UNIVERSITY OF CAPE COAST

THE IMPACT OF SEXUAL HARASSMENT ON FEMALE STUDENTS IN

SENIOR HIGH SCHOOLS IN THE AKUAPEM-NORTH MUNICIPALITY

ANNA OTUBEA ABRADU

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SENIOR HIGH SCHOOLS IN THE AKUAPEM-NORTH MUNICIPALITY

BY

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Faculty of Education, University of Cape Coast, in partial fulfilment of the
requirements for award of Master of Education Degree in Guidance and
Counselling

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DECLARATION

Candidate's Declaration

I, hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

.

Candidate's Signature:…………………………. Date:…………………

Name: Anna Otubea Abradu

Supervisor's Declaration

I, hereby declare that the prepared and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature:……………………… Date:…………..………

Name: Dr. Linda Dzama Forde

ABSTRACT

This research sought to ascertain the impact of sexual harassment on the academic and social life of female students in the Senior High Schools (SHS) in the Akuapem North Municipality. Making informed decision when confronted with acts of sexual harassment is a great hurdle to the female senior high student.

A descriptive survey design was used to investigate phenomenon. The populations of the study were 104 female students in 4 Senior High Schools in the Akuapem North District. Purposive and simple random sampling techniques were used to arrive at the sampling size. A total number of 80 students were sampled from the four Senior High Schools. The simple random sampling was used to select 20 female students from each of the four Senior High Schools. Questionnaires were used to collect information about the existence of sexual harassment and its negative implications on female students in Senior High Schools.

The data revealed that acts of sexual harassment is on the increase in the senior high schools and is having diverse negative effects on the female students in the senior high schools. A valid and interesting finding which includes acts of sexual harassment incidence in a single sex school is made available in this study.

It is recommended that the sex education should be encouraged in all senior high schools. Also there is the need to establish guidance and counseling units in the various schools.

ACKNOWLEDGEMENTS

DEDICATION

To my late beloved parents Mr. WIlliam Nyedu and Ms. Gladys Danquah and my

lovely daughter Awurabena Owusua Akoto.

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LIST OF ABBREVIATIONS

1. VAW   -   Violence Against Women

2. WHO   -   World Health Organization

3. STIs   -   Sexually Transmitted Infections

4. HIV   -   Human Immune Virus

5. AIDS   -   Acquired Immune Deficiency Syndrome

6. CWEALF   -   Connecticut Women's Education and Legal Fund

7. SHS   -   Senior High School

8. FIDA   -   International Federation of Women Lawyer

9. GES   -   Ghana Education Service

10. DOVVSU   -   Domestic Violence and Victims Support Unit

11. AWLA   -   Association of Women Lawyers in Africa

12. EEOC   -   Equal Employment Opportunity Commission

CHAPTER ONE

INTRODUCTION

Background to the Study

During the last decade, violence against women and girls has gained international recognition as a grave social and human rights concern affecting virtually all societies. Violence against women can take many forms. Estimations on the prevalence of violence against women (VAW) vary depending on the type of violence in question. A study of 10 countries including Ghana, found that between 13 and 62 percent of women have experienced physical violence by a partner over the course of their lifetime (Bolt, Morrison & Ellsberg, 2005).

International studies have shown that between 8 and 26 percent of women and girls have been sexually abused, either as children or adults. In all cases these figures are likely to be under-estimates of the true prevalence of abuse, as many women are reluctant to disclose violence due to shame and fear of reprisals in the World Report on Violence and Health, for the Gender and Development Group (WHO, 2002). According to the reports, these figures are likely to be under-estimates of the true prevalence of abuse as many women are reluctant to disclose violence due to shame and fear of reprisals.

The term sexual harassment defies a precise definition because various authors have provided different definitions of it. One of such authors is Ryan,

Miyoshi, Metzner, Krugman and Fryer (1996) who observed that sexual harassment is primarily an issue of power and not sex. It occurs when a person with power abuses that power and breaches the trusting relationship that normally exists between students and teachers in academic environments and between subordinates and superiors organizations. It is a phenomenon that creates confusion because of the boundary between professional roles and personal relationships. Most of the time, several harassment cases tend to have elements of coercion, threats and or unwanted attention in a reciprocal relationship.

The Connecticut Women's Education and Legal Fund (CWEALF, 1999) publication on sexual harassment in schools, has a legal definition of sexual harassment as "unwelcome or unwanted conduct of a sexual or sexist nature. It is an abuse of power or an act of hostility or prejudice that is expressed sexually."

Generally, sexual harassment is any physical, verbal or visual behaviour, that whoever experiences it objects to instantly or later. It could be in the form of sexual advance, derogatory or discriminatory remarks, which could be used as basis of employment or admission. Normally such behaviour has the tendency of humiliating and creating an offensive hostile environment for victims. Therefore, sexual harassment is not an act of flirtation or friendliness. It can be flirtation taken too far and is usually repetitive, but in some instances, a single occurrence can be deemed as harassing behaviour.

A Ghanaian newspaper, "The Public Agenda (May 24th -26th, 1999) dedicated a special page feature to an alleged act of sexual harassment involving the Managing

Director of a company in Accra and the judicial proceedings associated with the said act (p. 8).

A survey of female adolescents in Ghana that had had sex before found that, between 7 and 48 percent of their first sexual experiences had been forced. In most cases, the offender was someone known to the women: a family member, friend, school-mate or a teacher (Jewkes, Sen & Garcia-Moreno, 2002). Its impact can be seen directly through death and disability due to injuries, as well as indirectly through vulnerability to a host of physical and mental health problems. Girls who have been sexually abused in childhood are likely to drop out of school, have unwanted pregnancies and sexually transmitted infections (STIs), including HIV/AIDS, engage in high risk sexual practices, and suffer from depression, anxiety and suicidal thoughts and behaviours (Forde, 2006; Gazmararian, Adams & Saltzman, 1995; Lori, Ellsberg & Gottemoeller, 1999).

International studies have shown that women with higher levels of education have a lower risk of being physically or sexually abused, though the link between education and violence is not necessarily linear (Jewkes et al, 2002). Unfortunately, a growing body of evidence suggests that, sexual harassment is widespread in educational settings in many parts of the world.

In South Africa and Zambia, researchers documented a pattern in which schools dismissed girls' reports of sexual violence and harassment and failed to respond with any seriousness. In the study, the researchers asked high school girls to draw a map of places where they felt unsafe. The map showed that, the girls considered the gates of the schools, where former students would come to sell drugs

and harass students, the toilet and staff common rooms were also indicated as places of harassment (Jones, Moore, Villar-Marquez & Broadbent, 2008).

A recent study by six African countries showed that, between 16 and 47 percent of girls in primary and secondary schools reported sexual abuse or harassment, by male fellow students and male teachers (Nelson Mandela, World Report on Violence and Health, 2002, p. 1). In Botswana, 20 percent of female students reported having been asked by teachers for sexual relations. In Cameroon, 8 % sexual harassment or abuse of girls was committed by teachers, while South Africa found 37.7 % of all rape victims identifying a teacher or principal as the rapists.

In Ecuador, 22 percent of adolescent girls reported being victims of sexual abuse, while Brazilian schools found that 8 percent of students from 5th and 8th grade had witnessed sexual violence within the school environment (PREM, 2007).

Addressing Violence Against Women (VAW) in schools is an   important issue in its own right, because of its potential impact on girls' enrolment in schools. An unsafe environment in school may dissuade parents from enrolling girls or may lead to increased rates of school abandonment.

A study conducted by the University of Connecticut School of Social Work, showed that not only girls or women are sexually harassed. In their study, 92 percent of female and 57 percent of males had experienced sexual harassment. A research studies showed that, about two in 5 women and one in 6 men reported at least one episode of sexual harassment. Women as well as men are more likely to experience sexual harassment from other men, although reasons for such .harassment and the forms may be different from their sex. On the other hand, men experience vulgar

comments or negative remarks presumably to enforce traditional gender role stereotypes such as being called "gay", "fag" etc.

In Africa, report on sexual harassment indicates that, between 16 and 47 percent of girls in primary or secondary school are harassed by teachers or classmates. Also in Managua, Nicaragua, women who reported abuse earned 46 percent less than women who did not, after taking into account the factors that could affect earnings. In Botswana, out of 560 girl students surveyed, 67 percent reported sexual harassment by teachers.

In Ghana, a day hardly passes without the report on sexual harassment in the Media. A report of a recent research by Professor Morley and Dr. Katie of University of Sussex, UK, established that some male lecturers in Ghana and Tanzania "consider it their right to demand sex for grades" (Daily Graphic Feb 11, 2010). For instance, a school proprietor of the Great Lamptey Mills Institute was allegedly involved in a sexual scandal with their students which resulted in pregnancy. According to Bonney (2009) GES and other stakeholders' requests for full scale investigation, as a result, the school proprietor, Lamptey Mills is still in the hands of the law.

Sexual harassment can also be found in the schools and the workplace in Ghana. Due to the increased reports on sexual harassment in work places, communities and school, the issue is given serious attention at various forum, debates, lectures and symposia organized by institutions such as the International Federation of Women Lawyer (FIDA) Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service and the Association of Women Lawyers in

Africa (AWLA). The discussions have led to public acknowledgment of sexual harassment as a serious problem that needs concerted efforts to resolve it.

In a survey conducted by the African Women's Lawyers Association (AWLA) in 2003, it was revealed that although women represent over half of Ghana's population (51.4%) more than 85% of these women are in subordinate official roles to their male colleagues. These unequal power relations exist in both the formal and informal sectors. Additionally, stories abound of girls being abused by teachers or school officials. Research on the abuse of girls in three government schools in a particular region of Ghana concluded that some level of harassment and abuse, both sexual and non-sexual in nature, existed and that it was mostly girls who were at risk, whether from male pupils and teachers within the school, or from older boys and men outside. Girls at these schools experienced abusive behavior consisting of excessive beatings, insulting language, physical attacks, propositioning by teachers, and 'touching' by male pupils and teachers. Boys also experienced beatings and verbal abuse that was common. Less is known about the experience of boys in school regarding sexual abuse and harassment. However, a recent study on sexual abuse of students in Ghana revealed that boys experienced various levels of sexual abuse and harassment: a small percentage of boys (less than ten percent) did not feel safe in school due to advances of suitors; they feared being sexually harassed in school; and they had been victims of either rape or defilement. Not all sexual exploitation takes the form of rape or sexual violence. Because of economic need, many women and adolescent girls are coerced into sex by "sugar daddies" who pay school fees or provide other economic incentives. In a study carried out in several

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villages in Ghana, many older women reported that receiving gifts in exchange for sex was not regarded as prostitution but evidence of a man's love. Over 70 percent of mothers said they had encouraged young girls into premarital sexual relationships, United State Agency for International Development (USAID, 2004)

In the Ghanaian culture, discussing anything about sex especially with teenagers is seen as a taboo. Sexuality is not overtly discussed because it is considered sacred and therefore must be kept as such. In recent times, sexual discussion is gradually gaining prominence due to the upsurge of the HIV/AIDS pandemic. Efforts by women organizations and the Ghanaian media to demystify sexual discussions have been made opened. People who are alleged to have harassed female or male peers or colleagues have been exposed and are made to pay compensation to their victims.

Scholars like Riggs and Fryer (1999) have observed that the scope of sexual harassment in schools was first recognized during the early 80s and many efforts have been made to deal with the problem. For example, the United States of America, Europe and South Africa have developed policies, procedures, training programmes and logistics that seek to identify and prevent sexual harassment. Symposia and seminars are promoted to address the problem of sexual harassment. Despite these initiatives, the frequency of complaints in schools and among students or teachers has increased. This issue is one factor that has increased the researchers hone to investigate into sexual harassment in schools and how it negatively impact female students who are mostly the victims.

Statement of the Problem

Sexual harassment is a serious problem for students' at all educational levels. Students in elementary and secondary schools, as well as vocational schools, apprenticeship programs, colleges and universities can be victims of sexual harassment. This problem is more common than one might think because many students are scared or too embarrassed to report sexual harassment they encounter in school.

Recently, when Ghanaian community braced itself in confronting the canker, it had always been treated discretely and people only alluded to it. Victims of the act were usually not identified and were often blamed for enticing the culprit. Arguments raised were based mainly on hearsay since; victims themselves would not disclose their attackers.

In Ghana, a day hardly passes without the report on sexual harassment in the Media. A report of a recent research by Professor Morley and Dr. Katie of University of Sussex, UK, established that some male lecturers in Ghana and Tanzania "consider it their right to demand sex for grades" (Daily Graphic Feb 11, 2010). For instance, a school proprietor of the Great Lamptey Mills Institute was allegedly involved in a sexual scandal with their students which resulted in pregnancy. According to Bonney (2009), GES and other stakeholders' requests for full scale investigation, as a result, the school proprietor, Lamptey Mills is still in the hands of the law.

In personal communication with some female students in Senior High Schools, it was affirmed that indeed some of them were harassed on campus, and that the phenomenon could not be hastily dismissed. The question then is; how do

students cope or handle this situation emotionally, psychologically and physically when confronted with it and how and what can be done to resolve these situations that occur rampantly in the schools today? This and many other questions are the core influence of the researcher's stance and choice to investigate this phenomenon. In light of the above, the study seeks to explore the impact of sexual harassment on female students in the Senior High schools in the Akuapem- North Municipality.

Purpose of the Study

The objective of the study was to gain insight on sexual harassment and its occurrence in Senior High schools in the Akuapem-North Municipality. Particular reference was given to the level at which it occurs, that is, between peers or between superiors and subordinates.

The study also examined the effects of sexual harassment on students and teachers. One basic aim was to help formulate guidelines for heads of Senior High schools on how to effectively handle the problem in their schools. The general purpose of the study was to investigate the impact of sexual harassment on female students in Senior High Schools in Akuapem-North Municipality.

Specifically, the study sought to find:

1. Students understanding of sexual harassment in SHS's in Akuapem- North Municipality.

2. the forms of sexual harassment that exist in Senior High Schools in the Akuapem- North Municipality,

3. The perception of student on the impact of harassment on the academic performance in Akuapem- North Municipality

4. the culprits of sexual harassment in Senior High Schools in the Akuapem-North Municipality,

5. Why students do not report incidence of sexual harassment in Senior High Schools in the Akuapem- North Municipality,

6. The perception of student on how sexual harassment can be solved.

Research Questions

The study was guided by the following research questions;

1. What constitute female students' understanding of sexual harassment in SHS's in Akuapem- North Municipality?

2. What forms of sexual harassment exist in the SHSs in the Akuapem-North municipality?

3. What is the self-perceived impact of sexual harassment on the academic performance of female SHS students in the Akuapem- North municipality?

4. Who are the typical perpetrators of sexual harassment in Senior High Schools in the Akuapem- North municipality?

5. What are the typical reasons for non-reporting of incidence of sexual harassment by female victims in SHSs in the Akuapem- North municipality?

6. What is the perception of student on how sexual harassment could be solved?

Significance of the Study

The study hopes to create awareness to teachers and students in order to enable them take the necessary preventive steps to forestall the occurrence of sexual harassment in their schools. It was also anticipated that the study will help prospective teachers and administrators to become aware of the types of sexual harassment they are likely to face in their schools. The study will stimulates both teachers and students to know where they are likely to be tempted or being attack. For instance a study conducted by researcher in Cape Town and South Africa reveals that places like the male teacher's staff room where teachers would collude to sent girls for an errand so that other teacher can harass or rape them during free hours, the toilet and the gates of the school where formal students and gangs can attack them (Nelson Mandela, World Report on Violence and Health, 2002). The study will sensitize teachers about the negative consequences of sexual harassment as it will go a long to educates them, Human Rights Watch (2000) document that unchecked and sexual abuse has negative impact on the educational, emotional and health needs of girls because it prevent them effectively from attaining both their educational and career goal (as cited in Forde, 2006). Based on the information obtained, strategies, actions and interventions would be obtained that would enhance the knowledge base of school officials, parents and other adults who are positioned to assist these girls as well as other potential school-girls of sexual abuse. Ultimately these would strengthen the ability of victims to cope with their trauma and also equip potential victims with the skills needed to prevent their falling victims to potential perpetrators (Forde,

2006). Also the study hopes to stimulate others to research into sexual harassment in schools, in other Municipalities and regions of the country for further studies.

Delimitation of the Study

The research was conducted in confined to Senior High School in the Akuapem- North Municipality of Ghana because, the researcher herself hails from the Municipality, it was more convenient for her to travel to the district to undertake the study. Focused was on only three levels of harassment that is, between teachers and students and between peers in the senior high schools. For this reason, the research was carried out to ascertain the negative effects on the students' and teachers activities in senior high schools. The study was also delimited to only Girls' Schools. This implies that males were left out of the confines of the study.

Limitations of the Study

The study was aimed at identifying and analyzing the impact of sexual harassment situations, how such happened and how they were managed and controlled in schools in the Akuapem- North Municipality. Consequently, financial resources, inadequate materials and time constraints did not permit the researcher to carry out the study beyond the scope set for her.

The limited area of study coupled with the random procedure used could not allow for total generalization of the findings. Therefore, there is the need for other researchers to carry out similar research in other districts. This would help make a

confirmation of the findings of the research and generalize them for other parts of the Municipalities.

Organisation of the Rest of the Study

Chapter two is devoted to the review of relevant literature and chapter three handles the methodology. Chapter three addressed the population, description of the study, method of selecting the sample, instrument, data collection and the procedure for analyzing the data. Chapter four dealt with the data analysis, results and discussion, while conclusions and recommendations are provided in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews existing literature related to the study. The essence of this review is partly to provide a frame work which will constitute the basis for comparing and contrasting between this study and those of other writers so as to identify areas that requires further investigation. The review highlights issues such as:

Definition of sexual harassment,

Nature of sexual harassment,

Perception of sexual harassment,

Groups most likely to be affected by sexual harassment,

Types of sexual harassment,

Causes of sexual harassment,

Prevention of sexual harassment and

Vulnerability of victims

Definition of Sexual Harassment

Definitions serve as guidelines to determine an in-depth meaning of a concept which helps to provide a personal commentary on what a specific subject means. The definition of the term sexual harassment will therefore help to put the research in the appropriate context. Every society has in its norms and value systems that are

transferred from generation to generation. A sex-role script or gender regime in this sense captures the ideas or ideology and sets of behaviour that govern interaction between the sexes (Young, 1988).

Somehow, every society defines for itself what constitutes sexual misconduct. Though sexual violence is often well articulated in many cultures, it has been more difficult to discern as a concept. It was only in the 1970s that sexual harassment was first defined as a concept of literature (Harris & Firestone, 1997). These early analysts linked harassment to two general types referred to as: *quid pro quo* or promised employment, and hostile environment or intimidating sexual advances.

Not surprisingly, there are wide disagreements concerning the definition and universality of the concept of sexual harassment. As a result, it was not widely mentioned in public pronouncements and documents, except broadly as sex discrimination. The reasons are many, some of which include the fact that the concept suffers from ambiguity and cultural relativism. It is dominated by ideas of work place sexual harassment, which restricts applicability, and the rejection of the implied male basis in the characterization of the concept.

Many of the definitions of sexual harassment appropriately distinguish between unsolicited or unwelcome verbal conduct as well as nonverbal conduct of a sexual nature. Gutek (1985) states that these manifest as sexually suggestive comments, gestures or unwanted physical contact, including leering looks, touching, pestering, as well as the request for a date or sex during job seeking. Such behaviour ultimately places the 'harassed' at a disadvantage.

Originating Source of Sexual Harassment

The originating source may be viewed as specific or general. These may involve; Individualistic behaviour; - including pestering, assault and rape. Individualistic forms of harassment are often more blatant and attract public approval. Hostile environment behaviour; - where much of the offence comes in the form of excessive gender patterned verbal intimidation. For example, suggestive teasing, dirty jokes, name calling, whistles among others (Benokraitis, 1997). In some respects, hostile environment forms of harassment are more overlooked and condoned as they tend to constitute part of internalized patterns of gender interaction.

Another problematic area in the definition is whether or not there is a duration component to harassment. In technical definitions of harassment, it is implied that this is prolonged pestering: "worry continually; make repeat attack on" (Oxford Dictionary & Thesaurus, 1995). It is debatable, however, whether one needs to suffer multiple acts rather than a single act of pestering for this to constitute harassment. Behind this concern about the relevance of periodicity is the fear that a single serious act of harassment may be the precursor to violence, especially, with children or a threat to livelihood, especially, at the workplace.

As a result of the historical link between workplace and the debate on harassment, many people look at the public service to provide some guiding principles for dealing with harassment. The Equal Employment Opportunity Commission in the United States (EEOC, 1980) provides some of the earliest documentation and has become the basis of definitions by multilateral or bilateral agencies. EEOC notes that sexual advances that bear the following characteristics are

direct undisguised forms of harassment; sexual advances that become a pre-condition for employment, sexual advances that influence employment decisions affecting the target and sexual advances that create an intimidating, hostile or offensive work environment for the target.

Benokraitis' (1997) research in the US military which involved 20,249 respondents that revealed more forms of behaviour than they anticipated, were seen to be within the gamut of forms of sexual harassment. These included forms like;

Actual or attempted rape or sexual assault, persistent unwanted/uninvited touching, cornering, pinching, unwanted/uninvited sexually looks, gestures or body language, teasing, whistles, calls, hoots, remarks, jokes, or intimate questions, and unwanted/uninvited letters, phones calls, materials and display of sexual nature.

Sexual harassment agrees on only one semantic: that sexual harassment is improper behaviour that has as sexual dimension. Like most psychological constructs, it has been difficult to define. The following definition disagree on: whether a power differential is necessary for sexual harassment occur; whether a location needs to be specified (e.g. the school), the importance placed on whether the victim perceives the behaviour as problematic, whether only women can be sexually harassed, whether an act can be defined as harassing in and of itself or whether further negative consequences are necessary for the act to be legitimate case of sexual harassment, and of itself or whether further negative consequences are necessary for the act to be legitimate case of sexual harassment "as opposed to sexual harassment, and whether sexist (e.g. "gender harassment") as opposed to sexual behaviour is a type of sexual harassment (O'Donohue, Downs & Yeater, 1998).

Fitzgerald, Swan and Magley (1997) define psychological sexual harassment as an "unwanted sex-related behaviour at work that is appraised by the recipient as offensive exceeding her resources or threatening her well-being". They suggest that the victim's appraisal is determined by stimulus factors (having to do with the behaviour itself), contextual factors (having to do with the organization context in which the behaviour takes place), and individual factors (having to do with the individual woman).

There is a legal definition of sexual harassment by the Connecticut Women's Education and Legal Fund (CWEALF) in their publication on sexual harassment in school in (1995) as an "unwelcome or unwanted conduct of a sexual or sexist nature. It is an abuse of power or an act of hostility or prejudice that is expressed sexually".

According to Aeberhard-Hodges (1997) sexual harassment is an "unwanted behaviour of a sexual nature and a perception by the victim that it has become a condition of work, or creates a hostile, intimidating and humiliating working environment. To her, most definitions of sexual harassment combine three elements, the perception of the victim such that behaviour is being used as a term or condition of work and the tendency to humiliate working environment offensive, hostile working environment for the victim.

Sheffield, as cited by Attafuah (2003) argues that sexual harassment is "unsolicited non-reciprocal male behaviour that asserts a woman's sex role over her function as a worker. It can be any or all of the following: Starting at, commenting on, or touching a woman's body for acquiescence in sexual intercourse and rape".

A survey conducted by the African Women Lawyers Association (AWLA) in 2003 defined sexual harassment as any unwelcome conduct, comment, gesture or contact of a sexual nature, whether on a one-time basic or a series of incidents, that might cause offence, or that might reasonably be conceived as placing a condition of a sexual nature on employment, opportunity for promotion etc. (The Daily Graphic, February 2010).The Equal Employment Opportunity Commission (EEOC) with reference to the Civil Rights Act of 1964 under Title VII of the United States sees sexual harassment as unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature.

According to Chuang and Kleiner (1999) sexual harassment means "unwelcome sexual advances, request for sexual and other verbal, visual or physical conduct of sexual nature made by someone from or in the education setting under any of the following conditions:

a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status or progress.

b. Submission to or injection of the conduct by individual is used as basis of academic decision affecting the individual.

c. The conduct has the purpose or effect of having a negative impact upon the individual academic performance or creating and intimidating, hostile or offensive educational environment.

d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding honours programmes or activities available at or through the school.

They further add that the following might, continued or repeated, constitute sexual harassment:

i. Unwelcome sexual propositions or graphic comments about a person's body.

ii. Sexually suggestive objects or pictures in the work place.

iii. Sexually degrading words to describe a person.

iv. Derogatory or sexually explicit statements about an actual or supposed sexual relationship.

v. Unwelcome touching, petting, pinching and

vi. Derogatory gender humour

In the words of Attafuah (2003) at a presentation on the theme "The Meaning, Scope and Reality of sexual harassment in the Ghanaian Cultural Context", sexual harassment in the context of the workplace and for that matter the school is "unwelcome conduct of a sexual nature that detrimentally affects the work or the school environment or leads to adverse consequences for the victim of harassment."

As cited by Attafuah (2003) Agarwal regards sexual harassment as "any sexual oriented practice that endangers and individual's continued employment (schooling) negatively affects his or her work performance or undermines his or her sense of personal dignity which may manifest itself blatantly in forms such as leering, grabbing and even sexual assault, which in more subtle forms of sexual harassment, may include sexual innuendoes and proposition for dates or sexual favours".

The main point made by the various scholars cited in this study is that, sexual harassment is said to have occurred whenever a behaviour is perceived as a or conditions of work is perceived as a or conditions of work and also when that

behaviour creates an offensive working environment that negatively affects the victim's performance.

In this study, the definition of Attafuah shall be adopted, that is, "sexual harassment is unwelcome conduct of sexual nature that affects the work or the school environment or leads to adverse consequences for the victims of harassment".

Nature of Sexual Harassment

Aeberhard-Hodges (1997) explains that sexual harassment can involve physical contact, expression of sexual jokes, and exhibition of pornography or unnecessary and unwanted comments on a person's appearance. According to William (1987), sexual harassment of women by men can occur in student-teacher relationships or doctor-patient relationships, especially, where power is vested in the male, and the lesser status in a female. She further explains that the nature of sexual harassment can range from disparaging jokes and derogatory remarks about women in the context of classroom activities to the solicitation of sexual favours in exchange for high grades.

Riggs (1993) states that "sexually harassing behaviour encompasses a broad range of actions including unwelcome sexual advances or request for sexual favours when the acceptance or rejection of such action serves as a basis for academic or employment decisions." Sexual harassment behaviour also includes conduct that interferes with a student's or employee's performance by allowing the existence of a hostile working environment or hostile learning environment.

Fitzgerald et al. (1999), state more specifically that harassing behaviour includes the following;

a. Gender harassment, including sexist statements and behaviour that convey insulting, degrading or sexist attitudes,

b. Seductive behaviour encompassing unwanted, inappropriate and offensive physical or verbal advances

c. Sexual bribery involving solicitation of sexual activity or other sex-linked behaviour by promise of reward,

d. Sexual coercion or other sex-linked behaviour by threat of punishment, and

e. Sexual assault, attempted rape and rape.

From the discussions on sexual harassment, it can be concluded that a number of behaviours such unwanted physical advances, sexual bribery or gender harassment constitute sexual harassment, and that it is a vital developmental issue which does not only put the victim into serious emotional, social and psychological problems, but also has a devastating effect on the entire society

Perception of Sexual Harassment

Williams (1987) explains that like rape and battering, the sexual harassment of women goes widely unreported. While sexual harassment is less violent than rape and battering, it is clearly an intimidation by men, and both of them are degrading and exploitative. Paludi and Barickman (1991) as cited by Attafuah (2003), point out that victims of sexual harassment by behaviour which fits the legal definition of sexual harassment and those who are traumatized by experience do not label what has happened to them as sexual harassment. Giuffre and Williams (1994) explain why many victims fail to label and even do not report cases of sexual harassment. They said that many people still do not recognize that sexual harassment is an actionable

offence. They further explained and labelled what many men and women experience in the work place (School) as pleasurable.

According to these authors, it is difficult to label behaviour as sexual harassment because it forces people to draw a line between illicit and legitimate forms of sexuality at work or school. To them, whether a particular interaction is identified as harassment or not, will depend on the intention of the harasser and the interpretation of the interaction made by the victim. Both of these perspectives will be highly influenced by work place or school, culture and the social context of the specific event. Also, the fact that men and women may enjoy certain sexual interactions in the work place and school do not mean they take place outside of oppressive social relationship neither does it imply that these routine interactions have no negative consequence for both the woman and the man.

Williams acknowledges that although there are now legal remedies, the problem of sexual harassment is by no means solved. Unlike rape and battering which leave physical evidence, sexual harassment may be hard to prove. Usually, it involves the word of one person against another with power. Flyer (2002) as cited in Essel (2007) explains that expression like "if the woman just said no he would have stopped", "if you ignore sexual harassment it will go away" "sexual harassment is harmless," "women who object to sexual harassment have no sense of humour" etc, are all myths that prevent the harasser from taking a bold action against it.

Meanwhile, the fact is that if many harassers are told "NO" repeatedly, it does no good. Generally, the harasser is a repeated offender who will not stop on his own. Not giving attention to it may be humiliating and degrading. It hinders learning,

careers and often threatens economic livelihood. In brief, there is the problem of wrong labelling; being forced to draw a line between illicit and legitimate sexuality, sexual harassment and sexuality with consent. Moreover, the power in proving sexual harassment and interpreting the female's "No" is not easy. In this view, victims of sexual harassment go through a lot of problems which may be psychological, emotional and economic. Also, they are confronted with inhibiting factors that prevent them from reporting the incidence.

Groups most likely to be Affected by Sexual Harassment

Many participants in the study suggested that first and second cycle schools, as well as university campuses were rife with sexual harassment. Women are the most affected group as they are more often harassed sexually by men. Aeberhard-Hodges (1997) argues that there are many examples throughout the world of well known cases that constitute sexual harassment. To her, in an overwhelming number of cases, the victims are women, but there are more and more cases of men being harassed by women.

According to Ryan et al. (1996), it is a myth that sexual harassment only happens to women who dress provocatively. He concludes that sexual harassment can happen to anyone. Nzioki as cited by Attafuah (2003) explains that for many women, the experience of sexual harassment is located on the job, in school, university and in public places. Sexual harassment traps women into situations where they are completely helpless and desperate.

The United State Equal Employment Opportunity Commission Title VI on the Civil Rights Act (1964) of circumstances is but not limited to the following:

i. The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.

ii. The harasser can be the victim's supervisor, agent of the employer, a supervisor in another area, a co-worker or non-employee,

iii. The victim does not have to be the person harassed, but could be any one affected by the offensive conduct.

iv. Unlawful sexual harassment may occur with not economic or discharge of the victims

v. The harasser's conduct must be unwelcome.

Forms of Sexual Harassment

There are various forms of sexual harassment and different authors classify sexual harassment into different types. The Connecticut Women's Education and Legal Fund (CWEALF, 1995) publications identify two forms of sexual harassment in schools. They noted the first form as "Quid Pro Quo" which literally means "this for that". This form of harassment occurs when there are two people with different levels of authority. Often this put the student in an uncomfortable position and can seriously interfere with her ability to concentrate or enjoy her studies and school experience. For example, if a teacher lets a student know that she will perform better in an English exam if she goes out with him, it is a form of 'quid pro quo' sexual harassment. In addition, the teacher may retaliate if the student refuses his offer, and hurt the student academically, socially and personally.

The second form is the creation of a "hostile environment". This occurs when there is unwelcome sexual conduct, such as touching, teasing, name-calling, sexual posters, pictures or jokes, which create an atmosphere that negatively impacts a student's daily routine. This type of harassment more often occurs between peers and those in equal power relationships. To create a hostile environment by a teacher or staff, these behaviours need to be pervasive or severe.

Other forms may be explicit calls or letters at school or home, whistling, hooting, sucking lips, smirking and animal noises, tales of sexual exploits, comments about a person's body in a sexual way, graphic description or display of pornographic material at the work place, sexual graffiti, inappropriate gift for a business relationship and indecent exposure.

Causes of Sexual Harassment

The causes of sexual harassment vary from person to person and from situation to situation. Many of the causes are interrelated, and are linked to the culture and values in society and companies, and to the roles, relative power status of the men and women concerned.

Socialization

The way people are brought up strongly influences their behaviour. Various viewpoints could create the enabling environment that allows sexual harassment to flourish. For example, in cultures where it is or was until recently "OK" to discriminate against people because they are different (in terms of gender, race, culture, religion, lifestyle or political conviction), the abuse of power humiliation that is typical of sexual harassment will not be unusual.

Men who were brought up with macho behave like "real men pinch bottoms", "girls were made to hug and kiss", "the more, the merrier", easily carry these social values and often think that women take their harassment as a compliment.

Power Games

Social and political changes in recent years have changed power relationships. Some men feel threatened by the career advancement of women and people of colour, or are uncomfortable with women's new found independence and assertiveness at home or at school. Other men who have recently gained positions (possibly after decades of discrimination) may also try to prove them by harassing subordinate. Some men regard it as "fringe benefit" to which their position, power and sex entitles them. In times of uncertainty, fear, limited promotion opportunities, personal stress and pressure on performance are real dangers that sexual harassment and trading sexual favours form as part of the power games played.

Moral Values and Cultural Differences

In times of moral laxity, when extra marital affairs and "one-night stands" are broadly accepted, when some people equate monogamy with monotony, the person who tries and does not accept rejection or sees the unwilling colleagues as a challenge, easily becomes a harasser or may victimize the reluctant colleague.

Some confusion resulted from cultural differences about what is or isn't acceptable in our rapidly-changing society. For example, when action was taken against sexual harassment at the University of Cape Town, black male students claimed it was their cultural and traditional right to act in that way. They are strongly challenged by the then vice-chancellor

According Schwartz and Wendy (2003), sexual harassment occurs because some cultures believe that "women are brought up to cater for men's needs". This, according to her, occurs when in personal relationships, it is often expected that men take the initiative in sexual matters. Also, from early age, women are taught to be fickle minded; they act responsively to men and cater for men's need. This invariably puts men in a more powerful position in sexual encounters.

Finally, she observed that men abuse their power because women are at a disadvantageous position in the work force. In general, sexual harassment is a means by which men intimidate, humiliate and use their power over women.

Prevention of Sexual Harassment

In these times of prevalent HIV/AIDS pandemism, Senior High Schools now offer some kind of reproductive health education in the form of "Life skills" or "Family life education". Sexual and reproductive health programs should also teach life skills, including how to avoid risky or threatening situations related to violence, sex or drugs and how to negotiate safe sexual behaviours.

Grievance procedures are internal school mechanisms that address violations of a school's policy on discrimination, including sexual harassment. Grievance procedures must provide for prompt and equitable resolution of complaints of sex discrimination. The school should ensure that its policy against sex discrimination are widely distributed and easily understood by students, parents and employees. At a minimum, students must know that it works, and how to take a strong stance against sexual harassment. It should also be made clear to all students and staff that such behaviours will not be tolerated. Riggs (1993) proposed certain measures by which

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sexual harassment can be prevented in schools. He observed that there should be carefully drafted definitions of what constitutes sexual harassment and clear policies that prohibit such actions.

He also added that there should be accessible grievance procedures that are communicated and understood by all members of the academic community about the nature of sexual harassment and its destructive impact within the community.

Attafuah (2003) acknowledged that it is important for organizations to develop and publicize an "Anti-Sexual Harassment" policy by creating and posting such policies at the work place or school. An employer needs not wait until a complaint is made before taking action to address sexual harassment in the work place or school. He further added that school authorities and employers need to ensure that all employees and students understand that sexual harassment is a form of behaviour the organization (company or school) will not tolerate. The policy, to him, should be expressed in plain language with the following key aspects;

    i.   An operational definition of sexual harassment.

    ii.   The kinds of conduct that constitute sexual harassment

    iii.   Consequences of sexual harassment for the victims, the workplace, school and the society as a whole.

The phenomenon can be prevented if the school provided a confidential impartial avenue of expeditious treatment in terms of reception, investigation and mediation for complaints in any of the following ways;

    i.   Establishment of a Human Rights Committee,

    ii.   Appointment of an in-house ombudsman,

iii. Establishment of a disciplinary committee whose mandate could include the prevention of sexual harassment and the efficient investigation of complaints alleging such violations.

It is good to post anti-harassment bulletins, posters and banners on the wall, notice boards of work place or school to indicate that such conduct is not tolerated. It is also useful to post a copy of the organization's mission statement that articulates anti-harassment messages to all staff, visitors, customers and the general public.

Vulnerability of the Victim

Evenhuis (1992) explains that the low status and importance of earning a living by women adds to the vulnerability of sexual harassment victims. Giuffre and Williams (1994) stressed that a victim of sexual harassment may be more likely to be believed when there is evidence of assault, a situation that is analogous to acquaintance rape. Thus, low status, earning a living, age, employment and academic status tend to make women more vulnerable victims of sexual harassment. Also victims are usually not believed because there are no signs of assault.

Aeberhard-Hodges (1997) is of the view that the victim is usually vulnerable due to age difference, or lower employment status. She further explained that, another factor contributing to the vulnerability of the victim is that of timidity of the victim or what might be called society's conditioning.

In total, vulnerability to sexual harassment may be due to factors in our environment such as social conditions. Vulnerability is importantly due to the continuing subordination of women in social, economic, political, education and the dominance of men in society. This dominance may be reflected in the attempt to

impose male perception of decency and sexuality on women by determining what is provocation and what is decent in dressing styles.

CHAPTER THREE

METHODOLOGY

The previous chapter reviewed existing literature relevant to the objectives of this research. The present chapter describes the procedural plan and the technique that was adopted to undertake the research.

Research Design

The research design was a descriptive survey. A descriptive survey typically seeks to ascertain respondents' perspectives or experiences on a specified subject in a predetermined structured manner. Descriptive survey involves the use of questionnaire and interview in gathering data about peoples and their thoughts and behaviours. Babbie (2004) suggested that surveys are appropriate for descriptive, explanatory and exploratory purposes. He comments that surveys are chiefly used in studies that have individual people as the unit of analysis and an excellent vehicle for measuring attitudes and orientations in a population.

All social researches have limitations and surveys are no exception. This however does not make survey research invalid. Some problems likely to be encountered in using survey research design are mainly the quality of information that is gathered in a survey. This research study is no exception therefore special attention will be paid to the following questions during the design phase; did the sampling technique supply a group of respondents whose answers represent the whole

population from whom it was drawn? Did the question evoke the kind of information wanted? And did the measuring instrument unwittingly introduce a bias into the information gathered?

Following this procedure, I hope to overcome this problem thereby improving the chances of producing reasonably reliable, valid and useful data. Another limitation is that the researcher will not develop sensitivity for the respondents' total life situations therefore researcher may not be aware of important new variables operating in the problem being studied. To overcome this, open-ended questions will be included in the pre-structured questionnaire to allow respondents to identify variables not foreseen by the researcher,

Although descriptive survey design has the above limitations survey designs have several other strengths such as, they are relatively inexpensive (especially self-administered surveys), useful in describing the characteristics of a large population, (no other method of observation can provide this general capability), it makes results statistically significant even when analyzing multiple variables, also, many questions can be asked about a given topic giving considerable flexibility to the analysis and finally, high reliability is easy to obtain--by presenting all subjects with a standardized stimulus, observer subjectivity is greatly eliminated.

The rationale for choosing the survey is that; it is possible to discover facts about people's actions, attitudes and attributes, facts gathered can be used to test the stated theories, responses represents observations which can validly be measured and analyzed using statistical procedures, the standardized questionnaire will offer the possibility of making assertion about the impact of sexual harassment on students

and finally the standardized questionnaire will provide data in the same form for all respondents, making comparisons possible.

One other purpose was to generalize from a sample to a population so that inferences could be made about some characteristic behaviours of the population. The survey information was collected at one point in time. It depended on direct responses from persons whose experiences were relevant to the investigations and these techniques were used because, the desired information could not be obtained more easily and less expensively from any other resources.

It is clear that survey research in the form of self-administration questionnaire was the obvious choice for the study and the best practical method to conduct the research.

Population

The targeted population for the study was female students in the four senior high schools in the Akuapem North Municipality of Eastern region, Ghana. They were 104 female students in all four senior high schools. Mampong Presby Senior High had a population of 27, Benkum Senior High School 23, Okuapman Senior High School 23 and 31 from Methodist Girls' Senior High School. School administrators were not included in the population. The researcher concentrated on those who were directly seeking knowledge or those connected with academic work. Therefore, the main participants in the study were female students and for the purpose of the study, the senior high schools were assigned code names for convenience. The senior high schools which were studied were, Mampong Presby Senior High School,

Benkum Senior High School, Okuapeman Senior High School and Methodist Girls'
Senior High School.

Sample and Sampling Procedure

Sampling is the process of selecting respondents from the population.
According to Anthony-Krueger and Sokpe (2006), a sample is a representative of a
population. Conditions under which sample is used for a study are: when the entire
population is large, when the time for the study is limited and when there are
inadequate resources. Based on the aforementioned factors a purposive sampling
technique was used in selecting all four schools in the Akuapem- North Municipality
of Eastern region, Ghana.

Simple random sampling technique was adopted in selecting respondents from
the senior high schools. The Krejcie and Morgan (1970) table for sampling
determination was used. According to the table, a population of 104 will need a
sample of 80. Based on this total sample size the researcher selected 20 respondents
from each of the four schools. The school administrators and teaching staff were
excluded from the study. The researcher improvised a simple "Yes" and "No" ballot
papers which were made based on the required number of females in each selected
school. Those who picked "Yes" were selected for the study. Each student in the
sample had an equal probability of being selected.

Instrument

To a large extent, the validity and reliability of any study depends on the
instrument and the technique used in collecting the data. In selecting a method for the
collection of data, the researcher had in mind the general characteristics of the sample

and a suitable means of meeting them. The choice of the questionnaire was therefore seen as appropriate tool because the respondents could be reached at a short notice. The questionnaire contained (27) items and a combination of "open-ended" and "close-ended" items. The close-ended items consisted of statements that were followed by alternative answers that the respondent could choose from example "Yes or No". The open-ended questions were meant to seek information from the respondent's point of view.

Section A of the questionnaire sought information from the demographic profile of the respondent while the section B focused on information that highlighted incidence of sexual harassment in senior high schools. Then, section C opinions on how to solve the problem of sexual harassment in senior high schools was gathered. Twumasi (2001) observed that the questionnaire is widely used for collecting data in educational research because it is effective for securing formal information about procedures and conditions and for inquiring into the opinions and attitudes of the subjects. He added that, it is an efficient method in the sense that many respondents can be reached within a short time. The questionnaire was a self-designed instrument in three sections that is sections A, B and C. The instrument developed and used to elicit relevant data for the study was through questionnaire (refer to Appendix C).

Data Collection Procedure

A letter of introduction, collected from the Head of the Institute of Education together with the researcher's own letter (refer Appendices A and B) intended to inform the school administrators about the researcher's exercise were sent. The researcher's letter stated the time and period for the visit to the schools.

The students were given prior information about the researcher's visit and the selected classes for the exercise were assembled by the Assistant Head of the school on appointed days and times. The researcher then briefed them on what she intended to do. Since the number in each class was larger than the number of questionnaire to be used, the researcher adopted the lottery system by writing "Yes" and "No" on papers for the students to ballot so that the estimated sample could be obtained.

The researcher then distributed the questionnaire to all who choose "Yes". In all 80 questionnaires was distributed. In each of the schools, the respondents asked for three days or more to respond to the questionnaires. The researcher agreed to this arrangement and consequently mandated the class prefects to collect all completed questionnaires.

The researcher returned to the schools on the appointed days to collect the completed questionnaires from the class prefects. On the whole, it took the researcher two weeks to retrieve the data from the respondents. However, a hundred percent retrieval of the questionnaires was attained because all respondents did return theirs questionnaires. Out of the 80 questionnaires administered, eighty representing hundred percent was retrieved and used for the study.

Data Analysis

For consistency, the data from the completed questionnaires were first edited. Then tallying of the responses of the various close-ended items was done. A short list was prepared from a master list of responses from the open –ended item in order to get the key responses given. Frequency distributions, bar charts, pie charts and chi-square were used for the analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the data and analysis of the finding from the field. As noted from the previous chapter, the purpose of this study is to investigate the impact of sexual harassment on female students. The responses of students have been put together and have been presented in two sections. The first section is the presentation of preliminary data that is the demographic data of the respondents. This includes data such as age and year/ level of students' education. The second section deals with the presentation and analysis of the main data which addresses the research questions formulated from the literature.

Demographic Information of Respondents

This section of the analysis, deals with the analysis of the demographic data section of the questionnaire. This included tables and figures of field findings and the analysis of the figures or items summarized below the table. In carrying out this study, the researcher used questionnaires to collect information about sexual harassment of girls in Senior High Schools. The sample used for the study was 80 girls from four (4) Senior High Schools in the study area. A total of 80 questionnaires were distributed. In total, all the 80 questionnaires were returned and devoid of any missing data. Therefore, the sample size for answering the research questions was 80 indicating 100% of the response rate.

The Tables below present the profile of the respondents with regard to age and year/levels of respondents. Most of the respondents were in their final year, that is, 41% and 35% for SHS 4 and SHS 3 respectively. With regard to age, majority were within the age group of 16-18 (56%).

Pie chart showing the age distribution of respondents
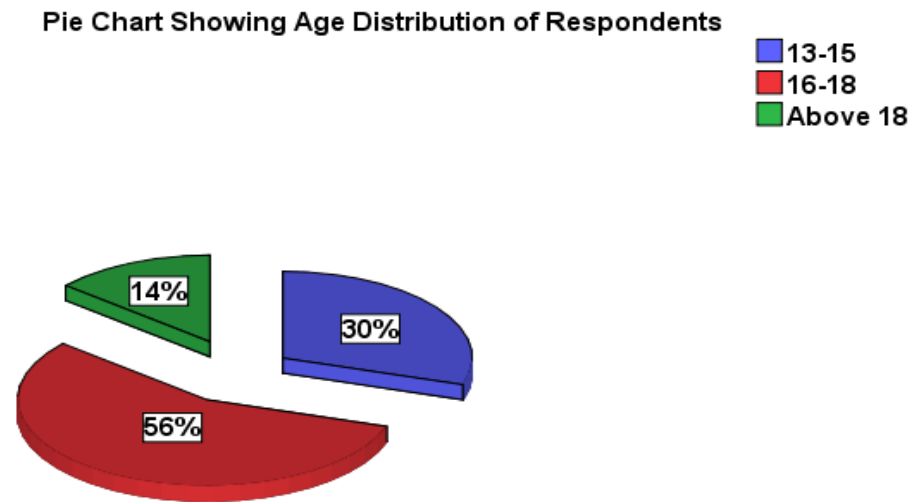
Figure 1. Age of respondents

The respondents for the study were 80 from four Senior High Schools from the Akuapem- North District of the Eastern Region. Out of 80 respondents, 45(56%) were aged between 16 -18, 24(30%) were aged between 13-15 and 11(14%) were aged above 18 as shown in Fig. 1 in the pie chart above.

The table below depicts the various levels/ years of education of respondents.

Table 1: Level of Respondents

Year Level	Frequency	Percentage (%)
SHS 1	5	6
SHS 2	14	18
SHS 3	28	35
SHS 4	33	41
TOTAL	80	100

From the table 1 it can be revealed that majority of the students were in their final year of the secondary school education. That is 33 and 28 respondents representing 41% and 35% of the total sample were in SHS 4 and SHS 3 respectively. 18% (14) of the respondents were in SHS 2 whereas the least number of respondents, that is 5 (6%), were found in SHS1. This implies that out of the total sample, majority of the respondents had been in the school for at least two years. This is good for the study since such students will be more abreast with issues that are going on rampantly in the school as compare to those who just entered the school. Hence they will be able to give vital and comprehensive information needed for the study.

The bar chart below depicts the summary of the educational level of respondents.

A Bar Chart Showing Year Level/Form of Respondents
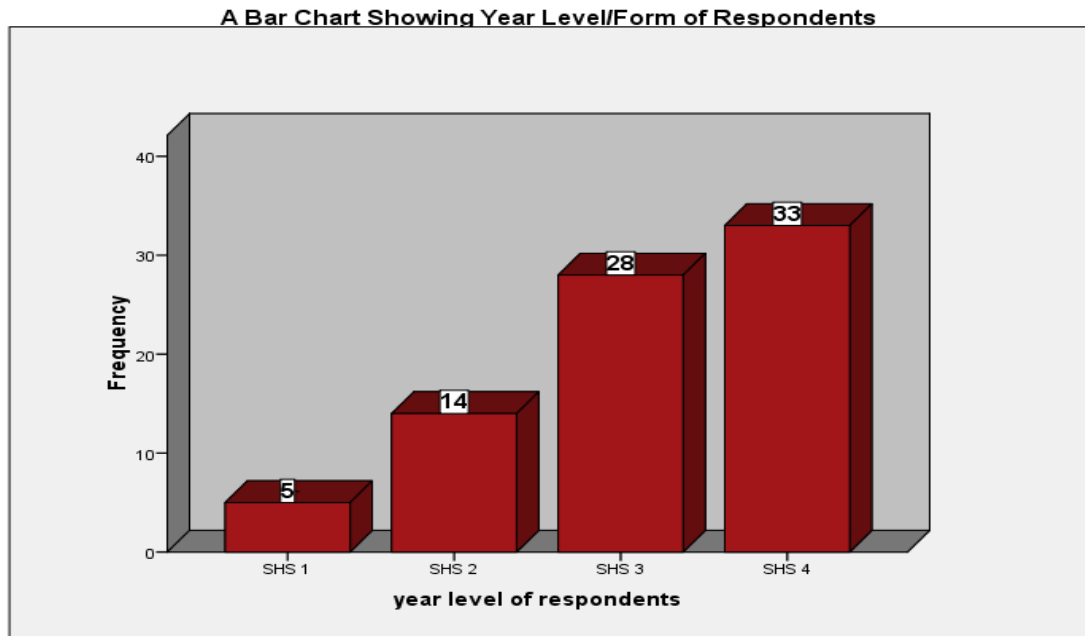
Figure 2. Year / Level of education of respondents

Figure 2 shows the year level/form of the students used for the study. The figure shows that 33 students representing 41% of the total respondents were in form four, 28 students representing 35% of the total population were in form 3, again 14 students representing 18% of the total population were in form 2 and 5 students representing 6% of the total population were in form 1. The greater number was given to the SHS 4 students since they have spent more years in school and for that matter have had a lot of issues and might have experienced a number of acts of sexual harassments.

Research Question One

What constitute students' understanding of sexual harassment in SHS's in Akuapem-North Municipality*?*

This research question was formulated to find out what constitute students' understanding/ conception of sexual harassment in the senior high schools. Item 8 in the questionnaire was formulated to solicit response for this question. A summary of the findings is presented in Table 2.

Table 2: Concept and Definition of the Act of Sexual Harassment

Definition	Frequency	Percentage (%)
Intimate relationship between two people	5	6
A teacher and a student relationship	17	21
Unwanted conduct of sexual nature	21	26
An abuse of power that is expressed sexually	37	47
Total	**80**	**100**

Table 2 shows that 37(47%) of the total respondents indicated that the act of sexual harassment is an abuse of power that is expressed sexually. Twenty one (26%) of the respondents indicated that sexual harassment is unwanted conduct of sexual nature. Furthermore, 17 respondents representing 21% revealed that sexual harassment is a relationship that exists between a teacher and a student. Finally, 6% (5) of the respondents indicated that sexual harassment is an intimate relationship between two people. This implies that majority of students, that is, 37(47%) out of the total population agree to the assertion that the act of sexual harassment is an abuse of

power that is expressed sexually. This is in line with Ryan, et al. (1996) assertion that sexual harassment is primarily an issue of power and not sex. They believed that it occurs when a person with power abuses that power and breaches the trusting relationship that normally exists between students and teachers in academic environments and between subordinates and superiors organizations. It is a phenomenon that creates confusion because of the boundary between professional roles and personal relationships. Most of the time, they believed, several harassment cases tend to have elements of coercion, threats and or unwanted attention in a reciprocal relationship.

Research Question Two

What forms of sexual harassment exist in the SHSs in the Akuapem- North municipality*?*

This research question seeks to find out from students the forms of sexual harassment that exist in the Senior High Schools in the study area. Item 7 in the questionnaire fetched responses for this research question. A summary of the findings is presented in Fig. 3 and Table 3 below.

A summary of the most prevalent forms of sexual harassment that occurs in the senior high schools is shown in the table and figure below**:**

Table 3: Most Prevalent Form of Sexual Harassment

| Statement	Frequency	Percentage (%)
Sexual demands for academic favour	26	32.5
Humour and jokes about sex	7	8.75
Rape and attempted rape	22	27.5
Pulling down of cloth	8	10
Sexual insult	13	16.25
Touching, pinching and patting	4	5
Total	**80**	**100**
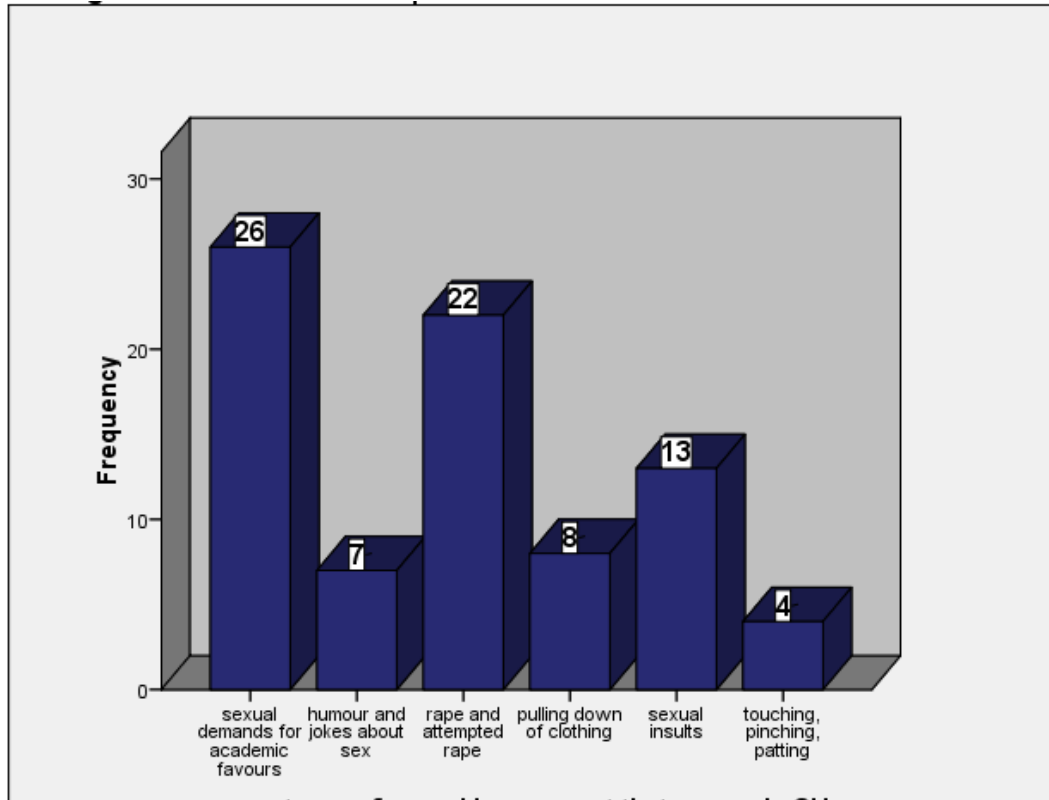
Figure 3. Forms of sexual harassment prevalent in SHS's in the study area

Figure 3 and table 3 shows the forms and most common acts of sexual harassment in the SHS's in the study area. Twenty-six students out of 80 students representing 33% of the total respondents indicated that acts of sexual harassments is usually based on request for academic favours, that is, sexual demand for exchange of academic favours. Again, 22 students representing 28% of the total respondents indicated that rape and attempted rape is rife in the various SHS's in the study area. Sexual insults followed with 13 students representing 16% of the respondents. It can be inferred from the table and figure that majority of the students (26) representing 32.5% of the total sample believes that the forms of sexual harassment that takes place in the school is based on request for academic favours. This supported Riggs (1993) argument that "sexually harassing behaviour encompasses a broad range of actions including unwelcome sexual advances or request for sexual favours when the acceptance or rejection of such action serves as a basis for academic or employment decisions." Sexual harassment behaviour, he believed, also includes conduct that interferes with a student's or employee's performance by allowing the existence of a hostile working environment or hostile learning environment.

Research Question Three

What is the self-perceived impact of sexual harassment on the academic performance of female SHS students in the Akuapem- North municipality?

The idea behind formulation of this research question is to find out the extent to which sexual harassment negatively affects academic performance of victims. Items 14 and 15 were designed to solicit response for this question. A summary of the

finds from item 14 is presented in Table 2 and item 15 which is an open ended is reported.

Table 4: Effect of Sexual Harassment on Academic Work

	Frequency	Percentage
Dose sexual harassment affect academic work:		
Yes	67	83.75
No	13	16.25
Total	**80**	**100**

Table 4 shows that, 67 respondents representing 83.75% indicated that sexual harassment had a negative effect on academic performance. On the other hand, 13 respondents representing 16.25 indicated that sexual harassment does not have an effect on academic performance.

Students who indicated sexual harassment had effect on academic performance indicated the extent to which these effects occur. Some of the students indicated that they are on able to learn due to what has happened. Some further indicated that they become psychological instable and this affects their performance at school. This was in line with the Connecticut Women's Education and Legal Fund (CWEALF, 1995) explanation of a 'Quid Pro Quo' form of sexual harassment. They believed that often sexual harassment put the student in an uncomfortable position and can seriously interfere with her ability to concentrate or enjoy her studies and school experiences.

Research Question Four

Who are the typical perpetrators of sexual harassment in Senior High Schools

in the Akuapem-North municipality?

This research question sought to identify the typical perpetrators of the act of sexual harassment in the senior high schools. Item 11 in the questionnaire was postulated to address this research question. A summary of the findings is presented in Table 5.

A summary of perpetrators of sexual harassment in the senior high schools are depicted in the table and figure below;

Table 5: Perpetrators of Sexual Harassment in the Classroom Environment

Items	Frequency	Percentage
Teachers	47	59
Male students	22	27
Female student	11	14
Total	**80**	**100**

Bar chart depicting the perpetrators of acts of sexual harassments in the classroom environment
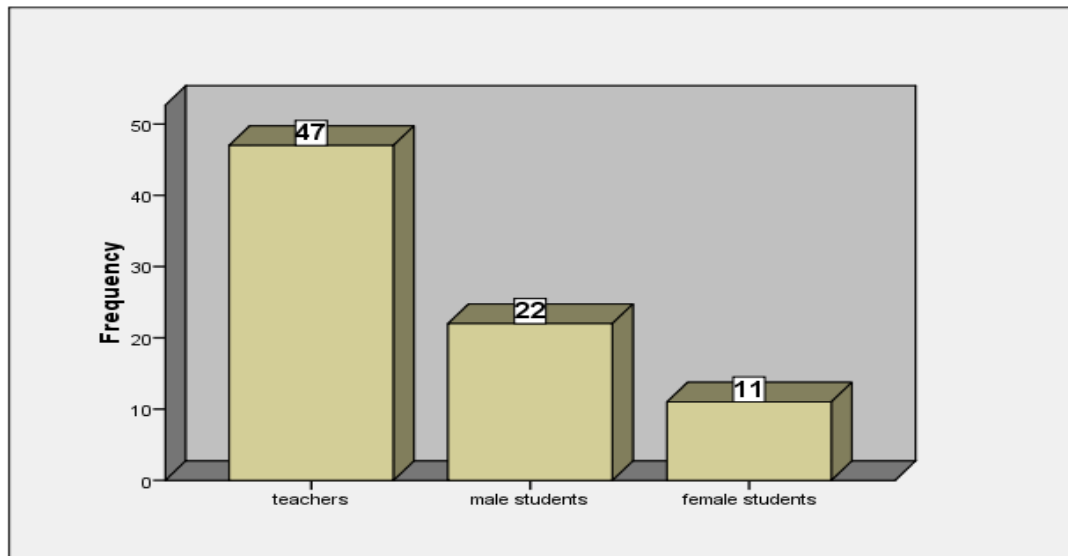
Figure 4. Perpetrators of sexual harassment

Table 5 and Figure 4 show the percentage and frequency of perpetrators of acts of sexual harassments in the classroom environment. A total number of 47 students (59%) out of the total number of 80 respondents agreed that teachers were the perpetrators whilst 22% respondents indicated that male students are the perpetrators. Finally, 11 students (representing 14%) out of the total population indicated that female students were the perpetrators of acts of sexual harassments. This implies that most of the respondents agree to the assertion that teachers are the perpetrators of sexual harassment in the classroom. This can be explained from a report of a recent research by Professor Morley and Dr. Katie of University of Sussex, UK, who established that some male lecturers in Ghana and Tanzania "consider it their right to demand sex for grades" (Daily Graphic, Feb 11, 2010).

What are the typical reasons for non-reporting of incidence of sexual harassment by female victims in SHSs in the Akuapem- North municipality?

This research question sought to find out the causes of most sexual harassment cases to unreported. A summary of the findings is presented in Fig. 2 and Table 5. The various factors that hinder female students in the senior high schools to report cases of sexual harassment are shown in the table and figure below:

Table 6: Why Girls in SHS find it Difficult to Report Sexual Harassment Cases

DIFFICULTY IN REPORTING	FREQUENCY	PERCENTAGE (%)
Absence of guidance and counselling unit in the school	31	38.8
Afraid of being Victimized by Perpetrator and friends of….	16	20
Friends will mock at Victims	20	25
Lack of Sex Education in the School	13	16.2
Total	**80**	**100**
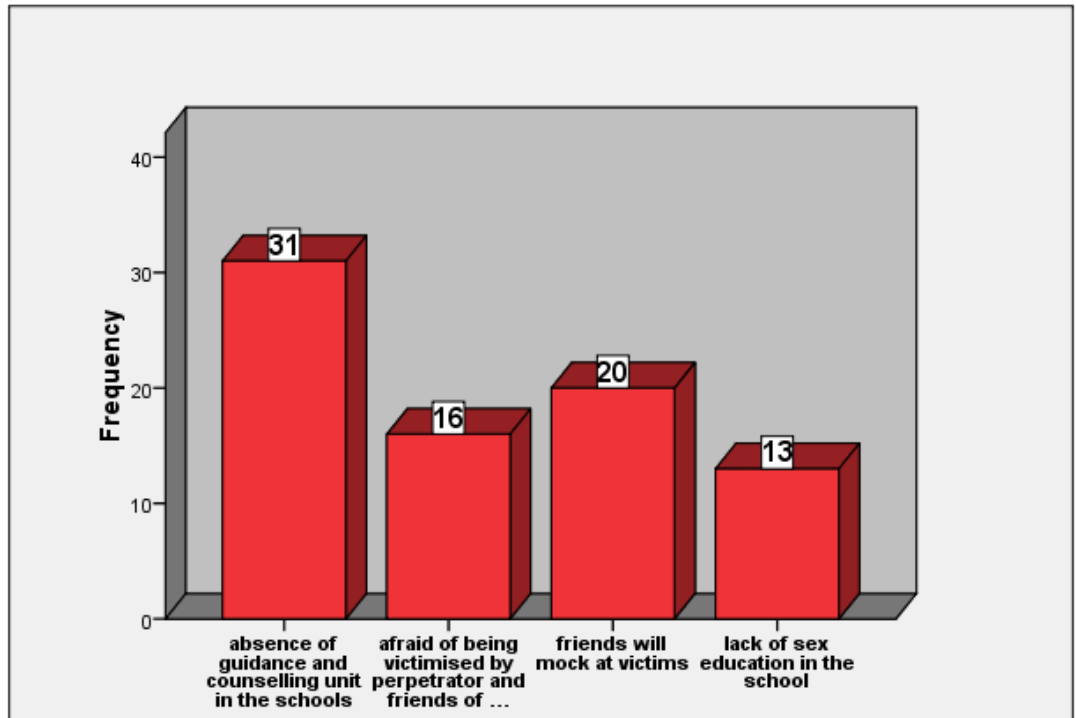
Figure 5. Year / Level of education of respondents

Figure 5 shows 31 respondents representing 38.8% of the total respondents reveal the absence of guidance and counselling units in the various schools make it difficult to report such issues. 20 students representing 25% of the total respondents revealed that that they find it difficult to report sexual harassment cases because friends do mock at victims of sexual harassment, 16 students representing 20% of the total respondents indicated their difficulty as a result of fear of being victimized by perpetrator and friends of perpetrator if the perpetrator happens to be in a higher authority, 13 students of the total respondents representing 16.2% of the total respondents indicated their difficulty as a result of lack of sex education in the various schools.

Discussion of Major Findings

The preliminary results gathered from students' on the concept and definition of acts of sexual harassment reveal that students have adequate knowledge of the existence of such a menace in the Senior High Schools in the study area however, for the different forms that it manifest itself students find it difficult to identified a major act as the only act of sexual harassment.

Most (47%) of the students' indicated that sexual harassment is an abuse of power that is expressed sexually. A total number of 37 students (representing 47% of the total respondents) indicated that people in authority, that is, teachers and prefects are the worst offenders of acts of sexual harassment in the Senior High Schools in the study area.

The findings showed that common acts of sexual harassment on the various campuses of the Senior High Schools in the study area includes sexual demands for academic favour, humour and jokes about sex, rape and attempted rape, pulling down of clothing, sexual insults and touching, pinching and patting. The researcher found out so surprising from the study when it came up that one of the sampled school made up of all female (that is, a girls' school) showed acts of sexual harassment being committed by female students. Finally the study revealed that students find it difficult to report sexual harassment cases due to the absence of guidance and counselling unit in the school, fear of being mocked by friends and fear of being victimized by perpetrators. However, a small number of students (13) out of the total population believe that lack of sex education in the school is a factor that prevents students from reporting cases of sexual harassment in the school.

The research study was geared toward finding out the existence of acts of sexual harassment and its negative effects on students of Mampong Presbyterian Senior High School, Benkum Senior High School, Okuapemman Senior High School and Mamfe Methodist Girls' Senior High School.

The findings showed students' diverse meaning to the term sexual harassment in the school environment context .In a sum up, students' defined sexual harassment as any physical, verbal or visual behaviour, that whoever experiences it objects it instantly or later. It could be in the form of sexual advance, derogatory or discriminatory remarks, which could be used as basis of academic favour or admission. Normally such behaviour has the tendency of humiliating and creating an offensive hostile environment for victims. Therefore, sexual harassment is not an act of flirtation or friendliness. This confirms the assertion by Connecticut Women's Education and Legal Fund (CWEALF, 1999) publication on sexual harassment in schools, that the legal definition of sexual harassment is "unwelcome or unwanted conduct of a sexual or sexist nature. It is an abuse of power or an act of hostility or prejudice that is expressed sexually''

Most interestingly, the research finding indicated that an act of sexual harassment occurs in the form of sexual demands for academic favours. Flyer (2002) as in cited in Essel (2007), observed that sexual harassment is primarily an issue of power and not sex. It occurs when a person with power abuses that power and breaches the trusting relationship that normally exists between students and teachers in academic environments and between subordinates and superiors organizations. It is a phenomenon that creates confusion because of the boundary between professional

roles and personal relationships. Most of the time, several harassment cases tend to have elements of coercion, threats and or unwanted attention in a reciprocal relationship.

According to Chuang and Kleiner (1999) the conduct has the purpose or effect of having a negative impact upon the individual academic performance or creating and intimidating, hostile or offensive educational environment. The findings from the study also indicate that sexual harassments have a multiple of adverse and untold negative implication on students who experience acts of sexual harassments in the study area. The outcome showed that female students who experience such acts of sexual harassments performs badly in terms of the academics, some do dropout from school and those that endures the pains and the pressure from perpetrators of such acts do shy away from organized social programmes in the school. Attafual (2003) agrees to this fact by asserting that sexual harassment as "any sexual oriented practice that endangers and individual's continued employment (schooling) negatively affects his or her work performance or undermines his or her sense of personal dignity.

In relation to the perpetrators of acts of sexual harassments in the Senior High Schools studied, the results revealed that people who wield power are the major perpetrators of such acts. The result showed teachers as the major perpetrators followed by male students and then female students. This finding is confirmed by William (1987), sexual harassment of women by men can occur in student-teacher relationships or doctor-patient relationships, especially, where power is vested in the male, and the lesser status in a female. She further explains that the nature of sexual harassment can range from disparaging jokes and derogatory remarks about women

in the context of classroom activities to the solicitation of sexual favours in exchange for high grades.

In support of the assertion by William (1987) explain why many victims fail to label and even do not report cases of sexual harassment. They said that many people still do not recognize that sexual harassment as an actionable offence. They further explained and labelled what many men and women experience in the work place or School as pleasurable. The findings revealed that absence of guidance and counselling; friends mocking victims of sexual harassment, victimization of victims by the perpetrators and lack of sex education are some reasons why most sexual harassment cases go unreported.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the entire work. It presents a summary of the research findings, conclusion as well as recommendations and suggestions for further research.

General Overview of the Study

The purpose of this research was to investigate the existence of the acts of sexual harassment and its negative implications on the social and the academic life of female students' in Senior High Schools. The research was conducted at four different senior high schools, that is, Presby Senior High School, Mampong, Benkum Senior High School, Okuapemman Senior High School and Methodist Girls' Senior High School all in the Akuapem- North District in the Eastern Region of Ghana.

The sample size 80female students sampled from the four schools was considered for the study. Twenty students were sampled from each of the four schools which sum up to 80female students used for the study. Qualitative data was used for the study. Structured questionnaire was prepared to collect qualitative data for the study. The questionnaire consists of both open and closed-ended items. The data collected were analyzed quantitatively and qualitatively.

The study was guided by the following research questions; **a.** What constitute students' understanding of sexual harassment in SHS's in Akuapem- North

Municipality? **b.** What forms of sexual harassment exist in the SHSs in the Akuapem-North municipality? **c.** What is the self-perceived impact of sexual harassment on the academic performance of female SHS students in the Akuapem- North municipality? **c**. Who are the typical perpetrators of sexual harassment in Senior High Schools in the Akuapem- North municipality? **d.** What are the typical reasons for non-reporting of incidence of sexual harassment by female victims in SHSs in the Akuapem- North municipality?

Summary of Major Findings

The study revealed the following major findings;

The menace of sexual harassment exists and is on the increase in the various senior high schools. Most of the students' indicated that sexual harassment is an abuse of power that is expressed sexually. Students however indicated that the acts of sexual harassment increases and gets into an astronomically crucial level during examination period most especially external examination period.

The findings showed that common acts of sexual harassment on the various campuses of the Senior High Schools in the study area includes sexual demands for academic favour, humour and jokes about sex, rape and attempted rape, pulling down of clothing, sexual insults and touching, pinching and patting. The researcher found out so surprising from the study when it came up that one of the sampled school made up of all female (that is, a girls' school) showed acts of sexual harassment being committed by female students.

The research also found out that most victims of sexual harassment fail to report such cases due to the absence of guidance and counselling unit in the various

senior high schools. Also, most victims fear they will be victimize by the perpetrators and friend will also mock at them.

Recommendations

The study examined the prevalence of acts of sexual harassments and its negative implications on the social and academic life of female students of the senior high schools. Based on the results of this study the researcher had these recommendations and suggestions for further studies:

1. This study had samples from four different senior high schools. There are nine Senior High Schools in the study area. This indicates that there is the need for future studies in other schools.

2. There is the need for the establishment of guidance and counselling units in the various senior high schools.

3. Sex education should be encouraged in all senior high schools. Students should be taught various skills like the way students should dress on campus, how to relates to teachers and other colleagues on campus. This is confirmed by Taylor (2001) that sexual harassment can be addressed using commonsense and targeted skills rather than by fashionable rhetoric and legal threats.

4. Seminars and other forums should be organized to educate students on the dangers of engaging in lesbianism and other amorous relationship at their age.

5. For instance, it is anticipated that, other researchers might want to study sexual harassment in their organizations or work places or add to other studies already carried out by other researchers.

Areas for Further Study

The following areas are suggested for further study to help address sexual harassment in senior high schools.

i)   The negative effect of sexual harassment occurring in other schools in other districts aside the on under study.

ii) Authorities' attitude towards sexual harassment.

iii) The long term effect of sexual harassment on students.

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Questionnaire

This questionnaire is an academic exercise designed to solicit responses from students of senior high schools in the Akuapem North Municipality to enable the researcher address the problem on "the impact of sexual harassment on female students in senior high schools in the Akuapem North Municipality". Respondents confidentiality and privacy is assured.

Section A: Socio-Demographic Profile

Kindly respond by ticking the appropriate box provide or fill in the space given.

1.   Name of school ....

2.   Age:..

3.   Course:..

4. Term: 1   2   3

5. Gender   Male   Female

Kindly respond by ticking the appropriate box or space provided

6.   Are you aware of any incidents of sexual harassment in your campus?

        a. Yes   ☐   b. No   ☐

7.   In what form?..

8.   In your view, what constitute sexual harassment?.................

9.   Have you ever been sexually harassed?

        a. Yes   ☐   b. No   ☐

10.   Which type of sexual harassment did you encountered?

        a. Demand for sex in exchange for favours   ☐

        b. Threatening sexual environment   ☐

        c. None   ☐

        d. Others (please specify)...

11.   If your response to item 9 was yes, who harassed you?

        a. Teacher   ☐

        b. Peers   ☐

        c. Others (please specify)...

12.   What in your view motivated the harasser to harass you?

        a. Incessant sexual desire of harasser   ☐

        b. Mode of dressing   ☐

        c. Over socialisation   ☐

        d. Over kindness to people   ☐

        e.   Sexual attractiveness or beauty   ☐

f. Others (please specify)..................................

13. How did you feel when the harassment occurred?
☐
a. Angry
☐
b. Disgusted
☐
c. Surprised
☐
d. Intimated
☐
e. Indifferent
☐
f. Afraid
☐
g. Ashamed
☐
h. Bitter
☐
i. Confused

j. Others (please specify)..

14.   Did the harassment affect your academic work?

a. Yes   ☐   b. No   ☐

15.   If yes, how? ....

16. Which of the following do you think would have happened if you had resisted

sexual harassment in your academic environment?

a. Sabotage   ☐

b. Victimisation   ☐

c. Marginalisation   ☐

d. Others (please specify)...

17. Which of the following do you think would be appropriate response to sexual

harassment?

   a. Indefinite suspension ☐

   b. Sacked ☐

   c. Dismissed ☐

   d. imprisonment ☐

   e. Fine ☐

   f. Transfer ☐

   g. Verbal warming ☐

   h. Required attendance at sexual harassment training programmes

   i. Others (please specify)...

Section C: Solution to the Problem of Sexual Harassment in Senior

High Schools

18. Have you ever heard of any incidence of sexual harassment reported to your

superior?

   a. Yes ☐   b. No ☐

19. If your respond to item is yes, briefly describe what

happened..

20. If your response to item 18 is No, why?...........................

21. How would you suggest that, problem of sexual harassment in your school be

addressed?

66

(You may tick more than one answer)

    a. Report it   ☐

    b. Threaten to report   ☐

                                      ☐

    c. Expose it

    d. Ignore it   ☐

                                        ☐

    e. Warn harasser directly

    f. Others (specify)...

22.   Have you ever had the courage to respond to sexual harassment in any of the

                above ways?...........................

23.   What was the response of the sexual harasser to your

    reaction(s)?..

24.   If you were sexually harassed, whom would you ask for help?

        a. Father   ☐

        b. Mother   ☐

        c. Both parents   ☐

        d. A teacher   ☐

        e. Extended family members   ☐

        f. Police   ☐

        g. Medical authorities   ☐

        h. A senior   ☐

        i. Friends   ☐

                                        ☐

j. Counsellor ☐

25. Did the response of your superior bring any change in the conduct of sexual

harasser?

a. Yes ☐ b. No ☐

26. If you had the chance, would you seek transfer in order to avoid your sexual

harassers?

a. Yes ☐ b. No ☐

27. What do you think is the best way(s) to reduce or eliminate sexual harassment in

the academic environment?

………………………………...

....

....