

**AN ASSESSMENT OF THE PREVALENCE AND EXTENT OF
SEXUAL HARASSMENT OF GIRLS BY BOYS AT CHAMBOLI AND
MINDOLO HIGH SCHOOLS IN KITWE FROM 2006-2008**

BY

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the degree of Master of Arts in Gender and Development Studies**

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2009



DECLARATION

I, HILDAH MALAMA hereby declare that this dissertation represents my own work, and that it has not previously been submitted for a degree at this or any other University. All published works or materials from sources that have been incorporated have been acknowledged and adequately referred to.

Signature of Author

A handwritten signature in black ink, appearing to read 'Hilda Malama', is written above a horizontal dashed line.

CERTIFICATE OF APPROVAL

This dissertation by **HILDAH MALAMA** is provided as partial fulfilment for the award of the degree of Master of Arts in Gender and Development Studies of the University of Zambia.

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DEDICATION

This dissertation is dedicated first to God for his unfailing love and sustenance throughout the period of my study. I also dedicate it to my husband William Kangwa, our two daughters Dorothy Chali and Musonda Catherine, my niece Rachel Bwalya, our grandson Chanda Chilando and their loving and caring aunty Barbara Malekani, for their support, love and understanding during my long period of absence from home.

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ACRONYMS

AAUW	American Association of University Women
A P U	Academic Production Unit
DFID	Department for International Development
FAWEZA	Forum for African Women Educationists in Zambia
FELAZ	Female Lawyers Association of Zambia
NSW D ET	New South Wales Department of Education & Training
PTA	Parents Teachers Association
VSU	Victim Support Unit
YWCA	Young Women's Christian Association
ZESCO	Zambia Electricity Supply Co-operation

ABSTRACT

The Ministry of Education has shown commitment to ensure that female pupils get the same equal and quality education as their male counterparts in high schools since the 1990s. Unfortunately studies have shown that the performance of girls in these institutions is below that of boys at both grades 9 and 12 national examinations. Recent studies by Kelly (1999) and Kasonde-Ngandu (2003) have cited rampant peer sexual harassment of girls as a factor creating a hostile learning environment for girls and consequently resulting in poor performance. This study therefore sought to assess the prevalence and extent of sexual harassment as well as control measures and their effectiveness.

Specific objectives were: to assess the extent of peer harassment in high schools; assess the relationship between group behaviour (due to peer pressure) and the prevalence of sexual harassment; investigate measures put in place by the schools to control peer sexual harassment and their effectiveness; establish the actions taken by the schools against perpetrators of sexual harassment.

My study sites are Mindolo and Chamboli high schools in Kitwe. The study employed cross section survey design to collect data at one point in time. Data was collected using semi-structured interview guide, focus group discussion guide and self administered questionnaires.

Random stratified sampling was used to choose participants from the population of 1340. A total of 102 girls, 20 boys and 16 teachers and administrators participated from the two schools. The District co-ordinator and the District Education Board Secretary also participated, bringing the total number of the sample to 138.

Questionnaires were distributed to the girls, the teachers and administrators. 2 focus group discussions were conducted at each school one for girls and another for boys. In-depth interviews were conducted with administrators, grade teachers, school counsellors and pupils. Both qualitative and quantitative data was collected.

The findings indicated that the prevalence rate to 8 counts of sexual harassment at school A was 90% and school B was 96%, giving us an average of 93%. Girls at both schools had experienced more harassment from groups of boys than individuals. In spite of the high prevalence rate only 35% of the girls perceived their school to have a lot of sexual harassment while another 35% know. Further findings revealed that 68% of the girls described their school atmosphere as welcoming and 32% said it was hostile.

47% said they experienced sexual harassment in class, 22% a few metres from the school fence while the rest (23%) mentioned corridors and school hall. Girls are not safe either in or outside their classrooms. They argued that this had a negative impact on their academic performance.

The study also established that pupils do not feel free to report sexual harassment to teachers and the few who reported did not get good responses. 52% confide in their friends while 39% tell anyone. Some of the reasons for not reporting were fear of retaliation, embarrassment, not knowing where to report and they were put off by people in charge.

The findings also revealed that there are very few control measures in place and they are not effective due to lack of a sexual harassment policy. Counselling and sensitization of pupils has been neglected by both the guidance and counselling department and grade teachers. The school rules do not cover sexual harassment comprehensively; as a result most culprits have gone unpunished.

From the findings it was recommended that the district in conjunction with high schools develop a sexual harassment policy. The district co-ordinator should ensure that there is gender balancing between school counsellors, ensure training of officers, reduce their work load, and give them attractive allowances. He/she must also implement better control measures and closely monitor the implementation process.

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CHAPTER ONE

1.0 Introduction

This chapter presents the historical background of girls' and women's' education and their recent struggles to overcome sexual harassment in schools. It also defines sexual harassment, states the problem under investigation, gives the significance of the study and outlines the objectives as well as research questions. It ends by giving the limitation of this study and operational definitions.

1.1 HISTORICAL BACKGROUND OF GIRLS' EDUCATION AND EFFORTS TO OVERCOME SEXUAL HARASSMENT

Throughout history, inequality in education has been a stumbling block in that it has kept women and girls from attaining equal status in society, by separating them from their male counterparts. Walker and Barton (1983) reported that formal education for girls worldwide was inferior to that of boys until the twentieth century. It was organised on the premise that girls constituted a homogeneous group which shared a common destiny as home makers while boys were unique and heterogeneous and therefore, they were given education for paid jobs outside the home. During the 19th century fee paying girls' schools were established in Europe, USA, India and Japan which extended to providing academic education. Governments also began to provide primary state schools for boys and girls later in the century.

Feminists worldwide worked towards equal and quality education for both girls and boys and a lot of high schools for boys opened their doors to girls. Walker and Barton (1983) reported that by 1900 there were a lot of co-education schools but girls did not get the equal and quality education they hoped to get from mixed schools in USA and Britain. In these schools co-education meant different education for girls and boys mixed together, rather than integration into a common form of schooling. Sex segregation included separation of teaching classes, and girls enrolled for arts subjects which boys did not want to study at advanced levels.

Walker and Barton (1983) further reported that co-education schools only became an issue in the 1970s after a number of studies revealed that girls in single sex schools performed better than their counter parts in co-education schools. The radical feminists condemned mixed schooling because it reproduced patriarchal relations of

domination found in homes and society in academic and social relations, leading to sexual harassment of girls. They further argued that boys are responsible for the low self perception of girls, low academic performance and narrow traditional feminine performance after school.

Contemporary feminists see sexual harassment as a form of discrimination against girls. At international level, sexual harassment of women and girls in learning institutions was discussed during: the Convention Against Discrimination of Girls and Women in Education in 1960; the World Conference on the Decade of Women in 1975 and the Convention Against all Forms of Discrimination Against Women in 1979, but it did not make a big impact to attract much attention. It was only after the Nairobi Conference that it became a priority issue on the agenda on the inter-governmental commission on the status of women. Since then the subject has received enormous attention and has become the subject of resolutions by both the General Assembly and the Security Council.

Sexual harassment was defined and debated extensively at the 1995 Fourth World Conference of Women in Beijing. This resolution was ratified by three quarters of governments which were represented and was later domesticated into local instruments. In Zambia sexual harassment was domesticated through the National Gender Policy. At community level institutions have gone a step further to develop and implement their own sexual harassment policies.

In spite of the fights put up by women through various forums and international conferences sexual harassment of girls in high schools is still a common phenomenon and it has posed a big challenge to all educationists all over the world. In Zambia, although the Ministry of Education has shown commitment to ensure that female pupils get the same equal and quality education as their male counterparts in high schools, studies have shown that the performance of girls in these institutions is below that of boys at both grades 9 and 12 national examinations. Recent studies by Kelly (1999) and Kasonde-Ngandu (2003) have cited rampant peer sexual harassment of girls as a factor creating a hostile learning environment for girls and consequently resulting in poor performance. This study therefore sought to assess the

prevalence and extent of sexual harassment as well as control measures and their effectiveness at Chamboli and Mindolo high schools.

1.2 DEFINING SEXUAL HARASSMENT

Sexual harassment is defined by the University of Zambia (UNZA) HIV and AIDS policy (2006:3) as “unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment or education, unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile or offensive working or learning environment”. Wishnietsky (1991) also suggests that sexual harassment often involves relationships between people of unequal status and involves elements of coercion. Most administrators in high school claim that all pupils in their schools enjoy equal status but the harassment of female pupils is in itself evidence of the inequality which exists in school and it's a form of discrimination because it disadvantages one group of people.

According to UNZA HIV and AIDS Policy (2006): Sexual harassment may take the following characteristics

- Explicit or implicit propositions to engage in sexual activity;
- Gratuitous comments of a sexual nature such as explicit statements, questions, jokes, or anecdotes; remarks of a sexual nature about a person's clothing or body whether made orally, in writing, or through electronic media;
- Deliberate, repeated humiliation or intimidation based upon the sex of the individual.
- Remarks about sexual activities or speculation about sexual experiences;
- Exposure to gratuitous sexually suggestive visual displays such as photographs, graffiti, posters, calendars, or other materials;
- Persistent, unwanted sexual/romantic attention;
- Deliberate physical interference with or restriction of an individual's movements;
- Subtle or overt pressure for sexual favours;

- Intentional touching;
- Physical assault

Peer sexual harassment may involve people of either sex, and may be between members of the same or opposite sex. In co-education schools, the most common form of harassment is between the opposite sex and girls are more harassed than their male counterparts and there is an element of coercion in the behaviour. Peer sexual harassment is a form of discrimination in that it disadvantages female pupils on the basis of their sex.

1.3 STATEMENT OF THE PROBLEM

In Zambia learning institutions only cases of rape are documented leaving out all other forms of sexual harassment and yet they too have a negative impact on victims. Dziech (1996) argues that many scholars complain that sexual harassment in education remains a “forgotten secret,” with educators and administrators refusing to admit that the problem exists in their schools, or accept their legal and ethical responsibilities. Lack of knowledge on the prevalence and extent of sexual harassment of girls by their male counterparts in high schools in Zambia has made the crime silent and unchecked. Therefore this research aimed at measuring the extent of sexual harassment, as well as investigating measures schools have put in place to control peer sexual harassment of girls at Chamboli and Mindolo high school.

1.4 SIGNIFICANCE OF THE STUDY

Sexual harassment is a global human right issue which has raised concerns internationally. The 1995 Fourth World Conference on women resulted in formation of the Beijing Platform of Action with 12 priority areas needing interventions and sexual harassment was one of them. Sexual harassment was documented because it is an obstacle to the achievement of women and girls’ right to equal and quality education. Zambia has ratified these documents but there is need to domesticate them in order to protect girls’ rights and freedoms.

In Zambia similar research has been done by the following scholars: Kasonde-Ng’andu et al (2003) did a survey on the extent of safety and abuse of girls in schools

with weekly boarding facilities in Zambia; YWCA (2004), carried out a research on sexual abuse of children in homes; Shakafuswa (2006) researched on sexual harassment of school girls by teachers; The University of Zambia Base Line Study (2006) studied sexual harassment among students and lecturers. All these studies above have brought out a lot of issues on sexual harassment of girls in school and some of its effects, but none of them has focused on peer harassment of girls in high schools. This study will bring out new knowledge in form of statistics on the extent of the problem in order to attract the attention of policy makers and implementers. The findings and recommendations may be used by policy makers to make gender sensitive laws and policies so that girls learn in an environment that is free from intimidation and fear.

1.5 OBJECTIVES OF THE STUDY

1.5.1 General Objective:

Assessment of prevalence and extent of sexual harassment of girls by their male counterparts in high schools, its effects and the effectiveness of control measures in place.

1.5.2 Specific Objectives:

1. To assess the extent of peer harassment in high schools.
2. To assess the relationship between group behaviour of boys and the prevalence of sexual harassment.
3. To investigate measures put in place by the schools to control peer sexual harassment and their effectiveness.

1.6 RESEARCH QUESTIONS

1. What are the forms of sexual harassment experienced by girls in high schools?
2. Does group behaviour of boys influence the rate of sexual harassment in high schools?
3. What are the measures put in place to control sexual harassment and how effective are they?

1.7 LIMITATIONS OF THE STUDY

It would have been more interesting to include one co-education school which is headed by a female teacher with a trained guidance and counselling teacher heading

the counselling department, so as to see how these factors would influence the findings but such an ideal school could not be found in Kitwe. The other factor was limitation of resources which could not allow more schools to be captured and a larger sample of pupils. However, the latter has been taken care of by the use of rigorous scientific random sampling methods to obtain representation among selected units.

1.8 OPERATIONAL DEFINITION OF TERMS

Hostile environment – any activity in the school environment which hinders social interaction of girls.

Sexual harassment- any behaviour which encompasses all unwelcome sexual advances on girls in high schools.

Group pressure- any form of group activity or influence leading to harassment of girls in school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.0.1 Introduction

This chapter presents a review of the literature on USA, Australia, Africa and Zambia under the following themes: prevalence of sexual harassment; reporting sexual harassment; hostile environments in school; abuse of societal power; severity and consequences of sexual harassment in schools. The chapter ends with theoretical explanations of peer harassment as classified by Lee et al (1996) and Eyre (2000).

2.1.0 USA AND AUSTRALIA

2.1.1 Prevalence of Sexual Harassment

A national survey of high schools in the USA by Lee et al (1996), on the prevalence of sexual harassment revealed that 83.4% of female pupils had experienced sexual harassment from their male counterparts. The study revealed that girls experienced sexual comments and jokes, many times from different individuals and groups of boys. It was the highest form of harassment reported by 92% of participants.

A further study at University of Michigan investigated the frequency, severity, and consequences of sexual harassment in American secondary schools, using the 1993 national survey data on 8th to 11th graders in 79 public schools. They found that 83% of pupils experienced unwanted sexual attention in school. They also established that social background is unrelated to either the probability or the severity of sexual harassment, while factors characterizing the context of harassment are strongly associated with occurrence and severity, the harassment experiences of friends and perceptions of the school environment for sexual harassment.

Fineran and Bennett (1998) pointed out that in an environment that condones sexual harassment everyone is a victim, not just those who are direct targets of the harassment. All pupils come to see school as an unsafe place, hostile and intimidating. They may alter their own behaviours in an attempt to decrease their sense of vulnerability.

A recent study by Leach et al (2003) in colleges and universities revealed that although both men and women were targets of sexual harassment, women are more negatively affected. Among those who were sexually harassed, 62% of female college students tell anyone about their experiences, while 39% said incidents occurred in the dormitory. 51% of male college students admitted to sexually harassing someone and 22% admitting to harassing someone often or occasionally.

2.1.2 Reporting Sexual Harassment

Schlozman (1991) study on why so few victims of sexual harassment report incidents of sexual harassment revealed inhibiting factors such as embarrassment and shame, uncertainty as to whether the incident constituted harassment, lack of knowledge as to where to go and report, desire not to get the harasser into trouble, belief that the school would be unresponsive or that nothing would be done and fear of reprisals. He argued that experience shows that informal procedures work best for handling sexual harassment in that if procedures are rigid or if they require the filing in of written complaints, pupils will be even more reluctant to report incidents and even more concerned about the possibility of retaliation from perpetrators. But the problem with this informal strategy is that it inhibits the development record that will differentiate a single from multiple offenders. A study by Verba et al (1983) found that failure to report incidences of sexual harassment by over half of the victims was due to fear of retaliation by the perpetrator of the crime.

A national survey on pupil bullying and teachers' attitudes on pupils' experiences of sexual harassment was done by Harris (2005) in American high schools. The outcome of his research indicated that 57% of pupils who experience sexual harassment in school never report the incidence to teachers or other school personnel. Although most teachers reported that they would feel comfortable intervening if they observed incidences of sexual harassment in school, 10% students who did not report these incidents said they did not trust that teachers or any other member of staff could do anything to improve their situation. Harris (2005) said *"This survey shows how we need to bridge the gap between the support that teachers say they provide to pupils and students' perceptions of teachers' willingness to take action. It is important that teachers be made more aware of problems that pupils are having in*

school and be willing to identify themselves as resources for pupils who experience bullying and harassment.”

<http://www.glsen.org/cgi-bin/iowa/all/library/record/1859.html>

2.1.3 Hostile Environments in School

Sexual harassment of girls in school creates a hostile learning environment for them because it limits their freedom of interaction. In 1980 the first survey by the Massachusetts State Department of Education reported the following findings: pupils harassment by peers was more common than by teachers; girls were much more likely to be harassed than boys especially in more severe forms of unwanted physical attention; sexual harassment was as common in fully co-educational schools as in schools enrolling low proportions of female pupils. Further research by Lee et al (1996) revealed the following findings: sexual harassment is very pervasive in high schools; girls consider sexual harassment unwelcome and problematic; sexual harassment occurs in public places but still girls have difficulties receiving help even though a majority in both surveys reported trying to talk to some one about the harassing behaviour.

Kimmel (1994) argues that the chilly classroom climate for girls takes place within a sexually hostile environment. This idea was supported by Lee et al (1996) who points out that sexual harassment thrives in a school environment where the culture of human rights promotion for the rights of the child is absent. According to them, situations of sexual harassment are just a symptom of the general state of affairs. They further argue that in most cases female pupils do not know what to call certain uncomfortable behaviours expressed by their male counterparts. Some girls who were harassed said they had no-one to report to. Those who had courage to report were ridiculed or made to feel that they were lying, labelled troublemakers and eventually forced to leave the school. In focus group discussion, both girls and boys felt that girls are to blame for being harassed because they sit carelessly in short school uniform.

Wiley-Blackwell (2008) reports that a study led by Ormerod, of the University of Illinois at Urbana-Champaign examined the relationship among peer-to-peer sexual harassment, school climate and effects. Outcomes for the pupils revealed that girls

had more frequent, upsetting experiences of peer harassment. He argues that damaging effects of harassment extended beyond those who were directly harmed by it. For girls and boys, a school climate associated with experiences of sexual harassment was related to feeling unsafe while at school, withdrawal from school, and feelings of lowered self-esteem.

2.1.4 Abuse of Societal Power

Apple (1982) argues that adolescent girls and boys experience a parallel informal social power differential in their own peer cultures due to socialization into hierarchical gender arrangements seen in gendered social institutions like the family, which show preference to boys when giving responsibilities and respect. This argument was supported by Hand and Sanchez (2000) through their argument that secondary pupils are not immune from the societal-wide acceptance of an ideology of male aggression and dominance. According to them schools are nurseries for cultivating sexual harassment experiences and tactics that adolescents carry into their adult settings.

Maines and Robinson (1992) suggest “no blame approach” which involves a teacher or counsellor meeting with the group of children identified as having bullied someone, in the company of some other children. The teacher describes to the group the suffering that has been endured by the victim, and the group is expected to consider ways in which the situation can be improved. The “non-bullies” in the group are expected to exert positive peer pressure. Soutter and McKenzie (2000) report that pupils may also be influenced by a smaller group of peers formed within the school on the basis of common interests, in order to provide support for group members even during acts of sexual harassment. They suggested group response approach to control negative group behaviour.

Olweus (1993) argues that acts of sexual harassment and bullying are sustained by a connection with a group rather than by individual motives such as personal malevolence. This view presupposes that bullying is a form of sexual harassment that is typically a group phenomenon. Early studies of bullying in Scandinavia adopted the term “mobbing” suggesting that children are bullied by mobs. Bullying may

sometimes be carried out by one or two people with the passive support of others. A research by Pepler and Craig (1995) revealed that among those who have bullied others about half admit to bullying alone; others say they have acted as part of a group.

Kimmel (1994) reports that for some time in most schools in America, sexual harassment went unchecked, until nineteen-year-old Katy, sued the school district officials for failing to erase explicit graffiti on her in the boy's bathroom and she was awarded \$15000. Dziech (1996) also reported about Bethel School District No. 403 v. Fraser where the courts ruled that schools have the power to discipline pupils on the following accounts: if they use obscene, profane language or gestures which could be viewed as interfering with the education process or inconsistent with the fundamental values of public school education. At the end of the year, more than half of sexual harassment cases in secondary schools were under investigation under the U.S. Department of Education's Office of civil Rights.

The report by Kimmel (1994) states that some elementary schools boys, organised skirt flip up days, or just pulled down girls' skirts or slacks. Some junior high school boys taped mirrors to tips of their shoes so that they could look up girls' dresses. In a serious case of sexual harassment a group of boys nicknamed themselves after a basketball coach (Spur Posse) competed and coded names of players and their numbers on their jerseys to signify the number of girls they have had sex with. In These ways boys could publicly compete with one another without their victims knowing that they were being used as vehicles for homosocial competition. This went on until some victims laid charges of sexual harassment and rape against them.

When parents of 15- year-old sons were informed that their sons had had sex with 40-50 girls each, female parents were horrified but male parents seemed to glow with pride. *"That's my boy declared dads in chorus. Nothing my boy did was anything any red-blooded American boy wouldn't do at his age, said one father.* This supports the argument of French et al (1998) that cultural normative values imbued in members of society through socialization affect the nature of social interaction. Structural factors influencing peer sexual harassment in schools include the presence

of the father and his impact on the male children, given the fact that males commit most violent acts. Therefore socialization of males is of special cultural significance.

French et al (1998) do not agree with universal laws when dealing with issues of sexual harassment. They argue that such laws only achieve appropriate protection for men and inadequate protection for women and girls. If we protect women only from behaviour that men consider to be sexual harassing, then we fail to protect girls from behaviour that is sexual harassing to them because it is possible for a girl to experience some sexual harassing behaviour that a boy may not consider to be harassing. They suggest that there is need to provide appropriate protection for girls/women, which in turn provides a higher level of protection to men. Gender difference is therefore significant when dealing with issues of sexual harassment.

Studies in the United States show that schools support this social power differential through extensive gender segregation and a gender hierarchy that favours boys and promotes a more powerful position for them in relation to girls. A study by Stein (1995:152) indicates that peer sexual harassment frequently occurs in the presence of adults who do little or nothing to control the vice. She asserts that it is in this institutional indifference that *"boys receive permission, even training to become batterers, because many of their sexual harassment acts on girls are not interrupted or condemned by parents and teachers."*

2.1.5 Severity and Consequences of Sexual Harassment

Sexual harassment in the school has been universally recognised as damaging psychological, social and even physical development of children. A research in Australia by Slee (1995) has shown that for victims, repeated bullying can cause psychological distress, severe depression, psychopathology and deteriorating physical health. Haemaelaenen and Pulkkinen (1995) found that patterns of aggressive behaviour identified in the school years can also persist into adulthood as higher rates of criminality, marital violence, child abuse and sexual harassment. Their argument is that the impact of bullying in the school years can extend beyond the bully and victim to the peer group, school, and community at large in the form of criminality and mental health problems. This fact has been recognised by the New South Wales Department of Education and Training (1999). Their publication states

that sexual harassment devalues isolates and frightens people so that they no longer believe in the ability to achieve. They argue that every pupil has the right to expect that he or she will spend the day both in and out of the classroom free from bullying, intimidation and sexual harassment. Therefore it is the responsibility of the whole school community to maintain the right to feel safe and valued at school.

Lee et al (1996) in USA studied consequences of sexual harassment against the following variables; paying less attention in class; talking less; finding it difficult to study and getting lower grades. Under these they discovered that nearly half of all harassed pupils (49.6%) reported experiencing one or more academic problems as a result of being harassed by boys in school. Half of the same group experienced more than one form of avoidance behaviours such as avoiding the person harassing them. Nearly all the pupils who experienced severe forms of sexual harassment (77%) engaged in two or more avoidance behaviours in order to avoid further harassment.

A national survey on pupils and teachers by Harris (2005) on over 3,400 pupils aged 13-18 explored pupils' experiences with bullying and their attitudes in American high schools. The research revealed that pupils who experience sexual harassment are most likely to miss classes which can impact on their ability to learn. When exploring forms of harassment, 39% said they were harassed because of their looks or their body size. The next most common reason for frequent harassment was sexual orientation. 33% of teens reported that pupils are frequently harassed because they are, or are perceived to be lesbian, gay or bisexual. 85% secondary school teachers agreed that they have an obligation to ensure a safe learning environment for all pupils. Among those teachers who agreed with this obligation, 71% believe that anti-harassment and anti-discrimination policies would be helpful in ensuring a safe learning environment for all pupils. The survey reveals that having a harassment policy in place that specifically mentions sexual orientation or gender identity/expression is associated with more pupils feeling safe by 95% and reporting less harassment or fewer negative remarks at their school.

2.2.0 AFRICA

2.2.1 Prevalence of Sexual Harassment

Human Rights Watch South Africa in (1993) reported that research into the extent and prevalence of sexual harassment in South Africa was limited at that time. A report released that year suggested that 67 % of females had experienced sexual harassment and the rate increased to 76% in a follow up study in 1998. The reporter argues that levels of sexual harassment are far higher than the 2.5 per cent of females who reported sexual harassment to the Pretoria city victim survey between 1993 and April 1998, indicating the extent to which these offences were undercounted.

Human Rights Watch (2000) indicated that in 1996 CIETafrica reported South Africa of having the highest rates of violence against women in the world and the highest crime ratios out of one hundred other countries, in incidence of rape and sexual violence. Between 1996 and 1998 40% of reported rape and attempted rape victims nationally were 17 years and below. A follow up study in 1998 also indicated that one in every three school girls in Johannesburg has experienced sexual violence at school.

Human Rights Watch Africa/South Africa (1995) study revealed that 25% of girls who were sexually harassed sought help from friends and 20% from family. Other public sources of assistance included the doctors 10%, street committees 2.5% and lawyers 2.5%. Concerns however were raised over 20% of girls who did not seek any help at all. Most of the girls did not complain about the abuse inflicted on them by male classmates because they were too shy or scared to speak out. Another study conducted in 2001 revealed that, one in every three school girls in southern Johannesburg experienced sexual harassment at school, of those only 36% reported their experiences to someone.

2.2.2 Climate of Sexual Harassment

The Human Rights Watch (2000) has documented cases in South Africa where girls as young as nine years of age were raped by two or more boys on the school campus. They further argue that although initiatives are in place to make schools more “girl-

friendly”, there is an underlying dynamic of gendered power imbalance between girls and boys. (<http://www.irinnews.org>).

Human Rights Reports 2000 and 2001 from South Africa indicate that boys specifically target girls they perceive to be arrogant and assertive, such as prefects, club leaders or girls who perform well in school. Most victims in school often have little support to make formal complaint especially at the secondary school level where there are fewer girls compared with boys and very few female teachers. The majority of teachers are men, many of whom condone the behaviour of boys or worse still they are perpetrators themselves. Girls fear retaliation if they speak out, especially if they name the perpetrators.

An investigative study of abuse of girls in Ghanaian Malawian and South African schools by Leach et al (2003) revealed that sexual harassment against girls in school includes sexual propositions to girls by older male pupils and teachers, as well as the use of sexually explicit language. Overt sexual graffiti can also intimidate young women and create a hostile school environment. In Ghana 79.2% of girls indicated that they were troubled by older male pupils by kissing, touching their intimate body parts like breasts and buttocks. 35% of the same group claimed that this had an effect on their behaviour in class.

The study argues that girls appeared to accept such behaviour by older boys and teachers as an inevitable part of their daily school life, thus allowing abusive actions to go unchecked. Evidence also suggested that school officials believe victims and consequently failed to discipline offenders. Therefore girls suffer effects of abuse in silence which in turn damages their confidence, self-esteem and retards their educational progress and achievements.

A study by DFID (2004) with 13-18 year old pupils in Uganda revealed extensive gendered practices and a male dominated school culture. They pointed out that male domination in schools among others took the form of sexual harassment which went unchallenged by members of staff. The extent included the following: boys’ control classroom language and physical space which forced girls to face insults whenever they spoke out or to remain silent; Outside the classroom girls faced graffiti on walls,

being touched on all parts of the body, degradation of the female body through abusive language and forced sex; Girls who refused any boy's advances risked subjection to mocking, abusive language, physical harassment or assault.

2.2.3 Date Rape and Violence

In Kenya, Wamahu et al (1992) reported several cases of peer sexual harassment of girls in form of rape and violence. These attracted media or public condemnation until the Kizito case, where boys went on an orgy of rape and destruction, in the process 19 girls lost their lives.

The Human Rights Watch (2001) reported that in South Africa most incidences, sexual violence preceded girl's experience of sexual harassment. Boys used threats of violence to force girls into unwanted dating and sexual relationships. Unfortunately when relationship violence occurs at school, little is done by school officials to intervene on behalf of victims. One teacher reported that in February 2001, one girl complained that her boyfriend raped her. The school could not help due to lack of evidence since the complaint was made 2 weeks later. The girl was advised to report to the police but she did not.

In Cape Town the report narrated a story of a boy from a neighbouring school, who followed up a girl and beat her up for refusing a date. The victim reported the matter to the teacher who responded quickly by going to the boy's school and laid a formal complaint. The girl was pleased at her teacher's decisive response. The boy was under surveillance such that when he raped his next victim at another school, he was caught, tried and jailed.

In the same report a prosecutor in a case of a teenage rape victim reported that the girl suffered school violence at the hand of an older boy who was her boyfriend until one day he raped her. The case was easier to prosecute because it was coupled with violence. The reporter argued that girls are involved in serious and escalating incidents of partner violence at an early age in school. A study by UNICEF in Gambia (2003) also found a similar link between gender-based violence against girls and schooling. They argue that sometimes girls have been beaten in full view of their

teachers without them intervening, inspite of the hostile atmosphere it creates for girls in school.

2.2.4 Forms of Sexual Harassment

To the Human Rights Watch (2001:20), South African girls reported receiving all manner of unwanted and unwelcome sexual behaviour such as: persistent unwanted fondling or touching by their male classmates. A sixteen-year-old from Durban described how boys at her school harassed them touching their thighs, buttocks and breasts.

They also complained that boys and teachers made sexual comments, jokes, and gestures at them. An eighteen-year-old girl reported that *"they stand underneath the stairs to look up your dress and watch you as you go upstairs."* Others said that boys showed them sexual pictures, photographs and illustrations, wrote sexual messages, graffiti and called them degrading names like "slut". Those who complained about any unwanted sexual advances were called "lesbians," especially if they reported them to teachers. Girls described unwanted sexual conduct by boys as persistent and perceived the problem to be worsening since boys were becoming bolder. One seventeen-year-old complained that *"even a young boy came up to me trying to kiss me. The grade seven boys copy the grade nine boys."* Other girls said boys who are perceived to be popular are the most difficult to deal with, because they think they're so great that everybody should want them. In most instances they did not believe it when they were told in their face that they were not welcome.

2.2.5 Areas of Sexual Harassment

Coombe (2001) reported a case where a female pupil was cornered by a male pupil in the stair case. She paved the way for the boy thinking he would go past her, instead he grabbed her, got hold of her breasts and squeezed them and then planted his lips on hers such that she could not scream for help. She said that she felt stupid that she could not defend herself. She felt unsafe and stopped visiting her male friends in the hostels. Unfortunately the boy still came close to her in spite of the many times she had insulted him.

Girls have been attacked in school toilet facilities, in empty classrooms and hallways, in hostel rooms and dormitories and corridors, and in other "no go" areas on school grounds. Human Rights Watch (2001) also found that boys who commit acts of sexual violence against girls rarely act alone. All of the girls interviewed who were raped or sexually harassed/assaulted by their male classmates said that they had been attacked by two or more boys. Only one case of rape at school was committed by a pupil acting alone. Girls described how scared they were of being blocked or cornered in a sexual way at school and how they turn round to take another route to avoid groups of boys in corridors. Most sexual harassment and assaults were often attempted during class breaks and recess activity times.

The Human Rights Report (2001) further reported that in South Africa, girls have experienced sexual harassments in classrooms during lessons in full view of teachers. One girl narrated how their male classmates would try to kiss them, fondle their breasts, raise their skirts, and try to touch them under their skirts. They argue that such behaviour is unwelcome and distracting to the learning environment. They also complained that aggressive sexual advances by boys significantly interfered with their ability to study and perform academically at school.

Violence against girls is not restricted to the classroom or the schoolyard but includes many places associated with school. A study from Malawi by Leach et al (2003) indicated that toilets; play fields and classrooms are hot spot areas for harassment of girls in school. One girl reported that boys stood by the door way after break and tried to fondle their breasts and buttocks as they went in. Those who tried to avoid this went in after the teacher, but they were punished for being late. Girls felt unsupported with no means to address their situation. Boys patronized specific places like toilets back yards and school grounds as hot spots where they smoked marijuana and acted out more violently. Girls who are aware of this avoid those places for their own safety.

Human Rights Report (2001:45) also discussed how a girl named LB (for research purposes) was raped in the school toilets in Guguletu Township near Cape Town, by two senior boys in March 2000. She was going to the girl's toilet when two boys intercepted her and took turns raping her in the boys' toilet. The case was reported to

the school head, the boys were identified and they admitted to the charge laid against them. Unfortunately the head convinced LB's mother not to lay criminal charges against the perpetrators and settle the case out of court. In the presence of the head the boys' parents agreed to pay seduction damages of R120 (U.S. \$20) in two instalments, to cover transportation costs to and from the hospital. Unfortunately the full amount was not settled by the time the research was conducted. School authorities took no action to discipline the two boys or ensure the sense of security of the victim. The girl remained at the same school because her parents did not have money to send her to another school. The social worker attending to her told the Human Rights Watch that *"the girl is not herself; she's been behaving differently and wetting her bed.... She's easily frightened, confused and forgetful."*

2.2.6 Reasons for Not Reporting Sexual Harassment

Human Rights Watch (2001) report suspected the teachers and administrators were the cause of girls not reporting harassment and violence. The following points were cited: discounting victims' reports and failure to respond with any degree of seriousness; not knowing what to do or just ignoring the problem; discouraging victims of school-based gender violence from alerting outsiders or accessing the justice system; school officials concealing the existence of sexual harassment at their schools and failure to cooperate fully with authorities outside the school system. Skinner (2001) also recognises the importance of social responsibility that teachers hold as the last in the line of defence for the child after the parents and the family. This is the position of trust which they have neglected by not attending fully to the needs of pupils who come with complaints.

Human Rights Watch (2001:50) further reported that a retired teacher also reported that schools do not aid victims of violence. They find sexual abuse embarrassing and most of the times attempt to sweep it under the carpet. The survivors are left to swim or sink on their own since there is no support structures designed to assist them. Victims also run the risk of not being believed, ostracized and ridiculed by both teachers and fellow pupils. It was also reported that some officials behaved in this manner out of fear for their lives. A prosecutor in Durban was reported saying *"teachers are scared. I can see it, there is a genuine threat to them, and it is not a perceived thing. You may have seventeen to nineteen-year-olds with firearms running*

the school. Everyone is scared for themselves. If you try and take things up you may find yourself in big trouble."

From Ghana, Teni-Atinga (2005) reported the experience of a student teacher who witnessed two gang rapes against female pupils in a Junior Secondary School and the school authorities did not treat the incident as anything extraordinary and they never reported to the police. The head teacher was a woman and some of the female staff members blamed the girls for everything and failed to protect them or to take legal action against perpetrators.

2.2.7 Lack of Policy on Sexual Harassment

Although South Africa had not implemented a national policy on sexual violence and harassment in schools, the Western Cape Education Department has a policy in place titled: "*Abuse No More: Dealing Effectively with Child Abuse.*" The document aims at providing a detailed guideline on how to approach sexual harassment and sexual violence within the school system. In spite of the above policy, girls reported cases were discounted and responses lacked any degree of seriousness. This behaviour discouraged victims from reporting abuse to school officials and in many instances, schools had discouraged victims of school-based gender violence from alerting outsiders or accessing the justice system.

Human Rights Watch (2001) interviewed South African teachers, school principals, education policy experts, and social workers concerning policies to address sexual violence in schools. They all responded that they were not aware of any standard guidelines provided to them by the national or provincial education departments on how schools should deal with both victims and perpetrators of sexual violence/harassment in their schools. It was also reported that a policy guide line could neither be obtained from the provincial nor the national education departments. Only the Western Cape education department said theirs was nearing completion.

They further reported that most of the times pupils have not been sensitised on issues of sexual harassment. At individual level some schools have made a few efforts to inform children and parents of their rights and the responsibilities of their schools.

2.2.8 Lack of Procedures and Blaming of Victims.

When commenting on incidences of sexual harassment in Kenya and South Africa, Ramphela (1994) argued that the tendency of blaming the victim is the major obstacle in removing sexual harassment from the education systems of Africa. She also identified sexual harassment as a major factor in girls dropping-out of school and advocated for adopting a gender approach in management of educational institution.

Human Rights Watch (2001:95) reported that a consultant working with the Western Cape education department and counselling adolescent rape victims in the area observed that *"teachers haven't been prepared for it, schools do not know how to handle it, and above all schools do not want their name tarnished"*. The Human rights watch reports that girls' reported cases were discounted and not given the seriousness they deserved.

A study conducted in Gauteng district in South Africa by Humans Rights Watch (2001) revealed the fact that society mainly blames victims in most cases. The report indicates that in 8 out of 10 cases girls were held responsible for their harassment because they lead men on by their manner of dressing.

Summary

Research finding on prevalence of sexual harassment of girls in high schools in USA Australia and Africa indicate that the problem is common and the highest was in USA where 92% of girls reported to have experienced sexual jokes and comments from their male counter parts. In most of these studies very few victims reported incidences to the authorities due to fear of retaliation by perpetrators of the crime and lack of trust of members of staff. Studies done in USA and South Africa revealed that in some cases incidences of sexual harassment are preceded by acts of violence making the school environment hostile to girls who find it difficult to get the help from teachers because they are also threatened. Reviewed literature indicates that there is a societal power differential between boys and girls which is extended into high schools and it has led to the wide spread acceptance of male aggression and sexual harassment. The studies on consequences of sexual harassment revealed that most victims exhibited avoidance behaviour, stress, depression, lack of concentration

and poor academic performance. Research has also established the fact that there is a strong relationship between group behaviour and sexual harassment of girls in school. Cape Town in South Africa is the only place which has a sexual harassment policy in high schools but it was established that a lot of members of staff were not familiar with it at the time the study was done in 2001.

2.3 ZAMBIA

2.3.1 Sexual Harassment

In Zambia very little research has been done on peer sexual harassment of girls in high schools. MOE (2005-2006) Annual Report revealed that out of 1,330 cases of pregnancies in high schools in Zambia only 932 cases were re-admitted. Most of these were due to sexual harassment of girls, although not all of them were committed by school boys. A situation analysis of girls' education by Kelly (1994) indicated that sexual harassment affects girls more than their male counterparts and it has a bearing on the following: poor performance; high dropout rates and low completion rates at various levels of education. He further argues that there are no grounds for believing that girls are of low cognitive ability, rather their underperformance is attributed to social and cultural forces which work on them from the time they are born and continue to work on them through their time in school and deter them from exercising their inherent potentials to the full.

In the absence of district and school sexual harassment policy, the researcher will review section 137 of the penal code which is the only available instrument protecting girls in schools. Daka (2005) states that according to section 137 (1) of the penal code of the laws of Zambia, indecent assault on a female can be committed by intentionally touching a female's private parts such as the breasts, buttocks and sexual organs. The offender is guilty of a felony and is liable to imprisonment for 14 years. He pointed out that these laws have a lot of flaws which hinder people from reporting and getting justice in that they have to prove that the act was intentional and they did not consent to it. Daka further explains that the principal offender makes the commission of the offence easier and section 21 and 22 of the penal code states that the punishment for the principal offender and the perpetrator is the same. Therefore administrators and teachers who fail to inculcate discipline in male pupils

make it easier for them to sexually harass girls and they are liable of the same offence.

2.3.2 Prevalence of Sexual Harassment

Zambia Demographic Survey (ZDS) 2000- 2001, reports that 1,171 women between the ages of 15-19 were abused by men in that year. Overall, in Zambia around one in six women (15%) have reported sexual harassment by a man. The figure is very low. This could be due to the fact that some cases from high schools have not been captured.

A comparative study by Mwansa (1995) revealed that sexual harassment of girls is more common in rural areas than peri-urban. In one rural school early pregnancies were attributed to too much flirting between girls and boys at school. Lima Basic School reported that in a class of 39 pupils only 9 were girls, due to high rate of pregnancies. The same study reports that when a school boy is found sexually harassing a school girl, the matter is silently done away with as long as the boy's family pays a fine in the form of cattle. At Vincent Pinto Basic School teachers and male pupils were blamed for impregnating girls. Parents interviewed argued that they keep their children from school to protect girls from abuse by teachers and schools boys.

Scholars like Mwansa (1995); Kankasa and Chondoka (1996) admit that sexual harassment of school girls by boys is a widespread phenomenon in Zambian schools. They argue that the scourge is on increase because those in authority have not taken action against perpetrators, in spite of its adverse effect on the academic performance of girls in school. The study carried out on the prevalence of sexual harassment by University of Zambia (2006) indicates that the proportions of the people harassed are higher among females than males

A survey by Kasonde-Ng'andu et al (2003) on the extent of safety and abuse of girls in schools with weekly boarding facilities in selected schools on the Copper Belt and North Western Provinces of Zambia revealed that sexual harassment of girls in school by boys, teachers and out of school boys was a serious issue warranting urgent response. Kasonde-Ng'andu et al (2003) indicate that boys made fun of girls in schools according to the following statistics: Chembe high School 100%, Jembo

high School 100%, Chisala Day high school 100%, Mabumba high school 83.3% Monde Day high school 67%. Unwelcome touches by boys: Mabumba high school 100%, Chembe high school 100%, Hachipuka basic 100%, Jembo high school 100%

A research by Sinkala (2008) on the implementation of the re-entry policy indicated that 31.8% of the girls in the sample were impregnated by their fellow school boys. One of these was a rapist. The boy was taken to court but he could not be prosecuted because the girl did not report until she was discovered to be pregnant by the mother. The boy took advantage and insisted that she was in a relationship with him. The court advised them to settle the case out of court. The boy went along with life as if nothing happened in spite of the school rules clearly stipulating that both should be expelled from school,

2.3.3 Students' Perception of Sexual Harassment at UNZA

Students at the UNZA were asked to indicate how they perceived levels of sexual harassment at their institution. Out of 378 students, 42.7% perceived that 'a lot' of sexual harassment occurred at the institution while 58% said they were not sure. 60.2% of the female students said 'a lot' of sexual harassment occurred on campus. The researcher argued that this could have been due to the fact that some of the acts outlined as sexual harassment in the UNZA HIV and AIDS Policy (2006) were not accepted as forms of harassment by the participants.

Participants were also asked whether they had been sexually harassed and if they reported such acts. 51 % of the females confessed to have experienced sexual harassment and of all those who had experienced the act, close to one-in-four (25 %) of the respondents indicated that they had told someone about it.

Respondents were asked to generally describe the learning environment at UNZA from the perspective of sexual harassment. The responses for challenging environment were 57.1% for the female students and 85% for female academic members of staff. The most undesired description was that of hostility.

2.3.4 Sexual Harassment in APU in High Schools

A study by Sitali (2006) among APU pupils in selected schools in Lusaka revealed that the most common forms of sexual harassment among APU pupils was name

calling and spreading of sexual rumours about their friends and both of these were at 14.3%. Identified factors under this theme were social status, home background, peer group influence and substance abuse.

It was established that there is a correlation between self-esteem and gender. The study revealed that 68.2% girls had a higher self-esteem compared to their male counterparts that only scored 31.8%. Sitali further argued that more boys had low self-esteem due to their inability to express themselves well and they resorted to harassing behaviour to compensate for their inadequacies. The findings of this study differ from those that argue that girls have low self-esteem due to gender hierarchy in patriarchal society.

Group discussions on control measures suggested the following: talking to pupils by public address during assembly, guidance counselling for all the pupils especially victims and first offenders, take regular offenders for anti-dope test, it was also put on record that there is need for teachers to meet, discuss and work hand in hand with parents of children with such bad habits.

Conclusion

Sexual harassment in Zambia is wide spread in schools and there is need for an urgent response. Reviewed literature indicates that peer sexual harassment has been under researched at high school level when compared with USA and South Africa, while the perception of sexual harassment by students at UNZA was different from the ones outlined in the HIV AIDS policy, hence the need for further sensitisation programmes.

2.4.0 THEORETICAL EXPLANATIONS OF PEER SEXUAL HARASSMENT

2.4.1 Introduction

Discussions on peer sexual harassment in terms of its causes and appropriate responses to it by perpetrators, victims, teacher and administrators are based on five main theoretical formulations according to Tangri et al (1982) and Lee et al (1996). These are biological, developmental, abuse of power, and cultural. Last but not the least will be the discursive approach theory according to Eyre (2000),

2.4.2 Biological Theory

This theory is based on physical differences between males and females. Tangri et al (1982) argue that hormonal and body size differences make males more aggressive than females. This formulation assumes males as perpetrators, and females as victims, of sexual harassment. It is assumed that sexual harassment can be overcome if boys are taught self control and punished when they are caught. Lee et al (1996) observed that although punishing of male perpetrators is useful to society as a deterrent measure, it is not very effective in changing the behaviour of individuals.

2.4.3 Developmental Theory

This theory assumes that people learn to communicate feelings through social interactions. Beauvais (1986) an advocate of this theory suggests programs that build self awareness, empathy, and communication skills. Lee et al (1996) argue that young people have difficulties in communicating strong positive and negative feelings related to sexual attraction. Inability to express such feelings in socially appropriate ways leads to engaging in harassing behaviours. It is also assumed that as young people mature, such behaviours diminish, though some never learn "proper" sexual behaviour.

2.4.4 Abuse of Power Theory

Power theory according to Tangri et al (1982) has two sub theories; abuse of organisational power and abuse of societal power. This study will only consider the abuse of societal power since it is more related to this study. Societal power is underpinned by privileging of males over females in society. In such communities, societal male dominance would be the key determinant in sexually harassing behaviours. Dey et al (1996) argue that nothing short of the total reform of society will help alleviate the problem. The analysis is supported by MacKinnon (1979) who also argues that a more sophisticated analysis of the power dynamics involved in sexual harassment is needed. Fineran and Bennett (1998) use the theory to give theoretical explanation to why men who sexually harass women do not seem to be aware of the effects of their behaviour towards their victims. They argued that there is an automatic mental link between their concepts of power and sex. These mental processes operate so quickly and efficiently that one is not conscious of their occurrences.

Other proponents of this theory, Leach et al (2003) argue that girls are more susceptible to sexual harassment because of inequities of power and status in society. On the other hand boys are mainly abused by other boys as punishment for not conforming to established norms about what constitutes suitable male behaviour or appearance.

2.4.5.0 Cultural Theory

In this study cultural theory will be discussed under three sub themes according to Freudian, structural and ethical cultural approaches, with specific focus on the atmosphere surrounding incidents of sexual harassment in the school.

2.4.5.1 Freudian Cultural Approach argues that the existence of sexual harassment is seen as a failure of the culture to repress the potentially destructive forces in individuals. Sexual harassment is considered as a sign of social breakdown and a major threat to the social order. The common practise is to deny its existence. Although it's potentially ineffective in stopping sexual harassment, it is the most common response to it.

2.4.5.2 The Structural Cultural Approach according to Bidwell (1965) and Deal, (1982) focuses on school norms which are concerned with sexuality and aggression. Cultural theorists are concerned with structural change as a way of influencing the behaviour of individuals. Proponents direct attention on observable and formal programmes like school rules as code of conduct. It may also focus on less overt features of the school like the way in which complaints are handled and tolerance of informal behaviours like Gold Rush on first year female students in school by boys. Critiques of this theoretical approach like Linn et al (1992) consider such responses superficial and insufficient for changing complex patterns of values and belief in individuals.

2.4.5.3 An Ethical View of Cultural Theory according to Cusick and Wheeler (1988) draws heavily on the fact that schools derive much of their authority from long-term ethical or moral bonds which bind their members. Bacchi (1998) supporter of this theory sees sexual harassment as a sign of failure on the part of the organizations to instil morality and integrity in its members and he advocates for a

small school size. Eyre (2000) observed that in big institutions when a case is reported to the authority, it is individualised and interpreted in a legal perspective. Attention is given to the behaviour of the accused as if it is separate from its social surroundings and the onus is on the victim to prove that she has really been harassed against her will.

2.4.6. Discursive Approach Theory

Discursive approach theory according to Eyre (2000) stipulates that sexual harassment should be explained and solved holistically using all the above theories and strategies because sexual harassment cannot be stopped by meeting specific criteria of one particular theory. Her argument is that these tend to oversimplify the problem by covering it up, instead of digging for further understanding. According to her, a discursive approach opens up sexual harassment by taking into account the context and dynamic perspective which expose rather than conceal the unfounded and illogical elements surrounding these experiences.

A discursive approach to sexual harassment recommends that communication should go beyond the event and the responses of victims in order to understand the social reality created and how it is influenced by it. Leach (2003) suggests an imaginative holistic approach bringing together teachers, teacher trainers, parents, pupils, state officials and civil society in order to make schools safe environments for pupils.

Theories above were presented systematically beginning with the ones the researcher found to be less helpful and advanced to those that offer more theoretical explanation of sexual harassment of girls at Chamboli and Mindolo high school. The biological theory explains sexual harassment of girls in high school according to the difference in hormones and body size. Developmental theory states that boys who harass girls fail to communicate feelings related to sexual attraction. Power theory argues that sexual harassment is due to male dominance in society which is extended to the education system. According to cultural theory sexual harassment is due to the following: failure to repress the potentially destructive forces in individuals, inability to form moral bonds to bind members and failure to reinforce the code of conduct in school.

Conclusion

Literature has revealed that peer sexual harassment of girls in high schools is a global problem which demands for team work between teachers and pupils in order to bring it under control. Researchers have carried out a number of researches to establish its prevalence and extent in order to find a lasting solution to the problem. Five theories discussed above were found to be useful in explaining peer sexual harassment of girls but the most useful ones are societal abuse of power and cultural theory. Although the discursive theory is not among the most important theories, it offers a holistic approach to sexual harassment in high schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.0.1 Introduction

This chapter presents: the research design, ethical considerations, study area, target population, sampling procedure, data collection, data analysis and pretesting of tools. It ends with limitations and problems encountered during data collection.

3.1 RESEARCH DESIGN

This study employed a cross section survey to collect current information at one point in time from the sample. The variables against which data was collected are peer pressure, action on perpetrators of sexual harassment and control measures in school.

3.2 ETHICAL CONSIDERATIONS

Written permission was sought on 5th May 2008 from the DEBS to conduct research at Chamboli and Mindolo high schools in Kitwe district. Verbal permission was also obtained from the headmasters, the heads of departments and subject teachers since in-depth interviews were conducted during lessons. All the participants were written to and written consent was sought before data was collected. The researcher took time to explain the purpose of the interviews and the benefits of this type of research to the participants and those who will come to learn in co-education institutions in future. An assurance of confidentiality and anonymity was guaranteed to all the participants in order to protect them from victimisation and further sexual harassment on the part of students.

3.3 DATA COLLECTION

Triangulation method was employed in data collection to address the different aspects of the phenomenon. It also helped the researcher to understand the problem from various perspectives as cited by Kane (1995). The research tools used were questionnaires, semi-structured interview guide and focus group discussion guide.

102 Questionnaires were distributed to girls but only 50 were collected from each school because 2 participants (one from each school) transferred without returning

questionnaires. All the teachers and administrators returned the questionnaires. 2 focus group discussions were conducted at each school, one for boys and another for girls. Each group had 10 participants. In-depth interviews were conducted with 2 administrators, 1 grade teacher, 2 school counsellors from each school. A total of 10 pupils were interviewed, 6 from school A and 4 from school B.

Quantitative data collected during semi-structured interviews and focus group discussions was analysed by coding and grouping it according to emerging themes. Quantitative data was collected using a questionnaire with structured and semi structured questions. Data was collected for the period between 2006 and 2008

3.4 DATA ANALYSIS

Quantitative data was analysed using a Software Package for Social Sciences (SPSS) to generate frequency table cross tabulations and pie charts. The qualitative data collected was manually analysed, coded and processed.

3.5 STUDY SITE

The study was conducted at two co-educational high schools Mindolo and Chamboli high schools because they are complementary to each other. Mindolo's catchment area is town centre and the southern part of Kitwe, while Chamboli services town centre and southern part of the district. Both schools are super grade one schools located in the periphery of the city. A randomly selected sample from the two schools had all the characteristics of pupils in the district.

3.6 POPULATION OF STUDY

The population of this study are female pupils, male pupils and members of staff at Chamboli and Mindolo high school. Officials at the DEBS's office in Kitwe were targeted for additional information. The study population was 1393, comprising of 500 school girls and 800 boys, 90 teachers, 1 DEBS and 2 of his officers. Samples were selected from the population to carry out the research on the population due to limitation of time and resources.

3.7 SAMPLE SIZE AND SAMPLING PROCEDURE

Purposeful selection was used to select the 2 study sites. The sample size of this study was 140 participants. A larger sample could have been used but time and resources could not allow. Representativeness of the sample was not compromised,

rather it was ensured by random selection of the sample in order to obtain representation among all the selected strata of gender, position, grade, form class, and residential area.

From each school 51 girls were selected to be part of the study sample and 17 girls represented each grade at each school. School class registers were used to obtain details of all the girls in school. For each class, names were sorted out according to high and low residential areas. Papers were then placed in two boxes where names were drawn according to the proportions found in that particular class.

Purposeful sampling was used to choose 10 girls and boys from each school who had experienced or observed someone being harassed to participate in focus group discussion. When giving questionnaires to girls, the researcher had explained the requirements for taking part in the focus group discussion and those who had experienced or witnessed peer sexual harassment in school were selected from the 100 participants who answered the questionnaire. Girls were selected in the following manner: three participants were chosen from grades 10 and 11 while four came from grade 12. Purposeful sampling was also used to pick 10 girls to take part in in-depth interviews and 2 grade 10s, 4 grade 11s and 4 grade 12s volunteered and they were interviewed.

Stratified random sampling was used to choose 16 teachers and administrators from the following strata: the disciplinary committee, grade teachers, guidance counselling department and the patron/matron of prefects. For each stratum simple random sampling was conducted to pick members to represent it. But in situations where the same teacher appeared in more than one stratum, preference was given to him/her in order to get more information from his/her wider exposure. In-depth interviews were conducted with the two deputy heads of Chamboli and Mindolo high schools, the DEBS and his District Guidance and Counselling co-ordinator, 3 school counsellors (2 from School A and 1 from School B) and 2 grade teachers from each school. District officials were interviewed in order to collect information on the role of the district in controlling sexual harassment of girls in high schools and the action taken on referred cases.

3.8 PRE-TESTING OF TOOLS

Data collection tools were pre-tested at two levels, first with my fellow students and with girls at Chimwemwe high school who were not selected to be part of the research sample. All the methodologies outlined were observed in order to test both the tools and the proposed methods for data collection and analysis. The aim of the pre-test was to verify whether:

- Research questions were clear to at least 90-95% of my mini sample.
- The questions meant the same thing to the mini sample.
- The answer choices had clarity of language.
- Whether they found the exercise boring or interesting,
- The given answers are achieving my objectives.
- To know the average time taken to answer questions.

The information collected from the mini survey above was collected and analysed using SPSS. In addition participants were asked to fill in a simple assessment criterion form, (Appendix 1B page 118). Results from this exercise revealed that pupils needed a practical demonstration on how to fill in the questionnaire and this was done at the beginning of the exercise.

3.9 PROBLEMS ENCOUNTERED DURING FIELD WORK

Some of the administrators were not co-operative. They refused to answer questionnaires and setting up an interview was impossible. Some counsellors who got questionnaires lost them and even the second set was not returned. It was difficult to do focus group discussions due to the long periods of ZESCO load shedding in compounds. In spite of getting permission from the DEBS office some administrators were not comfortable that a sensitive research of this magnitude should be done at their school. Some were even suggesting that I did it at the next school, suggesting that sexual harassment does not exist at their institution. But I insisted because written permission was sought from the DEBS' office to conduct research in high schools.

Neither school had a record of cases handled by the guidance counselling department during their tenure of office. All the reports received from incumbent officers were verbal. Those who were acting had no information on what transpired before due to inadequate hand over and they could not access certain information.

Many appointments were made to interview the District Education Board Secretary, but none of them worked because he was too busy. But the researcher managed to chance him in his office just before he left to attend a meeting. The interview was very brief. As a result only few items were discussed.

CHAPTER FOUR

4.0 PART 1: PRESENTATION AND DISCUSSION OF FINDINGS ON PREVALENCE AND EXTENT OF SEXUAL HARASSMET

4.0.1 Introduction

The purpose of part 1 of this chapter is to give an analysis of the findings on the extent and prevalence of sexual harassment at Chamboli and Mindolo high schools. Information gathered through various data gathering tools was used to generate both qualitative and quantitative data. The findings are discussed according to themes under various objectives of the study. Results of the findings are presented according to the chronological order of responses of victims ending with those who have not been affected.

4.1.0 EXTENT OF SEXUAL HARASSMENT IN SCHOOLS

In order to assess the extent of peer sexual harassment of girls in high schools and to establish the relationship between group action/peer pressure and the prevalence of sexual harassment, pupils were asked to give reactions to 8 forms of sexual harassment by indicating the number of times they had experienced forms of sexual harassment and indicating whether they were harassed by a group of boys or an individual. The frequency column assisted the researcher to establish the extent of the problem especially after literature revealed that most cases of sexual harassment went unreported in most institutions of learning.

4.1.1a Experiences of Sexual Jokes and Comments

Table: 4.1

DESCRIPTION	FREQUENCY
1 time by one boy	12
1 time a group of boys	3
2 times by one boy	5
2 times by a group of boys	2
Many times by one boy	13
Many times by a group of boys	45
Never	20
total	100

The study revealed that 80% of girls have experienced this form of harassment in the following manner: 45% were harassed many times by different groups of boys, 2% were harassed twice by a group of boys and 3% once by a group of boys. Group/peer pressure was measured from group activity of boys who sexually harassed girls and for sexual jokes; the total number of girls harassed by boys in groups was 50girls which is 62% of those who experienced this form of harassment. Those who had sexual jokes passed from individuals were as follows: once 12%, twice 5%, many times13%, giving us a total of 30 that is 37% of girls who were sexually harassed in this manner. Those who never experienced this form of harassment were 20%. In this study the total number of girls who experienced this form of sexual harassment from individuals and groups of boys accounted for 80% of the sample. This is less than the findings of Kansonde-Ngandu et al (2003) who found 100% at Chembe, Jembo and Chisala; while Mumba high school had 83%. Lee et al (1996) found 92%. In all these studies sexual jokes had the highest number of victims in high schools.

The 50% girls who experienced sexual jokes from groups of boys is an indication that peer pressure has an impact on the prevalence of sexual harassment in high schools. During focus group discussions girls argued that boys would pass sexual jokes in groups with each other about their body parts such as breast, buttocks and how good or bad their legs are. One girl narrated how they were told off by boys in class that some of them were not beautiful because they had the body structures of men. Others shared how grade 12 boys made comments on how sexy they were.

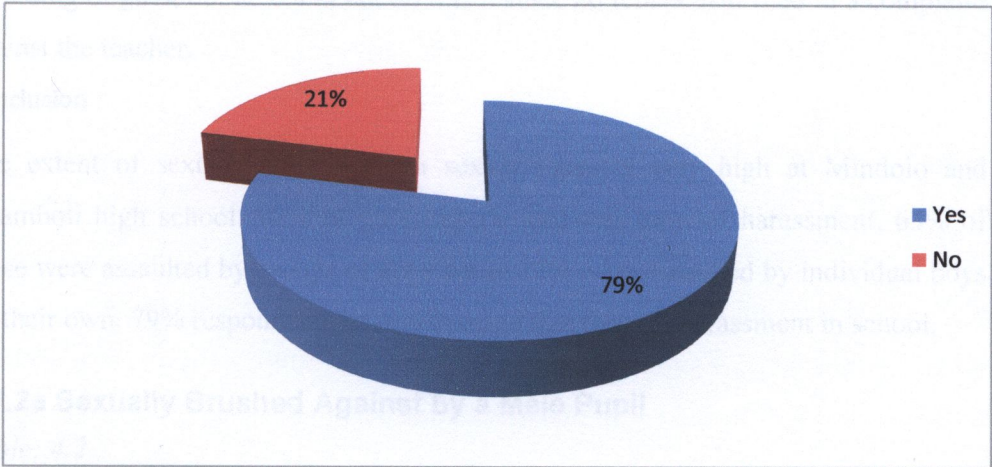
Some said that they were called prostitutes for refusing to respond when groups of boys called them names or whistled at them.

The 50 who indicated that they have been harassed many times by groups of boys is an indication that there are groups of boys in school who harass girls. During focus group discussion girls said even boys from the near by compounds climbed the wall fence and sat at strategic points where girls usually pass and made comments on them as they passed by. Upon further questioning girls assumed that the administrators were not aware because the boys never went through the school gate.

During focus group discussions 13 out of 20 boys (65%) confessed to have sexually harassed at least one girl on the seven accounts of sexual harassment in this study in the last 3 years at their present institution of learning. 100% of them said they acted in a peer group. The Human Rights Watch (2001) also found that boys acted in groups. Other reasons advanced for such behaviour were developmental problems such as; inability to control their feelings discussed in developmental theory by Lee et al (1996), curiosity, having fun and wanting to be seen to be influential. 50% of them cited drug abuse by their fellow pupils, dependence of girls on boys to do their mathematics and science assignments and got harassed in the process. Only 2 boys representing 10% said they were punished when they were in grade 11 by their grade teacher for passing sexual jokes on female classmates and pushing them against the wall.

4.1.1b: Witnesses to Sexual Comments or Jokes

Figure: 4.1



Girls were asked to state whether they had heard their male peers making sexual jokes or comments on their female colleagues, 79% said yes while 21% indicated that they had not. The number of girls who have witnessed the above harassment is just as high as that of victims. Pupils talked to during in-depth interview said they were also affected because they were embarrassed by the dirty jokes boys made. Some said after they saw what happened to their friends, they took longer routes to their destination and arrived late for lessons. They also avoided going to classes where there were bullies especially when they were in grade 10. New comers in school (grade 10s) experience more harassment because they are easily recognised by the newness of their uniforms.

An in-depth interview with a grade 12 pupils revealed that one of the teachers likes passing dirty jokes on her in class and recently he has been telling them that she is his wife. The boys in class then joke freely about her being the wife to the teacher. When she was sick, they were telling her that she had AIDS which she got from the same teacher. Teacher X in School B abused the power he has by the position he holds as class teacher to harass this girl in class. Male classmates to the girl also seized the opportunity to harass the girl further. The friend who was with her said this made her stay at school miserable and she could not study with a free mind. The victim said she could not report to the administration because she was scared of

being failed by that same teacher. The human resource officer who was interviewed over the same case admitted that he was aware of that teacher’s weakness of sexual harassing of girls, but he could not do much since no female had filed in a complaint against the teacher.

Conclusion

The extent of sexual harassment on sexual jokes is very high at Mindolo and Chamboli high school. 80% of girls experienced this form of harassment. 63% of those were assaulted by groups of boys while 37% were assaulted by individual boys on their own. 79% respondents have witnessed this form of harassment in school.

4.1.2a Sexually Brushed Against by a Male Pupil

Table: 4.2

DESCRIPTION	FREQUENCY
1 time by one boy	20
1 time a group of boys	3
2 times by one boy	2
2 times by a group of boys	2
Many times by one boy	13
Many times by a group of boys	27
Never	33
total	100

Data collected on boys who sexually harassed girls by brushing against their bodies revealed that 67% of the girls had been victims. The pattern of harassment was in this manner; 27% of girls were harassed many times by groups of boys, 3% once by a group of boys and 2% twice by a group of boys. The number of girls harassed by different groups of boys either once, twice or many times was 32. The number accounts for 48% of those who experienced this form of sexual harassment. The same vice was committed by individuals once to 20% of the girls, 13% many times and twice to 2%. 35 (52%) were sexually assaulted in this way by individuals on their own. On the other hand 33% of the participants said they never experienced this form of harassment from their male counterparts in school.

On this form of sexual harassment, group activity which is an indicator for peer/group pressure accounts for 48% victims. This result is statistically significant

in perpetration of sexual harassment of girls in school. Although the figure is lower than the one for sexual jokes above, this one is a more serious offence which can not be tolerated up to such levels considering the fact that 40 girls indicated that they experienced it many times from individuals and various groups of boys.

This means that these boys enjoyed playing with the bodies of their female counterparts as if they were toys with no feelings. Individuals who took it upon themselves to interfere with the private space of girls had a higher percentage than those working in groups. Some culprits saw nothing wrong with their actions and behaved as if it was an entitlement. Even after probing during focus group discussion they insisted that girls had the right to touch them if they wanted. One boy confessed that “we sit very close to girls especially in the cold season because they are warm..... *kuchikatafye tapali efyochingalanda*” meaning I can just touch a girl I want, I know that she will not do or say anything. Their argument could be explained by the contribution of Fineran (1998), a supporter of abuse of societal power theory. Who argues that boys who sexually harass girls do not seem to be aware of the effects of their behaviour towards the victim due to the automatic mental link between their concepts of power and sex, which is so quick and efficient such that they are not conscious of its occurrence.

Another boy said *“I feel sorry for girls because they do not report cases and even those who report their cases are never heard and there is no justice for them...but I can not stop them because they will call me names.”* This confirms sentiment in the Human Rights Watch (2001: 91) where a prosecutor from Durban reported that *“Everyone is scared for themselves. If you try and take things up you may find yourself in big trouble.”*

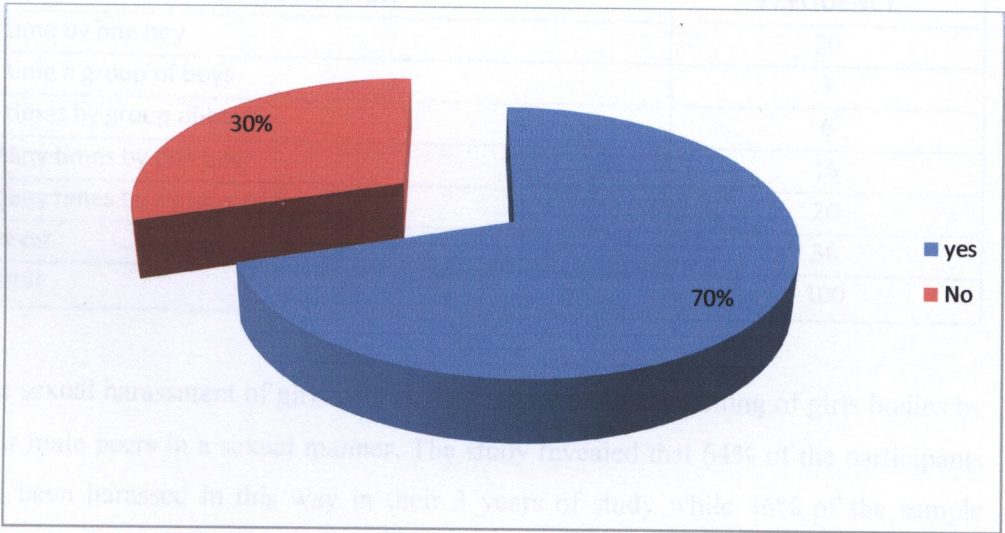
During focus group discussions one girl pointed out that boys use opportunities where there are a lot of people, such as break time in the tuck shop, during assembly in the hall, and in corridors, where they are sure that their victims will not escape, to brush their bodies against them. Break time was reported to be the prime time when boys blocked the door way to the classroom, leaving little space so that one cannot

pass without brushing against them and they remain in those positions until they saw the teacher coming.

Girls who fail to pass through wait outside and go in when the teacher is approaching or after he/she has entered the classroom. This has consequences because girls are punished for reporting late for lessons. Leach et al (2003) reported similar findings in Malawi where a girl narrated how boys blocked the door way to their class and touched their body parts as they went into their classroom. Focus group discussions with girls brought out another aspect of the problem where boys who are perpetrators of the vice go unpunished while girls who are victims are punished in their place. Another girl narrated how she was deliberately sandwiched by two boys in the corridor as they moved from the classroom to the laboratory for practicals. The boys made comments on how warm her body was. Generally girls were unhappy with the way boys played with them as if they were toys.

4.1.2b: Witnesses to Girls Being Brushed Against

Figure: 4.2



Pupils were asked to state whether they had seen girls being harassed by a boy brushing his body against any girl in school without her consent. 70% of the girls said yes and 30% said no.

During focus group discussion it was pointed out that this type of harassment is common in school corridors and it's applied on strangers especially grade 10 pupils, when they report to their new school. They went on to say that perpetrators go unpunished because such crimes are difficult to prove to the administration. Others said that these bullies do this to provoke the situation so that they could insult or harass them further after school.

Conclusion

The prevalence of peer sexual harassment through brushing against girls’ body parts at Mindolo and Chamboli high school is high and it stands at 67%. 32 girls representing 48% of victims were harassed by groups of boys and 35 girls 52% by individuals. This form of harassment has been witnessed by 70% of the girls in school.

4.1.3a Touching in a Sexual Manner

Table: 4.3

DESCRIPTION	FREQUENCY
1 time by one boy	20
1 time a group of boys	3
2 times by group of boys	6
Many times by one boy	15
Many times by a group of boys	20
Never	36
Total	100

The sexual harassment of girls was also measured against touching of girls bodies by their male peers in a sexual manner. The study revealed that 64% of the participants had been harassed in this way in their 3 years of study while 36% of the sample never experienced this form of sexual harassment. Among victims, 20% experienced it many times by different groups of boys; 3% one time by groups of boys and 6% twice by a group of male peers. The total number of those harassed by groups of boys was 29 representing 45% of those who have experienced this form of sexual harassment which is an indicator of some presence of peer pressure. Peer pressure proves to be significant in perpetration of this vice in school. Another group reported

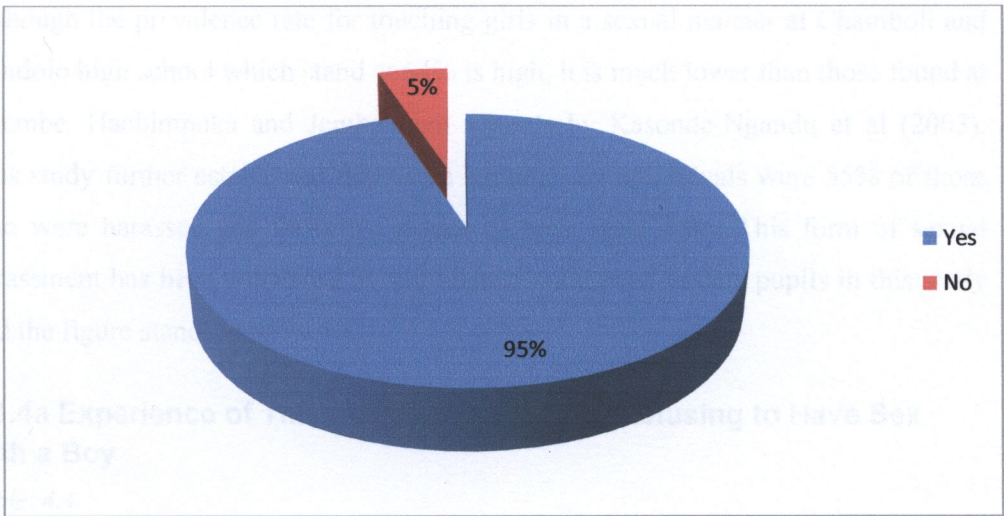
harassment from individual as follows: 20% 1 time, 15% many times and 3% 2 times. Altogether girls harassed by individuals were 35 representing 55% of victims. The percentage of those harassed by individuals is higher than those by groups of boys. This was the most popular form of harassment committed by individuals. Kasonde-Ngandu et al (2003) found much higher prevalence rates in some high schools. Chembe, Hachimpuka and Jembo high schools had prevalence of 100%.

Most of the victims agreed that they knew their harassers and they are familiar with them. Girls argued that some boys do not know their limitation in friendship such that it is difficult to state where harassment begins and ends in friendship for both the victim and the offender who might think it is normal while the other person feels offended. This may account for the many times that girls have been exposed to this form of harassment by the same individuals over and over again. Coombe (2001) reported a case in South Africa where a girl was cornered, touched and kissed by a familiar male pupils in the stair case and never stopped getting close to her inspite of being told off by the victim several times.

During focus group discussions girls reported that sexual touching by boys is common in the classroom or science laboratory and mostly boys take advantage of the teachers' absence to advance their agenda. This is slightly better than the findings by the Human Rights Watch in South Africa (2001) where girls were sexually harassed in the face of their teachers and the latter did not help because they feared for their lives. Another girl reported that a class mate touched her breasts in class by pretending to reach out for a pen in her pocket without her consent. Fortunately the matter was reported to the grade teacher who was female and the boy was reprimanded and threatened with a stiffer punishment. Further probing revealed that reprimanding never put an end to this boy's harassing behaviour in that witnesses saw him touching the thighs and waists of other girls when teachers were not around during study or maintenance. Girls reported that *"when we challenge they argued that who is going to marry you if you do not let us touch you."*

4.1.3b: Witnesses to Touching in a Sexual Manner

Figure: 4.3



In order to establish the impact of peer sexual harassment in school, respondents were asked whether they have witnessed any girl being touched in a sexual manner by a boy and state how they felt. The study revealed that 95% of the girls witnessed boys touching their colleagues in sexual manner and all of them argued that they felt threatened since they were likely to be the next victims. Only 5% did not witness this form of harassment. These figures are too high to be ignored. It's surprising that one of the teachers' responses to sexual harassment of girls was that it was not an issue and girls were not affected. Those who witnessed the behaviour stated that they saw this in class on desks shared with boys, in front as they took books for marking or while observing specimens under a microscope. One pupil said that some teachers who are sensitive have spotted these acts and culprits have been reprimanded.

During focus group discussions girls said *“some grade 11 and 12 pupils offer to help in academic or other school chores but at the end of the day without you realising they are all over you. Boys from other classes engage our classmates to monitor our movements. When they are informed that the girl they are interested in is getting close to another boy in class they threaten violence”*. When girls were asked to

comment on tricks by boys they said that this type of assistance was not appreciated and they only accepted out of ignorance.

Conclusion

Although the prevalence rate for touching girls in a sexual manner at Chamboli and Mindolo high school which stand at 64% is high, it is much lower than those found at Chembe, Hachimpuka and Jembo high schools by Kasonde-Ngandu et al (2003). This study further established that those harassed by individuals were 55% of those who were harassed and those by groups of boys were 45%. This form of sexual harassment has been witnessed by the highest number of female pupils in this study and the figure stands at 95%.

4.1.4a Experience of Threats of Violence after Refusing to Have Sex with a Boy

Table: 4.4

DESCRIPTION	FREQUENCY
1 time by one boy	9
Many times by individuals	6
1 times by a group of boys	1
Many times by different groups of boys	5
Never	79
Total	100

The researcher wanted to establish the extent to which serious forms of sexual harassments are being committed. The study revealed that 21% of the respondents have had boys asking them to have sex with them and have refused. This led to their harassment in many ways. One victim of this form of sexual harassment reported that *some boys do not take no for an answer. Instead of accepting that their request has been turned down, they go round telling friends lies (like imagine guys I was insulted by girl X for no apparent reason or girl X said this about us) and then they organise themselves to attack an innocent person.* Of those who experienced harassment due to this factor 9% had it once from one boy, 6% many times from different individuals. The total number of girls who were harassed by individuals is 15 representing 71% of girls who experienced this form of sexual harassment. Groups of

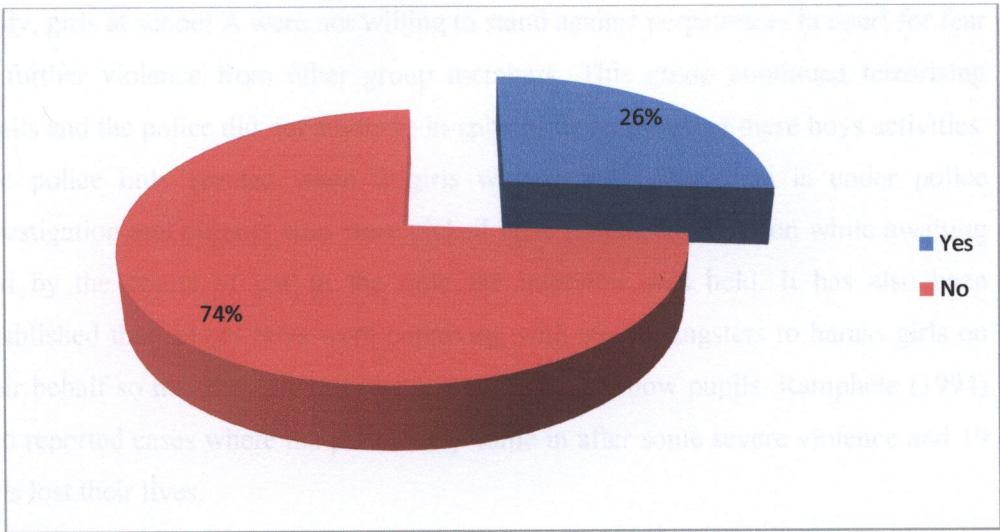
boys also harassed girls in this manner: 5% many times from various group of boys and 1% once from a group of boys. The total number of girls harassed by groups of boys was 6 representing 29% of girls who were touched in a sexual way by boys. 79% of the girls said that they have never experienced this form of harassment from the time they reported at their present institutions of learning.

21% of girls who experienced this form of sexual harassment has statistical significance in this study because threats create a hostile environment for learning and it may result in violence and gang rape if it is not checked. These findings are similar to these of Human Rights Watch Report (2001) in South Africa where male pupils used threats of violence to force girls into unwanted dating and rape.

During focus group discussions girls argued that most of these incidences started as normal or ordinary adolescent relationships in which boys later wanted to introduce intimate sexual activities. When they realised what they were getting into most of the girls withdrew and boys were unhappy. In revenge, these boys began harassing them by passing false sexual rumours, cracking dirty sexual jokes and even threatening violence. There is a possibility that some girls have been raped but they were not free enough to share their deep rooted emotional experiences with a stranger. During focus group discussion at school A, girls said that their friend was violently attacked and raped a few metres from the school fence by a group of boys, some of them were former pupils of the same institution. The participants could not comment much because the case was in the courts of law at the time the discussion was held.

4.1.4b: Witnesses of Threats of Violence and Sexual Harassment

Figure: 4.4



Pupils were asked whether they are aware of incidences where their colleagues have been sexually harassed or threatened with violence for refusing to engage in sex. 26% of the respondents said yes while 74% never witnessed such an act in school or a few metres away. Threatening violence is a very serious offence and the number of girls affected and those who witnessed it is on the high side considering that it's the pupils who are involved. This is an indication that the problem is real and needs quick intervention.

During focus group discussion, girls said when they were in grade 10 they had read messages sent to their friends by boys from grade 11 and 12 classes threatening that they were going to beat their colleague if she did not co-operate. They did not report to the administration but were able to seek help from the elder sister of one of the affected girls who confronted the boys and warned them that she was going to report the matter to the administration. The boys never came back but they went on to threaten other girls from other classes.

The girls also observed that there were boys from surrounding schools who were terrorising school girls in the district. Some victims reported incidences to the police but they were told that it was difficult to prosecute cases without evidence. In South

Africa a similar incident was reported by the Human Rights Watch (2001). In the South African case, teachers intervened and the culprit was reprimanded. In this study, girls at school A were not willing to stand against perpetrators in court for fear of further violence from other group members. This group continued terrorising pupils and the police did not anything in spite of being aware of these boys activities. The police only reacted when 2 girls were raped. The case is under police investigation and culprits who were picked were remanded in prison while awaiting trial by the courts of law at the time the interview was held. It has also been established that school boys were conniving with street gangsters to harass girls on their behalf so that they are not recognised by their fellow pupils. Ramphele (1994) also reported cases where the police only came in after some severe violence and 19 girls lost their lives.

The large numbers of pupils who have experienced harassment from boys in form of brushing against ones body, sexual touching, threats after refusing sexual intercourse and witnessing of all these forms of harassment, confirms the assumptions of one famous feminist, Spender (1983) who argued that subordination of women is not a natural given state but it is learned through social processes which carry with them an automatic submission to males' interest and definition of normality. She suggests that female subjection and domination can be broken when girls regain control of their bodies, reproduction and redefine sexuality and reproduction in ways which are not determined or manipulated by men. She recommended that girls should become like men and assume those characteristics of rationality, personal autonomy and independence.

Spender was right because this research has revealed that most of the girls who had experienced harassments did not report their cases to the administration. Only 14 girls 14.4% out of 97 who experience sexual harassment made formal complaints (See Table 4.17). Findings indicate that very few girls challenged the boys' harassing behaviour. Lack of effective challenges on the part of girls makes boys feel that they truly have a right to the bodies of their female counterparts; as a result girls continue experiencing sexual harassing behaviour from boys. Spender pointed out that girls must challenge the present female sexuality which is centred on man through

assertiveness, self confidence and gain self autonomy. Girls should also stop being dependent on boys as pointed out through anecdotal information by teachers and other witnesses that girls ask boys to protect them from bullies, do their home work and girls end up being sexually harassed by the same boys who pretend to offer protection.

Conclusion

Sexual harassment which is preceded by break up of relationships was mostly perpetrated by individuals. Girls who were harassed by individuals were 15 (71%) of those who were harassed. The remaining 6 representing 29% were harassed by groups of boys. This form of harassment was witnessed by very few people (26%) who argued that it included threats of violence.

4.1.5a Experiences of Sexual Rumours

Table: 4.5

DESCRIPTION	FREQUENCY
Yes	33
No	67
Total	100

Out of 100 respondents, 33% agreed that at one time boys have circulated false sexual rumours about them. The other 67% denied experiencing this form of sexual harassment at their present learning institution.

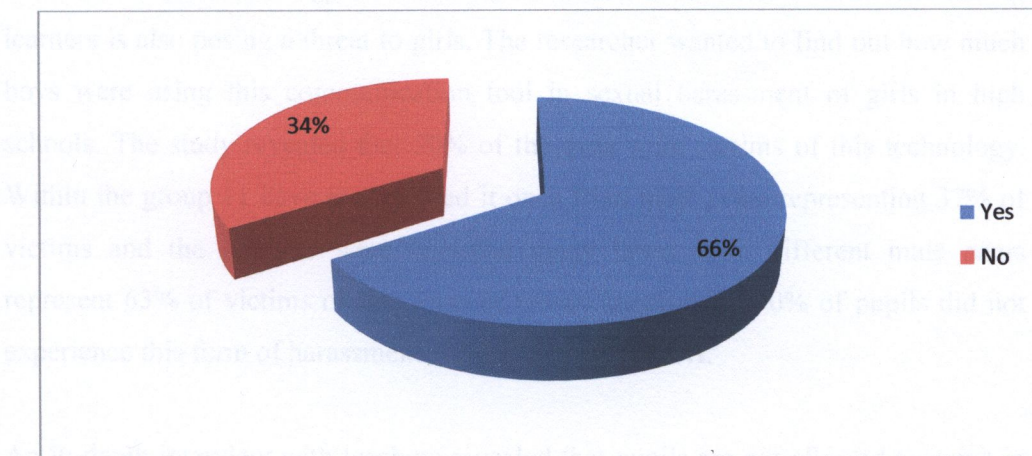
The number of people affected is quite high considering the fact that this form of harassment corrupts people’s conception of one’s morality. During in-depth interviews victims argued that we are able to trace originators of information by tracing it back from people who participated in its circulation. Sometimes it’s possible to tell from the time when a person turns down a proposal or break up of a relationship and the information which starts circulating. During focus group discussions the girls pointed out that some boys just aimed at discrediting their names because they could not accept the negative outcome. They argued that this is usually done by people who are close to them such as class mates or people from other classes whom they interact with. One girl shared that rumours about her being a lesbian started after turning down a proposal from a boy from another grade 12 class.

4.1.5a Receiving Sexual Pictures and Messages on Mobile Phones

Upon further probing girls said it's very difficult to stop rumours since they spread like wild fire. She also said that she could not move freely among her peers since she was psychologically affected and her performance went down that term. She went and confided in the counsellor at church who motivated her and told her that the Lord Jesus will fight the battle for her and all will be well again.

4.1.5b: Witnesses to Spreading of Sexual Rumours

Figure: 4.5



The respondents who said that they have heard false rumours about their colleagues circulating in school were 66% of the sample and those who never did were 34%. They argued that both girls and boys participate in spreading sexual rumours but mostly the originators are boys. One participant narrated a rumour that went around that her close friend had an affair with a teacher after breaking up with her boy friend. She argued out that she could not report to her grade teacher because at one time she had turned down his proposal and she was not sure how he was going to react.

Conclusion

Passing around false sexual rumours on female pupils by male peers was reported by 33% of girls and it was witnessed by 66% of their colleagues. This is a form of sexual harassment which is difficult to control due to lack of evidence and none of the victims reported the incident to the school authorities.

4.1.6a Receiving Sexual Pictures and Messages on Mobile Phones

Table: 4.6

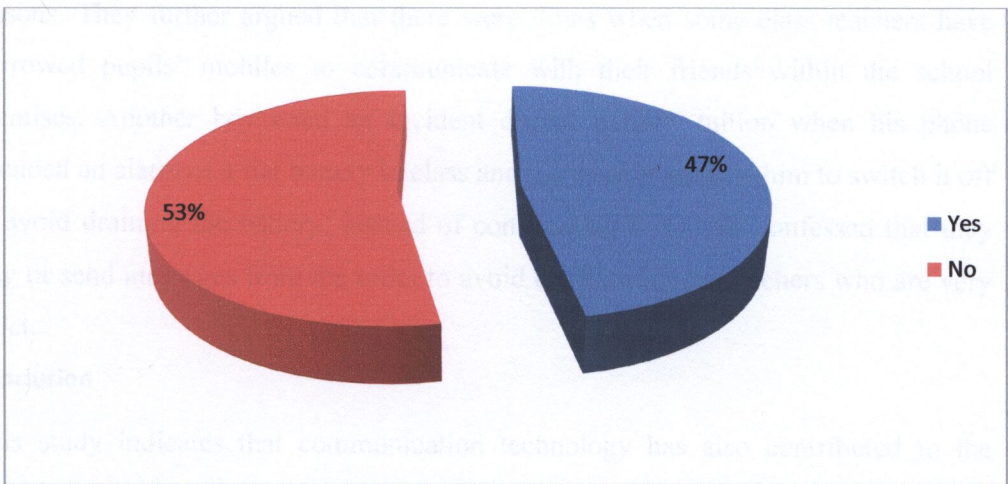
DESCRIPTION	FREQUENCY
Once	11
Many times	19
Never	70
Total	100

Communication technology which is used in schools to share information among learners is also posing a threat to girls. The researcher wanted to find out how much boys were using this communication tool in sexual harassment of girls in high schools. The study revealed that 30% of the girls were victims of this technology. Within the group 11 have experienced it once from male peers representing 37% of victims and the 19 who were harassed many times from different male peers represent 63% of victims of this form of sexual harassment. 70% of pupils did not experience this form of harassment at their various schools.

An in-depth interview with teachers revealed that pupils are not allowed to come in school with mobile phones because pupils were using them to disrupt lessons and prep or study periods. Therefore it is an offence at school A and B to be found with a mobile phone in school. Pupils who have experienced this form of harassment said they came with phones but never switched them on until knock off time. They argue that they needed them to communicate with their parents to pick them up after classes. Girls who have been harassed said that they could not inform their teachers or administrators because they feared getting into problems for smuggling phones in school. They further pointed out that parents could not be told because they feared that they would equally blame the girls for giving boys their phone numbers. Others feared that if parents were informed they were going to involve teachers and in the end cell phones were going to be withdrawn.

4.1.6b: Witnessing Receiving of Sexual Pictures and Messages on Mobile Phones

Figure: 4.6



The study revealed that 47% of girls in these schools have witnessed someone being shown such pictures without their consent. 53% of girls were not aware of any female pupil who was shown or sent such pictures. Possessing pornography is a punishable crime by law in Zambia. Therefore 47% who have witnessed this serious form of sexual harassment in school raises concerns about the environment girls are learning in.

In-depth interviews and focus group discussions revealed that even those who did not own phones were affected because their messages were sent through friends who had phones. These were threatened that if they did not show their friends messages sent through them, the girls were going to be reported for being in possession of a cell phone in school. Girls confessed that these were the sources of false sexual rumours on some innocent individuals. This also explains the high number of pupils' involvement in acts of sexual harassment using illicit means on the part of the victims and offenders. It is possible that the few phones in school are used in groups to pass on sexual information. They also said that some times boys would write messages amongst themselves and then bring it along claiming that it was sent by another person when he is one of the initiators of the same message.



During focus group discussion boys agreed that they went with mobile phones to school and they claimed that teachers are aware but they are too busy to be checking them all the time. They said that these are only confiscated when they rang during lessons. They further argued that there were times when some class teachers have borrowed pupils’ mobiles to communicate with their friends within the school premises. Another boy cited an incident during holiday tuition when his phone sounded an alarm of a flat battery in class and the teacher advised him to switch it off to avoid draining the battery, instead of confiscating it. Others confessed that they ring or send messages from the toilet to avoid confiscation by teachers who are very strict.

Conclusion

This study indicates that communication technology has also contributed to the sexual harassment of girls at Chamboli and Mindolo high school. 19 girls representing 63% of those who received this form of sexual harassment experienced it many times from their male peers. The remaining 37% were sexually harassed once by male peers. This vice was witnessed by 47 female pupils who participated in this study.

4.1.7a Experiences of Written Sexual Graffiti on Walls and Books

Table: 4.7

DESCRIPTION	FREQUENCY
Once	5
Many times/more than once	5
Never	90
Total	100

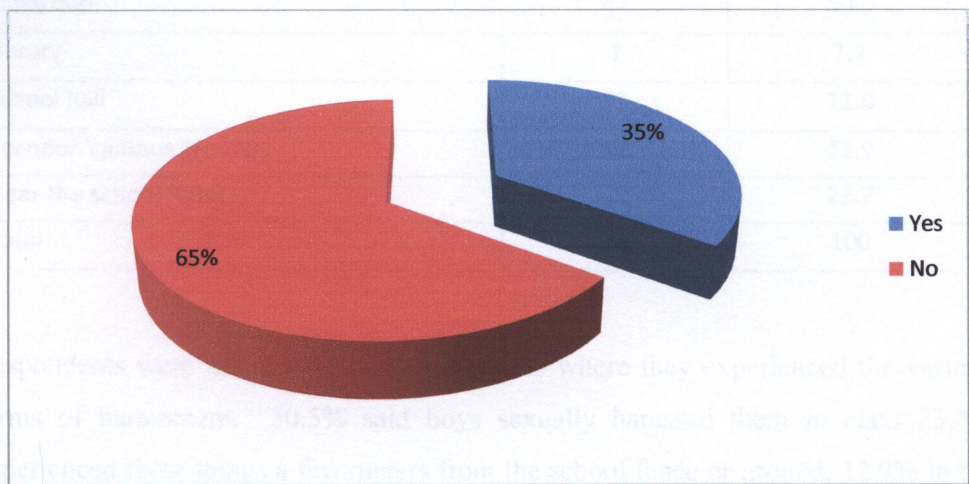
Writing of graffiti on school walls and books is another form of harassment found in institutions of learning and girls have been victims of this form of harassment. Statistics of this study indicate that only 10% of the girls have been subjected to this form of harassment. 5 girls representing 5% of respondents harassed in this way claimed that one time, sexual graffiti of them was written on school walls by boys in

school, another 5% claimed it was done more than once to them, while 90% have not experienced it in school.

One of the teachers talked to, narrated a story of a teacher who has a habit of sexually harassing girls and even threatening them with failing them. Boys were not happy so they wrote graffiti in English text books about him and one of the girls they were suspecting to be having an affair with the same teacher. The administrators interrogated the girl but she denied having an affair with the teacher in question. The teacher was counselled by the administration on the premise that there is no smoke without fire and considering his past behaviour. The girl was not captured in the target group because she started absenting herself from lessons and therefore it was not possible to get information from her. Statistics indicate that writing of graffiti is under control in schools where this research was done because it is easier to trace perpetrators of this type of harassment through handwriting specialists. Findings of this study are different from the one by Kimmel (1994) in which Katy of USA sued the school for not removing graffiti on walls in the bath room. Pupils at school A and B cannot sue because they have no policy on sexual harassment. Moreover Daka (2005) argues that the Zambian law has a lot of flaws in it.

4.1.7b: Witnessing Written Sexual Graffiti on Girls

Figure: 4.7



The study revealed that 35% of the respondents have seen graffiti written about other girls in school. With further probing they said they are sure that they were written by boys from the language used and all the previous cases of people that have been caught writing on walls were boys. 2 of them stated that they found two boys writing graffiti in a classmates note book, he was reported and punished by the grade teacher. Others said that there was also graffiti written on girls in general or girls in a certain grade or class outside the fence especially on the side of the fence which separates the school and the bush.

Conclusion

At Mindolo and Chamboli high school, sexual harassment by writing graffiti on walls and books is not common because there is a high possibility to trace perpetrators through handwriting specialists and the type of language used. It was only experienced by 10% of girls. 50% of these experienced it once and another 50% had it more than once from male peers in school.

4.2 AREAS WHERE SEXUAL HARASSMENT TOOK PLACE

Only girls who experienced sexual harassment at their institutions of learning are captured in this table.

Table: 4.8

PLACE OF SEXUAL HARASSMENT	FREQUENCY	PERCENTAGE
Classroom	47	50.5
Library	1	1.1
School hall	11	11.8
Corridor/campus grounds	12	12.9
Near the school fence	22	23.7
Total	93	100

Respondents were asked to indicate the places where they experienced the various forms of harassment. 50.5% said boys sexually harassed them in class 23.7% experienced these things a few meters from the school fence or ground, 12.9% in the school corridors and school grounds. 11.8% were harassed in the school hall during school assembly and 1.1% experienced it in the school library. The values above indicate that most of the girls experience harassment in class.

These findings are not similar to those of American Association of University Women's (2006) study where 39% of pupils who experienced sexual harassment say the incident or incidents occurred in dormitories or corridors. Our situation has more implication than those in USA because Zambian pupils are harassed in classrooms where formal teaching and learning takes place. Teachers, counsellors and administrators at School A and B should have shown more professionalism by putting more effort in normalising the situation which is rocking the very foundation of the teaching and learning process. Slee (1995) and The New South Wales Department of Education and Training (1999) discovered that the impact of sexual harassment has extensive effect even beyond school life in that it devalues, isolates and frightens people so that they no longer believe in the ability to achieve. This situation deprives girls their right to spend the day both in and out of the classroom free from sexual harassment or intimidation.

The study revealed that the highest number of pupils who were harassed experienced it in the classroom during lesson or between lessons when their teachers are away. Their concentration during lessons is affected because some shared that they spent most of their time during lessons planning how to deal with their harassers instead of listening to the teacher. These findings have serious implications on academic performance of pupils. The argument was also advanced by Kimmel (1994) that the chilly classroom climate for girls takes place in a sexually hostile environment, where girls were harassed in classrooms by their male counterparts. The 22 girls who claim to have been harassed a few metres from the fence are very significant in this study. These are the ones who absent themselves from class due to fear of being harassed by boys on their way home and this could have led to poor academic performance of victims.

The total number of girls harassed in the school hall and corridors gives us an impression that girls are not free both in and outside the classroom. It is the job of both teachers and administrators to ensure that the safety of girls is secured then all pupils will feel secure enough both in and outside the school grounds. The argument is also advanced by French et al (1998) that providing appropriate protection for girls

advances extra protection for boys. His assumption is that an environment which is friendly to girls offers excellent protection for boys.

Conclusion

Girls at Mindolo and Chamboli high school are sexually harassed both inside and outside the classroom. Half of the girls who were sexually harassed said they experienced it in class. The second highest was 23% and these experienced it outside the wall fence.

4.3 GROUP BEHAVIOUR AND IT'S IMPACT ON PEER SEXUAL HARASSMENT

Statistics collected from the 8 counts of sexual harassment and the people who witnessed them confirm the argument by Olweus (1993) that acts of bullying (name calling such as lesbian, those with big breasts as Parmalat or Bonnita) are typically sustained by a connection with a group rather than by individual motives such as personal malevolence. The Human Rights Watch (2001) also found that boys who commit acts of sexual violence against girls rarely act alone. Pepler and Craig (1995) also revealed that 50% of those who have bullied others in a sexual manner, admit being part of a group. In this research more than 50% of incidences of sexual harassment were group acts, especially in mild cases of sexual harassment. Individual cases are more pronounced in serious forms of harassment which accounts for over 50% of those who have experienced serious forms of sexual harassment and threatening violence after disappointment. The implications for schools are that they must be aware of the roles played by groups as distinct from individuals. Soutter and McKenzie (2000) suggests that these groups should be identified and put under surveillance, while making efforts to reform them through group response, Maines and Robinson (1992) suggested the use of "no blame approach."

Findings on the extent of sexual harassment and the impact of group behaviour due to peer influence are similar to those of Sitali (2006) who established that the most common forms of harassment in APU classes are sexual teasing 28.6%, name calling 14.3%, group clichés 14.5% and spreading sexual rumours about their friends others 14.3% and group activity accounted for over 50% of reported cases.

4.4 PREVALENCE OF SEXUAL HARASSMENT

Introduction

In order to maintain anonymity the names of people and schools will be concealed, instead symbolic names such as A, B and M will be used in the rest of the chapter. The prevalence of sexual harassment in this study was obtained from the responses given by 100 girls who participated in the research. Results from School A on 8 common forms of sexual harassment in schools indicate that 90% of the respondents have experienced one form of sexual harassment or another in the last three years of their stay at that institution. Only 5 pupils (10%) of them said they have never experienced sexual harassment from peers. School A had a trained guidance and counselling teacher who has since been transferred to another institution.

Statistics from School B indicates that 96% of girls had experienced some form of harassment in one way or another in the last three years. Only 2 representing 4% respondents have never experienced any form of harassment during their stay at the institution. In-depth interviews revealed that this school has never had a trained school counsellor in the Department of Guidance and Counselling. The slight difference between the two schools is an indication that professional counselling can reduce the prevalence of sexual harassment of girls in school. Although the difference is minimal it is significant considering the fact that it's about two years since a qualified counsellor left the institution.

Some of the assumptions that could be drawn against these findings are that: pupils who were sensitised have completed school and have since left the institution. As a result the impact of the previous head of department could have been eroded by the new crop of pupils; in high schools, school counsellors are full time teachers in other departments and counselling is not time tabled. As a result officers do not have adequate time to counsel pupils. Counsellors are also demoralised and they are not performing their duties because their job does not attract an allowance or a rise in salary scale. Daka (2008) also had similar findings.

Statistics of this study have revealed that the prevalence rate of sexual harassment from both institutions stands at 93%. The remaining 7% said that they had never experienced any form of harassment from any of their male peers. These statistics

indicate that girls in school do not only put up with harassment from teachers and other members of staff as pointed out by Shakafuswa (2006) but they have to bear harassment from fellow pupils who harassed them within the areas of the school premises. This form of gender inequality that goes on in our institutions of learning needs immediate attention from all the stake holders. The District guidance and counselling officer also confessed that he is aware of the sexual harassing behaviour of grade 11 and 12 boys against girls especially grade 10 girls as they report in high schools after passing grade 9 national examinations. The District Education Board Secretary also said that he was aware that boys sexually harass girls in high schools but in his opinion it is not serious because no head teacher has referred any case to his office.

Research findings on the prevalence of sexual harassment are very important in education management because sexual harassment is a common occurrence in high schools. These results are similar to those from USA by AAW (1993) and Lee et al (1996) where 83% of girls reported having experienced one form of sexual harassment from their male counterparts in a national survey of high schools on 14 forms of harassment. This proves that prevalence of sexual harassment is high almost everywhere and it needs to be tackled at international level.

4.0 PART 2: PRESENTATION AND DISCUSSION OF FINDINGS ON PERCEPTIONS; EFFECTS AND EFFECTIVENESS OF CONTROL MEASURES ON SEXUAL HARASSMENT

4.0.1 Introduction

The second part of this chapter gives an analysis of the findings on perceptions, effects and control measures of sexual harassment at Chamboli and Mindolo high schools. Information gathered through various data gathering tools was used to generate both qualitative and quantitative data. The findings are presented and discussed according to themes under various objectives of the study. Data was collected in the period between 2006 and 2008

4.1.0 VIEWS AND PERCEPTIONS ON IMPACT OF SEXUAL HARASSMENT

4.1.1 Girls’ Perception of the Impact of Sexual Harassment

Most of the information gathered from in-depth interviews and focus group discussions on the impact of sexual harassment on academic performance revealed that a lot of pupils were affected. Their attention and class performance went down in the period they experienced sexual harassment. These findings are similar to those of Lee et al (1996), who reported that 46.6% of the pupils experienced one or two forms of academic problems as a result of sexual harassment from peers and nearly half (48%) experienced more than one form of avoidance behaviours such as avoiding the person harassing them.

4.1.2a Views of Teachers and Administrators on the Effect of Sexual Harassment on Girls’ Academic Performance

Table: 4.9

Affected Negatively	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Female Percent
Yes	6	37.5	2	25	4	50
No	10	62.5	6	75	4	50
Total	16	100	8	100	8	100

Teachers and administrator were asked to state whether sexual harassment affected the performance of girls in their institutions and the responses were as follows; 37.5% thought girls were affected while 62.5% argued that, even if sexual harassment was present at their institution it did not affect the performance of any pupil. The findings above do not support the argument by Kelly (1999). He argued that sexual harassment plays a significant role on both the dropout rate and low progression rates of girls in Zambian schools. The finding of this study revealed that incidences of sexual harassment are very high and both victims and observers testified how the various experiences impacted negatively on their lives and that of their friends.

The 63% of teachers and administrators who perceived that sexual harassment did not exist at their institution could be attributed to the fact that they were in denial and they did not want their institution to be associated with such a vice and during data collection they showed some resistance. Others even suggested that I leave them in peace and go and collect data from other neighbouring schools where sexual harassment could be found. According to their understanding those who underperformed were under achievers or there were other confounding factors other than sexual harassment. This argument is supported by the Freudian cultural approach by Lee et al (1996) which argues that the existence of sexual harassment is seen to be a threat to social order therefore denial of its existence is a common response.

Gender Perspective on the Effect of Sexual Harassment on Academic Performance

Results of gender perspective on the effects of sexual harassment on girls' academic performance were in this manner: 2 males 25% and 4 females 50% agreed that sexual harassment had a negative impact, while 6 males 75% and 4 females 50% thought it had no impact. There are more men who thought sexual harassment had no impact on the performance of girls. The assumption is that some male teachers feel it is normal for girls to perform badly because they have always done so. On the same issue female teachers were split in half. This could be attributed to the fact that

they also experienced harassment from male peers in high school and they have come to accept it as normal behaviour in spite of its negative impact.

Conclusion

63% of teachers at Mindolo and Chamboli perceive that sexual harassment has no negative impact on academic performance of girls who were sexually harassed. Among those who held this opinion 75% were males and 50% were females. However 25% males and 50% females thought sexual harassment had no impact on the performance of victims.

4.1.2b Estimated Number of Girls Academically Affected by Sexual Harassment from Teachers and Administrators

Table: 4.10

Estimates of Impact	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Females Percentage
Few	4	25	1	12.5	3	37.5
Many	1	6.3	0	0	1	12.5
None/Not Applicable	11	68.8	7	87.5	4	50
Total	16	100	8	100	8	100

In a follow-up question respondents were asked to estimate the number of girls affected academically. Those who said few female pupils were affected were 4 (25%), only one person thought many people were affected giving us a representation of 6.3%. Those who did not comment or said no pupil was affected were 11 representing 68.8%. The number of teachers and administrator who thought the vice had insignificant impact on girls’ performance is big. This has negative influence on decisions made to control sexual harassment in terms of severity of punishment, amount of sensitization and development of a school policy on sexual harassment. However girls in the focus group discussions unanimously agreed that the vice had negative impact on academic performance of many victims. The views of teachers and pupils on the impact and the number of pupils affected are

contradicting each other. One explanation could either be that pupils do not report cases to teachers or teachers have not shown interest in pupils' affairs.

The findings above are different from a national survey on pupils and teachers by Harris (2005) which explored pupils' experiences with sexual harassment/bullying and their teachers' attitudes about how serious this problem was in American high schools. It revealed that pupils who experience harassment are most likely to miss classes which can impact on the pupils' ability to learn. 85% of secondary school teachers agreed that they had an obligation to ensure a safe learning environment for all learners. Among those teachers who agreed with this obligation, 71% believe that anti-harassment and anti-discrimination policies would be helpful in ensuring safe learning environment for all learners. FAWEZA (2008) also advocates for school management to promote school climate and work environment that is favourable to both male and female.

Gender Perspective on Impact of Sexual Harassment

The gender based responses on estimates of victims of sexual harassment indicated that 1 male and 3 females thought few were affected. 1 female indicated that many girls were affected and no man supported this estimate. The other 7 males and 4 females thought the question was not applicable to their institution because sexual harassment does not exist. Table 4.10 was established as a follow up to the question that gave rise to table 4.9 on perceptions of the same group. Responses confirm the idea which was revealed during in-depth interviews that men thought that sexual harassment did not exist at their school. Responses from the two tables show an increase in the number of men refuting the idea that girls are affected by sexual harassment. However there is consistence in the responses of females on the impact of sexual harassment. The 4 who said sexual harassment affects girls was maintained by those who said few and many were affected in this question. The 4 who said no in table 4.9 expressed it as not applicable in table 4.10.

4.2.0 PERCEPTIONS OF SEXUAL HARASSMENT

4.5.1a Perceptions of Girls on Levels of Sexual Harassment

Table: 4.11

PERCEPTION	FREQUENCY
None	1
Low	6
Medium	23
High	35
Not sure	35
Total	100

When commenting on the amount of sexual harassment found in their institutions of learning 35% of the girls said that the level of sexual harassment is high. 23% said its medium or average. 6% were of the idea that it’s low or little and it’s within manageable limits while 1% said there is no sexual harassment, implying that she has never been harassed or witnessed any form of harassment since she went to that school. Altogether 64% girls perceived their high schools of having various levels of sexual harassment while 35% of the girls took a neutral stance by stating that they were not sure.

The large number of girls who took a neutral stance by not commenting on the amount of harassment in school is significant considering the high prevalence level recorded in schools. One assumption is that girls who indicated that they had experienced the 8 forms of harassment were not sensitised and they never perceived them as sexual harassment when they experienced them. It can also be attributed to lack of a school policy on sexual harassment which is supposed to clearly state what constitutes sexual harassment.

These findings are similar to those of Leach et al (2003) who found that girls in Malawi, Ghana and South Africa, where 79.2% of the girls experienced various forms of sexual harassment, appeared to accept such behaviour by older boys and teachers as an inevitable part of their daily school life. Female students at UNZA also

behaved in a similar manner in the Base Line Study where only 60.2% perceived that there was a lot of sexual harassment on campus and again on the follow up question many responded that they were not sure about the occurrence of sexual harassment. The researcher argued that outlined acts of sexual harassment in the policy were not recognised by students.

4.5.1b Girls’ Description of the School Atmosphere

Table: 4.12

DESCRIPTION	FREQUENCY
Welcoming	68
Unsafe	32
Total	100

In spite of the high incidences of sexual harassment recorded at Chamboli and Mindolo high schools, 68% of the girls described the atmosphere at the two institutions, as welcoming and safe. Only 32% of the respondents said they felt the atmosphere was unsafe and hostile. Results above suggest that high school girls do not fully understand what sexual harassment is in spite of the information given on the first page of each questionnaire. The other possibility is that participants did not know what constitutes unsafe or hostile environment or sexual harassment. Anecdotal information from teachers pointed out that high school girls also experience sexual harassment at home and they are made to accept it as a normal way of life. Such pupils have difficulties in differentiating a welcoming and hostile environment because all they have ever known in life is a hostile atmosphere which has become normal and welcoming for them. These findings are similar to those of Base Line study at UNZA which found that only 12% of respondents said the environment at UNZA was hostile even though 51% of female students said they had experienced a lot of harassment from their male counterparts.

Conclusion

Although the prevalence levels of sexual harassment at Mindolo and Chamboli high school are high, only 35% of the girls perceived it to be high while the other 35% was not sure and the rest thought it was average and below. Majority of the girls

described the environment as welcoming and only 32% said that it was hostile. The girls’ perceptions of sexual harassment do not match with the prevalence levels at both schools.

4.3.0 ASSESSMENT ON REPORTING SYSTEMS OF CASES

Only girls who experienced sexual harassment at their institutions of learning are captured in this table.

4.3.1 Report on Whom Girls Confided in, After Sexual Harassment

Table: 4.13

PERSON CONFIDED IN	FREQUENCY	PERCENTAGE
A friend	52	56
A family member	2	2
A teacher	2	2
A grade/form teacher	2	2
A counsellor	3	3
No report	33	35
Total	93	100

Among those who were sexually harassed, 56% said they shared their experience with their friends, 3% reported to the school counsellor, 2% to subject teachers, 2% to form teachers and another 2% to family members. The remaining 35% report or share experiences with any one. The number of girls who report to anyone in this study is less than those by Harris (2005) from high schools in USA where 57% of s who experienced sexual bullying and other forms of sexual harassment report their experiences to any one. Human Rights Report (1993) in South Africa also emphasised that the levels of sexual harassment there are far higher than the 2.5% females who reported to the Pretoria city victim survey between 1993 and April 1998, indicating the extent to which these offences were undercounted.

The statistics of this study indicate that female pupils are not free to discuss or report cases of sexual harassment to their teachers and administrators. If teachers and counsellors were supportive more girls would have gone to them to report instead of confiding in their friends who can do very little to arrest the situation. The school

counsellor is the one who is supposed to handle these cases since this falls in his/her job description. The large number of girls who did not report to any one could account for the reason most teachers were not aware that a lot of children were harassed and that this affected them academically.

The report by Human Rights Watch South Africa (1995) indicated that the number of those who shared experiences with friends was 25% which is twice more in this research while those who reported to the family was five time more (20%). The significance of both findings is that in both studies friends constituted an intimate source of support. The only difference is that in South Africa more victims sought help from both the family and friends. It could be that South Africans have learned to discuss these issues in families due to the high rate of sexual violence in their communities.

Conclusion

At Chamboli and Mindolo high school over 50% of girls who were harassed confided in friends and less than 10% in teachers and administrators, while 35% share information with anybody. Therefore girls at the two schools are not free to share issues of sexual harassment with their teachers and administrators.

4.3.2 Reasons for Girls’ Failure to Make a Formal Complaint

Only girls who experienced sexual harassment at their institutions of learning are captured in this table.

Table: 4.14

REASONS	FREQUENCY	PERCENT	CUMULATIVE PERCENT
I was afraid.	26	30.2	30.2
I was embarrassed.	16	18.6	48.8
I did not expect action to be taken.	18	20.9	69.7
I did not know where to make the complaint.	10	11.6	81.3
No response	16	18.6	99.9
Total	86	100	100

The table above shows that 30.2% of high school girls were afraid to make a formal complaint on harassing behaviour they experienced at school. 20.9% expected the administration to take up action and 18.6% said they were embarrassed. 2.3% did not report because they were put off by the attitude of the people in-charge of receiving complaints from the pupils in school. 11.6% of respondents were ignorant of reporting procedures, while the remaining 18.6% did not respond to the question. The findings of this study are similar to those of Schlozman (1991) and Verba et al (1983) which also found inhibiting factors such as embarrassment, shame, uncertainty as to whether the incident constituted harassment, lack of knowledge as to where to go and report, desire not to get the harasser into trouble, belief that the school would be unresponsive, fear of retaliation by perpetrator of the crime and over publicity by the media.

During focus group discussions girls argued that they did not report incidences to teachers because they were blamed for leading boys on, instead of the teachers listening and attending to their problems. Human Rights Watch (2001) also argued that teachers and administrators were to blame for none reporting of sexual harassment and violence by girls due to the following reasons: discounting of victims' reports, failure to respond with any degree of seriousness, not knowing what to do or just ignoring the problem.

The fear of being beaten by the accused boy if they made a formal complaint to the administration was reported by 30.2% of girls in Human Rights Watch South Africa (2001). This can be explained using a biological theory by Lee et al (1996) which states that the hormonal and body size differences make males more aggressive than girls. This explains why some girls fail to report harassment because they are scared that boys especially those who look huge with fully developed muscles will beat them after school. The harassment of older girls with small bodies by younger boys can also be explained by the societal power theory which is underpinned by gender hierarchy in relationships. Such boys use the muscular strength and societal power which gives them more privileges than girls. The school reflects the wider society it serves by offering more leadership positions to boys than girls. In most schools including the ones where this research was done, there are more male prefects and

class monitors than females and in co-education schools the head boys have more powers than head girls.

Girls in focus group discussions from school A reported that some male prefects use their cubicles to harass girls by asking them to report to them after school. Some pupils have been raped and they did not tell anyone because they thought no one will believe their story and they could not stand the embarrassment. Pupil M shared that her friend was raped by her boy friend who was a prefect and the victim did not tell anyone until her parents discovered that she was 4 months pregnant. The case was difficult to prove and the matter was settled outside the court. The boy's parents agreed to pay damages and support the child. Pupil M was not sure whether these have been honoured, but she is aware that the friend has left town and she has not reported back to school.

The 18.6% who were embarrassed to tell anyone could not go against the belief of society that girls who are harassed led men on. This is explained by the cultural theory approach which sees sexual harassment as a sign of social breakdown and a threat to social order. In this case speaking out by victims is a threat to social order. This could also explain why society puts the victim to task by producing evidence to support her claims.

The 11.6% who did not know where to take the complaint is an indication that the school's method of communication is not effective enough, or some grade teachers do not take time to discuss such issues with their form classes in spite of the 10 minutes allocated to them on the time table. This could be the reason why the 11.6% of the victims did not know where to report and yet they have grade teachers and counsellors. The 2.3% who were put off by people in this department gives us some indicators that people working in this department are not trained and therefore they may not even be aware of the ethics of counselling. The 18.6% who did not speak out could have been influenced by our culture that trains girls to be submissive and endure all forms of harassment without complaining.

Conclusion

This study revealed the following as the main reasons for girls not reporting cases of sexual harassment to teachers and administrators in this manner: fear of being beaten

by their harassers 30.2%, those who expect any action 20%, embarrassment and those who respond 18% each, while those who know where to report had 11%.

4.3.3 Administrators and Teachers' Perceptions of Why Girls Do not Report Cases of Sexual Harassment

Table: 4.15

Reason	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Females Percent
Fear of Being Beaten	5	31.3	1	12.5	4	50
Poor Channel of Communication	2	12.5	2	25	0	0
Traditional/Cultural Background	3	18.8	3	37.5	0	0
Embarrassment	5	31.3	1	12.5	4	50
No Response	1	6.3	1	12.5	0	0
Total	16	100	8	100	8	100

The researcher tabulated perceptions on why girls fail to report cases of peer sexual harassment to teachers and administrators. Those who suggested that fear of being beaten could be the reason for not reporting sexual harassment were 7 representing 43.3% of the respondents. 5 representing 31.3% thought girls do not report because of the embarrassment they have to go through in reporting and convincing the authority that they have suffered and they deserve to be heard. 2 people representing 12.5% of the sample thought that cases go unreported due to lack of proper communication. 1 person representing 6.3% of the sample said tradition and cultural background could be the cause of not reporting cases of peer sexual harassment to the authorities. Another 6.3% did not give any reason why girls do not report peer sexual harassment. The same percentage also accommodates those who thought such cases did not exist in their school.

The reasons and proportions of responses given for not reporting sexual harassment by both teachers and pupils are similar but one wonders why some teachers said that there is no sexual harassment in their schools when they are aware of a lot of cases which go unreported and then girls expect to be beaten up by boys. Results of these findings are similar to that of Verba et al (1983) who found that half of the victims report harassment due to fear of retaliation by perpetrators of the crime. On the other hand Apple (1996) suggests that schools should ignore the cultural norms in the wider society which do not allow girls and women to speak-out and do the opposite by providing girls a forum where issues of oppression such as sexual harassment could be documented and openly discussed. This will improve the bad image of schools from being active agent of perpetuating injustices found in the larger society, to a potentially positive socializing agent for gender equality.

Gender Analysis of Teachers and Administrators Responses

Gender based analysis of responses revealed that teachers and administrators expressed the reasons for girls not reporting cases of sexual harassment to the authorities in the following manner: fear of beating by perpetrators, 1 males 12.5% and 4 females 50%, embarrassment 1 male 12.5%, 4 females 50%, cultural background 3 males 37.5%, lack of better channels of communication, 0% females 2 males 25% and 0% females. 1 male did not respond 12.5%. The two high figures for females were fear of perpetrators and embarrassment and both had 50%. The ranking of responses for females are similar to girls in this study who also had fear ranking first with 26%, followed by embarrassment with 16%. This is an indication that females expressed views with empathy which was lacking in men's expression. The highest score for men was cultural background with 37.5% followed by lack of proper channel of communication with 25%. The two highest scores from men, expressing reasons for not reporting sexual harassment are focused on the process and not the feelings for the victims. This could be due to the fact that females are care givers and empathy is more natural to them, while men are concerned with administration and order, therefore it's natural for them to find reasons in the process. Most of the men who were interviewed did not support the idea of girls reporting sexual harassment because to them it never existed and they did not

appreciate the fact that the researcher was encouraging girls to share their experiences of sexual harassment in school.

Conclusion

On reasons for girls not reporting sexual harassment, the two high scores for men were lack of cultural back ground 37.5% and improper communication channels 25% and both of them deal with the process. Women had 50% on both fear of perpetrators and embarrassment and they deal with having empathy for the other person. Women are therefore more empathetic with girls who are harassed in school than men.

4.3.4a Administrators and Teachers' Perceptions of Unreported Cases of Sexual Harassment

Table: 4.16

Unreported Cases	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Females Percent
Yes	11	68.8	4	50	7	87.5
No	4	25	3	37.5	1	12.5
No Comment	1	6.3	1	12.5	0	0
Total	16	100	8	100	8	100

A problem can only be solved if it's brought to the awareness of the people invested with the powers to solve it. Reporting of instances of sexual harassment is a big problem in school, therefore the researcher wanted to establish whether teachers and administrators were aware that some cases went unreported, in order for them to suggest alternative ways of dealing with the problem. Those who thought some cases go unreported were 11 (68.9%). 4 (25%) of them said no case went unreported, implying that the school has an efficient reporting system that is able to capture all incidences of sexual harassment if they were there.

It is situations like this one where teachers are aware that cases of sexual harassment go unreported and yet they do not do anything to arrest the situation which made

Stein (1995:140) argue that it is in this institutional indifference that *"boys receive permission, even training to become batterers, because many of their sexual harassment acts on girls are not interrupted or condemned by parents and teachers"*.

The 68% of teachers who acknowledged that some cases went unreported were frank and true to themselves and these are the only ones who might make a difference to lives of girls in school. Since teachers and administrators are aware of the problem, onus is on them to find a lasting solution to this problem. It is not enough to know that the problem exists; people must take action to solve the problem.

Gender Perspective on Unreported Cases

Among respondents who said there are cases which are not reported to the teachers and administrators, 4 (50%) of males agreed and 7 out of 8 women (87.5%) agreed. Only one female (12.5%) said there were no cases which went unreported and men were 3 representing 37.5% of males. Only one male representing 12.5% of men did not make any comments. There are more females than males who feel a lot of girls are not reporting cases of sexual harassment in school. This result is expected because females report from their past experience and they are also in touch with more girls when compared with men, but unfortunately they did not share their experiences with them. Results also indicate that more men feel that there are no cases that go unreported because their general view is that there is no sexual harassment in their schools.

Conclusion

7 women and 4 men 68% of respondents argued that a lot of sexual harassment cases go unreported. There are more women who supported the idea than men. Those who opposed were 4 (25%) and 3 were males and 1 female. Therefore the majority of teachers and administrator perceive that some cases of sexual harassment go unreported.

4.3.4b: Administrators and Teachers’ Estimates on Unreported Cases

Table: 4.17

Estimate	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Females Percent
Few	2	12.5	0	0	2	25
Many	7	43.8	4	50	3	37.5
None	7	43.8	4	50	3	37.5
Total	16	100	8	100	8	100

In a follow up question, those who said many cases go unreported were 7 representing 44% of the sample; 2 representing 12.5% stated that only few are not reported; another 7 representing 44% indicated that there is no case which went unreported. There is some inconsistency in the way respondents were answering questions. In the first question 11 representing 69% agreed to the statement indicating that some cases of sexual harassment go unreported but in the follow up question where they were supposed to give an estimate, the number reduced from 69% to 56% which is the total number of those who said few and many. The 12.5% difference represents those who are inconsistent in responding to the questions but the figure is insignificant because the majority of teachers and administrators indicated that cases are not reported.

The 43% who feel that many cases were not reported plus the 12.5% who argued that few cases are involved may lead to an assumption that teachers are fully aware that sexual harassment in these schools is high but they are more comfortable with the present situation of putting up a face that their schools are girl friendly. Nevertheless the researcher thinks that they are like prisons without walls for girls. The main problem is that administrators do not want to come face to face with reality by dealing with problems which prevent girls from reporting and ascertain the magnitude of the problem in order to find a lasting solution. Pretence is not helping any one.

The other 43% who argued that all the cases are captured are divorced from reality at their various schools and there is need for them to show more interest in non academic affairs of their pupils in order to develop the whole person. Most of the teachers and administrators think that teaching begins and ends with imparting of academic knowledge and skills while leaving the moulding of the whole person to chance. The danger of not taking an informed position is that it may lead to an assumption that sexual harassment does not exist in their schools and they will not see the need to investigate the matter.

Gender Perspective on Estimates of Unreported Cases

Results on unreported cases on sexual harassment indicate that only one female thought that few cases are not reported. 4 representing 50% of males and 3 representing 37.5% females said many cases are not reported. 4 representing 50% of male respondents said no case goes unreported and another 37.5% of females also supported the idea. In this research there are more men than women arguing that many cases of sexual harassment go unreported.

Conclusion

Results above do not give a clear position of teachers and administrators on their quantitative estimate of sexual harassment in school. 7 (44%) said many while another 7(44%) argued that there are no such cases. Equally the gender perspective did not give a clear position of each gender. 4 (50%) males said many while another 4 (50%) said it does not exist. 3 women 37.5% said many cases went unreported while another 3 (37.5%) said it did not exist and the last 2 said cases were few.

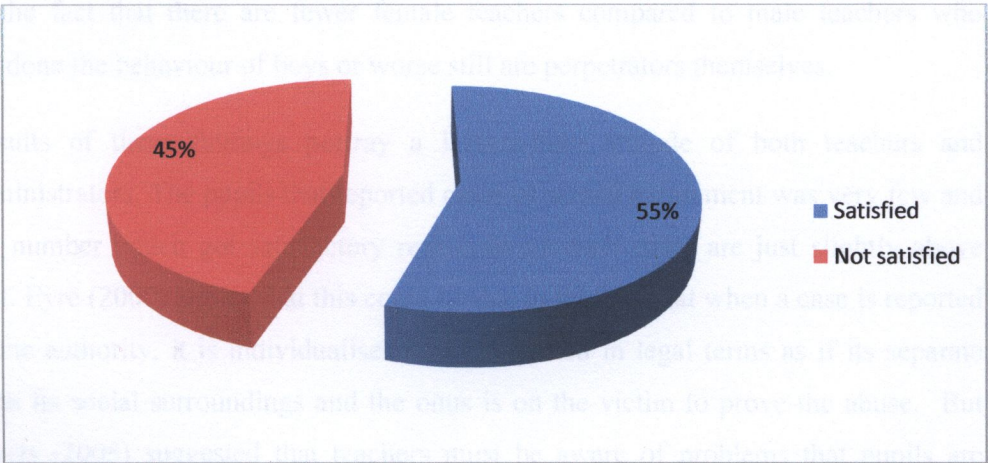
4.3.5a: Assessment on Outcomes of Cases Reported to the Administrators by Girls

Only girls who reported sexual harassment at their institutions of learning are captured in this table.

Table: 4.18: Cases Acted /Not Acted Upon

RESPONSE	FREQUENCY	PERCENTAGE
Action taken	11	78.6
No action taken	4	28.6
Total	14	100

Figure: 4.8 Satisfied and Unsatisfied Pupils



The table: 20b above shows the percentage of pupils who made a formal complaint to school administrators or teachers and the outcome of proceedings. Out of 93 girls who were sexually harassed, only 14 made their complaint known to administrators. 11 out of 14 (78%) said action was taken by the authorities while 4 (28%) said no action was taken. Table 4.4.7b shows satisfaction with the action taken. It was discovered that 6 (55%) were satisfied with the action taken and five of these were handled by female teachers and one by a male teacher. 5 (45%) were not satisfied and two were handled by male teachers and 3 by female teachers.

2 pupils who had reported their cases to female teachers and never got a satisfactory answer complained that their cases were not taken seriously. During focus group discussions one of the victims said *“these teachers do not understand how much it pains us when they make fun of us after reporting to them. Some teachers even say Mwalichilamo (meaning it’s too much of you) that’s why boys harass you, as if we enjoy the sexual harassment.”* Human Rights Report (2001) also reported similar incidences where pupils complained that administrators did not really know how lack of seriousness on their part affected pupils. One victim said *“Maybe to them it is just a big joke-but to me-it is not ...it really bothers me.”* Some of those who reported did not only fail to get the support they needed but they were ridiculed and became objects of vicious rumours at their schools. The poor responses to pupils’ complaints by teachers and administrators at Mindolo and Chamboli high schools could be due to the fact that there are fewer female teachers compared to male teachers who condone the behaviour of boys or worse still are perpetrators themselves.

Results of these findings portray a laissez-faire attitude of both teachers and administrators. The pupils that reported cases of sexual harassment was very few and the number which got satisfactory responses on their cases are just slightly above half. Eyre (2000) argues that this could be due to the fact that when a case is reported to the authority, it is individualised and interpreted in legal terms as if its separate from its social surroundings and the onus is on the victim to prove the abuse. But Harris (2005) suggested that teachers must be aware of problems that pupils are facing in school and they should identify themselves as resource persons for pupils who experience harassment in school.

One assumption that could be deduced from the situation above is that if more pupils made formal complaints to teachers and administrators, there will be more girls who will not be attended to as well as getting unsatisfactory outcomes. If this situation is left unchecked it may lead to a situation where parents will start suing schools for negligence as reported in USA by Dziech (1996) and Lee (1996). Daka (2005) also outlined that teachers and administrators could also be sued on the basis of omission as principal offenders for not doing anything about sexual harassment which is very rampant in schools.

Conclusion

Findings indicate that very few cases are reported to the authorities and only 11 out of 14 (79%) were acted upon. Out of these 6 got satisfactory responses while 5 were not happy. Pupils who report cases of sexual harassment to teachers should expect nothing short of commitment and impartiality.

4.3.6 Receiving of Reports on Peer Harassment from Girls by Teachers and Administrators

How often	Frequency	Percent	Males Frequency	Males Percent	Females Frequency	Females Percent
Weekly	1	6.3	0	0	1	12.5
Monthly	1	6.3	0	0	1	12.5
Termly	3	18.8	0	0	3	37.5
Annually	4	25.0	3	37.5	1	12.5
NEVER	7	43.8	5	62.2	2	25.0
Total	16	100	8	100	8	100

Table : 4.19

Teachers and administrators were asked to indicate how often they received complaints of sexual harassment from pupils. The findings of the research were that 4 (25%) received reports annually, 3 (19%) termly, 1 person representing 6.3% of the sample said she received reports monthly another weekly. Those who never got any report were 7 representing 43.8% of the sample and they were the largest.

Gender Analysis of Reports Received on Sexual Harassment.

Results of male teachers and administrators indicate that only 3 (37.5%) received reports annually while the remaining 5 (62.5) had not received reports. Women reported that 1 (12.5%) person received every week; another one got them monthly; 4 (50%) every term while the remaining 2 (25%) never received any reports. These results show that females had received more reports than men who have shown that they rarely receive reports from girls. This is a normal trend to confide in people of the same sex especially on sensitive issues like the one under discussion. This result was expected considering the fact that adolescent girls are scared of men regardless of the relationship or profession.

The total number of counsellors in the sample was 3 giving us a representation of 19% of the sample. In this group only 1 person representing 33% received reports annually while the other 2 (67%) have never received any report of sexual harassment from any girl in the school. School counsellors are the ones who are mandated to deal with all cases of sexual harassment at school level. It is surprising to discover that in schools with high prevalence of sexual harassment, only 1 counsellor received reports once a year and the other 2 never received any reports. One possible explanation to this result is that counsellors were not making themselves available due to their busy schedule of handling exams careers work and finances. Daka (2007) also had similar findings on the effectiveness of counsellors.

In the current situation where counsellors are locally appointed by heads of schools, there is a tendency to neglect pupils' needs in order to fully execute other assignments of the appointing authority. The other possibility is that girls did not make use of their services because all the officers in guidance and counselling department were men and some of them according to in-depth interviews and focus group discussions made sexual comments on girls. Human Rights Watch South Africa's Report (2001) also states that male teachers made sexual comments, jokes, called girls names and made sexual gestures on them.

Grade teachers who took part in this study were 6 with a representation of 38% of the sample. Among them 1 (17%) received reports weekly. 1(17%) received monthly, those for termly were 2 (33%) and the annual group were 2 (33%). 1 person (17%) never received any reports at all. For grade teachers this is a normal distribution considering the fact that they are only in-charge of 40 pupils in a particular class. This is an indication that grade teachers are more accessible and accommodative to pupils than counsellors and administrators who are too busy with other duties in school.

Conclusion

Grade teachers have performed relatively well in handling cases of sexual harassment at Chamboli and Mindolo high schools when compared with administrators and counsellors.

4.4 ADMINISTRATORS AND TEACHERS RESPONSES TO THE PRESENCE OF A SCHOOL POLICY ON SEXUAL HARASSMENT

Table: 4.21

Response	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Yes	5	31.3	1	12.5	4	50
No	11	68.8	7	87.5	4	50
Total	16	100	8	100	8	100

Respondents were asked whether their school had a policy on peer sexual harassment of girls. 11 (68.8%) said their school did not have such a policy and consequently they were not expected to respond to the follow up question. The other 5 (31.3%) said that they had a policy but when they were asked to outline some main points they could only give penalties for the offence. This research has revealed that schools in Kitwe district do not have policies on sexual harassment resulting in lack of guidelines on how to deal with cases of sexual harassment. According to Daka (2005) the only guide they follow is section 137 (1) of the Penal code of the laws of Zambia which is highly porous in that it accommodates tribal cousinship and it also insists that recklessness should be coupled with intent for convicting a case of sexual harassment. Such laws cannot fully protect girls from peer sexual harassment in school. What is needed is what French et al (1998) recommended that full protection of girls can only be achieved when a deliberate policy is in place.

The Gender Perspective on Sexual Harassment Policy

The gender perspective on the presence of a policy on sexual harassment revealed that 1 (12.5%) of males and 4 (50%) women said they had a policy on sexual harassment. Those who said they did not have were as follows: 7 males 87.5% and 4 females 50%. The majority of men thought there is no policy on sexual harassment. This could be the reason why they have dealt with very few cases of sexual harassment as revealed later in this study. The few who were interviewed said they have not come across a policy document on sexual harassment and they referred the

researcher to female teachers, arguing that they were better placed in gender issues. But the results above indicate that females were split in half on the existence of the policy. Half of the women who were interviewed said the school did not have one. Even those who said they had seen one could neither produce a copy nor give a brief account of the content. Although male teachers thought female teachers are more informed on issues of sexual harassment in school, results have shown that 50% of them are informed that the school does not have a policy on sexual harassment. The other 50% is ignorant and only operated on assumptions. The result of this study is different from that of the Human Rights Watch (2001) report where all South African teachers and other stakeholder collectively responded that they were not aware of any provided standard/policy guidelines on how schools should deal with both victims and perpetrators of sexual violence/harassment in their schools.

Conclusion

Mindolo and Chamboli high schools do not have sexual harassment policies at their schools and more men have expressed knowledge of this fact than women.

4.5.0 CAUSES OF HARASSMENT

4.5.1 Teachers’ Responses to Causes of Peer Sexual Harassment of Girls in Co-Education Schools by Gender

Table: 4.22

Causes	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Peer Pressure	5	31.3	2	25	3	37.5
Lack of Sensitization	2	12.5	0	0	2	25
Media/Internet Influence	1	6.25	1	12.5	0	0
Inadequate Parental Guidance	1	6.25	1	12.5	0	0
No Comment/I Don't Know	4	25	3	37.5	1	12.5
Bad Dressing	2	12.5	1	12.5	1	12.5
Hormonal Changes	1	6.5	0	0	1	12.5
Total	16	100	8	100	8	100

Teachers and administrators were asked to state one major cause of peer sexual harassment in co-education day schools. 5 (31.3%) of teachers and administrators said peer pressure was the cause of sexual harassment of girls in schools. Lack of sensitization was indicated by 2 teachers (12.5%), bad dressing on the part of girls was also selected by 2 teachers. Media/Internet influences, inadequate parental guidance and the influence of hormones during adolescence had 1 person each representing 6.25% for each item. Those who had no idea about the subject and could not comment were 4 representing 25% of participants. How girls’ dressing was also reported by YWCA as a cause of sexual harassment. They argued that when

boys saw a girl dressed in an eliciting way this arouse their feelings for sex, but they are unable to approach them and harassment is the only option left.

From the result presented above peer/group pressure was the highest with 7 (31%) second was lack of sensitization and bad dressing 2 (12.5%) each. Teachers at Mindolo and Chamboli perceive peer/group pressure to have some effect on the prevalence of peer sexual harassment of girls in their school. The other significant figure is 4 representing 25% of those who did not make a comment.

Gender Perspective on Causes of Sexual Harassment

The information causes of sexual harassment was cross tabulated with gender in-order to get the views of male and female teachers separately. From the statistics above peer pressure was the prominent choice for female teachers 3 (37.5%). This could be attributed to their rearing roles at home where they have seen their children who are so good at home find themselves in trouble through bad company. Similarly female teachers are able to monitor the behaviour changes of boys in school as they relate with one peer group to another.

The highest score for male teachers was 4 (50%) representing those who do not know. This could be attributed to the rearing practices in Zambia where men have little input in monitoring the behaviour changes of children as they grow. Most of them spend much of their free time with friends rather than their own families and they depend on their wives to brief them on what is happening at home and most of them do not even have time for that briefing. As a result they live like strangers with their own children. At school the same trend is at play where most male teachers cannot see teaching profession beyond imparting knowledge and skills. As the case is in their homes, male teachers depend on other people especially female teachers to brief them whether boys are harassing girls or not and the reasons. The school managers where this research was conducted were males and efforts to interview them failed and they did not hesitate to delegate the responsibility to their deputies hoping that they will handle the subject better since they are females. During interviews most men said *“we do not know these things. Go and ask your fellow women.”*

The second highest for female teachers is lack of sensitisation of pupils by members of staff. This has to do with socialization of pupils into the norms of the school, which is part of child rearing skills and men did not indicate this. This is in line with FAWWEZA (2008) recommendations that female education managers are better advocates for girls' safety in school and better parent figure to all pupils. They further argue that they draw from their own life experiences in order to create an atmosphere that attracts girls to enter, stay and perform well in school.

1 male teacher argued that boys sexually harass girls due to the information they get on the internet; another said it's due to bad dressing on the part of the girls and the last one argued that it's lack of parental guidance on the part of female parents. This man has excluded men from the responsibility of child rearing and yet female parents expect husbands/men to teach and discipline the boys who are culprits of harassing girls.

1 female teacher suggested that bad dressing of girls is the cause of sexual harassment in high school. Another indicated hormonal changes while one did not make a comment. Both genders have blamed peer sexual harassment on girls' dress but to a large extent this might not be true because in school girls wear long skirts which are large enough to fit their bodies. Some teachers talked to said girls who come in tight skirts are sent back home and they are only re-admitted upon coming in a recommended school uniform.

Conclusion

Most teachers at Chamboli and Mindolo high school suggested that peer sexual harassment is mainly caused by peer pressure and lack of sensitization

4.6.0 MEASURES FOR CONTROLLING PEER SEXUAL HARASSMENT

4.6.1 Responses of Teachers and Administrators on Control Measures of Sexual Harassment

Table: 4. 23

Measures	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Sensitization	6	37.5	2	25	4	50
Enforcement of School Rules	3	18.75	1	12.5	2	25
None	7	43.8	5	62.5	2	25
Total	16	100	8	100	8	100

Respondents were asked to state mechanisms which have been put in place to minimise peer sexual harassment of girls in school. 6 people 37.5% said that sensitization of pupils takes place at their institution. 3 respondents 18.75% intimated that they are reinforcing school rules and regulations which are already in place. 7 respondents 43.8% informed us that their school is not doing anything to correct the situation.

Although 38% of teachers said their schools are sensitizing their pupils on sexual harassment, during in-depth interviews none of them informed the researcher on any deliberate programme the school has put in place to sensitize pupils. The interviews also revealed that most of the teachers do not really understand the concept of sexual harassment very well. A lot of them thought it is limited to cases of rape and defilement. Some teachers who claimed to have sensitized pupils were just giving motivation talks and only few grade teachers used their form time, on the time table to sensitize their form classes. Reports from girls indicate that this is only done after an incidence of sexual harassment has been reported to them by pupils, or a fellow teacher complains about the behaviour of his/her pupil/s.

18.75% teachers and administrators indicated that sexual harassment was controlled by enforcement of school rules. Interviews with teachers revealed that this is reinforced through the dress code for girls. They are expected to be in long and loose skirts with no slits. This explains why male teachers think that girls are to blame when they are harassed because they are the ones who should prevent sexual harassment through decent dressing. These rules have no specific item addressing peer sexual harassment apart from an item demanding that pupils should not engage in gross misconducts, abusive language, immoral activities and other habitual behaviour which can endanger the maintenance of proper standards of conduct in school. The school rules have a lot of flaws such that it is very difficult for both pupils and teachers to identify peer sexual harassment acts which can be punished under the above stated school rules, (Appendix 6A page 125 and Appendix 6B page 126).

Gender Perspective Implementation of Control Measures

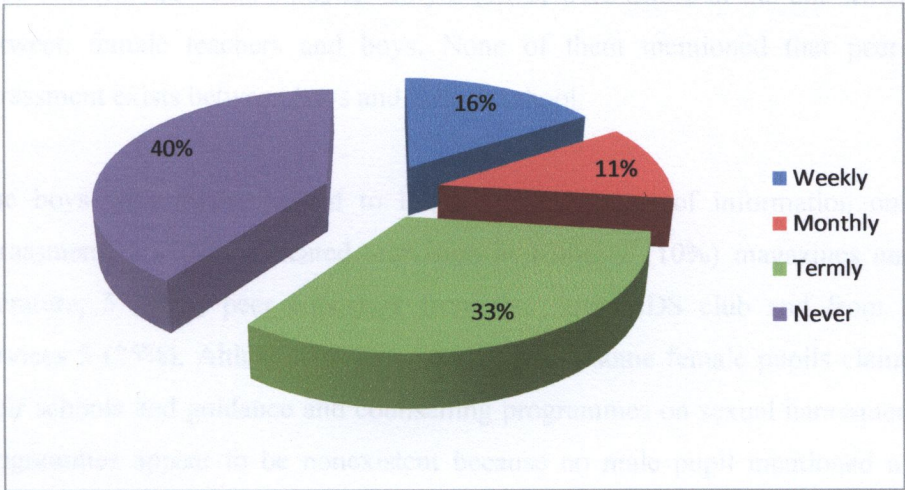
2 (25%) males and 4 (50%) females indicated that sensitization is used to control sexual harassment at their school and that it's effective; enforcement of school rules was given by 2 females representing 25% and 1 (12.5%) male. 5 males representing 62.5% of the men and 2 representing 25% of females said the school had no measures in place to control sexual harassment. The highest score for men was given by those who thought the school had no control measures in place seconded by those who said reinforcement of school rules was used to control sexual harassment. Results indicate that men have left controlling of sexual harassment to female teachers. In situations of this nature male pupils become difficult to handle if the male parent figure is not supportive in the discipline of pupils. Females had sensitization with the highest score seconded by enforcement of school rules.

Conclusion

Nearly half the teachers and administrators argued that their schools have no control measures in place to control sexual harassment. On gender perspective, 63% of the men agreed that there are no control measures in place. 50% of women said teachers have been sensitizing pupils, but it was proved to be nonexistent at both institutions. It seems the sensitization which female teachers claim to be going on is done at individual level by very few grade teachers during their form time.

4.6.2 Assessment of Sensitization of Girls

Figure: 4.9



In order to establish the level of sensitisation on sexual harassment in school, pupils were asked how often such programmes are held. 40% said they have never been sensitised by anybody. 33% indicated once per term, 16% once a week and 11% said once a month.

The outcome of sensitization pattern from the teachers and pupils are similar. During focus group discussions 50% of the pupils said that they have never been sensitized by anyone on issues of sexual harassment. The rest said some teachers take initiative to talk to them especially when they suspect that some girls are going out with teachers or sugar daddies, none of their talks was focused on boys harassing girls. One suggested that maybe they think that all the girls are well informed on issues of sexual harassment and that everyone can protect herself from these boys. What came out of these discussions is that schools have no deliberate programmes to control the rate of sexual harassment and pupils are not sensitized on the subject.

The focus group discussion for boys briefly discussed what they understood by peer sexual harassment. The following were some of their responses: infringement of people’s rights, being sexually abused by elderly people, having sex with teachers,

being forced to do what you do not want, touching some ones private parts and being put in a position of fear in order for the intimidator to get benefits. During the discussion the most cited form of sexual harassment was the one that exists between male teachers and female pupils. Only 2 (10%) were aware of the one which exists between female teachers and boys. None of them mentioned that peer sexual harassment exists between boys and girls in school.

The boys were further asked to indicate their source of information on sexual harassment, 8 (40%) indicated television at home, 2 (10%) magazines and other literature, 5 (25%) peer educators from the Anti AIDS club and from internet services 5 (25%). Although some counsellors and some female pupils claimed that their schools had guidance and counselling programmes on sexual harassment, such programmes appear to be nonexistent because no male pupil mentioned a school programme under guidance and counselling department. The District Guidance and counselling co-ordinator was interviewed and he also admitted that he is aware of lack of counselling and guidance in high schools and he promised to put in place a monitoring mechanism. The Human rights Watch South Africa (2001) also found that schools had no sensitization programmes and pupils were sensitised at individual level.

Conclusion

The highest number of girls (40%) indicated that their schools do not have a sensitization programme in place while those who agreed could not come up with a uniform interval of sensitization. On the other hand none of the boys mentioned school programme as source of information on sexual harassment. Mindolo and Chamboli high schools do not have a sensitization programme on peer sexual harassment, they only depend on school rules which have no clause addressing issues of sexual harassment.

4.6.3 Teachers and Administrators Suggestions on Non Implementation of a Suggestion Box

Table: 4.24

Reason	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Not Very Important	8	50	4	50	4	50
No Comment	4	25	2	25	2	25
Personal Interaction is Better	2	12.5	0	0	2	25
Sexual Harassment is Not An Issue	2	12.5	2	25	0	0
Total	16	100	8	100	8	100

When teachers and administrators were asked to state whether their school had a suggestion box as an alternative means of reporting sexual harassment, 16 representing 100% said they did not have. Reasons for not introducing it are tabulated above. 8 (50%) of the respondents stated that it is not very important; 2 (12.5%) said personal interaction with pupils is better, another 2 (12.5%) indicated that sexual harassment was not an issue at their school and they saw no need for a suggestion box. The remaining 4 (25%) give reasons for not having a suggestion box.

From what has been gathered so far, it is evident that members of staff in high schools are insensitive to needs of girls especially those which promote equality and assertiveness. It is sad to note that both teachers and administrators were aware that many cases of sexual harassment went unreported may be because of the reporting channel which disadvantage girls and yet they have not bothered to come up with an alternative system that is more girl friendly. Although this has partly to do with the

rigidness of the government system, the onus is on the head of the school to interpret the various protocols of the 1995 Beijing Conference which Zambia has signed. Heads of institutions should also make use of the National Gender Policy (2000) to which the nation has committed itself in order to redress gender imbalances and inadequacies in the education system.

Gender Perspective of Reasons for Not Having a Suggestion Box in School

Reasons for not having a suggestion box were given in the following manner: the men and women who did not comment were 2 (25%) males and 2 (25%) females. Those who said a suggestion box is not important were 4 (50%) male and 4 (50%) females. The difference was only observed where 2 (25%) males said sexual harassment is not an issue, while all the women thought it was. A counter score was observed where 2 (25%) females said personal interaction is better while their male counterparts did not indicate anything. Respondents answered truthfully and their responses are in line with the earlier findings in this study. It was in order for women to say that they prefer personal interaction because they are the ones who have proved to be interacting well with girls at this level. Men on the other hand have made it clear from their responses that sexual harassment is not found in their schools and therefore there is no need to continue probing in this area. The position men have taken only safe guards their interest and that of their male pupils who are the culprits in this study.

Conclusion

Chamboli and Mindolo high schools do not have a suggestion box and 50% of men and women thought it was not important. The remaining 12.5% thought sexual harassment was not an issue to deserve an alternative reporting system. Therefore it is very difficult to implement a more effective intervention programme when implementers themselves are not convinced of the need to have it in place.

4.6.4 Responses by Teachers and Administrators on the Presence of Trained Counsellor/s

Table: 4.25

Trained Counsellor	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Yes	4	25	1	12.5	3	37.5
No	12	75	7	87.5	5	62.5
Total	16	100	8	100	8	100

The responses of teachers and administrators on whether the school had a trained guidance and counselling teacher were as follows: 12 out of 16 (75%) respondents indicated that their schools did not have trained school counsellors. To the contrary 4 respondents representing 25% of the sample said they had a trained guidance. The inconsistency could be attributed to some workshops which some of the members in the department have attended and they feel they are competent enough to run the department. Some teachers are so ignorant on the affairs of the school that they do not even know the qualifications of their colleagues in spite of teaching together for over 10 years.

In-depth interviews with administrators in both schools confirmed that at the time the research was conducted both schools did not have trained school counsellors. One school had had a trained counsellor but he had been transferred. Teachers talked to argued that training a counsellor takes two years and yet the position has not been captured by the new salary scales structure. Appointment to the position is done locally and teachers see no value in attaining a qualification that will not make them attain upward social mobility in status or earn a salary increment.

Teachers and administrators were also asked to suggest alternative ways to improve the operations of the guidance and counselling department. The teachers suggested: appointment of a trained female guidance and counselling teacher; sensitization of

pupils by a trained guidance and counselling teacher and having a suggestion box to capture more cases. Others did not have any solution to the problem. As a result they did not comment on the matter.

Gender Perspective on Professionalism of Guidance and Counselling Teachers

Responses of teachers and administrators on the professional qualifications of the present officers in guidance and counselling department were as follows: 1 (12.5%) man and 3 (37.5%) females agreed that the present office holders are trained counsellors. 7 (87.5%) males and 5 (62.5%) females said they are not trained. Men seem to be more informed on qualifications of their schools counsellors. Although some women also expressed knowledge on qualifications of school counsellors a bigger number is ignorant because none of these schools had a trained counsellor at the time data was being collected.

Conclusion

75% of teachers and administrators above indicated that both schools do not have a trained guidance and counselling teacher. In a follow up question 88% of men and 63% of women agreed that they do not have a trained counsellor.

4.6.5 Responses of Administrators and Teachers on Punishments Meted on Perpetrators of Sexual Harassment

Table: 4.26

Punishment	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
Manual Work	4	25	1	12.5	3	37.5
Suspension	2	12.5	1	12.5	1	12.5
Expulsion	2	12.5	0	0	2	25
I Don't Know	8	50	6	75	2	25
Total	16	100	8	100	8	100

Teachers and administrators were asked to state the type of punishments they give to perpetrators of sexual harassment in their high schools. 4 teachers (25%) said manual work, 2 (12.5%) others said suspension from school, 2 (2.5%) suggest expulsion. Half of the sample 8 (50%) of the group did not know.

Sexual harassment is a serious offence in school because of its negative psychological impact on victims. To some pupils it manifests in form of fear, lack of concentration in class and eventually it leads to poor academic performance. Under this background it is surprising to note that 50% of the key players in the control of peer sexual harassment are not aware of outlined punishment for offenders. This gives an explanation why even the few cases which were reported to teachers and administrators did not yield a positive outcome for the majority of victims as observed in table 5.3.5b where 57% of victims were not satisfied with the outcome of reported cases.

On further probing one deputy head argued that “suspension is the maximum punishment the school can institute. If the case demands expulsion, the school can only recommend to the PEO through the DEBS office.” The punishment with highest score by teachers was manual work. This is the same punishment given for ordinary offences and prefects also give the same punishment to fellow pupils who commit petty offences like noise making.

Gender Perspective on Punishment on Offences of Sexual Harassment

Among respondents who indicated manual work 1 (12.5%) was male and 3 (37.5%) were females while suspension had 1 (12.5%) for both genders. Only 2 (25%) women were for expulsion. Among those who did not know 6 (75%) were males and 2 (25%) were females. Men who did not know had the highest score. These figures clearly show that men in these two schools do not know the punishments given to perpetrators of sexual harassment in school. One wonders if the same results would be obtained if the male gender was the victim. On the other hand females gave evenly distributed responses on outlined punishments, but concerns are there on the 25% who had no idea about the punishment they are supposed to give to culprits.

This is unfortunate because FAWEZA (2008) is dependent on female educationists in high schools to lobby for school policies which promote better learning environment for girls in order to free them from sexual harassment and other forms of discrimination they experience in school.

Conclusion

The 25% of teachers and administrators who gave the two highest forms of punishment and the 50% who had no idea about the punishment given to offenders gives a clear indication that many educationist at these two institutions do not perceive sexual harassment as a very serious offence in school.

4.6.6a: Cases of Sexual Harassment Handled in the Last Three Years

Table: 4.27

Range of Cases	Frequency	Percent	Male Frequency	Male Percent	Female Frequency	Female Percent
1-5	7	43.8	4	50	3	37.5
6-10	2	12.5	0	0	2	25
None	7	43.8	4	50	3	37.5
Total	16	100	8	100	8	100

Teachers and administrators were asked to give an approximate number of sexual harassment cases they handled from 2006-2008. Statistics indicate that 7 representing 44% of the members of staff had handled 1-5 cases of sexual harassment of girls in three years; 2 (12.5%) had handled 6-10 cases. Another 7 (43%) had not handled a single case in three years. The number of cases handled in all the categories is insignificant when it is compared with the prevalent rate of 93 %.

Administrators, teachers and counsellors are key players at high school level in controlling sexual harassment and yet 7 (43%) of them did not handle a single case in three years. If the system is not improved the problem will develop to a level where it will be very difficult to arrest the situation. Teachers who ignore sexual harassment

in school disadvantage all the pupils, as pointed out by Fineran and Bennett (1998:7) that in an environment that condones sexual harassment everyone is a victim, because all pupils come to see school as a hostile and unsafe place especially on the part of girls who may alter their own behaviours in an attempt to decrease their sense of vulnerability.

Handled Cases According to Gender

The analysis according to gender reveals that 4 (50%) males and 3 (37.5%) females handled 1-5 cases in 3 years. Only 1(12.5%) woman handled 6-10 cases.. The remaining 4 (50%) males and 3 (37.5%) females never handled any case during the period under review. The highest score for men is in the range of 1-5 with 50% participation. Results indicate that men's participation in controlling peer sexual harassment in school is minimal. The other half of male participants did not even handle a single case in spite of the high prevalence rates in schools under study.

Conclusion

Results indicate that nearly half (7 out of 16) of the sample of teachers and administrators dealt with very few cases of sexual harassment in the period under review and the same number handle any case. Women handled more cases than men because female teachers are more accessible and understanding than their male counterparts.

4.6.6b Cases Handled in the Last Three Years and Designation

Table: 4.28

Cases Handled in 3 Years	Admin Frequency	Admin Percent	Counsellors Frequency	Counsellors Percent	G/Teachers Frequency	G/Teachers Percent
1-5 Cases	3	42.9	1	33.3	3	50
6-10 Cases	1	14.3	0	0	1	16.7
None	3	42.9	2	66.7	2	33.3
TOTAL	7	100	3	100	6	100

The researcher went further to establish how many cases each of the key players had handled in the last three years. 3 administrators said each had handled between 1-5 cases at their station. Another one handled 6-10 cases. 3 stated that they have never handled any case on peer harassment of girls in school.

The three counsellors were asked the same question and the following is what they reported: 1 person had handled 1-5 cases; 2 had never handled any case in the last three years. Counsellors are the co-coordinators of this department and yet only 1/3 (33%) has handled the minimum number of cases in three years, while the remaining 2/3 (66.7%) had never handled any case in their entire career at these schools which have high levels of sexual harassment. Counsellors in these two schools could not be easily accessed by pupils that could be the reason 66% of them did not counsel a single case in three years. The other possibility could be that since there was no female in the counselling department, girls shunned the services offered by men in these schools.

6 grade teachers participated and 3 (50%) reported handling 1-5 cases in three years. 1 (16.7%) had handled 6-10 cases, while 2 (33.3%) did not handle any case during the same period. Grade teachers have performed well and all they need is

sensitisation and to work with a trained counsellor who can share some of the counselling techniques with them so that they can be more accommodative with their clients.

Conclusion

This study has shown that grade teachers are more accommodative to girls and they have handled more cases than counsellors who are supposed to spearhead the crusade against peer sexual harassment of girls in school.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMENDATIONS

5.0.1 Introduction

This chapter summarises and concludes the findings of the study on extent of sexual harassment, prevalence, impact of peer pressure on sexual harassment and other conditions leading to sexual harassment of girls in high schools. The general objective of the study was to assess the prevalence and extent of sexual harassment of girls by their male counterparts in high schools and the effectiveness of control measures in place. Specific objectives which helped to accomplish the purpose of this study were: to assess the extent of peer harassment in high schools, assess the relationship between peer pressure and the prevalence of sexual harassment, investigate measures put in place by the school to control peer sexual harassment as well as establish actions schools takes against perpetrators of the vice. It ends with recommendations on how sexual harassment can be controlled at Chamboli and Mindolo high schools. It is hoped that the suggestions will enhance the performance of counsellors, teachers, and administrators and consequently improve the academic performance of girls.

5.1 SUMMARY AND CONCLUSION

This study found that the extent of sexual harassment on seven forms of harassment were relatively high. The prevalence rate for sexual jokes was 80%. 63% of those were carried out in groups while 37% were done by individuals. These were witnessed by 79% of respondents. Brushing against girls' bodies had prevalence of 67% and girls experienced it in doorways and corridors and 52% of them were carried out by individuals. The rest were by groups of boys and they were witnessed by 70% of the girls who took part in this study. Sexual harassment by touching girls in a sexual manner stands at 64%. Those who were harassed in this way by individuals were 55% and those by groups of boys were less by 10%. 95% of female pupils in this study witnessed this form of sexual harassment and it is the highly witnessed form of peer sexual harassment.

Sexual harassment which is preceded by break up of relationships was mainly perpetrated by individuals. Girls who were harassed by individuals were 15

representing 71% of those who were harassed in this way. The remaining 6 representing 29% were harassed by groups of boys. This form of harassment was witnessed by very few people 26%. They also argued that it included threats of violence.

The study also found that the use of cell phones had contributed to the sexual harassment of girls. 19 girls representing 63% of those who received this form of sexual harassment experienced it many times from their male peers. The remaining 37% were sexually harassed once by male peers. This vice was witnessed by 47 girls. Writing graffiti on walls and books was not very common and it had a prevalence of 10%. 50% of these experienced it once and another 50% had it more than once from male peers in school. This form of sexual harassment is not common because perpetrators can be traced through handwriting specialists and the type of language used.

Statistics of this study have revealed that the prevalence rate of sexual harassment from both institution stands at 93%. Out of 100 girls only 7 said they have not been sexual harassed. Half of the girls who were sexually harassed experienced it in class and it created a hostile environment for learning. The second highest was 23% and these experienced it outside the wall fence. Girls in this study experienced sexual harassment both inside and outside the classroom. The high prevalence of sexual harassment in these schools is an indication that gender violence is a major feature of school life for many girls and failure by school managers to clamp it down sends messages to pupils that it is a normal phenomenon.

Although the prevalence levels of sexual harassment at Mindolo and Chamboli high school are high, only 35% of the girls perceived it to be high. The other 35% were not sure and the rest thought it was average or below. In a follow up question most of the girls described the environment as welcoming. The girls' perceptions of sexual harassment do not match with the prevalence levels at both schools.

The findings on reporting systems indicated that over 50% of girls who were harassed confided in friends, less than 10% in teachers and administrators, while

35% did not share information with anybody. Therefore girls at the two schools do not feel free to share issues of sexual harassment with teachers and administrators. This study revealed the following as the main reasons for girls not reporting cases of sexual harassment to teachers and administrators: fear of being beaten by their harassers 30%, those who did not expect any action 20%, embarrassment and of those who did not respond were 18% for both girls and boys, while those who did not know where to report accounted for 10%. Teachers also came up with similar reasons. The two high scores for male teachers were lack of parental guidance 38% and improper communication channels 25%. Women had 50% on both fear of perpetrators and embarrassment.

Findings on unreported cases revealed that more women thought a lot of cases are not reported (7 women against 4 men), of those who opposed, 3 were males and 1 female. The study also found that only 11 cases out of 14 were acted upon. Among the cases which were acted upon 6 pupils said they were happy with the outcome and the other 5 were not happy. Cross tabulation by status was done to find out how many cases each group handled. Results of this study indicate that grade teachers handled more cases of sexual harassment than administrators and counsellors.

The study revealed that both Chamboli and Mindolo high schools do not have a suggestion box. 50% of both men and women thought it was not important and 25% did not comment. The rest thought sexual harassment was not an issue to deserve a suggestion box. Girls also revealed that the two schools do not have any sensitization programme in place. Boys equally did not mention any school programme as source of information on sexual harassment. Mindolo and Chamboli high schools only depend on school rules which do not even have a specific clause addressing peer sexual harassment issues. Lack of sexual harassment policy, sensitisation on what constitute sexual harassment and counselling have negatively affected the girls' perception of sexual harassment in high schools. In spite of the high prevalence rate of sexual harassment, 68% of girls described their institutions as safe.

75% of teachers and administrators said that their schools do not have a trained guidance and counselling teacher to head the counselling department and there is no professional counselling taking place in school. They also cited lack of time because

apart from counselling, they are expected to attend to their teaching loads which are above 24 periods per week. Girls argued that they performed badly in tests written at the time they experienced harassment. Counselling of girls is a need at high school level because the sexual harassment they experience has some negative impact on the physical, psychological and academic well being. The problem is that most of these went unnoticed by teachers and counsellors. The hope of correcting the situation is very slim and it is likely to continue discriminating as well as disadvantaging girls in the education system.

The theory which is helpful in prevention and controlling sexual harassment in school is the discursive approach according to Eyre (2000) which suggests that sexual harassment should be given a holistic approach because meeting certain specific criteria does not stop the vice. It recommends that all the possible factors and the contextual constraints surrounding sexual harassment must be exposed instead of concealing them. The theory further recommends that discussions on cases of sexual harassment should go beyond the incident in order to understand how social reality is created, reproduced, supported and maintained which result in the normalisation of sexual harassment in school.

5.2.0 RECOMMENDATIONS

5.2.1 Training of Counsellors

The researcher recommends that all counsellors should be trained preferably by TVTC or Open University where counselling programmes are offered. The curriculum of teacher training colleges and the school of Education at UNZA should include guidance and counselling in their school courses so that all the teachers should graduate with counselling skills. In the mean time heads of high schools should make use of those who are already trained. Assistant counsellors and grade teachers should attend holiday training workshops for a year in order to equip them with basic counselling skills. Every high school should have a counselling committee with 50% representation of each gender.

5.2.2 Work Load of Counsellors

Counsellors should have fewer teaching periods so that they can have enough time to attend to pupils and write reports of all cases attended to, for good record keeping

and continuity. Counselling should be an ongoing process until both the client and counsellor are satisfied that a solution to the problem has been found. Free periods for all grades should be in the last period and placed on different days of the week, so that counsellors can draw up a time table for group counselling sessions. The time table committee should make sure that counsellors time tables accommodate counselling sessions for all classes on the master time table for easy monitoring. After classes pupils should be given a chance for individual counselling.

5.2.3 Allowances

The two heads of the counselling committee and their assistants should be given allowances, because they are expected to work after classes to implement the drawn programmes by the guidance and counselling committee.

5.2.4 Monitoring Of School Counsellors

The district guidance and counselling co-ordinator needs an assistant who should concentrate on monitoring of school counsellors in the district. They should also draw up a district programme on sensitization of pupils, teachers and parents in high schools on issues of sexual harassment.

5.2.5 Identification of Perpetrators of Sexual Harassment

Administrators, counsellors, teachers and grade teachers should work hand in hand to identify individuals and groups responsible for harassment of girls especially in the first weeks of the new academic year when the grade tens report to their new schools. Identified groups of culprits should be counselled and put on behaviour modification as recommended by Maines and Robinson (1992) and Soutter and McKenzie (2000).

5.2.6 Reporting Cases of Sexual Harassment

Non-reporting of cases was found to be a major issue in both schools. In order to improve the situation the researcher recommends the following:

- Maximisation of privacy and confidentiality in counselling rooms or departmental offices. These offices should not host other people from other departments so that pupils can freely report cases of sexual harassment.
- There should be gender balance between the two officers in the departments so that girls can feel free to report to female counsellors.

- Channels of reporting should be clearly outlined and officers should be approachable.

5.2.7 Sexual Harassment Policy

It was discovered that Chamboli and Mindolo high schools and the DEBS' office in Kitwe do not have a sexual harassment policy. In the absence of this the school should come up with their own policy which clearly stipulates what constitutes sexual harassment and the penalty it attracts in order to give full protection to girls. These should also be clearly stated in the school rules so that all the pupils can access them as they collect the acceptance forms so that parents, guardians and teachers work hand in hand to ensure strict observance of school rules.

The school administration should ensure that the Sexual Harassment Policy is discussed at assembly regularly, especially at the beginning of year when new pupils arrive. The counselling committee should take time to sensitize teachers during staff meetings and workshops. Parents should also be sensitized during their PTA (Annual General Meetings). Schools should also partner with organisations like FAWEZA, FELAZ, YWCA and VSU for support and guidance on issues of peer sexual harassment in high schools. Finally educationists should do everything within their power to make the school environment safe and accessible by both girls and boys so that no gender group is disadvantaged in the process.

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APPENDIX 1A

QUESTIONNAIRE FOR GIRLS

Instructions: This questionnaire consists of questions/statements regarding any potential sexually harassing behaviour that you or anyone you know might have experienced at your school. Please read the questions/statements carefully and answer by ticking the appropriate response and provide additional information where possible.

Personal details:

Age: below 12 15 18 20

Sex: female

Grade 8 9 10 11 12

How long have you been at this school Less than 1 year/ 1 year/ 2 yrs/ 3 yrs/ 4 yrs

1. During your whole school life how often, have boys done the following things to you when you did not want them to? CHOOSE ONE RESPONSE from scale ranged 1/ 2/ many times/never then CHOOSE ANOTHER to indicate whether the person who harassed you did it alone or was working with other boys.

EXAMPLE

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(a) Touched you sexually;

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(b) Brushed against you in a sexual way;

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(c) Pulled at your clothing;

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(d) Cornered you in a sexual way or restricted your movements;

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(e) Forced you to kiss him or her;

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(f) Forced you to do something sexual, other than kiss.

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(g) Made sexual comments or jokes to you,

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(h) Showed you or sent sexual pictures on the mobile phone

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(i) Wrote sexual graffiti about you on the wall paper or book,

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

(j) Spread sexual rumours about you,

1	2	Many times	never	By 1 boy	More than boy/group of boys
---	---	------------	-------	----------	-----------------------------

2. Where were you when you experience these things? Please tick ALL that apply.

(a) In a classroom, (or laboratory)

(b) In common area of a campus building

(c) In a toilet

- (d) In the school hall
- (e) A few meters away from the school fence
- (f) Outside on campus grounds
- (g) In the library
- (h) In the corridors

3. If you were sexually harassed, did you tell anyone? Yes/No

If no, why? -----

4. If yes to Q 8, who did you tell? Please tick ALL that apply.

- (a) A friend
- (b) A family member
- (c) A teacher
- (d) Class teacher
- (e) Counsellor

5. If you did not make a complaint, why?

- (a) I was afraid
- (b) I was embarrassed
- (c) I did not expect any action would be taken
- (d) Negative attitude of the individual in charge of receiving the complaint
- (e) I did not know where to make the complaint
- (f) Any other, please specify -----

6. If you made a formal complaint, was any action taken? Yes/No

State the type -----

7. Where you satisfied with the action-----if not state reason and give alternative-----

8. Have you witnessed any of your fellow female pupils experiencing any of the following behaviours since you came to this school? Please select appropriate choice by ticking.

No	HARASSING BEHAVIOUR	YES	NO
1	Touched in a sexual manner;		
2	Brushed against in a sexual way;		
3	Pulled at her clothing;		
4	Cornered in a sexual way;		
5	Forced to kiss a boy in school;		
6	Made sexual comments or jokes to you,		
7	Showed or sent sexual pictures on the mobile phone		
8	Wrote sexual graffiti about her on the wall paper or book,		
9	Spread sexual rumours about your friend;		
10	Any girl being called a lesbian		
11	Intentional touching or physical assault		

7. Where were you or your friend when this happened? Please tick ALL that apply.

- (a) In a classroom, (or laboratory)
- (b) In common area of a campus building
- (c) In a toilet

11. How much sexual harassment do you think there is at your school?

- (a) Not any
- (b) Only a little
- (c) Some, but not a lot
- (d) A lot
- (e) Not sure

12. How often does your school hold sensitization programmes/campaigns on peer sexual harassment?

- (a) Every week
- (b) Every two weeks
- (c) Once a month
- (d) Once every term
- (e) Never or none

APPENDIX 1B

CRITERION FORM

Please make comments on the survey on the following items:

How long did you take to complete the questionnaire? -----

How clear are the questions clear? -----

How suitable were the choices? -----

APPENDIX 2

FOCUS GROUP GUIDE FOR GIRLS AND BOYS

1. In a few words state or discuss behaviour that constitute sexual harassment?
2. How many sensitization programmes have you attended/received on peer sexual harassment by your class teacher, the guidance and counselling team or the school administration? Give brief account.
3. What other activities or programme is the school implementing to control sexual harassment in your school?
4. Do you think girls should be blamed for being sexually harassed by boys in the school? Give reasons.
5. If you were given a chance to rate your school on sexual harassment scale where will you place it on the following scale.
A. low B. medium C. High
6. how many cases of peer sexual harassment do observe per day/week in your class/school grounds
7. Of all the cases of peer sexual harassment of girls in this school, does pressure by peer group in boys have any significant impact on the rate of sexual harassment?
8. Give some examples of cases you have witnessed in school and discuss some of the factors leading to the increase of sexual harassment due to peer pressure? (Drug abuse or unequal power relations etc).
9. Do you think these groups are organized with ring leaders or they are just situational, opportunistic or rampant in nature?
10. What has the school done to such groups when they are caught?
11. What are some of the punishments given to other perpetrator of sexual harassment in school?
12. Do you think the punishment given has an impact in controlling sexual harassment of females in your school?
13. What campaign/programmes would you like the school to include in order to control sexual harassment of girls in school?
14. Have you harassed any girl in school?
15. Where you punished/what type of punishment were you given?
16. Additional questions will be added to the focus group guide for boys depending on the data that the girls will give the researcher.

APPENDIX 3

LETTER FOR PARTICIPANTS

The University of Zambia,
Department of Gender Studies,
P O BOX 32379,
LUSAKA.

1st may 2008

Dear

RE: SELECTION TO PARTICIPATE IN THE RESEARCH.

You have been selected to participate in the research being conducted at your institution. The title of the research is Peer Sexual Harassment of Girls in High Schools. Names were selected randomly and your name was picked. In order to conduct the research I need to collect some information from you. Please read the questionnaire carefully and answer all the questions as honestly and as accurately as possible because the views you will give will represent the other pupils who have not been given a chance to express themselves.

Your responses will be kept confidential and the information you will give will not be associated with your identity anywhere in the report. Your participation is purely voluntary. You have a right to withdraw at any time without explanation.

The name of the researcher is Malama Hildah a student at the University of Zambia. The research is a partial requirement for the completion of the Masters of Arts Degree in Gender Studies and Development of the university. Though the research is purely academic, it has direct benefits for pupils, in that the results of study will be made known to policy makers and school administrators of schools where the research will be conducted so that corrective measures are put in place to control the vice. This will ensure the implementation of the rights of girls and women enshrined in the Beijing protocol of which Zambia is a signatory.

Yours faithfully,

Malama Hildah
computer Number 526004011

APPENDIX 4

VOLUNTARY INFORMED CONSENT FORM

You are being invited to take part in this important research survey being carried out by Mrs Kangwa, a master's student at the University of Zambia in the department of Gender Studies and development . This study will try to measure the magnitude of sexual harassment in high schools in Kitwe district with the aim of finding strategies to control the vice so that girls can enjoy their right to learn in a less hostile environment.

Your participation involves answering questions about any potential sexually harassing behaviour that you or anyone you know might have experienced in your current work or study environment. Your involvement in this study is completely voluntary and that you may withdraw from the survey at any time.

Have you understood the above information about the study? Yes/No

Do you agree to take part in the study? Yes/No

NAME.....

SCHOOL.....

DATE-----

APPENDIX 5

QUESTIONNAIRE FOR ADMINISTRATORS AND TEACHERS

1. GENDER.....
2. POSITON IN SCHOOL -----
3. How long have you been teaching at this school?
 - a. 1-5 years b. 6-10 years c. 11-15 years d. 16-20 years e. over 21 years
4. How often does your school offer sensitization programmes to pupils on sexual harassment?
 - a. Once/ term b. Once / month c. Once/ week
 - d. Never
5. Do you have a trained Guidance and Counselling teacher? a. Yes b. No
6. How effective is he/she?
7. What are the channels for reporting sexual harassment cases at your school?-----

8. How effective are they? -----

9. Suggest alternative system to encourage more pupils to be reporting cases of sexual harassment-----

10. Do you have suggestion boxes for pupils? (Especially on issues of sexual harassment of girls) (a) Yes (b) No

11. If you don't, give reasons-----

12. How often do you receive reports of peer harassment of girls by boys?

(a). Weekly (b). Monthly (c) Once/term (d). Annually

13. How many cases have you handled the last three years?-----

14. Do you think some cases go unreported? (a). Yes (b) No

15. How many? (a) few (b) some (c) many

16. What could be the reason(s) for not reporting cases of sexual harassment of girls by boys in school?-----

17. Are you aware of cases where girls academic work or happiness has been affected in school due to sexual harassment by boys? (a) Yes (b) No

18. How many? (a) few (b) some (c) many

19. Does the school have a policy on sexual harassment? (a) Yes (b) No

20. Briefly outline some of the main points.

.....
.....
.....
.....

21. State some of the punishments outlined for offences related to sexual harassment of girls by boys in school?

.....
.....
.....
.....

22. What are some of the causes of peer sexual harassment of girls by boys in secondary schools?

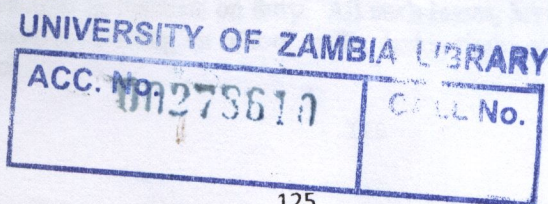
23. What measures have been put in place to minimise sexual harassment at your school?

APPENDIX 6A

SCHOOL RULES FOR MINDOLO HIGH SCHOOL

1. All pupils are expected to be in descent school uniform and a flat black pair of shoes at all times from Monday to Friday.
2. Pupils who want to use school premises on Saturdays and holidays for studies are expected to be in school uniform and shall be in school from 08.00 hours to 14.00 hours only.
3. Punctuality – from Monday to Friday, pupils shall be in school from 07.15 hours to 15.00 hours. All pupils are expected to be punctual for lessons. Late coming shall not be tolerated.
4. Prep is compulsory to all pupils and any one who misses Prep intentionally will be punished.
5. Pupils, at all times shall be expected to exhibit maximum respect to all members of staff. Any kind of arrogance exhibited towards any member of staff shall warrant a stern punishment.
6. Prefects, Monitors/Monitress must be accorded due respect at all times.
7. Consuming alcohol and other related drugs is prohibited. Any pupil found drunk, drinking or smoking within or outside the school premises will be instantly expelled from school.
8. Treated hair, wet look, permed hair and twizzing – these are not allowed in school. Any pupil who exhibits such vices shall be instantly punished.
9. Dodging from lessons in particular and from school in general is prohibited. Any pupil who dodges, and is caught shall be deemed to have suspended himself or herself from school.
10. Use of vulgar language is prohibited. Any pupil found insulting anybody shall be punished severely.
11. Jumping over the wall surrounding the school campus is not allowed. Any pupil found doing so shall be expelled from school.
12. The Administration section, Departmental rooms and Teachers' Compound are out of bounds to all pupils.
13. Vandalism – any pupil who involves himself or herself in any form of vandalism of school property, i.e. writing graffiti on the walls and furniture, breaking of school property shall be suspended.
14. Stealing is not allowed. Any pupil who elects to engage himself or herself in any act of theft shall be instantly expelled from school.
15. School work must be taken seriously. Truancy will not be condoned. Any pupil who absconds from school for five (5) days consecutively without any valid reason shall be deemed to have expelled himself or herself.
16. Preventive Maintenance is compulsory to all pupils.
17. Medium of communication, while in school is English. Use of vernacular language in school is prohibited.
18. Cell phones, and other sophisticated items will not be allowed in school. If any pupil is caught with such items, the school will confiscate them.
19. All pupils at all times, are expected to exhibit highest standard of morals in and outside school. Failure to do so will attract suspension.
20. Discipline – all pupils are expected to exhibit highest standard of discipline during their stay at Mindolo High School. Any form of indiscipline from any pupil shall not be tolerated and shall be met with exclusion from school.

KOMBE MWAPE
HEADTEACHER



APPENDIX 6B

SCHOOL RULES FOR CHAMBOLI HIGH SCHOOL

1. GROSS MISCONDUCT

Smoking, fighting, beer drinking, abusive language, immoral activities. Rudeness and other habitual behaviour as that which can endanger the maintenance of proper standard of conduct the school are not allowed at this school. Any pupil who commits such cases may be suspended or expelled from school.

2. ABSENTISM, TRUANCY AND DODGING

All pupils must attend school regularly. Any pupil who is absent from school for five days or more without reasonable causes brought to the attention of school or who commits cases of habitual dodging or truancy may be suspended or expelled from school. Jumping over the school wall fence is a punishable offence.

3. SCHOOL UNIFORM

All pupils must wear only the accepted uniform during school and when attending to school functions. No head gear, rings, jewellery, necklace ear rings or ornaments other than a wrist watch is allowed with the uniform, such articles when found on any pupil will be confiscated returned at the end of the term (3 months) or not as the case may be. Radios, cell phones are allowed at this school. Carrying one, whether it is switched off or not is an offence.

4. OUT OF BOUNDS PLACES

Staff room, the office of the Headteacher, Deputy Head teacher, Senior teachers, Heads of Departments and other offices of various committees are out of Bounds unless invited by members of staff or when there is serious case or an important matter to report.

5. CO-CURRICULAR ACTIVITIES AND STATION - UP KEEP

All pupils are expected to be involved in Co-curricular activities such as clubs and sports and station up keep during their stipulated times. Attendance to all such activities is compulsory for pupils. Exemption can only be accepted through the production of a Medical report signed by Medical Doctor. All pupils must sing the NATIONAL ANTHEM.

6. LOITERING

All pupils are not allowed to move in and out of their class rooms during lessons without the teacher's permission. There should be no running in the school corridors, Lawns, flower bed and gardens.

7. VANDALISM

All pupils must take care of school property. All breakages, losses and damages to the school property will be viewed very serious and must be reported to the school authority through monitors and class teachers or teachers on duty. All such losses, breakages or damages shall be replaced in full by culprits. Writing on school walls, desks, chairs or pasting pictures is not allowed at this school.

8. **COURTESY**

All pupils should show utmost courtesy or respect to authorities, teachers, prefects, monitors, parents and even to their fellow ordinary pupils. All pupils are expected to stand up to greet the teacher or visitor when they enter their classrooms for the first time in the day.

9. **LINGUA-FRANCA**

The use of English as a means of communication at this school is compulsory to all pupils at all times unless during vernacular/French lessons.

10. **PUNCTUALITY**

All pupils must come to school to attend lessons and functions punctually, late coming is not allowed at this school.

11. **CLEANLINESS**

All pupils must maintain cleanliness at all times. Keeping the school premises filthy, throwing litter anyhow, trespassing across the lawns is not allowed.

12. **VISITORS**

No pupil is allowed to bring a visitor privately in the school. All visitors are expected to go to the reception office at the Administration block for inquiries. Any suspicious character must be reported to the teachers or school Administration.

13. **COMMON SENSE**

Lack of common sense is punishable at this school.

14. **HAIR STYLE**

Perm, Wet look, hair extensions, twining of eyebrows, painting of hair, funny hair cuts etc will not be allowed at this school. All pupils are expected to have their hair look natural and give it a normal cut. Only small plaiting (Makule type) will be permitted among girls from Tuesday to Fridays.

15. ***UN-WRITTEN RULES**

A few unwritten rules will be passed from time to time and like the written rules, they will carry equal weight.

M.B.J. KAMBAILA
HEADTEACHER
CHAMBOLI HIGH SCHOOL