

**AN ASSESSMENT OF THE EFFECTS OF SEXUAL HARRASMENT
ON THE PERFORMANCE OF FEMALE STUDENTS IN
TERTIARY INSTITUTIONS: A CASE STUDY
OF BUSOGA UNIVERSITY**

BY

TUMULINDE REBECCA


BSW/7589/51/DU

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES
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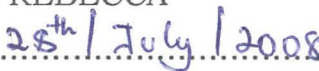
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DECLARATION

I **Tumulinde Rebecca** declare that this Research Report is my original work and has never been submitted by any body to any institution for an academic award. Where any other texts and literature have been used, it has been expressly stated.

Signature of Researcher.....

TUMULINDE REBECCA

Date

Signature of Supervisor

MS SIDONIA ANGOM

Date

DEDICATION

I dedicate this dissertation first to the Almighty God for the knowledge and strength given to me in writing this dissertation.

Secondly to my parents Mr. and Mrs. Kaddu Charles, for the tireless efforts and contributions they have made towards my education, to my dear brother Moses, sisters Ann and Jemimah and to my beloved friends.

I also dedicate this dissertation to my supervisor Ms. Angom Sidonia for committing her time to my work and for the supervision and guidance she has offered to me.

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Am also grateful to all the contribution of my respondents who provided me with the required data and showing special interest in my work.

May the Almighty God bless and reward you all. All your efforts will be rewarded in the sincere hope that comrades in academics will find this research useful.

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LIST OF ABBREVIATIONS

Freq	-	Frequency
No.	-	Number
S.H	-	Sexual Harassment
%	-	Percentage
n	-	Sample

ABSTRACT

The study investigated the effects of sexual harassment on the performance of female students in tertiary institutions, a case study of Busoga University.

It also investigated the prevalence of sexual harassment, emotional reactions of victims of sexual harassment, their attitudes towards sexually harassing behavior.

The subjects included 50 university students from Busoga University ranging from first year to fourth year of study. The study mainly focused on year 2005 to 2008. The subjects included 40 females and 10 males. All respondents ranged from 19 to 27 years of age.

The study was handled through a survey design. A questionnaire was used in collecting data, which was later frequenced for analysis.

Generally, 75% of the females subjects reported having been sexually harassed. The emotional reactions to various sexually harassing behaviors were predominantly anger and upset and there were no significant differences between groups regarding their emotional reactions.

Sexual harassment has got various effects on the performance of female students in tertiary institutions. Some of these effects include low self esteem, lack of concentration, low achievement in academic work and other psychological effects on the victim.

There is there fore a need for a mass sensitization programme about the nature and effects of sexual harassment to both males and females. Assertive training about the dangers of sexual harassment should be provided in institutions of learning including schools. Also management in tertiary institutions must provide channels through which information

regarding sexual harassment can be received in such away that victims are not threatened by relation.

Rules and consequences must be spelt out clearly and culprits must be brought to justice when proved guilty to discourage the growth of this undesirable behaviour.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Sexual Harassment is an unacceptable social behaviour. It includes a wide range of behaviors ranging from verbal comments to demand for sexual intercourse (Pathinson, 1988).

There is a pandemic of sexual violence and harassment in educational institutions of Africa, acting as a major constraint on the ability of women to pursue their studies and hence their chosen career (Rukiya and Waal 1994).

According Leila, 90% of female students interviewed in Dar-es-salaam have experienced sexual harassment in their homes, institutions of learning and on the streets.

Sexual harassment which portrays the true picture of Uganda's situation, In urban areas especially in public transport car parks and other places dominated by un employed young men, insults are hurled at any women with impunity. In Uganda, hardly a day passes without a report of sexual abuse in the media (Obbo 1980).

From statistics of cases tried by police, there is hardly any case tried on sexual harassment (Odwe, 1991).

The perpetrators are usually not brought to justice as most victims are ignorant about their rights and legal procedures (Kakwenzire, 1991), Given that sexual harassment includes a wide range of behaviors, victims may not be able to label their experiences as sexual harassment. The taboo or traditional beliefs that surround sexual crimes make it likely that the victims of sexual abuse will upset her family and

community if she makes the crime, publicly known in order to seek justice.

The social stigma attached to sexual harassment along with the technicalities involved in proving beyond doubt that one was sexually harassed, makes the victims refrain from revealing information during investigations (Jill and Stewart 1991).

Fear of resisting, reporting or seeking help is a common response to sexual harassment. Self esteem and confidence in both academic work and personal relationship is likely to plummet. Victims find themselves mistrustful to men.

Additional emotional responses include anger, hurt, depression and feeling trapped. Any or all the emotions may result in decreased concentration and drive, as highly negative attitudes towards men in general (Gutek, 1982).

Some victims develop physical problems that seem to have these emotions as their base, often expressed in other ways. Insomnia, headaches, digestive problems, neck and backaches are a few of the manifestations (Mackinnon 1979).

These emotional and physical problems can have devastating effects both in the short and long run which affects the performance of the victims (Hoteiling, 1991).

1.2 The Research Problem.

There are various effects of sexual harassment on the performance of female students in tertiary institutions of Uganda. Sexual behaviour is a prevalent social behaviour in institutions of higher learning in Uganda. Many female students in tertiary institutions have been victims of sexual

harassment. Perpetrators continue to victimize female with impunity since most institutions in Uganda are male dominated and do not have a clear policy to handle sexual harassment. Many female complain of sexual harassment, and are afraid of the social stigma that results from attempts to seek help or justice (Asowa 1991).

Defining sexual harassment is one of the issues that contribute to the complexity of the problem. People provide different emphasis to be included in the definition.

Sexual harassment has serious implications on the victim's psychological wellbeing. Victims experience emotional problems in form of psychological illness (Mackinnon, 1979). This therefore affects the performance of the victims when it comes to learning.

Therefore, the research was intended to find the effects of sexual harassment on the performance of female students in tertiary institutions in Uganda.

1.3 Purpose of the study

The study was aimed at assessing the effects of sexual harassment on the performance of female students in tertiary institutions of Uganda.

1.4 Objectives of the study

The general objective of the study was to assess the effects of sexual harassment on the performance of female students in tertiary institutions, Busoga University as a case study.

The Specific objectives of the study included the following:

- (i) To assess the effects of sexual harassment on the performance of female students in tertiary institutions of Uganda.
- (ii) To determine gender differences in perceptions of sexually harassing behaviour.
- (iii) To establish the nature of sexual harassment faced by female students in university.
- (iv) To determine the feelings and emotional reactions of victims of sexually harassing behaviour.
- (v) To establish whether females who have been victimized and those who have not had the experience realize the importance of seeking professional help like counseling services when faced by the problem.
- (vi) To make recommendations for action and for future studies.

1.5 Research Hypothesis

The following hypothesis was tested in the study which helped in investigating the effects of sexual harassment on the performance of female students in tertiary institutions.

1. Sexual harassment has an effect on the performance of female students in tertiary institutions.
2. There are gender differences in perceptions of sexually harassing behaviour among Ugandan people
3. Victims of sexual harassment generally feel angry and upset
4. Most females who experience sexual harassment do not seek professional help.

1.6 Scope of the study

A sample of 50 Busoga University students ranging from first year to fourth year of study was used in the study. The study involved both male and female students.

The study focused on year 2005 to 2008.

Busoga University is located in the Eastern part of Uganda in Iganga District. It is found in central part of Iganga in Ntinda parish 3kilometers from Iganga town.

1.7 Significance/Justification of the study

The study was carried out with the following justifications:

The study was to help in bringing out the relationship between the perception of sexual harassment, the nature of sexual harassment in Uganda, the prevalence of sexual harassment, emotional reactions, attitudes towards sexual harassing behaviour, and personal as well as institutional variables.

The study was to bring out facts regarding allegations made by the press about institutions of higher learning against lecturers and instructors harassing female students sexually.

The study was to help in building a knowledge base and stimulate further research in sexual harassment as well as facilitate the process of women emancipation and the struggle for equal opportunity since sexual harassment is as well an issue of discrimination.

It is hoped that the research findings will build a better understanding of sexual harassment in our Ugandan institutions of higher learning, which

will make people realize that they could have been involved in incidents of sexual harassment.

The study analyzed the attitudes, feelings and reactions of females towards certain prescribed situations of sexual harassment. These will make harassers realize the magnitude of the effects of their behaviour on the victim.

The study will help in partial fulfillment of a bachelor's degree in Social work and Social Administration at Kampala International University. One thing that remains certain here is that the researcher shall be exposed to the concept of sexual harassment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature on sexual harassment.

The first section focused on perception of sexually harassing behaviour. It explores various definitions of sexual harassment, the form that sexual harassment takes and also considers differences in interpretation of social exchange.

The second section focused on the prevalence of sexual harassment, and brings out figures that give us insight into the magnitude of the problem.

The third section focused on the effects of sexual harassment on the victim.

The fourth section focused on the attitudes and emotional reactions in response to sexual harassment.

2.2 Perception of sexually harassing behaviour.

a) Defining sexual harassment.

Sexual harassment includes a wide variety of behaviour existing between sexual innvencos at inappropriate times, often under the guise of humor, to coerced sexual relationships; there is no agreement however, that sexist remarks, leers, partings and the like constitute harassment (Sandler, 1990).

The most commonly held conception of sexual harassment involves an implicit and explicit bargain where by the harasser promises regard or threatens punishment, depending on the victim's response. The second type of harassment includes the creation of the hostile environment that may include suggestive remarks but with no implied or stated threat. The bargain component may be added at any point (Crocker and Simon, 1981).

A sound definition not only sets policy, it also informs and educates the community. Sexual harassment is discrimination, is illegal, is damaging to the academic community, and refers to a broad range of behaviour that may occur either singly or repeatedly (Dziech and Weiner, 1984).

Although usually intimate or sexually suggestive behaviour of the instructors as well as refusal by the students to date the instructors increased the chance of an act being labeled as harassment, evidence of a continuing prior relationship between instructors and student decreased this chance (Reilly, Carpenter, Dull and Barlett, 1982).

Perhaps one of the complicating factors that has delayed both awareness and measuring sexually harassing behaviour, sexual harassment is a complex phenomenon that must be evaluated with attention to the context within which the behaviour occurs (Lee, 1988).

b) Gender Differences in perception of sexually harassing behaviour.

Because working definitions of sexual harassment rely so heavily on subjective perception, and because behaviour that is objectionable or offensive to one person may not be so to another, differences in the way men and women view social exchanges in schools may also be important components of any useful model of sexual harassment. One study suggests that women who encounter sexual comments, looks, gestures, and unnecessary contacts in institutions are more likely than men to

view these behaviors negatively and to consider such behaviour to be sexual harassment (Gutek et al, 1983).

2.3 Prevalence of sexual harassment

Studies show that women are the most affected groups compared to men by sexual harassment. Occupational segregation contributes to sexual harassment of women employed in both traditionally "female" and traditionally "men" jobs through a phenomenon termed as sex-role spill over. Sex-role spill over occurs when gender based expectations for behaviour get carried out into the work place so that workers in their work roles are expected to behave as males and females.

Women's jobs not only offer low pay, little prestige and routine tasks but also require women to serve emotional support and be sexually active to men. (Gutek and Morash, 1982).

Studies surveying both undergraduate and graduate students have indicated that women graduate students are more at risk for sexual harassment than undergraduate women. Of the graduate students in Sneider's survey, 60% were exposed to every day harassment by male faculty and 22% were asked on dates. O. Mc Kinney, Olson and Scatter's sample, 35% were harassed and 28% of those in Johnson and Shuman's survey were harassed.

2.4 Effects of sexual harassment.

Sexual harassment and sexual violence are pandemic in educational institutions of Africa and are a major constraint on the ability of women to pursue their studies. In South Africa, some girls have stopped going to school altogether for fear of rape. Sexual violence in school dormitories and university halls of residence is common in many countries.

According to a Tanzanian women's magazine 300 women, school girls and students interviewed, 90% of them experienced sexual harassment in their homes, streets and institutions of learning (Sauti Ya Siti 1992).

Sexual harassment has serious implications on the victim's psychological wellbeing. Victims experience emotional problems in form of psychological illness. (Mackinnon, 1979). They develop highly negative attitudes towards men, which interferes with their performance on tasks that involve interacting with men.

Sexual harassment damages the victim's self esteem, motivation and confidence in all her endeavors including her personal relationships. Self-esteem and confidence in both academic work and personal relationships is likely to plummet. Additional emotional responses include anger, being hurt, depression and feeling trapped. Any of all these emotions may result in decreased concentration and drive and general listlessness.

Some victims of sexual harassment may experience physical problems which undoubtedly has their base these emotions, often unexpressed in any other way. Insomnia, headaches, digestive problems, neck and head aches are a few of such manifestations (Mackinnon, 1979).

The above effects on victims of sexual harassment are far reaching and can be devastating in both the immediate situation and in long run. They reduce the quality of education, diminish academic achievement and ultimately may lower earning power (Hoteling, 1991).

2.5 Emotional reactions and attitudes towards sexual harassment.

Victims will vary in their emotional response to sexual harassment. Some will deny its existence or importance, others will react with disbelief,

shock or doubt to even the most blatant acts; some may feel ambivalence and sympathy towards their harasser (Dzeich and Weiner, 1994).

Many will blame them selves and feel responsible for what they should have done or known to prevent the incident. Fear of resisting or reporting is a common response to sexual harassment; feelings of powerlessness are related to this fear. Self esteem and confidence in both academic and personal relationships is likely to plummet.

Few victims actually report incidents of harassment; instead they will devise coping mechanisms that they feel are less risky than actually reporting.

Women will dress down to appear a sexual or less attractive (thus acting on their self blame), demonstrating their feelings of inferiority and victimization, avoid instructors' suggestive comments by lacking time, women confirm that they are defined in relationship to men rather than as independent individuals (Dziech and Weiner 1984).

Graduate students avoided taking classes with harassers, avoided working with harassers on research or having their own committees, temporarily dropped out and change courses Benson and Thompson, 1982).

Additional emotional responses include anger, being hurt, depression and feeling trapped. Any of all these emotions may result in decreased concentration thus affecting the performance of the harassed students.

All the above has an effect on the concentration, retention performance and achievement of the students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes how the research was conducted. It gives an explicit description of the research design, sample size, methods of data collection, data analysis as well as limitation of the study.

3.2 Research design

The study was conducted through use of both quantitative and qualitative designs. The quantitative designs were got from discussions as well as questionnaires.

3.3 Sample size

The sample size consisted of 50 university students both female and male from Busoga University.

3.4 Sources of data

The sources of data were both primary and secondary data which assisted the researcher to make a thorough analysis of the study problem.

Primary data included raw data collected through personal interviews, through questionnaires and discussions. Open ended questions shall be used to target key informants in order to generate primary data.

Secondary data included data obtained through the existing literature from libraries, data from published bulletins and news papers. The data was largely obtained from bulletins, news papers, text books and journals.

3.5 Methods and tools of data collection

The following are the techniques and instruments that were used to collect data:-

Questionnaire

This refers to the collection of items to which the respondent is required to fill in the questions asked by the researcher. The technique helped the researcher in collection of primary data. The questionnaires were self administered with both open and closed ended questions to the students of Busoga University.

The questionnaire comprised of short closed items in five sections.

Section A focuses on measuring the understanding of sexual harassment. It is a harassment sensitivity scale which comprises of vignettes of male- female interactions. Respondents were supposed to label them as harassment or not.

Section B focuses on measuring feelings of respondents towards described sexually harassing behaviors, there by providing insight into their attitudes.

Section C focuses on bringing out experiences respondents have gone through as well as their emotional reactions following the incident. This section brings out the prevalence of sexual harassment. It also indicates the category of men who have engaged the victim in the experience and finally tells us the kind of help victims seek when faced with the problem. The items in all sections A,B, and C were carefully designed to cater for categories of sexually harassing behavior like:-

- a) Body language; which includes offensive gestures
- b) Verbalization; including suggestive or offensive questions , comments, or jokes.
- c) Physical advances; which are deliberate touching, brushing against and hugging.

d) Black mail; like use of threats or the promise of rewards to gain compliance with a request.

Section D however, seeks to find out whether females do attach importance to seek professional help and counseling when victimized. It also measures whether women understand the relationship between sexual harassment and power.

Section E then seeks to find out the effects of sexual harassment on the performance of female students in tertiary institutions as well as the possible measures that can be undertaken to control the pandemic of sexual harassment in tertiary institutions.

Interview

This method refers to where there is person to person verbal communication in which one person or a group of person asks the questions intended to obtain the information. Interview schedules shall be used. The main respondents will be university students.

3.6 Procedure of data collection

The procedure of carrying out Research was as follows:-

The researcher obtained permission to conduct research from the Administration of Busoga University.

I then circulated questionnaires to the students and collected them after two weeks.

After collection of the Questionnaires, observation of the quality of data obtained was analyzed and conclusions drawn.

3.7 Data analysis

Descriptive analysis was used by the researcher. This was done through use of tables and computer packages were used as well as Statistical Packages for Social Scientists to present the existing relationship.

3.8 Limitations/Anticipated problems in the study

There were difficulties in getting information from the students since some of them claimed to be having no time for the researcher due to course works and lecturers. However, such a problem was minimized by proper timing, like on weekend and during free time. There was some information that the harassed students were not be willing to display. Therefore, such information was difficult to get, yet it was very vital in this study.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

4.1 Introduction

The data analysis was done and summarized statistically using descriptive analysis and the following were found out.

Questionnaires were given to 50 students ranging from first year to fourth year of study. The study focused on year 2005 to 2008. The questionnaires regarding the effects of sexual harassment on the performance of female students were and respondents also gave more information about sexual harassment.

The respondents agreed that sexual harassment has got an effect on the performance of female students in tertiary institutions. Respondents stated that sexual harassment has serious implications on the victim's psychological wellbeing. Therefore, it was found out that sexual harassment has effects that are far reaching and can be devastating in both the immediate situation and in the long run. All these have an effect on the concentration, retention, performance and achievement of the students.

This chapter therefore presents the results of the study under major themes; Prevalence of sexual harassment, Attitudes towards sexual harassment, Emotional reactions to sexual harassment, sensitivity to sexual harassment and the effects of sexual harassment.

4.2. Characteristics of respondents

Table 1: Showing the Age of Respondents

Age	Frequency	Percentage
19-23	30	60%
24-27	20	40%
Total	50	100%

Source: primary data

A total number of 50 Respondents were used during the Research of which the majority of respondents were students falling between 19 and 23 years of age. A small proportion was above 24 years of age.

Table 2: Showing Sex of Respondents.

Sex	Frequency	Percentage
Female	40	80%
Male	10	20%
Total	50	100%

Source: primary data

Among the Respondents involved while carrying out the Research, there were 40 females and 10 males. There fore, the majority of respondents were females with a percentage of 80% and only 20% were males.

4.3 Table 3: Showing general Prevalence of Sexual Harassment

	Frequency	Percentage
Harassed	30	75%
Not harassed	10	25%
Total	40	100%

Source: primary data

From the results, a total number of 40 females were involved in the research of which 30 of them reported having been sexually harassed at least once in their lives. Generally, 75% of the females reported having been sexually harassed at least once in their lives.

Table 4: Showing Prevalence of Sexually Harassing behavior by Age

Nature of Behavior	Prevalence Rates			
	19-23 Years n=30		24-27 years n=20	
	Frequency	%	frequency	%
Verbal comments	20	66.7%	15	75%
Sexual Remarks	15	50%	12	60%
Suggestive Looks	25	83.3%	19	95%
Whistling	29	96.7%	15	75%
Intentional body Contact	23	76.6%	13	65%
Un desirable sex jokes	20	66%	13	65%
Un wanted offers	22	73.3%	13	65%
Un Welcome Invitations	19	63.3%	7	35%
Making sex a Condition	10	33.3%	5	25%
Forced into Sex by a usual partner	10	33.3%	6	30%
Forced into sex by use of a weapon	5	16.7%	2	10% ^s

Source: Primary Data

From the results, it was found out that there are different sexually Harassing behaviors experienced by female students in tertiary Institutions. Examples of these Sexually Harassing behavior include Verbal comments, Sexual remarks, Suggestive Looks, Whistling, Intentional body contact, Un desirable sex jokes, Un wanted offers, Un welcome Invitations, Making Sex a condition for good results, Forced into sex by a usual partner, and being forced into sex by use of a weapon. Whistling (96.7 %) was the most wide spread behavior in the age category of 19 -23 years followed by suggestive looks (83.3%) from men. Other behaviors that had a prevalence rate of over 60% includes international

body contact, unwanted offers, verbal comments on sexuality and unwelcome invitations. In the 24-27 years category, suggestive looks (95%) had the greatest prevalence rate. Verbal comments (75%) also had high prevalence.

4.4 Table 5: Showing Emotional Reactions of Female students to experiences of sexual Harassment.

EMMORTIONAL REACTION	Frequency	Percentages
Angry and Upset	20	50%
Undisturbed	5	12.5%
Helpless and frightened	15	37.5%

Source: primary data

From the results, it was found out that there are different Emotional Reactions of female students to experiences of Sexual Harassment. Examples of these Emotional Reactions include feeling of Anger and being upset, undisturbed, Helpless, and Frightened.

In the case of female students, 50% of those harassed sexually are always angry and upset. Table 5 shows that a greater proportion of females who experience Sexual harassment always feel angry and upset. This is because it has the highest percentage of 50 %. However other emotional reactions to sexual harassment include being undisturbed, helpless and frightened. But being angry and upset has the highest percentage. Hence Hypothesis 3 is maintained.

4.5 Table 6 Showing category of Harasser by Age of victim

Category of harasser.	Age group			
	19-23 n=30		24 -27 n=20	
	Freq	%	freq	%
Friend	18	60%	15	50%
Workmate	12	40%	10	33%
Classmate	15	50%	15	50%
Subordinate	0	0	0	0
Stranger	22	73%	20	66%
Supervisor	1	0.3%	1	0.3%
Lecturer	2	0.6%	1	0.3%

Source: primary data

According to the results, It was found out that there are different categories of people who harass female students in Tertiary Institutions. Among the harassers include Friends, Workmates, Subordinates, Strangers, Supervisors and Lecturers. Generally the Harasser is more likely to be a friend or a stranger than any other like the Subordinate, Lecturer and Supervisor ranking at the bottom. In the age category 19-23 years, the stranger (73%) engaged the highest number of victims followed by the friend (60%) and the subordinate offered the least trouble. In the age category of 24 -27 years, also the stranger and friend engaged the highest while the lecturer and the supervisor were the least victims of harassers.

4.6 Table 7 Showing category of Helper by Age of the victim:-

Category of Helper	19-23 years n=30		24-27 Years n=20	
	Freq	%	Freq	%
Close Friend	20	66.6%	15	75%
Elder	7	23%	3	15%
Administrator	0	0.0%	1	0.5%
Counselor	3	10%	1	0.5%
Lawyer	0	0.0%	0	0.0%

Source: primary data

From the results, female students who are harassed run for help from close friends, Elders, Administrators and Counselors. Among all the age groups, most victims seek help from a close friend since it has the highest percentage. It is therefore important to note that hardly any victim gets professional help since Administrator, Counselor and lawyer have the least percentage. Generally, a close friend is the main source of support. Table 7 shows that a greater proportion of females who experience Sexual Harassment seek support from close friends. There are hardly any who seek professional Counseling and help. There are hardly any cases reported formally to Administrators or Lawyers for fear of repercussions and the stigma. Only about 1-3 seek help from counselors. There are no victims who take legal action against a harasser or make a formal complaint to Administrators. Hence hypothesis 4 must be maintained.

4.7 Table 8 showing responses whether Sexual Harassment has an effect on the Performance of female students.

Response	Frequency	Percentages
Agree	45	90%
Disagree	5	10%
Total	50	100%

Source: Primary Data

From the results, Sexual Harassment has got an effect on the performance of female students. This is because 90 % of the respondents agreed that Sexual Harassment has got an effect on the performance of female students. The effects of Sexual Harassment according to the respondents included anger, Psychological torture, lack of confidence, loss of self esteem, lack of concentration in class and many other effects. All these effects there fore are far reaching and can be devastating in both the immediate situation and in the long run. They reduce the quality of education and diminish academic achievement.

There fore, Hypothesis 1 that has it that sexual harassment has an effect on the performance of female students is maintained by the researcher.

4.8 The relationship between sexual harassment and the performance of female students.

The relationship was evaluated by the respondents who pointed out that Sexual Harassment has got various effects on the performance of female students. Some of the effects pointed out include lack of concentration, loss of self esteem, Anger, dropping out of school , dodging lectures and many others.

There fore, the above effects on victims of sexual harassment are far reaching and can be devastating in both the immediate situation and in the long run. They reduce the quality of education, and diminish academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

The study aimed at assessing the effects of sexual harassment on the performance of female students in Tertiary Institutions, a case study being Busoga University. In this chapter, the results of the study are summarized, Conclusions are then drawn and subsequent recommendations for remedial action are made.

5.1 SUMMARY

According to the results, sexual harassment has got various effects on the performance of female students in tertiary institutions. 90% of the respondents agreed that sexual harassment has got an effect on the performance of female students. Sexual Harassment of female students has got an impact on their performance. These include Anger, Psychological torture, being Upset, Frightened, lack of concentration, drop out of school, dodging lectures, loss of self esteem, and low performance in class. All these effects therefore are far reaching and can be devastating in both the immediate situation and in the long run. They reduce the quality of education and diminish academic achievement. This is supported by Hoteiling (1991).

There are also gender differences in perceptions of sexually harassing behavior among Ugandan people. According to the results, there are differences in the way men and women view social exchanges in institutions of learning. This is because behavior that is objectionable or offensive to one person may not be so to another. According to the study, some of the behaviors that were known to be sexual harassment to females were not considered to be so by the males. For example, some male students commented that when they make sexual advances

towards females, they are only expressing their feelings towards the females but not sexually harassing them, and yet other wise, females consider this as sexual harassment. This is supported by Gutek et al, (1983) who suggest that women who encounter sexual comments, looks, gestures and unnecessary contact are more likely to than men to view these behaviors negatively and to consider such behaviors to be sexual harassment.

The results also showed that victims of Sexual Harassment generally feel angry and upset. Table 5 shows that a greater proportion of females who experience sexual harassment have Emotional reactions which include mainly being Angry and Upset, helpless, frightened and others. However, it's important to note that feeling of Anger and being upset has the greatest proportion. Hence hypothesis three is maintained.

It was also found out that most females who experience Sexual Harassment do not seek professional help. According to the results, Table 7 shows that a greater proportion of females who experience Sexual Harassment seek support mainly from close friends. There are hardly any who seek professional counseling and help. Only about 1-3 seek help from counselors. There are no victims who take legal action against a harasser or make formal complaints to Administrators or Lawyers for fear of repercussions and the stigma.

5.2 CONCLUSION

Sexual Harassment is a wide spread problem in Uganda. Over half of the female population has experienced this undesirable situation at least once in their lives. It takes a variety of forms ranging from verbal comments through unwelcome invitations for closer interactions to threats, demand for sexual intercourse and forceful sex. Sexual harassment can be broken into four broad categories i.e. teasing,

negotiation harassment, unwanted gestures and coercive harassment. The more coercive forms of sexual harassment to the extreme that involve sexual intercourse showed lower frequency.

This also indicates that Sexual Harassment is behavior motivated by the desire to have power and control rather than sexual satisfaction.

Anger is the most predominant emotion experienced by victims and no body would ever wish to be subjected to any of the harassing situations. Peer harassment (harassment by close friends or workmates) and harassment by strangers are quite common in all categories of females.

Very few formal complaints and victims rarely seek professional advice when faced by the problem.

It is important to note that females show high levels of sensitivity to sexually harassing behavior than the males.

This is brought about by the nature of socialization in the culture. Boys are taught by society to be aggressive. They take first priority in the African family, and are normally in charge of, or in control of their sisters. Girls on the other hand are taught to be submissive. Therefore, the differences in socialization between boys and girls affects the ways in which we later judge social interactions and exchanges that contributes greatly to the problem of sexual harassment. What is seen as mainly may turn out to be sexual harassment on the part of the female involved.

All females react emotionally in the same way to sexual harassment and this is mainly with Anger and being upset.

Attitudes towards sexually harassing behaviors are predominantly highly negative and no single person would wish to go through such experiences.

Harassment of some verbal nature that involves sexual remarks occurs most frequently followed by negotiation harassment and lastly, Coercive harassment which involves blackmail and physical attacks.

Experiences of sexual harassment affect one's attitude which in turn will determine the individual's reaction. Likewise, the individual's sensitivity to sexual harassment, which involves awareness and interpretation of male- female interactions, has an impact on one's attitude towards sexual harassment and ultimately the attitudes have an impact on one's reactions. Repeated experiences of sexual harassment have an effect on one's sensitivity to sexual harassment. An individual who is highly sensitive to sexual harassment will hold highly negative attitudes and is more likely to react with anger

In summary, Sexual Harassment has got various effects on the performance of female students in tertiary institutions. Such effects on victims of sexual harassment are far reaching and can be devastating in both the immediate situation and in the long run. They reduce the quality of education and diminish academic achievement.

5.3 RECOMMENDATIONS

The study was carried out in Busoga University. It is important to note that subsequent studies include other tertiary institutions, secondary and primary schools need to be considered so that the picture at that level can be examined.

A mass sensitization programme extending to the grass root levels is of utmost importance. Education in the nature and effects of sexual harassment ought to be provided to both males and females.

Assertiveness training about the dangers of sexual harassment should be provided in institutions of learning including schools.

Management in tertiary institutions must provide channels through which information regarding sexual harassment can be received in such a way that victims are not threatened by relation.

Rules and consequences must be spelt out clearly and culprits must be brought to justice when proved guilty to discourage the growth of this undesirable behavior.

Counseling services offered in confidence must be provided to victims of sexual harassment to alleviate the psychological effects, the experience may have on an individual.

It is hoped that findings of this study will be a good foundation for intending scholars who wish to investigate the nature of male – female interactions and sexual harassment in particular.

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APPENDIX

A: QUESTIONNAIRE

Dear respondent, I am requesting you to assist me in filling this questionnaire to help me in fulfillment of a partial requirement for the award of a Degree in Social work and Social Administration of Kampala International University.

The questions are intended to investigate the effects of sexual harassment on the performance of female students in tertiary institutions. All information given will be kept with utmost confidentiality. The results of this survey will appear largely in the form of statistical reports.

Personal information

Sex:.....

Age:.....

Faculty:.....

SECTION A

1. Causal comments about sex by men in the presence of a woman in sexual harassment.
True/ False
2. Verbal comments about how sexually attractive a women is sexual harassment
True/ False
3. Discussion of one's own sexual experience by a man in presence of a woman is sexual harassment. True/ False

- 4 Use of obscene words by men in presence of females is sexual harassment.
True/False
- 5 Whistling at a woman passing by is sexual harassment
True/ False
- 6 Touching a woman's body by a man without her consent is sexual harassment.
True/ False
- 7 Lustful staring or gazing at a female by a man is sexual harassment
True/False
- 8 Direct un welcome invitations for sexual interaction by a man is sexual harassment
True/ false
- 9 Making sexual submission a condition for a female to obtain good grades in examination is sexual harassment.
True/ False
- 10 Having un wanted sex with a boyfriend or husband while not prepared or not in mood
Is sexual harassment
True/ False

SECTION B

Circle the appropriate figure that corresponds with your feeling if a man behaved in the described ways:-

- [1]- Seriously offended
- [2]- Slightly offended
- [3]- In deferent
- [4]- A little amused
- [5] - Enjoy the experience

11 A man making comments concerning sex directed to you.

- [1] [2] [3] [4] [5]

12 A man making sexual jokes about you in public.

- [1] [2] [3] [4] [5]

13 A man whistles at you as you pass by him.

- [1] [2] [3] [4] [5]

14 A man keep staring or gazing at you.

- [1] [2] [3] [4] [5]

15 A man touching body parts e.g. breasts without your consent.

- [1] [2] [3] [4] [5]

16 A man making indirect unwanted sexual advance to you.

- [1] [2] [3] [4] [5]

17 A man you love (boyfriend) forces you into sexual intercourse while you are not prepared.

- [1] [2] [3] [4] [5]

18 A man making sexual intercourse a condition for you to get good grades in an exam.

[1] [2] [3] [4] [5]

SECTION C

In this section, if your answer is NO go to the next question. If Yes circle the figure that suits your response.

1. - Angry
2. - Upset
3. - Undisturbed
4. - Lonely
5. - Helpless
6. - Frightened

19 Has a man ever made verbal comments concerning sex in your presence

Yes/ No.....

What was your reaction ?

[1] [2] [3] [4] [5] [6].

20 Has a man ever made sexual remarks directed to you? Yes/ No.....

What was your reaction?

[1] [2] [3] [4] [5] [6]

21. Has a man ever whistled at you when, you passed by him? Yes1 no.....

What was your reaction?

[1] [2] [3] [4] [5] [6]

22. Has a man ever made unnecessary intentional body contact with you or touched your breasts or thighs with out your consent? yes / no.....

What was your reaction?

[1] [2] [3] [4] [5] [6]

23. Has a man ever made unwanted offers and other indirect advances on you? Yes/ no

What was your reaction?

[1] [2] [3] [4] [5] [6]

24. Has a man ever made sexual intercourse a condition for you to obtain good grades in an exam yes/ no

What was your reaction?

[1] [2] [3] [4] [5] [6]

25. Has a man you love ever before forced you with sexual inter course when you were actually not prepared for it? Yes / no

What was your reaction?

[1] [2] [3] [4] [5] [6]

26. Do you think that you have to one time been sexually harassed? yes/ no.....

What was your reaction?

[1] [2] [3] [4] [5] [6]

27. How often have you been engaged in an experience of sexual harassment?

[1]. Once

[2]. More than once

28. Which category of man engaged you in the experience of sexual harassment?

(You can indicate more than one)

- (1) Good friend (2). Acquaintance (3) work mate
(4) Class mate (5). Subordinate (6) stranger
(7) Supervisor (8) lecturer

29 Whom have you spoken to regarding your experience (s)? (You can indicate more than one)

- (1) Close friend (2) an elder (3) an administrator
(4) Counselor (5) a lawyer (6) none

SECTION D

SH- Sexual harassment

Circle the most appropriate figure that suits your reaction.

- [1]. Strong
[2]. Agree
[3]. Uncertain
[4]. Disagree
[5]. strongly disagree

30. Sexual harassment has psychological effects on the victims

- [1] [2] [3] [4] [5]

31. Victims of sexual harassment may lose interests in pursuing their goals if no counseling is provided

- [1] [2] [3] [4] [5]

32. With out counseling victim of SH may develop physical illness

- [1] [2] [3] [4] [5]

33. If no counseling is given, victims of S H may eventually have strained relationships with other people

[1] [2] [3] [4] [5]

34. Counseling helps victims of SH go through strain or shock they experience

[1] [2] [3] [4] [5]

35. Women must fight SH through all possible means

[1] [2] [3] [4] [5]

36 Men engage in S H at certain times un intentionally

[1] [2] [3] [4] [5]

37. Men engage in sexual harassment for sexual satisfaction

[1] [2] [3] [4] [5]

38. Harassers often repeat the offence more than once

[1] [2] [3] [4] [5]

39 Harassers are often older than the victim

[1] [2] [3] [4] [5]

SECTION E

40. What do you think are the effects of sexual harassment on the performance of female students?.....

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

41. What measures do you think can be taken to control the pandemic behavior of sexual harassment in tertiary institutions?

.....

.....

.....

.....

Thank you for sacrificing your valuable time filling this questionnaire



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: +256 (0) 41 - 266 813 * Fax: +256 (0) 41 - 501 974
E-mail: admin@kiu.ac.ug * Website: <http://www.kiu.ac.ug>

FACULTY OF SOCIAL SCIENCES

Date 18th / MAY / 2008

To THE ADMINISTRATION
BUSOGA UNIVERSITY

This is to introduce to you TUMULINDA REBECCA
who is a bonafide student of Kampala International University. He/she is
working on a research project for a dissertation, which is a partial requirement
for the award of a degree. I hereby request you, in the name of the University,
to accord him/her all the necessary assistance he/she may require for this
work..

I have the pleasure of thanking you in advance for your cooperation!

Yours sincerely,

Ms. Sidonia Angom
Associate Dean