

ADDIS ABABA UNIVERSITY



CENTER FOR GENDER STUDIES

**STUDENTS PERCEPTION FOR SEXUAL HARASSMENT AND GENDER
DIFFERENTIALS: THE CASE OF FITAWURARI ABAYINEH
SECONDARY AND PREPARATORY SCHOOL, ADDIS ABABA**

BY: TIRUSEW MALEDE

**A THESIS SUBMITTED TO CENTER FOR GENDER STUDIES IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR MASTERS OF
ART DEGREE IN GENDER STUDIES.**

ADVISOR: Dr. AYNALEM MEGERSA

October 2019

Addis Ababa, Ethiopia

**STUDENTS PERCEPTION FOR SEXUAL HARASSMENT AND
GENDER DIFFERENTIALS: THE CASE OF FITAWURARI
ABAYINEH SECONDARY AND PREPARATORY SCHOOL, ADDIS
ABABA**

TIRUSEW MALEDE SINSHAW

**M.A. THESIS SUBMITTED TO THE COLLEGE OF DEVELOPMENT
STUDIES, CENTER FOR GENDER STUDIES. IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN GENDER STUDIES.**

October 2019

ADDIS ABABA UNIVERSITY
COLLEGE OF DEVELOPMENT STUDIES
CENTER FOR GENDER STUDIES

I, the undersigned, declare that this thesis is my own work and has not been presented or submitted partially or in full by any other person for a degree in any other university, and that all sources of materials used for the purpose of this thesis have been duly acknowledged.

Declared by :

Name: Tirusew Malede Sinshaw

Sign: _____

Date: _____

Approved by

Advisor

Signature

Date

External Examiner

Signature

Date

Internal Examiner

Signature

Date

Acronyms and abbreviation

AACA-ILI	Addis Ababa City Administration Integrated Land Information Center
BPFA	Beijing Platform for Action
EDHS	Ethiopian Demographic Health Survey
CEDAW	Convention on the Elimination of All Forms of Discrimination Women
DEVAW	Declaration of Elimination of Violence Against Women
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
SH	Sexual harassment
SPSS	Statistical package for social sciences
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nation's Education Science and Culture Organization
WAO	Women Aid Organization
WHO	World Health Organization

Acknowledgement

First, I would like to thank Almighty God for giving me the courage, strength and skills to do this work.

Secondly, I thank my thesis advisor, Dr.Aynalem Megersa, for her valuable guidance, encouragement and constructive feedback to this thesis.

I give my appreciation and thanks to the research participants of Fitawurari Abayneh Secondary and Preparatory School students, teachers and administrative workers.

My sincere appreciation and gratitude to all my family members, especially for my lovely husband Shibabaw Yirsaw for his support and encouragement and W/ro Abebech for her valuable support.

Table of Contents

Acronyms and abbreviation	ii
Acknowledgement	iii
List of tables.....	vii
Figures.....	viii
Abstract.....	ix
CHAPTER ONE.....	1
1. INTRODUCTION	1
1.1. Background.....	1
1.2. Statement of the Problem	2
1.3. Objectives of the study	4
1.4. Research questions	4
1.5. Significance of the study	4
1.6. Delimitations of the Study.....	5
1.7. Limitation of the Study.....	5
1.8. Organization of the research.....	5
1.9. Definition of Operational Terms	6
CHAPTER TWO	7
2. LITERATURE REVIEW	7
2.1. National instruments and International Standards.....	7
2.1.1. Provisions on sexual harassment	7
2.1.2. Sexual Harassment in Light of the Legal Provisions of Ethiopia.....	9
2.2. Theoretical literature review.....	10
2.2.1. Social construction of gender theory	10
2.2.2. Socio-cultural Theory of Sexual Harassment.....	11
2.3. Empirical literature review	12
2.4. Perception towards sexual harassment	14
2.5. Forms of Sexual Harassment.....	15
2.6. Victims of Sexual Harassment	16
2.7. Contributing Factors for Sexual Harassment.....	17
2.8. Impacts of Sexual Harassment	18

CHAPTER THREE	19
3. RESEARCH METHODOLOGY.....	19
3.1. Description of the study area.....	19
3.2. Research Design.....	20
3.3. Population, Sample and Sampling Techniques	21
3.3.1. Study Population.....	21
3.3.2. Sampling design and sampling techniques	21
3.4. Data Sources.....	22
3.5. Method of data collection.....	22
3.5.1. Key informant interview.....	23
3.5.2. In-depth interview	23
3.5.3. Focus Group Discussion.....	23
3.5.4. Questionnaires	24
3.6. Method of data analysis.....	25
3.7. Reliability and Validity of Data	25
3.8. Ethical consideration:.....	26
CHAPTER FOUR.....	27
4. RESEARCH FINDINGS AND DISCUSSIONS.....	27
4.1. Introduction.....	27
4.2. General Description of the Sample Respondents	27
4.2.1. Demographic Profile.....	27
4.2.2. Respondents demographic relation with sexual harassment.....	30
4.3. Female and male students' perception towards sexual harassment.....	33
4.4. Prevalence of sexual harassment among male and female Respondents.....	40
4.5. Contributing factors and it's implication of sexual harassment in school.....	44
4.5.1. Causes of sexual harassment	45
4.6. Effects of sexual harassment in school.....	49
CHAPTER FIVE	55
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	55
5.1. Summary	55
5.2. Conclusion	57

5.3. Recommendation.....	57
REFERENCE.....	x
Laws and Codes	xiv
Appendix I	xv
Appendix II.....	xix
Appendix III.....	xx
Appendix IV.....	xxi
Appendix V.....	xxii

List of tables

Table 1: Sample distribution of grade levels	22
Table 2 Description of the respondents	28
Table.3. Distribution of respondents by birthplace and awareness about sexual harassment	31
Table4. Distance of the school from home and sexual harassment	33
Table 5. Perception of respondents towards common practices of sexual harassments	34
Table -6 Cause of sexual harassment -----	45
Table 7 - Effects of sexual harassment-----	49

Figures

Fig. 1: Map of Akaki Kality Sub City	19
Figure2, Distribution of respondents by sex and their knowledge about sexual harassment	32
Figure-3 Distribution of respondents faced sexual harassment	41

Abstract

It is a common knowledge that cases of sexual harassment in academia are becoming more frequent. The investigation of gender differences in perception of sexual harassment among students was addressing interpersonal harassment as a psychosocial and social problem.

This study sought to examine student's perception towards sexual harassment, prevalence and effects of sexual harassment up on male and female students, so the investigation of gender differences in perception of sexual harassment among students was necessitated by the need to address the problem. The objectives and purpose of the study were to examine the perception of male and female students towards sexual harassment in selected school.

Methodology: Both qualitative and quantitative research approach were used in this study.

A sample of 141 student respondents were taken for the study using multi-stage sampling techniques. In the process of answering the basic questions, a questionnaire capturing various issues including demographic profiles, female and male students' perception about sexual harassment, the prevalence of sexual harassment and the effects of sexual harassment; Key informant interviews were purposively held, in-depth-interview and to get more information purposively two groups of FGD respondents based on their sex and each group has eight (8) members selected from all grades were formed.

Findings revealed a perception of sexual harassment on all the items of sexual harassment practices, and females were higher than the males on all the sexual harassment practices, female students are very vulnerable than male counter parts. Female students were face sexual harassment in their school life and they perceive the problem as one obstacle to their daily activity, even male counter parts do not as such perceive harassment as a great problem.

Hence, it recommended that more concentrate to solve this problems at the research area. This encourages students to compute in their education and future live.

CHAPTER ONE

1. INTRODUCTION

1.1. Background

There is a general absence of a shared meaning of sexual harassment. The key words in the definition are that the forbidden behavior is unwelcome and causes harm to the target (“Sexual Harassment,” n.d.). The term is generally defined as unwelcome and undesirable sexual behavior in a work or learning environment, which affects both the physical and psychological health of an individual(Mamaru, Getachew, & Mohammed, 2015).

Sexual harassment defined as unwanted or unwelcome sexual attention, advance, requests, favors and other verbal, non-verbal and physical conduct of asexual nature of gender-based violence. If it is among youth, it encompasses acts that are sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment. Harassment and discrimination to female students in schools are often unnoticed types of violence that frequently makes it difficult for affected individuals and groups to realize their full ability(Paludi, 1997).

Unwanted sexual attention includes verbal and nonverbal behaviors that are unreciprocated and considered offensive to the person who is receiving the attention (Kelley & Parsons, 2000). Kissing or attempts to kiss groping, fondling, rape or attempts of sexual intercourse, and conversations discussing sex are behaviors, which could be considered unwanted sexual attention. Sexual harassment can occur everywhere on campus, including in the classrooms, libraries, academic and administrative staff’s office (Hill & Silva, 2005). Studies conducted across the globe have revealed that violence against women is the most common and widely spread problem faced by women and girls in all culture. According to the UN report, globally about 35 percent of women worldwide have experienced either physical and/ or sexual intimate partner violence or non-partner violence(Organization, 2013).

There are different factors that have contributed to the prevalence of sexual harassment in higher education. A study conducted at the Lagos State University of Nigeria identifies lack of academic integrity as well as the wrong perception that female student's way of dressing as factors that increase sexual harassment in higher education (Adedokun, 2005).

The focus of this study would be examining the gender differentials in the perception of students about sexual harassment Addis Ababa City in the case of Akaki kality Sub city, Fitawurari Abayineh secondary and preparatory public school.

For this study, I declare the definition of sexual harassment is unwanted and unwelcome sexual advances and requests for sexual favors in terms of verbal, non-verbal and physical conducts of a sexual nature.

1.2. Statement of the Problem

There are several studies, which investigate cause, effect and prevalence of sexual harassment in both the workplace and educational settings. Some of these studies have tested circumstances or situational factors such as facial expression and victim actions to see how they relate to people's perceptions of sexual harassment (Runtz & O'Donnell, 2003). Studies conducted across the globe have revealed that violence against women is the most common and widely spread problem faced by women and girls in most cultures. Reports and studies of countries like Canada, Thailand, Pakistan, and India have also shown the existence of sexual harassment in learning institutions (Anderson & Umberson, 2001). The prevalence of twelve months sexual harassment rate in the schools of Canada was 23%. (Fitaw et al., 2005). In addition, a study conducted in Kenya on school girls revealed that prevalence of sexual harassment in school was 60%. (Ruto, 2009).

In the Ethiopian context, sexual harassment against female students has remained as a critical challenge for the higher education system and high schools (Molla, 2013). According to a study conducted by Eshetu in Ambo University, there was high-level of sexual harassment against female students, from the total 414 female students, 35.5% of them have been experiencing some forms of sexual harassment (Eshetu, 2015). The common types of sexual harassment in the schools were verbal sexual harassment and which were comparable with 49.8% and 31.1% from the study conducted in Jimma zone on high school female students (Gorfu & Demsse,

2007). Melese and Fenta also identifies that sexual harassment has been the core factor that negatively affects the female students' academic well-being in Jimma University(Melese & Fenta, 2009). Accordingly, physical, verbal and non-verbal forms of sexual harassment were common in the mentioned university (Mamaru et al., 2015). Violence against women is a manifestation of the power dynamics in the family, society and the state that are patriarchal in nature and seek to control women(Mamaru et al., 2015).

Cortina further reveals that Hispanic and Turkish cultures regard premarital and adulterous behavior as extremely improper for women, while sex is regard as a physiological need for men, this mean in different countries there are various cultures, even the way of perceive sexual harassment is different; example the western women perceive sexual harassment differently from Ethiopian women(Wasti & Cortina, 2002). As we see the different researches, the effect of sexual harassment is serious and has great impact up on the attacked people, especially females, for example, sexual harassment can affect victims' academic life by creating an intimidating, hostile, or offensive working, learning, or social environment. Petersen and Hyde's study shows on US students revealed that more male than female students suffered same gender sexual harassment(Petersen & Hyde, 2013).

Regardless of the existing studies on the causes, forms, impacts, effect and consequence of sexual harassment in our country Ethiopian the problem is still aggravating, so need of assess how the male and female students perceive such practices, even I confronted with different types of sexual harassment in my daily activities and observe the problem , Based on this the researcher initiated by own experience, to assess how the female and male students perceive sexual harassment practices and its severity with Concerning sexual harassment though, it seems that not much of study has noted in comparison with male and female students' perception up on sexual harassment. Therefore, this study would have a great significant to create awareness about students perception towards sexual harassment, but, also documenting the issue so as to inform all stakeholders to give attention to awareness creation, So this study helps to examine individuals' perception about sexual harassment, in Addis Ababa Town in a selected public school in Akakikality sub-city.

1.3. Objectives of the study

Generally, the study aims to examine students perception for sexual harassment and gender differentials: the case of Fitawurari Abayineh secondary and preparatory school. The study specifically intended to:

- ❖ Assess the difference between female and male students' perception towards sexual harassment in Fitawurari Abayineh secondary and preparatory school.
- ❖ Asses the prevalence of sexual harassment among male and female students.
- ❖ Explain the effects of sexual harassment in the selected school.

1.4. Research questions

1. What is the difference between male and female students perception toward sexual harassment at the selected school?
2. What is the extent of sexual harassment prevalence among male and female students in Fitawurari Abayineh secondary and preparatory school?
3. What are the effects of sexual harassment on the students in the selected school?

1.5. Significance of the study

Sexual harassment is regarded as one of the major causes of Gender based violence in the developing world mainly Africa where in fact Ethiopia is part of it. So the findings of this study may be helpful in highlighting the perception of students towards sexual harassment.

This study is important from different angles. Mainly this study will have two interrelated significances. These are;

- ✓ It will help to explore students' perception about sexual harassment; it will inform policy makers to do more on awareness creation about sexual harassment.
- ✓ It will also help to boost knowledge on the area. It is obvious that research works have a number of academic significance. Hence, the output of this research will add some knowledge on the area and fill some of the gaps in studying in perception about sexual harassment and the others.

1.6. Delimitations of the Study

Taking time and financial constraints in to account, this study was delimited to examining gender differentials in the Perception of Students about Sexual Harassment in Addis Ababa city Akaki-Kality sub-city, specifically in the case of Fitawurari Abayineh secondary and preparatory school.

1.6. Limitation of the Study

This study had encountered certain limitations and challenges. The limitations and challenges that the researcher came across in the study were time; resource and less punctuality of the key interview respondents and lack of willingness of the in-depth interview participants to share their experience and ideas towards the issue, but after discussing in detail about the purpose of the interview we were solve the problem

1.7. Organization of the research

This research would contain five chapters. With the above brief introduction of the research paper in chapter one includes background, statement of the problem, objective, research question, significant, Delimitation, limitation and Definition of Operational Terms, Chapter two presents detailed literature on relevant topics on the study of sexual harassment, theoretical and empirical studies review. Subsequently, chapter three deal with methodology including description of the study area, the research design, population and sampling, data collection, and data analysis techniques. Chapter four presents and discusses the findings obtained from the primary and secondary data sources. Finally, chapter five contains conclusion of the study and recommendations for dealing with the issue of sexual harassment.

1.8. Definition of Operational Terms

Sexual harassment: sexual harassment is a type of bullying intended to hurt or intimidate someone those are unwanted and unwelcome sexual advances and requests for sexual favors in terms of verbal, non-verbal and physical conducts of a sexual nature.

Verbal harassment: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed, against a person's sexuality ,like sexual advance, jokes or explicit remarks about a person's body in their presence ,oral torment that are out loud to a person.

Non-verbal harassment: is sign based harassment like, gestures, indecent exposure, unwelcome display of obscene pictures, etc. may include, among other things, improper eye contact, improper gestures that indicate someone's sexual objective.

Physical harassment: unwanted physical contact, such as strip searches by or in the company of the opposite sex, touching, and rape, among others body.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter presents basic concepts and theories of sexual harassment. Furthermore, it tries to explore the findings of pertinent empirical studies that have studied previously in the developing countries and theoretical reviews.

2.1. National instruments and International Standards

2.1.1. Provisions on sexual harassment

International agreements and conventions ratified by Ethiopia are integral Parts of the laws of the country, of these for the topic at hand the most relevant ones are the UN charter and subsequent human right documents like, Universal Declaration of Human Rights(UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) and UNESCO Convention Against Discrimination in Education(Assembly, 1979).

CEDAW defines discrimination based on gender showing the cause and effect of the discrimination. Accordingly, discrimination based on gender is because when distinction, exclusion or restriction made based on sex- the fact of being female or male; and the distinction, exclusion or restriction should have the effect of impairing or nullifying the recognition, enjoyment or exercise of human rights and fundamental freedoms(Assembly, 1979).

The UN Fourth World Conference of Women in 1995 produced two important documents: the Beijing declaration and the Beijing Platform for Action. The former reaffirms an international commitment to the principles of human rights and dignity enshrined in the UN Charter, the universal Declaration of Human Rights, the declaration on Violence against Women, and the CEDAW convention. It professes a determination by member states to take all necessary measures to eliminate all forms of discrimination against women and remove all obstacles to gender equality and the advancement and empowerment of women to prevent and eliminate all

forms of violence against women and girls, and to ensure women's equal access to economic resources(Assembly, 1979).

The Beijing Platform for Action (BPfA), on the other hand, includes in its list of critical areas of concern —violence against women, and inequality in economic structures and policies, in all forms of productive activities. It also outlines specific measures that states parties should undertake to achieve the objectives set forth in the Beijing Declaration(Reichert, 1998).

The BPfA includes sexual harassment and intimidation in its definition of violence against women. It further states that the experience of sexual harassment is an affront to a worker's dignity and prevents women from making a contribution commensurate with their abilities. Accordingly, the BPfA recommends that states enact and enforce laws and develop workplace policies against gender discrimination in the labor market, especially regarding discriminatory working conditions and sexual harassment.

Some of the provisions in the international instruments relevant to sexual harassment are the Following:

- In the UDHR, Article 1 states all human beings are born free and equal in dignity and Rights.
- The preambles of the ICCPR and ICESCR state that the inherent dignity and of equal and inalienable rights of all members of the human family is the foundation of freedom, Justice and peace in the world.
- CEDAW provisions specifically prohibit discrimination against women. It is the first instrument, which was able to entertain women's agenda in particular(Assembly, 1979). According to its provisions, any practice that has the purpose or effect of impairing women from exercising their rights on equal basis with men is inadmissible.

DEVAW (Declaration on Elimination of Violence Against Women), which was devised as a resolution No. 48/604 by the 1993 Vienna Convention to unravel the incessant danger that women suffer, under its preamble provides that gender based violence is the manifestation of historical gender inequality between male and female in power and other grounds. It states that this inequality makes women subordinate to males for their various wants and needs.(Chinkin, 1995). It defines violence against women as any physical, psychological and sexual harm against women in public or private life owing to gender disparity between males and females.

The need for the country to take legal measures including penal sanctions, civil remedies, as well as compensatory provisions against sexual harassment is inevitable as the country is one of the signatories of the CEDAW. Not only in the general laws of the country, but there is a need to adopt an anti-sexual harassment policy by all higher educational institutions to comply with the laws of the country(Assembly, 1979).

2.1.2. Sexual Harassment in Light of the Legal Provisions of Ethiopia

2.1.2.1. The Constitution of Ethiopia

According to our constitution Article 9(1), the constitution is the supreme law of the land and, any practice that contravenes has no effect, in the same constitution, international agreements ratified by Ethiopia are integrated as integral parts of the Ethiopian legal system.

Article 24(1) b of the constitution state as everyone has the right to respect for his human dignity. The constitution in its article 35(1) proclaims that women shall in the enjoyment of rights and Protections provided for by the constitution have equal right with men. Thus, through this Provision, the constitution entitles women with equal rights as men in all things that we can think of. Another article that we can use as a basis for our topic at hand in the constitution is Article 41. In this article, it is state that everyone has the right of access to education. In subsequent parts of this concept note, we will try to see how sexual harassment is in clear violation of these provisions of the constitution.

2.1.2.2. The Revised Criminal Code of Ethiopia

The revised criminal code of Ethiopia does not recognize sexual harassment as a crime by its self. However, many of the acts constituting sexual harassment can be found to be punishable under this criminal code. From the acts, constituting sexual harassment mentioned above, one can find that rape is explicitly covered under Article 620 (1) of this code. Under it, it is stated, “whoever compels a woman to submit to sexual intercourse outside wedlock, whether by the use of violence or grave intimidation, or after having rendered her unconscious or Incapable of resistance is punishable with rigorous imprisonment from five years to fifteen years, No matter how the perpetrator in the case may be? The other relevant provisions that are related to sexual harassment in the criminal code are article 264 cover sexual outrages on persons in hospital, interned or under detention. It is considered in this thesis to be relevant to our purpose as it

states that “whoever, by taking advantage of his position, office or state has sexual intercourse or performs an act corresponding to the sexual act or any other indecent act with an inmate of ...any establishment of education... who is under his direction, supervision or authority, is punishable, according to the circumstances of the case, with simple imprisonment not exceeding fifteen years.” This article clearly deals with the circumstances where a student is coerced to have sexual intercourse, or where acts which correspond to sexual intercourse is forced up on a student by the teacher or a person who has authority over the student including other support staffs, where they use their power unlawfully. The article also deals with what it calls “indecent acts” which it does not define or does not provide any interpretation to.

2.2. Theoretical literature review

Sexual harassment might likewise comprise of an unwelcome verbal, non-verbal, mental physical behavior of sexual nature that may, on sensible grounds, be seen by the exploited person as an affront or mortification, or a risk to his or her prosperity, and has no association with his or her work, WAO (2010). In similar fashion the WHO recent studies has confirmed that violence against women, affects more than one third of all women globally(Organization, 2013).

2.2.1. Social construction of gender theory

Judith Lorber’s theory of social construction of gender, which holds that gender is continuously constructed and reconstructed out of human interaction, out of social life, and is the texture and order of that social life (Lorber, 1994). This theory explains that gender, as a social institution is a process of constructing different social statuses for the assignments of rights and responsibilities i.e. it creates social differences that define woman and man (Lorber, 1994).

Gender is part of a stratification system that positions these statuses unevenly such that men are above women of the same race and class. Furthermore, gender is regarded as a major building block in the social structures built on this unequal status(Lorber, 1994). This means that sexual status plays a fundamental role in reflecting gender statuses: different behavior is expected for boys and girls and for women and men. This theory is a useful lens through which the phenomena under study were scrutinized and, as the literature above suggests, understanding constructions of gender is key to understanding sexual harassment. The construction of sexual harassment as an extreme is strengthened by how students define forms

of behavior that in their view do not constitute sexual harassment as something common that we all encounter on a daily basis both in and outside school. Various forms of harassment (most often the softer forms, such as sexist comments and jokes, invitations on a date or flirting, some students also mentioned a slap on the bottom or unwanted physical contact) were described as something 'normal' or 'common', as a norm, not an extreme.

2.2.2. Socio-cultural Theory of Sexual Harassment

Socio-cultural theory is very important to understand the incident of sexual harassment from a gender perspective.

The Socio-cultural theory explains why the problem of sexual harassment occurs in a society (Petersen & Hyde, 2013). It also discusses how the gender relationship influences the victim's choice of coping strategies to deal with sexual harassment. It posits the idea that sexual harassment is a direct manifestation of a much larger patriarchal system in which men are dominating the society (Paludi, 1997). According to this theory male is more powerful, strong and leaders while females are expected to be attractive and in need of male leadership (Petersen & Hyde, 2013). The current prevalence of sexual harassment is by no means natural, unavoidable and static. This is because the incident of sexual harassment is created as the result of the complex convergence of social and cultural events of the larger society, more specifically, the socio-cultural theory holds the view that men and women have socialized in ways that maintain the structure of dominance and subordination (O'Donohue, 1997). Historically, different cultures and society norms throughout the world have developed in a way that males exercise their ultimate dominance over women, due to physical, economic and political superiority, and the incident of sexual harassment that we have been observing in any organization is the manifestation of a much larger patriarchal system (Paludi, 1997).

More specifically, Vohlídalová argue that "one of the main reasons it has not yet been possible to reduce or eradicate sexual harassment is that it occurs within a gender ideology which actively legitimates sexual harassment" (Vohlídalová, 2015). Individual members of any organizations bring with them biased grouping based on social status into organizations from the surrounding community or society. Furthermore, the socio-cultural theory is largely feminist in its orientation that examines the broader societal and political context in which sexual harassment is created and occurs (Pina, Gannon, & Saunders, 2009). Advocates of

feminist theories situate sexual harassment within the broader pattern of power, privilege and discrimination (Bell, McLaughlin, & Sequeira, 2002). Accordingly, the feminist theory posits the view that power is the source of sexual harassment (Tangri & Hayes, 1997).

The eradication of discrimination against women requires critical and gender-based assessments of organizational structure, policies, practices as well as the elimination of speech and interaction that causes aggressive patronizing practices (Bensimon & Marshall, 1997).

The socio cultural theory advocates that people learn from observing and modeling after others behavior and culture of the society even if when there is no serious punishment the practice of sexual harassment continues. If one observes harasser with no punishment other also more likely to imitate it. This theory indicates prevalence and how the students perceive sexual harassment. Socio-cultural theory attempts to explain the presence of generational spread of violence. It is proposed that, while growing up, children receive response from others about their own behaviors, from which they begin to develop standards for judging their behavior and seek out models who match these standards(Hyde-Nolan & Juliao, 2012).

Generally, the socio-cultural theory can determine the nature of sexual harassment in high school students and more specifically, it can influence the female students, however, the socio-cultural theory has been criticized for the lack of depth in explanation of sexual harassment or empirical adequacy and the absence of internal coherency (Pina et al., 2009).

2.3. Empirical literature review

The term sexual harassment is not used uniformly across the globe because countries have defined it differently in terms of their culture and the prevalence of sexual harassment varies across different cultures and societies (Joseph, 2015). Studies have also revealed that sexual harassment was common in some African countries. A study done by Mamaru et al. on the prevalence of verbal, physical and non-verbal sexual harassment and their association with psychological distress among 385 female students at Jimma University in Ethiopia found that 78,2% experienced physical harassment, 90,4% verbal harassment and 80,0% non-verbal harassment(Mamaru et al., 2015). This lack of a universally accepted definition of what constitutes the act of sexual harassment makes it very difficult to objectively measure and quantify the problem (Apaak & Sarpong, 2015). Besides, the issue of what constitute the act of sexual harassment has become the problematic area for the researchers(Pina et al., 2009).

Some scholars argue that sexual harassment is not related to the biological differences between men and women – rather, it relates to the social status of men and women and the wrong perceptions towards a gender relationship in the society that can lead to sexual harassment. Furthermore, Rory Muhammad (1992) state that sexual harassment includes sexual violence which consists of sexual acts that are perpetrated against a person’s will or without a person’s consent, many aspects of sexual harassment in educational settings. First, it posits the view that sexual harassment is unwelcome sexual propositions and requests for sexual favors. Second, sexual harassment can include both verbal and physical conducts. Thirdly, it also shows a power relationship between the perpetrators and the victims. Lastly, the definition posits that sexual harassment can affect victims’ academic life by creating an intimidating, hostile, or offensive working, learning, or social environment(Connolly Jr, Connolly, & Feinstein, 2018). When we see the education contexts, research that was conducted in Sweden reveals that 77% of female students have experienced some forms of sexual harassment in their academic life(Fasting, Chroni, & Knorre, 2014). A study in Harar shows that Sexual violence among in school adolescents were 25%, In addition, Students used addictive drugs like alcohol (18%), chat and hashish (7.2%) as very important contributing factors for sexual violence. Use of physical force (15%), false promise (43%) and use of power (7.2%) reported contributing factors. Females dressing style, their act, peer pressure, revenge and males emotionality identified as contributing factors for sexual violence. Sexual violence had different consequences like abortion (32.2%), vaginal discharge (28.6%), genital trauma (25%), and unwanted pregnancy (14.2%)(Bekele, Van Aken, & Dubas, 2011).

In Ambo secondary and preparatory school among the total 414 female students 147 (35.5%) and 138 (33.3%) of them experienced sexual harassment throughout school life and in the last twelve months in the schools, respectively. Out of 138 (33.3%) who reported sexual harassment in the last twelve months, 66 (47.8%) were verbal and 49 (35.5%) were physical sexual harassments. Among female students who experienced sexual harassment in the last twelve months, 84 (60.9%) feared harassment in the school and 54 (39.1%) never feared being sexual harassed in the school(Eshetu, 2015).

A study conducted in Bahir Dar town among private college female students revealed that the prevalence of sexual violence among female college students was 37.3%. Sexual violence among private college female students in Bahir Dar town was found to be a very common phenomenon. Moreover these study indicates that, respondents whose childhood background from rural areas was more than four times likely to have had sexual violence(Lanes, Bizuayehu, de Oliveira Fernandes, Kiron, & Babiak, 2013).

2.4. Perception towards sexual harassment

Sexual violence against women is often normalized in educational institutions because it happens every day and it complies with gender norms (Ricardo & Barker, 2008). A study done by Ekore found that males and females have different views on behaviors that constitute sexual harassment. The study suggests that females are more likely to classify several behaviors as sexual harassment than males. Behaviors such as mocking, looks and sexual jokes as well as comments from lecturers or male students, for example, are likely to be classified as sexual harassment by females than male students(Ekore, 2012).

Cortina asserts that in some societies women who are sexually harassed may not report the case because of conservative gender roles, honor and shame code that reflect different values for females and males' sexual behavior(Wasti & Cortina, 2002). Cultural norms that discourage telling others about such behavior by men may further deter students from reporting sexual harassment. According to Ekore, in Nigeria reported cases of sexual harassment are trivialized. They are frequently responded to with humor and without respect because of social customs across Sub-Saharan Africa, which supports subtle hostility in negotiating sexual decisions(Ekore, 2012). Other research reveals that males and females do not report sexual harassment because of beliefs that the unpleasant incident was not very serious, the need to avoid causing problems, fear of damaging effects on their career, and an opinion that nothing will be done to resolve their case (Bell et al., 2002).

According to Kwenaita and Van Heerden in some of South Africa's conservative communities women are violated because of the way they choose to dress. It is believed that women encourage their sexual harassment. As a result, this feeds the opinion that women who wear revealing clothes are responsible for violence against them(Kwenaita & Van Heerden, 2011).

Violence against women is socially constructed to reflect women's role in women being sexually harassed hence women share the responsibility of the attack with the perpetrator. Because violence is normalized in such South African society's women do not seem to acknowledge violence perpetrated against them(Kwenaite & Van Heerden, 2011).

The gender and power relationship pressured most female students to perceive different kinds of sexual harassment as normal and acceptable.

Likewise, research by Vohlídalová disclosed that normalization of sexual harassment could be encountered most often in cases of verbal harassment, which are depicted as something common(Vohlídalová, 2015). Research by Okoroafor, et al. also identifies silence due to societal pressure to secrecy as among the major reaction of the female students in the Nigerian higher education system(Okoroafor, Umoh, & Ojinma, 2014).

Cairns also argue that normalization of sexual harassment has been the results of societal pressure to accept the misconduct as acceptable because women have learned to accept stereotyped gender relationship(Cairns, 1997).

2.5. Forms of Sexual Harassment

According to the South African Labor Guide, the various forms of sexual harassment are physical (unwanted physical contact, such as strip searches by or in the company of the opposite sex, touching, and rape, among others), verbal (unwelcome sexual advances, jests or explicit remarks about a person's body in their presence, etc.) and non-verbal (unwelcome gestures, indecent exposure, unwelcome display of obscene pictures, etc.)(Petersen & Hyde, 2013).

Non-verbal sexual harassment may include, among other things, improper eye contact, improper gestures that indicate someone's sexual objective, and showing or handing out obscene drawings, pictures and/or written material. Unwelcome sexual statements can be made in person, in writing, electronically (Facebook, email, instant messaging, Instagram, blogs, web pages and others) and otherwise, telephone calls, letters, visits, pressure for sexual favors, pressure for unnecessary personal interaction and unsolicited or unwelcome pressure for sexual/romantic dates constitute sexual harassment(Conte, 2017)

Perceptions on the forms and types of what constitutes sexual harassment vary among and within cultures and societies. The categories of sexual harassment varied from culture to culture

and from country to country. Hence, sexual harassment can take different forms based on the severity and nature of the harassment (Department of Education, n.d.).

Sexual harassment may take the following forms:

- Sexually-oriented kidding, innuendo, jokes or verbal abuse;
- Non-verbal acts like leering or sexual gestures;
- Repeated questioning about aspects of a person's private life;
- Exertion of pressure or requests for sexual favors with implied or overt promises of preferential treatment, or threats concerning an individual's employment status;
- Physical contact such as patting, pinching or touching, hugging and brushing against another person's body
- Sexual assault or rape.

Generally, different scholars and institutions come up with different forms or categories of sexual harassment.

2.6. Victims of Sexual Harassment

Historically, females have always been thought to be victims of sexual harassment. This is confirmed in various studies, which show that females are more likely than males to be victims of sexual harassment and harassers are more likely to be males (Wasti & Cortina, 2002). Various studies have revealed a possible high risk of male-to-male sexual harassment. For example, Petersen and Hyde's study on US students revealed that more male than female students suffered same gender sexual harassment (Petersen & Hyde, 2013). Some studies have revealed that more female students experience recurrent and serious sexual harassment than males other studies have shown no gender difference in victimization prevalence, for example, studies done in Canadian schools and on US adolescents (Petersen & Hyde, 2013). Research in the US has shown that sexual harassment is common among male and female students in secondary schools (Gruber & Fineran, 2007). These studies found that 79% of male and 81% of female pupils in secondary schools reported experiences of peer to peer sexual harassment. Similarly, Ormerod, Collinworth and Perry found that 88.4% of boys in their sample had experienced sexual harassment (Ormerod, Collinsworth, & Perry, 2008).

A study done by Moffitt et al. on sexual harassment victimizations of US young adults revealed that men do not only encounter harassment but that such victimization can influence their adjustment and adulthood outcomes(Moffitt et al., 2011).

Various studies have revealed a possible high risk of male to male sexual harassment. For example, Petersen and Hyde's study on US students revealed that more male than female students suffered same gender sexual harassment than females(Petersen & Hyde, 2013).

A study done by Patterson, Weaver and Crawford (as cited in Petersen & Hyde, 2013) on US young adults revealed that men not only recognize manhood as a temporary state but they also endorse hostility as a means of demonstrating or restoring threatened manhood(Petersen & Hyde, 2013).

2.7. Contributing Factors for Sexual Harassment

Different literature has disclosed that there are multiple factors that have been contributing to the prevalence of sexual harassment in educational settings. Research by Adedokun identifies lack of academic integrity and the wrong perception about female students' ways of dressing as the major contributing factors to the incident of sexual harassment at Lagos State University in Nigeria(Adedokun, 2005). Similarly, Okoroafor, et al. also identifies that limited social roles of women, blaming of victims, the traditional construct of manhood, societal pressure to secrecy and silences as well as the lack of specific policies were some of the contributing factors for the prevalence of sexual harassment in Nigeria higher education Some experts believe that a lack of awareness and information about the problem are the reasons why people do not label as sexual harassment forms of behaviour that are defined as sexual harassment in legislation and anti-harassment policies(Okoroafor et al., 2014).

Carrie Herbert has identified the problem in people's uncertainty as to the definition of sexual harassment, general ignorance of the issue, and a lack of information. Constructing sexual harassment as behavior that crosses the boundaries of normality, as something abnormal, inappropriate, and improper, also often appeared in the questionnaire survey, in responses to an open-ended question about how they would define sexual harassment the students mentioned 'improper comments which aren't funny', 'improper touching, verbal comments of a sexual nature', 'excessive harassment of another person based on sexual motives'(Herbert, 1997).

2.8. Impacts of Sexual Harassment

Sexual harassment can have very severe consequences for individual victims as well as for organizations or the society. At the individual level, sexual harassment can have an overwhelming impact on the well-being of the victims depending on the nature and severity of the problem. It can affect the victims' psychological and physical well-being, as well as their employment or educational engagement or success (Woolnough et al., 2008).

The social and human costs of sexual harassment can be very high. Sexual harassment can involve heavy costs to the organization and society.

A study by Taiwo, et al. shows that sexually harassed individuals suffer a number of psychological problems such as irritation, frustration, anxiety, stress, and trauma, and depend on the nature and severity of the problem, individual victims experienced anything from mild annoyance to extreme psychological damage. The social and human costs of sexual harassment can be very high. Sexual harassment can involve heavy costs to the organization and society (Taiwo, Omole, & Omole, 2014). Research suggests that abused women endure enormous psychological suffering because of violence. Many are severely depressed or anxious, while others display symptoms of post-traumatic stress disorder. They may be chronically fatigued, but unable to sleep; they may have nightmares or eating disorders; turn to alcohol and drugs to numb their pain; or become isolated and withdrawn (Organization, 1997). Besides the above consequences, the health conditions associated with domestic violence are acute physical injuries; trauma to head, face, neck, fractures and broken bones, orbital fractures, black eyes, bilateral bruising, burns and internal injuries. Chronic physical injuries also include; headaches, migraines, memory problems, seizures, traumatic brain injuries, cardiac and circulatory condition, complaints of pains and aches, irritable bowel syndrome and sexually transmitted infection.

Sexual harassment has negative academic, psychological and behavioral consequences. An individual who is sexually harassed may exhibit characteristics like loss of self – esteem, depression, fear for personal safety, anger, hostility towards the perpetrator, increased risk of suicide and self-doubt. Academically and professionally, an individual may be embarrassed to work, avoid assignments, fear going to work and might not wish to advance in his/her profession or education and might even resign from work (Kelley & Parsons, 2000).

CHAPTER THREE

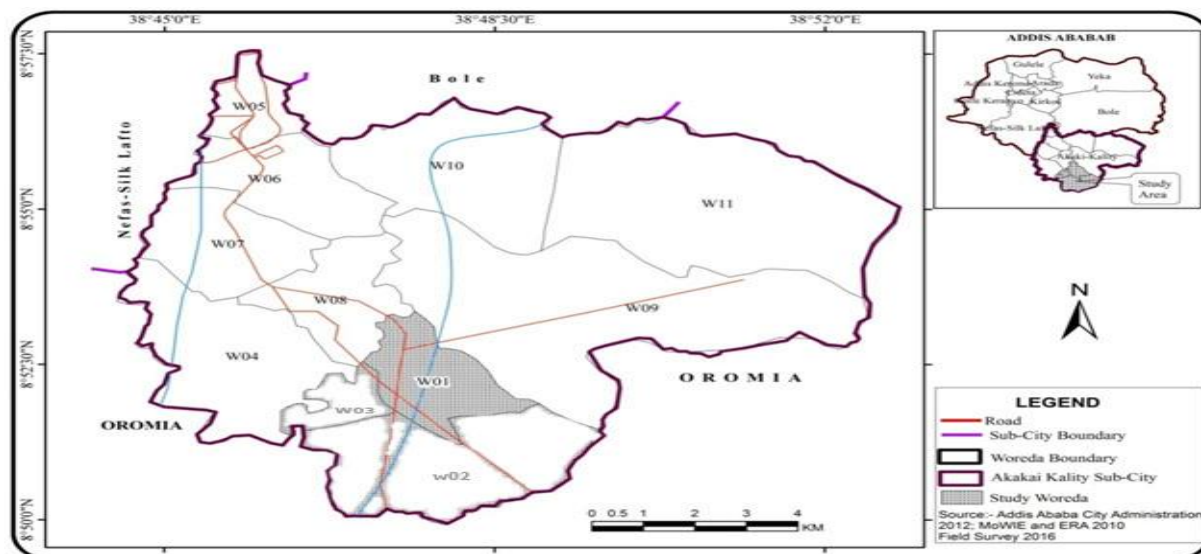
3. RESEARCH METHODOLOGY

This chapter deals with the methodological approaches used in conducting this study. It presents research site background, research design, the study population, sample size and sample procedure, sources of data, data collection techniques, data analysis, validity and reliability of data and ethical considerations of the study.

3.1. Description of the study area

Akaki Kality Sub-city is one of the ten sub-cities of Addis Ababa city administration located in the Southern part of the city. Within the city, it shares borders with different sub-cities. Administratively, according to Addis Ababa City Administration Integrated Land Information Center (AACA-ILIC, 2014: 6) Akaki kality Sub-city is divided into 13 Woredas. According to the 2007 census, it is estimated that, the total population in Akaki kality-Sub-city is 220,740 out of which 114,095 are females and 106,645 are males during the census year. The specific study area Fitawurari Abayineh secondary and preparatory public school is located in this sub city, district one. The school was established in 2005 G.C and in this year 1409; 615 male and 794 female students were registered and pursue their education. (FitawurariAbayneh School Registrar/2018).

Fig. 1. Map of Akaki Kality Sub City



. Source: Akaki Kality sub city Administratim office, 2018

3.2. Research Design

The research was designed in descriptive method, by Applying both quantitative and qualitative approaches. This descriptive method helps to describe the students' perception towards sexual harassment at the research area.

Mixed research approaches help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under the research objectives. These methodologies support each other and as both are important in research activities (Abelson & Prentice, 1997). For the purpose of this research, the researcher used those mixed approaches to effectively address the research objectives. It is important to recognize both quantitative and qualitative techniques that play useful and complementary role in improving the breadth and depth understanding of the study in a given area and to triangulate findings from both methods. Creswell, noted that a mixed method of research design is useful when either the quantitative or qualitative approach by itself is inadequate. This method can provide to understand the research problems though extra time needed to collect and analyze both quantitative and qualitative data. Quantitative data, often involves random sampling, so that each individual has an equal probability of being selected, and sample can be generalized to the larger population of the target area(Creswell, 2009).

As Brewer explained the qualitative method is important in order to see how problem is intense in individual life and the data which is collected would help the researcher in order to see the respondents' meaning, belief, perspective, experience of sexual harassment in their personal life in detail and construct knowledge how it affected their education and their day researching problems and developing a comprehensive understanding of the main concept, idea, to day life(Miller & Brewer, 2003).

3.3. Population, Sample and Sampling Techniques

3.3.1. Study Population

The population of the study consisted of 1409, which were the total students of the selected school Based on the empirical data given by the selected school. This data indicated that, in 2018 educational year the total registered number of students were 1409 out of those 615 male and 794 female students pursue their education. From the total students 529 are 9th grade, 413 are 10th grade 296 are 11th grade and 171 are 12th grade (Fitawurari Abayneh School Registrar/18).

3.3.2. Sampling design and sampling techniques

The study adopted the multi-stage sampling techniques. At the first stage, Akaki kality sub city selected randomly from the other ten sub cities of Addis Ababa and Fitawurari Abayineh secondary and preparatory School was selected purposively from the ten other high schools of Akaki kality sub city.

In the second stage, to get a reasonable sample size at 95% level of confidence from total populations by using Yamane (1967:886) sampling technique formula, the sample was designed as follows:

$$n = \frac{N}{1+N(e)^2} \dots\dots\dots (1)$$

Whereas n=sample size for the research use
 N=total number of the school students
 e=confidence level

Thus, N=1409 e =0.08
n=1409/1+1409(0.08)²=1409/10= 141.

Therefore, as per the above formula the sample size (n) computed is 141 students. Therefore, this sampling system is a reasonable sampling size, because it selected at 95% level of confidence. For selecting those samples of respondents from each grade, stratified sampling technique was used based on sample size designed. Because, students fairly participating from all grade levels of the selected school. At the end, after stratified selection of the respondents from each grade by helping

lottery method taking list of respondents from the stratified selection.

Table 1: Sample distribution of grade levels.

N= 1409, n=141

No	Grade level	No. of students			Sample (n)			Response rate (%)		
		Female	Male	total	Female	Male	Total	Female	Male	Total
1.	Grade nine	295	234	529	30	23	53	30	23	100
2.	Grade ten	229	184	413	23	18	41	23	18	100
3.	Grade eleven	167	129	296	17	13	30	17	13	100
4.	Grade twelve	103	68	171	7	10	17	7	10	100
5.	Total	794	615	1409	77	64	141	77	64	100

Source: School registrar 2018

The above table shows the total distributed questionnaires 141 and totally, the distributed questionnaires to the respondents were properly filled and collected, this adequate to make the analysis.

3.4. Data Sources

In this study, both primary and secondary sources of data were used. The researcher gathered primary data from the selected respondents through the combination of survey, key informant interview, in-depth interview and group discussion techniques. This provides to get reliable data, from the respondents. Moreover, the study employed document analysis of secondary data from Fitawurari Abayineh secondary, preparatory school, and different documents like reports and other government documents, books, journals, published and/or unpublished research papers.

3.5. Method of data collection

In this study, survey (questionnaire), key informant interview (KII), in-depth interview and focus group discussion's (FGD's) were employed to gather data from respondents.

3.5.1. Key informant interview

Key informant interviewing is qualitative research technique that is vital for conducting intensive interviews with a limited number of people to explore their experiences, views, and attitudes about specific issues(Boyce & Neale, 2006). Interviews were conducted among key informants that enable the researcher to collect data on pertinent knowledgeable sources about the issue under study. Key interview can give the respondents enough time and free room to discuss their views and elicit their personal experiences (Creswell, 2002). Key interviews are more advantageous because it allows the respondents to express their feelings in their own terms/words and explore new information, which the researcher has, limited knowledge (Becker, Bryman, & Ferguson, 2012).

Purposively, Key informant interviews were conducted with the selected head of gender club-1, anti-sexual harassment discipline committee members 2, gender club member's teachers-2, gender club member students -6 and school principals-2. Totally, 13 respondents were selected; because of the researcher believe to gained relevant data from them.

3.5.2. In-depth interview

In-depth interview is useful for exploring an individual's beliefs, values, understandings, feelings, experiences and perspectives of an issue. In-depth interviews also allow the researcher to ask into a complex issue, learning more about the contextual factors that govern individual experiences (Attride-Stirling, 2001). Instead of the listed reason the researcher, become interested to used in-depth interview as one of data collection method, so in this study the researcher, select five female students those, respondents were faced sexual harassment and reported to the school anti-sexual club based on their willingness to discuss about the issue.

3.5.3. Focus Group Discussion

Utilizing FGD help to obtain stronger and well-discussed information. Focus Group Discussion (FGD) was conducted from each grade level students. The Focus Group Discussion was conducted with two session's by male and female students of the school. With regard to the number of discussant in each focus group, Oates suggests that the manageable size to conduct FGD is six to ten(Oates, 2000). In this case, the numbers of participants in each group ranges eight students were participated, there were two focus groups based on their sex, means in FGD1 female and FGD2 male participants, those group members selected from all classes of the school. This focus group discussion was conducted based on pre-determined discussion guides. FGD is useful in giving an opportunity for the

researcher to analyze the participants' interaction among themselves. "Such interaction occurs as participants question each other, or challenge views which might differ from their own. This method helped to draw the respondent's attitudes, feelings, beliefs, reactions and experiences in group, As participants think and reason loud, their changing attitudes within the context of the group can be documented" (Oates, 2000).

3.5.4. Questionnaires

The survey questionnaires contained both close and open-ended items, which helped to collect data from the selected respondents. As Koul, Fisher, & Earnest suggested that question is used to obtain information about certain conditions and practices, to inquire opinions and attitudes of individuals and groups (Koul, Fisher, & Earnest, 2006).

Closed ended items were prepared in order to obtain realistic data. The items of the questionnaire were constructed by the researcher and modified from various sources based on the objective of the research and other related publications in relation to students' perception differentials towards sexual harassment activities.

Data gathered from the field with the help of two female research assistants. Those assistants first trained by researcher based on the research objectives. The researcher also during the field coordinated the overall activities of data gathering situation. The questionnaires first designed in English and translated to Amharic language, this is help to create proper understanding and gain better responses from those who cannot clearly understand the English language. The questionnaire has four (4) parts: First section contained the general data of the respondents, Second part contained about female and male students perception towards sexual harassment, third part- contained about the prevalence of sexual harassment among male and female students, and fourth section-about the effects of sexual harassment in the selected school.

3.6. Method of data analysis

This research was designed in a descriptive method by applying quantitative and qualitative approach. Accordingly, for realization and successful accomplishment of the study, data collected from different primary and secondary sources were organized and arranged. After the data has been arranged, it was coded and fed to excel sheet as the primary tasks. The respondents' scores were summarized from the sheet and made ready for analysis. After that, it was analyzed using simple statistical and descriptive narration techniques. The simple statics were includes tables, diagrams and percentages. The interviews and focus group discussion questions were analyzed using descriptive narrations.

Finally, all these were followed by the necessary interpretations and discussions to achieve the desired research goals.

3.7. Reliability and Validity of Data

Reliability refers to the degree of consistency with which an instrument measures whatever is supposed to be measuring. Engel &Schutt defined reliability as meaning that a measurement procedure yields consistent or equivalent scores when the phenomenon being measured is not changing and that it is affected less by random error or chance variation than if it is unreliable. Which means stability, dependability and predictability of a measuring instrument to ensure that the instrument consistently measures what it was supposed to be measured; trial studies which help to identify the reliability of the topic was carried out in the study area(Engel & Schutt, 2012).

To ensure face validity of the instrument the questionnaire cross checked at the research area. Before the principal data collection was undertaken, a pilot -test was conducted on 8 respondents at the research area. This pilot study was helped to ensure respondents understand the questions or not. Based on the feedback from the pilot study, a better set of questionnaire has been developed and distributed to the respondents.

The feedback received from pilot testing includes:

- That the questionnaire is comprehensive because it included most perception of sexual harassment differentials.
- It was also reported that filling in the questionnaire is time consuming because of the large number of questions.

Based on these feedbacks, corrections were made on the forms of presentation and issues that were found to be misunderstood by the respondents during the pilot testing.

3.8. Ethical consideration:

The researcher was asked informed consent to all research participants and gives relevant information about the purpose, objective, procedure, time, risk and benefit of the research clearly. Who are interested to participate would be participated after informed consent to participate in the research. The objective and purpose of the study would clearly explain to each respondent on the questionnaires. Consent of the sample students was asked and the purpose of the study was explained to them. The study maintained the following ethical standards: (i) obtained informed consent from participants on an ongoing basis; (ii) participation was entirely voluntary; (iii) informed participants of any risks involved in the research; (iv) protected the privacy and confidentiality of all participants; and (v) ensured that participation did not and will not cause any harm to the participants.

Moreover, respondents were informed about the confidentiality of the information and the anonymity of research participants that they provided as the analysis would be made for the general population.

CHAPTER FOUR

4. RESEARCH FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter deals with analysis and presentation of data collected from field. These data is presented in a tables and figures to discuss and analyze. The chapter contents about gender based difference about perception of sexual harassment, prevalence of sexual harassment and its effect, guided the conclusion that was reached and at the recommendations and suggestions made.

First, the demographic profile of respondents was analyzed and presented followed by students' perception towards sexual harassment at the research area. All were analyzed using tables and percentages. Second, the data related to the prevalence of sexual harassment among male and female students and the effects of sexual harassment in Fitawurari Abayneh Secondary and Preparatory School was presented and analyzed by using simple statics and descriptive narration. Finally, discussion is presented based on the findings.

4.2. General Description of the Sample Respondents

4.2.1. Demographic Profile

The following table summarizes the demographic profile of respondents by age, sex, birthplace, education, distance from school and marital status.

Table 2 Description of the respondents n = 141

Variables	Frequency	Percentage (%)
Age		
<16	19	13.5
16-20	115	81.6
21-24	6	4.3
>24	1	0.7
Sex		
Female	79	56.0
Male	62	44.0
Religion		
Orthodox	120	85.1
Muslim	8	5.7
Protestant	11	7.8
Catholic	2	1.4
Educational level		
grade 9	53	38.3
grade 10	41	27.7
grade 11	30	22.0
grade 12	17	12.1
Birth place		
Rural	42	29.8
Urban	99	70.2
Marital status		
never married	126	89.4
Married	7	5.0
Divorced	6	4.3
Widowed	1	.7
Cohabitation	1	.7
Distance from the school		
< 30 minute	58	41.1
30minute to 1 hour	68	48.2
more than 1 hour	15	10.7

Source: from survey result, 2018

As can be seen from the table above, majority of the respondents were within the age category of 16-20 years 115(81.6%) followed by those under the category of below 16 years 19(13.5%) and 21-24years 6(4.3%) and the remaining were above 24 years 1(0.7%). This result indicated that majority of the respondents' age category between 16-20 years. As can be seen from the table above, majority of the respondents were within a sex category of female 79(56%) and the remaining respondents 62(44%) were male.

Regarding to the religion of the respondents, it is clearly seen from the table that most were orthodox 120(85.1%), and which followed by protestants 11(7.8%), Muslims 8(5.7%) and the remaining were catholic 2 (1.4%) followers. When we see the educational level of the respondents, it is clearly seen from the table that most were within 9th grade 53(38.3%), and those followed by 10th grade 41(27.7%) and 11th grade 30(22%), the remaining were 12th grade 17(12.1%). This education level indicated that participation of the respondents in the research fairly represented to the total population. With regard to the birthplace of the respondents, most of the respondents were urban 99 (70.2%) and the remaining respondents were 42 (29.8%) rural birthplaces which showed most of the respondents were urban born. When we see about marital status of respondents that, majority of the respondents were never married with in 126(89.4%) ranked first. Those were followed by those married 7(5%), divorced 6(4.3%), widowed 1(0.7%) and the remaining respondent was Cohabitation 1(0.7%).

Regarding to the respondents distance from the school indicated that, 30 minutes to one hour 68(48.2%) followed by those a maximum of 30 minutes 58(41.1%) far from the school. The remaining respondents were at least one hour and above 15 (10.7%) far from the school. This result indicated that majority of the respondents far away from the school 30 minutes to one hour. This distance may have its impacts in sexual harassment.

4.2.2. Respondents demographic relation with sexual harassment

4.2.2.1. Knowledge of sexual harassment by birthplace

Awareness about sexual harassment of respondents by birthplace indicated in table 2. As indicated in the table -2 below the total respondent is whose urban born were more aware (89.8%) about sexual harassment than the rural born respondents (73.8%). From the total respondents who were not aware about sexual harassment the Urban born were (8.1 %) while the Rural born were (26.2 %). In this case, the researcher wants to examine whether the respondents have ever heard about the issue or not.

Knowledge about sexual harassment is significantly associated with birthplace with X^2 (chi-square) test of 6.023 and 0.014 significant level. Therefore, we can conclude that urban born respondents were more aware than rural born counter parts about sexual harassment.

Table. 3. Distribution of respondents by birthplace and awareness about sexual harassment

Place of birth	knowledge about sexual harassment		Total
	Yes	No	
Rural	31(73.8%)	11(26.2%)	42(30%)
Urban	89(89.8%)	10(8.1)	99(70%)
Total	120(85%)	21(15%)	141(100)

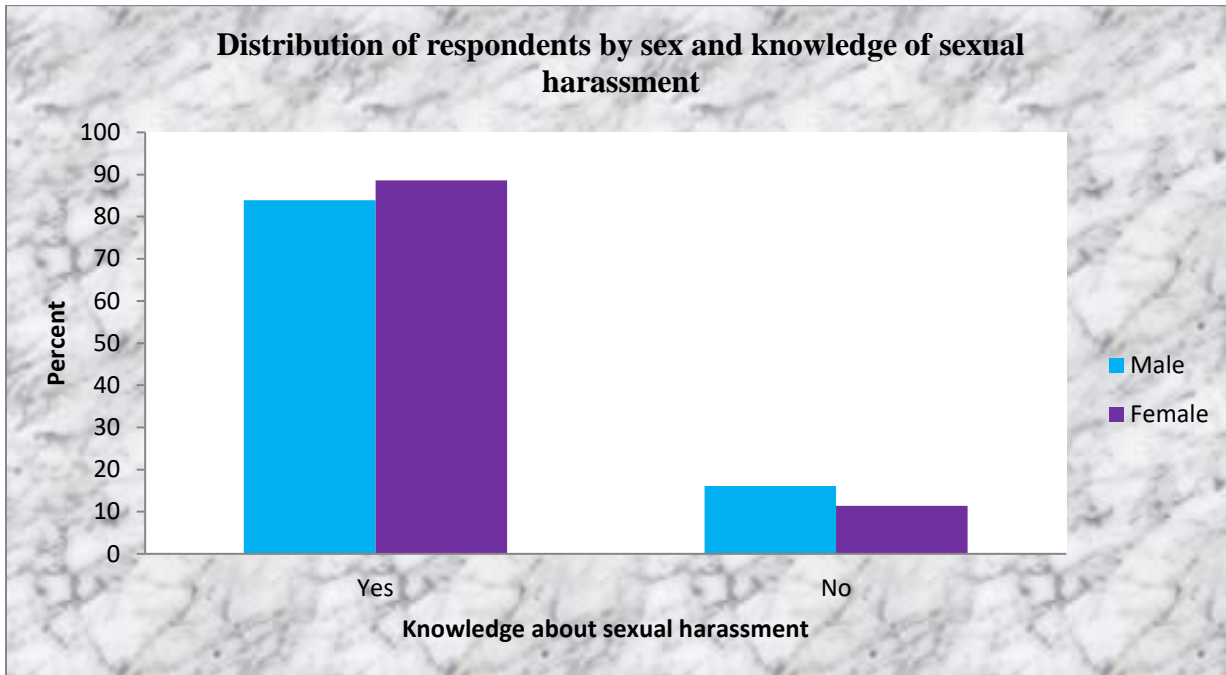
Source: from survey result, 2018

4.2.2.2. Respondent’s gender and Knowledge of sexual harassment.

The distribution of respondents by sex and their knowledge about sexual harassment showed in figure 1. The result showed that out of the total female respondents who replied yes or aware about sexual harassment were, the largest proportion were female (88.6 %), while the remaining 11.4 % of female respondents stated that they were unaware about sexual harassment. Of the total male respondents the largest proportion (83.9%) they were aware about sexual harassment, while the rest (16.1 %)were not aware about sexual harassment. This absolute result indicates that female respondents have more awareness than male counterparts do, however, the chi square test (0.133) and the significant level (0.715) showed that there is no significant association between respondents gender and knowledge about sexual harassment.

This result conforms with the previous study up on Nigeria bank employees, male and female employees do not differ in perceived gender harassment, perceived sexual coercion and perceived unwanted attention (Bell et al., 2002).

Figure 2, Distribution of respondents by sex and their knowledge about sexual harassment



Source: computed from survey result, 2018

4.2.2.3. Distance from home to school and sexual harassment

Relationship between walking distance from home to school and probability to face sexual harassment presented is presented in table 4. Of the total respondents who faced sexual harassment, students who walk to school for less than 30 minutes accounted 77.8 % female and 22.2 % were male; those who walked to school between 30 minutes to 1 hour consisted. Among students who spend more than one hour to reach from home to school were 83.3 females and male. Respondents who had not faced sexual harassment walking to school were 37.5 % female and 62.5% male. The respondents who take less than 30 minutes to reach home from school were 32.4% female and 67.6 % male who takes 30 minutes up to 1hour to reach school from home, and the remaining 50 % female and 50 % male takes more than 1hours. Generally, we can conclude that the more the distances from the school, the more exposed students are to sexual harassment especially female respondents.

Table.4 Distance of the school from home and sexual harassment

Distance	Exposed to sexual harassment			
	Yes		NO	
	Female	Male	Female	Male
<30 minutes	14(77.8%)	4(22.2%)	15(37.5%)	25(62.5%)
30 minutes to 1hr	31(83.8%)	6(16.2%)	11(32.4%)	23(67.6%)
>1hr	5(83.3%)	1(16.7%)	3(50%)	3(50%)

Source: computed from survey result, 2018

4.3. Female and male students' perception towards sexual harassment

Sexual harassment constructed as an extreme that lies outside our 'normal' world and our 'normal' everyday reality. During behaviors perceived as sexual harassment, females and males perceive sexual harassment differently because of different factors like culture, economic status, and others. Those also true for the students. The following table summarized the respondent's perception toward sexual harassment.

Table 5 - Perception of respondents towards common practices of sexual harassments

Items	Response			
	Yes		No	
Do you believe that, those are Sexual Harassment Practices?	Female	Male	Female	Male
Insulting	63(59.4%)	43 (40.6%)	16(45.7%)	19(54.3%)
Whistling at someone, cat calls	43(70.50%)	18(29.5%)	36(45%)	44(55%)
making kissing sounds	45(53.6%)	39(46.4%)	34(59.6%)	24(40.4%)
Giving sexual comment	60(57.7%)	44(42.3%)	19(51.4%)	18(48.6%)
Name calling	32(49.5%)	14(30.4%)	47(69.6%)	48(50.5%)
Disdain	56(58.3%)	40(41.7%)	23(51.1%)	22(48.9%)
Appreciating or depreciating without the will of individual	49(53.3%)	43(46.7%)	30(61.2%)	19(38.8%)
Telling sexual jokes	64(60.4%)	42(39.6%)	15(42.9%)	20(57.1%)
Spreading rumors about a person's personal sex life	46(60.5%)	30(39.5%)	33(50.8%)	32(49.2%)
Looking a person up and down	38(55.9%)	30(44.1%)	41(56.2%)	32(43.8%)
Blocking a person's path	65(82.3%)	14(17.7%)	44(71.0%)	18(29.0%)
Giving personal gifts	19(59.4%)	13(40.6%)	60(55.0%)	49(45.0%)
Following the person	62(65.3%)	33(34.7%)	17(37.0%)	29(63.0%)
Making facial expressions like winking, licking lips	55(72.4%)	21(27.6%)	24(38.1%)	39(61.9%)
Making sexual gesture	64(59.3%)	44(40.7%)	15(45.5%)	18(54.5%)
Giving a massage around neck or shoulder	64(59.8%)	43(40.2%)	15(44.1%)	19(55.9%)
Touching the person's clothing hair or body	63(63.6%)	36(36.4%)	16(38.1%)	26(61.9%)
Hugging, kissing, patting, or stroking	63(61.2%)	40(38.8%)	16(42.1%)	22(57.9%)
Touching or rubbing oneself sexually around another person	65(82.3%)	14(17.7%)	44(71.0%)	18(29.0%)
Standing close or brushing up against another person	41(78.8%)	11(21.2%)	38(42.7%)	51(57.3%)

Source: Author's Field work, March – 2018

Assessment of respondent's knowledge on sexual perception in insulting showed that 63(59.4%) female out of the total 79 female students and 43 (40.6%) male out of the total 62 male students perceived. On the other hand, 16(45.7%) female and 19(54.3%) male respondents not perceived as sexual harassment. This result indicated that most respondents perceived insulting as one of the sexual harassment.

Regarding to Whistling at someone, cat calls 43(70.50%) female and 18(29.5%) male respondents perceived as the sexual harassment practice and 36 (45%) female and 44(55%) male respondents did not perceived as sexual harassment. In the same way regarding to making kissing sounds 45(53.6%)female and 39(46.4%)male respondents perceived, whereas 34(59.6%) female and 24(40.4% male respondents were not perceived as sexual harassment practice.

The result showed cat calling considered as harassment in female perception. The above table regarding giving sexual comment indicated that 60(57.7%) females and 44(42.3%) male respondents perceived as sexual harassment and the remaining 19(51.4%) female and 18(48.6%) females not perceived as sexual harassment, regarding to name calling perception of the respondents 62(65.3%) females and 33(34.7%) males perceived harassment, of these 47(49.5%) female and 48(50.5%) male respondents not perceived. In parallel to the above items regarding to disdain 56(58.3%) female and 40(41.7%) male respondents perceived as sexual harassment practice but, the remaining 23(51.1%) females and 22(48.9%) males were not perceived. Those results indicated most respondents believed catcall, making kissing sounds, giving sexual comment and disdain practiced as sexual harassment. As it discussed with all key informants and focus group discussion respondents, they described sexual harassment in different concepts by specifically by listing those findings, which mean they support the result.

The above table-5 clearly indicated, regarding to appreciating or depreciating without the will of individual, 49(53.3%) female and 43(46.7%) male respondents perceived as sexual harassment practice and the remaining 30(61.2%) female and 19(38.8%) male were not perceived. The table also clearly indicated, regarding to telling sexual jokes 64(60.4%) female and 42(39.6%) male respondents perceived. The remaining were 15(42.9%) female and 20(57.1%) respondents not perceived. Similarly, regarding to Spreading rumors about a person's personal sex life 46 (60.5%) female and 30(39.5%) male respondents perceived and the remaining were 33(50.8%) female and 32(49.2%) male none perceived. Relatively, regarding to Looking a person up and down (elevator

eyes) 38(55.9%) female and 30(44.1%) male respondents perceived. In the same way in the table indicated that blocking a person's path 65(82.3%) female and 14(17.7%) male respondents perceived and the remaining were 44(71.0%) female and 18(29.0%) male not perceived.

One of grade 10 male student expresses his idea towards sexual harassment as the following: *'females need appreciation and harassment from us when they never to harass with day they became sad, so I always insult, call the name of female students, but never think those my practices as threat of sexual harassment'*.

Those results indicated that the identified items practiced as sexual harassment at the research area, but the items spreading rumors about a person's personal sex life and looking a person up and down not in the same level practiced. When it discussed with all key informants and focus group discussions they identified without reservation of the above and the other items, they discussed about the practice of sexual harassment. Because they said that even society perspectives admit as a normal situation.

In the above table -5 regarding to giving personal gifts indicated that female and 60(55.0%) and 49(45.0%) male respondents were not perceived and the remaining respondents 19(59.4%) female and 13(40.6%) male perceived. In the above table clearly indicated regarding to following the person 62(65.3%) female and 33(34.7%) male respondent perceived and the remaining 17(37.0%) female and 29(63.0%) male respondents not perceived. Regarding to making facial expressions like winking, licking lips indicated in table 55(72.4%) female and 21(27.6%) male respondents perceived. The remaining 24(38.1%) female and 39(61.9%) male respondents not perceived. in the same way, in making sexual gestures 64(59.3%) female and 44(40.7%) male respondents were perceived and the remaining respondents were 15(45.5%) female and 18(54.5%) male not perceived.

When it discussed with key informants, they discuss more items practiced as sexual harassment in the area but most of them not admit by the societies as a bad habit rather than as a common norms. This also in a similar concept discussed with focus group discussion and all these group discuss in a similar way.

In the above table -5 regarding to giving a massage around neck or shoulder indicated 64(59.8%) female and 43(40.2%) male respondents perceived. The remaining 15(44.1%) female and 19(55.9%) male respondents not perceived. The table indicated about touching the person's clothing, hair or body indicated 63(63.6%) female and 36(36.4%) male respondents perceived. The remaining respondents 16(38.1%) female and 26(61.9%) were not perceived. In the same to the above items regarding to hugging, kissing, patting, or stroking indicated in the table that 63(61.2%) female and 40(38.8%) male respondents perceived and the remaining respondents were 16(42.1%) female and 22(57.9%) male were not perceived. Also the table regarding to Standing close or brushing up against another person indicated that 41(78.8%) female and 11(21.2%) male respondents perceived and of those 38(42.7%) female and 51(57.3%) male respondents not perceived. Both focus group discussions identified the items identified in survey result and the others as practiced as sexual harassment at the research area. The above findings has great interaction with Judith Lorber's theory construction of sexual harassment as an extreme is strengthened by how students define forms of behavior that in their view do not constitute sexual harassment as something common that we all encounter on a daily basis both in and outside school(Lorber, 1994).

The school principal suggests:

'The problem is most forms of sexual harassment such as sexual jokes, comments, insulting discouraging, intimidation etc. I observe such practices up on female students but as a severity of the problem the trained of female students to report the issue to the expected body in the school is low, because of are awareness gap; they are not considered such practices as sexual harassment. This creates a challenge to exactly know the prevalence and effects of the problem in this school'.

According to the study result most male students not understand the pain of the most practiced type of sexual harassment such as giving appreciative comments and jokes, calling name giving a massage around neck, hugging, kissing, patting, or stroking whistling at someone , standing close or brushing up against another person ,making facial expressions like winking, licking lips, looking a person up and down(elevator eyes), Spreading rumors about a person's personal sex life, insulting etc.. considered as something 'normal' or 'common', as a norm, not an extreme. The interview result also shows similar result with survey.

One grade 9 male student explains as the following:

“When we live together as male and female it is common and expected to give sexual comment otherwise the female were not become happy, they always expect our torment as appreciation.”

However, one grade 9 counterpart female student explains her idea up on the issue as follows;

In my opinion, I never accept harassment at good, rather it is inhuman act that affect human freedom, proud and privacy of the female, never be happy by harassment. Consider female, who gain happiness with in harassment is a great scorn.

So the finding of the research has confirmed with Cairns study about the normalization of sexual harassment related argued that normalization of sexual harassment has been the results of societal pressure to accept the misconduct as acceptable because women have learned to accept stereotyped gender relationship from the society(Cairns, 1997).

In line with previous studies, there are gender differences in male and females ‘overall ratings of actions that constitute sexual harassment. Individuals perceive sexual harassment differently.

Let us see female students’ perception. One of grade 11 female student of the school described in this way about the level of sensitivity of sexual harassment as follows:

Perception of sexual harassment is different for everyone and so for someone sexual harassment is the sexual act and for someone. Sexual harassment may be that someone attack others in different way the harasser never know the pain how much harassment hurt the harassed, may be they consider as appreciation, but not.

In addition, other female student of grade 10 explains as follows:

I think that this really depends on the outlook of a person, how he or she is perceives it, for myself sexual harassment is not only mean something displayed in physical attack rather anything that express verbally, non-verbally and what forward without the will of the individual even appreciation is for me consider as harassment’.

Female FGD participants deal about the issue as follows:

In our school there are different practices of sexual harassment commonly verbal and non-verbal harassment like insulting, blocking a person’s path, elevator eyes, name calling, whistling ,spread false rumors about the individual are common types of harassment and consider as normal, but for us it is not easy, rather those practices has its impact up on our day to day activity, as a female the level of vulnerability is high in female students, because of such practice the victim face depression, loss confidence, be stressed, low participant in the class and loss

educational performance, absent from school etc.. in ourselves why not appreciation, that forward without the will of the individual, that is harassment, because of harassment affect the proud and privacy of the individual, to know the real pain of the problem we shall be on the shoes of other' otherwise never know the real pain. What is amazing is the harasser is not only the student the teacher themselves are harass their student by forgotten teacher-student father-child relationship, but not all except some crude teachers.

Male FGD participants express their idea as follows:

Even if there is school rule and regulations to struggle against sexual harassment practices no more implementation in the ground it needs attention in our school there are different acts of sexual harassment, obviously females are more vulnerable.as a male we attack female students, it is common practice, we think that it very difficult to stop harassment. When see the reality most females become happy when they become harassed, consider as attractiveness

This showed that women are more likely to face various sexual harassment than men are. For instance, women are more likely than men to consider sexual practices, jokes, looks, and gestures, as well as remarks, as sexual harassment. The present finding is similar to the above position, especially when a look at the responses showed female students identifying items to constitute sexual harassment more than their male counterparts on all the twenty listed items sexual harassment practices.

There is significant difference between both male and female students perception of sexual harassment. Responses by the students that participated in this study showed a prevalence of sexual harassment in the school.

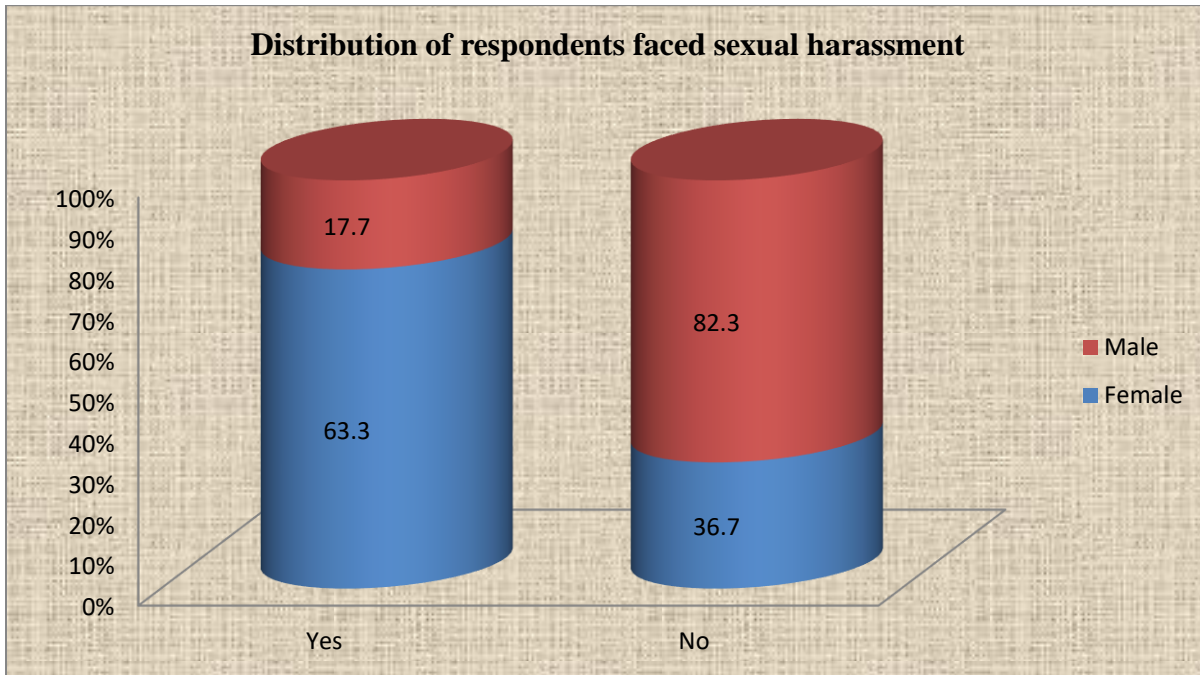
It can be concluded as investigated in this study that sexual harassment is highly prevalent at the school, but female students perceive it to exist more than their male counterparts do. The major implication from the present investigation is that it could provide explanation for some of the Psychological challenges that confront female students in the school. It is possible that a number of female students who are finding it difficult to do well in their academic exercises might be facing the problems of sexual harassment which many of them may not be willing to report.

4.4. Prevalence of sexual harassment among male and female Respondents

Sexual harassment is a serious issue on the world especially developing countries like Ethiopia. In secondary schools, there is serious concern that the prevalence of sexual violence is high. To understand those sexual harassment also help to identify the social problems.

Figure 3. Showed the distribution of respondents who faced sexual harassment. As indicated depicted in the figure, out of the total female respondents, the largest proportion (63.3%) faced sexual harassment. However, from the total male respondents, the majority (82.3%) were not faced sexual harassment in this study. Generally, female respondents more exposed to sexual harassment than male counter parts in Fitawurari Abayneh School. As shown in the chi square test (19.162) and the significant level (<0.001) there is significant relationship between sex and sexual exposure. This result confirm to the study by Petersen and Hyde's study on US students revealed that female students suffered sexual harassment than male counter parts (Petersen & Hyde, 2013).

Figure-3 Distribution of respondents faced sexual harassment



Source: computed from survey result, 2018

This research finding was parallel with Mamaru et al. report on the prevalence of verbal, physical and non-verbal sexual harassment and their association with psychological distress among 385 female students at Jimma University in Ethiopia found that 78.2% experienced physical harassment, 90.4% verbal harassment and 80,0% non-verbal harassment, but this research contradicts with Mamiru, et al. findings of physical harassment(Mamaru et al., 2015).

In this research finding verbal and non-verbal harassment were practiced rather than physical harassment like rape, abduction and the others. When we discussed with FGD's, key informant interviewees and in-depth interview more identified about the prevalence of verbal and non-verbal sexual harassment rather than physical harassment in the study area. As they justification behind to their supporting discussion of the survey finding of this research in case of attitudes which verbal and non-verbal words admit as a normal communication and community norms behind to the idea.

Similarly, different previous research findings support this finding, In one Ethiopian study among 1401 female high school students in Addis Ababa and Western Shoa, 74% had reported sexual harassment, with consequences such as physical problems, unwanted pregnancies and social isolation, fear and phobia, hopelessness and suicide attempt (Mulugeta, Kassaye, & Berhane, 1998). Moreover, students who have experienced gender-based violence are more likely to show depressive. This indicates that sexual harassment is highly prevalent at high school, but female students perceive it to exist more than their male counterparts do. The major implication from the present investigation is that it could provide explanation for some of the psychological challenges that confront female students in the university. A study conducted in Butajira among female high school and technical school students in 2006 revealed that the prevalence of sexual violence in their lifetime was reported 35% that is consistent with the corresponding value of our finding (Goshu, 2006).

A number of female students who are finding it difficult to do well in their academic exercises might be facing the problems of sexual harassment. Sample male students and male teachers were asked about their perception on the prevalence of beating (in the form of initiating sexual relationship), snatching personal belongings of school girls, verbal insult, threats of harm, humiliation, name calling (in the form of violence), sexual harassment, rape and abduction committed against school girls in school as a normal practices(Fanuel,2010). The finding of this research also parallel with this finding, especially when a look at the responses showed female students identifying items in the scale to constitute sexual harassment more than their male counterparts do.

Most of the female respondents 44(55.7%), and 12(19.4%) male students have faced sexual harassment in the school. The previous findings also show high prevalence of sexual harassment in the school life, research that was conducted in Sweden reveals that 77% of female students have experienced some forms of sexual harassment in their academic life (Fasting, et al., 2014).

It shows the severity of the problem and the chance of every female student to face the problem is very high.

In line with this most of the interviewees informed, they experienced sexual harassment in their school life.

One of female in-depth interviewees of grade 12 student explained the situation just like this:

I do not think as no female student is free from sexual harassment in their school and everyday life...so became harassed is comes as part of our everyday life and it is the problem of most female students do not the only problem of myself.

The researcher concludes that based on the qualitative study and the quantitative survey expression sexual harassments no rare occurrence at the studied school.

One of grade 12 female in-depth interviewee shares her experience as follows:

I can give you a practical example about the prevalence of sexual harassment when I came to school every morning and back to home, one of the shopkeeper in front of the school always insult me, I felt bad and discomfort, even if I told him about his discriminate practice but, he never stop, he said I love you, insulting is the way to express my love. However, I never accept insulting as love, even love is harassment when it forward without the will of me.

As the expression of the above in-depth-interviewee victims of sexual harassment she often told him to stop his negligence practice but he do not understand her pain.

Other grade 12 female in-depth interviewee forward her experience as follows:

Let me tell you what happened to me in the previous year when I was grade 11, I got below 50 in one of the natural science subject, then when I communicate with the subject teacher towards my result, how can to improve, the teacher response was unexpected, he said no problem never depress up on this, I can give you good result, when you agree with me I want to enjoy with you are you know how you are beautiful, I love you.....,what?? I said do you forgot you are my father student and teacher mean father and daughter...I talk with him more but never agree then I decide to forward the issue to school director and school anti-sexual club but the teacher denial his fault the director decide to other similar subject teacher prepare the exam for me and was take the exam then I Score 87.so I advise for other students to struggle such arrogant kind of individuals.

4.5. Contributing factors of sexual harassment in school

Gender unequal norms and values reflected in traditional ideas about what is appropriate behavior for boys and girls. According to these views, men are superior to women, and this translates into behavior that can result in sexual violence. However, because nowadays, aggregate amounts of people are educated, participants believe that times are changing. According to them, awareness-raising programs have contributed to a decrease of gender violence in their country. Nevertheless, even though times are changing, it is clear that sexual violence remains an alarming reality in Ethiopian society.

Different literature has disclosed that there are multiple factors that have been contributing to the prevalence of sexual harassment in educational settings. Adedokun has identified lack of academic integrity and the wrong perception about female students' ways of dressing as the major contributing factors to the incident of sexual harassment at Lagos State University in Nigeria(Adedokun, 2005). Similarly, Okoroafor, et al. has identified the limited social roles of women, blaming of victims, the traditional construct of manhood, societal pressure to secrecy and silences as well as the lack of specific policies were some of the contributing factors for the prevalence of sexual harassment in Nigeria higher education(Okoroafor et al., 2014). Some experts believe that lack of awareness and information about the problem are the reasons why people do not label as sexual harassment forms of behavior that defined as sexual harassment in legislation and anti-harassment policies.

4.5.1. Causes of sexual harassment

Sexual harassment is one of the gender-based violence's and it may have different sources like culture, social norms, perception of the societies, and the others. The following table summarized the respondent's response on causes of sexual harassment using likert scale.

Table 6 - Cause of sexual harassment

causes of sexual harassment	Strongly disagree		Disagree		Neutral		Agree		strongly agree	
	F	M	F	M	F	M	F	M	F	M
	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
Clothing	12(15.2%)	2 3.2%	10(12.7%)	58.1%	3(3.8%)	11.6%	27 34.2%	22 35.5%	27 34.2%	32 51.6%
Family upbringing	18 22.8%	7 11.3%	9 11.4%	5 8.1%	3 3.8%	7 11.3%	30 38.0%	28 45.2%	19 24.1%	15 24.2%
Lack of awareness	8 10.1%	8 12.9%	9 11.4%	9 14.5%	5 6.3%	6 9.7%	34 43.0%	30 48.4%	23 29.1%	9 14.5%
Educational status	32 40.5%	24 38.7%	14 17.7%	14 22.6%	7 8.9%	6 9.7%	13 16.5%	12 19.4%	13 16.5%	6 9.7%
Location of the school	11 13.9%	15 24.2%	6 7.6%	8 12.9%	15 19.0%	12 19.4%	33 41.8%	11 17.7%	14 17.7%	16 25.8%

Source: survey, March – 2018

Table - 6 above clearly indicated that regarding to clothing as causes or not of sexual harassment, Respondents 27(34.2%) female and 32(51.6%) male strongly agree and 27(34.2%) female and 22(35.5%) male respondents agree to the item as causes. on the other hand 3 (3.8%) female and 1(1.6%) male respondent's neutral reports. However, 12(15.2%) females and 2(3.2%) males strongly disagree and 10(12.7%) females and 5(8.1%) males were disagree to the item as causes. this finding summarizes clothing is as one of the causes of sexual harassment. This confirms with Adedokun's study about contributive factors of sexual harassment, the study conducted at the Lagos State University of Nigeria identifies lack of academic integrity as well as the wrong perception that female student's way of dressing as factors that increase sexual harassment in higher education(Adedokun, 2005).

Similarly, the table about family upbringing indicated that 19 (24.1%) females and 15(24.2%) males strongly agree as cause. similarly, 30(38.0%) female and 28 (45.2%) males were agree with to the item. On the other hand, 18(22.8%) females and 7(11.3%) males strongly disagree and 9(11.4%) females and 5(8.1%) males were disagree. In addition, the respondents response indicated 3(3.8%) and 7(11.3%) males were neutral. In case the result indicated that, this item is causes for sexual harassment.

Table - 6 also about lack of awareness indicated as cause of sexual harassment. Because, the respondents response showed 23(29.1%) females and 9(14.5%) strongly agree and 34(43.0%) females and 30(48.4%) males were agree to the item. However, 8 (10.1%) females and 8(12.9%) males strongly disagree and 9(11.4%) females and 9(14.5%) male were disagreeing to the item. 32(40.5%) of females and 24(38.7%) of males strongly disagreeing about educational status as cause of sexual harassment. Relatively 14(17.7%) females and 14(22.6%) males were disagree. on the other hand , 13(16.5%) females and 6(9.7%) males strongly agree and 13(16.5%)females and 12(19.4%) males were agree. Therefore, the report of the respondents showed the indicated item not as a cause of sexual harassment. Table-6 indicated about Location of the school, 14(17.7%) females and 16(25.8%) males strongly agree and relatively, 33(41.8%) females and 11(17.7%) males were agree as to the item as cause. On the other hand, 11(13.9%) females and 6(7.6%) males strongly disagree and relatively, 8(12.9%) females and 15(19.0%) males were disagreeing to the item. The result showed that the identified item was cause of sexual harassment.

Clothing, family upbringing, lack of awareness and location of the school were indicators as a causes of sexual harassment at the research area. However, education status is less level to consider as sexual harassment. On the other hand when discussed with all focus group discussions and key informants more than the items described in survey finding of this research identified more causes to sexual harassment at the area. Specifically, FGD groups concentrate discussed about the community awareness and the education levels discussed as a major challenge communities admit harassment as a norm or cultural perception. This study confirm with the socio-cultural theory that holds the view that men and women have socialized in ways that maintain the structure of dominance and subordination(Doyle & Paludi, 1991; O'Hare & O'Donohue, 1998). The result of the study confirmed with Socio-cultural theory it attempts to explain the presence of generational spread of violence. It proposed that, while growing up, children receive response from others about their own behaviors, from which they begin to develop standards for judging their behavior and seek out models who match these standards(Hyde-Nolan & Juliao, 2012). Nevertheless, even though times are changing, it is clear that sexual violence remains an alarming reality in Ethiopian society.

One of female teacher in the school expresses her idea as follows:

In the school and out of school compound I see different types of sexual harassment practice. I personally also one of the victim in my daily life, I face at least verbal harassment, because of this I think about the issue how can to avoid such bad habit of the society it needs high concentration to minimize the problem as a teacher we have responsibility to create awareness about the abominably of sexual harassment. The main cause for harassment is societal culture, the way the society perceives about the issue.

Different literature has disclosed that there are multiple factors that have been contributing to the prevalence of sexual harassment in educational settings. Research by Adedokun has identified lack of academic integrity and the wrong perception about female students' ways of dressing as the major contributing factors to the incident of sexual harassment at Lagos State University in Nigeria(Adedokun, 2005). Okoroafor, et al. has also identified that limited social roles of women, blaming of victims, the traditional construct of manhood, societal compression to secrecy and silences as well as the lack of specific policies were some of the contributing factors for the prevalence of sexual harassment in Nigeria higher education(Okoroafor et al., 2014).

Some experts believe that a lack of awareness and information about the problem are the reasons why people do not label as sexual harassment forms of behavior that are defined as sexual harassment in legislation and anti-harassment policies.

Key- informant interviewee of grade 10 female student directs her idea as follows:

In my opinion, the main cause of harassment is culture, mean there is culturally accepted norm in our society, no more credit to female harassment, consider as normal and common rather than struggle against the problem .in my opinion it needs attention, to create awareness about the severity of sexual harassment up on female victims. It has its own psychological, social and enlightening impact up on the harassed.

4.6. Effects of sexual harassment in school

Table 7 summarized the respondent's response up on the effects of sexual harassment by using liker scale.

Effects of sexual harassment	Strongly dis agree		Disagree		Neutral		Agree		strongly agree	
	F	M	F	M	F	M	F	M	F	M
refuse group study	13(16.5%)	8(12.9%)	17(21.5%)	14(22.6%)	7(8.9%)	10(16.1%)	27(43.2%)	21(33.9%)	15(19%)	9(14.5%)
Disconnecting to education	21(26.6%)	11(17.7%)	9(11.4%)	15(24.2%)	3(3.8%)	4(6.5%)	27(34.2%)	27(43.5%)	19(24.1%)	5(8.1%)
Absent from school	14(17.7%)	9(14.5%)	5(6.3%)	10(16.1%)	4(5.1%)	9(14.5%)	41(51.9%)	23(37.1%)	15(19%)	11(17.7%)
passive class participation	14(17.7%)	6(9.7%)	8(10.1%)	12(19.4%)	6(7.6%)	6(9.7%)	33(41.8%)	24(38.7%)	18(22.8%)	14(22.6%)
recording poor result	11(13.9%)	12(19.4%)	9(11.4%)	16(25.8%)	3(3.8%)	7(11.3%)	34(43%)	13(21%)	22(27.8%)	14(22.6%)
Decrease classmate r/n	10(12.7%)	14(22.6%)	9(11.4%)	7(11.3%)	3(3.8%)	8(12.9%)	35(44.3%)	23(37.1%)	22(27.8%)	10(16.1%)
Decreasesocial interaction	13(16.5%)	11(17.7%)	6(7.5%)	11(17.7%)	4(5.1%)	7(11.3%)	31(39.3%)	26(41.9%)	25(31.6%)	7(11.3%)
Discrimination	11(13.9%)	15(24.2%)	11(13.9%)	18(29%)	5(6.3%)	15(24.2%)	24(30.4%)	10(16.1%)	28(35.4%)	5(8.1%)
Stress	16(25.8%)	13(21%)	7(8.9%)	14(22.6%)	3(3.8%)	12(19.4%)	24(30.4%)	9(13.4%)	36(45.6%)	7(11.3%)
Frustration	8(10.1%)	11(17.1%)	4(5.1%)	26(41.9%)	2(2.5%)	10(16.1%)	29(36.7%)	10(16.1%)	36(45.6%)	5(8.1%)
Depression	9(11.4%)	6(9.7%)	6(7.6%)	26(41.9%)	4(5.1%)	5(8.1%)	27(34.2%)	13(21%)	33(41.8%)	12(19.4%)
Insomnia	10(12.7%)	15(24.2%)	6(7.6%)	25(46.3%)	5(6.3%)	8(12.9%)	28(35.4%)	7(11.3%)	30(38%)	7(11.3%)
low self esteem	10(12.7%)	11(17.7%)	9(11.4%)	11(17.7%)	2(2.5%)	6(9.7%)	25(31.6%)	24(38.7%)	33(41.8%)	10(16.1%)
Confusion	8(10.1%)	6(9.7%)	4(5.1%)	26(41.9%)	10(12.7%)	4(6.5%)	30(38%)	17(27.4%)	27(34.2%)	9(14.5%)

Source: survey, March – 2018

Table – 7 above clearly indicated that regarding to refuse to in group study as an outcomes or not. Respondents 15(19%) female and 9(14.5%) strongly agree and relatively 27(43.2%) female and 21(33.9%) male respondents agree to the item as outcome or effects. On the other hand 7(8.9%)

female and 10(16.1%) male respondents neutral. However, 13(16.5%) females and 8(12.9%) males strongly disagree and 17(21.5%) females and 14(22.6%) males were disagree to the item as outcomes. This finding summarizes clothing is as one of the refuse to in-group study as an outcomes of sexual harassment. similarly, the table about family upbringing indicated that 19 (24.1%) females and 15(24.2%) males strongly agree as cause. similarly, 30(38.0%) female and 28 (45.2%) males were agree with to the item. On the other hand, 18(22.8%) females and 7(11.3%) males strongly disagree and 9(11.4%) females and 5(8.1%) males were disagree. In addition, the respondents response indicated 3(3.8%) and 7(11.3%) males were neutral. In case the result indicated that, this item was an outcome for sexual harassment.

Table-7 also indicated about disconnecting to education, 19(24.1%) females and 5(8.1%) males strongly agree and relatively, 27(34.2%) females and 27(43.5%) were agree as to the item as an outcome. On the other hand, 21(26.6%) females and 11(17.7%) males strongly disagree and relatively, 9(11.4%) females and 15(24.2%) males were disagreeing to the item. The result showed that the identified sexual harassment became cause to their low education result. In the same way, the table- also indicated about absent from school, 15(19%) females and 11(17.7%) males strongly agree and relatively, 41(51.9%) females and 23(37.1%) were agree as to the item as effect of sexual harassment. On the other hand, 14(17.7%) females and 9(14.5%) males strongly disagree and relatively, 5(6.3%) females and 10(16.1%) males were disagree to the item. The result showed that the identified item was an outcome of sexual harassment at the area. Furthermore, a study by Woolnough et al., supports the above finding that sexual harassment also causes lower down the commitment of victims, negatively affects academic performance of individual victims, and creates a room for absenteeism (Woolnough et al., 2008).

Table-7 also indicated about passive class participation, 18(22.8%) females and 14(22.6%) males strongly agree and relatively, 33(41.8%) females and 24(38.7%) were agree as to the item as an outcome. On the other hand, 14(17.7%) females and 6(9.7%) males strongly disagree and relatively, 8(10.1%) females and 12(19.4%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment. The table also indicated about recording poor result, 22(27.8%)females and 14(22.6%)males strongly agree and relatively, 34(43%) females and 13(21%)male were agree as to the item as an outcome. On the other hand, 11(13.9%) females and 12(19.4%) males strongly disagree and relatively, 9(11.4%) females and 9(11.4%) males were

disagreeing to the item. The result showed that the identified item was the effect of sexual harassment.

The previous study by Edwin aimed at exploring the nature and effect of sexual harassment in Kenya identifies that the problem force students to avoid school (for example, in case of pregnancy or embarrassment or fear), hardly want to talk in class, experience low academic performance, diminish their academic interest and co-curriculum activities and negatively affect their academic pursuits(Edwin, 2009).

Table-7 also indicated about decrease relation with classmate, 22(27.8%) females and 10(16.1%) males strongly agree and relatively, 35(44.3%) females and 23(37.1%) male were agree as to the item as an outcome. On the other hand, 10(12.7%) females and 14(22.6%) males strongly disagree and relatively, 9(11.4%) females and 7(11.3%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment. Similarly, the table indicated about decrease social interaction, 25(31.6%) females and 7(11.3%) males strongly agree and relatively, 31(39.3%) females and 26(41.9%) male were agree as to the item as an outcome. On the other hand, 13(16.5%) females and 11(17.7%) males strongly disagree and relatively, 6(7.5%) females and 11(17.7%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment.

Table- also indicated about discrimination 28(35.4%) females and 5(8.1%) males strongly agree and relatively, 11(13.9%) females and 10(16.1%) male were agree as to the item as an outcome. On the other hand, 13(16.5%) females and 15(24.2%) males strongly disagree and relatively, 11(13.9%) females and 18(29%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment. In similar way the table showed about stress, 36(45.6%)females and 7(11.3%)males strongly agree and relatively, 24(30.4%)females and 9(13.4%)male were agree as to the item as an outcome. On the other hand, 16(25.8%) females and 13(21%) males strongly disagree and relatively, 7(8.9%) females and 14(22.6%) males were disagreeing to the item. The identified result was show great effect up on the respondents the above result has integrated with Taiwo, et al. study that shows about sexually harassed individuals suffer a number of psychological problems such as irritation, frustration, anxiety, stress, and trauma, and depend on the nature and severity of the problem, individual victims experienced anything from mild annoyance to extreme psychological damage. The social and human costs of sexual harassment can

be very high also my finding show as the impact of sexual harassment is severe in females day to day life also the male face problem because of sexual harassment but it is not serious as females (Taiwo et al., 2014).

Table-7 also indicated about Frustration, 36(45.6%) females and 5(8.1%) males strongly agree and relatively, 8(10.1%) females and 10(16.1%) male were agree as to the item as an outcome. On the other hand, 16(25.8%) females and 11(17.1%) males strongly disagree and relatively, 4(5.1%) females and 26(41.9%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment. In addition, the table showed about depression, 33(41.8%) females and 12(19.4%) males strongly agree and relatively, 27(34.2%) females and 13(21%) male were agree as to the item as an outcome. On the other hand, 9(11.4%) females and 6(9.7%) males strongly disagree and relatively, 6(7.6%) females and 26(41.9%) males were disagreeing to the item. The result showed that the identified item was an effect of sexual harassment.

Table-7 indicated about insomnia, 30(38%) females and 7(11.3%) males strongly agree and relatively, 28(35.4%) females and 15(24.2%) male were agree as to the item as an outcome. On the other hand, 10(12.7%) females and 6(9.7%) males strongly disagree and relatively, 6(7.6%) females and 25(46.3%) males were disagreeing to the item. Similarly, table-7 indicated about low self-esteem, 33(41.8%) females and 10(16.1%) males strongly agree and relatively, 25(31.6%) females and 24(38.7%) male were agree as to the item as an outcome. On the other hand, 10(12.7%) females and 11(17.7%) males strongly disagree and relatively, 9(11.4%) females and 11(17.7%) males were disagree to the item. The result showed that the identified item was an outcome of sexual harassment.

Table-7 indicated about Confusion, 27(34.2%) females and 9(14.5%) males strongly agree and relatively, 30(38%) females and 17(27.4%) male were agree as to the item as an outcome. On the other hand, 8(10.1%) females and 6(9.7%) males strongly disagree and relatively, 4(5.1%) females and 26(41.9%) males were disagreeing to the item. The result showed that the identified item was an outcome of sexual harassment. Sexual harassment can have very severe consequences for individual victims as well as for organizations or the society. At the individual level, sexual harassment can have an overwhelming impact on the well-being of the victims depending on the nature and severity of the problem. It can affect the victims' psychological and physical well-being, as well as their employment or educational engagement or success(Hunt, Davidson, Fielden, & Hoel, 2007). The above findings are confirm with the previous study by Taiwo, et al. showed that sexually harassed individuals suffer a number of psychological problems such as irritation, frustration, anxiety, stress, and trauma, and depend on the nature and severity of the problem, individual victims experienced anything from mild annoyance to extreme psychological damage(Taiwo et al., 2014). The social and human costs of sexual harassment can be very high also my finding show as the impact of sexual harassment is ever in females day to day life also the male face problem because of sexual harassment but it is not serious as females.

Gender club head interview result explains as follows:

Students perceive sexual harassment differently; especially male students not give as such credit for verbal and non-verbal forms of harassment, but female students fill unsafe towards harassment even if their struggling and reporting habit is low.

Anti-sexual harassment, club head also explain the situation of sexual harassment in the study area as follows:

“There is the prevalence of sexual harassment in our school, most of the time the harassed were female students, when the student report any forms of sexual harassment we give advice and warning for the harasser, but there is weakness towards creating awareness about sexual harassment in the school and also low trend to report verbal and non-verbal forms of harassment in the study area. When see vulnerability of the issue female students tackled harassment than the male counter parts.”

In addition, one of key interviewee male teacher onwards his own idea about the issue as follows:

I know the theory about the badness of harassment, but it is difficult to stop sexual harassment, because of such practices consider as normal in our society. Even I myself not free to such practice I forward at least appreciation and also common Amharic words like kechoo, keyo, konjo.....means that never be free from sexual harassment practice the difference is degree and type of harassment we done.

One of grade 9 in-depth-interviewee participant shares her experience as follows:

Sexual harassment is not simple problem, it is crucial crime. Because of harassment I sometimes said oh my God why you create me as female I face sexual harassment in each day because of I am a female. Harassment is common and obvious practice in our country, also our school female students are part of the problem, from those I myself is a victim. One day one of the subject teacher was asked me for his sexual favor, I refuse his desire of impertinence. After this time when he enter to class he always insult, discourage me in front of my classmates, I reported to anti-sexual club about the problem, but the teacher disclaim about his cheerless desire and also never to stop his harassment. Sometimes I am crying, ashamed to his practice what shall I do? Even currently his arrogant practice is continuing.

Sexual harassment affects female students' ability to pursue their studies in a friendly environment. There is evidence to show that sexual harassment seems to be affecting female students more than the men, in their attempt to access their education. Thus, female students tend to bear the burden and cost of sexual harassment. Consequently, some female students develop fear, characterized with feelings of humiliation and intimidation, which tends to affect access. Such symptoms could further make them afraid of competition, withdraw from the school and when compared to their men counterparts.

The study shows that sexual harassment seems to be affecting female students more than the men, in their attempt to access their education. Some of the social effects cited during the interview included the inability to interact freely with a person who had harassed them; they were silent and withdrawn from school for fear of further harassment and kept off from opposite sex because of fear of harassment.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study designed to examining gender differentials in the perception of students about sexual harassment: the case of *Fitawurari Abayineh* secondary and preparatory school. It also addressed the prevalence of sexual harassment among male and female students and identifies the effects of sexual harassment in the selected school.

A sample of 141 respondents' taken from the selected school for the study using multi-stage sampling techniques. In the process of answering the basic questionnaires that include demographic profiles, perception of students about sexual harassment, about the prevalence of sexual harassment among male and female students and the effects of sexual harassment in the selected school designed in a closed and open ended and likert scales used. Key informant interview respondents held with the head of gender club, anti-sexual harassment members gender club member teachers' gender club member students and school principals selected and in-depth interview with selected female students. In addition, to get more information purposively two groups of FGD respondents and each group has eight (8) members selected from all grades.

After the data collected, it was analyzed using simple statics (tables, percentages and figures).

Based on survey, key informant interviews, in-depth interview and discussion with FGD groups the following results acquired and the major findings of this study summarized as follows:

Majority of sexual harassment practices perception identified by the respondents. The major items identified as prevalence of verbal harassment among the respondents were insulting, whistling at someone or catcalls, making kissing sounds, giving sexual comment, Appreciating or depreciating without the will of individual and others.

The major items identified as prevalence of non-verbal harassment among the respondents were looking a person up and down (elevator eyes), Following the person, giving personal gifts, Making facial expressions like winking, licking lips and others.

The major identified effects of sexual harassment specially for female students were refuse group study, disconnecting to education, absent from school, passive class participation, recording poor result, decrease relation with classmate, decrease social interaction, discrimination, stress, frustration, depression, insomnia, low self-esteem and confusion.

The finding shows that students construct harassment as an isolated problem that does not relate to them. It perceived as an extreme experience violating all regular norms of interpersonal behavior. Female students see as victims of sexual harassment. As for the implications for further research, since this study concentrated up on students' perception up on sexual harassment future research should also focus on independently male or female students also other societies' attitudes, experiences, and perception of sexual harassment.

The study identified high prevalence of sexual harassment at school among female students and factors such as family upbringing, the way of clothing, and lack of awareness also school placement showed significant association with sexual harassment at school.

5.2. Conclusion

This study investigated perceptual gender differences on sexual harassment in the Fitawurar Abayneh secondary and preparatory school. The findings show that female and male students' perceive sexual harassment differently that mean female respondents were more aware about sexual harassment than male respondents were, Unlike the previous study up on Nigeria bank employees, male and female employees do not differ in perceived gender harassment, perceived sexual coercion and perceived unwanted attention (Bell et al. 2002). Nevertheless, this study shows about the existence of difference between male and female counter parts instead of their perception on sexual harassment.

However, the chi square test (0.133) and the significant level (0.715) in this study showed that there is no significant association between sex and knowledge about sexual harassment.

This study indicated that the prevalence of sexual harassment among secondary and preparatory school students is serious. Most of the female respondents 44(55.7%), and 12(19.4%) male students have faced sexual harassment in the population, but female students perceive it to exist more than their male counterparts do.

Effects of sexual harassment in secondary and preparatory school, theoretical framework, results of the findings based on the data the researcher has gathered and analysis are gender differences in male and females', overall ratings of actions that constitute sexual harassment.

Generally, the researcher has tried to show the different perspectives regarding sexual harassment among male and female students of the selected school and the problems that faced with its effect.

5.3. Recommendation

Based on the findings of the study, the necessary recommendations are forward to minimize sexual harassment in school level and to create awareness. The following recommendations forwarded.

- Secondary schools should strengthen guiding and counseling departments to guide both male and female students in dealing with sexuality issues. They should implement the already existing policies on sexual protection and gender policy on the ground.
- Social Medias are motor of information so they should give attention towards sexual harassment and try to create awareness about the severity of the issues for the societies.
- Students should have clear understanding of guidelines on the preventive measures and how they can handle sexual harassment whenever it occurs.

- There is need to conduct detail study on why the perpetrators of sexual harassment engage in these horrible acts.
- Encouraging students to report any types of sexual harassment, even if verbal kind of sexual harassment they have to be active to report and struggle against sexual harassment.
- The school anti-sexual harassment club should pay attention for counseling and awareness creation program towards sexual harassment for female and male students.

REFERENCE

- Abelson, R. P., & Prentice, D. A. (1997). Contrast tests of interaction hypothesis. *Psychological Methods*, 2(4), 315.
- Adedokun, O. (2005). Sexual Harassment in Nigerian Educational Settings: Preliminary Notes from a Qualitative Assessment of Lagos State University. *Sexuality in Africa Magazine*, 2(4), 11–13.
- Anderson, K. L., & Umberson, D. (2001). Gendering violence: Masculinity and power in men's accounts of domestic violence. *Gender & Society*, 15(3), 358–380.
- Apaak, D., & Sarpong, E. O. (2015). Knowledge level and incidence of sexual harassment in sports: Views of Ghanaian female university athletes. *Journal of Educational and Social Research*, 5(3), 121.
- Assembly, U. N. G. (1979). Convention on the elimination of all forms of discrimination against women. Retrieved April, 20, 2006.
- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. *Qualitative Research*, 1(3), 385–405.
- Becker, S., Bryman, A., & Ferguson, H. (2012). *Understanding research for social policy and social work: themes, methods and approaches*. Policy Press.
- Bekele, A. B., Van Aken, M. A. G., & Dubas, J. S. (2011). Sexual violence victimization among female secondary school students in eastern Ethiopia. *Violence and Victims*, 26(5), 608–630.
- Bell, M. P., McLaughlin, M. E., & Sequeira, J. M. (2002). Discrimination, harassment, and the glass ceiling: Women executives as change agents. *Journal of Business Ethics*, 37(1), 65–76.
- Bensimon, E., & Marshall, C. (1997). *Feminist critical policy analysis: A perspective from postsecondary education*.
- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*.
- Cairns, K. V. (1997). Femininity and women's silence in response to sexual harassment and coercion. *Sexual Harassment: Contemporary Feminist Perspectives*, 91–111.
- Chinkin, C. (1995). Violence against women: the international legal response. *Gender & Development*, 3(2), 23–28.
- Connolly Jr, W. B., Connolly, M. J., & Feinstein, J. (2018). *A practical guide to equal employment opportunity*. Law Journal Press.
- Conte, N. S. (2017). *Combating Sexual Assault and Misconduct b Campus Activities Report Association of American Universities From the President 1 Acknowledgments 2*.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating*

- quantitative*. Prentice Hall Upper Saddle River, NJ.
- Creswell, J. W. (2009). *Research design: Qualitative and mixed methods approaches*. London and Thousand Oaks: Sage Publications.
- Department of Education, U. (n.d.). *Archived Information*. Retrieved from <http://www.ed.gov/ocr>.
- Doyle, J., & Paludi, M. (1991). *Sex and gender: The human experience*. Dubuque, IA: Wm. C. Brown Publishers.
- Edwin, B. M. (2009). Nature and effects of sexual harassment of teachers in special and regular secondary schools in central province, Kenya. *Unpublished Master's Thesis, Kenyatta University, Kenya*.
- Ekore, J. O. (2012). Gender differences in perception of sexual harassment among university students. *Gender and Behaviour, 10*(1), 4358–4369.
- Engel, R. J., & Schutt, R. K. (2012). *The practice of research in social work*. Sage Publications.
- Eshetu, E. (2015). Assessment of sexual harassment and associated factors among grade 9-12 female students at schools in ambo district, Oromia national regional state, Ethiopia. *J Preg Child Health, 2*(145), 2.
- Fasting, K., Chroni, S., & Knorre, N. (2014). The experiences of sexual harassment in sport and education among European female sports science students. *Sport, Education and Society, 19*(2), 115–130.
- Fitaw, Y., Haddis, K., Million, F., Delil, M., Yohannes, M., & Bekele, N. (2005). Gender-based violence among high school students in north west Ethiopia. *Ethiopian Medical Journal, 43*(4), 215–221.
- Gorfu, M., & Demisse, A. (2007). Sexual violence against schoolgirls in Jimma zone: Prevalence, patterns, and consequences. *Ethiopian Journal of Education and Sciences, 2*(2), 11–37.
- Goshu, M. (2006). Prevalence and Factors related to sexual and physical violence among female high school and technical school students of Butajira. *SNNPR, Addis Ababa University, Ethiopia*.
- Gruber, J. E., & Fineran, S. (2007). The impact of bullying and sexual harassment on middle and high school girls. *Violence Against Women, 13*(6), 627–643.
- Herbert, C. (1997). Off with the velvet gloves. *Sexual Harassment. Contemporary Feminist Perspectives, 21–31*.
- Hill, C., & Silva, E. (2005). *Drawing the line: Sexual harassment on campus*. American Association of university women educational foundation.
- Hunt, C., Davidson, M., Fielden, S., & Hoel, H. (2007). Sexual harassment in the workplace: A literature review. *Equal Opportunities Commission, Working Paper Series, 59*.
- Hyde-Nolan, M. E., & Juliao, T. (2012). Theoretical basis for family violence. *Family Violence: What Health Care Providers Need to Know, 5–16*.

- Joseph, J. (2015). Sexual Harassment in Tertiary Institutions: A Comparative Perspective. *Temida*, 18(2).
- Kelley, M. L., & Parsons, B. (2000). Sexual harassment in the 1990s: A university-wide survey of female faculty, administrators, staff, and students. *The Journal of Higher Education*, 71(5), 548–568.
- Koul, R. B., Fisher, D. L., & Earnest, J. (2006). Using student perceptions in development, validation, and application of an assessment questionnaire. *Sharing Wisdom for Our Future. Environmental Education in Action: Proceedings of the 2006 Conference of the Australian Association of Environmental Education*, 294–305.
- Kwenait, S., & Van Heerden, A. (2011). Dress and violence: women should avoid dressing like. *South African Journal of Art History*, 26(1), 141–155.
- Lanes, C. F. C., Bizuayehu, T. T., de Oliveira Fernandes, J. M., Kiron, V., & Babiak, I. (2013). Transcriptome of Atlantic cod (*Gadus morhua* L.) early embryos from farmed and wild broodstocks. *Marine Biotechnology*, 15(6), 677–694.
- Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.
- Mamaru, A., Getachew, K., & Mohammed, Y. (2015). Prevalence of physical, verbal and nonverbal sexual harassments and their association with psychological distress among Jimma University female students: a cross-sectional study. *Ethiopian Journal of Health Sciences*, 25(1), 29–38.
- Melese, W., & Fenta, G. (2009). Trend and causes of female students dropout from teacher education institutions of Ethiopia: The case of Jimma University. *Ethiopian Journal of Education and Sciences*, 5(1).
- Miller, R. L., & Brewer, J. D. (2003). *The AZ of social research: a dictionary of key social science research concepts*. Sage.
- Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., ... Ross, S. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108(7), 2693–2698.
- Molla, T. (2013). Higher education policy reform in Ethiopia: The representation of the problem of gender inequality. *Higher Education Policy*, 26(2), 193–215.
- Mulugeta, E., Kassaye, M., & Berhane, Y. (1998). Prevalence and outcomes of sexual violence among high school students. *Ethiopian Medical Journal*, 36(3), 167–174.
- O'Donohue, W. E. (1997). *Sexual harassment: Theory, research, and treatment*. Allyn & Bacon.
- O'Hare, E. A., & O'Donohue, W. (1998). Sexual harassment: Identifying risk factors. *Archives of Sexual Behavior*, 27(6), 561–580.
- Oates, C. (2000). The use of focus groups in social science research. *Research Training for Social Scientists*, 186–195.
- Okoroafor, P. E. N., Umoh, S. I., & Ojinma, C. C. (2014). Gender based violence in Nigeria: The case of sexual harassment in tertiary institutions. *IOSR Journal of Research & Method in*

Education, 4(2), 10–15.

- Organization, W. H. (1997). *Violence against women*. Geneva: World Health Organization.
- Organization, W. H. (2013). *Global and regional estimates of violence against women: prevalence and health effects of intimate partner violence and non-partner sexual violence*. World Health Organization.
- Ormerod, A. J., Collinsworth, L. L., & Perry, L. A. (2008). Critical climate: Relations among sexual harassment, climate, and outcomes for high school girls and boys. *Psychology of Women Quarterly*, 32(2), 113–125.
- Paludi, M. A. (1997). *Sexual harassment in schools*.
- Petersen, J. L., & Hyde, J. S. (2013). Peer sexual harassment and disordered eating in early adolescence. *Developmental Psychology*, 49(1), 184.
- Pina, A., Gannon, T. A., & Saunders, B. (2009). An overview of the literature on sexual harassment: Perpetrator, theory, and treatment issues. *Aggression and Violent Behavior*, 14(2), 126–138.
- Reichert, E. (1998). Women's rights are human rights: platform for action. *International Social Work*, 41(3), 371–384.
- Ricardo, C., & Barker, G. (2008). Men, masculinities, sexual exploitation and sexual violence. A Literature Review and Call for Action. Retrieved June, 4, 2013.
- Runtz, M. G., & O'Donnell, C. W. (2003). Students' perceptions of sexual harassment: Is it harassment only if the offender is a man and the victim is a woman? *Journal of Applied Social Psychology*, 33(5), 963–982.
- Ruto, S. J. (2009). Sexual abuse of school age children: Evidence from Kenya. *Journal of International Cooperation in Education*, 12(1), 177–192.
- Sexual Harassment. (n.d.). Retrieved October 29, 2019, from http://www.stopvaw.org/sexual_harassment
- Taiwo, M. O., Omole, O. C., & Omole, O. E. (2014). Sexual harassment and psychological consequence among students in higher education institution in Osun State, Nigeria. *International Journal of Applied Psychology*, 4(1), 13–18.
- Tangri, S. S., & Hayes, S. M. (1997). *Theories of sexual harassment*.
- Vohlídalová, M. (2015). Coping Strategies for Sexual Harassment in Higher Education: "An Official Action May Harm you in the End More than if Someone Slaps your Butt." *Sociológia*, 47(3), 297–316.
- Wasti, S. A., & Cortina, L. M. (2002). Coping in context: Sociocultural determinants of responses to sexual harassment. *Journal of Personality and Social Psychology*, 83(2), 394.
- Woolnough, H. M., Hunt, C. M., Davidson, M. J., Fielden, S. L., Dawe, A. J., & Hoel, H. (2008). Black, Asian and Minority Ethnic (BAME) women's experiences of sexual harassment in the workplace in the North West of England. *ESF Report, The Centre for Equality and*

Laws and Codes

Federal Democratic Republic of Ethiopia Constitution (1995)

The criminal code of the Federal Democratic Republic of Ethiopia (2005)

The Universal Declaration of Human Rights (UDHR) (1948)

The international Covenant on Civil and Political Rights (ICCPR) (1966)

The International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966)

The Convention on the Elimination of all forms of Discrimination Against Women

(CEDAW) (1979)

UNESCO Convention against Discrimination in Education. (1960)

Appendix I

Addis Ababa University

College of Development Studies

Center For Gender Studies

Questionnaire for Fitawurari Ababyineh Secondary and Preparatory school students.

The purpose of this questionnaire is to examine the perception of students towards sexual harassment in Fitawurari Abayineh Secondary and Preparatory School.

The information that you provide will be used only for research purpose for the partial fulfillment of Master of Arts in Gender Studies and all information that you mention will be kept confidential.

Instruction

1. Don't write your name on the paper,
2. Try to fill all questions honestly and properly.

Part 1: Respond the questions by circling your answer properly and write your explanation to the provided space for those questions which need explanation.

Respondents' background

1. Place of birth : A. Urban B. Rural
2. Sex: A, male B, female
3. Age: _____
4. Grade level: A, 9 B, 10 C, 11 D, 12
5. Marital status: A, never married B, married C, divorced D, Widow
 E. Cohabitation
6. Religion: A, Orthodox B, Islam C, protestant D, Catholic E, other, specify -----
7. How long it take to reach the school from your home? _____

Students' perception about sexual harassment

8. Do you know about sexual harassment?

A, yes B, no

9. If your answer for question number 9 is “yes”, what does sexual harassment mean? -----

10. Have you ever faced sexual harassment? A, yes B, no

11. If “yes”, what type of sexual harassment is it? -----

❖ Do you believe those common acts & sayings listed below are sexual harassments?

Put ‘√’ under your choice.

No.	Types of acts and sayings	Yes	NO
1	Verbal		
	• Insulting		
	• Whistling at someone, cat calls		
	• making kissing sounds		
	• Giving sexual comment		
	• Name calling		
	• Disdain		
	• Appreciating or depreciating without the will of individual		
	• Telling sexual jokes		
	• Spreading rumors about a person's personal sex life		
2	Non-verbal		
	Looking a person up and down(elevator eyes)		
	• Blocking a person's path		
	• Following the person		
	• Giving personal gifts		
	• Making facial expressions like winking, licking lips		

	<ul style="list-style-type: none"> • Making sexual gestures 		
3	Physical		
	<ul style="list-style-type: none"> • Giving a massage around neck or shoulder 		
	<ul style="list-style-type: none"> • Touching the person’s clothing hair or body 		
	<ul style="list-style-type: none"> • Hugging, kissing, patting, or stroking 		
	<ul style="list-style-type: none"> • Touching or rubbing oneself sexually around another person 		
	<ul style="list-style-type: none"> • Standing close or brushing up against another person 		

Part 2: agreement questions for causes and effects of sexual harassment;

Please give your answer in the provided box by putting “√”

No		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Causes of sexual harassment					
	Clothing					
	Family upbringing					
	Lack of awareness					
	Educational status					
	Power relation					
	Culture of a society					
	Socialization					
	Effects of sexual harassment					
A.	Social and educational effects					
.	No longer going to study group					
	Avoiding certain places at school					
	Thinking about dropping a class					
	Absenteeism					
	Loss of appetite					
	Participating less in social life					
	Discrimination					

	Low participation in class					
	Limits relationship with others					
B.	Economic effects					
	It may cause work load over females					
	Low educational performance					
	Less able to perform in economic activities					
	It may limit participation of work					
C.	Psychological effects					
	Stress					
	Self-discrimination					
	Frustration					
	Depression					
	Insomnia					
	Having lowered self-esteem					
	Confusion					

12. Any additional comments are well appreciated;

Appendix II

Addis Ababa University

College of Development Studies

Center For Gender Studies

Interview questions for Fitawurari Abayineh gender club head and members, teachers, anti-sexual harassment club members and school principals.

1. How do you describe perception of students about sexual harassment in this school?-----

2. Do you believe that there is sexual harassment in this school?-----

3. Have you ever seen any sexual harassment report of students in the school? -----
if yes how many times? And what actions were taken?-----

4. Which sex groups are more vulnerable to sexual harassment? -----why?-----

5. Do students consider insulting, pinching, appreciating or depreciating without will of individual as sexual harassment act? -----
6. What activities are done and need to be done to increase awareness of students on sexual harassment in the school?-----

7. Does the school have rules and regulations to increase student's awareness on sexual harassment and to stop this act? ----- If there are? -----

8. If you have additional comments please well come -----

Appendix III

Addis Ababa University

College of Development Studies

Center For Gender Studies

Focus group discussion questions for Fitawurari Abayineh School selected students.

1. What does sexual harassment mean?-----

2. Have you ever seen any sexual harassment act on students in the school? -----

3. Which sex groups are more vulnerable to sexual harassment? -----why?-----

4. Do you believe insulting, pinching, appreciating or depreciating without will of individuals is sexual harassment acts? -----

5. What activities are done and need to be done to increase awareness of students on sexual harassment in the school?-----

6. Do you know the school has rules and regulations to increase student's awareness on sexual harassment and to stop this act? ----- If there are? -----

7. What types of sexual harassments do you know?-----

8. If additional comments well come-----

Appendix IV

Addis Ababa University

College of Development Studies

Center of Gender Studies

Interview questions for Fitawurari Abayineh School students.

1. What do mean sexual harassment for you?
2. Have you ever faced sexual harassment in the school?
3. Which sex groups are more vulnerable to sexual harassment? Why?
4. Have you ever seen any sexual harassment act on students in the school?
5. How you perceive sexual harassment practices?

Appendix V

Addis Ababa University

College of Development Studies

Center of Gender Studies

In-depth Interview questions for Fitawurari Abayineh School female students.

1. What do mean sexual harassment for you?
2. What types of sexual harassments do you faced?
3. Which sex group is more vulnerable to sexual harassment? Why?
4. How you perceive sexual harassment practices?