

**MIDLANDS STATE UNIVERSITY**



**FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY**

Prevalence of sexual harassment  
among female students at marondera high school

By

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A dissertation submitted to the faculty of social sciences in partial fulfillment of the requirements  
for the Bachelor of Social Science Psychology Honours Degree

**GWERU, ZIMBABWE**

**APRIL 2017**

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**DEGREE IN WHICH DISSERTATION WAS PRESENTED: BACHELOR OF SOCIAL SCIENCES PSYCHOLOGY HONOURS DEGREE**

**YEAR GRANTED: 2017**

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With love and many thanks to Patience, Tichaona, Flodiah and Willard Majoni for your support.

## **ACKNOWLEDGEMENTS**

My sincere appreciation goes to my supervisor, Mrs. Khombo for her unwavering support, scholarly counsel that guided this research, professional conduct and experience that led to the completion of this research. Heartfelt gratitude also goes to Ministry of Primary and Secondary Education through the Research Department for granting me permission to research in schools and the Discipline Department for revealing annual statistics of cases that supported secondary data to the research. Special gratitude goes to the Head, staff members and student at Marondera High School for allowing me to carry out this study at their school. Finally, I would like to thank all female students who participated in this study buying out their time respond to the research instrument of this study.

## **ABSTRACT**

*The purpose of this study was to show the prevalence of sexual harassment of female students at Marondera High School. A Quantitative approach was employed in the study with particular focus on the descriptive survey design which collected data by using a questionnaire. Random stratified sampling was conducted from ZJC , “O” level and “A” level classes. The sample used in the study comprised of sixty (60) female students. Collected data was presented and analyzed through the use of table, graphs and pie charts. The findings of the study established that moderate verbal sexual harassment is prevalent at Marondera High School being perpetrated by male teachers. Participants revealed that they lack comprehensive knowledge of sexual harassment and social constrains were the major reason for not reporting sexual harassment. However, they feel that the school should pursue cases to do with sexual harassment and punish the perpetrators. The researcher recommended policy implementation and adjustment. Sexual harassment should have clear policies that govern the protection of females from being harassed. These policies should state clear lines on appropriate and inappropriate conduct in a student-teacher relationship. Sex education should also be done within the school through clubs and in class such that students are equipped with knowledge and life skills.*

## **LIST OF ACRONYMS**

ASRH	Adult Sexual Reproductive Health
MoPSE	Ministry of Primary and Secondary Education
NAC	National Aids Council
SAYWHAT	Students And Youth Working on reproductive Health Action Team
WHO	World Health Organization

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 INTRODUCTION**

This chapter focuses on the preliminary aspects of the research. It presents the research giving background of the study, statement of the problem, purpose of the study, research questions, significance of the study, assumptions, delimitations of the study, limitations of the study, and definition of terms. The chapter provides the reader with the background information that enables an appreciation of the problem studied.

### **1.2 BACKGROUND TO THE STUDY**

The term sexual harassment has been defined differently depending from the context in which it arises. Aeberhard-Hodges (1997) cited in Britwum and Anokye (2006) gives a precise definition as comprised of the perception of the victim and the interpretation of the behaviour as unwanted or sexual in nature. Several studies across the globe have shown interest in the subject particularly in the workplace environment. Research shows that sexual harassment of students by teachers and non-teaching staff in schools is a prevalent and apparently insidious phenomenon.

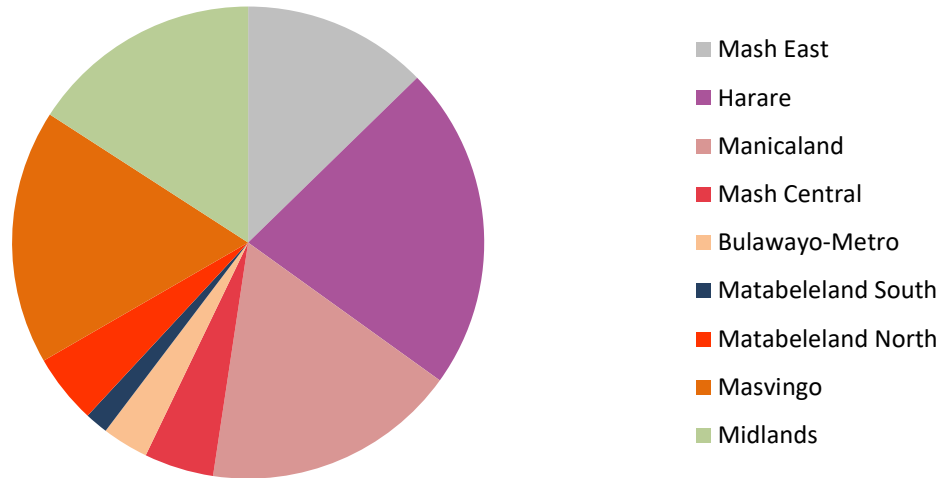
The prevalence and psychological effects of sexual harassment on students in schools is in its infancy, but initial studies indicate that it is widespread. Rhine (2005) states that in America, the United States Department of Education, Office of Civil Rights, 2001 under Title IX Prohibits sexual harassment in schools as it is considered a form of sex discrimination.

In Netherlands, sexual harassment was a public phenomenon ingrained in the principles of the school and male tutors took an interest in the sexual harassment of female students (Timmerman, 2003). Evidence is more difficult to obtain from Asia; where there are strong cultural taboos surrounding sexual matters. These constraints of morality in cultures have caused students in most high schools globally to be reluctant in reporting sexual harassment.

In Zimbabwe, the prevalence of sexual harassment in schools according to Ministry of Primary and Secondary Education (MoPSE) is showing an increasing trend among students aged 15-18. It has been evident that MoPSE in 2015 has ruled 10% discharges of teachers in service upon allegations of sexual harassment of their students. However, the frequency of it remains veiled in obscurity since those suffering from the harassment deny experiencing it or identify themselves with perpetrators thus statistics become a tip of an iceberg compared to what happens on the ground. Melgosa (2014) explains that victims who suffer abuse and deny reporting it could be suffering from Stockholm syndrome. He explains that victims of sexual harassment undergo humiliation yet they remain faithful to those inflicting physical and psychological pain. Students who identify with teachers perpetrating sexual harassment often hesitate to neither denouncing such behaviour nor report it as they perceive the perpetrator as an authority figure. Speaking to The Standard (2015), Honorable Minister of Primary and Secondary Education, Dr. Lazarus Dokora who states that ancillary staff in his ministry had also abused their positions of trust and engaged in nefarious activities of improper behaviour with learners. Thus, sensitization of students is an urgent necessity since the perpetrators themselves dismissively lay the blame on student's provocative behavior.

Misconduct cases of improper association where sexual harassment was among the allegations made by female students and male teacher being the perpetrators have been recorded by MoPSE. Statistics illustrated by a pie chart below shows that 71 cases have been recorded in 2016 surpassing 58 cases recorded in 2014 and 62 in 2015.

## Improper Association Cases - January - December 2016



*Source* : MoPSE Annual Misconduct Report of January – December 2016

Sexual harassment is so multifaceted such that it can have temporary or far reaching psychosocial implications on the victim depending on the context and frequency it is performed towards the individual. Lahey (2004) highlights that victims of sexual harassment grieve in the sense of not becoming at ease and this incites serious levels of anxiety and depression. Learners lack alternative means to report and to cope up with sexual harassment and this exacerbates their stress. Students are often traumatized by being sexually harassed by their teacher(s) such that they suffer serious emotional distress and fear of the perpetrator hence getting lower grades. Verbal sexual harassment like threats if the victim refuses the requested act creates a hostile or tense environment that fosters fear in the victim. Melgosa (2014) states that such events of high emotional intensity, particularly if they are experienced in a vulnerable moment in life may become traumatizing. Hence students often make irrational decisions like suicidal ideation; school dropout or transferring to escape harassment; or conform to the harasser's unsolicited demands with the perception that their education has been derailed by a teacher's retaliation. Ngumbi (2011). says that some teachers threatened to fail girls or give them bad marks, an act of retaliation that carries weighty consequences for a girl's educational opportunities, potentially even preventing her from matriculating to the next level of education. Even if the teacher did not

follow through on this threat, merely raising the specter of imposed failure would likely negatively affect a schoolgirl's academic performance

Statistics show an increase in school transfers, drop outs, and a high sexual debut among students as a result of experiencing sexual harassment by school personnel and teaching staff. The interest in the research topic was stimulated by the desire to curb the undesired behaviour since these behaviours have detrimental effects one's state of mind in adult years as well as performance in school. World Health Organization (WHO) classifies adolescents as people aged between 10 – 24 years and the targeted students fall under this phase in human development whereby they experience emotional and physical changes. Thus, it is against this background that the study seeks to gain more knowledge about sexual harassment and how it affects student's psychologically with the perception those professional educators whom students respect and look up to as custodians of their future, are also regular perpetrators of gendered harassment. Since teachers are perceived as key elements to change, the reversal of this perception has motivated the researcher to help schools and the Ministry at large to alleviate this problem. Thus, schools have a critical role to play in taking the lead in addressing sexual harassment as they can reach the general and the at-risk learner population at an early age by teaching positive morals and values.

## **1.2 STATEMENT OF THE PROBLEM**

Teacher student relationship should be harmonious and favorable to learning. However, the reality has become twisted because male teachers are perpetrators of sexual harassment female students thus precipitating school dropouts, transfers and in-school pregnancies among female students. These repercussions of sexual harassment have been highlighted in several studies including Eshetu (2005); Melgosa (2014); Buluma (2006) and Min-Sink (2015) among others. Sexual harassment infringes the girl-child's right to education in a safe learning environment. Print media like, "The Standard," and "The Herald" and annual reports of misconduct cases in provinces suggest that students are experiencing sexual harassment thus an in-depth analysis of the prevalence will be done by this research.

### **1.3 SIGNIFICANCE OF THE STUDY**

The results of this study would be of paramount importance and of great relevance to:

- Research on prevalence of sexual harassment is limited. The study provides detailed and comprehensive understanding of causes and consequences or effects of sexual harassment.
- The researcher will raise awareness to female students who are ignorant to sexual harassment and enable them to develop the skills and confidence needed to deal with sexual harassment. These participants might learn assertive ways to ward off the perpetrators unsolicited physical or verbal acts of sexual harassment.
- The findings of this research may be useful particularly to policy makers Ministry of Primary and Secondary Education and its departments like Training, Discipline and Schools Psychological Services and Special Needs Education. This helps them to organize awareness campaigns that train students equip themselves with life skills that ward off sexual harassment. Disciplinary investigations and hearings conducted by Human Resources Officers of MoPSE will improve when handling sexual harassment cases. By combating acts of sexual harassment being performed by teaching and non-teaching staff, this will keep a positive image of the Ministry and thus combat putting the ministry into disrepute.

### **1.4 RESEARCH QUESTIONS**

- What is the prevalence of sexual harassment on female students at Marondera High School?
- What are the causes of sexual harassment of female students?
- What are the psychological effects of sexual harassment on female students?

## **1.5 RESEARCH OBJECTIVES**

- To measure the prevalence of sexual harassment among female students.
- To analyse the causes of sexual harassment.
- To establish the consequences of sexual harassment on female students.

## **1.6 ASSUMPTIONS**

- Statistics on sexual harassment in schools among female students with their teachers is increasing.
- Sexual harassment affects students psychologically and socially thus affecting their performance in school.
- Female students including victims of sexual harassment will participate in the research sharing their experiences and the aftermath of experiencing such improper associations with their teacher(s).

## **1.7 PURPOSE OF THE STUDY**

The study seeks to establish the prevalence, nature and effects of sexual harassment on female students aged 15-19 by teachers and school personnel. If female students are not sexually harassed, a conducive environment that encourages learning and fosters optimism in achieving their career path is created.

## **1.8 DELIMITATIONS**

The study is delimited to female students at Marondera High School in Marondera district. This district is located in Mashonaland East Province, about 72 kilometers east of Harare, in Zimbabwe.

## **1.9 LIMITATIONS**

- People that answer questionnaires given to them might not be honest in providing answers as the issue might be sensitive and one may not feel comfortable to discuss it. Students may not participate since some may regard sexual harassment societal taboo and either under-report the frequency or avoid answering the questions.



- The probability of response biases like evaluation apprehension might be possible since participants can become apprehensive by virtue of being evaluated their response to the sexual harassment and the psychological effects that they encountered upon and after the harassment. However, the researcher will assure participants that the outcomes of this research are strictly used for academic purposes and will be guided by ethical guidelines.

## **1.10 DEFINITION OF TERMS**

**Prevalence** refers to the frequency, proportion or percentage of individuals in a population affected or suffers from the act of sexual harassment. This simply denotes the statistical measurement of the number of cases.

**Sexual harassment** : It is an inappropriate behavior which includes any unwanted or improper sexual behaviour including touching or even making suggestive comments of a sexual nature though these unpleasant advances are often brushed off between jokes, flirting or sometimes teasing. Lahey (2004:444) is of the view that “sexual harassment constitutes of unsolicited sexual advances, sleazy comments, caressing of body parts and any other form of coercive sexual behavior which makes the victim uncomfortable.”

**Victim:** This is the person in question, the one on target or who suffers from the sexual harassment.

**Psychological effect:** These are reactions of the mind and its functioning in line with the consequences or outcomes of a certain behavior. Thus these are outcomes of how the mind functions or react to sexual harassment.

**Student:** Any registered learner aged 15-18 and in pursuit of high school education.

## **1.11 Chapter summary**

This chapter presented the introduction of the research, to bring to light the background of the study, statement of the problem, purpose of the study, research questions, assumptions,

delimitations of the study as well as the limitations of the study and key terms to be used in the study.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter involves the exploration of the relevant literature that is guided by the research questions. Journals and relevant research done by other scholars on the prevalence, cause and psychological effects of sexual harassment will be explored in order to establish the frequency of sexual harassment at Marondera High School and in various geographical locations across the globe. The socio-demographic/economic factors that trigger sexual harassment were examined in order to establish their co-relation to sexual harassment. Psychological effects and suitable measures to combat the skyrocketing levels of sexual harassment behaviours were also explored in the chapter. The theoretical framework sustaining the study is the ecological perspective which views the systems in the environment to be the major determinants of human behaviour since behavior is contextual.

#### **2.1.1 SEXUAL HARASSMENT DEFINED**

The legal and social definitions of what constitutes sexual harassment differ widely by culture for example what one culture considers as sexual harassment, another culture may not consider it so.

The United States Department of Education upholds prohibition of sexual harassment of students as stipulated by Title IX of the Education Amendments of 1972. Rhine (2005) states that sexual harassment being perpetrated by fellow students, teaching and non-teaching has been banned by this Act as it is a form of discrimination and can interfere with a student's academic performance, emotional and physical wellbeing. Guided by this Act, the Assistant Secretary for Civil Rights issued the, "Sexual Harassment Guidance" which illustrates how investigations and solving cases of sexual harassment should be conducted. According to Title IX, sexual harassment should raise a complaint when it is sufficiently severe, persistent, or pervasive and affecting one's academic achievement as well as creating an unsafe educational environment.

In Zimbabwe, the legal perspective of sexual harassment under the Ministry of Primary and Secondary Education has mandated schools to report and charge teachers who perpetrate sexual harassment or having improper associations with students. Paragraph 7 of the First Schedule (Section 2) of Statutory Instrument 1 of 2000 as amended refers to improper association with minors. In the school system, minors are students under the age of responsibility, being 18 years in Zimbabwe. This section protects school children from being sexually harassed by teachers. However, there may be students who are no longer minors and to protect this category of students, where a case of improper association arises and a charge is to be preferred paragraphs 4, 6, 7 and 24 of the same act also protect students from sexual harassment and improper association with teachers.

The sociocultural theory posits that gender issues play a role in defining sexual harassment as it 'reinforces the traditional gender roles of heterosexual masculinity' (Leach and Mitchell, 2006: 8). The term sexual harassment, according to Giddens and Sutton (2013) originated in feminist movements of the 1970s. Feminists have attributed sexual harassment to the onset of patriarchy or unequal power dynamics between males and females. Men have customarily delighted in more noteworthy opportunity than women in the utilization of space, including movement into the personal space of women who may not be intimates or even close acquaintances. The researcher is in support of this line of argument as at the point when men show spontaneous remarks of conduct of a sexual sort, it is sidelined as kidding or being a tease but the reverse phenomenon, nonetheless, when a woman displays such unwelcome advances, it is frequently construed as flirtation or worse immoral.

Natural-biological theory explains sexual harassment in the context an extension of mate selection and of the endowed stronger sex drives in men hence attributes sexual harassing behaviors on raging male hormones rather than discriminatory intent (Smart and Tierney, 1999). This in simple language all of them remakes of the old "boys will be boys". However, most researchers find little sustainable evidence that this theory can explain or excuse the sexually harassing behaviors of men. In his study, 'Gender Power, and Mate Value: The Evolutionary Psychology of Sexual harassment,' O'Connell (2009) explains sexual harassment in the context of natural o biological bases of behavior. This researcher explains that people aim to find a mate

of the highest possible mate values based on a warm personality, attractiveness, and high levels of (to potential to achieve) status and resources. He states that evolutionary psychology predicts that people will perceive more harassment from initiators, who are low in mate value, namely individuals who are unattractive, of low status and have a cold and harsh personality.

Indeed, sexual harassment is not merely a gendered phenomenon but it can be explained psychoanalytically. Psychoanalysis looks at how the unconscious mind influences thoughts and behaviors. Thorpe (2015) asserts that there seems to be a relationship between the medial orbitofrontal cortex and sexual fantasies, or indeed desire of any kind. This implies that the brain gives people the capacity to have fantasies about sexual behaviors and experiences. Thus, it becomes the most important “sex organ” as coined by Maslar (2017) and the center of sensuality and attraction to others. Unconscious thoughts and feelings of sexual desires or fantasies can transfer to the conscious mind in the form of parapraxes, popularly known as “Freudian slips” or slips of the tongue. Lahey (2004) explains that slip of the tongues is a revelation of what is really on our mind by saying something we didn’t mean to. For example, the perpetrator of sexual harassment might express unconscious thoughts of having sexual relations with a student by joking about it or passing suggestive comments.

### **2.1.2 ATTITUDES AND PERCEPTIONS OF SEXUAL HARASSMENT.**

Attitudes allude to one's sure or negative assessment of different parts of the social world. Gerrig et al (2012) clarifies that dispositions are imperative since they impact one's conduct and how a man builds social reality. This means that the assumptions that people have of sexual harassment determine their understanding of the likely causes, what constitutes and impact of sexual harassment. Several students often overlook obscene remarks from their instructors or individuals from staff accepting that they can overcome the day; however that doesn't liberate them from sentiments of uneasiness they experience after the indecorous remarks or inquiries of a sexual nature.

Today, a generalization exists that ladies who report provocation are being oversensitive, creating their stories or attempting to settle the score with a male associate. These dispositions

dishearten victims from heeding their emotional feelings and talking up. This discourages victims of sexual harassment from reporting the issue, thus making statistics to the actual prevalence of sexual harassment veiled in obscurity. Manzongo (2014) posits that females do not report cases of sexual harassment as they require them to prove their cases before the disciplinary hearings when the challenge is, there is little to no substantial tangible evidence except their word against the perpetrators.

Personality traits of students can make them targets to sexual harassment. Most victims of sexual harassment are perceived to be normally inhibited, weak or introverted women who are perceived by the harasser as easy targets for sexual gratification. Rue (2015) states that introverts are perceived to be weak because they have a low self-esteem that comes from comparing themselves with extroverts who are a different species. Nonetheless, females can also be perpetrators of sexual harassment towards male students and teachers though it may not necessarily be for sexual gratification but to have fun at the expense of the victim who takes these actions as something very embarrassing. Thus, harassers perceive extroverts as talkative and assertive enough to ward off sexual harassment and in fear of a bad image being paraded, they often target introverts who seldom require over stimulating environments like extroverts.

### **2.1.3 CATEGORIES OF SEXUAL HARASSMENT**

Joslyn (2011:20) describes sexual harassment behavior in two categories which are :

#### **a) Quid Pro Quo**

This type of harassment happens when the harasser is in a position of authority and misuses that authority to seek sexual favors in exchange of rewards or any kind of benefits to his or her subordinates. Quid Pro Quo can be best described as sexual bribery where solicitation of sexual activity or other sex-linked behavior is linked to a promise of reward. However, this proposition may be either overt or subtle. Welle (2016) highlights that some teachers threatened to fail girls or give them bad marks. This means that teachers or school personnel will either explicitly or implicitly make sexual requests or advances in exchange for some desired results such as good grades, class positions or recognition.

### **b) Hostile Environment**

According to Britwum and Anokye (2006:37), behaviors that were classified under hostile environment encompassed of verbal, non-verbal and unwanted physical contact. This entails that the verbal, non-verbal and physical harassment is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from an educational program or activity. This creates a hostile, offensive or abusive learning environment. Factors like the nature, frequency, period, and place of harassment perpetuate a hostile environment.

### **2.1.4 TYPES OF SEXUAL HARASSMENT**

Sexual harassment behaviors are so multifaceted but they can be displayed verbally, non-verbally and physically.

#### **Non-verbal sexual harassment**

It is persistent, severe and offensive gestures. These include sexual or lewd gestures such as leering; unwelcoming flirting and displaying sexually suggestive pictures, calendars or poster.

#### **Verbal sexual harassment**

This type of sexual harassment comprises of continuous and persistent sexual slurs or sexual innuendos, risqué jokes or kidding about sex, and repeated unsolicited propositions for dates and or sexual relations.

#### **Physical sexual harassment**

Melgosa (2014:218) articulates that, "physical sexual harassment comprises of pinching, caressing, or rubbing or pushing up against the victim in such a way that the action appears natural, while it actually causes shame, humiliation, and even anguish to the victim."

According to the AAUW (2011) survey, the most frequently types of sexual harassment experienced in schools are shown below.

TYPES OF SEXUAL HARASSMENT	GIRLS	BOYS
sexual comments, jokes, gestures, or looks	76%	56%
Touched, grabbed, or pinched in a sexual way	65%	42%
Intentionally brushed up against in a sexual way	57%	36%
flashed or mooned	49%	41%
had sexual rumors spread about them	42%	34%
had clothing pulled at in a sexual manner	38%	28%
Suggestive sexual gestures or looks, such as howling, whistling, or suggestive lip licking	53%	13%
leaned over; cornered, or blocked from moving; or followed too closely in a sexual way	47%	10%

The above mentioned study shows that sexual harassment happens to students despite their gender but however, the prevalence ratio differs as female students experience sexual harassment more as compared to male students. Sexual harassment manifests itself in many forms but however, not every modality listed happens on every victim(s), but sexual harassment is relatively frequent. Britwum and Anokye (2006) explain that female experiences of sexual harassment were mainly those that made them feel uncomfortable, threatened, demeaned or violated to their rights to personal space, respect and trust. Contrary to this, male students experience sexual harassment behaviors that aroused them sexually.

### **2.1.5 GENDER POWER AND SEXUAL HARASSMENT**

Sexual harassment is a gendered category of sexual violence. Melgosa (2014) states verbal or physical harassment can happen despite the basis of one's sex. However, despite the reciprocal experiences of sexual harassment, girls often suffer more the incidence of sexual harassment than male students, and the perpetrators are mostly man. Women's vulnerability to sexual harassment is aggravated by their lower social standing as regards age, employment, academic positions and



a higher need to earn a living. This is why a handful of studies have established lower but nontrivial rates of male- targeted harassment.

The nature of gendered sexual harassment has been attributed to patriarchy which encourages male domination over the emancipation of women from making free will decisions. Paludi and Brickman (1998) describe sexual harassment as a form of sexism that is used particularly to denote discrimination against girls. Sexism refers to the unjustified selectively negative behavior against women or men as members of a social category. These sexist attitudes may lead to sexist behavior or sex discrimination against girls. Leach and Machakanja (2000) mentioned in Leach and Mitchell (2006: 28) support as they say that, “Males seeking to strengthen their status among their peers may interpret this (sexual harassment) as the need to show dominance over females, to demonstrate sexual prowess and to compete over girls.” Thus, sexist behaviors that constitute sexual harassment are often noticed within the context of unequal social relations because they encourage gratuitous acts of sexual harassment.

Victim blaming is often put on women on sexual harassment cases. They are often blamed for provoking sexual harassment by their appearance, mode of dressing, by being in the wrong place at the wrong time, thus provoking sexual harassment. Eshetu (2015) reports that in South African schools, 49.3% of sexual harassment happens in the school’s compound, followed by 41.3% in the classroom and 19.7% in the office. Thus, female students internalize this ideology of putting the blame on women’s provocative behavior that perpetuate sexual desires in men and use it to control their sexual impulses and desires.

### **2.1.6 CULTURE AND SEXUAL HARASSMENT**

According to South African Concise Oxford Dictionary (2002:282), “culture a broad term that refers to the customs, institutions, and achievements of a particular nation, people or group with shared norms, values and beliefs.” Valsiner (2014) expresses that today’s culture is ephemeral as multicultural settings caused by globalization are resulting in diversified norms, values and beliefs. . Most Afrocentric are borrowing western cultures and some of the indigenous moral codes can perpetuate or combat indecorous behaviors that constitute sexual harassment.

Drawing on Rokeach's theory and study of values, Rogers (2003) expresses that values guide our thinking and conduct whether as individuals or collectively. Hence, cultural values are a basis of one's social judgement; guides affiliations, attitudes, motivation and social influence. Hurlock (2005: 217) agrees by saying, "Children's self-concepts mirror what they believe important people in their lives think of them." Most native collectivist cultures socialize children through "Ubuntuism" to value the position of elders by respecting them and sexuality and sensuality are issues that cannot be divulged to anyone anyhow. Thus, sexual harassment is mostly unreported or might be concealed if being perpetrated by these elders.

## **2.2 PREVALENCE OF SEXUAL HARASSMENT IN ZIMBABWEAN SCHOOLS**

Sexual harassment has been reported while it has matured to its extreme because often times it is blurred between teasing, flirting and joking. Sadly, sexual harassment does not stop but it can be prevented once we notice sign of its prevalence. An article published on the 24<sup>th</sup> of November 2011 in "NewsDay Zimbabwe," reports that hundreds of girls from Bonda Mission School in Mutare, marched out of school to air out their grievances on being sexually harassed by teachers while the school authorities remained reluctant in taking action against the alleged perpetrators. A survey study by Chireshe (2011) revealed that sexual harassment of female students has been rampant in high schools in urban Masvingo. He explains that male teachers and students were the perpetrators of sexual harassment and social factors were a hindrance for reporting sexual harassment. Dokora (2014) comments on sexual harassment highlighting that 245 cases have been recorded in 2013 of teachers being accused of having sexual relationships with students. He expresses that these statistics are "a tip of an iceberg" since most cases are going unreported.

## **2.3 CAUSES OF SEXUAL HARASSMENT**

### **2.3.1 Gender power**

Males are the most perpetrators of sexual harassment because socialization has vested the power of dominance over females in them. Paludi and Brickman (1998) explain that sexual harassment of females is a sexist act that aims at denigrating and discriminating the position of women.

Thus, male teachers can exercise sexual harassment as a way of showing off their manipulation, dominance, oppression and control over women.

### **2.3.2 Constraints of culture**

In most African culture, the image of elders is always to be upheld despite the fact that some elders display maladaptive behaviors. Hurlock (2005: 217) explains that, “children often behave such that they gain approval of their elders.” Thus, these moral values suppress children who are victims of sexual harassment from reporting it and warding it off. They prefer keeping silent about it because society normally blames the girl-child for seducing the harasser especially when he is married. These constraints of morality perpetuates conformity to sexual harassment in fear of stigma, discrimination and marginalization that comes as a result of reporting sexual harassment.

### **2.3.3 Abuse of authority, trust and respect**

Teachers are in a position of authority and thus it a norm for students to respect their teachers. Children can even trust their teachers with personal problems. However, teachers often abuse their positions to make unsolicited sexual advances or making suggestive comment and also using sexist language to stress a point in classes.

### **2.3.4 Blackmail**

Conflicting interests between the teacher and student can nurture sexual harassment to be a uniting factor. Teachers, who pursue sexual gratification by sexually harassing students often blackmail students in exchange to passing grades, favoritism in class, offer extra help and academic opportunities.

### **2.3.5 Use of inappropriate speech**

Teachers use derogatory language or chauvinist inferences in class to stress a point. Goodwin (2016) revealed that sexism has been rampant in Scottish high schools. The Educational Institute of Scotland (EIS) had to address this problem by issuing new guidance to teachers on how to address sexism in schools. Goodwin (2016), states that the EISs research shows a relationship to a study which was carried out by Girlguiding UK which has suggested that a fifth of girls have

experienced unwanted touching or unwanted sexual attention at school. Sexist jokes nurtures verbal sexual harassment by creating a tense atmosphere in which female students feel degraded.

## **2.4 CHALLENGES FACED BY SEXUAL HARASSMENT VICTIMS.**

Sexual harassment reveals the abusive and insensitive personality of the harasser since they care less of the tremendous damage caused, but only seeks to satisfy his or her own sexual appetite (Melgosa, 2014). Many victims like a little mystery and danger in their lives, and being involved in a secret romance with figures of authority around the school is one way to obtain these experiences. However, the costs associated with maintaining a secret romance tend to outweigh the benefits derived from the sense of mystery or excitement thought to accompany such relationships. In this case, then, “forbidden fruits” definitely leave a bitter after taste.

Teachers and non-teaching staff in schools occupy positions of authority in the lives of students. Hence, they often use their legitimate power to compel students to interact with them sexually. Gerrig (2012) shows how normative influence is a force that leads people to adopt behaviors, attitudes and values of others. Thus, student’s respect for their teachers and staff members makes them not to report them for sexual harassment. Victims frequently keep that to themselves to preserve the harasser’s respect by other students and staff member thus they also satisfy their desire to be liked, accepted and approved of by others.

Stigmatization and discrimination of sexually harassed students can be a challenge to their social life. School officials responsible for addressing sexual harassment often conceal or delay disciplinary action against perpetrators at a greater cost to victims. This makes sexual harassment commonplace in the school environment and these perpetrators often further victimized and stigmatized.

### **2.4.1 PSYCHOLOGICAL EFFECTS OF SEXUAL HARASSMENT**

The effects of sexual harassment are diverse and of different degrees. These often have a negative academic, psychological and behavioral consequence. Hand and Sanchez (2000) states that it has been reckoned that sexual harassment has detrimental effects on the victim’s

psychosomatic health in spite of the fact that sexual intercourse is not necessarily performed. Psychological effects highlighted by the Ontario Human Rights Code include anxiety, disrupted sleep, loss of appetite, inability to concentrate, lowered self-esteem, social isolation, and feelings of sadness, fear or shame.

➤ Depression

Melgosa (2014: 219) states that the “consequences of sexual harassment to victims is often displayed through symptoms of depression with symptoms of changes in sleep patterns (insomnia), loss of appetite, feelings of hopelessness, sadness and worthlessness.” These factors contribute to the feeling of alienation. The intensity of these depressed symptoms often leads one to develop suicide ideation. Hersh (2009) says, “When a scary external world and a chaotic internal world collide, the result is often overwhelming and confusing.” This explains why victims of sexual harassment suffer periods of fear, frustration and tearful episodes. Daveronis (2015:3) explains that students in high school are in a critical stage of developing their social identity and negative constructs such as depression and alienation are a frequent problem occurring in such social arenas. Martin (2006:401) supports by saying that, “ symptoms of depression include social alienation and withdrawal behavior.”

➤ Feelings of guilt and shame

Lahey (2004:444) says that “victims of sexual harassment suffer in the sense of becoming less comfortable and less relaxed at school.” Emotional disturbances can cause breach of trust and respect builds up between teacher(s) and student(s) because of unsolicited acts or words with a sexual connotation, the victim (student) starts to have feelings of guilt, shame and powerlessness which influence psychological problems like phobias, panic attacks, anxiety, depression and distress.

➤ Poor social relations

Social relations of victims and the harasser become strained and disrespect of figures of authority by the affected students affects discipline in schools. Distrust for the opposite sex results in victims being extremely careful with socializing with the opposite sex. Lahey (2004) states that overgeneralization is a form of maladaptive behavior that is often exercised by victims of sexual harassment. This cognitive thought has interpersonal consequences because the victim’s social skills increasingly become impoverished such that they end up living a solitary life.

➤ Poor academic achievement

Sexual harassment can result in poor grades on victims and witnesses especially when the tutor is the perpetrator. Those experiencing sexual harassment might lose concentration in class and the zeal to listen to the teacher. According to Ontario Human Rights Code, students shun being active in school related activities and passion for aiming higher and achieving academic excellency deteriorates in students experiencing sexual harassment. In Sweden, studies show that girls who encounter sexual harassment in school by their teachers or school personnel show lower commitment to education and lower self-esteem, and report a multiple of psychological, somatic and social consequences (Witkowska and Menckel; 2005). Crocker (2002), a researcher from the University of Michigan (USA) shows that self-esteem and academic achievement correlates. His participants revealed that their self-esteem had roots from academic achievement. The absence of self-esteem as a concept of psychological wellbeing suggests that the individual or victim might choose to be absent in classes, and it’s likely that they also face challenges like lowered hopes and expectations about the future. Martin (2006:401) agrees by saying that

“depressed people show no interest in normally interesting activities and they end up pessimistic about the present, past and future and feel helpless.”

- Sensation to impotency to stop the sexual harassment.

An introspection into the African sexuality helps to understand the reason why students feel inferior in reporting sexual harassment. Socialization in Africa states that women should be submissive and speaking out may be considered as challenging societal norms and values thus the plight of women to eradicate sexual harassment can never be ended as societal values ingrain a low self-esteem in females. Victims of sexual harassment suffer humiliation and yet they show loyalty to the harasser since the lack assertive ways to ward off the unsolicited behavior exposed to them by teachers or school personnel. Lahey (2004) propounds that because of the imbalance of power (in most African patriarchal societies) inherent in sexual harassment, it is undoubtedly true that most incidences of sexual harassment are not reported to authorities. Reporting sexual harassment is a direct confrontation to the harasser who might in turn retaliate. Thus students decide not to report sexual harassment by their teachers because they might be ill-treated in class or get failing marks at the end of the day. Contradictory findings of the same studies were made in Kenya where victims do not report sexual harassment because they receive little social acknowledgement and minimal legislative focus unlike sexual abuse that is easily detectable and punishable by law (Buluma, 2006).

- Transfer or dropping out from school

The Ontario Human Rights Code states that, students experiencing sexual harassment may abscond themselves from lessons, or drop out of school entirely. Rejection from peers for reporting sexual harassment as either a witness or victim has caused female students to transfer or drop out of school. Goleman (2005: 250) says that “dropping out from school has been a trend in students who are unpopular among their peers.” He explains that these children exhibit self-helplessness and their social incompetence becomes self-fulfilling prophecy.

- Fear to ruin his or her own reputation.

Peer groups are the core source of great influence during puberty and adolescence. Thus, people aged 15-19 fall under this category and reporting sexual harassment to them will ruin their

reputation with peers. Santrock (2005) explains that during puberty, adolescents experiment with finding and establishing their social identity and this makes them highly susceptible to emotional events. Thus, negative social behaviors like sexual harassment have lasting behavioral, emotional and cognitive impact on victims later in life.

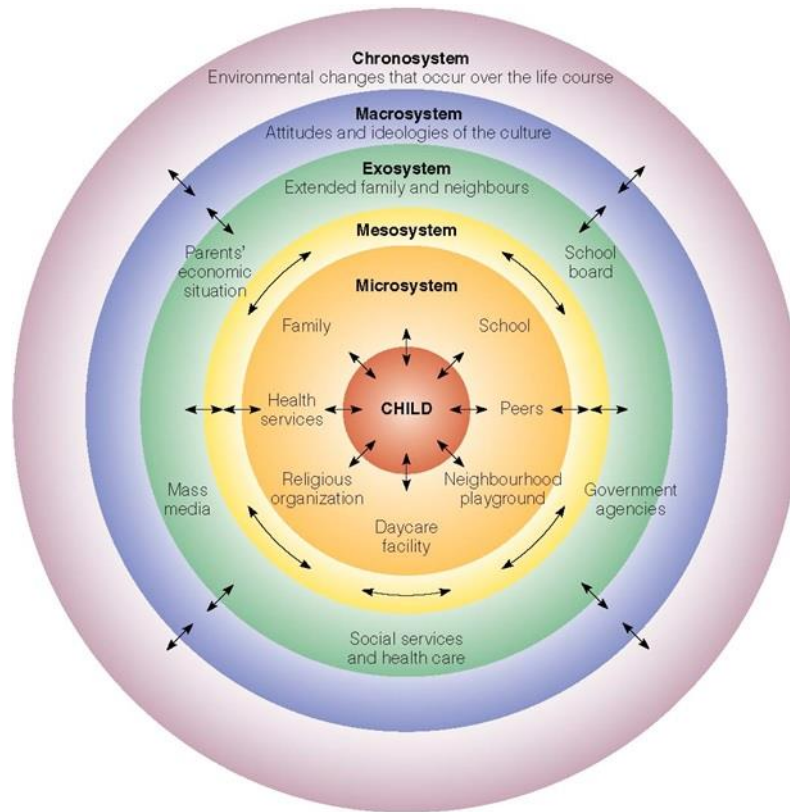
## **2.5. THEORETICAL FRAMEWORK**

Theoretical framework refers to a collection of interrelated concepts like theories that guides one's research. This research is guided by Bronfenbrenner's ecological theory. The core concept of ecological model is that behavior has multiple levels of influences, often including intrapersonal (biological or psychological), interpersonal (social or cultural) organizational, community, physical environment and policy. Thus, this study utilizes this theory in explaining the causes, attitudes and perceptions of victims and how to reduce or combat sexual harassment in schools.

### **2.5.1 Bronfenbrenner's Ecological Theory**

Bronfenbrenner's ecological theory is also called a multi-level approach. This theory posits that in an effort to understand human behaviour, we should pay attention to how it is influenced by the environment and in turn how human behaviour influences the environment. This theory takes a functionalism approach to psychology as it attempts to understand how the mind works by trying to uncover functional relationships between stimuli and responses. This theory hence will explain how sexual harassment can be attributed as a direct or indirect response to the environment in which the victim and the perpetrator lives. Bronfenbrenner's theory has five systems in the ecological theory, namely microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The diagram below illustrates the systems and how they influences or shapes attitudes, perceptions and outcome behavior of both the perpetrator and the victim towards sexual harassment





**N.B:** The child represents the individual who in this study is either in the context of the victim or the perpetrator of sexual harassment.

### **Microsystem**

This system involves the family, school, peers, religious organization, and neighborhood playground. Weak policies in schools can promote sexual harassment by failing to socialize members with values, attitudes, standards and taboos that would inhibit harassing and exploiting behavior. Girls from the urban centers whose education attainment was high tended to be more assertive than their rural colleagues of the same age, which suggested the role played by the socio-economic conditions in denouncing acts of sexual harassment is vital.

### **Mesosystem**

This is involves relationships between microsystems, or connections between contexts. For instance, the relationships between the relations of family to school experiences; school experiences to church experiences; and family experiences to peer experiences. Paludi and

Barickman (1998: 125) agrees by quoting an African proverb which says that, “It takes a whole village to educate a child.” This means that socialization in the spheres of the home, church and school interact in forming the morals and values to be upheld thus shaping one’s behavior, attitudes and perceptions. Thus, the school through learning process, teachers should model good behavior that can be learnt and reinforced through social leaning. However, teachers of today are the perpetrators of behavior, thus the family should not neglect its role in shaping good behavior. Today, children aged 15-19 have very little to none time of communication on sexual matters with their parents hence, most of their values are shaped by peer influence and the internet.

### **Exosystem**

This is a social context in which the victim or perpetrator exists. These include the community and neighborhood, as well as the organizations and social services available to the individual including parent’s economic situation. Though individuals do not interact with these organizations directly, they still have an effect on the individual. For example, adolescents might not have an interpersonal interaction with stakeholders like National Aids Council or Students And Youth Working on reproductive Health Action Team (SAYWHAT) but these have affect students aged 15-19 since they are involved in policies that are involved in adult sexual reproductive health (ASRH) in schools through peer education networks. Thus, students who associate themselves with peer education network can make more informed decisions when it comes to sexual harassment issues. However, the overview of ASRH strategy 11 (2016-2020) by Zimbabwe National Family Planning Council does not take too much cognizance of sexual harassment as it does to sexual abuse.

### **Macrosystem**

It includes attitudes and ideologies of a culture. Adolescent conduct is frequently an impression of the social qualities, traditions and convictions that they recognize themselves with. Dominant cultures tend to yield good results in character building than minority cultures. Adolescents tend to do value clarification. For example, they weigh if behavior displayed is in cognizance with their values such that they become either objective or subjective towards issues to do with sexual harassment. The influence of pop-culture has significantly affected how adolescents today comprehend morality. Annual reports of the Ministry of Primary and Secondary Education

reveal that there has been an increase in the number of improper association disciplinary hearings that have been conducted thus implying that moral decadence among adolescence can make sexual harassment commonplace in schools as the students conform to having sexual relations with their elderly.

### **Chronosystem**

The chronosystem focuses more on the global influences on children and they are not just limited to ecological and health issues but to economic forces and international events which have become more popular nowadays because of advancement in technology than ever before. Bronfenbrenner's theory gives reference to breakdowns that have occurred at the societal level. He pointed out that these breakdowns at any level, contribute to problems within the meso-system and the interactive systems within this system. The lament is over the number of resources spent protecting the physical environment at the expense of the social environment.

### **2.5.2 Erickson Psychosocial Theory**

Santrock (2005) asserts that Erickson's ecological theory includes eight stages of human development. Each stage consists of a unique developmental task that confronts individuals with a crisis that must be faced. The target population falls into the fifth stage of development where they are viewed as adolescents around 10-20 years. At this stage of development, there is identity vs identity confusion. Erickson focused on how people's sense of identity develop, how people develop or fail to develop abilities and beliefs about themselves which allows them to become productive, satisfied members of society.

Erickson's psychological theory of development gives a clear understanding of how relationships adolescents build have an impact on their sense of identity. Haralambos and Holborn (2013) explain that African socialization has made children to respect and look up to their teachers just like they do to their parents. Roeser et.al (1998) agrees by saying, "adolescence look for guidance and support outside of the home thus, positive relationships with teachers can enhance motivation, achievement and feelings of wellbeing." Teachers and the

school personnel help students to have a social identity in life by modeling upright moral and values that constitute good behavior in favor of societal norms, beliefs and values. Contrary to this, teachers abuse that trust and responsibility by practicing ill sentiments of sexual harassment towards female students thus causing identity crisis in adolescents today and poor academic performance in school, drop outs, transfers or worse in-school pregnancies.

Roeser et.al (1998) correlates emotional distress and impaired ability to learn. Their line of argument posits that the quality of adolescents' emotional adjustment is an important precursor to their academic achievement. Sexual harassment of students in the adolescent phase demotivates them to learn and "when intense feelings of anger, sadness and hopelessness are evoked, they negatively color their beliefs about themselves, their future, and their interpretation of events including how they perceive their academic competence. Poor self-perceptions of academic competence can lead to poor performance (Eccles, 1983, cited in Roeser et.al 1998). Thus, since adolescents spend most of their time at school, the school psychological environment also plays a part in shaping one's autonomy in making rational or irrational decisions and attitudes and perceptions towards warding off or conforming to sexual harassment. Since feedback is given by teachers by allocating grades, students might conform to sexual harassment of a teacher in favor of passing grades.

## **2.6 Previous Studies**

Dissertations, articles, journals, print and electronic media have cited several statistics across the globe on the prevalence of sexual harassment of students aged 15-19 in schools. Elspelage (2016) on University of Illinois has conducted a study on sexual harassment among middle school children. He posits that sexual harassment has become prevalent and directly related to homophobic bullying. According to Elspelage, 43% of the 1300 sampled students report being victims of verbal harassment while 21 percent reported being touched, grabbed or pinched in a sexual way; 18% said peers had brushed up against them in a suggestive manner; 14% being targets of sexual rumors and 4% had been victimized with sexually explicit graffiti in school locker rooms or bathrooms. While these acts of sexual harassment were displayed or performed in public areas like hallways, bathrooms and classrooms among others, the responsible authority in schools are flouting the fact that sexual harassment is happening in schools.

Massive school sexual harassment is under probe in Korea (Min-Sik, 2015). Speaking to the Korea Herald, male teachers in Seoul-based high schools were recently accused of sexually harassing their female colleagues and students for more than a year. Investigations made reports possible negligence by the authorities who could have possibly acted upon it, but rather, they overlooked the situation. 130 students and eight teachers have been transferred since February 2014. This ratio shows that students are mostly affected than teachers, implying that they are the victims and transferring students might affect their academic performance.

Fasting and Brackenridge (2009) found sexual harassment as being perpetrated by coaches in sport. 19 female elite athletes among the participants of the study show that coaches of sport in physical education harass students. Coaches were described as flirting-charming coach, the seductive coach and the authoritarian coach. These, just like teachers, abuse their power by exercising quid pro quo sexual harassment. Athletes are bribed to positions in sport and attendance of tournaments in exchange of satisfying the coaches' sexual desires.

Studies in Africa (Eshetu,2015; Buluma, 2006; Welle, 2016 ) have established the existence of sexual harassment in secondary schools. Welle (2016) reveals that the government of Mozambique expresses concern about the sexual harassment of more than 1, 500 girls in the country's schools in 2016. In 2011, statistics by the Demographic and Health Survey shows that 48 % of Mozambican girls marry before 15, making the country 11<sup>th</sup> highest rate in the world. 6300, 000 reports of violence, harassment and sexual abuse shows that teachers often harass students in exchange of passing them to the next grade. In Ethiopia prevalence of sexual harassment among female students was 35% throughout their schools life (Eshetu, 2015). This has resulted in victims of harassment alienating themselves from others, transferring or dropping out of school, suffer chronic depression and in worst cases unwanted pregnancies. Diab (2010), reports that sexual harassment in schools is considered as a form of gender segregation. He highlights that a survey carried out by the Egyptian Centre for Women's Rights (ECWR) with 1,100 participants resulted in 83% of Egyptian women and 98 % of foreign women (school girls included), reporting having been sexually harassed. A study carried in Gauteng Province by Conell and Witwatersrand Schools of Law, CALS and AVON (2014), in South Africa has shown

that 17.4% of children facing sexual harassment by educators missed school and 13% of the victims also reported lower grades as a result of their experiences and 7.8 % of girls aged between 7 and 18 who were not attending school cited expulsion because of pregnancy as the cause. These statistics seem to be rising as Eshetu highlights in his study in 2015.

### **2.7 Knowledge Gap**

This study sought to explore the phenomenon of sexual harassment in its full context to determine the psychological effects it has on female students and giving intervention strategies to be implemented in order to curb the prevalence of it. Eurocentric researches have been absorbed in the workplace environment and tertiary institutions while very few studies paid attention to sexual harassment in high schools being perpetrated by teachers and staff members. Thus, the researcher made an effort to make an Afrocentric research that explores the problem further as it applies to female high schools students despite age group in developing countries in Africa such as Zimbabwe.

### **2.8 Chapter summary**

The chapter covered the theoretical framework guiding the research as well as the conceptual framework guiding the research. Previous studies both local and international were also analyzed in order to come up with a gap in the body of literature to justify the essence of this research. The subsequent chapter endeavors to cover the methodology process that the researcher employs in a quest to search and understand the psychological effects of sexual harassment on female students.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter presents and justifies the research methodology used and the philosophical assumptions underlying the methodology. This is followed by a description of the research design and the justification for its use. Also included are details of the population, sampling techniques, and data collection instruments. Measures taken to optimize validity and reliability of findings will be highlighted. The actual data collection process is explained in the final part of the chapter which focuses on data analysis, presentation and interpretation. Ethical considerations will round off the chapter.

### **3.2 RESEARCH PARADIGM**

The research will use quantitative research. This paradigm quantifies the problem of sexual harassment by way of generating numerical data that can be transformed into usable statistics. According to Gravetter and Farzano (2009), the main distinction between qualitative and quantitative research is the type of data they produce. Quantitative research produce numerical scores while qualitative produce narrative reports.

#### **3.2.1 Strengths of quantitative research**

Research of this nature is high objective and less subjective to criticism. It is based on an ideology of objective realism and experimentation that has principles and concepts governing each and every step that the research takes. Therefore credibility for its validity and reliability is signified by its provision of a single truth and ideological singularity in every dimension of its applicability.

#### **3.2.2 Weaknesses of quantitative research**

In trying to achieve objectivity, disorientation driven by contextual demands affects the progression and carrying out of the research, there is always an element of human error in interpreting provided information, resulting in questioning of the extend of objectivity that the researcher may observe throughout the study.

### **3.3 RESEARCH DESIGN**

The study used descriptive survey design. According to Best and Kahn (2005), descriptive survey design seeks to find answers to questions through analysis of variable relationships. This design is considered appropriate for this study because it is expected to give the researcher the opportunity to give a description, record, analyze and report data on the prevalence, causes and consequences of sexual harassment of female students in schools. Surveys are probably one of the most frequently used types of descriptive research. Such surveys usually rely on self-report inventories in which people fill out questionnaires about their own behaviors or opinions. The advantage of the survey method is that it allows social psychology researchers to gather a large amount of data relatively quickly, easily, and cheaply.

### **3.4 TARGET POPULATION**

The study targeted female students at Marondera High School. Female students from form three to advance level are approximately 240 students.

### **3.5 SAMPLE SIZE**

A sample is a small portion of a target population, while sampling refers to selecting a given number of subjects from a defined population to represent the entire population under study. Any statements made about the sample should also be true of, the population.

Sampling is when researchers reduce the amount of data they need to collect by considering only from a subgroup rather than all possible cases. Sampling eliminates the need for testing everyone in a population. Sample size is critical in research. Without an appropriate sample size, data may not be reliable, and conclusions may be based on misinformation. Sample size is an important part of establishing the validity of the study. In general the larger the sample size, the more likely the research is to be accurate. As mentioned previously, this sample is drawn from the target population. A quarter of 240 have been used since there were 60 female participants to the study.

### **3.6 SAMPLING METHOD**

#### **RANDOM STRATIFIED SAMPLING**

The researcher used stratified random sampling to select the participants. It involves the division of a population into smaller groups known as strata. This stratum has people with similar



attributes. In this study, the researcher put students in three clusters based on their age and level of education. This was done to compare the prevalence of sexual harassment according to level of education and age.

### **3.7 RESEARCH INSTRUMENT**

#### **Questionnaire**

Questionnaires were administered to a total of 60 respondents. All the respondents were female. Carrying out a quantitative study using questionnaire offers considerable advantages in the administration. They are easy to administer to large numbers of people simultaneously, and further provide the investigation with an easy accumulation of data. Questionnaires also offer confidentiality because they are administered anonymously, and they save time

The questionnaire used Likert Scales. Gavin (2008: 158) explains that ‘these scales are statements on a questionnaire which can be expressed in terms of neutrality, agreement or disagreement with them.’ After the questionnaire was completed, “each item was analyzed separately or item responses were summed to create a score for a group of items.” These scales are sometimes called summative scales (Gavin 2008:157-159).

#### **Advantages of questionnaires.**

- The questionnaire is practical in measuring the frequency of sexual harassment and can be standardized therefore ensuring reliable results.
- Participants can divulge information on the prevalence, causes and effects of sexual harassment in no time.
- Raw data can be quantified it can be used to compare and contrast other researches and can be used to measure change.

#### **Disadvantages of questionnaires.**

- Susceptible to response bias as participants can respond in a way that seems socially appealing regardless of what she feels and know about sexual harassment. .
- “Poorly constructed questionnaire collects poor data which is not easy to analyze”(Coolican, 2006:73).

### **3.8 DATA COLLECTION PROCEDURE**

A clearance letter was acquired from the Midlands State University's Psychology Department to facilitate the research. The letter was meant to assist the research get authorisation from the school as well as acts on behalf of the department to gain the trust of the Ministry of Primary and Secondary Education. Seventy research questionnaires were printed in preparation for data collection. The researcher travelled to Harare and sought a research permit from Ministry of Primary and Secondary Education (Head Office). The researcher left application for permission to research and attached to the letter were the questionnaire, and the clearance letter from MSU Psychology Department. After permission was granted that afternoon, the researcher visited the Director of the Discipline department and asked for assistance with national statistics of sexual harassment cases from annual reports. Statistics were collected and the researcher thanked those who assisted and departed. Thereafter, proceeded to liaise with Mashonaland East Provincial Offices where a second permission to research was granted. The researcher also paid the District Education the intended study in Marondera district. Thereafter, the researcher visited the Headmaster of Marondera High School to seek permission to carry out the research using their female students. An appointment to meet the students was scheduled for the following day. The researcher visited the school on the appointed date and met with the school head and his deputy who granted permission to meet the students with the assistance of the senior lady. Once the students were gathered, the researcher introduced herself, created rapport with the respondents, explained the purpose and significance of the study, assured them of the ethical considerations guiding the research (especially confidentiality to information provided) and then administered the questionnaires to the respondents. The completed questionnaires were collected once they had been filled and thanked the respondents for their unwavering support through participation.

### **3.9 DATA ANALYSIS AND PRESENTATION**

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense, recap and evaluate data (Dawson and Catherine, 2010). The researcher used descriptive statistical tools namely tables, graphs and pie charts to present socio demographic data and other related data obtained from participants in which responses were scored in numbers or percentages. Microsoft excel was used in arranging data and making statistical analysis of responses received from respondents.

## **Tables**

Tables were used to clarify the response rate of the participants. This presentation of data is precise since information is in rows and columns and any reader of the research can easily comprehend the information.

## **Bar charts**

The researcher used bar charts which makes it easy to compare variables because data is presented in horizontal and vertical bars. This type of presentation is suitable for the research because these bars will clearly highlight the frequency of sexual harassment.

## **Pie chart**

This type of presentation is appropriate to the research because the target population is of female students of different age groups. Thus, a pie chart is easier to use when presenting very few categories.

### **3.10 ETHICAL CONSIDERATIONS**

Coolican (2006) defines ethics as the correct rules of conduct necessary when carrying out a research. These guidelines are assurances and safeguard the public to be able to trust the psychologist they encounter and to feel that they are not being exploited or harmed. Jackson (2012:39) highlights that when conducting research with human (or non-human) subjects, the researcher is ultimately responsible for the welfare of the subjects. Since the research will be dealing with female students socialized in native homes, the issues is considered sensitive and deviant by societal morals, the ethical guidelines helps to protect both the researcher and the subjects or participants. Some of the ethics that the researcher will observe are outlined below:

**Debriefing:** Participants were carefully debriefed about the true goal of the research that is to reveal the frequency of sexual harassment, what causes it and the consequences of it. Debriefing is normally done before participants grant their informed consent.

**Informed consent:** The researcher will explain to the participants what the research is all about before asking them their consent to participate in research. Information on the purpose, procedures and time involved as well as risks and benefits of the study will be discuss before participants agree to take part in the study.

**Autonomy:** The researcher respects participant's right to self-determination. Thus, an honest preamble of what the research seeks to find has been written such that respondents are free to engage themselves in answering the questionnaire. With the same freedom participants have their full right to withdraw from participating.

**Confidentiality:** Confidentiality means not revealing private or personal information of the participants without their permission. Thus, there shall be no real names or contact details on the demographic information of the participant that shall be used in the research.

**Anonymity:** If a report on statistics carried out is to be published, then they are no longer confidential but they can certainly remain anonymous (Coolican, 2006:198). Female students participating in this study need an assurance that their names remain inconspicuous. The researcher designed codes to the instruments to meet this ethical guideline in conducting a psychological research.

### **3.10 Chapter summary**

In conclusion the researcher employed a quantitative research approach with a descriptive survey design. Purposive sampling was used to get a sample of 60 female participants to the research. The whole research process was conducted under ethical considerations.

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

### 4.1 INTRODUCTION

The chapter comprises of raw data that has been collected after administering questionnaires to participants. Thus, the chapter gives an overview of the statistics that would be presented and analyzed using tables, chart and graphs.

### 4.2 RESPONSE RATE

The researcher administered 60 questionnaires to the selected participants who were in form two through advanced level.

**Table 1.1**

<b><u>Form of Participant</u></b>	<b><u>Questionnaires Distributed</u></b>	<b><u>Responses</u></b>	<b><u>Response Rate</u></b>
Form 1-2	16	16	100%
Form 3-4	27	27	100%
Form 5-6	17	17	100%

The table above depicts that no participant withdrew from the research which suggests that the response was 100% and all the questionnaires were completed. This high response rate implies that the methodology used by the researcher has been effective and the participants were willing to participate.

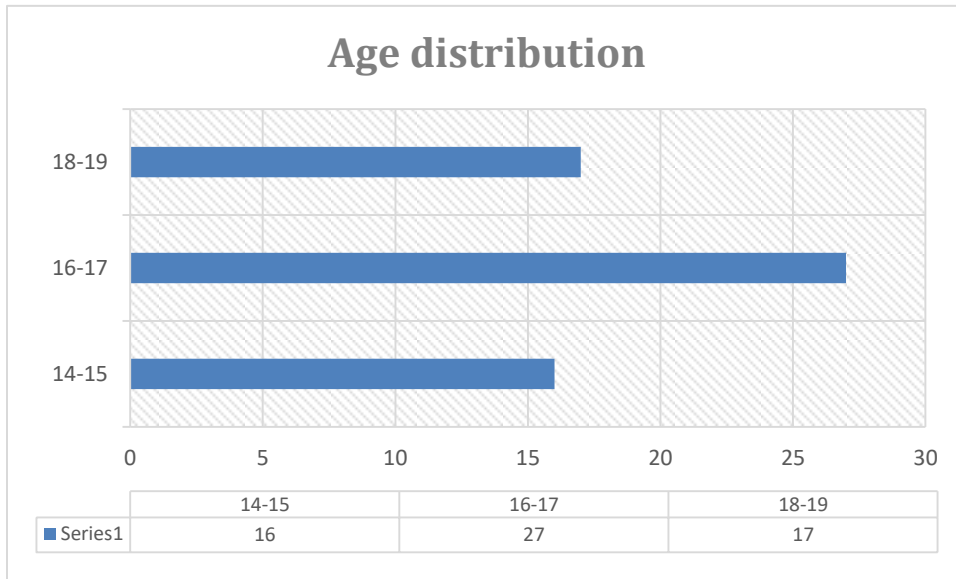
Participants to this study were 60 female students and their responses were to answer the following objectives:

- To measure the prevalence of sexual harassment among female students.
- To analyse the causes of sexual harassment.
- To establish the consequences of sexual harassment on female students

### 4.3 CHARACTERISTICS OF THE RESPONDENTS

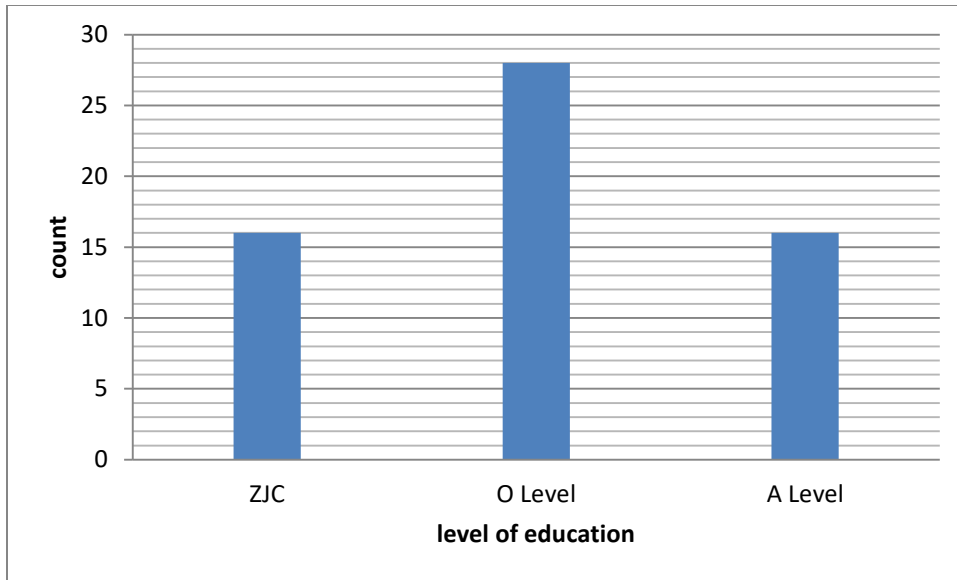
Sixty female students responded to the administered questions. These student were purposively sampled in three clusters that is ZJC , “O” level and “A” level. Tables, pie charts and graphs were used to present and analyse raw data.

#### Demographic data



**FIGURE 1.1 Age distribution of the respondents**

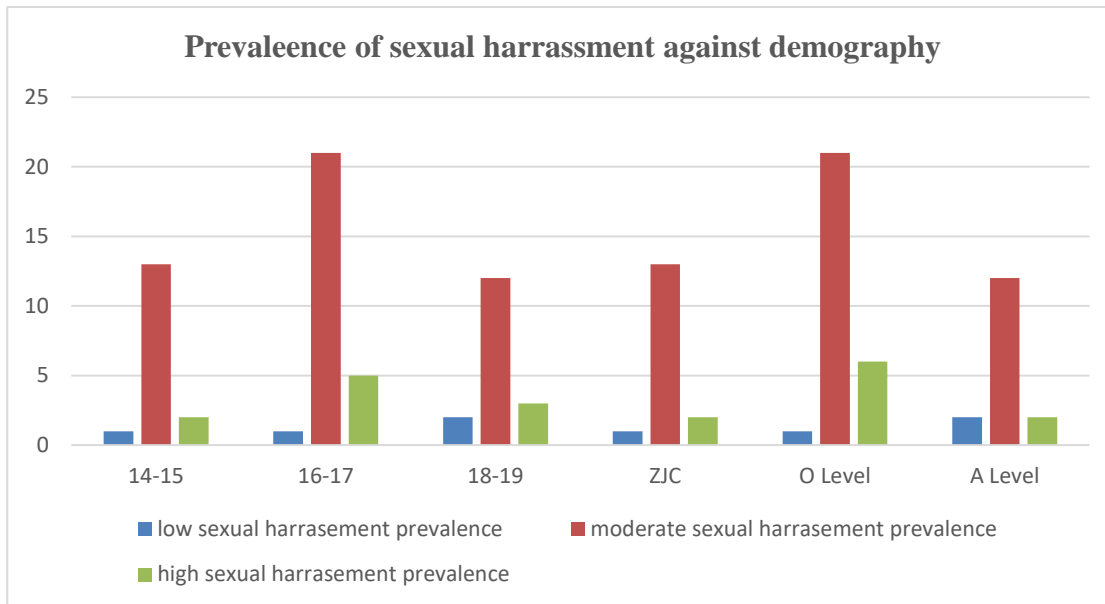
The figure shows the age of the respondents. 22% (16) of the respondents were aged between 14 and 15 while 45% (27) was dominated by female students aged between 16 and 17 and 28% (17) of the sample were aged between 18 and 19. This shows that the research respondents were highly dominated by female student aged between 16-17.



**Figure 1.2 Participants Level of Education**

The majority of the participants were doing ordinary level with 46% (28) of the student followed by 26 % (16) advanced levels and the least being ZJC with 26%(16). This suggests that ZJC and advanced level students are at par in terms of their frequency in participation.

#### 4.4 PREVALENCE OF SEXUAL HARASSMENT

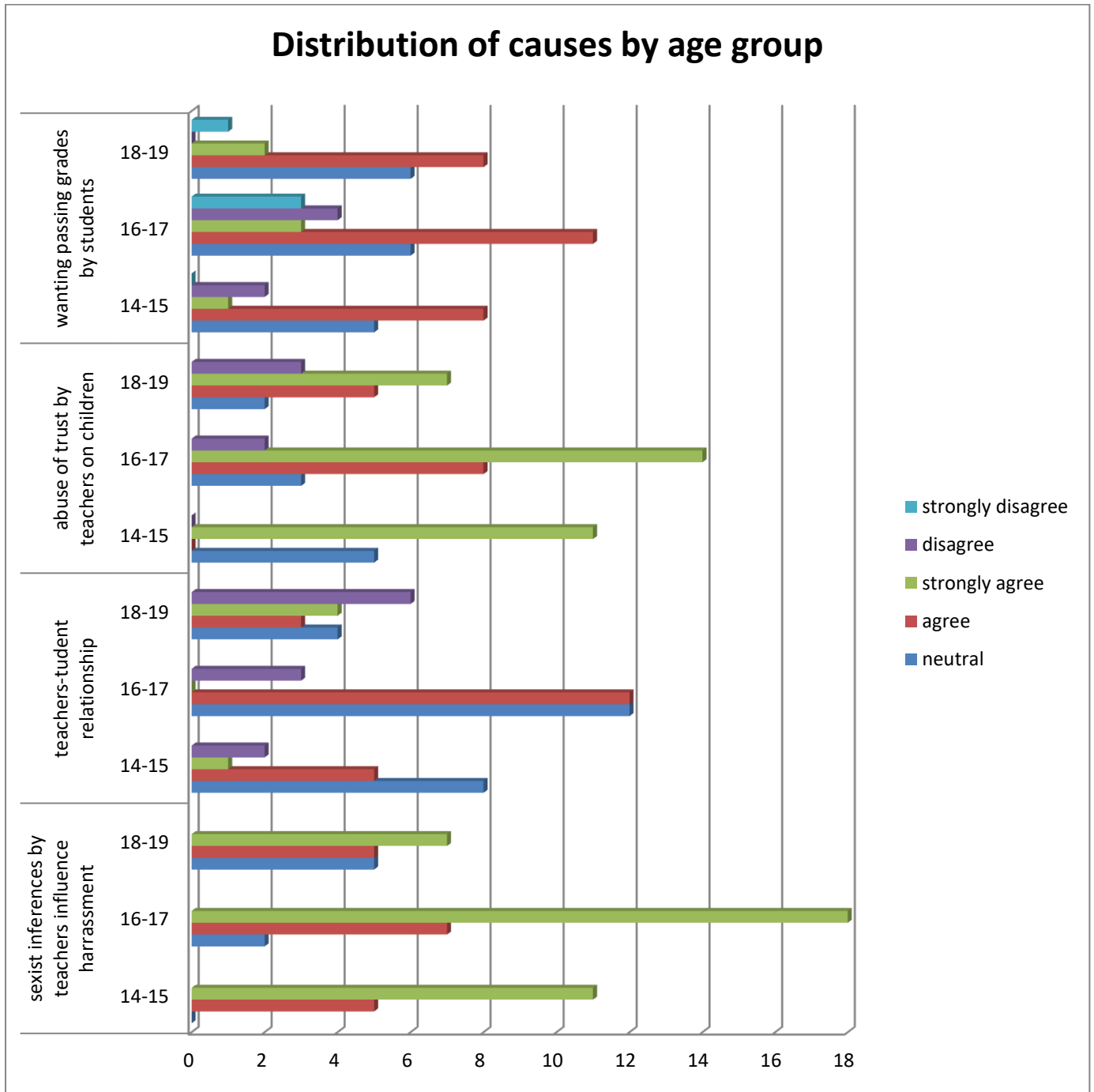


**Figure 1.3: Prevalence of sexual harassment against demographic characteristics**

Results reporting to moderate prevalence of sexual harassment is among students aged 16 to 17 who were 21(35%) with also those who had completed “O” level 21 (31%). Thus the majority of the participants reported moderate sexual prevalence. Therefore these findings might suggest that sexual harassment was moderately prevalent at Marondera High School.

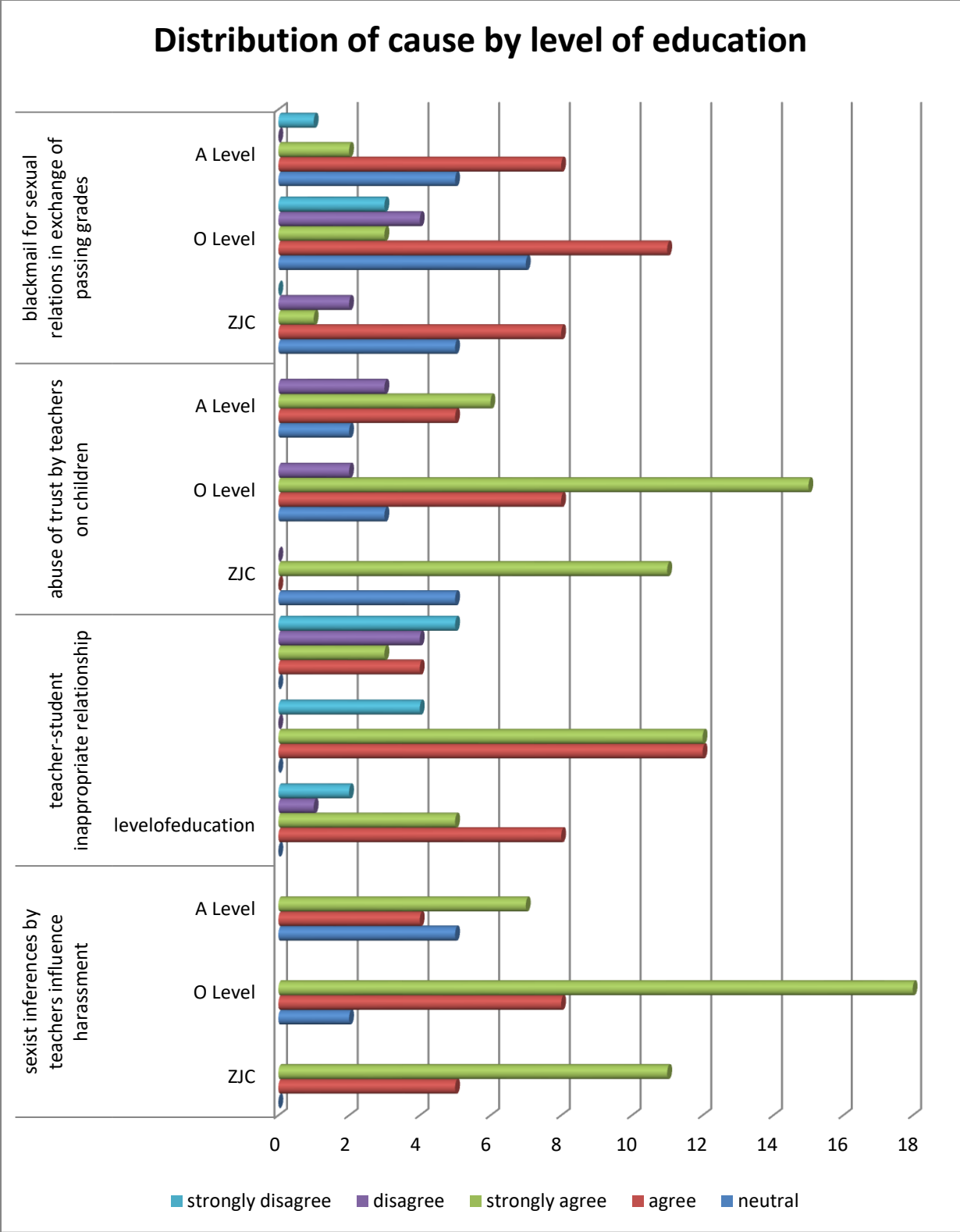


#### 4.5 CAUSES OF SEXUAL HARASSMENT OF FEMALE STUDENTS



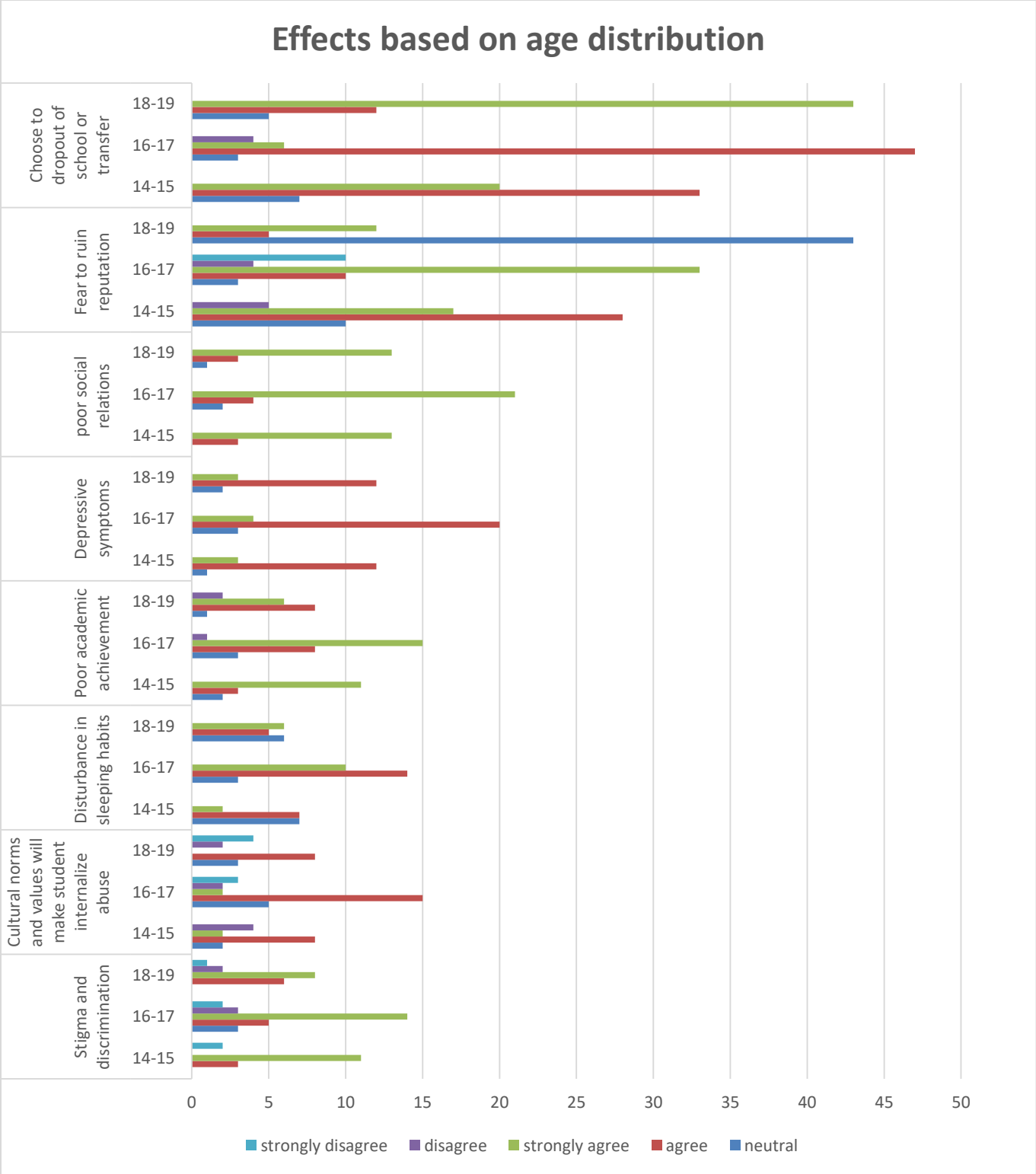
**Figure 1.4: Responses to causes of sexual harassment by age**

The highest prevalent cause of sexual harassment among all age groups was inappropriate speech by teachers in stressing a point in class. 30% (18) of students aged between 16-17 have strongly agreed to sexual inferences as the cause for sexual harassment among students. This might depict that verbal sexual harassment is most prevalent to female students aged between 16-17 at Marondera High School. 3% of participants aged between: 15-16, 16-17, and 14-15 disagree to wanting academic favors, abuse of trust by teachers and teacher student relationships respectively as the causes of sexual harassment. 20% of female participants to the study have shown equal neutral and agreeing responses to teacher-student relationships as the cause of sexual harassment. Participants of the same age group report 23% (14) strong agreement in abuse of trust by teachers as triggering sexual harassment.



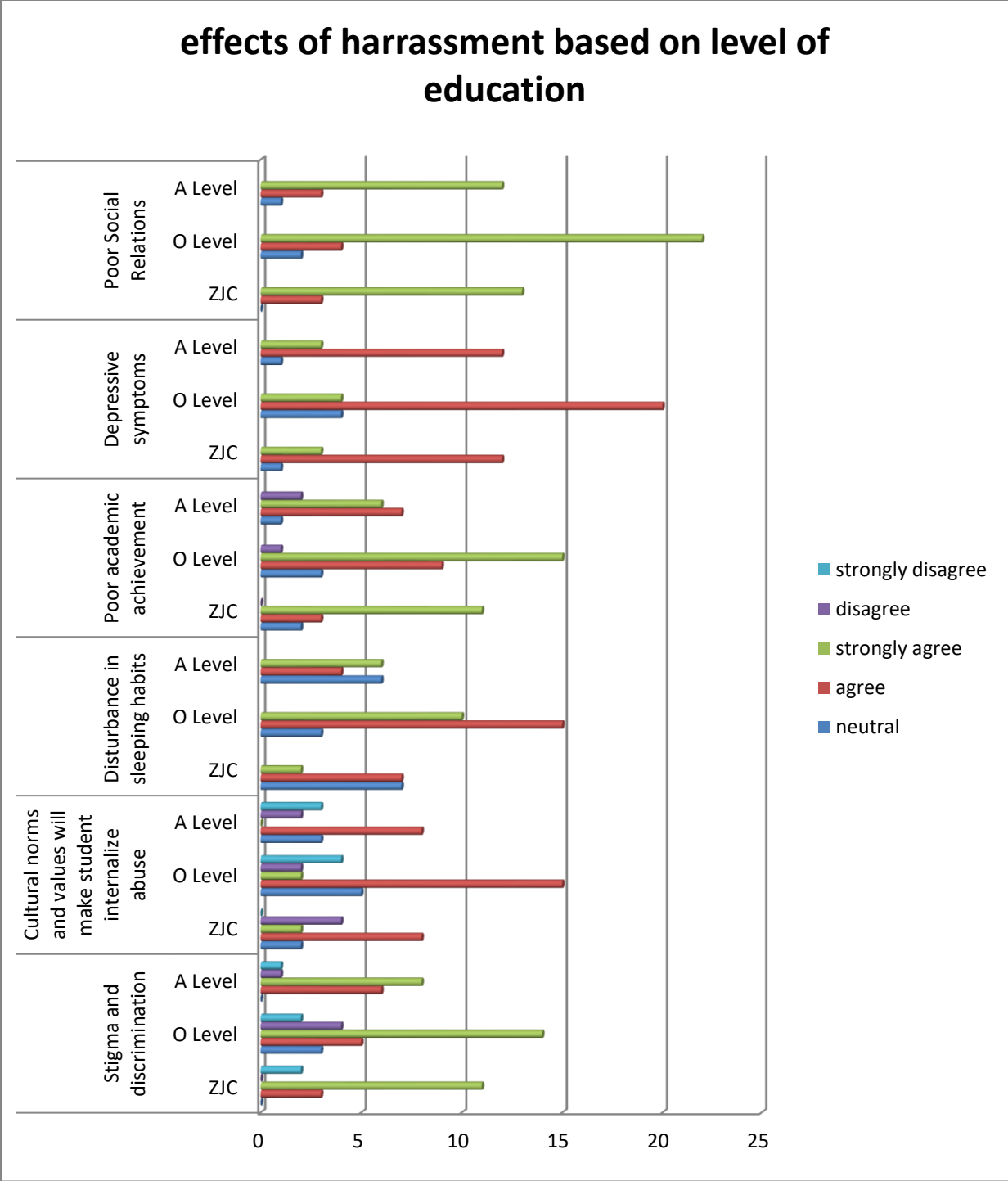
**Figure 1.5: Responses to causes of sexual harassment according to level of education**

The majority of students agreed to teacher's use of sexist inferences like sexist humor as the most prevalent cause of sexual harassment. This might suggest that teachers at Marondera High School perpetrate verbal sexual harassment by communicating their negative attitudes and prejudice by using sexually charged unsolicited jokes. Ordinary level students and advanced level students have an equilibrium disagreement of 4 (6%) to wanting passes and having improper associations with teachers respectively. Despite different levels of education, 13% (8), represented by five agreement bars show consistency of views to different perspectives of what causes sexual harassment.



**Figure 1.6: Age responses on effects sexual harassment**

Students of all age groups strongly agreed that sexual harassment affects one's social life. Students aged 18-19 strongly agreed while students aged 16-17 agreed that they would choose either to transfer from the school or dropout from school because of sexual harassment persistency. Statistics reveal that all age groups agreed that sexual harassment results in depression. Very few strongly disagreed to all the effects of sexual harassment presented by the graph above. The highest responses can be noted as strongly agree and agree which suggests that all the above stated effects can be experienced by anyone who had been a victim and witness of sexual harassment.

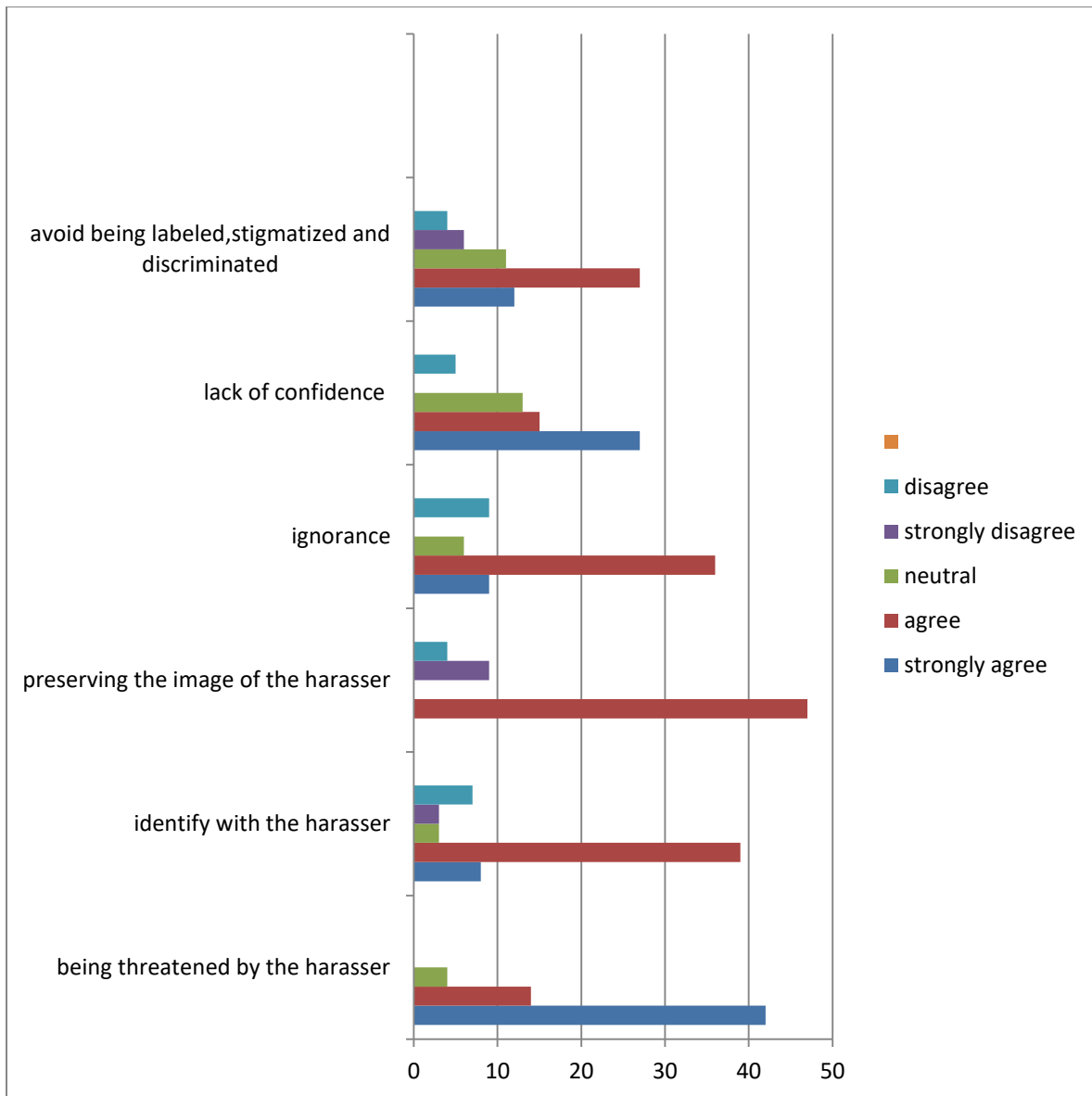


**Figure 1.6: Response to effects of sexual harassment based on level of education.**

“O” level students have the highest rate of agreeing to the effects of sexual harassment while ordinary and advanced level students strongly disagree to the position that cultural norms can make students ingrain sexual harassment as acceptable. This might suggest that sexual

harassment is prevalent among ordinary level students at most or they are very much aware of what sexual harassment is and how it can have an impact on them.

#### 4.6 CAUSES FOR NOT REPORTING SEXUAL HARASSMENT



**Figure 1.7: Responses to underreporting of sexual harassment**



The most prevalent response to underreporting of sexual harassment is 70% (42) to which participants agreed to threats by the harasser as the cause, followed by lack of confidence 60% (36) and the least being identifying with the perpetrator of sexual harassment. This implies that threats instill fear in female students to report sexual harassment and lack of confidence makes victims not to ward off sexual harassment. The highest frequency in agreeing can be observed as preserving the image of the perpetrator 78% (47) and followed by identifying with the harasser 13% (39). Findings might suggest that students see the image and position of the teacher perpetrating sexual harassment as far more important ignoring the detrimental effects it has on them.

#### **4.7 Chapter Summary**

The chapter has discussed findings of the study and analyzed them. It was also effective in answering the research questions and objectives guiding this research. The presented data will be discussed in the next chapter where statistical interpretation of the graphs will be related to literature review.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The chapter will discuss the findings, recommendation and the summary and will give an analysis of the results that were found in chapter four concerning the prevalence of sexual harassment at Marondera High School.

### **5.2 DISCUSSION OF RESULTS**

This chapter presents the discussion of the findings of the study in accordance to the three objectives of the study and research questions in the study. The chapter also gives conclusions and recommendations to the in relation to sexual harassment. The research was intended to reveal the prevalence, causes and consequences of sexual harassment of female students at Marondera High School.

#### **5.2.1 PREVALENCE OF SEXUAL HARASSMENT**

The findings illustrated that there was moderate prevalence of sexual harassment. What is of interest to note is that though participants revealed that they were once witnesses or victims of sexual harassment, most of them strongly agreed that they are not confident to report sexual harassment because of fear, threats from the harasser, and other constraints of morality ingrained in them by societal values. This tally with literature that students are being sexually harassed but because they are not conscious of the consequences of sexual harassment, how to report it and to whom, they just let harassers to continue victimizing them.

Moderate prevalence of sexual harassment was among female students aged 16-17 and doing their ordinary level at Marondera High School. This age group was willing to participate and because they also constituted the largest percentage of the sample, their responses outnumbered of those in advanced level and ZJC. However, responses made by this age group attracted the attention of the researcher since their responses showed that this group could be witnessing or being victims of sexual harassment. Erickson's psychosocial theory supports that this stage identity crisis confronts development of adolescents. Thus, students aged 16-17 might have had

an interest in this study because they have problems of identifying themselves with peer influence. This makes them feel shy to betray their identity by tarnishing it through reporting sexual harassment.

The prevalence of sexual harassment has remained veiled in obscurity because findings have shown that sexual harassment goes unreported as victims live in fear of being labeled, victim blaming, stigma and discrimination among others. Hence, Harbour (2010) asserts that, “girls suffer in silence.” Findings of the study have suggested the following reasons as causes for not reporting sexual harassment:

- Fear to ruin reputation and impotency to report sexual harassment was highlighted by respondents as challenges that they face in reporting sexual harassment. Respondents said they feel inferior to report sexual harassment because of threats from the perpetrator, identify with their teacher and peers. Berndt (1992) and Hartup (1996) cited by Gerrig et al (2012:370) explains that “adolescence’s interaction with peers defines the social component of their developing identities, which will determine the personality or kind of being they will be and relationships the choose to pursue.” Thus, female students who participated in this study revealed that their need to affiliate with their peers was an obstacle in reporting sexual harassment. Reporting sexual harassment would mean that their reputation and that of the harasser will definitely get ruined, thus they would rather suffer in silence.
  
- Threats from perpetrators was instilling fear in the witness of victim, thus making students not to report sexual harassment and choose to preserve the public image of the perpetrator. The majority of the participants agreed that they do not report sexual harassment because they empathize with the harasser and as a public figure (being their class teacher) hence, they remain loyal in preserving a good reputation of the teacher(s) perpetrating such lecherous behaviors. These findings are in line with Melgosa (2014) who attributes underreporting of sexual harassment to Stockholm syndrome. This syndrome could explain why students agree to have been witnesses or victims of sexual

harassment and at the same time feel that they are not confident enough to ward off and report sexual harassment.

- However, contrary to the above reasons, Buluma (2006) stated that victims in Kenya would not report sexual harassment because “they receive little social acknowledgement and minimal legislative focus unlike sexual abuse. This was evidenced by the researcher too because in Marondera, sexual harassment cases in schools do not attract the attention of law unlike sexual abuse which is also handled by law enforcers, the Zimbabwe Republic Police (ZRP) under Victim Friendly Unit (VFU) and Victim Friendly Courts. Law does not pay attention to verbal sexual harassment because it lacks substantive evidence unless there are eye witness testimonies; otherwise they sometimes treated cases of verbal sexual harassment as hearsay (Manzongo, 2014).
- Inferiority complex was discovered to be the reason for not reporting sexual harassment in the absence of reinforcement of pro-social behaviors. Thus, clear policies of the school in favor or combating sexual harassment reduces performance of behavior and if one becomes a victim, they will speak up. Findings have shown that the majority of the respondents at Marondera High School reported that they do not know how to report sexual harassment and they felt that the school and clubs within the school like Girl Child Network and Guidance and Counselling can do something about sexual harassment though they are not pleased with their services. Therefore, students who are victims of sexual harassment have failed to report sexual harassment because clubs at Marondera High that seem functional are not youth friendly and their services do not satisfy students. It also implied that there are no clear policies that address issues of sexual harassment since the majority of the respondents showed that they lacked comprehensive knowledge of sexual harassment. Bronfenbrenner’s theory further supported by explaining that weak policies in schools can promote sexual harassment by failing to socialize members with values, attitudes, standards, and taboos that would curb sexual harassment.

## 5.2.2 CAUSES OF SEXUAL HARASSMENT

The majority of participants strongly agreed to the use of sexist inferences by teachers to be causing sexual harassment. Participants showed that teachers are using chauvinistic interpretations in class, which perpetuate verbal sexual harassment. These sexist remarks create a hostile learning environment that encourages verbal sexual harassment thus making students feel uncomfortable. Leach and Mitchell (2006) explains that male counterparts use chauvinistic inferences to prove sexual prowess, dominance and control. Statistics has proved that male teachers at Marondera High School use offensive sexual language that belittle women and hurts their self-esteem resulting in feelings of shame, humiliation and anguish.

Student-teacher intimate relationships are not highly prevalent, some of the responses to the research question illustrated that the normal student-teacher relationship might exceed beyond class discussions. Ordinary level students agreed to this as a cause of sexual harassment. This might suggest that male teachers take advantage of their position in shaping career identity to blackmail students to conform to unsolicited comments and sexual advances in exchange of passing grades. This has been supported by Erickson's theory of development which shows that the relationships that adolescence form shapes their identity. Thus, adolescents seek guidance outside the home as propounded by Roeser et.al (1998), to which they learn from their teachers as role models. However, it is this trust that gets misused by their teachers to blackmail them, use inappropriate speech, and make suggestive speech or unsolicited sexual advances. The Ministry of Primary and Secondary Education's efforts to create a learner friendly environment will be crushed if verbal sexual harassment is present in schools.

The findings from the study demonstrated that sexual harassment is becoming prevalent as a result of blackmailing to fail students. Welle (2011) articulates that male teachers who are perpetrators of sexual harassment practice quid pro quo sexual harassment by blackmailing students to conform to their unsolicited comments of a sexual nature, suggestive gestures, among other types of sexual harassment behaviors in exchange for passing grades. Students may conform to this trap because they want academic acknowledgment at the end of their career journey.

### **5.2.3 EFFECTS OF SEXUAL HARASSMENT**

The responses indicated that half of the participants displayed poor social relations after experiencing sexual harassment. Poor social relations includes alienation, fear of the opposite sex, These social effects of sexual harassment show that sexual harassment is a gendered harassment that upholds values of a patriarchal society.

Stigma and discrimination was apparently the second most prevalent effect of sexual harassment. This supports the fact that sexual harassment is gendered. Chireshe (2011) has revealed that societal constraints result in stigma and discrimination of victims and witnesses of sexual harassment. People often have the need for oneness and this collectivistic thinking can affect students when they get harassed. Their peers and social circles may do victim blaming because if sexual harassment has been perpetrated by a male teacher, people have a tendency of blaming the victim for seducing the perpetrator. Findings of the study suggested that by virtue of exposing male teacher(s) perpetrating sexual harassment, society, which in this context are other students and teachers at Marondera High School stigmatize, discriminate and marginalize the one who reports sexual harassment or witnesses it. This effect to harassment affects students from reporting sexual harassment because vicarious learning is done when they notice how society treats those who previously reported sexual harassment.

Findings suggested that sexual harassment is contributing to feelings of depression. Daveronis (2015:5) explains that during adolescents, students experiment with finding and establishing their social identity, which makes them highly susceptible to emotional events. Thus, the emotional strain causes by experiencing sexual harassment can leave the victim or witness depressed because they might feel inferior to report sexual harassment. Depression can result because sexual harassment is inconsistent with what they perceive from an ideal teacher. Thus, depression becomes an emotional response to injured self-esteem.

Poor academic achievement was also rated by participants as an effect of sexual harassment. All the age groups revealed that they strongly agreed that being a witness of victim of sexual harassment can affect quality of academic achievement. Sexual harassment creates a hostile

environment within learning environments. Thus, when female students who are victims and witnesses of sexual harassment are living in fear of male teacher(s) perpetrators, they start building intrinsic negative self-evaluation of their academic capabilities which makes them lose interest in academic activities thus resulting in a carefree attitude towards the grades they will achieve at the end of the day.

The evidence gathered demonstrated that most of the participants of the study strongly agreed and most of them agreed that they would choose to drop out of school, or absent themselves from classes when experiencing sexual harassment. This consequence of being sexually harassed depicts that victims or witnesses of sexual harassment may decide on that with the intention of avoiding frequent encounter with the perpetrator(s). Scholars like Crocker (2002), Melgosa (2014) and Goleman (2005) shows that sexual harassment experiences instill a low self-esteem in the witnesses and victims of sexual harassment. This might result in the victims making irrational decisions like leaving school or dropping out of school completely as a way to escape harassment.

### **5.3 CONCLUSIONS**

The above evidence revealed that moderate sexual harassment of female students is happening at Marondera High School. Female participants to the study have agreed to have encountered sexual harassment either as victims or witnesses. The sampled size has depicted that students at Marondera High School are lacking comprehensive knowledge about sexual harassment as well neither how to ward off sexual harassment nor reporting it. This implies that sex education at Marondera High School is not being taught and that there are neither clear channels to follow nor policies that address issues to do with sexual harassment. Social constraints seem to be the reason why students conform to verbal sexual harassment and at the same time fail to report sexual harassment. It was also established that the use of chauvinistic inferences by teachers and blackmail to offer academic prowess has been used by male perpetrators who abuse their power and trust that students put in them to verbally abuse them. Students have shown that sexual harassment can affect them through stigma, discrimination, depression, fear, poor social relations and academic achievement.

## **5.4 RECOMMENDATIONS**

Findings of this study have shown that female students are facing sexual harassment though its prevalence remains veiled in obscurity because of the social consequences that comes with reporting sexual harassment. Sexual harassment has psychological and social effects on female students who witness or are victims of it. Hence, the researcher finds it fit to have the following recommendations:

### **Scholars**

Students should join or make clubs that gives them a platform to discuss issues of sexuality and sensuality that have long been painted a taboo when sharing by most African cultures. Students should be objective in choosing their circles of friendships since these can shape their sense of identity and be influential in tolerating sexual harassment in fear of being labeled or marginalized. They should also closely monitor their relationships with male teachers, and avoid neither being in compromising situation nor having a conversation that is sexually charged. Involvement in extracurricular activities enhances their sense of belonging and increases personal development especially social and practical skills.

### **The School**

The school should enhance social skills through various types of sex education. School policies should clearly state the code of conduct between teacher-student relationships, as of what is out of bound and its consequences. Clubs around the school can be formed and if they are there should be active in teaching and handling sexual harassment cases. These units should be youth friendly, accessible, affordable, and consistent with adolescent norms without necessarily being judgmental and can uphold confidentiality and privacy of information they receive from students. Open discussion with pupils on derogatory language from the teachers and how to relate with them should be discussed by making girls assemblies effective.



## **Ministry of Primary and Secondary Education**

The Statutory Instrument No. 1 of 2000 as amended should clearly state sexual harassment and behaviors that constitute it other than bracketing it into improper association. Students should know about these policies because some do not report sexual harassment because they are ignorant of these policies that govern student-teacher relationships.

Students lack comprehensive knowledge on how to ward off, report and perceive sexual harassment. Thus, issues of sex and sensuality should be taught in schools and be examinable apart from just teaching it in Guidance and Counselling. Government should encourage clubs like Peer Education because peer to peer counselling can soothe the grieving heart of victims and witnesses of sexual harassment. Thus, the Ministry should liaise with stakeholders like National Aids Council, SAYWHAT, Padare Men's Forum of Gender among others such that they sponsor activities of clubs that teach or raise awareness on sexual reproductive health in schools.

## **Teachers**

Teachers should avoid the use of sexist or chauvinistic language when trying to make a point. This denigrates female students and can instill a sense of inferiority or low self-esteem in them. Life skills training should be done in class such as managing relationships, self-esteem, decision making, self-control and assertiveness. When students get equipped with these skills, they can manage to make independent rational decision and when they are assertive, they are able to communicate their position to unsolicited advances, freely expressing in a direct, honest and dignified manner. Thus students must be taught not to tolerate lewd speech or comments that leave them uncomfortable by laughing at jokes with sexual innuendo or get involved in sexually charged conversations with their teachers as this will give a bad impression that they want such kind of attention.

## **5.5 Conclusion**

The chapter was on discussions of results, conclusions and recommendation. The discussion of results and conclusions were based on research questions, which later mapped the recommendations.

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## APPENDX A QUESTIONNAIRE

I am Anne F Majoni an undergraduate student at Midlands State University studying BSC Psychology. I'm kindly requesting you to add value to my research project by answering to my questionnaire. The research topic is entitled: **PREVALENCE OF SEXUAL HARASSMENT AMONG FEMALE STUDENTS AT MARRONDERA HIGH**. The information in put in the questionnaire will be kept confidential and will be used for academic purposes only.

Please respond to the given questions by filling in the blank spaces provided. There is no need to write your name.

### SECTION A: DEMOGRAPHIC INFORMATION

1. Age
- 15-16
- 16-17
- 18-19
2. Level of education: ZJC  'O' Level  'A' Level
3. Socio-economic status: Low class  Middle class  Upper class

### SECTION B: PREVALANCE OF SEXUAL HARASSMENT

4. Do you think sexual harassment is happening within your school community?

1. Neutral	
2. Agree	
3. Strongly Agree	
4. Disagree	
5. Strongly Disagree	

5. Have you personally witnessed, or have you been a target of sexual harassment?

1. Neutral	
2. Agree	

3. <b>Strongly Agree</b>	
4. <b>Disagree</b>	
5. <b>Strongly Disagree</b>	

6. Do you think that the student body of this school has the power to manage sexual harassment issues?

1. <b>Neutral</b>	
2. <b>Agree</b>	
3. <b>Strongly Agree</b>	
4. <b>Disagree</b>	
5. <b>Strongly Disagree</b>	

7. Do you think clubs like Girl Child Network and department of Guidance and Counselling can do something about sexual harassment?

1. <b>Neutral</b>	
2. <b>Agree</b>	
3. <b>Strongly Agree</b>	
4. <b>Disagree</b>	
5. <b>Strongly Disagree</b>	

8. Are students confident to report sexual harassment?

1. <b>Neutral</b>	
2. <b>Agree</b>	
3. <b>Strongly Agree</b>	
4. <b>Disagree</b>	
5. <b>Strongly Disagree</b>	

9. Do you think that female students are at a bigger risk of being sexually harassed?

1. <b>Neutral</b>	
2. <b>Agree</b>	
3. <b>Strongly Agree</b>	
4. <b>Disagree</b>	
5. <b>Strongly Disagree</b>	



10. Do you think that sexual harassment is not reported because of threats from the harasser?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

11. Witnesses and victims of sexual harassment do not report sexual harassment because they identify with the harasser?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

12. Sexual harassment is not reported because victims and witnesses preserve the public image of the harasser?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

13. Witnesses and victims of sexual harassment do not know how to, when, and where to report sexual harassment?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

14. Lack of confidence is an obstacle to report sexual harassment?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

15. Witnesses and victims of sexual harassment do not report sexual harassment because they avoid being labeled by society and their peers?

**SECTION C: CAUSES OF SEXUAL HARASSMENT**

16. Do you think your teachers use sexist inferences to stress their point?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

17. Have you ever noticed that the teacher-student relationship can extend beyond class discussions?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

18. Do you think that teachers take advantage of the students' trust on helping them with personal problems?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

19. Do you think students conform to sexual harassment to get passing grades, opportunities and recognition in class?

1. Neutral	
2. Agree	
3. Strongly Agree	
4. Disagree	
5. Strongly Disagree	

## SECTION D: EFFECTS OF SEXUAL HARASSMENT

20. Do you think victims or witnesses of sexual harassment face any stigma or discrimination from friends, peers and teachers?

1. Neutral	
2. Agree	
3. Strongly Agree	
4. Disagree	
5. Strongly Disagree	

21. Are there any cultural norms, values and beliefs that can hinder students from warding off or reporting sexual harassment?

1. Neutral	
2. Agree	
3. Strongly Agree	
4. Disagree	
5. Strongly Disagree	

22. Have you ever had sleepless nights after experiencing or witnessing an act of sexual harassment?

1. Neutral	
2. Agree	
3. Strongly Agree	
4. Disagree	
5. Strongly Disagree	

23. Does sexual harassment affect one's academic achievement?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

24. Do you think sexual harassment can make victims depressed?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

25. Do you think sexual harassment can affect an individual's social life?

<b>1. Neutral</b>	
<b>2. Agree</b>	
<b>3. Strongly Agree</b>	
<b>4. Disagree</b>	
<b>5. Strongly Disagree</b>	

## APPENDIX B: LETTER FROM MINISTRY

All communications should be addressed to  
"The Secretary for Primary and Secondary  
Education"  
Telephone: 732006  
Telegraphic address : "EDUCATION"  
Fax: 794505



**Reference:** C/426/3Harare/Mash  
east  
Ministry of Primary and  
Secondary Education  
P.O Box CY 121  
Causeway  
**HARARE**

3 April 2017

Majoni Annie Faith  
Midlands State University  
P Bag 9055  
Gweru

**Re: PERMISSION TO CARRY OUT RESEARCH IN HARARE AND MASHONALAND PROVINCE: RAKODZI HIGH, MARONDERA HIGH, NAGLE HOUSE GIRLS HIGH AND HARARE GIRLS HIGH SCHOOLS.**

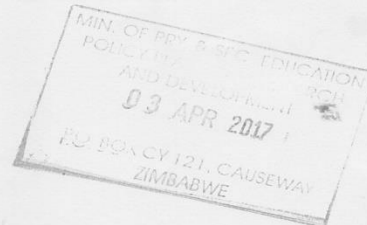
Reference is made to your application to carry out research at the above mentioned schools in Harare and Mashonaland west Provinces on the research title:

**"PREVALENCE OF SEXUAL HARASSMENT ON FEMALE STUDENTS BY TEACHERS IN SCHOOLS"**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director, Harare and Mashonaland Provinces, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by 31 July 2017.

E. Chinyowa  
Acting Director: Planning, Research and Statistics  
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**  
cc: PED – Harare and Mashonaland east Province



**APPENDIX C:: AUDIT SHEET**

**APPENDIX C – AUDIT SHEET  
MIDLANDS STATE UNIVERSITY  
SUPERVISOR – STUDENT AUDIT SHEET**

Name : Majoni Annie Faith.  
Registration Number : R137411E.  
Supervisor : Mrs. Khombo

DATE	TOPIC DISCUSSED	COMMENT	STUDENT SIGNATURE	SUPERVISOR'S SIGNATURE
20-09-16	Research topic	Change topic		
23-09-16	Research Topic	Approved		
02-10-16	Research Proposal	Rework		
15-10-16	Research Proposal	Approved and proceed		
04-10-16	Chapter 1	Rework		
15-10-16	Chapter 1	Approved and proceed		
28-02-17	Chapter 2	Rework		
01-03-17	Chapter 2	Reference your work		
13-03-17	Chapter 2	Approved and proceed		
20-03-17	Chapter 3	Rework		
24-03-17	Chapter 3	Approved		
27-04-17	Research Instrument	Adjustments		
31-03-17	Research Instrument	Approved		
06-04-17	Chapter 4	Rework		
10-04-17	Chapter 4	Approved		
13-04-17	Chapter 5	Rework		
17-04-17	Chapter 5	Approved		
21-04-17	First Draft	Approved		
26-04-17	Final Draft			


STUDENT SIGNATURE.....

SUPERVISOR'S SIGNATURE.....

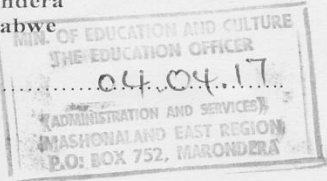
**APPENDIX D: LETTER FROM MINISTRY**

Reference: Majoni A. F.  
E. C. No.: N/A

All communications should be addressed to  
"The Provincial Education Director  
Mashonaland East Province"  
Telephone: 0279-24811/4 and 24792  
Telex :  
Fax: 079-24791

  
ZIMBABWE

Ministry of Education, Sport & Culture  
Mashonaland East Province  
P.O. Box 752  
Marondera  
Zimbabwe

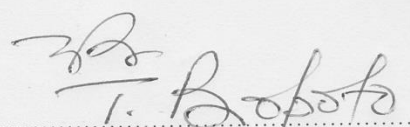


Mr./Mrs./Miss Majoni Annie Faith  
Midlands State University  
Bag 9055 Gweru.

PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL PURPOSES:  
MR/MRS/MISS MAJONI A.F. E. C. NO. N/A  
STUDENT I. D. NO. R137411E HEAD/TEACHER AT N/A SCHOOL

Reference is made to your minute dated 03 April 2017  
Please be advised that permission has been granted that you carry out research work in our schools. You are accordingly being asked to furnish the Ministry with information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

  
T. Boboto  
HUMAN RESOURCES OFFICER – DISCIPLINE  
FOR PROVINCIAL EDUCATION DIRECTOR  
MASHONALAND EAST PROVINCE  
/mm

**APPENDIX E – WEIGHTING SHEET  
A GUIDE FOR WEIGHTING A DISSERTATION**

**NAME OF STUDENT:** .....

	ITEM	POSSIBLE SCORE	ACTUAL SCORE	COMMENTS
A	RESEARCH TOPIC AND ABSTRACT Clear and concise	5		
B	PRELIMINARY PAGES Title page, approval form, release from, dedications, acknowledgement, appendices, table of contents	5		
C	AUDIT SHEET/PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 Background, statement of the problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2 Addresses major issues and concepts of the study, findings from previous work, relevance of literature to the study, identifies knowledge gap and subtopics	15		
F	CHAPTER 3 Appropriateness of design, target population, population sample, research tools, data collection procedures, presentation and analysis	15		
G	CHAPTER 4 Findings presented in a logical manner, tabular data properly summarised and not repeated in the text	15		
H	CHAPTER 5 Discussion (10) Must be a presentation of generalizations shown by results; how results and interpretations agree with existing and published literature, relates theory to practical implications. Conclusions (5) Ability to use findings to draw conclusions Recommendations (5)	20		
F	Overall presentation of dissertation	5		
G	References	5		
	Total	100		

MARKER: .....SIGNATURE: .....DATE:.....

MODERATOR: .....SIGNATURE: .....DATE:.....



# APPENDIX G: TURNITIN REPORT

Processed on: 23-Apr-2017 8:22 PM SAST  
ID: 803071480  
Word Count: 12640  
Submitted: 2

**First draft Dissertation**  
By Annie. F Majoni

Similarity Index: **3%**  
Similarity by Source:  
Internet Sources:  
Publications:  
Student Papers:

3% match (student papers from 17-Oct)  
Submitted to Midlands State University

This chapter focuses on the preliminary aspects of the research. It presents the background of the study, statement of the problem, purpose of the study, research significance of the study, assumptions, delimitations of the study, limitations of the study, and...

the reader with the background information that enables an appreciation of the problem studied. 1.1. The term sexual harassment has been defined differently depending from the context in which it takes place. A precise definition as comprised of the term and the interpretation of the behaviour as unwanted or sexual in nature. Several studies across the world have shown that sexual harassment is a prevalent and apparently insidious phenomenon. The prevalence of sexual harassment on students in schools is in its infancy, but initial studies indicate that in America, the United States Department of Education, Office of Civil Rights, prohibits sexual harassment in schools as it is considered a form of sex discrimination. In Netherlands, as a public phenomenon ingrained in the principles of the school and male tutors took an interest in the surrounding sexual matters. These constraints of morality in cultures have caused students in most to be reluctant in reporting sexual harassment. In Zimbabwe, the prevalence of sexual harassment in Ministry of Primary and Secondary Education (MoPSE) is showing an increasing trend among students. However, the frequency of it remains veiled in obscurity since those suffering from the harassment or identify themselves with perpetrators thus statistics become a tip of an iceberg happens on the ground. Helgosa (2014) explains that victims who suffer abuse and deny reporting it from Stockholm syndrome. He explains that victims of sexual harassment undergo humiliation yet they