

EFFECT OF SEXUAL HARASSMENT AFFECT STUDENTS

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Abstract: This study focused on investigating the sexual harassment of students in higher learning institutions in Tanzania. The consideration of this area of the study was coherently driven by some existing facts about sexual harassment among college students in Tanzania. Specifically, the objectives of the study were to determine the types and causes of sexual harassment among the students at Zanzibar School of Health; assess the effect of sexual harassment on students at Zanzibar School of Health; and determine measures that the government and other stakeholders should take to overcome sexual harassment for students in higher learning institutions in Tanzania.

The researchers conducted the survey among the students in the Zanzibar School of Health, which included 186 respondents who completed the survey. Both qualitative and quantitative methods were used in this study. The study used questionnaires for students in the quantitative method by compiling, editing, coding, classifying, and tabulating the data using descriptive statistics and inferential statistics that test the hypothesis of the data before drawing a conclusion. Then the raw data from the questionnaires was entered into the SPSS version 20 program so as to be analyzed. A focused group interview in the qualitative method for lectures was applied as the main data collection instrument.

This study found out that revealed the existence of sexual harassment in students' studies in higher learning institutions. However, sexual harassment is a result of the nature and culture of male dominance. 43% of the respondents agreed that there are types of sexual harassment in learning institutions in Tanzania that students face. Also, there is a probe into the causes of sexual harassment at the Zanzibar School of Health in Zanzibar, whereby 90 (48.7%) of the respondents commented on sexual harassment in learning institutions in Tanzania. 45.6% of respondents acknowledged the existence of this problem in their institutions.

The study recommends that the approaches used to curb the problem should be reformed to fit the cultural context of the people, as some sets of behaviors indicate a need for the reformulation of policies to conform to the culture of Tanzania and Zanzibar. Also, it is advocated that a broader study be conducted to include other higher learning institutions in Tanzania and Zanzibar so as to have a wider understanding of the magnitude of sexual harassment in higher learning institutions.

Keywords: Behavior Change, Perverse, Physical Sexual Harassment, Sexual Harassment.

1. INTRODUCTION

Sexual harassment (SH) is a problem that has been shown to affect people worldwide. This problem can affect people differently and in different settings. This may include SH in schools, colleges, universities, homes, and on the streets. Hence, it is reported that "SH is an unwanted, unreciprocated, and unwelcome behavior of a sexual nature that is offensive to the person involved and causes that person to be threatened, humiliated, or embarrassed" (WHO, 9 June 2002). While some

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argue that SH, on the other hand, is more destructive and has disproportionately impacted girls and women (Fielding-Miller R, Shabalala F, S, & Anita Raj A, 2019), others argue that SH is not as harmful as it appears.

In 1980, the Equal Employment Opportunities Commission (EEOC) developed a definition of SH which encompassed two forms of harassment: Quid Pro Quo harassment (referring to sexual favors given as a condition for employment) and the more common hostile environment sexual harassment, which includes verbal, physical, and visual sexual harassment (EEOC, 2010).

According to the United States Department of Education's Office of Civil Rights (OCR), which is tasked with ensuring civil rights compliance in schools, sexual harassment (SH) raises serious safety concerns because students who are sexually harassed are often scared and embarrassed to speak up (USA Department of Education, 2008). The American Association of University Women (AAUW) studies (1993, 2001, and 2011) ignited debate on the prevalence and effects of SH in American middle and high schools. This is because, in spite of its recognition as a pervasive form of violence (Fitzgerald, 2017) and victimization, SH fails to gain adequate recognition even among school officials and teachers (Rinehart, Doshi & Espelage, 2016). These behaviors, which are more often linked to the victim's gender in society, besides eroding the individual's self-esteem, can lead to diverse effects, including physical, mental, or psychological ailments and other psychosocial problems if left untreated (Maternowska, Keesbury & Kilonzo, 2009). Wane (2009) observes that SH leaves students feeling stigmatized and unable to freely participate in school activities, which is a precursor to student failure.

Timmerman (2003) made similar revelations in the Netherlands, where students spent inordinately long hours together in school, often in the absence of a teacher. As a result, this increased the likelihood of being sexually harassed. The study also found that students in residential schools were the most affected.

Specific Objectives

Assess the effect of sexual harassment affect students at ZSH.

Statement of the Problem

Despite the existence of a significant amount of SH among students at various levels of the learning process, such as in schools, colleges, and universities, most research has focused on the working environment and, in particular, female workers. Furthermore, in Zanzibar, the SH was much more focused on gender-based violence. MUHAS (2007) explains SH in universities, specifically MUHAS, while Juma, A. (2009) talked about Gender Based Violence and Al, S. (2010) explained SH in the workplace. Yet, there is no study that has been reported or published specifically on sexual harassment at academic institutions, specifically in Zanzibar colleges. Therefore, this study seeks to investigate the conduct of sexual harassment at the Zanzibar School of Health.

2. LITERATURE REVIEW**Theoretical Literature Review**

The chapter presents the literature review related to this study. The review thought that sexual harassment affect students at Zanzibar school of health. The study capture the theory which based on sexual harassment .The conceptual framework showed the relationship between independent and the dependent variable. The chapter also presented the empirical review, critique of existing literature relevant to this study and the final section was the summary of the chapter and the research gaps.

Theoretical Framework

This study guided by Feminist theory which challenges the idea that sexual harassment is a sexual act and invites scholars to see it from a gender-based angle that reflects male dominance and women's subordination, which are constantly condoned by society.

Conceptual framework of Sexual Harassment

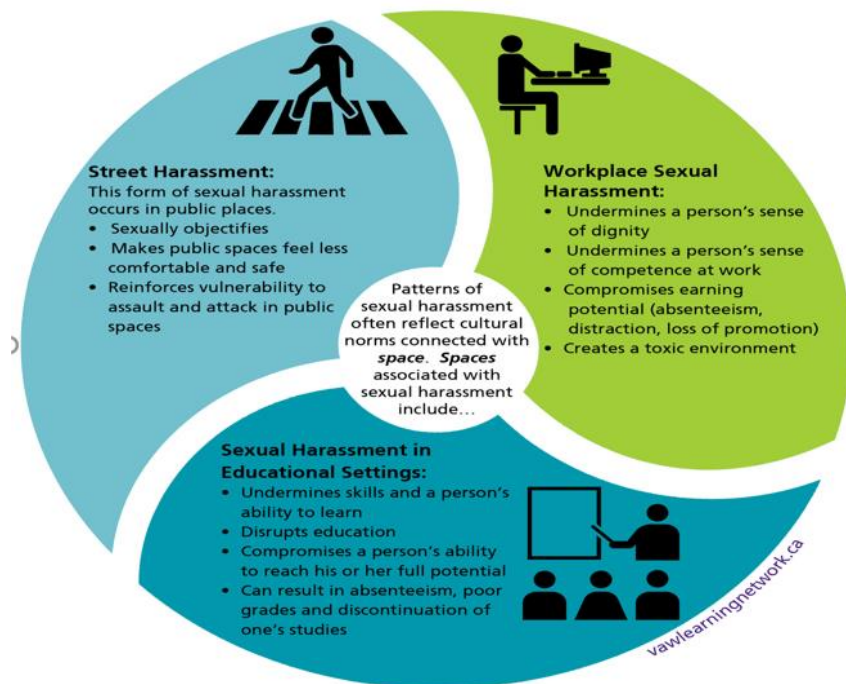


Figure 1: Conceptual Framework

Empirical review

Hill and Holly's study (2011) study was conducted in middle and high schools in the USA. The study was equally conducted online and involved a sample of 1,965 students who answered to an online questionnaire. The results of the study confirmed earlier findings by AAUW 2001 which established that verbal sexual harassment was the most prevalent form of SH in schools. This form of harassment is manifested in the form of unwanted sexual comments, jokes or gestures and name calling. The second highest form of sexual harassment reported was visual sexual harassment in the form of showing of pornographic or nude photos. Only 2% of respondents in the sample of 1,965 students admitted being asked to do something sexual (Hill and Holly, 2011). The findings revealed that both boys and girls were either victims or perpetrators of SH and that this harassment had devastating effects on their psychological wellbeing. Bankole and Arowosegbe (2018) share the view that psychological wellbeing is an important factor for an enhanced self-esteem. Whereas Hill and Holly used online administration of questionnaires, the present study involved self-administration.

Witkowska and Menckel (2005) carried out a study on the magnitude and types of sexual behaviour amongst students in schools in Sweden and reported findings similar to those of AAUW. The study involved a sample of 540 female students from all Swedish schools who responded to an anonymous self-report mail. The findings showed that 49% of the students identified sexualized conversations, attractiveness rating, dreaming, and comments about gender, name calling and sexual comments as the most prevalent forms of SH in their schools which they considered inappropriate and unacceptable as they affected their wellbeing in and out of school. Witkowska and Menckel's study and that of Hill and Holly (2011) were nationally representative. However in terms of methodology, Hill and Holly conducted an online survey whereas Witkowska and Menckel used a self-report mail. The present study relied on a sample of schools and respondents randomly selected from two out of the existing 47 counties in Kenya and a self-administered questionnaire.

Unwanted sexual attention, rape and sex through coercion have been reported elsewhere as more prevalent in Canadian schools with many of those affected aged between 18-24 years (Canadian Press, 2015) implying that even beyond secondary school SH was an issue of concern. A Survey carried out among 1,800 9th and 11th graders in South Western Ontario in 23 high schools indicated that student sexual harassment was a fact of life for quite a number of students. Fifty four per cent girls complained of unwanted sexual attention, 24% of being raped or being forced to have sex and another 17% complained of having experienced sexual incest (Canadian Press, 2008). Both the Canadian study and the present study focused on the

SH of high school students. However, the sample for the Canadian study was more than four times bigger than that of the present study. The Canadian study was also wider in scope. It sought data on violence, bullying and sexual harassment. The current study, owing to time and resources, was limited in scope choosing to focus only on sexual harassment and its influence on student esteem in selected secondary schools in Nyamira and Kiambu counties.

3. METHODOLOGY

A mixed methods approach was applied in this study by using both qualitative and quantitative approaches. The study is a descriptive research study. This design seeks descriptive information on the investigation into sexual harassment among the students. The sample size of this study comprised 186 respondents, equivalent to 53.1% of the total population. And therefore calculated the total population of 350 people by using the formula called Slovin’s formula. This study used probability random sampling, also known as stratified random sampling. This study used questionnaires for students in the quantitative method and focused group interviews in the qualitative method for lectures as the main data collection instruments.

Table 1: sample size of the Study

Participants	Population	Percent %
Senior administrators	5	2.7%
Lecturers	10	5.4%
Students	171	91.9%
Total	186	100%

Source: Field Data (2022).

The data was statistical techniques such as percentages, mean, frequency, standard deviation, tables and bar charts by using Statistical Package for Social Science (SPSS) version 20 so as to get numerical data presentation. The qualitative data provides aid in offering a certain level of understanding, explanation, and aid in interpreting the patterns and themes included in the textual data

4. FINDINGS

This chapter presents the findings of this study and discusses the specific objective. To be sure of this existing social problem, the study was set to examine the extent to which the phenomenon exists at Zanzibar School of Health in Zanzibar and how it has influenced the change in the student environment. The data was collected and the findings of this study revealed that the incidence of sexual harassment among students in Tanzania is higher in learning institutions after a case study in the Zanzibar School of Health. . Results of this study indicate that 45.6% of the respondents commented that the environment of the learning institutions influences the victimization of female students who are weak in academic performance and hence surrender themselves to these immoral acts easily to nepotism. Such students are forced by circumstances to bestow on institutional teachers unwelcome sexual favors in order to succeed in their academic performance, promotions, and other legal benefits. Students who are weak in academic performance or who have weak moral values use their weakness as a scapegoat to justify the unwelcome sexual string-pulling of institutional teachers.

Table 2

Variables		N	%	V%	C%
Sexual harassment cause of Anxiety	I strongly agree	83	44.6	44.6	44.6
	Agree	65	34.9	34.9	79.5
	Am not sure	15	8.1	8.1	87.6
	Disagree	13	7.0	7.0	94.6
	Strongly disagree	10	5.4	5.4	100
	Total	186	100	100	
Sexual harassment cause of Depression	I strongly agree	110	59.1	59.1	59.1
	Agree	65	34.9	34.9	94
	Am not sure	8	4.3	4.3	98.3

<i>Variables</i>		N	%	V%	C%
Sexual harassment can lead Weight loss or gain	Disagree	2	1.2	1.2	99.5
	Strongly disagree	1	0.5	0.5	100
	Total	186	100	100	
	I strongly agree	98	52.7	52.7	52.7
	Agree	68	36.5	36.5	89.2
	Am not sure	8	4.3	4.3	93.5
	Disagree	7	3.7	3.7	97.2
Sexual harassment can lead lowered self-esteem	Strongly disagree	5	2.8	2.8	100
	Total	186	100	100	
	I strongly agree	89	47.8	47.8	47.8
	Agree	75	40.3	40.3	88.1
	Am not sure	12	6.5	6.5	94.6
	Disagree	2	1.1	1.1	95.7
	Strongly disagree	8	4.3	4.3	100
Sexual harassment can lead Sexual dysfunction	Total	186	100	100	
	I strongly agree	73	39.2	39.2	39.2
	Agree	55	29.6	29.6	68.8
	Am not sure	15	8.1	8.1	76.9
	Disagree	33	17.7	17.7	94.6
	Strongly disagree	10	5.4	5.4	100
	Total	186	100	100	
Sexual harassment can lead Lack of academic performance	I strongly agree	94	50.5	50.5	50.5
	Agree	75	40.3	40.3	90.8
	Am not sure	8	4.3	4.3	95.1
	Disagree	5	2.7	2.7	97.8
	Strongly disagree	4	2.2	2.2	100
	Total	186	100	100	
	Sexual harassment can lead Increasing of truancy	I strongly agree	65	34.9	34.9
Agree		100	53.8	53.8	88.7
Am not sure		12	6.4	6.4	95.1
Disagree		4	2.2	2.2	97.3
Strongly disagree		5	2.7	2.7	100
Total		186	100	100	
Sexual harassment can lead Physical distress		I strongly agree	66	35.5	35.5
	Agree	88	47.3	47.3	82.8
	Am not sure	23	12.3	12.3	95.1
	Disagree	4	2.2	2.2	97.3
	Strongly disagree	5	2.7	2.7	100
	Total	186	100	100	

According to the findings, 47.8% of students strongly agree and 40.3% agree that sexual harassment of students can lead to low self-esteem. And those who disagree (1.1%) and strongly disagree (4.3%) have confirmed that they are not aware that sexual harassment of students can affect lowered self-esteem and (6.5%) were not sure whether sexual harassment of students can affect lowered self-esteem.

According to the findings, 39.2% of students strongly agree and 29.6% agree that sexual harassment of students has the potential to lead to sexual dysfunction. And those who disagreed (17.7%) and those who strongly disagreed (5.4%) confirmed that they were not aware that sexual harassment of students can have an effect of leading to sexual dysfunction, and (8.1%) were not sure whether sexual harassment of students can have an effect of leading to sexual dysfunction.

According to the findings, 50.5 percent of students strongly agree and 40.3 percent agree that sexual harassment of students can affect poor academic performance. And those who disagreed (2.7%) and those who strongly disagreed (2.2%) confirmed that they were not aware that sexual harassment of students can affect poor academic performance and (4.3%) were not sure whether sexual harassment of students can affect poor academic performance.

The results of the finding indicate that (34.9%) of the students strongly agree and (53.8%) agree and confirm that they are aware that sexual harassment can affect students, leading to an increase in truancy. And those who disagreed (2.2%) and those who strongly disagreed (2.7%) confirmed that they were not aware the sexual harassment of students could lead to increased truancy and (6.4%) were not sure whether the sexual harassment of students could lead to an increase in truancy.

According to the findings, 35.5 percent of students strongly agree and 47.3 percent agree that sexual harassment of students can cause physical distress. And those who disagree (2.2%) and those who strongly disagree (2.7%) have confirmed that they are not aware that sexual harassment of students can cause effects that lead to physical distress and (12.3%) were not sure whether sexual harassment of students can cause effects that lead to physical distress.

5. RECOMMENDATIONS FOR FURTHER STUDY

The study was limited to the higher learning institution alone, focusing on a single higher learning institution; as a result, it was recommended that areas for further research be conducted in different areas of higher learning institutions. In that regard, much may be revealed and hence help in formulating proper laws and regulations that will be used to govern the welfare of the student class in our society against immoral conduct.

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