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SEXUAL HARASSMENT: THE CASE OF JIMMA UNIVERSITY

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Abstract

A survey was conducted on female students of Jimma University using randomly sampled students in proportion from eight faculties of the university. And the results indicate that 50% of the subjects have experienced one form of act/behavior that is considered sexual harassment. In addition there is strong sense of insecurity among female students in the campus that 65% of them fear experiencing sexual harassment. Among the perceived emotional and academic effects feeling scared/afraid and finding it hard to pay attention in class were reported by 65% and 52% respectively.χ^2(chi-square) test of independence conducted indicated that different year level students face harassment at varying level and so do students in different faculties

“Our lives begin to end the day we become silent about things that matter.”—**Martin Luther King, Jr.**

Chapter one

1.1 Introduction

Violence against women and girls is the most common but least punished crime in the world. It is also the most socially tolerated of human rights violations, and it occurs in every region, country and culture. Such violence transcends income, class, race and

ethnicity. Furthermore, it impedes development and prevents women and girls from enjoying their human rights and fundamental freedoms.

According to World Health Organization study cited in UNICEF (2006), 150 million girls and 73 million boys under the age of 18 experienced forced sexual intercourse or other forms of physical and sexual violence in 2002.The absence of a minimum age for sexual consent and marriage exposes children to partner violence in some countries. Globally, at least one in three women and girls have been beaten or sexually abused in her lifetime(ILO).According to World Bank estimates cited in UNFPA(2006),violence against women kills and incapacitates as many women of reproductive age as cancer. Statistics from southern Arizona Center against Sexual Assault (2001) states a woman is sexually assaulted every 2 minutes. According to a recently adopted council of Europe recommendation cited in Fried (2003), domestic violence is the major cause of death and disability for women between the ages of 16 and 44.Estimates expose the magnitude of gender based violence: one out of three women in the world has been beaten, coerced into sex or otherwise abused in her life-time and the abuser is usually a family member or someone otherwise known to her. Gender based violence is also a public-health emergency (ILO).

Despite decades of intervention, violence against women remains one of the most pervasive forms of human rights violations worldwide. It is an irony to see such staggering figures of violence directed on females in the presence of a number of international and national policies that are set to protect women and female from violence. Among these is the 1979, the UN General Assembly which adopted the Convention on the Elimination of All Forms of Discrimination against Women

[CEDAW]. The Convention defines discrimination against women as "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." This convention has been a significant measure in promoting women's rights as human right and governments which are signatory to the convention were able to develop mechanisms to protect women from violence.

The 1993 UN General Assembly Declaration on the Elimination of Violence against Women defined violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life." This according to UNFPA (2006) includes:

> Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children, dowry-related violence, marital rape, female genital mutilation/cutting and other traditional practices harmful to women, non-spousal violence, and violence related to exploitation.
>
> Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women, and forced prostitution.
>
> Physical, sexual and psychological violence perpetrated or condoned by the

State wherever it occurs"(Introduction,v).

In public and private life, violence or the threat of violence terrorizes many women and keeps them from freely and wholly contributing to the social, economic, and political development of their communities. Violence hinders all women's abilities to exercise their human rights, and it circumscribes women's capacity to function as full citizens in society. Moreover, gender-based violence cuts across divisions of race, class, religion, age, ethnicity, sexuality, culture, and geographic region. Any woman anywhere can be a victim and a survivor of gender-based violence (Fried 2003). Countries like the United States have laws that make sexual harassment a punishable crime. Title IX of the Education Amendments of 1972 prohibits sex discrimination in education. Title IX as cited on Association of American University Women[AAUW] web page(2007) states " No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." Therefore, violation of sexual freedom is punishable by law.

Ethiopia is signatory to the CEDAW convention of 1979 and it has subsequently institutionalized the rights of women in the national constitution as a means of addressing gender violence. The country's constitution (proclamation number 1 of 1995), states in its Article 35:

> The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of these measure shall be to provide special attention to women so as to enable them compete and

> participate on the basis of *equality* with men in political, social and economic life, as well as in *public and private institutions"* [Article 35.3].

The constitution has unequivocally promulgated its commitment to equitable socio economic development of women. In addition, it has developed a national policy on Ethiopian women in 1993. As an objective it has set

> Facilitating conditions conducive to the speeding of equality between men and women so that women can participate in the political, social and economic life of their country on equal terms with men and ensuring that their right to own property as well as their other human rights are respected and that they are not excluded from the enjoyment of their fruits of their labor of from performing public functions and being decision makers.

Thus the issues of gender as human and individual right are clearly embedded in these national documents which citizens are expected to adhere to. However, though these documents subsume sexual violence as violations of human rights there are no specific acts or policies that make unlawful sexual harassment particularly in educational institutes.

1.2 Statement of the problem

In institutions of higher learning, gender violence takes the form of sexual harassment of women staff and students, by their peers, superiors and others. It may specifically involve relationships between students and faculty, students with each other, or employees with one another. ILO(2000) designates sexual harassment as a manifestation of power relation-women are much more likely to be victims of sexual harassment precisely because they lack power , are in more vulnerable and insecure

positions , lack self-confidence , or have been socialized to suffer in silence. In addition, Women are also subject to such conduct when they are seen to be competing for power.

Sexual harassment is a form of gender discrimination from both a legal and conceptual perspective .While men may be subjected to sexual harassment; the majority of victims are women. The problem relates to the roles which are attributed to men and women in social and economic life, in turn, directly affects women's positions (ILO, 2000). This is particularly true for a country like Ethiopia where male dominance is prevalent in all aspects of the culture fabric. Studies done on the culture that surrounds women interactions termed it as 'male chauvinist' (Seyoum, 1986) and 'patriarchy' (Wyatt, 2000).

The State, in some cases, including Ethiopia and South Africa, has attempted to remedy the situation through constitutional and legal changes. However; such measures are unlikely to be sufficient since they are not well-linked either to the population or to the customary laws on the ground. A combination of legal changes and revitalization of customary laws, along with transformation through education and poverty alleviation, would be required for promotion of gender equity. Future research needs to identify the obsolete cultural values and customs that subjugate women, including marriage by abduction, payment of bride-wealth, early marriage, and denial of inheritance rights. There is also a need for research that will propose ways in which traditional authorities can help eradicate gender related oppression (ECA, 2007:25).

Thus, insuring women's safety and security would be empowering women and protecting their human right as well as addressing gender equity. Though there are no official records and statistics that depict the situation in higher learning institutes in

Ethiopia but it is pronounced as not 'much female friendly' (MOE, 2004). There are reports that indicate female students have been victims of sexual violence and harassment to the extent of rape and abduction and surprisingly enough the perpetrators of the act have been let go free. The researcher in his three years duty station has observed and heard about different forms of sexual harassment and assault committed on female students. There were reports of instructors offering grades for sexual favors, male students raping female students and youth from the nearby community extorting, expropriating, stalking and forcing female students to have sex or rape them. However, there is no clear data and evidence to show the magnitude and extent of it in the institutions so as to initiate a comprehensive policy measure to protect the rights of women. In addition, to the knowledge and access of the researcher no such study had been under taken in Jimma University.

1.3 Objective of the study

The objective of the study is to survey the extent and prevalence of sexual harassment on female students in Jimma University .It specifically tries to answer the following research questions:

1. What is female students' perception of sexually harassing acts?
2. How prevalent is Sexual harassment in the campus?
3. Who are the perpetrators?
4. What are the reactions of victims?
5. What mechanisms exist to handle sexual harassment?

6. Who is more vulnerable to harassment?

7. What perceived psychological effect has it brought on the victims?

8. What perceived effect has it brought on their academic performance?

9. Where /when do victims get harassed?

10. How could sexual harassment be minimized or stopped?

1.4 significance of the study

The findings of the research is expected to benefit the following groups

- Higher learning institutes where by they become aware of the magnitude of the problem and initiate and take measures to tackle issue of sexual harassment so as to develop institutional policy that protects and promotes female students security to enable them compete in a safe setting where their rights are not jeopardized
- Other researchers would be motivated to study the situation in other learning institutes that would add to the existing data and initiate nation wide measures to address the issue
- Ministry of education would benefit from the findings that it would initiate and formulate nation wide measures to tackle the problem of sexual harassment in higher institutes.

1.5 Scope of the study

The scope of the study is limited to Jimma university main campus female students during the academic year March –April 2008 and it mainly focuses on measuring the magnitude, type, character, perception and reaction to sexual harassment.

1.6 Delimitation and limitation of the study

This study is delimited to regular female students of Jimma University main campus during the academic year 2007/8.

For an instrument translated and adopted to be a standard measure it has to go through a rigorous stage of test and retest. Thus the instruments might not be well polished version in the Amharic version.

Chapter Two

Review of Related Literature

2.1. What is Sexual Harassment?

On November 10, 1980, the Equal Employment Opportunity Commission [EEOC] in the US published its guidelines on Sexual Harassment, which specify that sexual harassment is a kind of sex discrimination under Title VII and an unlawful employment practice:

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1)submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such

conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (Federal Register, 1980: 25025 quoted in York 1989).

Similar elements and ideas are also conveyed in definitions provided by (Sigal, 2006, Rospendaet.al, 1998). Correspondingly, Hill and Silva (2005)**,** Oppedisano(n.d.), Crocker (1983); Robertson et al (1988) have defined sexual harassment in the academic arena as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any one of the following is true: (1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment/academic/ professional advancement, admission, salary/financial aid, evaluations/grades, tenure/graduation, etc., (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting the person; (3) such conduct has the purpose or effect of unreasonably interfering with a person's work or scholastic/academic performance or creating an intimidating, hostile, or offensive working, learning, or social environment. Rospenda et. al(1998) portray the act as sufficiently severe to create a hostile, humiliating, or offensive University-related environment or to interfere substantially with required tasks or career opportunities at the University.

Stein (as cited in Bogart & Stein 1987) maintains Sexual harassment should not be confused with flirting, which is often welcomed and reciprocated and which, in any case, the recipient is free to ignore; nor is it seduction, which the recipient can stop by not responding. Hill and Silva (2005) emphasize it is unwanted and unwelcome sexual behavior which interferes with your life. Sexual harassment is not behaviors that you like or want (for example wanted kissing, touching or flirting). Prinsloo (2006) asserts the unwanted nature of sexual harassment distinguishes it from behavior that is welcome and mutually acceptable. Sexual attention becomes sexual harassment if the behavior is persisted in (although a single incident of harassment can constitute sexual harassment); the recipient has made it clear that the behavior is considered offensive; and/or the perpetrator should have known that the behavior is regarded as unacceptable.

Sexual harassment is unwelcome sexual attention that a victim is powerless to stop, and, as such, it may be better conceptualized as an act of aggression than as a sexual act, almost always perpetrated by males and typically directed against females (Bogart and Stein, 1987). In recent years, psychologists have investigated authority and peer sexual harassment both in employment and academic settings including universities and high schools. According to Stockdale, Visio, & Batra in Sigal (2006) male to male harassment has also been examined, however; the majority of sexual harassment victims are women.

Betts and Newman (as cited in Dey et al,1996) believe that a good working definition of sexual harassment has six components, which array behaviors on a continuum of increasing severity: verbal harassment or abuse; subtle pressure for sexual activity; unnecessary patting or pinching; constant brushing against another employee's

body; demanding sexual favors accompanied by implied or overt threats concerning an individual's employment status; and demanding sexual favors accompanied by subtle or overt promise of preferential treatment with regard to an individual's employment status. Till (as cited in Wilken & Badenhorst,2003); Dey et al (1996) identify five categories, which clearly categorizes the different behaviors that constitute sexual harassment: gender harassment is generalized sexist or heterosexist remarks and behavior; seductive behavior is inappropriate and offensive but essentially sanction-free sexual advances; sexual bribery is the solicitation of sexual activity or other sex-linked behavior by promise of rewards; sexual coercion is the coercion of sexual activity by threat of punishment; and sexual assault is aggravated sexual imposition or assault. Fitzgerald, Gelfand, and Drasgow (as cited in Wilken & Badenhorst, 2003, Sigal ,2006, Welsh & Nierobisz,1997)condensed these to three non-overlapping dimensions, ie sexual coercion, unwanted sexual attention, and gender harassment. Sexual coercion is the extortion of sexual cooperation in return for job-related benefits. It is associated with both sexual bribery (sex for favors) and sexual intimidation (threats if the victim does not comply with the demands for sexual favors).Unwanted sexual attention is unwelcome and unreciprocated verbal and nonverbal behaviors that are considered offensive. This is a category related to behaviors such as pressuring for dates and sexually related comments about appearance but there are no consequences of failure to comply. Gender harassment includes a broad range of verbal and nonverbal behaviors that convey insulting, hostile, and degrading attitudes about women (e.g., slurs, taunts, gestures, the display or distribution of obscene or pornographic materials, gender-based harassment, insulting

sexist jokes or comments and acts designed to make women uncomfortable) (Kelley and Parsons ,2000).

In 1999, Fitzgerald *et al*. expanded the category of gender harassment to include both "sexist hostility," a term related to discrimination based on gender, and "sexual hostility," which is illustrated by persistent telling of sexually related jokes designed to make victims uncomfortable. Although these distinctions have achieved general acceptance by sexual harassment researchers, Pryor *et al*. (as cited in Sigal, 2006) indicated that even definitions of sexual harassment are affected by cultural differences.

Wilken and Badenhorst (2003) state from legal aspect a number of authors divide sexual harassment into quid pro quo and hostile working and learning environment. Quid pro quo means the exchange of one thing for another, eg a pass mark by a professor for a sexual favor from a student). Someone who has authority over the victim makes sexual advances which could take the form of threats, demands, unwanted touches and overt sexual behavior. Paludi et al(2006) elaborates from legal perspective described by the legal definition: quid pro quo sexual harassment and hostile environment sexual harassment are recognized. Quid pro quo sexual harassment involves an individual with organizational power who either expressly or implicitly ties an academic or employment decision or action to the response of an individual to unwelcome sexual advances. Thus, a teacher may promise a reward to a student for complying with sexual requests (e.g., a better grade, letter of recommendation for college or a job) or threaten a student for failing to comply with the sexual requests (e.g., threatening not to give the student the grade earned).Hostile environment sexual harassment involves a situation where an atmosphere or climate is created by a professor, staff, or other students in the classroom,

or other area on campus that makes it difficult, if not impossible, for a student to study and learn because the atmosphere is perceived by the student to be intimidating, offensive, and hostile (Paludi et al, 2006).

Further more, hostile environments involve sexual conduct that affects a student's ability to participate in or benefit from an educational environment, such as unwelcome sexual advances, requests for sexual favors, verbal, non-verbal or physical conduct of a sexual nature by an employee, another student, or by a third party. Hostile environment harassment does not necessarily involve formal hierarchical relationships and encompasses a broader spectrum of behaviors such as making lewd remarks, using demeaning language, exhibiting sexual photographs or posters, and circulating rumors about a person (Hand and Sanchez, 2000).

The U.S. Department of Education Office for Civil Rights (1999) has clearly depicted the setting under which these behaviors could be displayed in an educational atmosphere: *Quid pro quo* sexual harassment occurs when a school district employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature, whether or not the student submits to the conduct. *Hostile environment* harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature by another student, a school employee, or a third party are sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an educational program or activity or to create a hostile or abusive educational environment. Sexual

harassment includes conduct that is also criminal in nature such as rape, sexual assault, stalking, and similar offenses.

On the other hand, Bagilhole and Woodward (1995) have summarized Gruber's typology of Sexual harassment as Verbal Requests for Sexual Intimacy; Verbal Comments and Non-verbal Displays which are briefly outlined below.

A Brief Summary of Gruber's Typology of Sexual Harassment

(A) Verbal Requests for Sexual Intimacy

(i) Sexual bribery (requests with a threat and/or promise of reward).

(ii) Sexual advances (requests without a threat or promise).

(iii) Relational advances (requests for a social relationship which is repetitive, without taking 'no for an answer').

(iv) Subtle pressures/advances (statements in which the goal of sexual intimacy is implicit or ambiguous).

(B) Verbal Comments

(i) Personal remarks (comments directed to a woman, including jokes).

(ii) Subjective objectification (remarks about a woman, either in her presence or as rumors).

(iii) Sexual categorical remarks (comments about other women or women in general).

(C) Non-verbal Displays

(i) Sexual assault (prolonged or intense and aggressive form of sexual contact involving coercion).

(ii) Sexual touching (sexual and sexualized touching).

(iii) Sexual posturing (violations of personal space and attempts at physical contact).

(iv) Sexual materials (pornographic materials or objects which sexually debase women)(Bagilhole and Woodward ,1995)

2. 2 Prevalence of Sexual Harassment

Many different studies have now provided confirming evidence that sexual harassment of women students or employees is not an unusual occurrence but is embedded in the fabric of daily life of many schools and colleges. Estimates of sexual harassment of women college students and faculty by male professors have ranged in several studies from 13% to 49% of all women studying or employed (as summarized in Bogart and Stein, 1987). Dziech and Weiner (as cited in Bogart and Stein, 1987) estimate that of 6 million women students entering college each year, no fewer than 1 million will experience some form of harassment before they graduate; similar estimates have been made by Paludi (in press). Nor does the absence of formal reports of sexual harassment offer any assurance that a school or college is free of unwanted sexual behavior. Most cases of sexual harassment are not reported. Victims remain silent, fearful, and embarrassed. They believe they can handle the situation themselves, feel they are at fault, and fear reprisal if they seek help from others (Bogart and Stein, 1987).

According to Hill and Silva (2005) in the US nearly two-thirds of college students experience some type of sexual harassment. Yet less than 10 percent of these students tell a college or university employee about their experiences. The few sexual harassment cases that are pursued as a legal matter—those that reach the front pages of newspapers—are simply the tip of the iceberg. Sexual harassment is widespread among college students across the country. A majority of college students experience sexual harassment. More than one-third encounter sexual harassment during their first year. A majority of

students experience non contact forms of harassment— from sexual remarks to electronic messages—and nearly one-third experience some form of physical harassment, such as being touched, grabbed, or forced to do something sexual. Sexual harassment occurs nearly everywhere on campus, including student housing and classrooms. It happens on large and small campuses, at public and private colleges and universities, and at two-year and four-year institutions. It is most common at large universities, four-year institutions, and private colleges (Hill and Silva, 2005).

Still more Robertson et al (1988) say the primary victims of sexual harassment are women, and women now make up more than half of the undergraduate population at most large public universities as well as at most small, religiously affiliated schools. Increasingly, then, colleges and universities must pay attention to the needs of their women students. It is no longer pressure from the federal government that encourages action, but conviction by university administration that assures measures against sexual harassment (Robertson et al, 1988).

Research has confirmed that both sexual harassment and eating-disordered behaviors are common experiences of women in our society. Harned (2000) claims approximately 50% of women experience sexual harassment during their academic or working lives, whereas 30% to 48% of college women report either current or past eating disorder symptoms such as binge eating.

2.3 Why does sexual Harassment occur? Theoretical models that explain the cause of Sexual Harassment

According to Harding (as cited in Sev'er 1996), gender is an "organic" variable which determines daily life, the character of social institutions as well as all patterns of

thought. Hand and Sanchez (2000) attest this reality as a social construction partly acquired through a detailed process of socialization that begins at birth and continues throughout adult life. Children learn through daily interaction that being male is not only different from being female but also preferred. The role of culture has always been determinant in promulgating social values. Robert Thornton (as cited in Nhlapo, 1992) makes a telling point about what culture does: it creates boundaries.

> *"Boundaries are created and maintained when people observe, learn, and finally initialize the rituals and habits of speech, the dispositions and dress of their bodies and modes of thought to the extent that they become entirely automatic and unconscious. These boundaries come to seem uniquely real and permanent. Their creation through cultural means is only obvious when we step outside of our normal day-to-day interactions."(Nhlapo 1992)*

Furthermore, RM Keesing (as cited in Nhlapo 1992) refers to culture as a system of shared ideas and meanings "that underlie the ways in which people live" he underscores an important use of culture ie. as a device which enables us to give meaning to the world, to make statements to one another about ourselves and about the universe. Thus how we perceive ourselves, individuals, others and the community as a whole and especially women is enriched and developed.

Yet more, feminist scholars focus on who defines reality, for whose benefit and to what end. Thought, theorizing and research are seen to be under the hegemony of men, where "power and knowledge are intricately and intimately imbricated with one another". Historically, women were systematically excluded from institutions that propagate

knowledge just like their problems were excluded from mainstream inquiry. Traditional gatekeepers in the academic community are more likely to be men (Sev'er, 1996). Rospenda et al (1998) underscore the legal definition of sexual harassment reflects an underlying assumption that sexual harassment is a result of an exploitative, unequal power relationship within the workplace.

Davis (as cited in Rospenda et al 1998) defines power as the ability of one person to exercise control over another. Classic models view power as deriving from varied sources, which have relevance for explaining how those with lower organizational status gain informal power from interpersonal or individually based sources in order to commit sexual harassment. French and Raven (as cited in Rospenda et al 1998), for example, proposed a taxonomy of power sources that, in addition to legitimate power (based on position in the organizational hierarchy), included referent power (based on personal liking), expert power (based on unique knowledge or expertise), reward power (based on control over allocation of resources and rewards and ability to remove barriers), and coercive power (based on ability to administer punishments or remove resources or rewards). Mechanic's perspective (as cited in Rospenda et al 1998) on sources of power focused on individuals with lower rank in organizations who exercise informal power through their control over resources (e.g., people, information, equipment, money) that other organizational members need to carry out their jobs. Mechanic argued that factors that increase access to and control over resources, such as personal attractiveness and expertise, increase an individual's power.

Ragins and Sundstrom (as cited in Rospenda et al 1998) have addressed women's disadvantage compared to men in organizational, socio cultural, and interpersonal and

individual sources of power. They propose that sex-role socialization lays the foundation for sex-role stereotypes, which lead women to be perceived as lacking in power at these levels. Most important, these arenas interact to synergistically increase and perpetuate women's disadvantage. Consequently, women become trapped in a "cycle of powerlessness," whereby they are unable to compensate for lack of power in one area through exercise of power in other areas. Other researchers Kanter(as cited in Rospenda et al 1998) demonstrate that even if women succeed in attaining formal organizational power, they often have less access to informal power, derived from access to resources, alliances, and informal political influence, which is necessary to exercise the power associated with their formal position. Conversely, men have greater power because of their gender, facilitating their occupancy of higher-level positions in organizational hierarchies and allowing them easier access to resources necessary to exercise their power.

Feminist theories suggest that harassment is a form of social control that reifies women's lower rank in employment and higher education peer groups, reinforces dominance over women, and establishes heterosexual contacts that fuse "normal" sexuality with latent coercion and threat (Benson and Thomson 1982, Shoop and Edwards 1994). Men may use harassment to implement and maintain gender segregation and to keep women out of positions of authority. In effect, sexual harassment challenges the legitimacy of women's status as colleagues (Hand and Sanchez, 2000). From a broader feminist perspective, sexual harassment is seen to reflect women's lower societal status relative to men and the salience of women's sex role over their work roles (Gutek, 1985). Conceptualized in this way, sexual harassment emanates from power differences

between men and women at the socio cultural level and functions to maintain these differences at the organizational level (Hoffman, 1986). In contrast to the legal perspective, the feminist perspective implicates patriarchal societal culture (Rospenda et al, 1998).

Hand and Sanchez (2000) affirm elementary and secondary students are not immune from the societal-wide acceptance of an ideology of male aggression and dominance. Indeed, schools serve as hotbeds for nurture sexual harassment experiences and tactics that children, adolescents, and young adults carry into their adult settings. Schools are key settings for the socialization of children into a sexist gender order. Their perspective suggests that elementary and secondary schools encourage individual gender differences in adolescent perceptions and reactions to sexual harassment in ways similar to higher education and employment organizations. In short, elementary and secondary schools act as training grounds for higher education and workplace settings.

Hand and Sanchez (2000) argue that adolescent girls and boys experience a parallel informal social power differential. Adolescents create social power differentials in their own peer cultures because of socialization into hierarchical gender arrangements evident in gendered social institutions such as the family, neighborhoods, and schools. In effect, the power differential seen in the school environment is a reflection of the notion of male and female power in larger society created by socialization.

2.3.1 Societal level explanations and the socio cultural model

The socio cultural model posits that sexual harassment is a product of culturally legitimated power and status differences between men and women (MacKinnon 1979). Socio cultural explanations fit with the "feminist" or "dominance" model that emphasizes

sexual harassment's origins in patriarchal society (e.g. MacKinnon, 1979, Rospenda et al, 1998). Sexual harassment is perceived to be an outgrowth of the gender socialization process and is a mechanism by which men assert power and dominance over women both at work and in society. Sexual harassment is seen as "the unwanted imposition of sexual requirements in the context of a relationship of unequal power" (MacKinnon, 1979, I), such as in the situation of a male boss harassing a woman in a subordinate position, or "any action occurring within the workplace whereby women are treated as objects of the male sexual prerogative"(Rospenda et al, 1998).Rospenda et al (1998) augment socio cultural models of sexual harassment reflect a feminist perspective, conceptualizing sexual harassment as an outcome of patriarchal systems that enable men to exercise sexual power to assert and maintain male dominance (MacKinnon, 1979; padavic and Orcutt ,1997).Dey et al (1996) explicate in this model, harassment is considered a manifestation of a widespread cultural enforcement of gender role inequalities. In other words, sexual harassment can be seen as a direct manifestation of the larger patriarchal system where traditional male-female relations, interactions, and roles must be maintained. Sexual harassment is used to ensure male domination by keeping women out of certain occupations. Fitzgerald (as cited in padavic and Orcutt, 1997) maintains “Most harassment has little to do with erotic concerns and is not designed to elicit sexual cooperation but to insult, deride and degrade women". As a result, the negative consequences are primarily economic for the harassed. Moreover, Welsh (1999),Rospenda et al (1998) highlight proponents of this approach emphasize gender as a key predictor of who is at risk of harassment, in light of empirical evidence that women

experience more harassment than men and harassers have overwhelmingly been found to be men, and targets are usually women.

Welsh (1999) as well outlines the socio cultural model also emphasizes how individual-level correlates, such as age and marital status, mediate women's low status and lack of socio cultural power. For example, single women and young women may be viewed as more available for sexual interaction than do other women, and hence, they may experience higher levels of sexual harassment than other women. Some argue that age not only captures the "impact of youth per se" but is also a proxy for low seniority or poor job status (Gruber, 1998:3 12). Individual-level correlates of age and marital status are mediated by occupational context. For example, among older women in the United States, those who are professionals experience less harassment than do nonprofessional women (Welsh, 1999).

ECA (2007) states the patrilineal systems are particularly weak in protecting gender equality. Momoh (2006) affirms in many societies, women are expected and taught to subordinate their own interests to those of their partners. Momoh (2006) further explains citing Nigeria as a male dominated society and women are seen as inferior to men. Women's traditional role is to have children and to be responsible homemakers. In Nigeria and elsewhere adolescents' sexual interaction is usually characterized by unequal power relationships between males and females. The cultural and social situation of women in our country is not different than the one in other African countries where the social and economic situation of women is still grim though measures were taken by the government. Thus, many of the mechanisms that subject women to oppression, including abduction, arranged marriages without the consent of the bride, and marriage at an early

age, are still widely practiced. A 2003 report by Ethiopia's National Committee on Traditional Practices, for example, indicates that marriages by abduction in the Southern Nations and Oromia regions of Ethiopia account for about 92 per cent and 80 per cent of all marriages, respectively (ECA, 2007:10). ECA (2007) acknowledges the State, in some cases, including Ethiopia and South Africa, has attempted to remedy the situation through constitutional and legal changes.

Males, more than females, are often under intense pressure to initiate sexual activity, even when they still lack adequate information on sexual matters (Momoh, 2007). Finger, Thapa, Jepeobhoy et al (as cited in Momoh 2007) under score social norms can reinforce the notion that controlling women is a sign of masculinity, contributing to acts of sexual violence and transactional sex. Hence, higher institutions are not immune to the social and cultural trends of the general public and society particularly are so males who have grown up in the norms and fabric of patrilineal and chauvinist outlook. They are more likely to display these behaviors in the daily routines of students. Working Group on Higher Education [WGHE] (2006) asserts many students are raised in patriarchal cultures where their gender expectations may be indirect contradiction to that encouraged in colleges and universities. For example, in patriarchal societies, men may regard young women as 'prey' and the rituals of courtship may involve some coercion…In addition, campuses tend to be male-dominated, creating male-tolerant cultures and environments ,which sometimes tolerate, encourage and/or condone gender violence and sexual harassment. In turn, the male-dominated environments in higher education encourage transactional sex between dominant men and subordinate men and women, in the contest of confusing and vague authority, transparency and

accountability structures. In some cases, gender violence also undermines institutional authority and standing as when cults, gangs and other structures of organized gender violence paralyze institutional structures (WGHE, 2006). Dzeich & Weiner (as cited in Bagilhole and Woodwardp 1995) agree it has been argued that universities, with the relative autonomy of academics, lack of accountability, and shortage of women in positions of authority are ideal institutions to facilitate sexual harassment. Again Ramazanoglu (as cited in Bagilhole and Woodwardp) describes a 'patriarchal, competitive and hierarchical system' which sets the context for male academic careers. ….and women start with considerable handicaps'. Within this men are seen to use sexual harassment for the purposes of social control of women, where 'personal encounters are part of an institutional system of male domination'. In Benson & Thompson's (1982) words, there is 'a nexus of power and sexual prerogative often enjoyed by men with formal authority over women' (Bagilhole and Woodwardp 1995:39).

As Lee et al. (1996) found also girls were much more likely than boys to be harassed, especially so for more severe forms of unwanted physical attention. Girls are more likely than boys to experience nonphysical or physical harassment, and they are more likely than boys to experience it more frequently (AAUW Educational Foundation 2001:3).

2.3.2 Biological/Natural model

Dey et al (1996) concede that the behaviors that are defined as sexual harassment in fact exist, but it denies that the intent of the behavior is to harass, dominate, or discriminate. Based on the notion that men have stronger sex drives than women, this model asserts that these behaviors are natural events. Therefore, men may be aggressive

to fulfill their sexual needs, but there is no intent to harm women. Like wise Ladebo (2003) acknowledges a similar version of this view posits that sexual harassment is the product of attraction of the man to the woman. The tendency is for the man to exert pressure on the woman, but devoid of any intent to harm her but pursue sexual urges.Another version of this model views behaviors labeled as sexual harassment as the result of one individual being attracted to another and pursuing that individual without any intent to harass or harm. It should be noted that regardless of intent there is the strong possibility that such unwanted attention may have negative consequences on women's careers, physical and emotional health, and job learning security (Dey et al 1996).

2.3.3 Organizational-Level Explanations

A diverse set of explanations for sexual harassment focus on the role of organizations, ranging from theoretical explanations of power to descriptions of organizational characteristics that are correlated with the likelihood of sexual harassment. Underlying many of these explanations are the ways power differences in organizations promote sexual harassment and perpetuate inequality (Rospenda et a1 1998:42).

2.3.3.1 Formal and Informal Organizational Power

Some organizational models emphasize how inequities in structural or formal power in organizations lead to harassment. Individuals with formal organizational power, such as managers, may use their position to harass subordinates (e.g., MacKinnon, 1979).

An underlying assumption is that it is men holding managerial positions who are harassing women subordinates. However, research showing that harassers are more likely to be co-workers (e.g. Gutek, 1985) and that harassers may sometimes be subordinates (Rospenda et a1, 1998) highlights the limitations of such explanations.

Most researchers agree that conceptualizations of organizational power must be broadened to include interpersonal modes of power. For example, coworkers with individual or informal sources of power, such as personality, expertise, and access to critical information, may be more likely to engage in harassment than others (Cleveland & Kerst, 1993). In terms of contra power harassment, whereby a subordinate harasses someone with formal organizational power, socio cultural power may compensate for the lack of organizational power. Rospenda and associates illustrate how socio cultural and interpersonal forms of power are used by perpetrators to subordinate the victim's organizational power, as seen in the case of a white female senior faculty member harassed by a black administrator (Rospenda ,1998:55).

While formal organizational power still has contextualized effects in terms of who is harassed and how targets react to their harassment, it is clear that harassment studies need to incorporate the multiple hierarchies of power which "can make people simultaneously powerful and powerless in relation to others" (Miller 1997:50). By doing so, we move away from always conceptualizing the harasser as male and powerful and the target as female and powerless (welsh, 1999).

2.3.3.2 Numerical and Normative Dominance

Numerically skewed sex ratios in work situations, such as female-dominated and male-dominated work groups, play a prominent role in explanations of sexual

harassment. Some approaches focus on the gender roles associated with female and male-dominated work situations (e.g. sex role spillover), while others discuss the issue in terms of numerical dominance of males over females in certain workplaces (contact hypothesis).welsh (1999) discusses the primary ways normative dominance (gender roles) and numerical dominance (workgroup gender ratios) in work situations are used to explain the occurrence of sexual harassment (e.g. Gruber,1998).

2.3.3.3 Sex role spillover

Sex role spillover theory is considered one of the primary theories of sexual harassment (Tangri & Hayes, 1997, Stockdale, 1996). Gutek (as cited in padavic and Orcutt 1997) characterizes the mechanism of sex-role spillover as the "carryover into the workplace of gender-based expectations for behavior." According to Gutek, when women's gender roles take precedence over their work roles, sex role "spillover" occurs. In line with these Rospenda et al (1998) maintain this model posits that sexual harassment is a result of sex roles being asserted over work roles in organizational contexts. This happens most often when the gender ratio is heavily skewed toward either men or women because skewed situations render "femaleness" more salient and visible (Welsh, 1999). Under these circumstances, sexual harassment is more likely. For example, in female-dominated work situations, feminine roles become equated with the job, such as expectations that nurses are "nurturing" or waitresses are "sexy". In male-dominated workplaces, where women are competing with men for jobs, men attempt to emphasize women coworkers' status as women over their status as workers. Doing this allows men to put women in their "proper" subordinate position. Overall, sex-role spillover theory highlights how gender-based normative expectations prevail in

numerically skewed work situations (Welsh, 1999). More recently, Cleveland and Kerst (as cited in Rospenda et al, 1998) developed a model that addresses the levels of analysis issue more directly. They propose that, in addition to formal power derived from position within the organizational hierarchy, individuals gain power from socio cultural as well as interpersonal or individual sources (e.g., through use of influence tactics). This model serves to illuminate the importance of individual characteristics in accessing informal power, or power within the workplace that arises from sources other than hierarchical position. Padavic and Orcutt (1997) as well have spelled out the universality of such behaviors in their courtroom study.

On the other hand, Welsh (1999) claims support for this approach has been mixed. Women in male-typed jobs are more likely to experience sexual harassment than women in female-typed and integrated occupations, but they are not necessarily more likely to label their experiences as sexual harassment .Welsh (1999) further argues studies of sex-role spillover are limited by their use of occupational sex ratios as proxies for sex roles. Social constructionists provide a more fundamental critique of sex-role spillover theory. Based on critiques of sex-role theory in general, sex-role spillover theory conceptualizes gender and sexuality as elements that are "smuggled" into gender-neutral, asexual organizations by gendered workers. Measures of occupational sex ratios do not capture the gendered organizational processes that foster sex role spillover.

2.3.3.4 The contact hypothesis and numerical dominance

The contact hypothesis (Gutek et a1, 1990, Gruber, 1998) views harassment as a function of the contact between men and women in the workplace, rather than emphasizing the gender role expectations associated with certain jobs. Here, numerical

dominance is seen as distinct from, though interrelated to, normative dominance (Gruber, 1998). For example, a female secretary who works in an environment numerically dominated by males and who has more contact with men, will experience more severe harassment than her counterparts in integrated workplaces or those numerically dominated by females. Direct support for the contact hypothesis is found when measures of contact are based on respondents' reports of daily contact with men as opposed to occupational sex ratios (e.g. Gutek et a1, 1990). Complicating numerical dominance are male-dominated or "doubly-male" workgroups where both numerical and normative dominance are present. In these "male preserves" (Gruber, 1997,) or "masculine job gender contexts" (Hulin et a1 1996), "the traditionality of an occupation creates a work culture that is an extension of male culture, and numerical dominance of the workplace by men heightens the visibility of, and hostility toward, women workers who are perceived as violating men's territory" (Gruber 1998:303). Ultimately this leads to extensive and aggressive forms of sexual harassment not usually found in other workgroups (e.g. Stanko 1985, Martin & Jurik 1996).

Gruber's (1998) analysis represents one of the few empirical attempts to tease out the relative effects of numerical (gender ratio of workgroup) and normative dominance (occupational sex ratio) on sexual harassment experiences. He finds that the amount of contact with men, or the gender ratio of workgroups, is helpful for understanding both the likelihood of experiencing harassment and the occurrence of specific types of harassment. The effect of normative dominance, or occupational sex ratios, provides less explanatory power than does numerical dominance. It also is not significantly related to physical threats and sexual materials, forms of sexual harassment common to male-dominated

workplaces. Gender predominance, an interaction term of the gender ratio of workgroups and occupational sex ratios used to capture the combination of normative and numerical dominance found in male preserves, was an important predictor of exposure to sexual materials and physical threats. Gruber concludes that studies that rely solely on occupational sex ratios as their measure of gender dominance probably overestimate the effect of gendered occupational roles and underestimate the effect of the numerical gendered context. Overall, most survey-based studies attempting to capture normative and numerical dominance are hindered by the use of occupational and workgroup gender ratios as proxies for underlying gendered processes and organizational structures. These processes are not easily captured by survey measures. Qualitative studies can complement quantitative studies by demonstrating how numerical and normative dominance are interrelated and where they diverge (e.g. Rogers & Henson 1997, Collinson & Collinson 1996).

2.3.3.5 Organizational Culture

Hall (as cited in welsh,1999) states because organizational culture represents the norms of appropriate behavior and values held by organizational members, it is not surprising researchers are turning to culture to explain why sexual harassment occurs in some organizations and not in others (e.g. Kauppinen-Toropainen & Gruber 1993, Hulin et a1 1996, Pryor et a1 1993). Early on, Gutek (1985) proposed that "unprofessional" or disorganized ambiances, such as antagonistic relationships between coworkers or drinking on the job, would increase the likelihood of sexual harassment of women. More recently, Ragins & Scandura (1995) discuss how the physical nature of blue-collar work

promotes a "physical culture" resulting in more aggressive forms of sexual harassment (p. 449).

Organizational cultures that tolerate sexual harassment are linked to increased incidents of sexual harassment. Pryor and associates' (1993) personal situation framework illustrates how men who are highly likely to sexually harass are encouraged to do so by "local" norms of sexual and aggressive behaviors supported by supervisors and peers. In contrast, proactive sexual harassment policies, or attempts to modify the workplace culture through training sessions and official complaint procedures, are particularly effective for reducing hostile environment harassment (Gruber,1998).

2.3.3.6 The Organization of Work

Relatively few studies incorporate how the technical organization of work, such as task characteristics, interacts with the social organization of work. In part, this gap is due to the influence of psychologists on the area and their predominant interest in individuals and their interactions. Looking at the organization of work, alienating work conditions, such as physically demanding or repetitive jobs, may be partly responsible for women's experiences of sexual harassment in male-typed jobs. Some researchers see men's harassment of women and sexual horseplay in the workplace as an attempt to forge human contact and to overcome boring work. On the other hand, engaging in sexually aggressive behavior and harassment may be an act of resistance that demonstrates opposition to women's presence in traditionally male jobs (Welsh, 1991:148).

2.3.3.7 The Gendered Organizations and Doing Gender

Recent attention by sexual harassment researchers to the gendered processes of organizations and to "doing gender" (e.g. West & Zimmennan 1987, West &

Fenstermaker 1995) has begun to clarify how the organization of work is connected to sexual harassment. As stated by Rogers & Henson (1997:234), "sexual harassment is about particular constructions of gender, especially organizational imperatives to 'do gender' in a particular manner" Lorber , West & Zimmerman (as cited in Welsh, 1999). For example, the deferential behavior of temporary workers, stemming from the feminized and powerless status of their job, increases workers' vulnerability and potential for experiencing sexual harassment (Welsh 1999).

2.4 Effects of sexual Harassment

Christine Crawley, the Chair of the European Parliament Women's Rights Committee, states that sexual harassment is 'the most common and least discussed occupational health hazard for women' (Bagilhole and Woodward,1995). Quina (as cited in Hand and Laura 2000) maintains "the striking thing about sexual harassment is that it is almost never harmless". However, it makes millions of women miserable every day, whips them in depression, causes underachievement, and poor motivation (Bagilhole and Woodward, 1995). What is more, Rederstorff et al (2007) stress the link between sexual harassment and psychological well-being has been consistently supported in empirical research for a variety of psychological conditions, such as increased depression, anxiety, and decreased life satisfaction. According to Sev'er (1996) the effects of sexual harassment range from depression, irritation, and sleeplessness, to substance abuse, physical or mental health problems, and difficulties in sustaining relationships. Sexual harassment is linked to anxiety, depression, sleep disturbances, nausea, stress, and headaches (Welsh, 1999).

Harned (2000) affirms as with other forms of gender-based victimization, sexual harassment is associated with a variety of negative psychological symptoms. Early studies found that 75% to 95% of harassed women experience emotional distress. More rigorous studies have begun to test differences in rates of psychological distress between harassed and non harassed women. For example, Dansky and Kilpatrick (as cited in Harned 2000) found that lifetime prevalence rates of posttraumatic stress disorder and major depression were significantly higher among harassed women than their non harassed counterparts. Furthermore, research has indicated that women experiencing various levels of harassment can reliably be distinguished from other women on the basis of their psychological status (Harned 2000). In a national random sample of adult women, 10% of sexual harassment targets met full criteria for posttraumatic stress disorder [PTSD] (Dansky & Kilpatrick, 1997). Among sexual harassment plaintiffs, these rates increased to 68%. In both of these studies, the PTSD symptoms were specifically related to the sexual harassment experiences. Further, even moderate and low-level harassment have been found to result in negative psychological consequences, such as negative self-beliefs, beliefs of personal vulnerability, self-doubt, and powerlessness. According to an American report, one-third of the women who had been sexually harassed while working for the U.S. government reported that the harassment had aggravated a physical or emotional condition. American case law on sexual harassment indicates that many, perhaps most, successful plaintiffs make convincing allegations of severe emotional or physical injury. In Europe, the Dortmunder Institute found that sexual harassment was a significant source of harm to workplace health and safety (Bernstein, 1994).

Additionally, Landrine and Klonoff (as cited in Rederstorff et al 2007) argue that, because sexist events (e.g., sexual harassment) are personal attacks on one's gender, an essential, unchangeable characteristic of the self, they might result in increased psychological harm. Welsh (1999) stresses sexual harassment represents a turning point in the lives of some targets, altering their progression through life-course sequences and hindering their chances for positive work and family outcomes. Further more, Hadfield (1995) maintains sex-based harassment affects many aspects of women's lives besides the psychological harm; it can interfere with a woman's job, by diminishing her professional credibility, by depriving her of equipment or cooperation, or by inflicting psychological injury. It can perpetuate sexual stereotypes of women, such as "women are primarily sex objects and not workers" and "women use sex to gain advancement in the workplace." It can contribute to women's diminished self-esteem and to their conception of themselves as capable only of "women's work." It can reinforce male dominance in the workplace. Adams Roy and Barling (1998) have also captured results victims' manifest as negative mood, difficulties in concentrating and elevated stress. From an organizational perspective, sexual harassment is associated with job dissatisfaction, increased absenteeism and turnover, and productivity losses.

Bernstein (1994) elaborates 'Sexual harassment causes absenteeism in two senses of the term: the harassed worker is likely both to take time off from work and to function poorly while physically present at her job. An employer who condones sexual harassment-whose main criterion for employees becomes their willingness to tolerate harassment-will likely end up with workers who have weaker traditional qualifications and who are, therefore, less productive" (Bernstein,1994).Sev'er (1996) claims when

absenteeism, employee turnover and lost productivity are factored in, sexual harassment costs millions. Gutek and unwoody (as cited in Adams Roy and Barling 1998) suggest that sexual harassment prevents women from effectively contributing to the organization by creating a hostile environment.

Bernstein (1994) further argues although employers and governments pay some of the price for sexual harassment, women pay more. Welsh (1999) as well affirms organizations also pay a price for harassment in terms of lost productivity, job turnover, and medical claims. An early American study showed that two-thirds of harassed female workers lost their jobs as a result of the harassment. Not only is this turnover expensive to employers, and probably to government as well, but its costs are also devastating to the workers themselves. Workers who choose to stay in jobs where they are harassed absorb most of the costs. Often they must live with humiliation, depression, and an anger that taints their relationships with men; so they "risk losing promotions, seniority, and better job assignments." 'Sexual harassment thus amounts to a tax on women who venture into the workplace. Dey et al (1996) also put forward that potential consequences of sexual harassment include limited occupational and economic mobility, a decline in job satisfaction and productivity, and strained work relations. Their research found that women who were harassed had lower levels of emotional and physical health, a decreased ability to work with others on the job, and more negative feelings about work. Welsh (1999) agrees in terms of job consequences, sexual harassment is found to result in lowered morale, decreased perception of equal opportunity, damaged interpersonal work-relationships, and decreased job satisfaction .

On top of these, Harned (2000) outlines the existence of a link between sexual and physical violence against women and eating disorders have been the topic of considerable debate. Early descriptive work in this area found that 20% to 69% of eating-disordered women report a history of sexual abuse or assault, whereas 23% to 40% of eating-disordered women have experienced physical abuse or battering.

Research with college students in several countries has documented the high cost of sexual harassment to individuals (e.g., Hill & Silva, 2005). This research indicates that there are career-related, psychological, and physiological outcomes of being sexually harassed. For example, women students have reported decreased morale, decreased satisfaction with their career goals, and lowered grades. Furthermore, women students have reported feelings of helplessness and powerlessness over their academic career, strong fear reactions, and decreased motivation. Women college students have also reported headaches, sleep disturbances, eating disorders, and gastrointestinal disorders as common physical responses to sexual harassment (Lundberg-Love & Marmion ; Thacker & Gohmann; Wasti *et al*., as cited in Paludi et al 2006).

Hand and Sanchez (2000) explicate studies of college women report that sexual harassment spurs self-doubt, depression, and low self-esteem. Sexual harassment strikes at the heart of women's self-confidence and dedication to academic pursuits. As a consequence, many college women who experience sexual harassment change majors, limit their education and career options, and scale back on their life's aspirations. Last, sexual harassment in higher education and paid employment generally serves to shunt women from male-dominated educational majors and career ladders to avoid further harassment or find a less hostile environment (Hand and Sanchez).

Lombardo *et al*. (as cited in Paludi ,2000) for example, found that among women nursing college students, a significant negative impact on women's health occurred as a consequence of sexual harassment. Danksy and Kilpatrick (1997) noted that responses to sexual harassment are influenced by disappointment and self blame in the way others react and the stress of sexual harassment induced life changes such as loss of teaching or research fellowships, loss of student loans, and disrupted educational career path. Schneider's (1987) research indicated that 29% of women reported a loss of academic or professional opportunities and 13% reported lowered grades or financial support because of sexual harassment. Ramos as cited in Paludi et al (2000) reported that Spanish college women attending the University of Puerto Rico found that sexual harassment had a negative impact on health, academic success, and psychological well being. Women who had been sexually harassed reported more physical symptoms, poorer mental health, greater academic withdrawal, lower self-esteem, and lower life satisfaction than women who had not been sexually harassed. Dansky and Kilpatrick (1997) and Quina (1996) noted that symptoms are exacerbated by experiencing repeated sexual harassment and sexual harassment in front of peers. In addition, symptoms become more pronounced the longer the student has to endure the sexual harassment.

When sexual harassment occurs on campuses the individual who is rightly the focus of institutional response is the victim. This is a positive factor because it means that whatever help or support that is available will be targeted to the victim who is certainly most deserving of the assistance. What is often overlooked, however, is how pervasive and destructive sexual harassment is to the whole campus and the people in it—including others who were not even involved or perhaps even aware of the harassment. When these

types of problems are not dealt with they tend to erode or corrupt the campus culture in such a way as to create other problems as well. What is even worse is when the victim becomes the focus of *negative* attention from the campus in the form of blame or reprisals. This will not only create further harm to the victim, but also the campus and other people will be negatively impacted by this additional problem (Paludi et al, 2006).

The following quote from a 27-year-old, single woman in a social science department in Schneider (1987) is the most complete description by a graduate woman in his sample of the harmful and dislocating nature of a graduate student-faculty relationship:

> Throughout my first semester, I experienced extensive social and sexual harassment from my advisor, who was also my research supervisor, the teacher of two of my classes, and the faculty member under whom I served as a T.A. Largely because of his harassment and lack of respect from me, I decided -very early in the semester -that I would switch advisors and work in someone else's lab. Because of all the power that he had over me and because I feared that he might use his power against me if I angered him, I waited until the end of the semester, after I received my grades, to tell him of my plans -maintaining a formal working relationship with him until that time. When I informed him (very tactfully) that I wanted to work in another lab, he became enraged -yelled at me, insulted me. Shortly thereafter, he talked with the faculty member (X) that he thought I was planning to work for -a conversation which was conveyed to me by a grad student who inadvertently overheard it. My former advisor

> told X that if I worked under him, his reappointment and tenure would be more difficult. A few days later, X -who had previously been actively recruiting me - told me that I should work under someone else, without telling me why. About a week after this incident, my former advisor called a meeting of the faculty to discuss my 'case'; he told the other faculty that I was not interested in research, and that I should be kicked out of the program immediately. (I received all A's and A/B's my first semester from him!) Fortunately, the faculty did not act upon his recommendation and I managed, with difficulty, to switch to another lab. The trauma I experienced throughout this episode is beyond description. My career -my entire life -was in jeopardy (Schneider1987:56).

2.5 What are the reactions of victims of sexual Harassment?

Ladebo (2003) attests though recognized as a work-place malady, and despite its negative physical and psychological effects on victims, sexual harassment incidents are seldom reported by victims. Most victims of harassment exhibit avoidance behavior, for example staying away from the aggressor or from the environment that promotes such behaviors, or they simply put up with the behavior. Ladebo (2003) further states in some cases, victims blamed themselves for the situation, while others confide in friends or family members. Only a few actually filed a formal complaint against the offender (Schneider et al., 1997). Victims of harassment, most especially women, are often disinclined to report harassment cases because of fear of reprisals, ridicule, perceived

indifferent attitudes by the organization, and the nature of the grievance procedure, which may be male-dominated (Schneider, 1987). Paludi et al (2006) reason how people cope with the reality of sexual harassment depends on many factors including their own personality, their history and family background, previous experiences as a victim of harassment, the campus and its culture, and many other factors. According to Knapp *et al*. (as cited in Paludi et al 2006) coping with sexual harassment falls into four categories:

Advocacy seeking (finding people to intervene and to help)

Social coping (seeking help and support from colleagues)

Avoidance/denial (simply ignoring what has happened and withdrawing socially)

Confrontation/negotiation (trying to deal directly with the perpetrator of the harassment)

They argue helping victims deal with harassment in a positive and healthy manner which is the responsibility of an educational institution that is in the business of training and teaching.

Chapter three

Research Design and Methodology

3.1 Design

Welsh (1999) observed research on sexual harassment used descriptive analyses of its prevalence and survey has been used as an appropriate means of obtaining data on the extent and nature of sexual harassment in numerous studies conducted at national and institutional levels. For example, Hand and Sanchez (2000) conducted a national survey using self administered questionnaire. Harned (2000) employed adopted Sexual Experience Questionnaire (SEQ) for his survey as well Rederstorff et al (2007) made a survey on university students. Schneider (1987) and Rowland, Crisler, and Cox (1982) sent questionnaire to the home address of randomly selected graduate students. Kelly and Parsons (2000) made a representative sample based on a list provided by university's

registrar and mailed questionnaires to 30% of female graduate students of the university. Kalof et.al (2001) employed survey for a randomly selected class and volunteering participants. And most of all Cross sectional survey was used in a number of studies conducted on sexual harassment in higher institutions. Romito et al (2004) conducted a cross-sectional study of female personnel in a public hospital in the city of Trieste in northeastern Italy. Welsh (1999) recognized this trend and pointed out data for sexual harassment had relied on cross-sectional survey. Most studies in the area employed survey as their objective was to see extent of the problem and prevalence among women workers and university students. Bagilhole and Woodward (1995) made interview with 43 women academics to explore perception and experience of them.

Surveys conducted on higher institutions (Mecca & Rubin, 1999, Kelly & Parsons, 2000, Kalof et.al, 2001, Rederstorff, 2007) and other fields such as health (Romito ,2004) have used adapted or modified form of the sexual experience questionnaire to collect data on the problem. For this study survey methodology was found to be appropriate following the trends of other researches conducted in the area and as the objective of the project was to see the extent as well as prevalence of the problem. Hill and Silva (2005) underscored sexual harassment is a sensitive and personal topic, hence; some students may feel embarrassed to talk about these issues. And females are more likely to feel so in the Ethiopian context where sexual issues are considered a taboo. Thus, using questionnaire will eliminate the sense of embarrassment and gives the subjects sense of anonymity. In addition data had been collected using female students who are students of the faculty this would make the subjects at ease to provide information and the gender identity of the researcher was not disclosed.

3.1.1. Instrument

According to Gruber (1992) and Welsh and Nierobisz (1997) some measurement issues identified as problematic in research on sexual harassment include differences in sampled populations, response rates, number of sexual harassment items, and context and time frame of questions. In response to these early measurement problems, two comprehensive and fairly consistent schemes for measuring sexual harassment have emerged in the literature: the Sexual Experiences Questionnaire and the Inventory of Sexual Harassment (Gruber 1992). The Sexual Experiences Questionnaire (SEQ) presents sexual harassment as a three-dimensional construct consisting of gender harassment, unwanted sexual attention, and sexual coercion. Each dimension of harassment utilizes multiple indicators. The three harassment dimensions of the SEQ parallel legal constructs, with gender harassment and unwanted sexual attention linked to hostile environment harassment and sexual coercion linked to quid pro quo harassment (Welsh, 1999; Welsh & Nierobisz ,1997).

Willness (2007) declares the most frequently used and methodologically rigorous measure of SH is the Sexual Experiences Questionnaire. Further more, Rederstorff et al, (2007) confirm the SEQ is the most widely used measure of sexual harassment with strong psychometric properties and high internal consistency. As such, it is generally regarded as the most comprehensive paper-and-pencil instrument available for assessing sexually harassing experiences reported the SEQ reliability coefficient was .94. The SEQ has been used with samples of women of color, including Black women and the reliability in the current study was similar for Black women (.89) and White women (.87)(Rederstorff et al , 2007). Willness (2007) underscores the empirical evidence of the

validity of the SEQ has been well documented. Fitzgerald et al. (as cited in Harned 2000) reported SEQ-R alpha reliability coefficients for the three behavioral categories of .82 Gender Harassment (GH), .85 Unwanted Sexual Attention (USA), and .42 Sexual Coercion (SC).And for this study the over all Alpha (Cronbach) reliability of the 21 items was .86.

Welsh (1999) elaborates the Sexual Experiences Questionnaire (SEQ) presents sexual harassment as a three-dimensional construct consisting of gender harassment, unwanted sexual attention, and sexual coercion. Each dimension of harassment employs multiple indicators. Gender harassment represents sexist and derogatory comments and jokes about women in general. Unwanted sexual attention consists of unsolicited sexual remarks, questions and/or sexual touching. Finally, sexual coercion captures all forms of sexual solicitations. The three harassment dimensions of the SEQ parallel legal constructs, with gender harassment and unwanted sexual attention linked to hostile environment harassment and sexual coercion linked to quid pro quo harassment. Overall, the founders of the SEQ define sexual harassment as a "psychological construct" consisting of "unwanted sex-related behavior at work that is appraised by the recipient as offensive, exceeding her resources, or threatening her well-being". To increase the reliability of responses, survey items of the SEQ are "behaviorally-based," including references to specific sexual behaviors (Welsh ,1999:172; Willness, 2007).

On the other hand there are authors who claim that the Sexual Experience Questionnaire (SEQ) is flawed in terms of time frame and consistency in the items. Gutek (2004) argues that the SEQ has been evolving through all this time and it cannot exactly measure what it should as there has never been consistency in its various versions.

However, in this study time frame has been clearly indicated with a lead in 'since you have been in the university have you ever been in ….'Thus, subjects can clearly reflect back on their experience from a specific point of time.

Twenty items of the Sexual Experience questionnaire were translated into Amharic and the translations were reviewed by two M.A holders in the language. One item was added in the sexual experience questionnaire (SEQ) to examine how far subjects felt secure in experiencing harassment in the university making the total number of items in this part 21. Subjects had to choose from three options 'yes', 'no' and 'not sure'. Then the questionnaire was tested on 40 female students of Addis Ababa University attending different faculties. Based on the results of the pilot study adjustments to some parts of the questionnaire was made for example instructions for perceived emotional and academic effects were adjusted for clearer comprehension.

The final questionnaire was made up of the SEQ developed by Fitzgerald et al, which was employed in a study made by Kalof et al (2001) and other parts developed from the survey of literature. It had nine parts which address the variables to be studied. The first part outlines the purpose of the study and why the subject was asked to fill the questionnaire. The next part elicits the subjects' demographic data- faculty, year level and age of the subject. The third part is a list of behaviors considered sexual harassment from which the subject had to choose what acts she considers to be sexual harassment. It intends to see the perception of the subject with regard to the 13 behaviors listed. The fourth part constitutes list of statements that display sexual harassment types –Sexual Coercion statements 7**,** Unwanted Sexual Attention statements 6 and Gender Harassment 6 which total 19 behavioral display statements and one perception labeling and an item

regarding fear of sexual harassment in the university**.** The fifth and six part of the questionnaire listed perceived psychological/emotional and academic effects that harassment brought on the subjects where they had to indicate by ticking the perceived effects. The seventh part asks respondents what measures or reactions the subject would take in response to the harassment ranking the 8 options provided. The eighth part of the questionnaire addresses where/when the subjects got harassed asking them to rank the seven options provided. The final part of the questionnaire was open ended where the subjects were asked to describe a recent sexual harassment experience and asked them how to minimize/stop harassment.

3.1.2 Interview

Semi structured interview was conducted with Gender office focal point persons regarding the role and means of addressing sexual harassment ,reports and handling of cases.

3.2 Sampling

The study population of this investigation was female students attending regular program in Jimma University main campus during the academic year 2008 in the eight faculties namely Education, Business and Economics, Medical sciences, Public Health, Humanities and Social Sciences, Law, Technology, and Natural and Information Sciences. Out of the 2323 regular female students attending in the eight faculties at different year levels a sample of 331 subjects at 95% CIF was calculated using online random sample size calculator software- Raosoft. using the following formula:

The sample size n and margin of error E are given by

$$x = Z(^{c}/_{100})^{2} r(100\text{-}r)$$

$$n = {}^{Nx}/_{((N\text{-}1)E^{2} + x)}$$

$$E = \text{Sqrt}[{}^{(N - n)x}/_{n(N\text{-}1)}]$$

where N is the population size, r is the fraction of responses that you are interested in, and $Z(c/100)$ is the critical value for the confidence level c.

A sample of 14%(331) of the total population which is substantially well over the 10% accepted as representative if well taken Gay (as cited in Momoh 2007) was sampled randomly in proportion from the eight faculties. The age of subjects ranged from 17-24 years with a mean age of 19.75 years and standard deviation of 1.179. This is shown in fig 1.

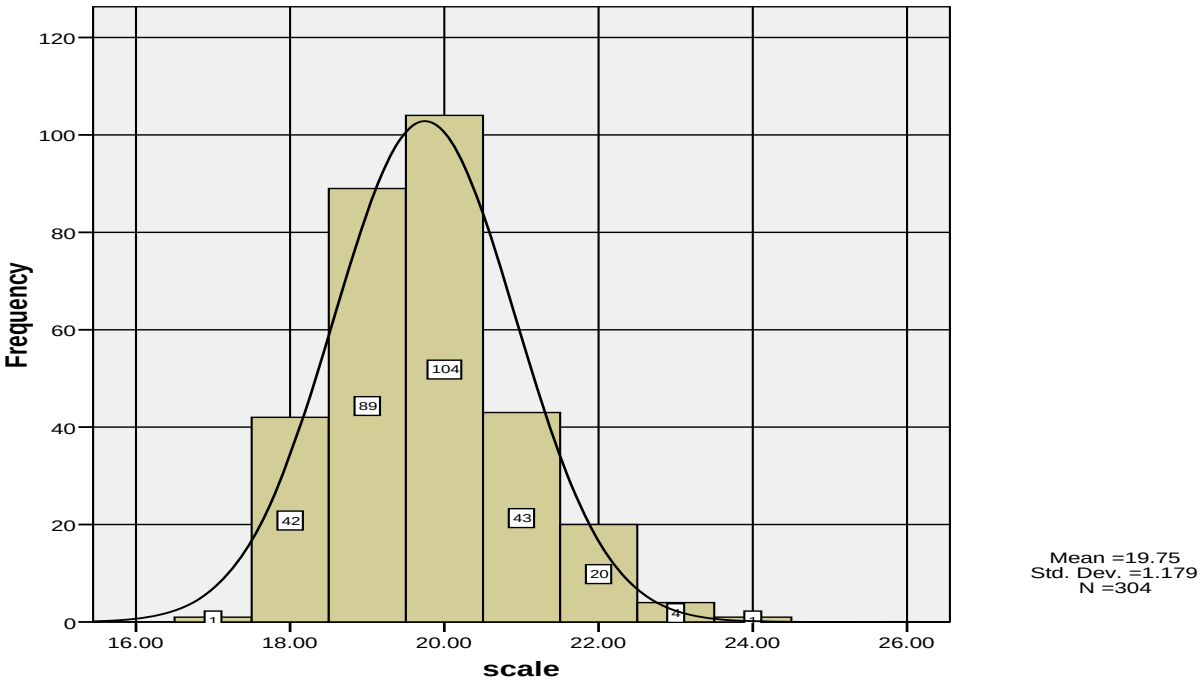
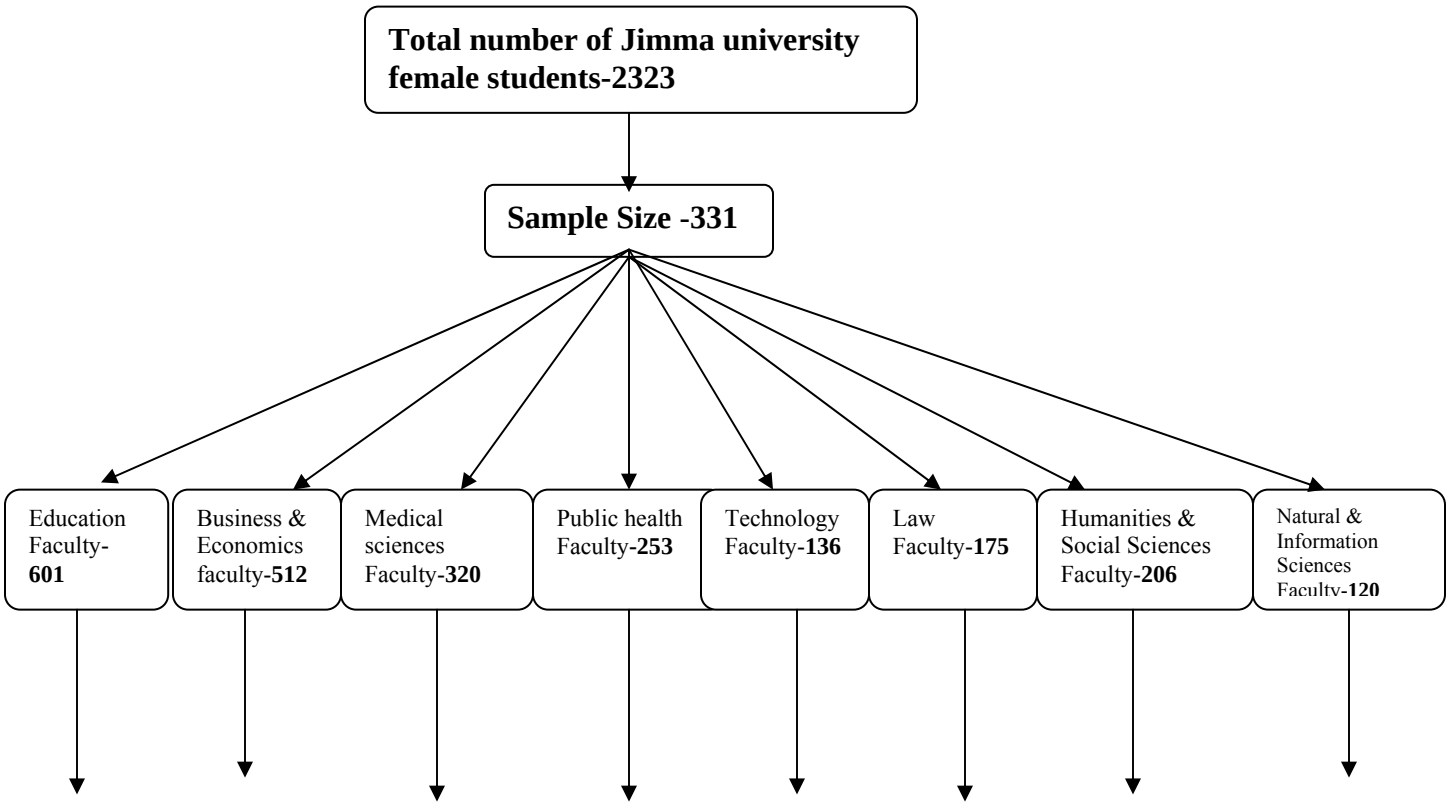


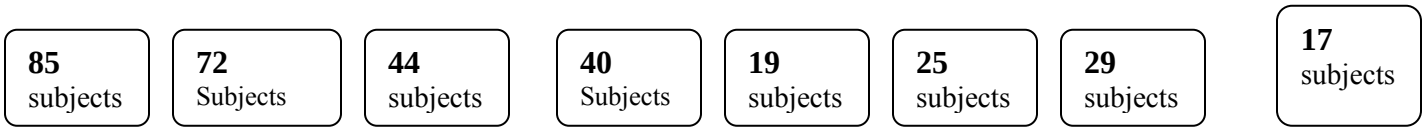
Fig 1: Bar graph showing the age distribution subjects

The participants were selected in proportion to the number of undergraduate students enrolled in each faculty. Overall, this sampling method provided a fairly geographic representation of the female undergraduate student population of the university.

This is shown in the figure below

Fig .2 Sampling frame -subjects drawn in proportion to female population in each faculty





3.3 Data collection and analysis

The data was collected during May 16-31st 2008.The data was collected by 10 female students from each faculty which contacted each subject at their dormitory. This has substantially increased the return rate of the questionnaire where by out of the 330 questionnaires dispatched 304 were returned and this would equal to 92% response rate. Caroline and Patricia (1992) had 76%, Schneider (1987) 44 %, Romito et al (2004), 61.6%, Rowland, Crisler, and Cox (1982) 47% response rate respectively.

The data collectors had been clearly briefed about the purpose of the research and importance of strictly getting only the sampled subjects. More over they signed an agreement to honestly complete the task and perform their duty responsibly. The questionnaires were coded as per the faculty and a flyer was attached along with each questionnaire reminding participants the possibility of winning a prize by participating. And 11% of the subjects were awarded prizes for participating drawn using the list of subjects prepared in the outset. Fink (2003) encourages it sometimes helps to offer respondents financial or other incentives (such as gifts, gift certificates) to complete your surveys.

The data obtained were categorized and these were analyzed using SPSS version 15 these were tabulated as well graphed. A non parametric test χ^2(chi-square test) test of independence with regard to year level and faculty was conducted by weighting the data by age. And data obtained from the open ended items and interview was summarized

based on similar themes. And finally these were tabulated and analyzed in descriptive statistics using percentage.

3.3.1 Procedure

A list of students in which the gender and year level indicated was obtained from each faculty registrar. And the number of female students in each faculty was Education 601, Business and Economics 512, Medical sciences 320, Public Health 253, Humanities and Social Sciences 206, Law 175, Technology 136, and Natural and Information Sciences 120.These were numbered from 1 to their respective amount. Then random number generated by Casio Scientific Calculator model fx-82TL was used to identify the subjects to be included in the sample. This was done for each faculty until the desired proportion was obtained from each faculty.

Chapter four

Data Presentation, Interpretation and Discussion

4.1 perceptions of students towards sexual harassment

Sexual harassment constitutes pervasive Sex-related verbal or physical conduct that is unwelcome or offensive. Participants were asked to choose or label certain behavior as harassment and the responses obtained are displayed in the following table.

Table 1: Perception of students towards behaviors termed as non- verbal sexual harassment

No	Items for non-verbal acts	Responses	
	I consider it sexual harassment if someone	Yes	No
1	Kisses me against my will	263(86.79%)	40(13.2%)
2	Touches/grabs/pinches me in a sexual way	257(84.82%)	46(15.18%)
3	Brushes against me sexually	250(82.51%)	53(17.49%)
4	Pulls at/off my clothing sexually	239(78.88%)	64(21.12%)

5	Corners me	193(63.69%)	110(36.3%)
6	Does something other than kiss me	189(62.17%)	115(37.82%)
7	Shows/gives/leaves me sexual pictures/objects	146(48.06%)	158(51.97%)
8	Spies on me in the shower	107(35.31%)	196(64.68%)
9	Leers at me	104(34.32%)	199(65.67%)

The results obtained for the behaviors categorized as non-verbal is displayed in Table 1. Among the nine non-verbal(physical) behaviors listed 'Kisses me against my will', 'Touches/grabs/pinches me in a sexual way' and 'Brushes against me sexually' have got the highest 'yes' response rate of 87%, 85% and 83% respectively. Still more, the behavior, 'Pulls at/off my clothing sexually' had a 'yes' response rate of 79%.And acts like, 'Corners me' and 'Does something other than kiss me' had 'yes' response rate of 64% and 62% correspondingly. On the other hand behaviors such as 'Shows/gives/leaves me sexual pictures/objects', 'Spies on me in the shower' and 'Leers at me' had a 'yes' response rate of 48% ,35% and 34% respectively. It appears that three behaviors 'Kisses me against my will', 'Touches/grabs/pinches me in a sexual way' and 'Brushes against me sexually' to be the most offensive and pervasive than other behaviors in the list. In addition, acts such as 'Pulls at/off my clothing sexually', 'Corners me' and 'Does something other than kiss me' are still considered to be offensive and pervasive though not as serious as the earlier ones.

Table 2: Perception of students towards behaviors considered as verbal sexual harassment

No	Items for verbal acts	Responses	
	I consider it sexual harassment if someone	Yes	No
1	Slurs at me	205(67.65%)	98(32.34%)
2	Wrote sexual message/graffiti about me on bathroom walls, in locker rooms and so on	157(51.81%)	146(48.18%)
3	Makes a sexual comment about my appearance	156(51.3%)	148(48.68%)

4	Spreads sexual rumors about me	149(49.17%)	154(50.82%)

Among the four behaviors listed as verbal acts 'Slurs at me' had a 'yes' response of 68% and behaviors such as 'Wrote sexual message/graffiti about me on bathroom walls, in locker rooms and so on' and 'Makes a sexual comment about my appearance' had a 'yes' response of 52% and 51% respectively. In general, it looks that most of the verbal behaviors are considered to be offensive for the subjects as over 50% of them feel they consider three of the behaviors to be sexual harassment, however; these behaviors seem to be considered less seriously than the physical ones. On the other hand, the behavior, 'Spreads sexual rumors about me' had a 'No' response rate of 51%.It seems this act is considered less offensive.

4.2 Sexual Harassment Experience

The response obtained from the sexual harassment experience questionnaire which is composed of three dimensions is considered in the following section. The three dimensions are Unwanted Sexual Attention (USA), Gender Harassment (GH) and Sexual Coercion (SC).

4.2.1 Unwanted Sexual Attention (USA)

The first dimension is Unwanted Sexual Attention (USA) and to measure this behavior six items were provided and Table 3 carries the response of subjects under each item.

Table 3: Unwanted sexual attention

No	Item for unwanted Sexual Attention	Response category		
	Since you have been in University, have you ever been in a	Yes	No	Not sure

	situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)			
1	Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?(USA)	151(50.2%)	134(44.5%)	16(5.3%)
2	Has continued to ask you for dates, drinks ,dinner ,etc., even though you said "no"?(USA)	133(44.6%)	150(50.3%)	15(5%)
3	Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable?(USA)	129(42.9%)	156(51.8%)	16(5.3%)
4	Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?(USA)	105(34.9%)	187(62.1%)	9(3%)
5	Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?(USA)	91(30.2%)	172(57.1%)	38(12.6%)
6	Gave you unwanted Sexual attention?(USA)	80(26.5%)	190(62.9%)	32(10.6%)

The highest response in this category goes to 'Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?' with a 'yes' response of 50% and the next two highest responses go for 'Has continued to ask you for dates, drinks ,dinner ,etc., even though you said "no"' and 'Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable?' with a 'yes' response of 45% and 43% correspondingly. In addition, the behaviors 'Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?' and 'Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?' had 35% and 30% 'yes' response rate respectively. Still more the behavior 'Gave you unwanted Sexual attention?' had a response rate of 27%.On the other hand, 13% and

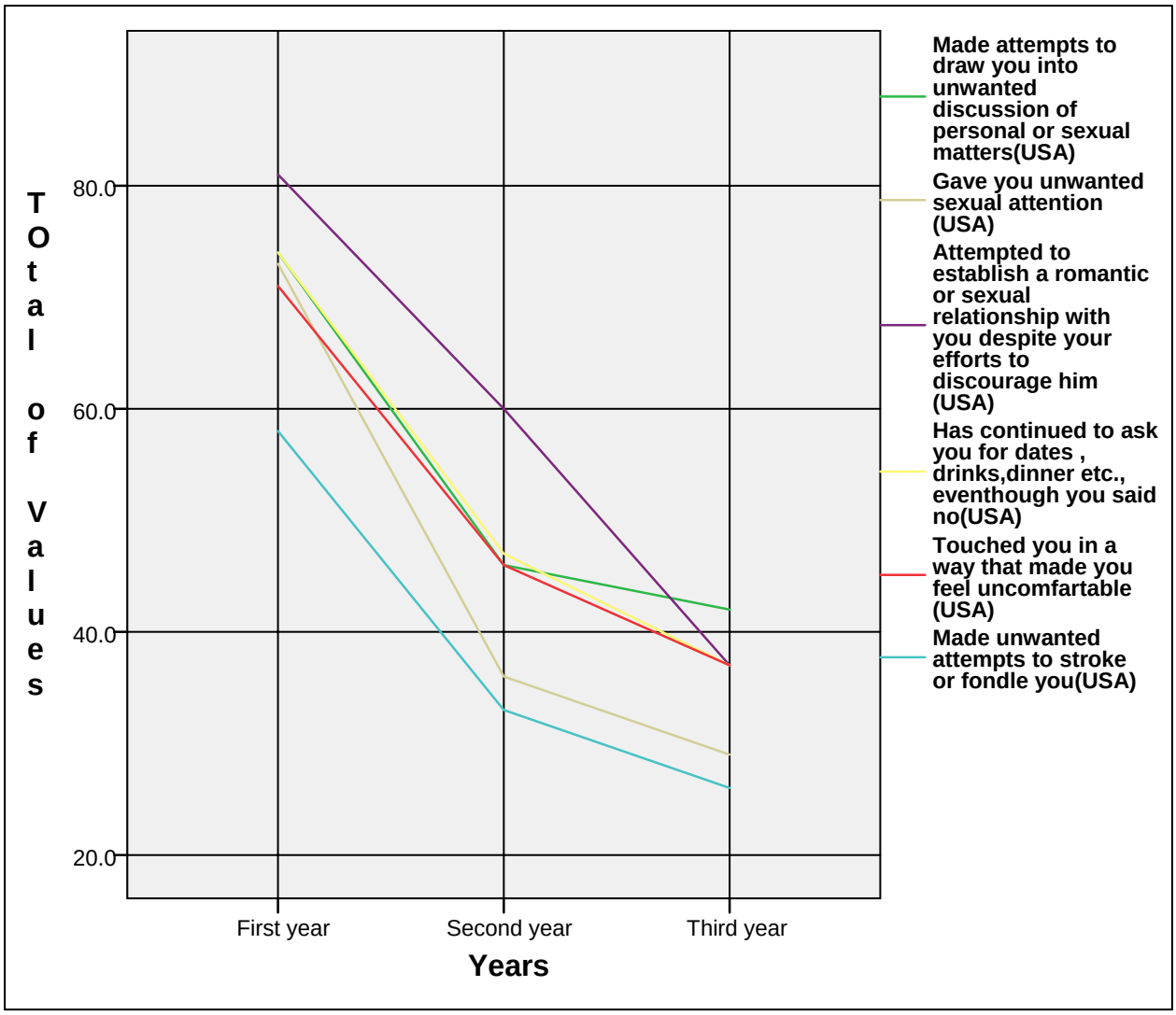
11% of respondents labeled these two latter behaviors as 'not sure'. This could be attributed to the attitude or cultural awareness of the subjects towards the behavior.

Most importantly it appears that about half of the subjects have experienced at least one behavior that could be labeled as Unwanted Sexual Attention. This could be verified both from the subscale response and subjects recent sexual harassment experience narration which indicates that most of the subjects have tried or said 'no' to relationships but have been forced or threatened to have an affair.

4.2.1.1 Unwanted sexual Attention by year level

A further attempt has been made to see the general trend and the distribution that exists among the year level and unwanted sexual attention and the following graph was produced using the data.(Fig.3)

Fig.3 unwanted sexual attention by year level



When the results obtained for unwanted sexual attention reviewed by year particular year level students appear to take the brunt of the experience. As could be seen from the graph most of the behaviors labeled as unwanted sexual attention have been experienced by the majority of the first year students and the trend seems as the years increase the frequency of the behaviors tend to decline. Further more, in order to see the existence of relationship between year level and acts of unwanted sexual attention behaviors analysis of χ^2 (chi-square) for the test of independence was conducted and the following result was obtained for the six items under unwanted sexual attention.

Table 4: χ^2 (chi-square) tests for test of Independence for unwanted sexual attention by year level

no	Items for unwanted sexual attention(USA)			
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Pearson Chi-Square value	df	Asymp. Sig. (2-sided)
1	Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?	63.185	4	.000
2	Has continued to ask you for dates, drinks, dinner ,etc., even though you said "no"?	29.078	4	.000
3	Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable?	54.919	4	.000
4	Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?	40.019	4	.000
5	Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?	197.679	4	.000
6	Gave you unwanted Sexual attention?	45.165	4	.000

$P<0.05$

The χ^2 (chi-square) test of independence shows that year level and facing unwanted sexual attention acts are highly dependent and as the graph depicts first year female students face most of the acts. Most importantly as the years increase the acts decline. This could be attributed to a number of reasons such as maturity in academic and emotional state and development of self confidence to tackle social problem. Thus students tend to develop or devise methods for avoiding or tackling harassment. However; among the six behaviors one act appears to be highly experienced by the subjects although the general trend appears to decline. This behavior 'attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him' has also been one of the behaviors experienced by 50% of the total sample

population. Further more, when the percentage of students who experienced the six behaviors by year level is considered first year students take the lead in all the six items(Appendix C, page 113).In addition, subjects narration of recent sexual harassment experience indicated that most of them have been imposed on or forced to begin an affair despite their unwillingness. Consequently, this act is the most persistent of all the unwanted sexual attention than the other two harassment forms –gender harassment and sexual coercion.

4.2.2. Gender Harassment (GH)

The second dimension in the sexual harassment experience questionnaire is Gender Harassment and the results obtained for this is displayed in Table 5.

Table 5: Gender harassment

No	Items for Gender Harassment	Response category		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	No	Not Sure
1	Frequently made sexist remarks(e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?(GH)	121(40.1%)	160(53%)	21(7%)
2	"put you down" or was condescending to you because of your sex?(GH)	121(40.3%)	127(42.3%)	52(17.3%)
3	Habitually told suggested stories or offensive jokes(GH)	100(33.3%)	169(56.3%)	31(10.3%)
4	Treated you 'differently' because of your sex(e.g., mistreated ,slighted, or ignored you)?(GH)	92(30.6%)	170(56.5%)	39(13%)
5	Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?(GH)	65(21.7%)	217(72.3%)	18(6%)
6	Displayed ,used, or distributed sexiest or suggestive materials(e.g., pictures, stories, or pornography)?(GH)	62(20.5%)	228(75.5%)	12(4%)

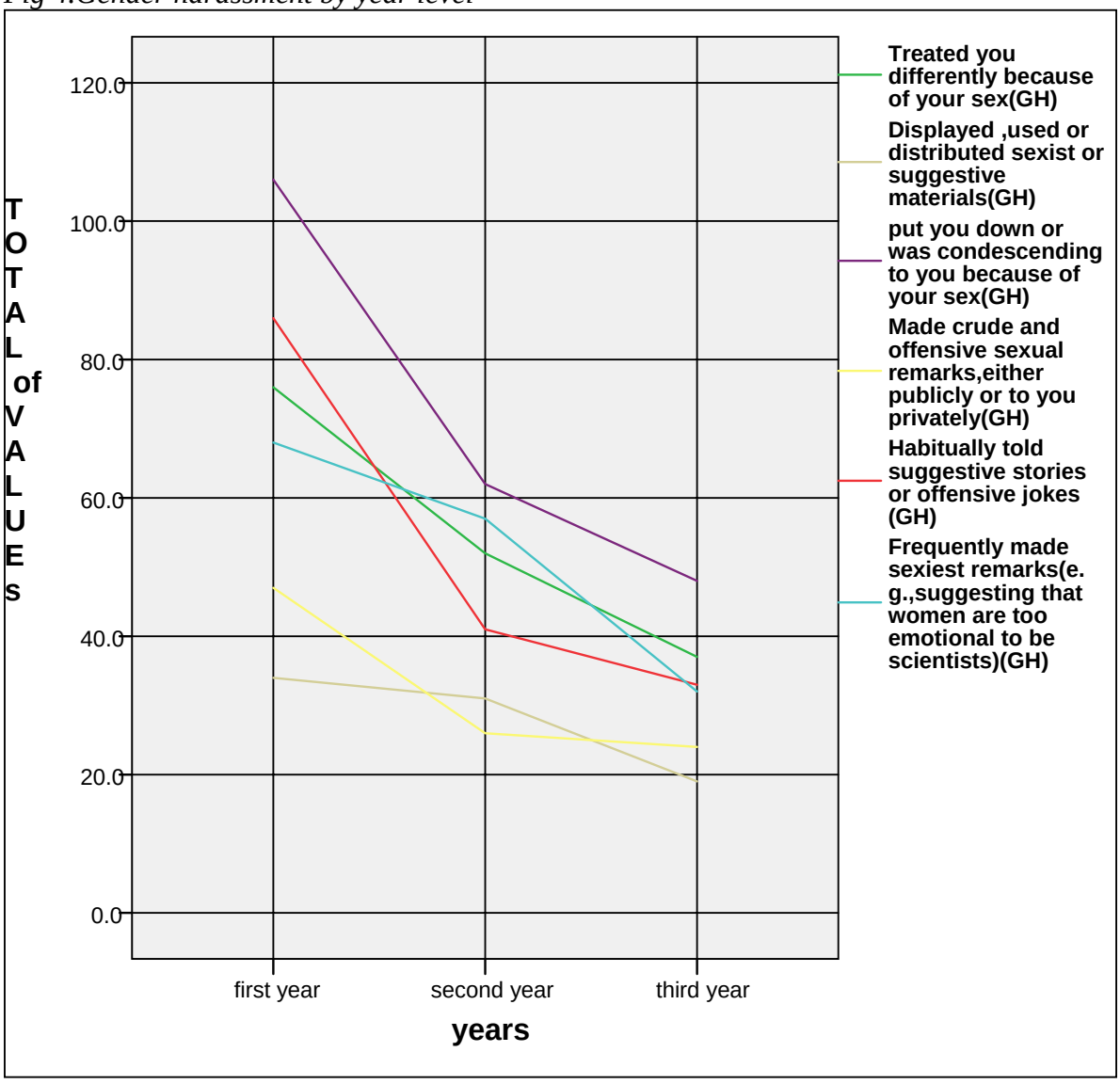
As it could be observed from Table 5 above the highest response in this category goes to '"put you down" or was condescending to you because of your sex?' and 'frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?' with a 'yes' response of 40% each. And the next highest response goes to 'Habitually told suggested stories or offensive jokes' and 'Treated you 'differently' because of your sex (e.g., mistreated, slighted, or ignored you)?' with a 'yes' response of 33% and 31% respectively. Finally the two remaining behaviors 'Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?' and 'Displayed ,used, or distributed sexiest or suggestive materials(e.g., pictures, stories, or pornography)?' had a 'yes' response of 21% each. On the other hand ,there were 17% and 13% 'not sure' responses for the behaviors 'put you down' or was condescending to you because of your sex?' and 'Treated you 'differently' because of your sex(e.g , mistreated, slighted, or ignored you)?'.These responses could be attributed to subjects' awareness or attitude held as a result of cultural outlook and trend. Consequently; it appears that at least 40% of the subjects have experienced a behavior that could be labeled as Gender Harassment (GH).

On the contrary, in all the six categories the 'No' responses are greater than the 'yes' responses which is indicative of the infrequency of such behaviors in the experience of the subjects.

4.2.2.1 Gender Harassment by year level

A further attempt has also been made to see the general trend and distribution of gender harassment over the year levels and the following graph has been produced based on the data.

Fig 4.Gender harassment by year level



As could be seen from the graph first year students take the toll in experiencing more gender harassment than other year level students –second year and third year students. Further more, the trend here again appears also to be declining as the students' seniority increases. However, one behavior '"put you down" or was condescending to you because of your sex' among the six appears to have been experienced by most of the subjects in all three year levels. In addition, the behavior 'frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to assume leadership

roles)' appears to be in consistent rate in all the three years. The rate of experiencing these behaviors could be highly attributed to the cultural and social attitude of men who think that a woman's place is the kitchen and consider female as inferior to men.

χ^2 (chi-square) test of independence was conducted for this dimension and the following table carries the results for the six items in gender harassment dimension.

Table 6: χ^2 (chi-square) tests for test of Independence for gender harassment by year

N0	Items for gender harassment	Response category		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	PearsonChi-Square value	df	Asymp. Sig. (2-sided)
1	"put you down" or was condescending to you because of your sex?(GH)	150.654	4	.000
2	Frequently made sexist remarks(e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?(GH)	62.208	4	.000
3	Habitually told suggested stories or offensive jokes(GH)	86.065	4	.000
4	Treated you 'differently' because of your sex(e.g., mistreated ,slighted, or ignored you)?(GH)	123.070	4	.000
5	Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?(GH)	33.762	4	.000
6	Displayed ,used, or distributed sexiest or suggestive materials(e.g., pictures, stories, or pornography)?(GH)	36.812	4	.000

$P<0.05$

The χ^2 (chi-square) tests for test of independence shows that year level and experiencing gender harassment are highly dependent and as the graph depicts first year female students face more gender harassment than second and third year female students. This also could be verified when the frequency of students who responded affirmatively to each item is reviewed by year level (Appendix c, page 114).For example, the behavior '"put you down" or was condescending to you because of your sex' and 'Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to

assume leadership roles)' was experienced by 16% of first year,15% of second year and 8% of third year students for the former and 18% of first year's ,13% of second year and 8% of third year students. Similar trends are observed across all the items. Hence, it appears that first year female students are more vulnerable to experiencing gender harassment. Although the general trend of experiencing gender harassment appears to be declining as students' seniority increases, it seems there are acts which are highly persistent among the year level and item frequency.

4.2.3. Sexual Coercion (SC)

The third subcategory in the questionnaire is Sexual Coercion (SC) which is the most pervasive act among the three subscales. There were seven items under this category and the result obtained is displayed in the following table.

Table 7: Sexual coercion

No	Items for sexual coercion	Response category		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	yes	No	Not sure
1	Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?(SC)	90(30.2%)	187(62.8%)	21(7%)
2	Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?(SC)	79(26.2%)	207(68.8%)	15(5%)
3	Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?(SC)	76(25.2%	188(62.5%)	37(12.3%)
4	Treated you badly for refusing to have sex?(SC)	75(25%)	199(66.3%)	26(8.7%)
5	Implied better treatment if you were sexually cooperative?(SC)	61(20.3%)	221(73.4%)	19(6.3%)
6	Made you afraid you would be treated poorly if you didn't cooperate sexually?(SC)	61(20.3%)	219(73%)	20(6.7%)
7	Made attempts to have unwanted sex with you that resulted in your pleading ,crying ,or physically struggling?(SC)	48(15.9%)	246(81.7%)	7(2.3%)

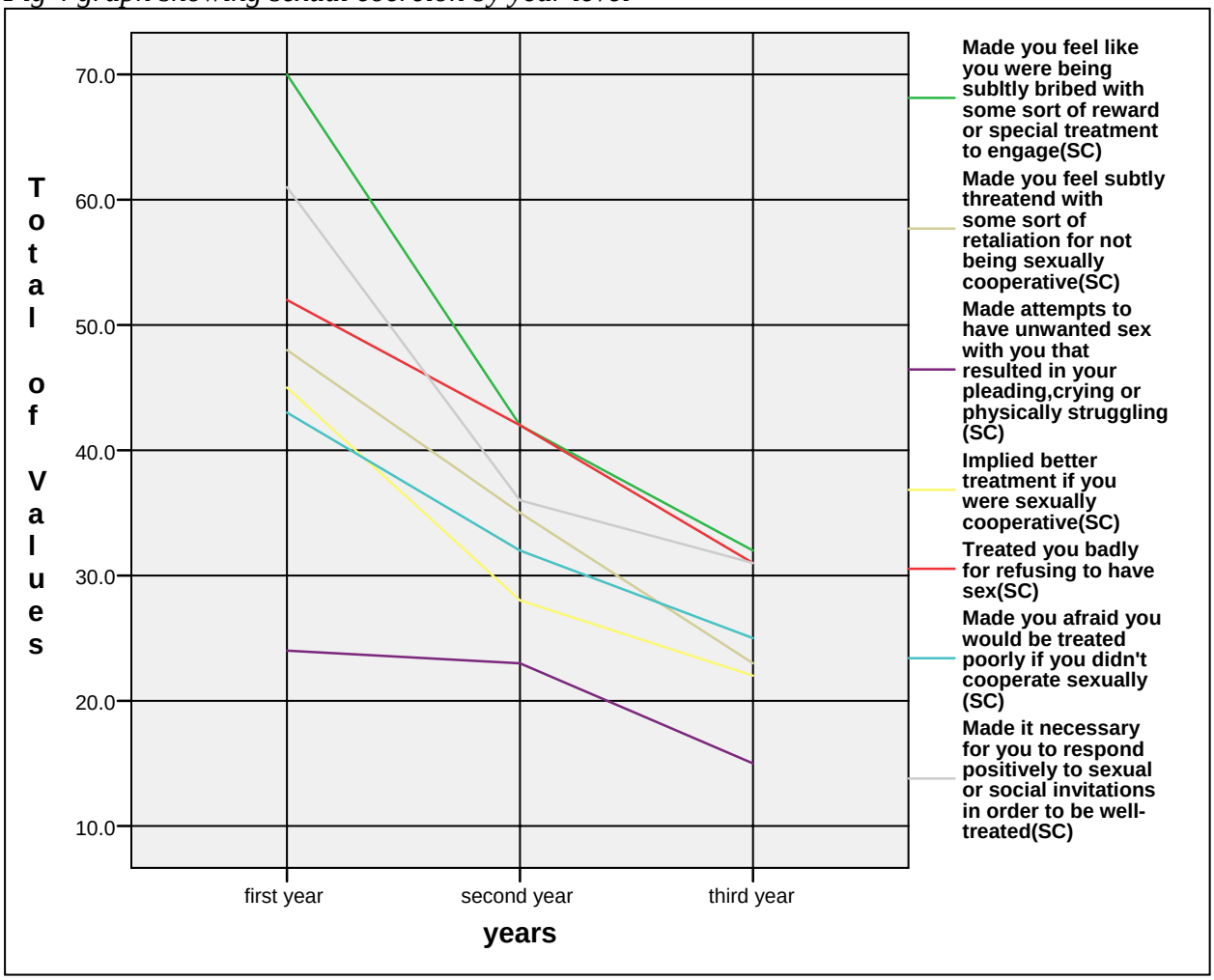
As could be seen from the table, the behavior ‘Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?’ had a ‘yes’ response of 30%.And the behaviors ‘Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?’, ‘Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?’ and ‘Treated you badly for refusing to have sex?’ had a ‘yes’ response of 26% and 25% respectively. The behaviors ‘Implied better treatment if you were sexually cooperative?’ and ‘Made you afraid you would be treated poorly if you didn’t cooperate sexually?’ had a ‘yes’ response of 20%. Finally the behavior ‘Made attempts to have unwanted sex with you that resulted in your pleading, crying, or physically struggling?’ had a ‘yes’ response of 16%.

When acts which had highest affirmative response rate from each dimension are considered ,it appears that among the three behaviors Sexual Coercion (SC) is the least experienced behavior reported with at least 30% than Gender Harassment (GH) with 40% and Unwanted Sexual Attention (USA) with 50% of the subjects experiencing them. It seems the most pervasive behavior is experienced by about one third of subjects where as the less pervasive behaviors are experienced by about half of the sample subjects.

4.2.3.1 Sexual Coercion (SC) by year level

An attempt has been made to see the distribution of sexual coercion among the year level of students and the following graph was produced based on the data obtained.

Fig 4 graph showing sexual coercion by year level



As it could be observed from the graph most of the acts which are considered as sexual coercion have been experienced by first year female students than second and third year students. This could also be verified from the response on each item when affirmative response of subjects is considered based on year level (Appendix c, page 115). For example, for the behavior 'Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated' and 'Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)' had an affirmative response from 13% of first year, 10% of second year and 6% of

third year students for the former and 10% of first year,8% second year and 7% of third year students for the latter. And in order to see the independence of year level on sexual coercion χ^2 (chi-square) test was conducted and the following result was obtained.

Table 8: χ^2 (chi-square) tests of independence for sexual coercion by year level

No	Item for Sexual coercion			
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	PearsonChi-Square value	df	Asymp. Sig. (2-sided)
1	Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?(SC)	87.435	4	.000
2	Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?(SC)	130.257	4	.000
3	Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?(SC)	30.336	4	.000
4	Treated you badly for refusing to have sex?(SC)	104.751	4	.000
5	Implied better treatment if you were sexually cooperative?(SC)	28.384	4	.000
6	Made you afraid you would be treated poorly if you didn't cooperate sexually?(SC)	236.808	4	.000
7	Made attempts to have unwanted sex with you that resulted in your pleading ,crying ,or physically struggling?(SC)	186.131	4	.000

$P<0.05$

As the χ^2 (chi-square) test results shows there is strong dependence with sexual coercion and year level more first year students experience sexual coercion than second and third year students. And the trend appears to be as students' seniority increases the likely hood of facing sexual coercion decreases.

4.2.4 Labeling of subjects with regard to their experience and fear of experiencing sexual harassment in the university

Subjects were asked to label themselves in terms of their experience and as well if they fear experiencing sexual harassment in the university. For the labeling item 'I have been sexually harassed in the university' 42% responded saying 'yes' where as 50% said 'No' and 7% indicated they were 'not sure'. It looks that about 42% of the subjects feel that they considered themselves sexually harassed where as about 7% of the subjects are ' not sure' of what they experienced was Sexual harassment. This could be attributed to their awareness towards harassing behaviors or cultural outlook where by these behaviors are accepted to be part of being women. However, the results in this category indicate that nearly half of the subjects if 'not sure' category is added feel that they were harassed. Consequently this corroborates the result that at least half of the subjects experienced one form of sexual harassment.

The results for the item 'Do you fear being sexually harassed at the university?' indicate that 65% of the subjects fear that they would be harassed. It seems that though subjects did not individually experience harassment they expect that it might happen to them sometime in the future because they could see and hear it firsthand occurring to their peers in the compound. And those who are not sure is 18% which is indicative of the absence of sense of security. Thus fear and sense of insecurity appear to be lingering in the campus life of the subjects.

4.3 Perceived Emotional and Academic Effect of Sexual Harassment

4.3.1 Perceived Emotional Effect of Sexual Harassment

Subjects had also been asked to indicate what perceived emotional and academic effect it had on them and the following results have been indicated.

Table 9: Perceived Emotional effect of sexual harassment on subjects

No	Has sexual harassment of any type related to your university life ever caused you to ……?	Yes	No
1	Feel afraid or scared	196(64.7%)	107(35.3%)
2	Feel embarrassed	157(51.8%)	146(48.2%)
3	feel confused about who you are	125(41.3%)	178(58.7%)
4	Feel uncomfortable about yourself	120(39.6%)	183(60.4%)
5	Be less sure of yourself or less confident	118(38.9%)	185(61.1%)
6	have trouble sleeping	107(35.3%)	196(64.7%)
7	Stop attending a particular activity or sport	104(34.3%)	199(65.7%)
8	Doubt whether you have what it takes to graduate from university	102(33.7%)	201(66.3%)
9	Feel less popular	61(20.1%)	242(79.9%)
10	Lose your appetite/not be interested in eating	49(16.2%)	254(83.8%)
11	Feel more popular	24(7.9%)	279(92.1%)

From the eleven listed perceived emotional effects 65% of the subjects indicated that the harassment they experienced made them 'feel afraid or scared'. And this had also been indicated when they were asked 'if they feared being sexually harassed at the university' where 65% of the responses were affirmative. Thus it appears that subjects' sense of insecurity is high as a result of harassment. Moreover, about 52% of the subjects indicated that their experience made them 'feel embarrassed' and 41% 'felt confused about who they are' and 40% of them implied they 'felt uncomfortable about themselves'. Most of all 39% of the subjects were 'less sure of themselves or less confident'. In addition 35% of the subjects also indicated that they 'had trouble sleeping' and 34% also implied that they 'stopped attending a particular activity or sport' as well as 'doubt whether they have what it takes to graduate from university'. Consequently, it

appears that subjects have been robbed of their self image and endeavor that could have greatly contributed for their success in the academic arena.

On the other hand, three perceived emotional effects 'feel less popular', 'lose your appetite/not be interested in eating' and 'feel more popular' had been indicated with rates of 20%, 16% and 8% respectively. It seems that most of the subjects were not affected by these effects because of their experience. These could be attributed to the fact that most of the subjects had experienced the less pervasive type of harassment -unwanted sexual attention.

4.3.2 Perceived Academic Effect of Sexual Harassment

There were thirteen different perceived academic effects from which subjects were asked to identify what they had experienced and the following table displays the responses of the subjects

Table 10: Perceived academic effect of sexual harassment

No.	**Has sexual harassment of any type related to your university life ever caused you in your academic life to …?**	Yes	No
1	Find it hard to pay attention in class	157(51.8%)	146(48.2%)
2	Avoid places where students enjoyed(students' lounge, cafeteria)	154(50.8%)	149(49.2%)
3	Change route going to dorm/cafeteria/class	122(40.4%)	180(59.6%)
4	Find it hard to study/read for exams	115(38%)	188(62%)
5	Pay less attention in class	100(33%)	203(67%)
6	Feel less likely to get a good grade	96(31.8%)	206(68.2%)
7	Not talk as much in class	93(30.7%)	210(69.3%)
8	Not want to go to class	91(30%)	212(70%)
9	Make a lower grade on a test or paper than you think you otherwise would have	67(22.1%)	236(77.9%)
10	Change seats in class	65(21.5%)	238(78.5%)
11	Feel more likely to get a good grade	39(12.9%)	264(87.1%)
12	Think about changing department/institution	31(10.2%)	272(89.8%)
13	Drop a course	17(5.6%)	286(94.4%)

From Table 10 it could be seen that half of the subjects had ‘found it hard to pay attention in class’ (52 %,) and ‘avoided places where students enjoyed (students’ lounge, cafeteria)’ (51%).And further more, 40% and 38% of the sample indicated that they ‘changed route going to dorm/cafeteria/class’ and ‘found it hard to study/read for exams’. It seems their experience had highly hampered their freedom of movement and their academic readiness to work effectively. In addition ,subjects implied they ‘paid less attention in class’ (33%), ‘felt less likely to get a good grade’ (32%), ‘not talked as much in class’(31%) and ‘not want to go to class’(30%).It appears that their experience had also affected their readiness and motivation for learning which could be attributed to the harassments they face while going to and from class and in all aspects of their life particularly related to their freedom of movement. On the other hand, 22% of the subjects indicated that they ‘made a lower grade on a test or paper than they thought otherwise would have’ and ‘changed seats in class’. This could be attributed to the fact that most of the harassments they face are outside the classroom setting but this could not rule out the fact that teachers are among the harassers. Still more, 10% of the sample ‘thought about changing department/institution’ and 6% of them ‘thought of dropping a course’. In contrast, about 13% of the subjects ‘felt more likely to get a good grade’ and it looks that they had positively perceived the effect that harassment had on them. They might have liked and believed to be ‘all right’ with what happened to them.

4.4 Action likely to be taken when faced with harassment

Subjects were asked to rank eight actions from which they might choose to take in the face of harassment and they were asked to rank these actions (Appendix D, page 116).The scores in each rank were weighted on a 4 point scale and the highest score from each rank was taken and ranked based on the weight.

Table 11: Rank of actions likely to be taken in the face of harassment

No	What would you do if you face sexual harassment?	Highest score on 4 point scale	Rank
1	Talk about it with friends	119(476)	1st
2	Report it to gender office	84(252)	2nd
3	Talk about it with family	65(227.5)	3rd
4	Avoid the perpetrator	47(188)	4th
5	File a complaint to the department/faculty	81(162)	5th
6	Confront the perpetrator	60(150)	6th
7	Not tell to anybody	35(140)	7th
8	Tolerate the behavior/go along with the behavior	120(60)	8th

From Table12 it appears that subjects are twice more likely tell a friend than report it to gender office. It appears that most of the subjects rely on personal or social means rather than institutional means to tackle their problems. The reason for this could be that subjects may not have firm belief in the institutional system of dealing with the issue or they might fear retaliation and embarrassment from the perpetrators. In addition, this has also been reflected in the subjects' response for the question 'How do you think sexual harassment would be stopped/minimized?' where a significant number of the subjects mentioned the gender office is not empowered to take action on teacher as well as student harassers as a result of which victims refrain from reporting their complaints for fear of

retaliation. Though subjects indicated they would report incidents to the gender office when the gender officer was asked she indicated that cases of rape and abuses are not directly reported to them but through informal means such victim's friends or somebody other than the victim. The third action likely to be taken is talking to the family about it and this action nearly stands as likely to report it to gender office. It appears majority of the subjects are twice more likely to prefer to rely on friends than on family. This could be attributed to the fact that the cultural and social trend that exists about sexual issues and discussions made in the family about it. The fourth action in the rank is avoid the perpetrator this could also be attributed to the attitude women have about themselves as an individual who has an equal right and has a right to say 'no' to men's exploitation. The fifth action in the rank is file a complaint to the department/faculty could be highly attributed to the fact that most positions in the department/faculty are headed by women and hence their cases may fall on deaf ears of the opposite gender. Thus they might refrain from reporting it to the department. The sixth action in the rank is confront the perpetrator could be attributed to the cultural and social outlook that dictates women should be submissive and accept what happens to them and the same could be said about the seventh action in the rank which is not tell anybody about it. The last action in the rank is tolerating the behavior/go along with it.

4.5 Where do they get sexually harassed?

Subjects were provided with places and time where they would get sexually harassed and they had to rank seven places and time starting with the most harassing place to the least harassing place. The scores in each rank were weighted on 3.5 scale (Appendix E, page117) and highest scores in each rank were taken and ranked based on

the values obtained using the scale. This clearly outlined the most harassing to the least harassing place. Table 12 carries the results obtained using the scale.

Table 12: Rank of places/time considered sexually harassing for subjects

no	I get sexually harassed	Highest score on a 3.5 scale	Rank
1	When I registered as a first year/fresh woman	114(399)	1st
2	When I am outside the campus	97(339.5)	2nd
3	When I am at university sponsored events (including sporting events, campus organizations or clubs)	72(180)	3rd
4	When I am in students' lounge	80(160)	4th
5	When I am around classroom corridors	39(117)	5th
6	When I am in the library	44(110)	6th
7	When I am in class	65(65)	7th

From Table 12 it could be observed that the most harassing places/time for the subjects was when they registered as a first year/fresh woman and when they are outside the campus. This could be attributed to the fact that as a stranger for the campus they might be considered as a 'prey' for sexual fantasy of the opposite gender and the surrounding environment might not be safe for the female which is the result of male dominated culture and an attitude that has been built considering females should submit to men's request without her consent. It is also interesting to see that female student are twice more likely to be harassed outside the campus than in the campus and more specifically a student is four times likely to get harassed outside the campus than in the compound in places such as classroom corridors or inside classrooms. Interview with the gender officer of the campus has also confirmed that female students get most of the harassment from youths in the nearby community. She also indicated that there is a lot of stalking, extortion and sexual assault and coercion committed by youths from the

community and particularly female students from Addis Ababa are targets of such acts. She indicated that they have received informal reports of rape and extortion committed by youths from the surrounding village either by victims' friends or other female students. And the victims are afraid to come forward for fear of embarrassment and reprisals.

4.6 Sexual harassment by faculty

The subjects involved in the study were selected in proportion to the number of female students registered in each faculty and this is depicted in the following pie chart.

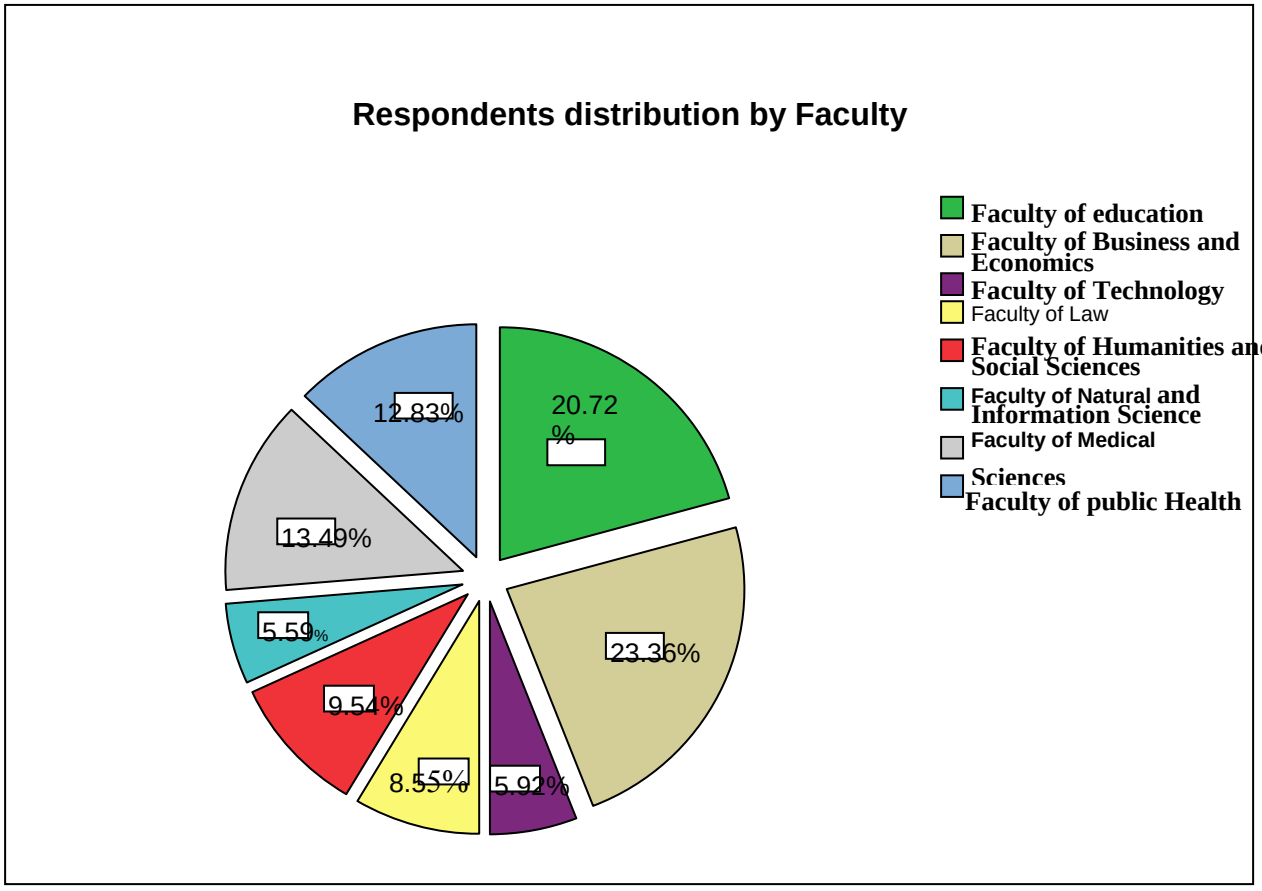


Fig.6: Pie chart showing proportion of female students represented from each faculty

χ^2 (chi-square) goodness of fit was conducted to investigate if female students of the eight faculty students are equally harassed and Table 13 shows the result of the statistics obtained for the three dimensions of sexual harassment.

Table13: χ^2 (chi-square) table for the three dimensions of sexual harassment and faculty

No	Items for Unwanted sexual attention, gender harassment, sexual coercion	Chi square value	df	Sig. (2-sided)
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)			
1	Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?	26.655	14	0.021
2	Has continued to ask you for dates, drinks, dinner ,etc., even though you said "no"?	27.945	14	0.014
3	Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable	32.896	14	0.003
4	Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?	36.005	14	0.001
5	Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?	31.023	14	0.006
6	Gave you unwanted Sexual attention?	24.246	14	0.043
7	Frequently made sexist remarks(e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?(GH)	34.657	14	0.002
8	"put you down" or was condescending to you because of your sex?(GH)	36.047	14	0.001
9	Habitually told suggested stories or offensive jokes(GH)	27.203	14	0.018
10	Treated you 'differently' because of your sex(e.g., mistreated ,slighted, or ignored you)?(GH)	23.166	14	0.058
11	Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?(GH)	36.831	14	0.001
12	Displayed ,used, or distributed sexiest or suggestive materials(e.g., pictures, stories, or pornography)?(GH)	22.185	14	0.075
13	Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?(SC)	33.747	14	0.002
14	Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?(SC)	90.960	14	0.000
15	Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?(SC)	31.447	14	0.005
16	Treated you badly for refusing to have sex?(SC)	43.567	14	0.000
17	Implied better treatment if you were sexually cooperative?(SC)	45.260	14	0.000
18	Made you afraid you would be treated poorly if you didn't cooperate sexually?(SC)	43.869	14	0.000
19	Made attempts to have unwanted sex with you that resulted in your pleading ,crying ,or physically struggling?(SC)	54.822	14	0.000

$P<0.05$

It appears that from the χ^2(chi-square) test of goodness fit the value of the statistics is significant except for two items in among the three dimensions and the two items belong to one dimension –Gender harassment. Therefore, it seems that though

sexual harassment is experienced by the students the rate of experiencing it varies among faculty students.

4.7 In their own words recent sexual harassment experience

Subjects have been asked to explain their recent sexual harassment experience and out of the 304 respondents 162(53%) of them narrated their recent experience where as 142(47%) indicated that they did not have recent experience. Their experience and the narration are considered in the following pages. These experiences could be categorized as Unwanted Sexual Attention (USA), Gender Harassment (GH), Sexual Coercion (SC), and Sexual Assault. The experiences appear to be mostly Unwanted Sexual Attention (USA) though other behaviors are also indicated, moreover; this has also been observed in their response where by about 50% of the subjects indicated they had experienced one behavior that could be attributed as unwanted sexual attention. It appears that this behavior is the most frequent and as well persistent of all the three categories though others are also common daily experiences of the subjects.

Following are selected narrated experiences of subjects from different faculties and year level

"It was my first week as a fresh female student, a boy from Jimma town said to me 'why didn't you come when I called you. You came here to get educated otherwise I will cut off your hand with a machete (Gejera).'I didn't care then but as time went on students around our dormitory talked about a boy. This boy hits, stabs and even comes to dormitory. Other female students even tell him whatever we talked about him in the dorm. Then one day they showed me the 'boy' who happened to be the person who threatened me. I consulted people and they advised me to obey his order that when he

calls me I should go and be invited too when he asks me to. Or else he would grab my hair and force me to be invited.

Then one day while I was going back to campus having had my lunch in a cafeteria outside the compound he summoned me. As I was told I went up to him and greeted –he asked my name and asked me also to get introduced to his friends. On the following day he met me again and told me that he would like to invite me to lunch. I tried to find excuses not to be but to no avail. So I met him-he talked about my appearance, tallness, why I walk straight and things like that. Without my will he took my mobile phone number. People had told me that if I handled him 'peacefully' he won't 'harm' me. So I tried to handle him 'peacefully' by telling him I couldn't make it whenever I met him-but he repeatedly called me and asked me to meet him at some time somewhere. When this happened I panicked and prayed -there was nothing I would not do. Then I stopped to answer his calls and feared leaving the campus compound. To my surprise, without any ID card he gets straight into the campus compound just greeting the guards. Then he got other people call to threaten me. And he just calls after them and asks me 'Is there a problem? If you have any problems tell me.' He tried to manipulate me to rely on him so that he would protect me from 'them' but I would tell him there was 'no problem'.

Whenever I met him I seek excuses why I could not meet him. Mean while they were repeatedly calling and threatening me then I stopped answering the calls but they did not stop calling. Whenever they called I got scared and terrified. I got nervous when they called while I was having class. Then the calls decreased and when he met me, he stopped nagging me as before. Because of him I have lost my self-confidence and feel

frightened. I changed my mobile number.' ***[Code p004 public health 2nd year -19years old]***

"It was recently in the dining cafeteria of the campus the dining hall worker hit me in a way let alone female even a male could not stand such a strike. He refused to treat me for long hours without any reason. On top of this he repeatedly hit me on my eyes with his fist. I had to spend over a week in bed as my bone near my eyes was hit. As a result I still feel very very bad about this campus. So far I have not received any response and action taken by the campus though I have gone to every place I am left beaten. It would have been the same if I had died. This boy has even no guarantor. They were simply setting procedures. My assaulter is leading his daily routine but I am carrying the scar on my eyes. " ***[Code B0020-FBE 3rd year 21 years old]***

"One of our block's met was returning from the bank around 7:10 when a boy from the neighborhood followed her into the campus and threatened showing her a knife 'if you do not come and meet me when ever I call you, "askeymeshalehu'(means I will stab you).she told me this crying. This boy is not a university student. I had received a threat when I accompanied her as she went to meet him." ***[Code B0051 FBE 1st year 19 years old]***

'Personally I did not experience such thing myself but recently one of my dorm mate friend had such an experience. This girl when she was just a fresh woman student, her instructor proposed for her to have love affair. She did not accept the request and gave a negative response. As a result of which her grades in the courses he taught her she performed poorly as she was tired of reading and her grades in these courses were affected. On top of this the instructor continued to teach her until first semester of second

year which could not stop him from affecting her grades. Since his influence in the grading could not be reduced and she could not have peace of mind to study she was forced to abandon her education and return home.' ***[Code B0049 FBE 2nd year age 20]***

'Now I am a second year student but a year ago, there was one boy who harassed me more than others. He is now graduating batch but he has not stopped harassing me though it has minimized. I was worried a lot that I found it hard to study. I hated moving around the campus-going to class because I didn't want to meet him but now he has changed – minimized the harassment by half. I mean I feel that he has improved though he has not completely stopped harassing me. I happened to reduce the harassment not because I reported or other. I just avoided him and this was easier for me as our faculty differed.' ***[Code B0040 FBE 2nd year 20 years old]***

'It was 2 months ago around 6pm –I was with my 3 friends going back to campus having our dinner in Aramaic Hotel which around the university. Three scaring youth approached us and separated 2 of my friends and the one who was in the center grabbed my hand and ordered me 'you have to do what I tell you now. Be quick I will lead you and you follow us'. 'Why?' I asked trying to hide my shock though I was shocked. He pulled out a horrible knife saying 'If you don't do what I tell you and try to run, scream or shake, I will thrust this in your thighs'. Luckily we were approaching the campus gate thus I snatched my hands forcefully and ran away then the guards ran after them and we got into our dorms, however; I could not get calm for days.' ***[Code B0022 FBE 1st year Age 19]***

'Though the harassment I had experienced could not be as such exaggerated it resulted in me the feeling of emptiness and could not have calm state of mind. When I walk alone

and come across male students they throw at me unnecessary words such as 'I love you, from which department are you?' and threats and disagreements such as 'If you don't tell me your name you won't move from here'. For this I have always to be accompanied by a friend because of this and other difficulties which I could not explain I find it hard to pursue my education I am in a state I could not study as I should ,my class room attention has been reduced ,I could not attend class as I should. If God doesn't help me I live scared and thinking that I face great difficulty in the future.' ***[Code p020 public health 1st year Age 19]***

'When we were out for team practical training ,I was one of those females' on whom they thought to get me drunk and do whatever they wanted to do with me. There are such shameful students. They want to hug and sleep with a dead body, however their attempt remained just a try and they did not succeed with their idea.

I get disturbed by guys who send me SMS perhaps they could be guys I know. But what they send is very much terrifying. They use phone numbers I don't know or call me to say 'we will kill you! You won't live'. And their number is not few.' ***[Code p036 public health 3rd year Age 22]***

'I recall my instructor who asked me to date him and if I refused my grades would be affected, however; if I cooperated not only in the course he offered but also in other course I would earn better grades.' ***[M0019 Medical Sciences 3rd year age 22]***

This was done to me by a boy who is campus student. He disregarded my interest and told me to listen what he says and abide by and be his lover. when I explained that I didn't want him he tried to threaten me saying he would do it by force after sometime .In addition, he would wait for me at the moment when I go to class, library and cafe and

would not let me move around freely. Even though I told him that we should not meet he forced me to meet him and he would show up in places where I am …. In any way he can he would make me to be with him and grabs my hand, tries to hug me without my will….he made me lose my freedom. ***[M0039 Medical Faculty 1st year Age 19]***

"We were working a group assignment with male students. The group leader was male and he was only entertaining and accepting the male members' ideas even though we had better ideas." ***[Code L011 2nd year Law Age 22]***

"I had strong intention to go and read in different places. It is also important to do so but when I go to these places for example 'space' .and library the boys I meet while I am going to these places stop me to ask me 'where are you from?' and tell me ' You are beautiful , I love you, my sweet heart.' These things intimidate me.

I get scared and worried especially when I go to 'space' to read because one would come and ask me that he just wants to talk to me for five minutes another one would come to tell me that somebody wants to talk to me outside and I would return soon. They distract me saying these and other things when I refuse to go out they start to disturb me by chatting. In the end I go back to my dormitory disturbed without reading." ***[Code H023 Humanities and social Sciences 1st year Age 19]***

'My research advisor is our department head. He is an old, married and father of children. The way he behaves in class is completely different than in the office. This man enjoys making female cry. He happened to be my adviser and I couldn't do well my research. He became an obstacle for me to do my research well, because I did not kneel down for him like other females. He returns back what I have done saying I did it wrongly. And at this

moment my interest to do research is completely gone I just do it because I have to graduate.' ***[Code H026 Humanities and social Science 3rd year 21 years old]***

'He asked me to be his girlfriend then in any opportunities he gets he made me spend evenings with him and forced me to kiss him. Whenever he meets me outside the campus he threatens me. Even though I told him I had a boyfriend he could not leave me alone. As a result I couldn't go out and relax as I want and the situation remains the same.' ***[HSS H015 2nd year Age 21]***

"He told me that he is well acquainted with my instructor and get my grades changed and if he gets this done he made me promise to remain his girlfriend without sex for three years. This happened before we got well acquainted with each other. Then one day we stayed late outside the campus and the gate was closed.

He told me 'If I couldn't trust him, we could spend the night in a hotel in separate rooms.' Then we entered the hotel and there was only one bedroom available so he swore to me that he would never come near me and we slept together. Then long after we slept he grabbed me and told me he won't leave me. I begged him and cried but he refused to listen to me and everything happened. Finally I also came to learn that it was to cheat me that he told me he knew the instructor and he even doesn't know him." **[NIS 008 1st year Age 18]**

Most of the time boys from Jimma town-local area 'Kochi' who are jobless enter the compound and threaten different students commit sexual harassment. Presently boys who are not students enter the compound and threaten me stating that they are from the town. If this deed is not cut short some campus students will follow their suit and threaten us

with different weapons. Some girls even do not leave their dormitory because of the threat they got from some boys. ***[Technology 1st year Age 19 T013]***

"There is males' dormitory across our dormitory. We always find condoms by our windows. One of the boys threatens me 'If you don't give me your number and tell me your name .I will slaughter you with a knife! I will show you!' please help me out you are my only hope!" ***[Too6 Technology]***

"Once there were two boys we got to know and whenever we met we just smiled and said 'Hi' to each other. And when you look at the boys they appear to be easygoing.

Then one day I was alone (it was around 8 p.m) and I met one of the boys and as usual I said 'Hi' and tried to walk away he asked me to stop and chat. Then he suggested we should take a different route as I didn't suspect anything and I was in a hurry I said 'No'. He became furious and pushed me into the way to avoid argument I accepted (because I walked with him up until to the road with him and what would I do I could not scream).I walked with him confused by his anger and so far I didn't suspect anything because I had a wrong confidence that he won't do anything in an open air. He started to caress me just moving away a little from the main road. Then I realized that he was engrossed in emotion that anger might not do me good so I told him that I do not like to do such things in the open air and handled him saying 'why don't we do it somewhere else?'. After a lot of argument we agreed to meet on the following day and departed. From that day on wards I avoided him and never met him since then." ***[Techonology code T019 Age 18 1st year]***

"I had faced a great difficulty around office from teachers to deans while I was trying to correct my results/grade." **[*B0018 FBE 1st year age 18]***

"I was forced not to go out of the campus compound …..I had threats on my life and I was threatened that I could not continue my education - I would not graduate…..

I had faced these and other threats….As it was beyond my capacity I reported for the police.

I had been openly asked for sexual intercourse.

I had been expropriated of my ornaments I wear.

I have completely lost my confidence i.e in every movement I make I have become scared.

Even though I reported for the police internally I think 'what is my guarantee for tomorrow?' 'What is my guarantee? Our?

Do something please!!" ***[Law faculty 3rd year Age 22 L024]***

"I experienced this in the library. He was 3rd year student. He started to harass me while I was sitting in the library and whenever I go there it was there. He would call me during the night and forced me to go out to talk to him. I could not properly attend my education in this state perhaps I could have been badly hurt if he had physically assaulted me. For this reason I am not in good condition- I stopped using the library and I have learned that I have to protect only myself. Thank you." ***[FBE Accounting 2nd year B0052 Age 18]***

It was 9:30 p.m recently in the evening most of the time there is shortage of water in the campus. Soon after the release of water we went out with my friends to a nearby shop. We did not get far from the gate when they called us. We were scared of saying 'yes' and going to them and also frightened to walk away ignoring them. We walked away

pretending we did not hear them. Without any intention of having tea we got into a café - ordered tea and sat down. Five minutes later they came after us and blazed with fury eyes 'why did you keep silent when we called you?' We told them we did not hear. Then their apology followed, 'we are sorry and let's agree.' As we were asked we accepted their apology. Soon they asked us 'Let's go to a bar and enjoy!' when we told them we could not go they began to scold and threaten us –picked a quarrel. It was with the help of people we safely returned back into the compound. After this we could not get calm, it was only we were females and did not grow in the town we were intimidated as such. It is surprising to see that they just got into our life and picked a quarrel without our interference into anybody's right. ***[FBE B0041 Business and economics 2nd year Age 20]***

When I move around the campus I receive unacceptable remarks. They would grab me to chat with them and nag me. They fondle my body parts and gave remarks about my body for example –smack my bottom, 'your bottom is beautiful' 'your height is beautiful' **[*Accounting B0036 1st year Age 18]***

"I remember one day it was about 11:30 pm in the evening. We were returning to our dorm from study and on our way two boys met us. We were grabbed and beaten by them. Just think -we are here for education and there are people who think this way when you face such things it annoys you very much." ***[FBE B0042 2nd year Age 20]***

"It was my first day to go to class and as I was sitting nearby the classroom a boy whom I did not know came to me and told me my name, department and asked me to be his lover. I asked him where and how he came to know about me .He told me that it had been long ago that he began to study about me. He often comes around my class and tells me

that ‘I am like the ‘sun’ that sends thrust’. Consequently I get annoyed when I go to class.” ***[FBE 1st year Age 19 B0037]***

“I had been threatened and terrorized by a person who is staff member in the campus and is also from the town. We were sitting in a cafeteria outside the campus when he called me and threatened saying ‘If you don’t do what I tell you -Don’t leave the campus compound!!’” ***[B0066 Economics 2nd year Age 19]***

“One day I went to the library alone to read. When I was returning to dormitory a student was following behind me he stopped me and took my hand. He told me that he loved me a lot. He left me after I begged him and took my telephone number.” ***[B0021 FBE 1st year Age 19]***

It was in the evening the library is full – a boy who sat across on the table I was sitting whenever I looked up he winks at me. After a while he gave me ‘Civil procedure code’. When I asked him for whom to pass, he told me to read the front page. When I saw it, it read ‘Art 62 of criminal code’ and at the bottom it read ‘if you don’t talk to me soon the consequence will be harsh.’ Accidentally we did not learn what ‘Article 62 ‘meant and I didn’t get it. I gave him the book pretending as if it meant nothing but I was shocked because he was physically huge. Then I waited for him to leave feeling sleepy starting from 9:00 p.m to 2:30 a:m. Finally he left and then I waited for a moment and when I went out there was nobody. On the next day I met his friend outside the campus and he beat me saying ‘why do you pride yourself on him?’ ***[Law L017 Law faculty 2nd year Age 20]***

4.8 How to minimize/stop sexual harassment

Subjects were asked to briefly state ways of minimizing/stopping sexual harassment in and around the campus. The major themes that appeared from their responses focus on three main areas education, law and punishment and these themes could be categorized based on personal level and institutional level

1. Institutional based measures that could be taken are

- Education and awareness- Community based gender education
- Course on gender issues for females
- Educate females about their rights
- Educate males to respect and value females
- Educate females through gender clubs
- Educate effects of sexual harassment
- Counseling for females regarding academic and social issues
- Action from the government
- Prohibit the functioning of kat 'chat' rooms and night clubs
- Government support to make secure the outside campus /Secure outside of the campus
- Law regarding sexual harassment
- punishment on perpetrators/ enforcement of the law
- Improve the campus management to take action
- Tangible punishment to encourage others to come forward
- Prevent students getting intoxicated in the campus
- Empower gender office/clubs at faculty level

- Assign trust worthy big sister and big brother to acquaint first year female students
- Educate love affair is mutual agreement
- Encourage victims to report incidents
- Gender specific services –library, cafeteria
- Securing the campus/have a patrolling police in the campus
- An office to report on teacher perpetrators
- Staff scrutiny and follow up

2. individual/personal measures

- Reporting incidents to concerned body
- Proper dressing
- Engage oneself on spiritual matters
- Avoid potential settings and secretive places where harassment is likely to occur
- Approach the opposite gender cautiously knowing the behavior of the individual
- Avoid standing in 'beg tera'
- Let females know the presence of gender office/make the presence of gender office real
- Avoid risky events
- Females should not entertain unwanted requests
- Self-defense training for females taekwondo

Interview made with the gender officer revealed that at the moment there is no sexual harassment policy in place that clearly indicates acts and behaviors considered sexual harassment. However, sexual harassment policy is in the pipe line and is expected

to be ratified and put in practice soon. And handling reported cases she mentioned one case where male administrative worker was harassing a secretary was resolved by administrative means where by the perpetrator was clearly told and warned he should stop his acts of harassment other wise face penalties and where by the harassment completely stopped. This case has been resolved because the office could have an influence on administrative workers of the university who are liable to their deeds for the university. However the gender officer indicated that there is still much remains to be done both from the institute part and female students themselves. The former has to show willingness and commitment to address the needs and supports required for the office to function properly such as credit for the gender officers to be considered the hours they committed for the office work as credit hours ,mainstreaming of the gender activities in the institution's system. And the later has to take initiatives to take part in gender education trainings and awareness campaigns as she has observed lack of initiative and willingness to participate in orientations and trainings conducted by the office.

Chapter Five

Conclusion and Recommendation

5.1 Conclusion

Hill and Silva (2005) found out that students are most likely to consider experiences that involve physical contact to be very upsetting. Students are just as likely, however, to be at least somewhat upset by verbal and other non contact types of sexual harassment. In their study 90% of the females indicated that they would be upset if 'someone intentionally brushed up against them in a sexual way.' Similar trends have been observed in the results obtained in this study where by subjects provided highest affirmative responses for physical acts that constitute harassment than verbal acts. Thus the research question set in the out set of the study –What is female students' perception of sexually harassing acts?' could be responded as they consider physical acts more harassing than non contact or verbal acts namely behaviors such as 'Kisses me against my will', 'Touches/grabs/pinches me in a sexual way' and 'Brushes against me sexually' are pronounced as sexual harassment than 'Wrote sexual message/graffiti about me on bathroom walls, in locker rooms and so on' and 'Makes a sexual comment about my appearance'. Thus behaviors involving physical contact and acts appear to be considered as pervasive and offensive for females than verbal ones though these still cause emotional as well as academic damage. Hill and Silva (2005) asserted that female students are more likely to be the target of sexual jokes, comments, gestures, or looks.

Researches done on the prevalence of sexual harassment in higher institutions estimate range between 13% to 49% of all women studying or employed (Metha & Nigg, ; Verba et al.,; Whitmore, in Bogart and Stein 1987). Where as Harned (2000) claims approximately 50% of women experience sexual harassment during their academic or working lives. Dziech and Weiner in Bogart and Stein (1987) estimate that of 6 million women students entering college each year, no fewer than 1 million will experience some form of harassment before they graduate; similar estimates have been made by Paludi (in press). Hill and Silva (2005) in a research conducted in the US state nearly two-thirds of college students experience some type of sexual harassment. Dudovitz (1983) in Bagilhole and Woodward (1995) has written on the difficulties and dilemmas for women academics attempting to survive in a hostile environment. The same is true for women students. They can succeed in higher education, but that they do so at a price. Benson & Thompson (1982) in Bagilhole and Woodward (1995) argue that 'because women can no longer be openly denied access to higher education, sexual harassment may remain an especially critical factor of more covert discrimination'. An extensive survey undertaken by the National Union of Students (1987), in the UK, found that 95% of women respondents had experienced sexual harassment, with 65% of the incidents involving physical touching, pushing and grasping (Bagilhole and Woodward 1995). As the second research question of this study was to answer 'What is the prevalence of sexual harassment in the campus?' It has been found out that nearly half of the subjects experienced one form of sexual harassment. When this figure is turned into numbers in a

campus of 2200 female students 1100 of them experience one form of sexual harassment. This figure is staggering and troubling for educational institution where students are expected to share and compete in a healthy environment to reach the peak of their potential.

'Who are the perpetrators?' the third research question for this study was to identify who are committing sexual harassment and subjects experience implicated that fellow male students ,instructors including deans and department heads in some cases, administrative workers and youths from the surrounding community were involved in harassing female students. Moreover, youths from the surrounding community have been implicated in acts of extortion, expropriation and stalking. Similar incidents have been reported in researches conducted in South Africa Prinsloo (2006) indicated many girls experienced violence in schools. They are raped, sexually abused, sexually harassed and assaulted at school by male learners and educators. In addition, they are harassed by the possibility of unwanted pregnancy and emotional pressure, and are denied their self-respect. Further more, Hill and Silva (2005) attest the reality that men are more likely to harass women.

The most common responses to sexual harassment were ignoring the behavior or telling a friend or family member (Kelley and Parsons ,2000).Association of American University Women Educational foundation [AAUW] (2001) contend students are six times more likely to tell a friend than a teacher or other school employee about their experience with harassment. Hill and Silva (2005) found that almost half (49 percent) confide in a friend, but only about 7 percent report the incident to a college employee.

Only 8% of the respondents who had experienced one or more instances of sexual harassment filed a formal complaint with the university .Women continue to prefer non-formal and non-assertive responses to sexual harassment (Kelley and Parsons 2000).When the research questions 'what are the reactions of victims?' and 'What mechanisms exist to handle sexual harassment?' are seen in the light of the results obtained subjects are more likely to tell a friend than report it to gender office and the mere existence of the gender office could not encourage females to come forward with complaints to the office. The office is not visible enough to encourage and guarantee subjects safety and security. It is empowered enough with visible action taken against perpetrators. Consequently, there is much skepticism about the enforcing capacity of the office.

When the results obtained are scrutinized in the light of the research question 'who is more vulnerable to harassment?' it appears that most of the acts were experienced by first year female students. They take the lion share in experiencing all the three categories and even in the recent sexual experience narration majority of the experiences were during their first year.

Hill and Silva (2005) found out that females are more likely to be upset by sexual harassment and to feel embarrassed, angry, less confident, and afraid, worried about whether they can have a happy relationship, confused or conflicted about who they are, or disappointed in their college experience. Female students are also more likely to change their behavior in some way as a result of the experience. For example, more than half of

female victims avoid the person who harassed them or avoid a particular building or place on campus. Female victims are more likely to find it hard to pay attention in class or have trouble sleeping as a result of sexual harassment (Hill and Silva ,2005:3).The seven and eighth questions which refer to the perceived emotional and academic effect over 50% of subjects indicated their experience had made them 'feel afraid or scared' and 'feel embarrassed' as well as 'found it hard to pay attention in class' and 'avoided places where students enjoyed (students' lounge, cafeteria)'. Sexual harassment affects college students in large and small ways. Students who experience sexual harassment feel more self-conscious, angry, and afraid and are less confident. For some students daily activities such as walking on campus, paying attention in class, or sleeping are difficult because of sexual harassment. Occasionally the impact is so severe that a student drops a class, changes ….her major, or transfers to a different college (Hill and Silva ,2005:35). And for many students, this experience reverberated throughout their educational and emotional lives. Thus women succeed in higher education paying emotional and academic price.

Among students who have been harassed, more than one-third have been harassed in a dorm or student housing (39 percent) or outside on campus grounds (37 percent). About one-fifth have been harassed in common areas of campus buildings (24 percent) or in classrooms or lecture halls (20 percent). More than one-quarter of students (27 percent) have been harassed "someplace else," and 12 percent are not sure (Hill and Silva 2005:15).If the results obtained from this study are seen in the light of the research

question ‘Where and when do victims get harassed?’ it seems that most harassing time and setting for the subjects was when they registered as first year students and when they are outside the campus compound.

The last item of the research question is ‘How could sexual harassment be minimized or stopped?’ majority of the survey respondents mentioned education as a major tool particularly gender education emphasizing the rights of women, building the confidence of women by different means including educational support such as tutoring, setting women only library ,cafeteria, boosting campus security ,punishing perpetrators and of particular empowerment of the gender office and making the office visible through action had been duly emphasized.

5.2 Recommendation

The college experience is a critical time for young adults to develop attitudes about appropriate sexual conduct…..colleges and universities should be leaders in helping students understand and promote respectful and appropriate sexual behavior that does not interfere with other students’ educational experiences .There fore based on the findings and the literature Jimma University should

- Have a clearly delineated policy against sexual harassment
- Effectively communicate the policy to staff and students
- Empower gender office to make it visible through action oriented extensive gender education and measures against offenders (instructors, administrative workers, students and youths from the community).

- Boost female students' capacity and confidence through academic support.
- Encourage victims to report their grievances through visible means and conditions.
- Dialogue and education with all sections of the institutions –instructors, students, administrative workers and particularly with security personnel of the campus.
- Provide only female services in the campus ground –such as study space or reading space and females' library.
- Provide extensive gender education for the nearby community using formal and informal community based structures or organizations (Keble, youth forums, Edir and other institution).

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Appendix A

Addis Ababa University
School of postgraduate
Institute of Educational Research
Department of Educational Research and Development

Dear respondent,

I am conducting a research on sexual harassment of female university students. And I am using this questionnaire to collect primary data from randomly selected female students of Jimma University. You are kindly asked to complete this questionnaire as genuinely as possible for this would enable the researcher to clearly outline the challenges that female students face at higher learning institutes. Your responses will remain confidential except for the use of this research.

Thank you in advance for taking the time to complete the questionnaire.

Part I

Faculty _____

Year _____

Age _____

Part II (✓ tick as appropriate)

I consider it sexual harassment if someone

_____1. ❶ශ②ඈ⑩ ශ ⑩ඈ❹❶ශ③ ඹ⑥④④ඈ⑤❶ ශඟ⑥❶❶ ④❺ ශ⑦⑦ඈ⑨ශ⑤ඹඈ

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????????□☒⑦⑨ඈශඣ⑩ ⑩ඈ❹❶ශ③ ⑨❶④⑥⑨⑩ ශඟ⑥❶❶ ④ඈ

_____4.☜⑨❶⑩ඌඈ⑩ ශඌශ⓪⑤⑩❶ ④ඈ ⑩ඈ❹❶ශ③③❺

????????□ ☒⑦⓪ඈ⑩ ⑥⑤ ④ඈ ⓪⑤ ❶ඌඈ ⑩ඌ⑥❸ඈ⑨

_____6. ⃠⑨⑥❶ඈ ⑩ඈ❹❶ශ③ ④ඈ⑩⑩ශඌඈ□ ඌ⑨ශඈඈ⓪❶⓪ ශ ඟ⑥❶❶ ④ඈ ⑥⑤ ඟශ❶ඌ⑨⑥⑥④ ❸ශ③③⑩⓪⑤ ③⑥ඹ②ඈ⑨ ⑨⑥ ⑥④⑩

ශ⑤ඣ ⑩⑥ ⑥⑤

????????□ ☜⓪⑩⑩ඈ⑩ ④ඈ ශඌශ⓪⑤⑩❶ ④❺ ❸⓪③③

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????????□☒⑥❶ඹඌඈ⑩□ඌ⑨ශඟඟ⑩□⑦⓪⑤ඹඌඈ⑩ ④ඈ ⓪⑤ ශ ⑩ ඈ❹❶ශ③ ❸ශ❺

????????□□ ❶ඈඈ⑨ඈ⑩ ශ❶ ④ඈ

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✓ශ⑨❶ ❢❢ (✓ tick as appropriate)

☒⓪⑤ඹඈ ❺⑥❶ ඌශ❷ඈ ඟඈඈ⑤ ⓪⑤ ⊗⑤⓪❷ඈ⑨⑩⓪❶❺ ❶ඌශ ❷ඈ ❺⑥❶ ඈ❷ඈ⑨ ඟඈඈ⑤ ⓪⑤ ශ ⑩⓪❶❶❶⓪⓪⑥⑤ ❸ඌඈ⑨ඈ ශ ⑤❺⑥⑤ඈ

❳ ඈ ඌ❶ඌ ❺⑥❶⑨ ⓪⑤⑩❶⑨❶ඹ❶⑥⑨⑩ ❶ඣඈ③③⑥❸ ④ශ③ඈ ⑩❶ ❶ඣඈ⑤❶⑩ ❶ශඣ④⓪⑤⓪⑩❶⑨ශ❶⓪❷ඈ ❸⑥⑨②ඈ⑨⑩ ⑥⑨ ⑩⑥④ඈ⑥ ⑤ඈ ඈ③⑩ඈ

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🗍🗐 ❡ ⓪⓪④⑦⓪⑩ ⓪⑥ ⑨❸ ❺⑥❶ ⓪⑤⓪⑥ ⑤ ❶ ⑤❸⑤⓪ ⓪⑩❶⑩⑩⓪⑥⑤ ⑥ ⑦⑨⑩⑥⑤③ ⑥⑨ ⑩❹❶ ③ ④⓪⓪⑨⑩

⑩ ⓪⓪④⑦⓪ ⓪⑥ ⓪⑩❶⑩⑩ ⑥⑨ ⑥④④⑤⓪ ⑥⑤ ❺⑥❶⑨ ⑩❹ ③⓪☞ ⊗☒☚

⑩ ☐ ⑥ ☐

⑥⓪ ⑩❶⑨ ☐

🗒🗐 ☒⑨⓪ ❺⑥❶ ⓪⑨⑤⓪③❺ ❶⑩ ⑥ ❺⑥❶⑨ ⑩❹ 🗐🗐🖹 ④⓪⑩⓪⑨⓪🖹 ⑩③⓪⓪ 🖹 ⑥⑨ ⓪⑤⑥⑨

❺⑥❶☞

⑩ ☐ ⑥ ☐

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⑩ ☐ ⑥ ☐

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🗔🗐 ☚⓪⑩⑦③❺🖹 ❶⑩🖹 ⑥⑨ ⓪⑩⓪⑨⓪❶⓪ ⑩❹ ⓪⑩⓪ ⑥⑨ ⑩❶⑩⓪⓪❷ ④⓪⑨⓪③⑩ 🗐🗐🖹 ⑦⓪⓪ ❶⑨⑩🖹 ⑩⓪⑥⑨⓪⑩🖹 ⑥⑨ ⑦⑥⑨⑤⑥⑨⑦❺☞

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⑩ ☐ ⑥ ☐

⑥⓪ ⑩❶⑨ ☐

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⑩ ☐ ⑥ ☐

⑥⓪ ⑩❶⑨ ☐

☉🗐 ❡ᏰᏲ⚘ ❺⑥❶ Ᏻ⚘⚘③ ③⓪②⚘ ❺⑥❶ ❸⚘⑨⚘ Ꮺ⚘⓪⑤Ꮼ ⑩ ❶Ꮺ⓿③❺ Ꮺ⑨⓪Ꮺ⚘Ᏺ ❸⓪⓿Ꮼ ⑩⑥④⚘ ⑩⑥⑨⓿ ⑥Ᏻ ⑨⚘❸Ᏸ⑨Ᏺ ⑥⑨ ⑩⑦⚘Ꭹ⓪Ᏸ③
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⓪⑤ Ᏸ ❸Ᏸ❺ ⓿ᏐᏰ⓿ ④ᏰᏲ⚘ ❺⑥❶ Ᏻ⚘⚘③ ❶⑤Ꭹ⑥④Ᏻ⑥⑨⓿ ᏰᏪ③⚘☞ ❳⊗☒☚🗋

ℯᏡ⚘⑩ ☐ ✋⑥ ☐ ✋⑥⓿ ⑩❶⑨⚘ ☐

🗍🗍🗐 ❡ᏰᏲ⚘ ❶⑤❸Ᏸ⑤⓿⚘Ᏺ Ᏸ⓿⓿⚘④⑦⓿⓿⑩ ⓿⑥ ⑩⓿⑨⑥②⚘ ⑥ ⑨ Ᏻ⑥⑤Ᏺ③⚘ ❺⑥❶ ❳⚘🗐Ꮼ🗐🗎 ⑩⓿⑨⑥②⓪⑤Ꮼ ❺⑥❶⑨ ③⚘Ꮼ ⑥ ⑨ ⑤⚘Ꭹ②🗎
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ℯᏡ⚘⑩ ☐ ✋⑥ ☐ ✋⑥⓿ ⑩❶⑨⚘ ☐

🗍🗑🗐 ❡④⑦③⓪⚘Ᏺ Ꮺ⚘⓿⓿⚘⑨ ⓿⑨⚘Ᏸ⓿④⚘⑤⓿ ⓪Ᏻ ❺⑥❶ ❸⚘⑨ ⚘ ⑩⚘❹❶Ᏸ③③❺ Ꭹ⑥⑥⑦⚘⑨Ᏸ⓿⓪❷⚘☞ ❳☒☞🗋

ℯᏡ⚘⑩ ☐ ✋⑥ ☐ ✋⑥⓿ ⑩❶⑨⚘ ☐

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✋⑥⓿ ⑩❶⑨🙠 ☐

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✋⑥⓿ ⑩❶⑨🙠 ☐

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⑥⑨🙟🙠⑨ ⓿⑥ 🙝🙠 ❸🙠③③🗏⓿⑨🙠🙞⓿🙠🙟☞ ❳☒☞🗋

ℯ𝓇🙠⑩ ☐ ✋⑥ ☐

✋⑥⓿ ⑩❶⑨🙠 ☐

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✋⑥⓿ ⑩❶⑨🙠 ☐

Do you fear being sexually harassed at the university?

Yes ☐ No ☐

Maybe ☐

Part IV (✓ tick as appropriate)

Which of the following do you think is the most likely reason why sexual harassment occurs at the university?

_____ 1. Male students are sexually harassed by female students

2. Female students are sexually harassed by male students

3. Female students are sexually harassed by female students

4. Male students are sexually harassed by male students

5. Female students are sexually harassed by male lecturers

6. Male students are sexually harassed by female lecturers

7. Female students are sexually harassed by female lecturers

8. Male students are sexually harassed by male lecturers

Which of the following do you think is the most likely reason why sexual harassment occurs at the university? (✓ tick as appropriate)

Which of the following do you think is the most likely reason why sexual harassment occurs at the university?

Male students are sexually harassed by female students ☐

Female students are sexually harassed by male students ☐

Female students are sexually harassed by female students ☐

Male students are sexually harassed by male students ☐

Female students are sexually harassed by male lecturers ☐

Male students are sexually harassed by female lecturers ☐

Female students are sexually harassed by female lecturers ☐

Male students are sexually harassed by male lecturers ☐

(including sporting events, campus organizations or clubs).

_________7.When I am in the library.

1. What was your most recent experience with sexual harassment?

Part VII
How do you think sexual harassment could be stopped?

Appendix B

code_____

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u¿'>y`c=+ c?ƒ }T]-‹ LÃ ¾T>Å`c¨<" ¾ï ƒ"¢d /Ønƒ/ SªŸw(☒➿❹❶ↀ③ ➿ↀ⑨ↀ⑩⑩④➿⑤❿🗋 uTeSKŸƒ Ø"ƒ Á"H@ÉŸ< ¨¨<:: ÃI SÖÃp u'c=w(☑ↀ⑤ↀ☡ↀ④⑥③❺ ⑩➿③➿ꕥ❿➿☡🗋 κ}S[Ö< ¾ÏT ¿'>y`c=+ c?ƒ }T]-‹ LÃ S[Í KScwcw Ã[Ç ²"É ¾}²ÒË ¨¨<:: uSJ'<U ÃI" SÖÃp u}Ñu=¨< G<'@ uØ"no" ƒ¡K— uJ' S[Í uSS<Lƒ ƒww` "É Å`Ñ<M˜ uƒIƒ" ÖÃnKG<:: U¡"Á~U ÃI" TÉ[Ò‹G< c?ƒ }T]-❁ uŸõ}— ƒUI`ƒ }sTƒ ¨<eØ ¾T>ÑØTE†¨<" Sc"¡KA‹ uÓMî KTd¾ƒ Ã[ÇM:: ¾UƒcÖ<ƒ ULi/S[Í uT>eØ` "ÅT>Öup" K²=I Ø"ƒ ›ÑMÓK<ƒ w‰ ¾T>¨<M SJ'<" L[ÒÓØ ¨ÇKG<::

Ñ>²?i" uS¨<cÉ ÃI" SÖÃp uSS<Lƒ KU Å`∇&M˜ ƒww` ŸMw ›ScÓ"MG<::

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*¡õM G<Kƒ (✓ÃI" UM¡ƒ uSÖkU ›SM¡^*

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----------1. SMŸ?" /›sT@" u}SKŸ} ¨c=v© ›e}Á¾ƒ u=c'´`::

----------2. ¨c=v© UeKA‹" / n-‹" u=Ád¾˜ 'u=cÖ˜ 'u=}¨<M˜::

----------3. ¨c=v© ¾J' GT@ƒ/¨_ eK '@ u=Á³Uƒ ::

----------4. ¨c=v© uJ' S"ÑÉ u= ŸŸ˜::

----------5. e Öw ›àMq u=SKŸ}˜::

----------6. eK '@ ¨c=v© SM°¡ƒ ¾Á²</Á²K< 'Ña‹" ¾i"ƒ u?ƒ Ó`ÓÇ LÃ ›K=ÁU KAŸ` ¾SdcK<ƒ LÃ u=Îõ ::

----------7. ÁK ðnÈ" õLÔ, u=eS˜ ::

----------8. ¨c=v© uJ' S"ÑÉ Mwc?" u=Ôƒƒ::

----------9. ¨c=v© uJ' S"ÑÉ u=Ô'ƒK˜' u=q'ØÖ˜' u='''''˜::

----------10. Kõƒ¨ƒ uSS–ƒ u=SKŸ}˜::

----------11. ŸSdU ¨<Ü K?L 'Ñ` u=ÁÅ`Ów˜ ::

----------12. Kw‰Â Öwq u=ÁóØÖ˜ ::

----------13. ¨c=v© uJ' S"ÑÉ u=Á"ÕØÖ˜/ϖ.Hϒŕŕŕŕ□::

¡õM ƒeƒ (✓ Ãl" UM¡ƒ uSÖkU ›SM¡ˆ)

¿'>y`c=+ ŸÑvi Ñ>²? ›"e„ SUl`i' ¨'"É }T]-‹'›e}ÇÅ` W^}™‹ ¨ÃU K?L ÓKcw ¾T>Ÿ}K<ƒ G<'@ -‹ ¨<eØ "Éƒ Ñu= ÁÅ[Ñ<uƒ ›Ò×T> }Ÿe„ Á¨<nM;

1. ›"ˆ dƒðMÑ> eKÓM ¾ï /¾¨c=w QÃ¨ƒi"/Ñ<Ç¿‹" ›eSM¡„ ›e}Á¾ƒ KSeÖƒ V¡bM;
   ›-" □¼KU `ÓÖ–□˜ÅKG<U
2. uï i U¡"Áƒ/ uc?ƒ'ƒi w‰ #u}K¾$ ›e}Á¾ƒ/SMŸ< ›e}"ÓEnw(KUdK? "qhM' ›S"ßqhM'□□□<ϕhϑ);
   ›-" □¼KU `ÓÖ–□˜ÅKG<U □
3. ›LeðLÑ> ¨c=v© ƒŸ<[ƒ ›ÒØVi/}cØ„hϑ(❶⑤❸ᔓ⑤❶✍ᔓ ⑩✍❹❶ᔓ③ ᔓ❶❶✍⑤❶⓪⑥⑤□;
   ›-" □¼KU `ÓÖ–□˜ÅKG<U □
4. Kõƒ¨ƒ ¾TÒw²< 'Ña‹ (KUdK? ¾wMÓ" UeKA‹']¢‹ ¨ÃU þ`• Ó^ò) k`u¨<MhM' ›dÃ}¨<hM' ›K=ÁU cØ}¨<hM;
   ›-" □¼KU `ÓÖ–□˜ÅKG<U □

5. U”U ”"D” ¾TÁk`wMi” ¾õp` ØÁo v u[‹¨<U/ vƒkuÃ¨<U Ÿ›”^ Ò` ¾õp` ›K=ÁU ¾ï Ó”–<’ƒ KSSe[ƒ Ø[ƒ ›É`ÕM;

   ›-” ¼KU `ÓÖ–ÅKG<U

6. c?ƒ uSJ”i w‰ #´p ›É`Ô ÃSKŸƒhM$ ›K=ÁU ^c<” w‰ Ÿõ Ÿõ ÁÅ`ÒM;

   ›-” ¼KU `ÓÖ–ÅKG<U

7. ULii # ›MðMÓU$ u=J”U ”"D” ›w[i¨< ”Éƒ¨Ü 'Ud/ ^ƒ ›w[i¨< ”ÉƒuÃ SÖ¾l” ›LqSU;

   ›-” ¼KU `ÓÖ–ÅKG<U

8. Kõƒ¨ƒ õLÔ~ ULi wƒcÜ ¾}hK ›ÁÁ´ ”¡w"u? ¨ÃU ¨a ¨< uK?L S”ÑÉ ”ÅT>ŸðMi u²È/ uwMHƒ UMÍ ”Åk[uMi J•/}cU„hM;

   ›-” ¼KU `ÓÖ–ÅKG<U

9. ¾T>k`wMi” ¾õƒ¨ƒ ØÁo v e}“ÓÍ= u²È/uwMHƒ up`u< ¾T>Å[Ó (U´“' ‚eƒ' ð}“) ¾SdcK<ƒ” uSØke U” p×ƒ ”Å T>Öwpi“ õ`N| ”Ç=cTi }Å`ÑhM;

   ›-” J `ÓÖ–ÅKG<U

10. ›”^” Ó^ K=Ñvi ›K=ÁU Ó` ”Ç=Mi uT>ÁÅ`Ó SMŸ< Ã'"hM (KUdK? K?× Ïi LÃ ¨ÃU ›”Ñƒi LÃ Ì” ×M ÁÅ`ÒM);

    ›-” J `ÓÖ–ÅKG<U

11. ŸõLÔƒi“ ðnÉi ¨<Ü uJ’ SMŸ< K=Åvwei/K='"'i V¡bM (KUdK? Ó`i” ß”g” ' ›K=ÁU ›”Ñƒi” ¨ÃU Ö<„‹i” S'"'ƒ ¾SdcK<ƒ”) ;

    ›-” ¼KU `ÓÖ–ÅKG<U

12. Ÿ›”^ ðnÉ“ õLÔƒ ¨<Ü \"u? eÒ K=ðìUwi c=V¡` }Tî’iªM ' ›MpchM ›MÁU ^ei” KTe×M ÓKhM;

    ›-” ¾KU `ÓÖ— ›ÃÅK

13. ¾\"u? eÒ wƒðîT> ¾}hK ›ÁÁ´ ¨ÃU ”¡w"u? ”ÅT>Å[ÓMi ›SL¡„hM;

    ›-” KU `ÓÖ–ÅKG<U

14. ”¨<` ¾J’< ¨c=v© ›e}Á¾„‹” u›ÅvvÃ Ãc’´^M (KUdK? u=a ¨<eØ u¡õM ¨<eØ) ›K=ÁU K›”^ uÓMi/Kw‰i;

    ›-” ¼KU `ÓÖ–ÅKG<U

15. ¾¨c=w ØÁo¨<” vKTe}“ÑÉi ”ÅT>Ñv¨< ›Lc}“ÑÅiU/›MÁ²iU;

    ›-” ¼KU `ÓÖ–ÅKG<U

16. ¾wMÓ“/M✞✋ ❖🡐M✍ kMÊ‹“]¢‹ T¨<^ƒ Ã¨ÇM;

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

17. ¾¨<c=w ØÁo¨<” vƒkuÃ u›Óvu< ”ÅTƒcƒ“ÓÍ= ”ÅTƒÁ¸ uSÓKî ›eð^`„hM;

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

18. Ø\ ”Ç=”ŸvŸwi/ ”Éƒc}“ÑÍ= K¨c=w ¨ÃU KTIu^© ØÁo-‹ ›¨” © ULi SeÖƒ ›cðLÑ> SJ’<” ›eÑ”´xhM;

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

19. u}ÅÒÒT> c?ƒ’ƒ” /c?„‹” ¾T>Á“”l ›e}Á¾„‹” Ãe’´^M (KUdK? c?„‹ eT@ © eKJ’< }S^T] ' dÃ”+e„‹ ¨ÃU KS]’ƒ wl ›ÃÅK<U ¾T>K<);

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

20. u¿’>y`c=+ ¨<eØ ¾ï ƒ”¢d/ Ønƒ Å[fw—M::

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

21. ¾’>y`c=+ ¨<eØ ¾ï Ønƒ/ ƒ”¢d ÃÅ`ew—9 wKi ƒcÑ>ÁKi;

    ›-” □¼KU `ÓÖ–□˜ÅKG<U □

¡õM ›^ƒ (4) (✓ ÃI” UM¡ƒ uSÖkU ›SM¡ˆ)

¿’>y`c=+ ¨<eØ ¾ÑÖSi ¾ï Ønƒ/ƒ”¢d/SªŸw kØKA Ÿ}²[²\ƒ SNΛ ¾|□□%□ ›eŸ}KAwi Á¨<nM;

---------1. ”pMõ ¾T×ƒ/ KS¨<cÉ S†Ñ`

---------2. uT”’ƒi ”Éƒ Å“Ñ]/ ”Åƒ Ú“’m

---------3. u›”É S´“— ¨ÃU eþ`ƒ Sd}õ/SSMŸƒ ”É qT>

---------4. u^e ¾S}TS” S”ðci ”Ç=k”e/u^ei `ÓÖ— SJ”i ”Ç=k”e

--------5. ¾UÓw õLÔƒi/ ¾SSÑw eT@ƒi ”Ç=Öó

--------6. u›”^’ƒi Ó^ ”Å}Òvi ”Ç=cTi

--------7. uK?KA‹ ²”É S ¨p“ S¨ÅÉi ”Ç=k”e

--------8. ”Éƒð] ¨ÃU ”Éƒdkm

--------9. Ÿ¿’>y`c=+ Ú`ci ¾SS[p ›pUi”/ ‹KA i” ”ÉƒÖ^Ö]

--------10. ¾uKÖ ”Éƒ ¨m“ ”Éƒ¨ÅÍ=

--------11. Ó^ ”ÉƒÒu=/ ”Éƒ Å“Ñ]

¡õM ›Ueƒ (5) (✓ ÃI" UM¡ƒ uSÖkU ›SM¡ˆ)

¿'>y`c=+ ¨<eØ ¾ÑÖSi ¾ï ƒ"¢d/Ønƒ u›"ÇT>¡ QÃ¨✞✆ ▪Ã kØKA Ÿ}²[²\ƒ SNΛ ¾|□□%□ ›eŸ}KAwi Á¨<nM;

---------1. ¨Å ¡õM SH@É "Ç=ÁcÖLi/ ¡Le "ÅÅw`i

---------2. KTØ"ƒ ¨ÃU Kð}" S²ÒËƒ "Ç=Ápƒi/ "Ç=ŸwÉi

---------3. ¡õM ¨<eØ Ndwi "Ç=u }"/ ›°Uai ƒŸ<[ƒ "Ç=Á×

---------4. ¢`e Éa– "É Å`Ñ>

---------5. Ç=þ`ƒS"ƒ Sk¾` "É eu=

--------6. "ÅkÉV¨< ¡õM ¨<eØ "Ç ¨]/ "ÇƒÝ¨^

--------7. ¨Å Ê`U/¡õM/ "õ,`Á ¾UƒH@ïuƒ"/¾UƒSßuƒ" S"ÑÉ "ÉƒkÃ]

---------8. ¾}hK Ó_É/¨<Ö?ƒ "ÅU SÜ "Ç=eTi

---------9. uð}" ¨ÃU u›dÃS"ƒ ¨ÃU u}`U üø` TÓ–ƒ/ TU×ƒ ŸT>Ñvi Á'c ¨<Ö?ƒ "É SÜ

---------10. Ø\ Ó_É /¨<Ö?ƒ "ÅT Ñ–>/ "ÅT SÜ □Å=cTi

---------11. ¡õM ¨<eØ Ÿ¨ƒa¨< v'c SMŸ< ƒŸ<[ƒ "É|cÜ

---------12. ¡õM ¨<eØ ¾UƒkSßuƒ" x "ÉƒkÃ]

---------13. }T]-‹ uw³ƒ ¾T>´"'<uƒ" x -‹ "Éƒ`m (KUdK? ¾}T]-‹ L¨<"Ï ¾SdcK<ƒ)

¡õM eÉeƒ (6)

u×U M Å`Ñ>¨< ŸUƒ‹¨< uSËS` 1-2-3-4-5-6-7-8 ÁMi IØ` uSeÖƒ ›SM¡ˆ::

¾ï ƒ"¢d /Ønƒ /SªŸw u=ÑØUi/ c=ÑØUi U" Å`Ñ>ÁKi;

----------1. Ku?}cxŠ 'Ó^†ªKG<::

----------2. KÒÅ™Š 'Ó^†ªKG<::

----------3. Kï Ñ<ÇÃ u=a / ⑨ ⑥ ⓪ / ›SK¡ KG<<::

----------4. É`Ñ>~" ¾ðìSw˜ ÓKew ÒðÖªKG<::

----------5. É`Ñ>~" #›T@"$ wÂ }kwÂ Õ³KG</ kØLKG<::

----------6. É`Ñ>~" ¾T>ðîUw˜ ÓKcw ghKG<::

----------7. Ç=þ`ƒS"ƒ/ ó¡M+ ›SK¡ KG<::

----------8. Ñ<Ç¿" KT"U ›M"Ñ`U::

¡õM cvƒ (7)

u×U ≠ï Ønƒ/ ƒ”¢d ŸT>u³uƒ eõ^ uS’dƒ 1-2-3-4-5-6-7 ÁMi lØ` uSeÖƒ ›SM¡ˆ

kØKA u}²[²\ƒ eõ^-‹ ¾ï Ønƒ/ ƒ”¢d ÃÅ`ew—M

-------1. u}T]-‹ L¨<”Ï cÑ˜::

--------2. ›”Å— ›Sƒ /õ_i T” }T] J–@ eS²Ñw::

--------3. uST]Á ¡õKA‹ ¢]Å` ›"vu= eÑ˜::

-------4. Ÿ¿’>y`c=+ Óu= ¨<Ü eJ”/eÑ˜::

-------5. uTT]Á ¡õM ¨<eØ::

-------6. ¾’>y`c=+¨< uT>Á²ÒÍ†¨< ›Ò×T>-‹ (KUdK? eþ` © ¨ÉÉa‹ ¾¡ux‹ ´ÓÏƒ ¨pƒ LÃ)::

-------7.L—w]] ↔ε¬ εΓ□::

¡õM eU”ƒ (8)

KT>Ÿ}K<ƒ ØÁo-‹ ›ß` ULi eÜ

1. up`w ÁÒÖSi ¾ïƒ Ønƒ/ ƒ”¢d/ SªŸw U” ÃSeM ’u`;

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2. ¾ï ƒ”¢d” / Ønƒ” ”Èƒ Sk’e/ TeqU Ã‰LM wKi eu=ÁKi;

??

??

??

??

??

???

Appendix C

Unwanted sexual attention by year level

	Items for unwanted Sexual Attention	1st year			2nd year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	No	Not sure	Yes	NO	Not sure
1	Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?	45(15%)	85(28.3%)	15(5%)	19(6.3%)	59(19.7%)	15(5%)
2	Gave you unwanted Sexual attention?	41(13.6%)	88(29.2%)	17(5.6%)	20(6.6%)	63(20.9%)	9(3%)
3	Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?	66(22%)	70(23.3%)	8(2.7%)	51(17%)	36(12%)	6(2%)
4	Has continued to ask you for dates, drinks ,dinner ,etc., even though you said “no”?	62(20.9%)	75(25.3%)	7(2.4%)	39(13.1%)	47(15.8%)	5(1.7%)
5	Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable?	62(20.7%)	78(26%)	6(2%)	35(11.7%)	50(16.7%)	6(2%)
6	Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?	48(16%)	91(30.3%)	6(2%)	31(10.3%)	59(19.7%)	2(.7%)

	Items for unwanted Sexual Attention	3rd year			4th year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	NO	Not sure	Yes	NO	Not sure
1	Made attempts to draw you into an unwanted discussion of personal or sexual matters(e.g., attempted to discus or comment on your sex life)?	23(7.7%)	23(7.7%)	8(6..3%)	3(1%)	5(1.7%)	0
2	Gave you unwanted Sexual attention?	17(5.6%)	34(11.3%)	4(1.3%)	2(.7%)	4(1.3%)	2(.7%)
3	Attempted to establish a romantic or sexual relationship with you despite your efforts to discourage him?	30(10%)	23(7.7%)	2(.7%)	4(1.3%)	4(1.3%)	0
4	Has continued to ask you for dates, drinks, dinner, etc., even though you said “no”?	29(9.8%)	22(7.4%)	3(1%)	3(1%)	5(1.7%)	0
5	Touched you(e.g., laid a hand on your bare arm, put an arm around your shoulder) in a way that made you feel uncomfortable?	28(9.3%)	24(8%)	3(1%)	3(1%)	4(1.3%)	1(.3%)
6	Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touching your breast, etc.)?	24(8%)	30(10%)	1(.3%)	1(.3%)	7(2.3%)	0

Gender harassment by year Level

	Items for Gender Harassment	1st year			2nd year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	No	Not sure		NO	Not sure
1	Treated you 'differently' because of your sex(e.g., mistreated ,slighted, or ignored you)?	34(11.3%)	88(29.3%)	22(7.3%)	32(10.7%)	51(17%)	10(3.3%)
2	Displayed ,used, or distributed sexiest or suggestive materials(e.g., pictures, stories, or pornography)?	26(8.6%)	115(38.2%)	5(1.7%)	21(7%)	67(22.3%)	5(1.7%)
3	"put you down" or was condescending to you because of your sex?	49(16.4%)	65(21.7%)	31(10.4%)	44(14.7%)	38(12.7%)	9(3%)
4	Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?	30(10%)	104(34.8%)	10(3.3%)	18(6%)	70(23.4%)	4(1.3%)
5	Habitually told suggested stories or offensive jokes	47(15.7%)	77(25.8%)	20(6.7%)	29(9.7%)	57(19.1%)	6(2%)
6	Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?	53(17.6%)	83(27.6%)	9(3%)	40(13.3%)	44(14.6%)	9(3%)

	Item for Gender Harassment	3rd year			4th year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	NO	Not sure	Yes	NO	Not sure
1	Treated you 'differently' because of your sex (e.g., mistreated, slighted, or ignored you)?	24(8%)	27(9%)	4(1.3%)	1(.3%)	4(1.3%)	3(1%)
2	Displayed, used, or distributed sexiest or suggestive materials (e.g., pictures, stories, or pornography)?	14(4.7%)	39(13%)	1(.3%)	1(.3%)	6(2%)	1(.3%)
3	"Put you down" or was condescending to you because of your sex?	25(8.4%)	22(7.4%)	8(2.7%)	3(1%)	2(.7%)	3(1%)
4	Made crude and offensive sexual remarks, either publicly (for example, in the office/classroom),or to you privately?	14(4.7%)	38(12.7%)	3(1%)	2(.7%)	5(1.7%)	1(.3%)
5	Habitually told suggestive stories or offensive jokes	20(6.7%)	32(10.7%)	3(1%)	3(1%)	3(1%)	2(.7%)

6	Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?	23(7.6%)	29(9.6%)	3(1%)	4(13%)	4(13%)	0

	Items for Sexual Coercion	1st year			2nd year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	No	Not sure	Yes	NO	Not sure
1	Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?	35(11.7%)	91(30.3%)	20(6.7%)	22(7.3%)	60(20%)	10(3.3%)
2	Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?	31(10.3%)	105(35%)	9(3%)	25(8.3%)	62(20.7%)	5(1.7%)
3	Made attempts to have unwanted sex with you that resulted in your pleading, crying, or physically struggling?	20(6.7%)	123(41%)	2(.7%)	13(4.3%)	74(24.7%)	5(1.7%)

Sexual coercion by year Level

	Items for Sexual Coercion	3rd year			4th year		
	Since you have been in University, have you ever been in a situation where anyone(e.g. your instructors ,fellow male students ,administrative workers or someone else)	Yes	NO	Not sure	Yes	NO	Not sure
4	Implied better treatment if you were sexually cooperative?	29(9.7%)	107(35.7%)	9(3%)	16(5.3%)	70(23.3%)	6(2%)
5	Treated you badly for refusing to have sex?	31(10.4%)	102(34.4%)	11(3.7%)	22(7.4%)	59(19.7%)	10(3.3%)
6	Made you afraid you would be treated poorly if you didn t cooperate sexually?	21(7%)	113(37.8%)	11(3.7%)	18(6%)	66(22.1%)	7(2.3%)
7	Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?	38(12.8%)	93(31.3%)	12(4%)	30(10.1%)	59(19.9%)	3(1%)
1	Made you feel you were being subtly bribed with some sort	17(5.7%)	31(10.3%)	6(2%)	2(.7%)	5(1.7%)	1(.3%)

	of reward or special treatment to engage in sexual behavior?						
2	Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review or examination, scholarship competition, etc.)?	21(7%)	33(11%)	1(.3%)	2(.7%)	6(2%)	0
3	Made attempts to have unwanted sex with you that resulted in your pleading, crying, or physically struggling?	14(4.7%)	41(13.7%)	0	1(.3%)	7(2.3%)	0
4	Implied better treatment if you were sexually cooperative?	14(4.7%)	37(12.3%)	4(1.3%)	2(.7%)	6(2%)	0
5	Treated you badly for refusing to have sex?	20(6.7%)	30(10%)	5(1.7%)	2(.7%)	6(2%)	0
6	Made you afraid you would be treated poorly if you didn't cooperate sexually?	21(7%)	33(11%)	1(.3%)	1(.3%)	6(2%)	1(.3%)
7	Made it necessary for you to respond positively to sexual or social invitations in order to be well-treated?	19(6.4%)	29(9.8%)	6(2%)	2(.7%)	6(2%)	0

Appendix D

Weighted rank of reaction to sexual harassment

In order to see which coping strategy is the best among the eight responses in the face of harassment number of respondents in each rank were weighted on a 4 point scale with a 0.5 difference of magnitude among the levels. And the following table shows the result of the weighted responses under each rank.

No.	What would you do if you face sexual harassment?	1st action	2nd action	3rd action	4th action	5th action	6th action	7th action	8th action
7	File a complaint to the department/faculty	3(12) (4)	13(45.5) (3.5)	30(90) (3)	54(135) (2.5)	**81(162)** (2)	56(84) (1.5)	42(42) (1)	9(4.5) (.5)
8	Not tell to anybody	**119(476)**	79(276.5)	39(117)	36(105)	9(18)	10(15)	9(9)	8(4)
5	Talk about it with friends or relatives	40(160)	**65(227.5)**	40(120)	43(107.5)	28(56)	29(43.5)	14(14)	13(6.5)
3	Report it to gender office	31(124)	34(119)	**84(252)**	56(140)	42(84)	25(37.5)	9(9)	13(6.5)
1	Tolerate the behavior	50(200)	42(147)	46(138)	50(125)	22(44)	**25(37.5)**	8(8)	**120(60)**
6	Avoid the perpetrator	**47(188)**	51(178.5)	30(90)	38(95)	29(58)	73(109.5)	16(16)	11(5.5)
4	Confront the perpetrator	22(88)	38(133)	46(138)	**60(150)**	51(102)	54(81)	17(17)	3(1.5)
2	Talk about it with family/go along with the behavior	5(20)	7(24.5)	10(30)	8(20)	18(36)	9(13.5)	**34(34)**	14(7)

Appendix E

Where/when do they get harassed?

When the scores on where do they get harassed is weighted on a 3.5 scale the scores obtained under each rank would provide the following results for the seven places the following result is obtained.

6	When I am at university	24(84)	45(135)	**72(180)**	31(62)	45(67.5)	45(45)	23(11.5)
No	**I get sexually harassed**	1(3.5)	2(3)	3(2.5)	4(2)	5(1.5)	6(1)	7(.5)
1	When I am in students' sponsored events (including sporting events, campus lounge	25(87.5)	34(102)	40(100)	**80(160)**	48(72)	35(35)	20(10)
2	When I registered as a organizations or clubs) first year/fresh woman	**114(399)**	65(195)	33(82.5)	23(46)	17(25.5)	22(22)	11(5.5)
7	When I am in the library	1(3.5)	13(39)	**44(110)**	32(64)	32(48)	35(35)	55(27.5)
3	When I am around classroom corridors	18(63)	**39(117)**	44(110)	57(114)	74(111)	41(41)	11(5.5)
4	When I am outside the campus	**97(339.5)**	55(165)	45(112.5)	31(62)	28(42)	18(18)	14(7)
5	When I am in class	2(7)	6(18)	19(47.5)	27(54)	36(54)	**65(65)**	127(63.5)

Letter of Declaration

I the undersigned graduate student declare that this thesis is my original work and has never been defended in any undergraduate or graduate program of any university. I have also credited accordingly the references I have used in the work.

Name_____Signature_____Date_____

I confirm that this thesis has been submitted for examination with my approval as the university's advisor.

Name_____

Title_____
Date_____
Signature_____