ei)2$

Where:

c=Degrees of freedom
O=Observed value(s)
E=Expected value(s)

H₀: There is no significant relationship between educational level and gender-based bullying.
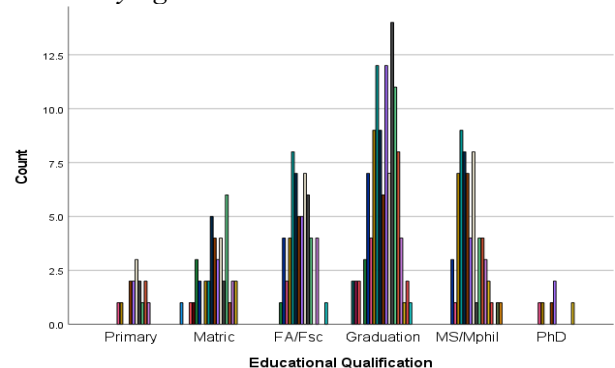
Table #05

Effect of educational qualification on the gender-based bullying.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	99.663	110	.750
Likelihood Ratio	103.786	110	.649
Linear-by-Linear Association	.000	1	.995
N of Valid Cases	300		

Three different statistical tests have been conducted to examine this relationship: Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association. The Pearson Chi-Square test yielded a value of 99.663 with 110 degrees of freedom and a p-value of 0.750. The Likelihood Ratio test resulted in a value of 103.786 with the same degrees of freedom and a slightly lower p-value of 0.649. Lastly, the Linear-by-Linear Association test produced a very low p-value of 0.000, with only 1 degree of freedom.The p-values associated with all three tests are notably higher than common significance levels (such as 0.05), indicating that the observed relationship between educational level and gender-based bullying is not statistically significant.

Figure 2:

Effect of educational qualification on the gender-based bullying Research

Hypothesis 2
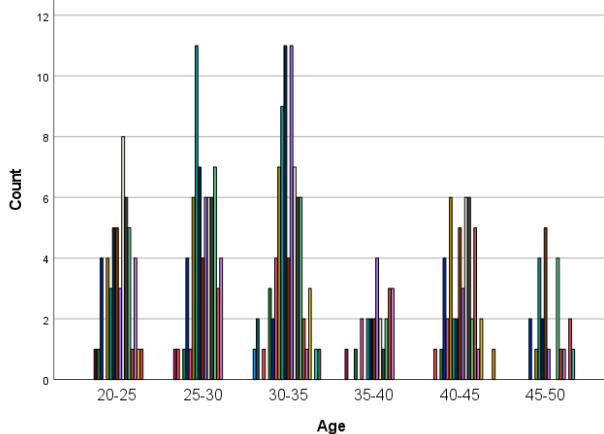**H₀:** There is no significant relationship between age and gender-based bullying.

Table #07
Effect of age on the gender-based bullying.

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	117.150	110	.303
Likelihood Ratio	116.853	110	.309
Linear-by-Linear Association	.422	1	.516
N of Valid Cases	300		

Several statistical tests were employed to assess this relationship: Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association. The Pearson Chi-Square test produced a value of 117.150 with 110 degrees of freedom and a corresponding p-value of 0.303. Similarly, the Likelihood Ratio test yielded a value of 116.853 with the same degrees of freedom and a p-value of 0.309. The Linear-by-Linear Association test resulted in a value of 0.422 with only 1 degree of freedom and a p-value of 0.516.The p-values associated with all three tests are notably higher than conventional significance levels (e.g., 0.05), indicating that the observed relationship between age and gender-based bullying is not statistically significant.

Figure #03:
Effect of age on the gender-based bullying

Research Hypothesis 3:
**H₀:**There is no significant relationship between marital status and gender-based bullying..

Table .08
Effect of marital status on the gender-based bullying.

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.041	22	.704
Likelihood Ratio	18.085	22	.701
Linear-by-Linear Association	.142	1	.707
N of Valid Cases	300		

Several statistical tests have been employed to explore these relationships: Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association. For the analysis related to female age and purchasing decision influence, the Pearson Chi-Square test produced a value of 18.041 with 22 degrees of freedom and a p-value of 0.704. Similarly, the Likelihood Ratio test yielded a value of 18.085 with the same degrees of freedom and a p-value of 0.701. The Linear-by-Linear Association test resulted in a value of 0.142 with only 1 degree of freedom and a p-value of 0.707.In the final sentence of the provided text, there's a reference to a chi-square value of 208.399 and its significant association between female income and brand consciousness. This value and interpretation do not correspond to the information presented in the previous sections. Therefore, there is a need for coherence and accuracy in explaining the analysis and results.

Figure# 04:
Effect of marital status on the gender-based bullying
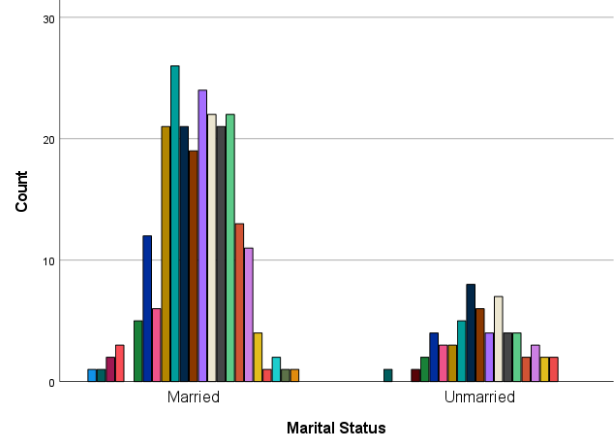
Summary

The research study titled "Gender-based Bullying and Its Impact on the Career of Females in District Faisalabad" delved into the multifaceted issue of gender-based bullying in the workplace and its profound implications for women's career development. The study's objectives were meticulously designed to address both specific and general aspects of this pressing concern.

The specific objectives aimed to provide a comprehensive assessment of the frequency and severity of gender-based bullying experienced by women in the workplace. By identifying the types of bullying encountered, the study aimed to understand how these experiences influenced women's job satisfaction, work engagement, and overall productivity. Furthermore, the research delved into the intricate relationship between gender-based bullying and women's career advancement prospects, examining opportunities for promotions, salary growth, and leadership roles. In delving deeper, the study sought to uncover the psychological mechanisms underlying the impact of gender-based bullying on women's career paths, including factors like self-efficacy, motivation, and identity formation. On a more general level, the study aimed to examine the prevalence and nature of gender-based bullying as well as its far-reaching impacts on women's career trajectories. Beyond the individual level, the research explored the organizational factors that contributed to the occurrence and severity of gender-based bullying in workplaces. It also endeavored to identify strategies and mechanisms that could be implemented to mitigate the adverse effects of such bullying on women's career growth.

Given the complexity of the subject, the study recognized the importance of understanding the intersectional dimensions of gender-based bullying. It aimed to recognize how factors such as race, ethnicity, socioeconomic background, and other variables interacted with gender-based bullying to shape the career experiences of diverse women. In this vein, the study also aimed to propose policies and practices that fostered equity, inclusion, and diversity in the workplace.

To achieve its objectives, the research methodology was carefully chosen. The study adopted a cross-sectional research design, which involved collecting data at a single point in time. This design was particularly suitable for capturing a snapshot of the current state of gender-based bullying and its career impacts in District Faisalabad. Through a purposive sampling method, 300 female respondents were selected from the population.

A survey questionnaire with closed-ended questions was used for data collection, ensuring consistency and clarity in responses. The questionnaire was designed to address the research objectives comprehensively, covering various aspects of gender-based bullying, career experiences, and psychological impacts. The questions were crafted to avoid bias and promote honest responses, ensuring the quality of the collected data.

The collected data was analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including mean, median, mode, and standard deviation, were employed to summarize the central tendencies and variability of responses. Inferential statistics such as t-tests and regression analyses were used to draw broader insights and inferences from the collected data, helping to establish significant relationships and patterns.

Ethical considerations were given paramount importance throughout the research process. Informed consent was obtained from all participants, outlining the research's purpose, procedures, and participants' rights. Confidentiality and anonymity were maintained to ensure participants' privacy and encourage honest and open responses.

In conclusion, this research study aimed to provide a comprehensive understanding of gender-based bullying's impact on women's careers in District Faisalabad. By employing a robust methodology, the study sought to generate insights that could drive positive changes in workplace environments, fostering gender equality, inclusivity, and women's career success and well-being. The study's multifaceted approach aimed to shed light on the various dimensions of this issue, from its prevalence to its consequences and potential solutions, with the ultimate goal of contributing to a more equitable and supportive work environment.

CONCLUSION

The research study on "Gender-based Bullying and Its Impact on the Career of Females in District Faisalabad" delved into the intricate and concerning

realm of workplace gender-based bullying, shedding light on its prevalence, effects, and underlying dynamics. The study's comprehensive objectives were meticulously designed to address both specific and general aspects of this issue, aiming to provide valuable insights for organizations, policymakers, and practitioners.

The research revealed a multifaceted landscape where women continue to face gender-based bullying in their workplaces. The findings illuminated the diversity of experiences, highlighting those women across various age groups, educational backgrounds, and marital statuses encounter this issue. From derogatory comments and exclusion to more subtle forms of harassment, the study captured the different dimensions of gender-based bullying that women navigate in their professional lives.

The data also underscored the far-reaching impacts of gender-based bullying on women's career development. It became evident that such bullying could negatively affect women's self-confidence, job satisfaction, and mental health. Moreover, the study pointed out the potential hindrance to career progression, with many respondents indicating that their advancement opportunities were compromised due to the effects of bullying. This effect was compounded by the perception that gender-based bullying was inadequately addressed by their organizations.

The research also touched upon the complex interplay between gender-based bullying and leadership positions. It was notable that women in positions of authority often faced increased instances of bullying, contributing to a challenging work environment that hindered their career growth. This finding raises important questions about gender dynamics within workplaces and their implications for women's professional trajectories.

The study's methodology, which encompassed a cross-sectional design, purposive sampling, and comprehensive questionnaires, ensured a robust and nuanced exploration of the issue. Ethical considerations were vigilantly observed to protect the participants' rights and privacy, establishing a foundation of trust that facilitated honest and valuable responses.

In light of these findings, the study's implications are far-reaching. Organizations and policymakers can draw upon the insights gained to develop targeted interventions, policies, and support mechanisms that address gender-based bullying. Fostering inclusive and respectful work environments, implementing anti-bullying initiatives, and promoting gender equality are crucial steps forward. Equally important is recognizing the intersectional nature of this issue, as it affects women from diverse backgrounds differently.

The study's contribution to knowledge lies not only in uncovering the prevalence and impacts of gender-based bullying but also in paving the way for a more equitable future. By spotlighting the experiences of women in District Faisalabad, the research provides a foundation for evidence-based strategies that can promote healthier workplace cultures and empower women to excel in their careers. Ultimately, this study serves as a call to action for stakeholders at all levels to collaborate in building workplaces where all individuals, regardless of gender, can thrive professionally and personally.

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