A COMPARATIVE STUDY OF ZIMBABWE STATE UNIVERSITIES' RESPONSIVENESS TO THE IMPLEMENTATION OF SEXUAL HARASSMENT POLICIES

by

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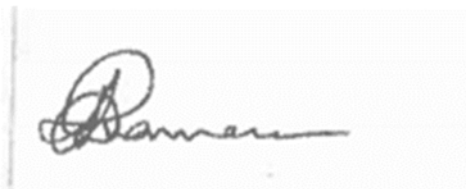
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DEDICATION

The research is dedicated first and foremost to God for granting me the protection and provision during my research journey. The study is also dedicated to my wife, Phylis, for her understanding, encouragement as well as endurance during the duration of my studies. Last but not least, I dedicate this work to all my extended family members and urge them to take a leaf from my late father's saying: "Life is what you make it".

ACKNOWLEDGEMENTS

ACRONYMS

AAUW	American Association of University Women
APA	American Psychological Association
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CCPR	Convention on Civil and Political Rights
EU	Eastern University
EU	European Union
HRW	Human Rights Watch
ILO	International Labour Organisation
NGP	National Gender Policy
NCR	Nziramasanga Commission Report
SADC	Southern African Development Community
SAYWHAT	Students and Youth Working on Reproductive Health Action Team
SH	Sexual Harassment
UN	United Nations
WU	Western University

ABSTRACT

The purpose of this study was to explore how state universities in Zimbabwe respond to the implementation of sexual harassment policies. Utilising a social constructivist and interpretive lens, this exploratory qualitative case study aimed at an in-depth study as well as a comparison of how various stakeholders respond to the implementation of sexual harassment policies in two selected state universities. Data collection methods took the form of key participant semi-structured interviews, focus group discussions and document analysis. Two research sites comprised the case study. The sample at each of the sites consisted of a registrar, two deans, two chairpersons, a counsellor, a nurse, a security officer, a warden, two student representative members, and three students. The data analysis consisted of hermeneutic, content and discourse analysis. The content of in-depth interviews, feedback on interpretations, and notes from the sexual harassment policies analysed were considered as data in the analysis. A number of findings emanated from this study. First, sexual harassment is prevalent in the two universities studied and remains a persistent problem. Sexual harassment occurs at three levels: that perpetrated on female students by male lecturers; that perpetrated by female students on male lecturers; and that perpetrated by male students on female students. Second, efforts to mitigate incidences of sexual harassment in the two universities are hampered by underreporting of the phenomenon, absence of very clear sexual harassment guidelines, fear of reprisals in the event of reporting sexual harassment incidences, as well as silence on zero tolerance to sexual harassment in the policies, ordinances and codes of conduct. Third, the presence of a sexual harassment policy on its own is not a guarantee of mitigating prevalence of the phenomenon. Transparent and anonymous reporting procedures, who to report to, what ought to be done to the harasser, the need for counselling the victim, public lectures on sexual harassment awareness and road shows could augment the need to mitigate incidences of sexual harassment in universities. The study revealed that whilst efforts have been made to mitigate sexual harassment incidences in the universities under study through sexual harassment policies, preventing and effectively addressing sexual harassment in the two universities is still a significant challenge, given the shortcomings regarding the responsiveness of stakeholders highlighted in the study. The need for a commitment

on the part of all stakeholders in the universities, to take on board measures to prevent and respond to sexual harassment as well as promote a safe, respectful, inclusive and welcoming environment, cannot be overemphasised. The proposition is that orienting students and lecturers, among other stakeholders, to the universities' cultures, policies as well as procedures for handling sexual harassment, could lead to a climate of zero tolerance towards the phenomenon. In other words, lecturers and students should be made responsible for mitigating as well as preventing sexual harassment.

KEY WORDS: Harassment; sexual harassment; sexual harassment policy; sexual violence; responsiveness; institution; institutional responsiveness; policy; state university

NGAMAFUPHI

Lolu cwaningo beluhlose ukuphenya indlela amanyuvesi aseZimbabwe abhekana nayo mayelana nokusetshenziswa kwemigomo yokuhluknyezwa ngokocansi. Ngokusebenzisa umqondo obizwa phecelezi nge- (*social constructivist* nangeso lokuchaza (*interpretive*), lolu cwaningo lotho oluphenyayo olugxile phezu kwengxoxo, phecelezi(*exploratory qualitative case study*) beluqondiswe kucwaningo olujulile kanye nokuqhathanisa indlela abadlalindima abahlukahlukene ababhekana ngayo ekusetshenziswenzi kwemigomo yokuhluknyezwa ngokwecansi kumanyuvesi ombuso amabili akhethiwe. Izindlela zokuqokelela idatha ziye zalandela indlela yenhlolovo ehlelwe ngokwesigamu exuba abadlalindima abasemqoka, ziye zalandela izingxoxo ezigxile kumaqembu aqondiwe futhi ziye zagxila ekuhlaziyeni imibhalo. . Ucwaningo lotho lwenziwe ezikhungwini ezintathu. Kanti isampuli kwesinye nesinye isikhungo sinombhalisi, odini ababili, osihlalo ababili, umeluleki wezengqondo, umhlengikazi, ugadi, ujele, amalungu amabili abameli babafundi, kanye nabafundi abathathu. Idatha ehlaziyiwe yequkethe, ithiyori nendlela yokuchaza (*hermeneutic*), okuqukethwe kanye nomsebenzi wocwaningo ohlaziyiwe. Ulwazi oluqukethwe olumayelana nenhlolovo ejulile, umbiko wakamuva omayelana nezincazelo, kanye namanothi avela kwimigomo emayelana nokuhlukunyezwa ngokocansi, konke lokhu kuye kwathathwa njengedatha emsebenzini ohlaziyiwe. . Kuye kwatholakala ulwazi oluvela kucwaningo. Okokuqala, ukuhlukunyezwa ngokocansi kuyisichelo njengomchilo wesidwaba kumanyuvesi amabili acwaningiwe kanti lezi zenzo zilokhu ziyinkinga engapheli. Ukuhlukunyezwa ngokocansi kwenzeka ngezigaba ezintathu, okuyizigaba ezibhebhetheka kubafundi besifazane behlukunyezwa ngabafundisi besilisa basemanyuvesi, kanti lezi zigameko zibhebhethekiswa ngabafundi abesifazane kubafundisi besilisa; kanti kuphinde futhi kubhebhethekiswe abafundi abesilisa kubafundi abesifazane. Okwesibili, Imizamo eqonde ukunciphisa izehlakalo zokuhlukunyezwa ngokocansi kumanyuvesi amabili ziphazanyiswa kungabikwa ngokugcwele kwalezi zehlakalo, ukusweleka kwemihlahlandlela ecacile yokuhlukunyezwa ngokocansi, ukwesaba ukubika lezi zehlakalo zokuhlukunyezwa ngokocansi ngenxa yokugxekwa, kanye nemigomo ethulile mayelana nokuhlukunyezwa ngokocansi, imitheshwana emalungana nalokhu yezifundazwe kanye nokusweleka kwemithetho yokuziphatha. . Okwesithathu, ukuba khona nje komgomo obhekene nokuhlukunyezwa ngokocansi akusona isiqinisekiso

sokunciphisa lezi zenzo zokuhlukumeza. Izingqubo ezikwishashalazi nezinemfihlo, ezimayelana nokuthi ubika kuphi, kanti kufanele ohlukumezayo athathelwe ziphi izinyathelo, isidingo sokuthi isiZulu sokuhlukunyezwa sithole ukwelulekwa ngokwengqondoukufundiswa komphakathi ngokwexwayiswa ngokuhlukunyezwa ngokocansi kanye nemibukiso kungagcwaliselela isidingo sokunciphisa izehlakalo zokuhlukunyezwa ngokocansi emanyuvesi.. Ucwaningo luyaveza ukuthi njengoba sekwenziwe imizamo yokunciphisa izehlakalo zokuhlukunyezwa ngokocansi emanyuvesi acwaningwayo ngaphansi kwemigomo yokuhlukunyezwa ngokocansi, ukuvikela kanye nokudingida ngokufanele udaba lokuhlukunyezwa ngokocansi kumanyuvesi amabili kusese yinselelo enkulu, uma kubhekwa izihibhe ezikhona mayelana nokuzibandakanya kwabadlalindima kuvezwe kucwaningo. . Isidingo sokuzimisela kwingxenye yabo bonke abadlalindima kumanyuvesi, ukuba balethe ngaphambili imizamo yokuvikela kanye nokubhekana nokuhlukunyezwa ngokocansi kanye nokwenza indawo ephephile, ehloniphekile, nexuba zonke izinhlaka futhi nendawo eyamukelayo, kuyinto ebaluleke kakhulu engeke yagqizwa qakala.. Kuphakanyiswa ukuthi kufundiswe abafundi kanye nabafundisi, hlangana nabanye abadlalindima, ngosikompilo lwasenyuvesi, ngemigomo kanye nangezingqubo zokuphatha uhlelo lokuhlukunyezwa ngokocansi, kanti lokhu kungaholela ekwakheni isimo esingeke savumela lolu daba. Ngamanye amagama, abafundisi kanye nabafundi kufanele banikezwe umsebenzi wokunciphisa kanye nokuvikela izehlakalo zokuhlukunyezwa ngokocansi.

AMAGAMA ASEMQOKA: Ukuhlukunyezwa, ukuhlukunyezwa ngokocansi, umgomo omayelana nokuhlukunyezwa ngokocansi, udlame olumayelana nocansi, ukubhekana/ukudingidana, iziko, uhlelo lweziko lokubhekana nodaba oluthile; umgomo; inyuvesi yombuso

SETSOPOLWA

Morero wa thutelo ye e be e le go utolla ka moo diyunibesithi tša Zimbabwe tšeo di thušwago ke mmušo di fetolago go phethagatšo ya melaotshepetšo ya tlaišo go tša thobalano. Ka go diriša tebelelo go ya ka go gola ga motho le tsebo yeo a e hwetšago ka tirišano le batho ba bangwe leagong le tlhathollo ya seo se ithutwago, tlhahlobo ye e tseneletšego ya go hlohlomiša tshedimošo ka ga tiragalo ye e ikemišeditše go thutelo ye e tseneletšego gammogo le papetšo ya ka moo batho bao ba fapanego bao ba nago le kgahlego ba fetolago go phethagatšo ya melaotshepetšo ya tlaišo go tša thobalano ka go diyunibesithi tše pedi tšeo di kgethilwego tšeo di thušwago ke mmušo. Mekgwatshepedišo ya kgoboketšo ya datha e tšere popego ya ditherišano le babotšišwa ba bohlokwa tšeo di sa latelego dipotšišo tšeo di beilwego, ditherišano le dihlopha tšeo di nepišitšwego le tshekatsheko ya ditokomane. Ditsha tše pedi tša dinyakišišo di bile motheo wa thutelo ye. Sampolo ka go setsha se sengwe le se sengwe e be e na le moretšistara, dihlogo tše pedi tša mafapha a thuto, badulasetulo ba babedi, mogakolodi, mooki, mohlankedi wa tšhireletšo, mohlapetši, maloko a mabedi a kemedi ya baithuti, le baithuti ba bararo.

Tshekatsheko ya datha e bopilwe ke tshekatsheko ya mekgwatshepedišo ya ditlhathollo, diteng le ka moo polelo e dirišwago gare ga batho. Diteng tša ditherišano tšeo di tseneletšego, dipego ka ga ditlhathollo, le dintlha go tšwa go melaotshepedišo ya tlaišo go tša thobalano tšeo di sekasekilwego di tšerwe bjalo ka datha ye e sekasekwago. Go tšweletše dikhwetšo tše mmalwa thutelong ye. Sa mathomo, tlaišo go tša thobalano e atile diyunibesithing tše pedi tšeo go ithutilwego ka tšona gomme e sa le bothata bjo bo tšwelago pele. Tlišo ya thobalano e direga go ya ka magato a mararo: leo bafahloši ba dirago tiro ye e sego molaong ya go robala le baithuti ba basadi, leo le dirwago ke ge baithuti ba basadi ba robala le bafahloši ba banna, le leo le dirwago ke ge baithuti ba banna ba robala le baithuti ba basadi. Sa bobedi, maitekelo a go fokotša ditiragalo tša tlaišo go tša thobalano diyunibesithing tše pedi tše a šitišwa ke go se begwe ga ditiragalo tše ka mo go kgotsofatšago, tlhokego ya ditlhahlo tše di kwagalago gabotse tša tlaišo go tša thobalano, poifo ya boipušeletšo ge motho a ka bega ditiragalo tša tlaišo go tša thobalano gammogo le ge melaotshepetšo, melawana le melao ya boitshwaro di sa bolele selo ka magato ao a ka tšewago go ditiragalo tša tlaišo go tša thobalano. Sa boraro, go ba gona ga

molaotshepetšo wa tlaišo go tša thobalano ka bowona ga se tiišo ya phokotšo ya go ba gona ga tiragalo ye. Ditshepedišo tšeo di sa utego selo gape di sa utollego boitšupo bja motho, gore ke mang, yo dipego di swanetšego go lebišwa go yena, ke seo motlaiši a swanetšwego go se dirwa, tlhokego ya gore motlaišwa a hwetše thušo go rarolla mathata a kgobatšo maikutlong a gagwe, dithuto go setšhaba ka moka ka ga temošo ya tlaišo, le dipontšho mafelong ao a fapanego di ka godiša tlhokego ya go fokotša ditiragalo tša tlaišo go tša thobalano diyunibesithing. Thutelo e utollotše gore le ge go dirilwe maitekelo a go fokotša ditiragalo tša tlaišo go tša thobalano diyunibesithing tšeo thutelo e dirilwego go tšona ka mokgwa wa melaotshepetšo ya tlaišo go tša thobalano, go thibela le go rarolla bothata bja tlaišo go tša thobalano ka bokgoni diyunibesithing tše pedi tše e sa le tlhohlo ye e bonalago, ge go lebeletšwe bofokodi malebana le batho bao na nago le kgahlego bao ba šupilwego thutelong ye. Tlhokego ya boikgafo lehlakoreng la batho ka moka yunibesithing bao ba nago le kgahlego go se, go hlagiša magato a go thibela le go araba go tlaišo go tša thobalano gammogo le go hlola tikologo ye e bolokegilego, ye e hlomphago, e akaretšago gape e amogelago bohle ka matsogo a borutho, go bohlokwa go fetiša ka mo go hlalošitšwego. Tšhišinyo ke go re go tsebiša baithuti le bafahloši, gare ga batho ka moka bao ba nago le kgahlego, go ditlwaelo, melaotshepetšo gammogo le ditshepedišo tša go rarolla tlaišo go tša thobalano, go ka hlola tikologo yeo e sa kgotlelelego tiragalo yeo le gatee. Ka mantšu a mangwe, bafahloši le baithuti ba swanetše go rwešwa boikarabelo bja go fokotša gammogo le go thibela tlaišo go tša thobalano.

MANTŠU A BOHLOKWA: Tlaišo; tlaišo go tša thobalano; melaotshepetšo ya tlaišo go tša thobalano; kgapeletšo ya thobalano; karabelo; institušene; karabelo ya institušene; molaotshepetšo; yunibesithi yeo e thušwago ke mmušo

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CHAPTER ONE
ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Sexual harassment is a global concept affecting people of all races, ethnic groups, and ages. It is a behaviour that is generally unacceptable in any public setting. In educational settings, sexual harassment is a common problem globally. It is regarded as gender discrimination involving the imposition of an unwanted condition or requirement on the continued employment or education of whoever the victim is. Furthermore, sexual harassment in the workplace and in educational institutions creates an environment that demeans people and has a negative impact on individual performance and effectiveness as well as organizational productivity and unit morale. Sexual harassment issues have been well researched, documented and addressed in workplaces and academic institutions in most developed countries of the world. This has been done through policies and other mechanisms of enforcement. However, it remains a sensitive topic in universities in Africa in general and Zimbabwe in particular. The issue of sexual harassment in higher education is relatively new and unexplored in Zimbabwe. Empirical research documenting the effectiveness of sexual harassment policies preventing or reducing sexual harassment in African society is scarce (Bell, McLaughlin & Sequiera, 2002:161).

Occurrence of sexual harassment in a university leads to a negative climate which severely impedes the fulfillment of the institution's goal to promote diversity. This ultimately affects students' experiences and academic performance (Parker, 2006). The effects of sexual harassment are serious as the emotional and academic well-being of students can be damaged. Sexual harassment can provoke and exacerbate conflict among students and between students and lecturing and non-lecturing staff and contribute to a hostile learning environment (Hill & Silva, 2005:14). For universities, sexual harassment, can damage their reputations. Society as a whole is affected as graduating students from universities characterised by sexual harassment bring their attitudes about sexual harassment into the work place and beyond.

Research on sexual harassment has increased in the last three decades from the time it was recognized as a socio-legal phenomenon in the 1970s (Blackstone, Uggen & McLaughlin, 2009; Felstiner, Abel & Sarat, 1980-1981). Researches carried out on sexual harassment, in the global as well as national context, have mainly focused on sexual harassment as a phenomenon, outlining the way it is defined, the prevalence of the problem and its associated costs; how and why it occurs as well as perceptions of it (McDonald, 2012:1).

Currently, most researchers in academia acknowledge the existence of sexual harassment and increasing numbers of reported incidents have led university policies and procedures to address the pervasiveness of the problem and its effects (Dziech & Hawkins, 1998). In the absence of sexual harassment policy, universities are impotent in the face of serial sexual harassers and sexual abusers and those vulnerable to attack continue to include the institution itself as a source of menace.

In Zimbabwe, Zindi (1994) conducted a survey of the extent to which sexual harassment took place in institutions of higher education such as universities, polytechnics and teachers' colleges. The study's findings were that sexual harassment was rife in these institutions and that students did not report incidences of sexual harassment for fear of victimization. Another study on sexual harassment in institutions of higher learning in Zimbabwe was carried out in 2006. The study's main finding was that incidents of sexual harassment in these institutions ranged from 10 to 50 per semester (Ndawi, 2006). The study also pointed out that these institutions did not have specific algorithms for sexual harassment. The management was speaking of plans, structures and policies that were at various levels of development.

My study, therefore, tests the commonly held assumption that policy frameworks alone can change things. The study also investigates the level of awareness among different university stakeholders on the sexual harassment policies and procedures that aim to protect students as they travel the university journey particularly as undergraduates. The study also seeks to analyse the sexual harassment policy frameworks and their implementation strategies of two selected universities in Zimbabwe. The main aim of the analysis is to determine what works and why, in some socio-cultural and situational contexts. In order to recommend best practices, findings of the study therefore will not

only be compared between the two universities study sites but with studies undertaken elsewhere. This study, by gathering the views of policy beneficiaries and implementers, is intended to make a valid statement that sexual harassment policies formulated by universities are meant to benefit the intended beneficiaries, who in this case are the students.

Multiplicities of studies indicate that sexual harassment is widespread and takes a serious toll on the victims' lives and careers. Critics (Hugh, 1998; Donnely & Furlong, 2000) point out that many studies elicit responses only from sexual harassment victims and that such incidents rates may be exaggerated. Other critics (Throgmus, 1991; Dennis & Dennis, 1999; Young, 2004) counter by saying that rates of sexual harassment may actually be underreported as victims are conditioned to accept harassing behaviour as an acceptable form of joke or compliment and would not report it.

It is against this background that this study has been conducted. More importantly, I sought to hear the voices of university stakeholders on how they perceive sexual harassment, their awareness of sexual harassment policies. In other words, it is the lived experiences as told by various stakeholders that I sought to establish.

1.2   RATIONALE AND SIGNIFICANCE OF THE STUDY

Very few researches have been carried out on implementation of sexual harassment policies in general and in universities in Africa in particular. One of these few researches focused on the effectiveness of sexual harassment policies and procedures at higher education institutions in South Africa. Findings were that despite indications that sexual harassment policies existed in universities and that they were regarded as effective tools in addressing the phenomenon, the implementation of such policies was not effective and few academic staff members had received training and/or guidance on the utilization of the sexual harassment policy (Joubert & van Wyk, 2010).

Currently, indications are that no study has been undertaken in Zimbabwe state universities to establish the extent to which sexual harassment policies have been

implemented in these institutions. My study therefore, should add value to existing knowledge boundaries by finding out from the various stakeholders in the two universities, the extent to which sexual harassment policies are implemented.

In this study I attempt to contribute to the existing body of knowledge on sexual harassment in general and sexual harassment in state universities in Zimbabwe in particular. There is currently scant knowledge on sexual harassment in universities in Zimbabwe.

The significance of the study revolves around:

1. Understanding the perceptions of sexual harassment by stakeholders in state universities;
2. Gaining knowledge of sexual harassment issues in state universities, thereby contributing to knowledge intended to inform a rigorous discourse on sexual harassment in general and in universities in particular;
3. Contributing to the development of appropriate policies to address sexual harassment in state universities;
4. Showing the extent to which sexual harassment policies are being implemented in state universities;
5. Enabling higher education institutions establish prevention and intervention programmes that address the needs of students' victims as well as protect them from future sexual harassment attacks.

1.3 RESEARCH CONTEXT

Sexual harassment as a concept came into existence in 1964 when the United States (US) Congress passed Title VII of the Civil Rights Act and created the Equal Employment Opportunity Commission (Hunt, Davidson, Fielden & Hoel, 2010). The author of the book *Sexual Harassment,* Constance Jones, traced the history of sexual harassment as far back as the 1830s when a number of women worked in New England textile mills. She indicated that in 1835, printers in Boston conducted a campaign of intimidation to force women out of their jobs in their industries (Sister Okeke, 2010: 30). At that time there was no term to describe the action of these

printers. It was only in the 1960s when feminists coined the term "sexual harassment". Prior to the coining of the term "sexual harassment", people had no way to express their encounter since there was no term by which to name it. From the 1960s onwards, sexual harassment has drawn a lot of interest from academic as well as legal scholars (Hunt et al., 2010; Sister Okeke, 2010). Scholars on sexual harassment have focused primarily on traditions, methodologies, and assumptions in sexual harassment research, but have yet to come up with varied conclusions.

Catherine MacKinnon, a professor at the University of Michigan Law School and Susan Brownmiller, an activist, initiated the study of sexual harassment and defined the concept as an issue of power instead of sex (Wyatt, 2007). These two women acknowledged that sexual behaviours in workplaces and academic institutions were not normal, but were a problem of discrimination against women. The United Nations (UN) and regional treaty systems have recognized sexual harassment as a form of discrimination. International statements of law and principle provide an important starting point in drafting legislation that prohibits sexual harassment.

Sexual harassment is prohibited at work as well as in educational institutions (UN General Assembly Resolution 48/104 (1993) (Article 2(b)). The Beijing Platform for Action, paragraph 178, recognizes sexual harassment as a form of violence against women and as a form of discrimination, and calls on governments, employers, unions, and civil society to ensure that governments formulate and enforce laws on sexual harassment and that employers develop anti-harassment policies and prevention strategies. The International Labour Organisation states that sexual harassment is a form of sex discrimination which is prohibited in the workplace.

At the African continent level, the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa obligates State Parties to take appropriate measures to:

- Eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training;
- Protect women from all forms of abuse (including sexual harassment);

- Ensure transparency in recruitment, promotion and dismissal of women, and combat and punish sexual harassment in education and the workplace (Articles 12-13 on the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa).

Sub-regional bodies in Africa, such as the Southern African Development Protocol on Gender and Development have addressed sexual harassment. This protocol has been signed by most SADC countries including Zimbabwe. Article 22 of the SADC protocol on gender, requires:

> *States parties shall, by 2015, enact legislative provisions, and adopt and implement policies, strategies, and programmes which define and prohibit sexual harassment in all spheres, and provide deterrent sanctions for perpetrators of sexual harassment* (Southern African Development Protocol on Gender and Development, Article 22).

Sexual harassment in universities is an objectionable form of conduct which has negative effects on individuals and their mental well-being and self-confidence and which can adversely affect the study and professional paths of young people (Huerta et al., 2006). The impact and scope of sexual harassment in colleges and universities surfaced in the early 1980s leading to the creation of policies, procedures, extensive training programmes and materials designed to identify and prevent sexual harassment.

Despite the efforts to minimize sexual harassment on college campuses, the frequency of complaints increased (Riggs, Murrel & Cutting, 1993). Sexual harassment is a real life experience for women across countries, culture, and ethnicity. In the US, according to the American Association of University Women (AAUW) (2006) report, about two-third of college students (62%) had been sexually harassed and about one-third of first-year students (41%) had been sexually harassed by peers. A survey conducted by the American Psychological Association (APA) on female graduate students revealed that over 12.7% had experienced sexual harassment, 21% had avoided classes for fear of being sexually harassed, 11% tried to report an incident of sexual harassment and 3% had dropped a course because of sexual harassment. A 1997 survey of nearly 200 female college and university students in Mumbai, India

found that 39% of the participants complained of sexual harassment (Puja, 2003). At Jimma University in Ethiopia sexual violence, harassment, and lack of security were indicated as the most common problems facing female students (Panos, 2003). The American Association of University Women (2006) identified sexual harassment as number one pervasive problem to equity in education at all levels. The report indicated that the issue posed a damaging effect on the educational experience of many college students and disrupted students' ability to learn and succeed at secondary level. Sexual harassment interfered with the students' ability to perform in an educational setting. Students had become aware of the existence of policies on harassment, however, increased awareness did not mean less incidents of sexual harassment or increased report of incidents. The same research report indicated that more than one-third of college students told no one after being harassed; almost half (49%) confided in a friend; and only seven percent (7%) of students reported the incident to a college employee.

As already mentioned, one of the first researchers to carry out a study on sexual harassment in Zimbabwe was Fred Zindi (1994) when he carried out a survey of 16 tertiary institutions in Zimbabwe to assess and analyse if sexual harassment was really a problem in these institutions. The study revealed that in almost every institution of higher learning in the country, a significant number of male lecturers had sexually harassed female students. More than 95% of the students in his study sample acknowledged the existence of sexual harassment in all its manifestations: lecturers to students, students to lecturers or students to students.

A commission of enquiry into education and training conducted in Zimbabwe revealed that sexual abuse of girls in the education system was on the increase. School girls and female college students were said to be subjected to sexual harassment. Male students and staff demanded sexual favours for services such as extra tuition, assistance with homework and offer of a school or college place. Some teachers and lecturers were said to threaten female students with failure if they refused to submit to their sexual advances (Zimbabwe Report of the Presidential Commission of Inquiry into Education and Training, 1999:177). The Commission recommended the development of policies and procedures for effective handling and control of sexual harassment at educational institutions and at national level. Furthermore, a study by

Shumba and Matina (2002) on sexual harassment of college students by lecturers in Zimbabwe, showed wide evidence of the existence of this challenge.

1.4 PROBLEM FORMULATION

Against this background, the main research question is formulated as follows: *How do state universities in Zimbabwe respond to the implementation of sexual harassment policies*?

The main research question is divided into the following sub-questions:

1. How is sexual harassment defined according to different perspectives? What theoretical frameworks inform sexual harassment? How can sexual harassment be understood in the light of educational theories?
2. How is sexual harassment catered for in the Zimbabwean higher education system? How is sexual harassment policy provided in the selected universities?
3. What are the experiences and perceptions of academics and students about the implementation of sexual harassment policies in selected institutions of higher education in Zimbabwe?
4. What recommendations can be made for the implementation of sexual harassment policies in Zimbabwe based on the findings of literature and the empirical study?

1.5 AIM OF THE STUDY AND STUDY OBJECTIVES

The aim of the study is to illuminate and explain the extent to which institutions of higher learning in Zimbabwe respond to the implementation of sexual harassment policies.

The overall research objectives of this study are:

1. To define sexual harassment according to different perspectives; to explore theoretical frameworks that inform sexual harassment and to understand sexual harassment in the light of educational theories;

2. To determine how sexual harassment is provided for in the Zimbabwean higher education system and to understand how sexual harassment policy is documented in the selected universities;

3. To explore the experiences and perceptions of academics and students with regard to the implementation of sexual harassment policies in selected institutions of higher education in Zimbabwe;

4. Based on findings of literature and the empirical study, to provide recommendations for the implementation of sexual harassment policies in Zimbabwe.

1.6   RESEARCH DESIGN

Lincoln and Guba (1985:221) define a research design as the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and to control variance. The design has to do therefore with who, what, where, when and how of the study. The full detail about the research design will be presented in chapter 4. Only a synopsis is presented in the following section.

1.6.1   Literature review

A literature review was used to explore the concept of sexual harassment and how it is implemented in institutions of higher learning. The literature review:

*   Establishes a link between the main research question and knowledge that already exists in the area of investigation;
*   Identifies gaps in current knowledge;
*   Sets the background on what has been explored on a topic so far;
*   Increases the breadth of knowledge in an area of research;
*   Helps researchers identify seminal works in their area of research;
*   Allows researchers to provide the intellectual context for their work and positions their research with other, related research;

- Provides the researcher with opposing viewpoints (McMillan and Schumacher, 2010:85).

1.6.2   Empirical inquiry

The qualitative case study research strategy was chosen to carry out an in-depth study of the effectiveness of two state universities in the implementation of sexual harassment policies in Zimbabwe. Case study research is valuable for discovering new behaviours, processes or anything we have little knowledge of. The case study approach therefore is particularly useful for responding to how and why questions about a contemporary set of events within some real life context (Meyer, 2001:330; Yin 2003:1).

The main purpose of my study is to investigate and have a deeper understanding of the underlying factors that influence the participants' interpretation of and reactions to intervention policies that seek to address sexual harassment in state universities in Zimbabwe. Accordingly the case study design was found applicable because "the case method is an extremely useful technique for researching relationships, behaviours, attitudes, motivations, and stressors in organisational settings" (Berg, 2001:333).

1.6.3   Selection of participants/sampling

The research was conducted at two state universities in Zimbabwe. Suitable sites were selected through a combination of purposeful and convenience sampling. According to Patton (2002:230), the logic and power of purposeful sampling lie in selecting information-rich cases for study in depth. Information-rich cases are individuals or events or settings from which researchers can learn extensively about the issues under examination. Purposeful sampling means that researchers intentionally select participants who have experience with the central phenomenon or the key concept being explored (Creswell, 2007:112). At the two state universities where the study was conducted, subjects were purposively selected (Merian & Associates, 2002; Lemmer & Van Wyk, 2004; McMillan & Schumacher, 2006) because they were affected in different ways by the policy measures on sexual harassment and were assumed to be knowledgeable about the topic under study. The sample therefore, included

undergraduates in first, second and fourth years, chairpersons of teaching departments, senior human resource practitioners, deans of students, university chaplains, wardens, guidance and counselling practitioners.

1.6.4   Data collection

In a qualitative study, the researcher is the instrument (Borg & Gall, 1989). In this study, as the instrument, I used in-depth face-to-face interviews, document analysis as well as focus group interviews as methods to collect data. I carried out open-ended in-depth interviews with chairpersons of lecturing departments, deans of students, students, deputy registrars – personnel, wardens and student counsellors of two selected state universities. The focus of the interviews was on perceptions, knowledge, awareness and policies and administrative practices towards sexual harassment as it affected students.

The main documents analysed were sexual harassment policies, gender policies, ordinances on students as well as codes of conduct and grievance procedures. All these documents assisted in understanding how the sexual harassment policies were being implemented in the two universities. Verbatim notes and tape-recording of interviewees characterised data collection through this method. These documents were analysed in order to understand the gap between official written sexual harassment policy and practice on the ground in the two state universities.

More than one method (interviews and document analysis) in collecting data is triangulation. Triangulation is essentially the use of different vantage points. In this research it involved cross-checking and referencing by combining different perceptions of the same event to provide a more holistic picture. In other words, triangulation allowed illumination from multiple standpoints, reflecting the researcher's commitment to thoroughness, flexibility and appreciation of differences in experience. Triangulation therefore, functioned as the glue that cemented the interpretation of multiple-methods results (Denzin, 1997).

1.6.5   Data analysis

The content of in-depth interviews, feedback on interpretations, and notes from the sexual harassment policies analysed were considered as data in the analysis. Bogdan and Biklen (2003) divide the analysis into three stages. These include identifying themes and developing concepts; coding the data and refining one's understanding of the subject matter; and understanding the data in the way it was collected.

1.6.6   Trustworthiness

Validity of qualitative research is judged on the basis of its findings' truthfulness, appropriateness, authenticity, dependability, credibility and trustworthiness in answering the research questions and addressing the research problem. Cohen, Manion and Morrison (2007:133) advise:

> *In qualitative data, validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.*

In order to achieve data trustworthiness, I employed triangulation of research instruments, member checking, peer debriefing, verbatim transcriptions and selection of relevant participants (Lemmer & van Wyk, 2004; Moss, 2004). Data from different sources, such as undergraduate students, chairpersons of departments, human resources personnel, deans of students, and wardens were compared and contrasted on related issues.

Credibility in qualitative research tests accuracy in data analysis and interpretation. The two were taken into account. The context in which data was gathered and the distinction between the researcher's interpretation and the actual views of the study participants were acknowledged (Lincoln & Guba, 1985; Hardman, Drew & Hart, 1996). Credibility was enhanced through critical reflexivity or the researcher's self-examination, in order to avoid bias, and by making a distinction between participants' meanings and the researcher's interpretations (McMillan & Schumacher, 2006; Lietz, Langer & Furman, 2006). Member checking was done to enhance validity. Member

checking is a procedure of taking data and interpretations back to the people from whom it was derived (Lincoln & Guba, 1985).

1.7   ETHICAL ISSUES

I considered ethical considerations of protection of subjects from harm, the right of privacy, the issue of informed consent, the issue of deception and the right to participate freely (Merriam, 2009). Due to the fact that the subject of sexual harassment is viewed as a sensitive issue in universities, there is need for measures to be put in place to ensure that any negative perceptions of the study are de-constructed prior to participation in both focus group and individual interviews. I explained how the ethical requirements of informed consent, confidentiality, right to individual privacy and anonymity of the participants would be adhered to during data gathering and reporting of findings of the study. In order to uphold confidentiality, the composition of each focus group was made homogeneous in terms of category, gender, age and power differences.

To protect the personal dignity and confidentiality of the interviewees, I explained to the participants the objectives and nature of the study, how the results would be released and used. Interviewees were assured about anonymity.

Given that research involving human subjects requires that the participation of individuals should be completely voluntary (Bennett, Glatter & Levacic, 1994:93), I sought permission of all participating participants, the relevant departments of the universities and the two registrars as well as UNISA's Ethical approval to conduct the research. All participants completed a consent form to indicate their voluntary participation and the right to withdraw from the study at any time without giving an explanation.

1.8   CLARIFICATION OF TERMS

Key terms used in this study are briefly defined in this section. A more detailed discussion of the terms is included in the literature study (Chapters 2 and 3).

1.8.1 Sexual harassment

The UN General Recommendation 19 to the Convention on the Elimination of all Forms of Discrimination Against Women (1993) defines sexual harassment as including: such unwelcome sexually determined behaviour as physical contact and advances, sexually coloured remarks, showing pornography and sexual demands, whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her in connection with her employment, including recruitment or promotion, or when it creates a hostile working environment.

In other words, sexual harassment, in this study is defined as uninvited, unwelcome and unwanted verbal, non-verbal, physical or visual behaviour of a sexual nature, which is offensive, inappropriate, and creates an intimidating, hostile, degrading, humiliating or offensive learning environment.

1.8.2 Policy

Policy is a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions (Merriam Webster Dictionary, 2015). In other words, the policies of sexual harassment explored in this study are approaches or plans proposed to combat sexual harassment by universities.

1.8.3 Institutional responsiveness

Institutional responsiveness is how social and formal organisations are expected to take into account the explicitly and implicitly stated needs and interests of all the stakeholders (Bascal, 1996).

1.8.4   State University

A state university in Zimbabwe is a government owned university, accredited through the National Council for Higher Education, under the Ministry of Higher and Tertiary Education. It is sometimes referred to as a public university. It is predominantly funded by public means (Garwe, & Maganga, 2015).

1.9   CHAPTER OUTLINE

This study was organised using the following chapters:

Chapter 1 introduces the background, describes the problem formulation, research questions, and discusses the aims and methodology of the investigation.

Chapter 2 investigates how sexual harassment is defined according to different perspectives. It also explores theoretical frameworks that inform sexual harassment and how it can be understood in the light of different educational theories.

Chapter 3 discusses how sexual harassment is catered for in Zimbabwean higher education system. Further, it sheds light on sexual harassment policy as provided for in the selected universities in Zimbabwe.

Chapter 4 gives an outline of the research design and the chosen methodology of the inquiry.

Chapter 5 presents findings of the research.

Chapter 6 gives an overview of the pertinent points of the study. Guidelines are suggested for the implementation of harassment policies in higher institutions based on literature and empirical studies. Final conclusions are drawn and recommendations are made based on the empirical study.

1.10   SUMMARY

The chapter presented the background information to the study. The limitations of earlier researches on sexual harassment were highlighted and the reasons for undertaking research of this nature and magnitude were cited. The significance of the study, the delimitations and limitations are also stated. Theoretical framework, research assumptions, quality assurance measures as well as ethical considerations have been spelt out. The next chapter presents and discusses the main arguments and research findings based on existing body of knowledge, with a view to making new claims based on this study.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1   INTRODUCTION

This chapter presents a synopsis of the perceptions of what constitutes sexual harassment. Definitions of sexual harassment as perceived by international organisations and sexual harassment authorities are discussed first. This is followed by theories on sexual harassment. Prevalence and causes of sexual harassment are highlighted. An examination of related studies on sexual harassment in higher education, universities in particular, follows. Lastly, the chapter explores the nature and objectives of university-based policies and programmes intended to mitigate sexual harassment.

2.2   DEFINING SEXUAL HARASSMENT

There is no single agreed definition of sexual harassment. Perceptions on what constitutes sexual harassment vary among and within societies. In other words, sexual harassment is a relative term which varies from one society to the other and from one culture to the other. The absence of a clear-cut definition of sexual harassment comes from the varied perceptions of the concept. Sexual harassment involves both boys and girls and men and women, how they view each other and how they behave. The norms of society can contribute to failure to recognise sexual harassment as a gender issue. Also, those experiencing sexual harassment may not recognise it as a gender issue. The different views of what sexual harassment is, make it difficult to agree on a comprehensive definition of the concept (Aggrawal, 1992:1; Aware, 2008:11). What is agreed upon in general is that it is unwanted and unwelcome by the victims.

Sexual harassment as a concept is reflected in many international organisations and instruments, many of which have been ratified by Zimbabwe. The UN acknowledges that sexual harassment is a form of discrimination and a form of violence against both women and men as well as girls and boys. The General Assembly Resolution 48/104 on the Declaration on the Elimination of Violence against Women looks at sexual

harassment as one form of violence against women and girls especially. General recommendation No. 19 of the UN Committee defines sexual harassment as:

- unwelcome sexually determined behaviour such as physical contact and advances;
- sexually coloured remarks;
- showing pornography and sexual demand whether by words or actions;
- humiliating and dehumanising conduct which may constitute a health and safety problem;
- discriminatory when the woman has reasonable grounds to believe that her refusal to be sexually harassed could lead to her dismissal at her place of work or that the working environment is so hostile that it may affect her ability to be an effective employee (UN General Assembly, 1993).

This definition views sexual harassment as that perpetrated by men and boys on women and girls. It is silent about harassment perpetrated on boys and men by girls and women.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) views sexual harassment as a violation of human rights as well as a form of discrimination. Another organisation that has demonstrated concern on sexual harassment as a gender issue is a UN agency called the International Labour Organisation (ILO). The ILO has defined sexual harassment as an unwanted and prohibited form of sex discrimination which falls under the Discrimination (Employment and Occupation) Convention (no. C111). The ILO argues that the existence of sexual harassment in a working environment brings about hostility, threatens the health and safety of the victims. In other words, the working conditions are not conducive to effective production. The ILO characterises sexual harassment as:

- any insult or inappropriate remark, joke;
- insinuation and comment on a person's dress, physique, age, family situation;
- a condescending or paternalistic attitude with sexual implications undermining dignity;

- any unwelcome invitation or request, implicit or explicit, whether or not accompanied by threats:
- lascivious look or other gesture associated with sexuality;
- unnecessary physical contact such as touching, caresses, pinching, or assault (ILO, 1992:10).

The bottom-line here is that sexual harassment at work is degrading and dehumanising to the victims. An inhospitable working environment is created, and it does not augur well for effective and efficient production.

The European Union (EU) (2010) defines sexual harassment as unwanted behaviour of a sexual nature affecting the dignity of employees at the workplace. It goes further to elaborate on what sexual harassment is by stating that sexual harassment includes unwelcome physical, verbal or nonverbal behaviour. What emerges from this perception of sexual harassment is that it is not wanted and unacceptable by the victim. Sexual attention becomes sexual harassment if the victim views it as offensive. However, a single incident of sexual harassment could be viewed as sexual harassment if it is perceived as sufficiently serious. It should be noted that at the level of the EU, sexual harassment is defined:

- With reference to harasser's intention;
- By the fact that such behaviour constitutes a violation of a person's dignity; and
- By the explicit exclusion of physical forms and forms of hostile environment (Vohlidalova, 2011:1125).

What emerges from all the above definitions, is that sexual harassment is:

- Unwanted, unsolicited sexual attention of a persistent and abusive nature;
- Sexually oriented remarks and behaviours which contribute to a negative psychological or emotional study and working environment; and
- Implied or expressed promises of reward for sexual favours (Osborne, 1992:72; Vohlidalova, 2011: 1126; EU Commission, 1991).

All the definitions given above are a construction; they have been legalised and institutionalised. The definitions build on the assumption that sexual harassment is unwanted behaviour which negatively impacts people's well-being and human dignity. Most of the definitions though comprehensive are speaking to the workplace situation which is not necessarily similar to a university environment as it relates to students and lecturers. Some of the definitions are sex specific in the sense that men perpetrate sexual harassment on women. By and large such definitions are silent about harassment of a sexual nature perpetrated by women and girls on men and boys.

2.3   INTERNATIONAL CONVENTIONS ON SEXUAL HARASSMENT

Convention on the Elimination of Discrimination of all Forms of Discrimination against Women (CEDAW), International Labour Organization (ILO), the Beijing Platform for Action, Protocol to the African Charter on Human and People's Rights of women in Africa and Southern African Development Protocol on Gender and Development are some of the international conventions and protocols on sexual harassment. A brief summary of what they have articulated follows.

2.3.1   Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is a brainchild of the UN and represents a significant step towards the attainment of the goal of equal rights for women. In 1967, the General Assembly adopted the Declaration on the Elimination of Discrimination Against Women. In 1977, when the draft instrument of the convention was submitted, the General Assembly appointed a special working group to finalise the draft and the convention was adopted by the assembly in 1979. By 1981 the Convention had been adopted in force and the Committee on the Elimination of Discrimination Against Women was formally established to oversee the implementation of the Convention by States parties.

CEDAW is an instrument that has made efforts to make society see the seriousness of the sexual harassment issue. The instrument views sexual harassment as gender discrimination and a form of gender-based violence. The CEDAW Committee has

called on all states parties to the convention to take steps to include information on sexual harassment in their reports, and what measures they are taking to protect women from sexual harassment and other forms of gender-based violence or coercion in the workplace (CEDAW Committee's General Recommendation No. 19). Credit ought to be given to CEDAW for calling on all nations of the world to show a commitment to addressing gender violence in the form of sexual harassment.

2.3.2   International Labour Organization (ILO)

According to ILO, sexual harassment is a form of gender discrimination based on sex as well as a manifestation of unequal power relations between women and men. The sexual harassment problem relates to the gender or social roles that women and men ought to fulfill in society. These roles lead to imbalance in female – male power relationships. The ILO viewed sexual harassment as:

- a violation of the fundamental right of workers;
- a safety and health hazard;
- a problem of discrimination;
- an unacceptable working condition;
- and a form of violence, usually against women workers (ILO Resolution on ILO Action on Women Workers, 1991; www.ilo.org: AWARE, 2008:4).

In other words, ILO views sexual harassment as sex-based behaviour that is unwelcome and offensive to the victim. The ILO conducted studies in developing countries from 1999 – 2002. The studies revealed that sexual harassment is a problem that calls for the political will of management in institutions, companies and corporate bodies to investigate. The ILO further points out that sexual harassment is caused by differentiated power relations and authority coming from the hierarchical power structure of organisations. Therefore, sexual harassment is viewed by the ILO as an issue of organisational power. Given that workplaces have vertical stratification and asymmetrical relations between supervisors and ordinary workers, those who hold power in these organisations can use the power of their positions to harass their subordinates.

2.3.3   The Beijing Platform for Action

The Beijing Platform for Action (1995) views sexual harassment as a form of violence against women as well as a form of discrimination. The Platform of Action calls on governments and all other stakeholders to come up with laws on sexual harassment as well as enforce them. It also called for institutions and organisations to develop policies against sexual harassment and to devise strategies to prevent it (The Beijing Report, 1995).

2.3.4   Protocol to the African Charter on Human and People's Rights in Africa

This protocol calls on State parties to come up with measures aimed to:

- Eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training:
- Protect women, especially the girl child from all forms of abuse (including sexual harassment in schools and other educational institutions and provide for sanctions against perpetrators of such practices):
- Ensure transparency in recruitment, promotion and dismissal of women, and combat and punish sexual harassment in education and the workplace (Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, Articles 12-13, 2003:14).

The above protocol specifically made reference to punishing sexual harassment in education.

2.3.5   Southern African Development Protocol on Gender and Development

Article 22 of the Southern African Development Protocol on Gender (2008:19) requires that:

> *State parties shall, by 2015, enact legislative provisions, and adopt and implement policies, strategies, and programmes which define and prohibit*

sexual harassment in all spheres, and provide deterrent sanctions for perpetrators of sexual harassment. State parties shall ensure equal representation of women in adjudicating bodies hearing sexual harassment cases.

Zimbabwe is a signatory to this protocol.

2.4   THEORETICAL FRAMEWORKS INFORMING SEXUAL HARASSMENT

A theoretical framework of a study has to do with the researcher's preconceived conceptual perspective (Camp, 2001). It provides a generalised explanation of the relationship that exists between or among concepts. It can also be referred to as a frame of reference that acts as a basis for observations, definition of concepts, research designs, interpretations and organisations. A theoretical framework guides the researcher in giving meaning to every stage of the study. In other words a theoretical framework gives the big picture of the study. It also directs study objectives, data gathering and research findings (Mariam, 1998; Radhakrishna, Yoder & Ewing, 2007).

Sexual harassment cannot be attributed to a single causal factor. Furthermore there is no single theoretical framework to comprehensively explain the concept sexual harassment. Nevertheless, there are five models of sexual harassment which are used and generally accepted to unpack the concept. These include four single factor theories and one multifactor theory. The single factor theories are: the socio-cultural theory (Farley, 1978; MacKinnon, 1979; Tangri & Hayes, 1997); the organisational theory (Tangri, Burt & Johnson, 1982; Gruber, 1992); sex role spillover (Gutek & Morash, 1982; Tangri & Hayes, 1997); and natural/biological theory (Tangri, Burt & Johnson, 1982). The fifth theory is a multifactor theory of sexual harassment referred to as the four-factor theory (O'Hare & O'Donohue, 1998).

Theory appraisal criteria by Hooker (1987) and Newton (2002) will be used to ascertain how far each of the models go in explaining sexual harassment. The two authors present criteria that can help researchers in evaluating competing theories. The criteria include:

- Empirical adequacy and scope of the question (Is the theory supported by existing empirical evidence?)

- Internal coherence of the question (Is the theory logical and consistent?)

- External consistence of the question (Is the theory consistent with other background theories that are currently accepted)

- Unifying power of the question (Does the theory bring together previously isolated research findings?)

- Fertility of the question (Does the theory provide new hypotheses, arenas for research or clinical interventions?)

- Simplicity of the question (Is it a theory that makes the fewest assumptions?)

- Explanatory depth of the question (Does the theory refer to intricate and detailed operations when describing the intended phenomena?)

2.4.1 The single factor theories of sexual harassment

2.4.1.1 The feminist socio-cultural theory

The theory examines the socio-political context in which sexual harassment is created and in which it takes place. The theory therefore focuses mainly on norms, values and institutions that lead to sexual harassment. Sexual harassment according to this theory is connected to the sexist ideology of male dominance and superiority referred to as patriarchy (Gutek, 1985; Stockdale, 1993; Thomas & Kritzinger, 1997; Matchen & DeSouza, 2000). Given that most societies are patriarchal in nature, patriarchy is the system that brings about and sustains the subordination and exploitation of women by men, be it in the home, workplace or university. This comes about due to how males and females are socialised to fit into society. Men are expected to be aggressive and dominant, whereas women are expected to be passive and accepting (Gruber & Bjorn, 1986). Males ultimately believe that their behaviours when they relate to and with women are justified. Women on the other hand view themselves as an inferior sex and consequently blame themselves for being victims of sexual harassment perpetrated by men (Mackinnon, 1979; Vaux, 1993).

Issues like sex-role differentiation which are part of growing up in a patriarchal world guide and direct the young as they are employed in workplaces. In other words men and women bring their gender status and sex-stereotypical responses with them into the workplace. This in turn shapes their positions, statuses and experiences in the workplaces. Therefore, sexual harassment maintains male dominance in work-roles. Intimidation is also used. Women are also discouraged from seeking employment or aspiring to higher posts in the organisation when employed. Issues of how a society assigns status and the way it does leads to sexual harassment being perceived as the organising principle of such a type of society. This becomes a given so that men dominate women, and that women are subordinate to men. Men therefore exert power and control over women at home and at the workplace (Tangri et al., 1982; Tangri & Hayes, 1997: 120).

The feminist socio-cultural theory's strength lies in the fact that patriarchy leads to male dominance and that this leads to sexual harassment of women by men. In this context the theory has unifying power. Focusing on sexual harassment in the workplace, in this theory, gives a context in which sexual harassment could be researched. This is evidence enough of fertility in the theory. Most sexual harassment perpetrators are male, therefore there is empirical adequacy in the theory (Hooker, 1987; Newton-Smith, 2002). However, the theory is criticised for being over inclusive and simplistic given that not all men sexually harass women, in actual fact, most men do not sexually harass women (Pina, Gannon & Saunders, 1979: 131). Whilst this theory explains sexual harassment as a manifestation of unequal power distribution between men and women, the theory seems to be assuming that it is males only who can sexually harass females and not the other way round.

2.4.1.2   The organisational level

Sexual harassment from an organisational theory point of view is explained through a number of issues inclusive of power and status inequalities in an institution or organisation. Power differences in the organisation can lead to sexual harassment taking place. Power differences help to explain sexual harassment in the sense that in an organisation, men tend to be more powerful than women as they hold decision-making positions. The gender stereotypes that go with power are that men are

powerful and aggressive, whilst women are passive, receptive and family oriented (Gruber, 1992; McCormick, 1993; Eagley, 1983). In other words the theory views the hierarchical structure and authority relations obtaining at the workplace as responsible for the incidence of sexual harassment. Tangri and Hayes (1997:118) argue that sexual harassment at organisational level is an abuse of organisation power. In this theory, sexual harassment is attributed to men's economic power over women.

In the context of this study, the power of the male lecturer, over that of the female student is related to status, the power the lecturer has over the student as a mentor, as well as someone with the ability to enhance as well as diminish the female student's self-esteem. The lecturer assesses the students' academic work and gives feedback on the intellectual abilities of the student. Power enables men to exploit and coerce women sexually (MacKinnon, 1979; Zalk, 1990).

Furthermore, Samuels (2003: 477) notes that the balance of power in society is tilted in favour of men. You might find women in senior positions but they are vulnerable because of the fact that they are women. Sexual harassment can therefore be viewed as a consequence of the bureaucratic structure that allocates power to men and women within the organisation. Other factors facilitating sexually abusive behaviour in the workplace include an organisational climate that is permissive with workplace ethics, norms and policies that are biased in favour of men (Dekker & Berling, 1998).

One positive issue emanating from the theory is that the theory endeavours to unify numerous organisational factors explaining sexual harassment. Therefore, there is evidence of unifying power in the theory. Furthermore, the theory has been tested and identified to play a crucial role in the occurrence of sexual harassment. This gives the theory strong empirical adequacy and research fertility (Pina, Gannon & Saunders, 2009: 132). Organisational climate is therefore viewed in this theory as a very strong predictor of sexual harassment (Fitzgerald, Gelfand & Drasgow, 1995; Welsh, 1999).

However the theory has its limitations. Although the theory explains why men harass women it is limited in the sense that it does not explain why women harass men. Furthermore, not all men are likely to harass women be it at the workplace or in educational settings. The theory also does not explain how people's individual

differences could influence the occurrence of sexual harassment. This is viewed as lack of internal coherence and explanatory depth. All in all, the theory has played a significant role in making researchers and professionals in management positions focus on the need for effective mechanisms to mitigate sexual harassment in the organisation (Willness, Steel & Lee, 2007; Pina et al., 2009).

2.4.1.3 The sex-role spillover theory

The sex-role spillover theory postulates that sexual harassment of women at work is largely as a result of the carryover into the workplace of gender-based expectations for behaviour that is irrelevant to work. If the sex ratio at work is skewed in the direction of either men or women, then sex-role spillover takes place. Women working in male-dominated work experience sex-role spillover. Treatment accorded to them is different from that of males working with them. Whilst they are aware of this difference in treatment, they think that the sexual harassment experience is visiting them as individual women and not as men and women working together.

Men and women come to work with beliefs and gender expectations they have been socialised into by their societies. Beliefs and expectations, they come to internalise could include women should not be employed and women should not hold powerful positions when employed. Men harassers think that worker equality is not as important as their beliefs about gender. Conversely, women working in women dominated workplaces also experience sex-role spillover of a different kind. Sex-role and work-role are in reality the same. These women are not cognisant of the fact that their treatment is based on their sex-role. They view the sexual harassment treatment they receive as part and parcel of the work they are doing. Therefore, conflicts occur because the sex-role stereotypes held by the harasser are different from work roles of women. Sexual harassment may be experienced by women working as police officers, taxi-drivers as well as those women holding powerful positions in the workplace (Brown, 1998).

The theory explains sexual harassment in a holistic manner. Therefore, it is a more comprehensive tool in understanding sexual harassment (Gutek & Morasch, 1982). Unifying power and explanatory depth are quite evident in the theory. However, the

theory does not bring out clearly the characteristics of harassers' expectations for behaviour that is inappropriate to work. The limitation of the theory is also in that it is silent about women and girls who go on to harass men and boys.

2.4.1.4   The natural or biological theory

The natural/biological theory argues that sexual harassment is a natural extension of male selection evolutionary theory. Men express sexual attraction to women. This is viewed as a natural element in mate seeking.   Given this argument sexually aggressive behaviour at work should not be perceived as harassment (Barak, Pitterman & Yitzhak, 1996; Browne, 1997; Tangri & Hayes, 1997; Berdal, 2007). The argument in this theory is that men and women have evolved different reproductive strategies and psychological mechanisms with men attempting to maximise their reproductive success and gain sexual access to more females by behaving in a sexually harassing manner. On the other end, women have developed a generally negative emotional response to unsolicited sexual attention from men (Studd & Gattiker, 1991: 256; Browne, 1997). Therefore, the argument proffered here is that this expression of sexual attraction is not sexual harassment. It is argued to be a natural process and therefore not discriminatory. It is not sexist and it does have negative effects on women victims. The sexual harasser exerts pressure on the woman victim without intending to harm her (Hearn et al., 1992).

The theory acknowledges that innate human instincts have the potential to drive sexually aggressive behaviour amongst men thereby unifying evolutionary perspectives to explain sexual harassment. Therefore, the theory has evidence of unifying power. However, the theory has its shortcomings. It does not provide an adequate explanatory framework distinguishing harassers from non- harassers. It also does not explain why women would not harass men as much as men do harass women. The explanation why some men do sexually harass women whilst other men do not does not come out in this theory. Tangri and Hayes (1997) critique the theory by pointing out that if hormone drives caused sexual harassment, then young men and older women whose sex drives are at their highest point were most likely to harass. However, old men and young women, research has shown, are the most frequent offenders. Lack of rigour and flexibility have been the criticisms in the biological

explanation of how sexual harassment takes place. Foote and Goodman-Delahunty (2005) go further to criticise the theory for its failure to explain same-sex harassment and sexual harassment of poor men by women in positions of power. Therefore the theory's key weakness revolves around empirical inadequacy (Pina et al., 2009: 133).

2.4.2   The four-factor model of sexual harassment

O'Hare and O'Donohue (1998) incorporated a number of measurable factors in their multifactorial or four-factor theory of sexual harassment. They reviewed single factor theories of sexual harassment, factored in aspects of Finkelhor's (1984) four-factor theory of child sexual abuse and then developed a multifactor theory of sexual harassment. The theory is more comprehensive and realistic when it is compared to the three models discussed above. For sexual harassment to take place, they stated that, four conditions have to be present. Pina et al. (2009: 134) give the conditions for sexual harassment which are also referred to as risk factors. These are that the individual must:

- Be motivated to harass being driven by a combination of power, control or sexual attraction;
- Overcome internal inhibitions like moral restraints, not to harass;
- Overcome external inhibitions to harassment; and
- Overcome victim's resistance due to their assertiveness or their relative status within the workplace.

The four factors are explained in some detail below:

2.4.2.1   Motivation

This is the first factor and precondition which addresses the drive to sexually harass. The factor examines the variables which originate from the victim that could serve as a motivator for the harasser. The need for power and control or sexual attraction towards women by men could motivate sexual harassment. Other motivators could include deviant sexual arousal, sexist beliefs, and physical attractiveness. Therefore,

women who are physically attractive are more prone to sexual harassment than those who are less attractive. Internal inhibitions to sexually harass may be increased through victim empathy training, clarification of the moral wrongness of the action, changing harassment myths and changing outcome expectancies (Lesser & O'Donohue, 1997; O'Donohue & Dubois, 1995). What ought to be noted in the motivation to harass is that the harasser has a need for power, for control and for sexual attraction and has a sexist attitude.

2.4.2.2   Overcoming internal inhibitions

This second factor and precondition to sexually harass refers to the ability of the harasser to overcome any internal inhibitors that would otherwise prevent him from acting on the motivation to harass. Society socialises members to respect the rights and dignity of others. Those socialised like that would therefore have some inhibitions to overcome in an effort to sexually harass others. The internal inhibitors could include, on the part of the harasser: fear of reprisals like tarnished reputation, or loss of a job, fears of rejection and the potential victim may regard the behaviour as unethical or morally wrong. However, absence of good moral values in the harasser could contribute to sexual harassment (O'Hare & O'Donohue, 1998).

2.4.2.3   Overcoming external inhibitions

This third factor and precondition addresses the organisation's situational factors that may either facilitate or inhibit sexual harassment incidents. The external inhibitors could exist at the socio-cultural, organisational or immediate environment context. A couple of external factors in the working environment which can contribute to sexual harassment in the workplace include; privacy of workplace, knowledge of grievance procedure, unacceptability of sexist behaviour in the institution, unprofessional working environment and skewed gender ratios. These are briefly explained below.

Privacy of workplace is an environment that is conducive to sexual harassment given that colleagues are not likely to witness the harassment. Therefore, women working in highly private environments are more likely to experience harassment than those working in less private spaces.

Institutions with proper grievance procedures that are also known by the workers in the organisation tend to experience lower incidences of harassment (O'Hare & O'Donohue, 1998). Tangri (1997) concurs by noting that having a proper procedure known to members of the institution is a simple and straightforward step that ought to be taken in any prevention intervention. This is mainly due to the fact that when punishments are duly meted out to harassers, this serves to deter potential harassers.

If sexist attitudes prevail in the institutions, high levels of sexual harassment are likely to be reported. On the other hand, where sexual harassment is not tolerated, incidences of harassment are not likely to occur. In most organisations, men tend to dominate in supervisory and managerial positions. Furthermore, women working in unprofessional climates tend to be more sexually harassed as compared to those working in more professional working environments. In this case, a professional environment works as an external inhibitor. A staff establishment dominated by males tends to report more cases of sexual harassment. This is consistent with the role-spillover model where the work role of women in a highly skewed distribution will be outweighed by their sex role (Tangri, 1997; O'Donohue & O'Hare, 1998). The bottom line in this instance is that the organisation ought to have clear and explicit grievance procedures. Absence of these procedures could provide harassers opportunities to sexually harass. Furthermore, if there is consistent punishment of sexual harassment incidences, opportunities for sexually harassing will be limited. Also, if there is a culture of professionalism in the organisation there is likelihood of very few incidences of sexual harassment. Conversely if the organisation does not punish harassers and there is no culture of professionalism, incidences of sexual harassment are likely to increase.

2.4.2.4   Overcoming victim resistance

This fourth factor and precondition addresses the fact that attitudes, behaviours and occupational positions of women play a significant role in whether or not they are targets of sexual harassment. One example is when the potential victim of harassment is able to recognise and in turn stop any behaviour which leads towards harassment. Furthermore, women exhibiting feminine traits tend to be harassed more. If they try to resist harassment, they will be subjected to threats of retaliation. They are seen as

uncooperative. They can also be met by promises of reward if they accept to engage in sexual behaviour. Women who hold lower positions in the organisation have less power and authority. They are more likely to experience sexual harassment. Women who are able to recognise harassment are knowledgeable about it and are assertive, are more likely to counteract or resist sexually harassing behaviour. If these women hold positions of power and are in control in the organisation, they may be avoided by potential harassers (O'Donohue & O'Hare, 1998). What emerges from this factor is that individuals who are not assertive in the organisation are likely to be victims of sexual harassment. Furthermore, unwillingness to make formal complaints on the part of sexual harassment victims could encourage harassers to continue to harass. In an organisation therefore, the target ought to be imparting of skills for individuals to be assertive and encouraging sexual harassment victims to make formal complaints.

What ought to be noted from the four-factor model presented above is that it addresses a number of variables that may be involved in sexual harassment, be they relevant to the potential harasser, potential victim, and the situation in which the sexual harassment occurs. O'Hare and O'Donohue (1998) argue that this model is a better predictor of sexual harassment in research conducted in a university. They also argued that the model was also more comprehensive when compared to earlier models. In view of this the model offers researchers and employers additional avenues in which sexual harassment could be prevented in these settings.

A merit of the four-factor theory is that it brings together previously isolated factors in sexual harassment into a multifactorial theory. The four-factor theory therefore evidences unifying power and gives explanatory depth and external consistency. The theory also demonstrates strong empirical adequacy as compared to single factor theories of sexual harassment discussed above. One limitation of the theory is found in its failure to explain why not all men harass women and why some women and girls do harass men and boys. The major limitation of the theory though is that the sexual harasser's underlying motivation to offend has not been fully explored (Pina et al., 2009).

2.5   CONTRA POWER SEXUAL HARASSMENT

One form of sexual harassment that has been highlighted in literature on sexual harassment is contra power sexual harassment. It is the least common form of sexual harassment reported. Despite low reporting rates, this form of harassment is prevalent across professions and job categories. It is defined as harassment by a subordinate to a superior. This form of harassment occurs despite an inverse in the power relationship between the actors. In other words, this form of harassment arises in situations where the harasser has less formal power that the victim (Benson, 1984). Benson (1984: 517) is referring to the sexual harassment of people with more institutional power (like a professor or teacher) by someone seemingly less powerful (like one of his or her students) as contra power sexual harassment. Benson is credited with coining the term 'contra power sexual harassment'. A more specific example is when a female student attempts to seduce her professor in order to gain an assistantship. When that occurs, it is a scenario encompassing a set of circumstances outside the norm, involving the harassment of supervisors by subordinates.

Recent research suggests this happens frequently and this kind of behaviour starts long before university. Studies have indicated that sexual harassment of those in power positions by subordinates is occurring (Grauerholz, 1989; McKinney, 1992). A study of academia found that 30% of male faculty and 24% of female faculty were targets of uninvited sexual comment from students as often as four times per month. Studies (De Souza & Fansler, 2003; Matchen & De Souza, 2000) have established that between 32% and 63% of students reported employing potentially sexually harassing behaviour toward faculty at least once, and at least half of the faculty survey reported experiencing contra power sexual harassment by students. Behaviours constituting contra power harassment included unwanted sexual teasing, jokes, remarks or questions. These studies suggest that contra power sexual harassment is a concern in academia.

In the academic setting, female professors reported experiencing undue attention, verbal sexist comments, written sexual comments, physical advances, explicit sexual propositions, sexual bribery, sexual assault and obscene phone calls. In addition, students possess some power in that they evaluate faculty. These evaluations are

anonymous, creating the perfect vehicle for a harasser to undermine a professor, possibly affecting her carrier with comments about her body and sexuality without facing consequences.

The dynamics of contra power sexual harassment are many and varied. Supervisors encounter different repercussions than subordinates when reporting contra power sexual harassment. Their ability to manage their subordinates successfully may be called into question. Fear of public exposure and perceived weakness as a superior, and the threat of being viewed as or accused of being the initiator of the harassment make the fears associated with reporting the incidents different from those faced in other forms of sexual harassment. This explanation of sexual harassment is contrary to all the other theories as issues of power and authority in explaining why sexual harassment takes place are challenged.

2.6   HOW SEXUAL HARASSMENT CAN BE UNDERSTOOD IN THE LIGHT OF THEORIES

Sexual harassment in general is a social construct that is not easy to define. At the global level, sexual harassment provisions are found in criminal and labour courts, health and safety laws, anti-discrimination and equal opportunity laws as well as in education and licensing statutes. International instruments discussed above perceive sexual harassment as a form of violence against women and as discriminatory treatment. From the theories and models discussed above, sexual harassment, therefore can be understood from conceptual, behavioural and legal perspectives as explained below.

2.6.1   Understanding sexual harassment from a conceptual perspective

In this perspective, sexual harassment can be viewed as unwanted imposition of sexual requirements in the context of a relationship of unequal power (MacKinnon, 1979: 245). Those who have power largely derived from patriarchy use it to lever benefits or impose deprivations in another person. Farley (1978: 14) views sexual harassment as unsolicited non-reciprocal male behaviour that asserts a woman's sex

role over her function as a worker. LaFontaine and Tredeau (1986: 435) on the other hand define sexual harassment as any action occurring within the workplace whereby women are treated as objects of the male sexual prerogative. Whilst the last two authorities view sexual harassment in the context of the workplace in general, Till (1980: 7) views sexual harassment in educational institutions as behaviour by authority which emphasises the sexuality or sexual identity of a student in a manner which prevents or imparts that student's full enjoyment of educational benefits, climate or opportunities.

2.6.2   Understanding sexual harassment from a behavioural perspective

A wide range of behaviours constituting sexual harassment exist from this perspective. In this perspective sexual harassment is viewed as repeated or unwanted verbal or physical sexual advance, sexually derogatory statements or sexual discriminatory remarks which are offensive or objectionable. Behaviours constituting sexual harassment include:

- Verbal sexual suggestions
- Constant leering or ogling
- 'Accidentally' brushing against one's body
- A 'friendly' pat, squeeze, pinch or arm around one
- Catching one alone for a quick kiss
- The explicit proposition backed by the threat of losing one's job, and
- Forced sexual relations (The Working Women United Institute, 1978; Fitzgerald, 1990).

There are three elements to the behavioural definition of sexual harassment. The first one is that the behaviour has to be sexual in nature including jokes, innuendos, flirting, forced fondling and attempted or actual rape. In other words, the behaviour has to have a sexual connotative to it. The second element is that the behaviour has to be deliberate and repetitive. However, some first time behaviour can be so offensive and could be considered deliberate, inappropriate and sometimes illegal. The third element

is that sexual harassment is unwelcome by the victim. In other words, the behaviour is unacceptable to the victim (Joseph, 2015: 128).

Over and above sexual behaviour spelt out above, Gruber (1992) came up with a typology of three specific types of harassment. These consisted of:

- Four types of verbal requests inclusive of sexual bribery, sexual advances, relational advances and subtle pressure advances;
- Three verbal remarks inclusive of offensive and embarrassing comment, jokes or teasing;
- Four non-verbal displays inclusive of sexual assault, sexual touching, sexual posturing, for example body language, vulgar gestures and sexual materials.

2.6.3   Understanding sexual harassment from a legal position

Understanding sexual harassment from this perspective has its origins in the US as far back as 1980. The US Equal Opportunity Commission defined sexual harassment in the workplace as a form of sex discrimination. Specifically, sexual harassment is said to occur when:

- Submission to such a conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or participation;
- Submission or rejection of such conduct, is used as the basis for academic or employment decisions affecting the individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive working or educational environment (US Equal Opportunity Commission, 1999).

To further explain what sexual harassment is from a legal perspective, there is need to examine two types of sexual harassment. These are '*quid pro quo*' harassment and a 'hostile working environment'. *Quid pro quo* (something for something) or (this for that) harassment is also referred to as sexual coercion and blackmail. It is the 'you do

something for me and I will do something for you' type of exchange. In this type of sexual harassment there is abuse of authority by those in authority. This forces victims to choose between yielding to demand in order to be promoted. All this is done to avoid trouble or being dismissed from work. Where a lecturer and a student are involved, a lecturer promises a student a good mark in all the assignments if he or she goes out on a date with him or her. Behaviours characterising sexual harassment include unwanted physical touching, unending requests for a date as well as sexual propositions. (Kastl & Kleimer, 2001; Icenogle, Eagle, Ahman & Hanks, 2002).

A 'hostile working or learning environment' type of sexual harassment refers to behaviour creating a learning environment that is intimidating, hostile, or offensive to the victim. The behaviour interferes with learning (Aware, 2008: 12). In this learning environment, sexuality, ridicule and insult are rife. The students' ability to participate in or benefit in such an environment is affected. Examples of hostile environment sexual harassment behaviours include unwelcome sexual advances, request for social favours, verbal, nonverbal or physical conduct of a sexual nature, sexual jokes, lewd comments, sexually oriented comments about a person's physical appearance and displays of sexually oriented objects. Hostile environment sexual harassment can also take place electronically when employees or students send or receive sexually explicit e-mails or pornography over the internet (Hanks, 2002; Hobson & Guziewiczc, 2002; Clogh, 2011). What is critical to note here is that hostile environment sexual harassment is varied in both perception and interpretation. It is also a subtle form of harassment.

Sexual harassment in Sub-Saharan Africa in general remains an under-researched and under-resourced area despite evidence of how pervasive it is. Furthermore limited capacity for research on the issue exacerbates the scarcity of data. Where the issue of sexual harassment has been taken to the courts together with other violent crimes and where evidence of such violence exists it has not been included in the charges or made invisible or has not been confirmed or has been overturned following judgement, in quite a number of countries in Africa. Further reasons why there is absence of legal cases in Africa include absence of:

- advocacy for the reform of the national legal framework;

- documentation of sexual harassment; engagement in or support for judicial proceedings for victims;
- media coverage and communication around court proceedings as well as public awareness lack of expertise,
- knowledge and experience of what sexual harassment entails amongst the judges.(Kilonzo, Njoki, Ntamburi,, Ajema, Taegtmeyer, Theobald and Tolhurst, 2009; The Impact of Litigation on combating sexual violence in Africa, 2019: 108).

In some instances, there has been total impunity granted to the alleged perpetrators. This impacts negatively on the number of legal cases on sexual harassment in Africa.

2.7   THE MEANING OF SEXUAL HARASSMENT IN UNIVERSITIES

In the US, sexual harassment in universities is an unwelcome behaviour of a sexual nature that interferes with the student's ability to learn, study, work or participate in school activities. It is a form of discrimination under Title IX of the Educational Amendments of 1972 (US Equal Employment Opportunity Commission, 1999).

Leach (2013) in Beninger (2013) is of the view that sexual harassment in universities is higher in countries with weak education systems, low levels of accountability, and high levels of poverty and gender inequality. Sexual harassment is also prevalent in institutions where educators are poorly trained, underpaid and severely under resourced.

Sharma (2013) is of the view that sexual harassment in universities includes:

- Inappropriate sexualised comments or gestures;
- Unwanted physical contact inclusive of touching, pinching or groping through to threats of examination failure; or
- Sexual assault or rape.

It could also include sexual favours in exchange for good grades or preferential treatment in lectures. Perpetrators could be students, lecturers, or administrative staff.

2.8   PREVALENCE, CAUSES AND ATTITUDES OF SEXUAL HARASSMENT

A number of factors have been identified as causing sexual harassment of female university students. These factors include a girl child's sexual harassment experience at a young age, alcohol consumption, many sexual partners and male university students' perception that forced sexual intercourse is justified when the woman initiates the date and the man pays the dating expenses.

A study done by Adedokun (2005) at Lagos State University in Nigeria, established that sexual harassment by male lecturers on female students was rife. This was attributed to the fact that:

- Integrity, self-esteem and intellectualism were not properly cultivated by some lecturers;
- The perception was that female dressing and attitudes increase their vulnerability to sexual harassment. Lack of respect for the female gender was reported as a fundamental reason for sexual harassment

Wear and Aultman (2005) studied how medical students viewed and experienced sexual harassment, their attitudes to reporting sexual harassment and mechanisms they use to stop it in their institution. The results showed that that pre-clinical education was almost sexual harassment free. However, clinical experience was characterised by explicit sexual comments directed at women in clinical settings. Furthermore, sexual harassment was underreported. There was fear and worry among female participants. Fear of retaliation and hostility from peers was evident in their responses.

Tuner (2006) examined how women undergraduate and graduate students viewed and lived their campus climate in the US. He carried out eight focus group interviews with four to twelve participants each. Findings showed that female participants in the study reported a chilly climate on campus. Three main themes emerging from the data

were: women worrying about their personal safety, experiencing sexual victimisation, and being blamed for attacks on their person. They also reported incidents of sexual harassment and bias that took place during day time, at night, during the week and during weekends.

2.9   STUDIES ON SEXUAL HARASSMENT IN HIGHER EDUCATION

At the international level, sexual harassment in universities was ignored for quite some time by those in authority. The issue of sexual harassment in universities came to light in the 1980s. It led to formulation of policies and procedures for identification and prevention of sexual harassment.   Whilst efforts were made to reduce sexual harassment in universities the number of complaints increased (Riggs et al., 1993). Female students experienced sexual harassment in all countries of the world across all races, cultures and ethnic groups. Dziech and Weiner (1990: 157 stated that sexual harassment occurs in universities because:

> *University living is male living on male terms, and women discover that one of the easiest ways to violate those terms is to raise troublesome issues that call attention to gender.*

Researches in the US show that about two-thirds of college students are sexually harassed in these institutions. In a survey carried out by the American Psychological Association (APA) on female graduate students, it was found that over 12.7% had experienced sexual harassment, and 3% had dropped a course because of sexual harassment. The sexual harassment prevalence rates ranged from 15% to 78%. The variations were due to the nature of questions asked, as well as the time period and samples of the participants depending on the specificity and detail of the questions asked and the reference time period; samples varied from very large national samples to small isolated samples of single universities or colleges (Gross, Winslett, Roberts & Gohm, 2006; AAUW, 2006; Lehrer, Lehrer, Lehrer & Oyarzun, 2007).

France approved a law-making sexual harassment a crime. The law also covered sexual harassment in universities. Violation of the sexual harassment law in France is punishable by incarceration of up to three years (Joseph, 2015: 31). In India, Mumbai

a 1997 survey of about 200 female college and university students found that 30% of the participants complained of sexual harassment and identified sexual harassment as a barrier to equity in education. It argued that sexual harassment had a negative effect on the learners' experiences. It disrupted learners' ability to learn and perform well. Whilst it was observed that students had become aware of the existence of policies on harassment, increased awareness did not mean fewer incidents of sexual harassment or increased reporting of incidents. The AAUW's research report further reported that more than third of college students did not tell anyone after being harassed. Almost half of them confided in a friend and only seven percent reported the incident to a university worker (Puja, 2003; AAUW, 2006).

Several studies in colleges and universities examined the perceptions of university students and lecturers on sexual harassment. Findings of these studies revealed that women were likely to view an act of sexual harassment as one when compared to men. Whilst most sexual harassment incidences have women as victims, more studies of late are indicating that sexual harassment is also affecting men (Dietz – Uhler & Murrell, 1992, Marks & Nelson, 1993).

Research conducted at the University of Hong Kong revealed that among 74 undergraduate female students there was a prevalence rate for attempted rape of 14.9% and 1.4% for rape (So-Kum Tang, Critelli & Porter, 1995). Another study conducted in Chile comprising 445 female students in universities found out that a total of 17% of the total sample reported having experienced some form of rape in the previous 12 months. Attempted rape had a prevalence rate of 11% in the previous year (Leher, Lehrer & Oyrzun, 2007).

In the United Kingdom, a survey of 78 universities revealed that the introduction of sexual harassment policies had failed to make a significant impact on reducing sexual harassment incidences. On handling of sexual harassment cases the study showed a great variation in handling these in a two-year period - 28% of the universities dealt with 10 or more cases, and 22% of the universities did not get any complaints at all. The failure to report any cases was attributed to adoption of a reactive rather than a proactive model of policy development and implementation (Thomas 2004: 148). All

the researches reviewed so far indicate the prevalence of sexual harassment in universities outside Africa.

However, sexual harassment is also common in African universities. Reports from many countries on the African continent revealed the trends and nature of sexual harassment experienced particularly by women students. These include degrading verbal marks, unwanted touching, and other types of gender-based violence. Many female students in universities in Africa have experienced sexual harassment from male lecturers, non-lecturing staff and students. One such practice is present on some university campuses in Uganda. The practice consists of a casual sexual relationship between male lecturers and female students. It is referred to as "carpet grades" referring to where the sexual transaction has taken place. In this practice, students exchange a wide range of sexual favours including oral, anal and or vaginal sexual intercourse for the reward of good grades or material assistance from lecturers and other academic staff. At Mbarara University of Science and Technology in Uganda, 33.1% of female students have experienced sexual victimisation on campus. Makerere University in Uganda reported that 42% of women had been sexually harassed by male faculty and peers. In Tanzania it was reported that 37.7% of women students in a university had been sexually harassed by male faculty members (Banyu, 2003; Harushanga, 2006; Twinamasiko, 2008; Agardh & Odberg, Patterson, 2011).

Whilst sexual harassment incidences are rife in universities in Uganda, Makerere University has a very comprehensive and detailed sexual harassment policy. The policy defines what sexual harassment is. It also has clearly stated enforcement procedures. These enforcement procedures have to be carried out soon after a report has been made and the process has to be done thoroughly. This policy has the seal of approval from the University Vice-Chancellor and the Chairperson of the University Council.

In Nigeria, 80% of women in colleges and universities reported sexual harassment as their greatest barrier to successful completion of their academic goals. About 86% of male lecturers in the sampled universities in Nigeria had sexually harassed female students at one point in their teaching career (Houreld, 2006; Ejiougu & Onyene, 2006). At Jimma University in Ethiopia sexual violence, harassment, and lack of

security were indicated as the most common problems facing female students (Panos, 2003). In Malawi, a study conducted in Chancellor College of the University of Malawi revealed a prevalence rate of 67% on campus out of which 12.6% were rape cases (Phiri, Semu, Nankuni & Madise, 1994).

Three studies on sexual harassment in South African higher education institutions have been carried out. The first study focused on the effectiveness of sexual harassment policies and procedures at higher education institutions in the country. Specifically, the study investigated the awareness levels of academic staff members at higher education institutions in South Africa of sexual harassment policies and procedures in their institutions. The study revealed that sexual harassment policies had been crafted to address sexual harassment. However, implementation of these policies was not effective as few academic staff members had been trained on the use of the policy. The second study aimed at investigating the perceptions of academic staff relating to the incidence of sexual harassment at higher education institutions in South Africa. The study found out a relatively low incidence level of sexual harassment. Gender harassment was found to be more prevalent compared to unwanted sexual attention and *quid pro quo* harassment (Joubert, van Wyk & Rothmann 2011: 169; Joubert, Van Wyk & Rothmann, 2011: 1-2). A third study carried out in South Africa dealt with sexual harassment at institutions of higher learning with a specific focus on policy implementation at one South African university. The findings of the study showed that policy implementation was problematic with the biggest problem being a lack of co-ordination between the major stakeholders where sexual harassment cases were reported. In the university under study, the study found out that one of the causes of lack of co-ordination was the university's management which lacked knowledge on the extent of sexual harassment on the campus. This led the university management to think that sexual harassment did not exist at the campus. Meanwhile victims of sexual harassment lost faith in the policy and grievance procedures (Gouws & Kritzinger, 2007: 68). Human Rights Watch (2001) also indicated that one in four female students at the University of Natal (Durban, South Africa) had experienced sexual harassment from male faculty and peers.

In Zimbabwe, students are sexually exploited by lecturers in many of the universities in the country (Dhlomo et al 2012). Female students in Zimbabwe's universities report

that they are increasingly subjected to sexual harassment by their lecturers (Jamela, 2011). In other words, sexual harassment in these institutions is tolerated because most of the victims engage in transactional sex with male lecturers because of the economic pressure to sustain themselves during university life.

2.10 NATURE AND OBJECTIVES OF UNIVERSITY BASED POLICIES AND PROGRAMMES INTENDED TO MITIGATE SEXUAL HARASSMENT

What has emerged in this chapter is that sexual harassment is against mutual respect. It is a violation of rights, dignity and integrity of the victims. The environment needed for learning is undermined. What is also undermined is dissemination of knowledge, research and productive work. Given these negative effects of sexual harassment, it is mandatory that universities should have sexual harassment policies. Such policies should of necessity address acts and practices that are related to sexual harassment across all levels in the university structures. A well-crafted and carefully considered sexual harassment policy is valuable in a number of ways. These are:

- As an employee relations tool where the policy statement clearly indicates the university's concern for the wellbeing of its students and staff, and its commitment to provide a hostile free environment;
- To serve as basic education for students, lecturers and the rest of the staff on the subject of sexual harassment and as such reduce the chances of harassment occurring, especially inadvertent sexual harassment;
- To minimise the legal liability of the university in sexual harassment cases and even cutting off liability entirely. This serves as a major offensive strategy to demonstrate that the university has taken all reasonable steps to prevent illegal or inappropriate conduct (Fang & Kleiner, 1999: 8).

Sexual harassment policies in universities are therefore meant to socialise both potential harassers and potential victims by providing a very clear statement of behaviours constituting harassment. Such a policy should make it very clear that sexual harassment is not to be tolerated in a university. The policy ought to set out the disciplinary consequences for potential harassers. In view of this the sexual

harassment policy should be backed by procedures that enable sexual harassment issues to be dealt with fairness and justice.

If a sexual harassment policy is introduced and implemented effectively, its combined educational and deterrent impact should eventually lead to a reduction in incidences of harassment. However, if, for some reason the policy fails to achieve sufficient credibility within the university community, it risks being ignored, under-used and discredited. In such circumstances, sexual harassment will continue to occur, with damaging consequences for those experiencing it (Thomas, 2010: 145-145).

A university therefore has an obligation to create an environment that respects and protects the rights of their male and female members. The policy should of necessity be applicable to students, lecturers as well as administrative and support staff and even other people who participate in university programmes and activities on and off campus settings. The objectives of the policies are three-fold:

- To sensitise the university community about the evils of sexual harassment, with a view to engendering a sense of social responsibility and zero tolerance for such behaviour;
- To establish university frameworks encouraging sexual harassment victims to exercise their rights, maintain their dignity and refuse to submit to pressures of sexual harassment;
- To take action aimed at completely eliminating sexual harassment at a university and proffer corrective action when necessary.

Once a sexual harassment policy is in place, what remains is implementation. Effective implementation is critical to the success of a sexual harassment policy. However, implementation is not something that be taken for granted. There often exists a gap between policy-making and policy implementation. This is a complex problem coming from the way the policy was formulated to issues of how the policy is viewed and a lack of support from the institution. Recent research at universities internationally has shown that policy design alone is only as good as the paper it is written on when limited

success is reached with policy implementation (Thomas, 2010:157; Gouws & Kritzinger, 2007: 27).

Indeed, the general lack of research in this area has indicated the need for a systematic evaluation of the impact of the adoption and implementation of sexual harassment policies in Zimbabwe state universities.

2.11   SUMMARY

In this chapter sexual harassment as a concept has been defined and explained from the different perspectives and theoretical frameworks which inform the concept. This was followed by discussing how sexual harassment can then be understood, given the various theories that explain what sexual harassment is. An attempt was also made to show causes and prevalence of sexual harassment in institutions of higher learning. A brief discussion on sexual harassment in universities was also part of the chapter. The need for sexual harassment policies in universities has been spelt out.

The chapter has shown that sexual harassment is prevalent in universities across continental boundaries. Sexual harassment impacts significantly students' emotional, social and academic lives as they endure the physical and mental agony that go with the experiences. It has also been shown that sexual harassment has a disruptive effect on the functioning of universities. Perpetrators, especially lecturers, whose functions involve inculcating academic and moral knowledge to students, engage in behaviours that are contrary to their job ethic (Ladebo, 2003). The likelihood that students will live and learn on a particular campus increases as they perceive the environment to be student friendly and the probability decreases as they perceive hostility in the environment. By and large university environments characterised by sexual harassment, deprive students of the opportunity to excel personally and collectively. The bottom line is that if a sexual harassment policy is well crafted, introduced and implemented effectively, its educational and deterrent impact should lead to a reduction in sexual harassment incidences. On the contrary, if it does not achieve sufficient credibility within institution, it risks being ignored, under-used and discredited.

CHAPTER THREE
SEXUAL HARASSMENT: THE ZIMBABWEAN EXPERIENCE

3.1   INTRODUCTION

The chapter discusses how sexual harassment is catered for in the higher education system in Zimbabwe. The Nziramasanga Commission Report (1999), which highlighted prevalence of sexual harassment in the education system, will be discussed briefly. The Constitution, The Labour Act and the Public Service Act among other pieces of legislation will be explored in so far as they speak to sexual harassment. These Acts constitute the legal environment. The policy environment is examined in the context of the Zimbabwe National Gender Policy and sexual harassment policies of the two state universities. Codes of Conduct of the two state universities under focus are explored, pointing out the potential they have in mitigating sexual harassment. Previous studies on sexual harassment carried out in colleges and universities will be examined with a view to show the focus of sexual harassment research in colleges and universities in Zimbabwe.

3.2   NZIRAMASANGA COMMISSION REPORT (1999)

In early 1988 President of Zimbabwe set up a 12 member Commission of Inquiry into Education and Training in the country. The Commissioners were appointed under Statutory Instrument 7C of 1998. Secretary to the Commission was Dr Leonard Efison Munjanganja. The Commission was mandated to inquire into and report on the state of Education and Training in Zimbabwe. There were five terms of reference. The fifth term of reference which is relevant to this research charged the Commission to inquire into and report upon:

> *...the issues of gender and gender equity as regards access to education at all levels, and the formulation of appropriate remedial measures*
> *(*Nziramasanga Commission Report, 1999: xxi).

The Commission carried out a nationwide consultation and in the context of the term of reference above, special attention was given to marginalised groups such as the girl child, the disabled and children in especially difficult circumstances.

In chapter 9 of the Commission's report, prevalence of sexual harassment in the school system was highlighted. The report acknowledges that gender equity in education implies equal access of males and females to educational facilities, resources and provisions that the country offers. The report points out that there was overwhelming evidence given by parents, women's organisations, school girls, female college students, and many working women showing that they were unhappy with the abuse to which women and girl-children were subjected to in everyday life. The report indicated that from birth, the girl-child was being subjected to an environment that socialises her into subservice, subordination and inferiority to her male counterpart. Furthermore sexual abuse of girls in the education system was on the increase. School girls and female college students were subjected to sexual harassment. Male students and staff demanded sexual favours for services such as extra tuition, assistance with homework and offer of a school or college place (Nziramasanga Commission Report, 1999: 177).

Some teachers and lecturers were said to threaten female students with failure if they refused to submit to their sexual advances. One of the recommendations of the report was that education officials who sexually abused school children should be dealt with severely by instant and permanent dismissal (Nziramasanga Commission Report, 1999: 178). The abuse of both school girls and female students was found to be overt, covert and subtle. The girl-child and female student were subjected to an environment that socialises them into subservice, subordination and inferiority to her male counterpart right from birth. The Report also emphasised development of policies and procedures for effective handling and control of sexual harassment at educational institutions and at national level. Enforceable legal instruments to that effect ought to be put in place (Nziramasanga Commission Report, 1999: 186-199). The Report evidences the existence of sexual harassment in the country in qualitative terms.

3.3 THE STATE UNIVERSITY IN THE SYSTEM OF HIGHER EDUCATION IN ZIMBABWE

Higher education in Zimbabwe falls under the jurisdiction of the Ministry of Higher and Tertiary Education, Science and Technology. Tertiary education in the country is offered at institutions of higher learning comprising agricultural colleges, teachers' colleges, polytechnics and universities. There are fifteen registered universities, nine of which are state universities or public universities whilst five are private universities. There are fifteen teachers' colleges, eight polytechnics and industrial training centres. Universities offer training leading to the awarding of certificates, diplomas and degrees (Zimstat, 2018). Most of the institutions of higher learning are owned by government. Universities owned by government are referred to as state universities. Private universities and other private institutions are licensed by government. All these institutions offer tertiary qualifications.

The Act of Parliament guides and empowers the Ministry of Higher Education to make statutes and ordinances that ensure orderly conduct of day to day operations and activities of state universities. Government controls the policies, council and senior university council then assumes executive authority on policy issues in each state university. The council recommends the vice chancellor to the Head of State and chancellor of state universities for appointment. The chancellor then appoints the vice chancellor. The vice chancellor becomes the chief executive officer of the state university providing academic, administrative and disciplinary oversight (Garwe & Thondhlana, 2019).

Private universities in Zimbabwe are governed in accordance with the provisions of a charter. The charter for private universities and the Act of Parliament for state universities are the legal documents pronouncing the establishment, governance, structure, operations and authority to award qualifications at these institutions (Mlambo, 2005; Garwe & Thondhlana, 2019). It is also important to note that state universities draw up policies for internal operations such as the gender policy based on the National Gender Policy guided by the Act of Parliament.

3.3.2   Funding and financing of university education in Zimbabwe

Funding for state universities includes the fiscal allocation, student fees and levies, donations and income generated from the institutions' resource mobilisation initiatives. Fiscal support to state universities is limited and targeted. These institutions receive funds for salaries mainly. Funds are also received for other pressing and targeted financial needs. Accounting for finances is through use of internal and external auditors. The state funding is solely reserved for state institutions. Private institutions resort to other means of raising capital and operational funds (Garwe & Thondhlana, 2019). Students enrolled in universities pay fees and levies directly to the institution. The institutions utilize the funds without any state interference. Government however approves the fees for state universities. All state universities have similar fees for similar disciplines. Market related fees in state universities are for students in non-conventional programmes. These include students in parallel programmes, evening and weekend classes, block release programmes and post graduate programmes (Garwe & Maganga, 2015). Private universities have fee levels that are not regulated by government. Students studying in these institutions do pay for their education.

3.4   SEXUAL HARASSMENT IN ZIMBABWE: THE LEGAL ENVIRONMENT

Zimbabwe as a country is a member of the UN. It has ratified Convention on the Elimination of all forms of Discrimination against Women (CEDAW) of 1979 and Beijing Declaration and the Platform for Action of 1995 as Global Gender Protocols. Regional Gender Protocols ratified by the country include, the African Charter of Human and People's Rights, on the Rights of Women in Africa of 2003 and SADC Protocol on Gender and Development, of 2008. These have been discussed in Chapter two. In other countries such treaties, conventions and protocols become part of the laws of the country, however the Zimbabwean jurisdiction has barred this through section 327(2) (a) and (b) of the Constitution which states that:

> *Any international treaty which has been concluded or executed by the President 's authority:- (a) does not bind Zimbabwe until it has been approved by Parliament and (b) does not form part of the law of Zimbabwe unless it has been incorporated into the law through the Act of Parliament* (Constitution of Zimbabwe, 2013: 125).

Sexual harassment is a challenge facing victims in Zimbabwean colleges and universities. Whilst for a couple of years, sexual harassment has been causing havoc in higher education institutions, not much has been done to curb it. A research conducted at the University of Zimbabwe by Chagonda and Gore in 2001 revealed:

> *Students' constructions of masculinities (which respond to class background, religious affiliations, and political aspirations) include ideas about both appropriate styles of male sexual performance and prescriptions on appropriate women partners* (Chagonda & Gore, 2001).

As Zimbabwe is a patriarchal society, most communities in the country believe in the power of the fathers, sometimes referred to as male supremacy or male dominance in all facets of life. In this vein, sexual harassment is perceived as normal when men perpetrate it on women. Whilst sexual harassment has been taking place especially in Zimbabwean colleges and universities, very little has been done to address it. In the following section, I explore the legal environment as it relates to sexual harassment. Focus is on the Constitution, the Labour Act and the Public Service Act as national gender equality provisions relating to sexual harassment.

3.4.1   National Gender Equality Provisions

As a country, Zimbabwe has an enabling gender policy and legal environment framework. The Constitution of Zimbabwe, Section 17 of the Constitution, on Gender Balance emphasises promotion of full gender balance in the Zimbabwean society, in particular, to promote the full participation of women in all spheres of society on the basis of equality with men as well as to take all measures, including legislative measures needed to ensure that both sexes are equally represented in all institutions and agencies of government at all levels. State institutions, in the constitution are expected to take positive measures to rectify gender discrimination and imbalances resulting from past practices and policies (Constitution of Zimbabwe, 2013).

Zimbabwe, as a country, does not have a legal framework to deal with sexual harassment. The pieces of legislation that have been crafted do not incorporate the issue of sexual harassment with the seriousness it deserves. The Constitution, the

Labour Act and the Public Service Act are not very clear and specific with reference to sexual harassment and how to deal with this scourge. These three pieces of legislation are discussed below.

3.4.1.1   The Constitution of Zimbabwe

The Constitution of Zimbabwe adopted in 2013 is the supreme law in the country which shows firm commitment to gender equality. The provisions of this Constitution speak of gender inequality redress. The constitution reaffirms earlier commitments shown by the 2005 Constitutional Amendment number 17 which prohibited discrimination on the grounds of sex. Chapter 2 on National Objectives spells out gender balance as one of the objectives to guide the state, all institutions and agencies of government. Throughout the 26 national objectives, equality is emphasized and where appropriate women and girls are specifically mentioned. The Bill of Rights in Chapter 4 of this Constitution recognizes a right to equal treatment between men and women, including their right to equal opportunities in political, economic, cultural and social spheres. This Bill of Rights also accords women the right to custody and guardianship, and makes void all laws, customs, cultural practices and traditions that infringe on the rights of women and girls. Section17 of this supreme law of the country states:

> *The State must promote full gender balance in Zimbabwean society, and in particular- (a) the State must promote the full participation of women in all spheres of Zimbabwean society on the basis of equality with men; (b) The State must take positive measures to rectify gender discrimination and imbalances resulting from past practices and policies* (Constitution of Zimbabwe, 2013: 19-20).

This supreme law does not have an explicit provision for the right to be protected against sexual harassment. However, Section 17 of the Constitution makes it mandatory for the country to promote full gender balance in society. It goes further to state that the state must promote the full participation of women in all spheres of society on the basis of equality with men. Section 17 of the Constitution further provides that:

The State and all institutions and agencies of government at every level must take practical measures to ensure that women have access to resources, including land, on the basis of equality with men (Constitution of Zimbabwe, 2013: 20).

In other words Section 17 focuses on gender balance at all levels of decision making and equal access to resources including land.

Section 25 of the Constitution focuses on the protection of the family and prevention from domestic violence.

Section 26 of the Constitution is about equality of rights and obligations in marriage.

Section 27 is about equal access to education.

Section 52 of the Constitution states that every person has the right to bodily and psychological integrity, including freedom from all forms of violence from public or private sources. In the same vein oppressive vices like sexual harassment should be excluded. In view of the above it can be noted that the framework to strengthen statutes dealing with sexual harassment is available.

Section 56 is about equality and nondiscrimination equality before the law and equal protection and benefit of the law, rights to equal opportunities in political, economic, cultural and social spheres, prohibition of discrimination on the basis of sex, gender, marital status and pregnancy.

Section 65 of the Constitution, subsection (1), states that every person has the right to fair and safe labour practices and subsections (4) provides for just, equitable and satisfactory conditions of work for every employee. In other words the section is about women and men's rights to equal remuneration for similar work, right to maternity leave for a period of at least six months.

Section 78 is about marriage rights, sets minimum age of marriage at 18 years, prohibits forced marriages and child marriages.

Section 80 (1) of the Constitution speaks to the rights of women when it states that:

> *Every woman has full and equal dignity of the person as with men and this includes equal opportunities in political, economic and social activities.* (Constitution of Zimbabwe, 2013: 38).

In section 80(3) of the same Constitution there is a provision that:

> *All laws, customs, traditions and cultural practices that infringe the rights of women conferred by this Constitution are void to the extent of the infringement* (Constitution of Zimbabwe, 2013: 38).

One aspect conferred by this constitution is that this provision clearly outlaws everything that infringes on the rights of women. Furthermore Section 52 (a) of the Constitution states that every person has a right to freedom from all forms of violence from public or private sources. In addition, Section 53 of the same Constitution states that no person should be subjected to physical or psychological torture or to cruel, inhuman or degrading treatment or punishment. These sections of the Constitution imply elimination of gender-based violence and sexual harassment. The commitment by Zimbabwe to enact legislative provisions as well as adopting and implementing policies, strategies and programmes defining and prohibiting sexual harassment is quite evident here. These provisions of the constitution indicate an intention to eradicate sexual harassment. What these provisions are silent about are complaint procedures, remedies for victims of sexual harassment as well as sanctions for perpetrators of sexual harassment. Furthermore, having sexual harassment policies in place does not necessarily mean that there will be no incidences of sexual harassment in the institution.

3.4.1.2   The Labour Act (28:01)

The Labour Relations Act is a piece of legislation that has been undergoing changes for some time as evidenced by these editions and amendments to the Act: Acts 16/1985, 12/1992, 20/1994 (s. 19), 22/2001 (s. 4), 17/2002, 7/2005. Its express purpose has been to regulate behaviour of workers and employers at the workplace.

The Act is the most detailed and encompassing piece of legislation focusing on relationships at the workplace in Zimbabwe. The Labour Relations Act governs both employers and employees in the private sector. It should of necessity be speaking to sexual harassment at the workplace. Section 5 of the Labour Act states that no employer shall discriminate against an employee on grounds of sex and gender, among others. The section also considers sexual harassment as an unfair labour practice. In Zimbabwe, it is now accepted that sexual harassment is a form of discrimination against women and its occurrence creates serious impediments to women's access to employment. This is more so when for example a sexually harassed woman may find resignation as the only way out and subsequently hesitate to take on another job (Madhuku, 2001). However sexual harassment in the Labour Relations Act is narrowly defined under section 8 as an unfair labour practice. It is defined in 58 (h) of the Labour Act (28:01) as:

> *Any employer or for the purpose of paragraph (g) and (h), an employee or any other person, commits an unfair labour practice if, by act or omission, (g) demands from an employee or prospective employee any sexual favours (h) engages in unwelcome sexually determined behaviour towards any employee whether verbal or otherwise, such as making physical contact or advances, sexually coloured remarks, or displaying pornographic materials in the workplace* (Labour Act, 2005: 9).

Although this is not an explicit definition of sexual harassment, the conduct defined as unfair labour practice is actually sexually harassment. The Labour Relations Act does not have specific provisions on sexual harassment apart from stating that a form of such harassment may constitute discrimination. Absence or omission of such provisions could mean that sexual harassment in the work place could go on unheeded, thereby creating impediments to women's employment. Sexual harassment in the context of the work place ought to be understood in two ways;

> *Where the victim reasonably believes that her objection disadvantages her in relation to employment, such as where she fails to get a job or where she loses a chance to be promoted (the quid pro quo theory) as well as where harassment creates a hostile working environment* (Madhuku, 2001: 19).

However, the Labour Act does not provide mechanisms for complaint and counselling. The Act provides for compensation to the sexual harassment victim; however, it does not state how this compensation is commensurate with the act perpetrated. The other remedy availed is cessation of the behaviour, however this does not address the injury caused or trauma the victim experiences. The Act is silent about mechanisms that would ensure that in future there are no retributive actions by the perpetrator and his or her sympathisers who may be still in authority (Matsikinye, 2016).

3.4.1.3   The Public Service Act

The Public Service (Disciplines) Regulations came into force in 1992 to regulate the behaviour of all civil servants. Changes to the Act were effected as 21/1995, 16/2000 and 17/2002. The Act covers all government employees and most government agencies. One of the areas that it ought to address is the issues of sexual harassment. When it comes to sexual harassment in this sector, concerned workers are governed by the Public Service (Officer) (Misconduct and Discharge) Regulations of 2000 contained in Statutory Instrument 1 of 2000.

However, the act does not have a provision on sexual harassment. To be more specific the Public Service Regulations, Statutory Instrument 1 of 2000 views sexual harassment as a misconduct and chargeable offence. In section 4, misconduct is defined as:

> *Improper, threatening, insubordinate or discourteous behaviour, including sexual harassment, during the course of duty towards any member of the Public Service or any member of the public* (Public Service Regulations, 2000).

This provision does not define what sexual harassment is. However, it is important to note that sexual harassment is categorised as discourteous behaviour. Furthermore, sexual harassment is treated as misconduct by the employee. In view of this it cannot therefore be committed by the employer who cannot be charged of misconduct. In the circumstances, the only form of sexual harassment according to the regulations is the "hostile environment" as the *quid pro quo* form presupposes conduct by an employer or their representative. However, when it comes to either matters of access to

employment opportunities for training or promotion, sexual harassment is an issue which is mainly relevant with the employer's conduct (Madhuku, 2001). Once a victim lodges a complaint, there is a cumbersome and unnecessary bureaucracy before any relief may result. Furthermore, the provision demeans the gravity of sexual harassment by expressing it as a species of improper behaviour, which it is, but more than that. The Public Service Act does not give specific procedures for investigations, hearings and counselling for the victims of sexual harassment (Katsande, 2008: 25; Matsikidze, 2017: 4). Sexual harassment represents one of the largest areas of complaints. However, absence of a law dealing specifically with sexual harassment has made perpetrators commit sexual harassment acts with impunity.

3.5   SEXUAL HARASSMENT IN ZIMBABWE: THE POLICY ENVIRONMENT

In this section focus is on the National Gender Policy, and the gender policies of the two state universities, the codes of conduct of the universities as these speak to issues of sexual harassment.

3.5.1   The National Gender Policy

A brief discussion of the National Gender Policies instituted by the Zimbabwean government is necessary. The Zimbabwean government devised the first National Gender Policy (NGP) in 2004. The goals of this NGP were:

> *to eliminate all negative economic, social and political policies, cultural and religious practices that impede equality and equity of the sexes, to mainstream gender in all aspects of the development process and to ensure sustainable equity, equality and empowerment of women and men in Zimbabwe in all spheres of life* (The National Gender Policy, 2004: 3).

The policy gave way to initiatives that were meant to address gender inequalities. The policy had numerous achievements during the eight years of its implementation as laws were passed to put the policy into practice and a ministry created was dedicated to gender and women issues among other achievements. There was increased awareness of gender equality and equality as necessities for social justice. However,

despite these achievements, women representations in the organs of society remained low and cases of gender based violence continued to mount. This led to the crafting of another National Gender Policy to cover the years 2013 to 2017 and to address the concerns that had not been addressed by the first NGP. The second NGP sought to:

> …achieve a gender just society where men and women would enjoy equality and equity and participate as equal partners in the development process of the country (NGP, 2013: iv-v).

The goal of the policy was to eradicate gender discrimination and inequalities in all spheres of life and development. The second NGP was underpinned by principles of gender justice, equality, integration and inclusiveness. One of the eight priority areas identified was gender-based violence. The policy objective for this priority area was to reduce all forms of gender-based violence in Zimbabwe. The country recognises that gender-based violence especially violence perpetrated on girls and women, is a big obstacle to their participation in decision-making. It also limits their capacity to actively participate in social and economic activities. Limited results in efforts to eliminate gender-based violence are attributed to, among other factors, weak institutions for addressing gender-based violence, poor communication systems and patriarchal attitudes that restrain men from reporting incidences of abuse. It becomes necessary to come up with efforts to reduce gender-based violence on policy provisions especially those provisions that aim to bring about strong institutions and information and communication systems and to shift attitudes on gender-based violence (NGP, 2013: 18).

This NGP therefore provides a new framework for gender equality and equity. It outlines Zimbabwe's vision for a gender just society and how the nation should strive towards this ideal. It details the overarching principles, eight priority thematic areas, policy objectives and strategies. It also defines the institutional arrangements through which the policy will be implemented and a framework for monitoring and evaluating the progress and achievements of this policy.

3.6   RESEARCH ON SEXUAL HARASSMENT IN COLLEGES AND UNIVERSITIES IN ZIMBABWE

As sexual harassment has been taking place in colleges and universities in Zimbabwe, several studies have been carried out to show its prevalence as well as the forms it takes. The pioneering study on sexual harassment was carried out by Zindi in 1994 (cf. par 1.1). The research investigated the magnitude of sexual harassment in teachers' colleges, polytechnics and universities. The 2 656 female students who responded to a sexual harassment survey revealed that sexual harassment was prevalent in these institutions throughout the country given that several lecturers were implicated in sexually harassing especially female students. The research indicated that lecturers had power over the students and abused the power to demand sexual favours from female students. The assertive students who did not yield to the demands were threatened with failure or ultimately failed the course. The practice went on despite the fact that it violated teacher/lecturer professional ethics. Whilst sexual harassment was perpetrated on the female students, the lecturer perpetrators got away with it (Zindi, 1994: 77). Whilst sexual harassment was carried out on students by lecturers in these institutions, the research revealed that none of the institutions under study had a sexual harassment policy. Only one institution, the University of Zimbabwe had Ordinance 30 speaking to issues of misconduct. The ordinance made peripheral reference to sexual harassment as it stated in general terms the rules of student conduct and discipline. It did so without any specific reference to sexual harassment. The ordinance stipulated that a high level of personal integrity and a developed sense of responsibility were important and that members were expected to live decent and ordered lives. It further stated that students who breached the rules would be punished. This shows lack of commitment to addressing sexual harassment as an act of misconduct by the university.

Shumba and Matina (2002) studied sexual harassment of college students by lecturers in Zimbabwe. The study was carried out in one Teacher Education College. The research investigated the presence/absence of sexual harassment by male lecturers on female students. The study also sought to find out whether there was a link between sexual harassment and students' performance in their studies. The study revealed widespread sexual harassment of female students by male lecturers. A few male

students were also harassed by female lecturers. Male lecturers used their patriarchal power to victimise and instil fear into female students so that they can get to comply with their needs and desires. Most male students harassed by female lecturers did not seem to suffer the same amount of trauma and stress as that suffered by female students sexually harassed by male lecturers (Shumba & Matina, 2002: 45, 57). Shumba and Matina (2002) also found out that in Zimbabwe, female students' poverty provides ideal pre-conditions for sexual bartering.

Another study on sexual harassment in colleges and in universities in Zimbabwe was carried out by Ndawi (2006). The sample study included 182 students and 30 members of staff, including 12 principals of colleges, two proctors, a chaplain and two Deans of students. The study revealed that there was general consensus among participants on what constitutes sexual harassment. Factors such as the secrecy of sexual harassment, the reluctance of the victims to report, connivance of victims in concealing the evidence, diversity of the acts of sexual harassment and the possible places where sexual harassment could be carried out made it difficult to quantify the sexual harassment incidents. Incidences of sexual harassment were estimated at ranging from 10 to 50 per semester. The study also revealed that the institutions did not yet have specific algorithms for handling sexual harassment; however, they spoke of plans, structures and policies that were at various levels of development. There was also little formal empowerment of the students (Ndawi, 2006).

Zireva and Makura (2013) studied the extent to which sexual harassment was prevalent among student teachers during teaching practice in schools in Zimbabwe. Their study sought to unpack the sexual harassment phenomenon as lived and expressed by student teacher victims on teaching practice in schools. The study revealed that, regardless of gender, student teachers experienced sexual harassment of various forms from their superordinates. The prevalence of sexual harassment of student teachers was such that one in every three student teachers was sexually harassed. There was no difference in the prevalence of sexual harassment perpetrated against male and female student teachers. The acts of harassment ranged from subtle or non-physical forms such as lustful stares that make the victim uncomfortable and forced compliance with assertive acts that constitute the abuse of professional status. The study also revealed that there has been no formal reporting

of sexual harassment perhaps due to fear of reprisals by the perpetrator, who in this case wielded position power (Zireva & Makura, 2013: 313, 320).

Katsande (2008: 49-50) carried out a study on the management of sexual harassment against female trainee teachers in Zimbabwe. The study found that sexual harassment was prevalent in teacher education colleges. This concurred with other research on sexual harassment in teacher education colleges. Very few cases of sexual harassment were reported officially as victims feared publicity and being branded as trouble makers. Sexual harassment was experienced by female trainee teachers on teaching practice and just before writing examinations. The teacher training colleges under study did not have sexual harassment policies and codes of conducts speaking to the sexual harassment issue.

Jamela (2011) specifically focusing on sexual harassment in universities in Zimbabwe reported that female students in these institutions are increasingly subjected to sexual harassment by lecturers. These victims did not report the assault given that when they reported the perpetrators to authorities, nothing was done to them in terms of discipline. In another study, Dhlomo, Mugweni, Shoniwa, Maunganidze and Sodi (2012) found that university students were sexually exploited by lecturers in Zimbabwe. They further pointed out that sexual harassment in these universities was tolerated given that most victims engaged in transactional sex with male lecturers because of the economic challenges relating to meeting fee payment and to keep up obligations.

Tlou (2015) carried out a study on sexual harassment in teachers' colleges. The study sought to find out the impact of a sexual harassment environment on student victims in these institutions. This study was carried out with a view to provide insights into lecturer-to-student sexual harassment, the messages sent to students by such behaviour as well as the values students developed out of such sexual harassment experiences. Findings were that some lecturers sexually harassed students in colleges. The perpetrator-lecturers did not value students and more often than not treated them in a degrading manner. Mechanisms adopted by students to cope with this degrading behaviour included avoidance, appealing to authorities and counselling.

A non-governmental organisation, Female Students Network (FSN), conducted a baseline survey in Zimbabwe's institutions of higher learning (Manhando, 2016). This survey was done between June and August 2015 at 21 tertiary institutions across the country. The sample of interviewed female students was 3425. Focus was on female students' sexual harassment experiences in these institutions. The study found out that of the 13 universities in Zimbabwe at the time, only four had sexual harassment policies in place. The study revealed that 98 percent of the female students interviewed encountered sexual harassment in one way or the other in these institutions. Major perpetrators of sexual harassment in these universities were male lecturers. Widespread underreporting of sexual harassment was noted in these institutions. Whilst female students faced a plethora of challenges in these universities, the major challenge that they encountered was gender-based violence in the form of sexual harassment. Causes of sexual harassment in these universities were documented together with other forms of abuse (Manhando, 2016).

3.7   WHAT A SEXUAL HARASSMENT POLICY SHOULD INCLUDE AND ITS IMPLICATIONS FOR UNIVERSITIES

If a sexual harassment policy is not there, it means that there is no framework for prevention of the phenomenon. A sexual harassment policy usually comes with programmes for knowledge awareness on the phenomenon. A sexual harassment policy should at minimum include the following statements:

- Sexual harassment is a form of unfair discrimination on the basis of sexual and or gender differences which infringes the rights of the complainant and constitutes a barrier to equity in the university.
- Sexual harassment in the university will not be permitted or condoned.
- Complainants in sexual harassment matters have the right to follow the procedures in the policy and appropriate action must be taken by the institution
- It will be a disciplinary offence to victimise or retaliate against a survivor who in good faith lodges a grievance of sexual harassment

- The procedures to be followed by a complainant of sexual harassment should be outlined in the policy (SAYWHAT, 2017).

Absence of a sexual harassment policy or ineffective implementation of the policy means failure to understand that form of abuse as well as the procedures that could be followed when reporting it. Furthermore, it also means lack of knowledge of strategies that could be employed when taking disciplinary action against perpetrators and mitigation for victims. The absence of the policy to deal with sexual harassment renders institutions wanting with regard to sexual behaviour and this may contribute to increase in the number of sexual assaults on the campuses. Universities are normally viewed as autonomous institutions which by and large are responsible for their own students and whatever affects them. Leadership in universities has an obligation to take responsibility for the tendency to ignore the existence, let alone the extent of, sexual harassment in their institutions. Indeed, the general lack of research in this area has indicated the need for a research on sexual harassment in state universities in Zimbabwe. Research on this phenomenon with specific focus on evaluating the adoption and implementation of sexual harassment policies in Zimbabwe state universities is conspicuous by its absence.

3.8   SUMMARY

The studies so far carried out in institutions of higher learning in the country as discussed above show how prevalent sexual harassment is. Sexual harassment adversely affects students emotionally, socially and academically. The physical and mental frustration of these victims is an ongoing concern. Sexual harassment generally is disruptive to how universities ought to function. Sexual harassment perpetrators, particularly lecturers who engage in behaviours that are contrary to their job ethic and fail to inculcate academic and moral knowledge to their students, are a disgrace (Ladebo, 2003). Where sexual harassment is rife, students' choice of studying is hindered by this perception of harassment. They also are afraid of failing in the programmes they have embarked on. It is not surprising that students succumb to the demands and threats of the perpetrators. Hence Keel (2005) points out that the individual's choice to respond to a situation is controlled by the perception and understanding of the potential pain and punishment associated with the situation.

Students can learn effectively if the university environment is conducive to learning. In other words, a student friendly learning environment should be devoid of sexual harassment. A university characterised by sexual harassment impacts negatively on the performance of students. Students are supposed, for all intentions and purposes, to excel as individuals as well as a group. Generally, the studies carried out in Zimbabwe so far have focused on causes, prevalence and effects of sexual harassment. The issue of whether these institutions have policies on sexual harassment in place and whether these policies are being implemented has not been a characteristic feature of the reviewed studies. It is therefore necessary to undertake a study into the extent to which sexual harassment policies are currently implemented in state universities in Zimbabwe.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

In chapter three, Zimbabwean experience in so far as sexual harassment is concerned was explored. This chapter focuses on methodological issues to do with conducting research on sexual harassment in universities in Zimbabwe. Studies on institutions like universities are rooted in real-life situations, where focus is on the lived experiences of the participants. Studiers on real life situations like sexual harassment focus on in-depth understanding of human behaviour as well as why people behave like that. Robson (1997: 32) argues that for research findings to come up with meaningful contributions to what is being investigated, the need for clear justification of methods and procedures employed cannot be over-emphasised.

In this chapter therefore, I present and justify the methodological framework I adopted for purposes of collection of data, its analysis as well as its interpretation. All these activities yield findings to be discussed in chapter five. The research design, methodology and data gathering and analysis processes were guided by constructivist and interpretive approaches. These two approaches were epistemological and methodological paradigms guiding the whole research process. Given that my study sought to assess the impact of sexual harassment policies on the behaviour of university students in the two state universities, I employed the qualitative case study research methodology. I collected multiple data such as policy documents, code of conduct, in depth interviews with key players and held focus group discussions with students of all levels. The method enabled me to find out the extent to which sexual harassment policies implementation have impacted on students' behaviour in the two state universities. This also afforded me an opportunity to compare the two institutions in this regard. The chapter therefore presents and discusses data gathering procedures as well as the methods that I employed to analyse and interpret the gathered data. Towards the end of this chapter, I explain how research rigour was accounted for through data trustworthiness and ethical considerations.

4. 2   EPISTEMOLOGICAL BACKGROUND

Research is carried out within a framework of reality, which reality has to be understood as a form of knowledge. The knowledge generated by research has to be viewed and explained in a social context. Schwandt (2003: 198) and Law (2004) concur that our knowledge is always situated; it is influenced by ideologies, values, experiences, and material resources. Constructivist research aims to understand how research participants construct their everyday realities and how they give meanings to their actions.

I chose the interpretative and social constructivist paradigms in which to anchor my research process and data analysis. These paradigms' view of reality and knowledge is perceived as flexible, subjective, multifaceted, contextual, and qualitative (Seamark & Lings, 2004; Grbich, 2007; Creswell, 2014).   Epistemologically, the qualitative-interpretive paradigm promotes interaction between the researcher and the research participants. The findings are created as the investigation proceeds- a subjectivist epistemology. Seamark and Lings (2004: 814) sum up this perspective to research by saying;

> *…interpretative, phenomenological analysis is interested in the participants' experience of the topic being investigated. It does not therefore attempt to produce an objective statement. It is an attempt to bring out the meanings in the person's account through a process of interpretative engagement with the interviews and transcripts.*

Grbich (2007) makes an observation to the effect that the interpretative and social constructivist paradigms have the following main characteristics:

- They explore how human beings interpret and make sense of their lived experiences;
- They look into how people's contexts and situations impact on the meanings of reality constructed;
- They note that the researcher's lived experiences influence their interpretation of data gathered from research participants; and

- They admit that the researchers' subjectivity is a significant factor in the construction of research knowledge.

These characteristics are very relevant to my study since how participants interpret sexual harassment experiences and their views on the implementation of sexual harassment policies could be as a result of socialisation into a culture rather than what the actual policy says. Sexual harassment could mean different things to different students in the universities. Knowledge of the existence of the sexual harassment policy, and whether it is being implemented led me as the researcher to undertake an interpretive process of mediating between the participants' different meanings, which are more fluid and contextual than fixed or universal (Riessman, 2002; Grbich, 2007; Creswell, 2014).

The social constructivist paradigm to reality and knowledge views human research participants as subjects creating meaning from their own lived experiences (Lietz, Lander & Furman, 2006; Grbich, 2007). In this regard, reality and knowledge are perceived as constructed socially. The two are a set of subjective, partial and not very conclusive representations arising from one's socialisation. To the social constructivists, an accurate interpretation of meaning of research can only be arrived at by the researcher after considering and understanding participants' contextual experiences. These experiences lead to multiple meanings and realities. The result of qualitative research which investigates human behaviour leads to the researcher's understanding and interpretation of the research participants' lived experiences and meanings. In view of this standpoint, Grbich (2007: 8) argues:

> … reality is viewed as socially and societally imbedded and existing within the mind. This reality is fluid and changing and knowledge is constructed jointly in interaction by the researcher and the researched.

Given that my study sought to find out the prevalence of sexual harassment; the level of awareness of sexual harassment by students; how management in these institutions conceptualise and perceive their policy guidelines; and how the policy guidelines are translated into practice, I chose to include different categories of participants so as to gather multiple meanings on the topic under study. Two state

universities were selected for the study because they have the relevant population of people who could share with me how sexual harassment policies are being implemented at their universities. The participants included deputy registrars, deans, counsellors, chairpersons, nurses, security officers, Student Representative Council members, and students in general.

4.3   METHODOLOGICAL FRAMEWORK

The epistemological paradigm I used was social constructivism and interpretivism. This was the perspective through which I viewed the data I collected from the participants as well as the knowledge generated from the study research design. The actual research process was carried out through a qualitative case study research design. Babbie and Mouton (2001: 74) point out that a research design is the blue-print of how the researcher intends to conduct the study. Critical aspects of a research design according to these two authors include specifying exactly what the researcher wants to find out and how best to find it out. The whole research process hinges on what the researcher wants to find out. Lincoln and Guba (1985: 221) sum it up by stating that a research design is the plan, structure and strategy of investigation crafted to seek answers to research questions.

In other words, a research design is made up of all that the researcher does from implementing the research proposal, to answering research questions and ultimately achieving objectives of the study. A plausible research design should assist in putting forward sources of data, instruments used to collect data, data collection procedures as well as how the data is interpreted and analysed in order to answer research questions (Lincoln & Guba, 1985; Saunders, Lewis & Thornhill, 2000). This study's focus is the implementation of sexual harassment policies in two Zimbabwe state universities.

4.4   QUALITATIVE RESEARCH

Given that my study sought to explore the participants' views and perceptions towards sexual harassment in state universities, I elected to use a qualitative research design in order to answer the research questions for my research (McMillan & Schumacher,

2006; Manion & Morrison, 2007). Qualitative research is a process of inquiry carried out to understand a human challenge or phenomenon. Qualitative research is needed to elucidate voices and experiences of persons involved with a view to clarify deeper understanding of sexual harassment policy implementation in state universities in Zimbabwe. Its other purpose is to gain insight into social situations through examining the meanings which participants attribute to them. In other words, it is an interactive process.

Qualitative research methods include research instruments, open-ended questionnaires, in-depth interviews and participant observation. In my study I employed focus group and face-to-face interviews with key participants of the research study as well as a study of documents. This allowed me to capture narrative views from participants.

Illustrating the salience of qualitative research, (Ambert et al., 1995) say that the approach is based on the following characteristics:

- Oral words in form of conversations and sentences;
- Written words in, among others, scripts, texts, official reports and letters;
- Recorded field notes of observers and interviewers on participants who took part in interviews or any life events.

In other words, qualitative research is characterised by a multiplicity of sources and methods which are at the disposal of the researcher. Table 4.1 summarises the research methodology employed as well as the research process outline.

Table 4.1: Research methodology and process outline

EPISTEMOLOGICAL AND METHODOLOGICAL FRAMEWORK	
Epistemological framework	Social constructivist and interpretive approaches
Methodological framework	Qualitative case study
RESEARCH DESIGN	
Qualitative case study using interactive as well as non-interactive data gathering methods	
PARTICIPANTS SELECTION	
Convenience sampling	Selection of the two state universities that have implemented sexual harassment policies as sites that are rich with information.
Purposeful sampling	Selection of 2 deputy registrars in charge of personnel, 4 deans (2 academic and 2 deans of students) 4 chairpersons, 2 counsellors, 2 nurses, 2 security officers, 4 SRC representatives, 6 students for interviews. 32 students selected for focus group discussions with each focus group having four female students. Altogether 58 respondents.

4.5   QUALITATIVE CASE STUDY

I chose to use a multi-sited qualitative case study as my data gathering strategy because in my research I used two case study sites to do an in-depth exploration of the implementation of sexual harassment policies in two state universities. This design

provides a strong chance for comparability. The two state universities became my cases for the study of the extent to which sexual harassment policies were being implemented. Bassey (1999: 36) views a case study as an intensive, holistic description and analysis of a bounded phenomenon exemplified by a programme, an institution, a person, a process or a social unit. Creswell (2014) views a qualitative case study research as an approach used by the researcher to explain a single case or multiple cases. This is done through the detailed and an in-depth collection of data. The process involves interviews, focus group discussion and documents. Therefore, a case study is a potential method for probing the in-depth of feelings, context, viewpoints, as well as relationships of participants.

Robson (1997) is of the view that a case study approach is usually uniquely suited to studies of institutions. My study fits into this approach given its focus on two state universities and stakeholders within these universities. Furthermore, the focus is on a particular phenomenon of interest, which in this case, is implementation of sexual harassment policies in state universities.

The two state universities are regarded as cases peopled by participants with firsthand experience of sexual harassment and which can demonstrate the two state universities are doing to mitigate incidences of sexual harassment through policies. I hoped to achieve an informed understanding of how stakeholders responded to the implementation of sexual harassment policies in the two state universities. The two universities were therefore selected on the basis of their richness on the topic of sexual harassment policy implementation. Robson (1997) is correct to observe that the case study design is most appropriate given that it allows comparing and contrasting of data from different sites with a view to producing descriptions of how sexual harassment policies are implemented in Zimbabwe state universities.

The case study method gave room for fieldwork of an interactive nature, use of multiple sources of evidence as well as allowing the use of qualitative measures. Proponents of the case study research view it in a broader sense as more of a research design, than simply a data gathering strategy and therefore advise researchers to select the type of case study design that best suits their research objectives and research questions. All in all a case study is a methodological approach incorporating a number

of data gathering measures inclusive of documents, in-depth interviews, focus groups, archives, group interviews, and participant observations (Schwandt, 2007; Berg, 2001; Eisentart, 2006; Creswell, 2014). Out of the above data gathering instruments, I made use of documentary analysis, focus groups, in-depth interview and a reflective journal to make observations of all the interactions I had with the different categories of participants at the two case study sites. The spread of both sources of data and the research instruments was a triangulation measure, which helped me to achieve trustworthiness for my study.

Also an in-depth study of participants was achieved through the selection of the relevant type of case study method. In this study I chose to use the collective or multiple case study (CCS) method because it is an intensive study of two or several cases within a bounded setting. The issue of concern is selected, but multiple case studies are chosen in order to exemplify the issue. Often the researcher knowingly chooses multiple cases so that different aspects of the issue can be illustrated. The aim is to come up with a broad understanding of the issues being studied with a view to explore or support a theory (Berg, 2001; Creswell, 2014; Liampttong, 2013).

Hancock and Algozzine (2006: 33) and Stake (2008: 442) observe that collective case study research attempts to address an issue in question while adding to the literature base that helps us better conceptualise a theory. The collective case study method was therefore found suitable because my study was based on two sites with several cases or participants to be studied. The actual process in a case study can follow what is referred to as case study research design. The main types of collective case study designs are the explanatory and descriptive approaches. These can be used for the process of data gathering.

One of the main objectives of using an explanatory case study design is to compare or explain how the different social contents of varied cases under study would influence differential behaviour or responses.

A descriptive case study has the following characteristics as suggested by Yin (1994). A descriptive case study:

- is founded and seeks to consider a group set of research questions;
- selects an individual, a group, a community or an institution as the unit of cases for investigation or analysis;
- is underpinned by a theoretical proposition or framework;
- demonstrates a logical link between gathered data and a chosen theoretical proposition;
- is based on selected criteria for data analysis and interpretation; and
- Seeks to establish a link between research findings and a chosen theoretical proposition.

My study had three discrete but closely related dimensions:

(i)   Firstly, the study involved a critical analysis of sexual harassment policy frameworks of the two state universities.

(ii)   Secondly, it involved an interactive data gathering process at the two universities. This was done to identify and analyse the views of different stakeholders on the implementation of sexual harassment policies in the two sites.

(iii)   Thirdly, the study included focus group and key participant interviews with the study participants which I conducted.

4.6   DATA COLLECTION

The study was a comparative case study conducted at two state universities. The purpose of this study was therefore to point out gaps in knowledge and the need to develop further policies (Yin, 2008). Furthermore, the study examined how and why stakeholders at the two state universities respond to the implementation of sexual harassment policies. Therefore, this case study intended to further sexual harassment policy discussion and implementation based on the research results. The sexual harassment data enabled critical identification of the positive aspects and shortcomings of policies focusing on sexual harassment. The selection and sampling process started with identification of two state universities relevant for the study. This was followed by selection of research participants at each of the two state universities.

4.6.1   Sample and sampling procedure

There are fifteen registered universities, nine of which are state universities or public universities whilst five are private universities. From the nine state universities the two state universities were drawn from this sample by virtue of purposive sampling. Both have gender policies in existence and the policies have been implemented to some extent. This makes them both information rich cases suitable for in-depth investigation.

In qualitative research, purposive samples are selected on the basis that these selected information rich participants are sufficient to provide maximum insight as well as understanding of what is being studied. Sowell (2001: 52) points out:

> *There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility, and what can be done with available time and resources.*

 Therefore, the purposive sampling method was used to select participants. It is usually used for purposes of identifying as well as selecting of information-rich cases for effective use with very limited resources (Patton, 2002). The process entails identification and selection of individuals as well as groups of individuals who have knowledge and experience of what is being studied (Creswell, Hanson, Clark & Morales, 2007). Participants in my study were selected from people who were directly involved in the implementation of university policies including sexual harassment. These participants were purposively chosen given their strategic positioning when it comes to the implementation structures of university policies and also due to their being accountable for successful implementation of policy programmes in state universities in Zimbabwe. The 26 participants interviewed included 2 deputy registrars, 4 deans, 4 chairpersons, 2 counsellors, 2 nurses, 2 security officers, 4 student representative council members and 6 students. The participants were also chosen because they had knowledge, experience as well as an ability to communicate experiences and opinions in an articulate, expressive and reflective manner (Bernard, 2002; Spradley, 1979). These participants were also in a position to provide insight and understanding for me as a researcher. The 32 students who participated in the

focus group discussions were in 8 groups of 4 students each. This was an appropriate sample size for my qualitative research as it adequately answered my main research question. It was also the most productive sample to answer the research questions.

4.6.2   Identification of study sites

I chose to conduct a comparative case study of Zimbabwe's two state universities. I used convenience sampling to select the two state universities. The choice of state universities was based on their accessibility which allowed me to do multiple visits for data gathering. I planned to have repeated visits in order to achieve data saturation (Silverman, 2005; Shwadrt, 2007) because the case study design aims for in-depth understanding of the topic under study.

The two state universities were selected because they were rich in relevant information for my study because they have sexual harassment policies in place. Since this was a case study, in which I used convenience and purposive sampling, I was aware I could not generalise my findings because of the small size of the sample. However, the strength of the study lay therein that there was an in-depth exploration and understanding of factors that influenced the nature of study's participants' perception and responses towards the implementation of sexual harassment policies in universities.

Certain procedures had to be pursued in order to gain official access to both case study sites. With the official documents authorising me to conduct my study at the two state universities, the process of identifying and selecting study participants started.

4.6.3   Background to the research sites

The choice of the two state universities as research sites was important given that certain factors had to be considered in the selection of the two research sites. The desire to find out how each state university was endeavouring to address the issue of sexual harassment was a critical factor in the selection of the two sites. Site A (given the pseudonym Western University [WU]) was selected given that it has the largest student population. Furthermore, the university views itself as a beacon for gender

equality. It also has a gender policy and a sexual harassment policy. Site B (given the pseudonym Eastern University [EU]) was selected because it has both a gender policy and a sexual harassment policy. The pseudonyms were meant to protect the rights and welfare of the institutions, as noted by Neuman (2003:196), that research ought not to encroach on to the welfare of communities of the participants.

4.6.3.1   Western University (WU)

The university was established in 2000 and according to its Strategy and Business Plans; 2001-2015, the university has a commitment to gender equality and equity. Its gender policy of 2006, drawn from the National Gender Policy (NGP) ensured that issues of gender equality and equity characterise institutions of higher learning. Crafting of the gender policy by the state university ensured that operationalisation of the policy included articulating strategies designed to create and promote a supportive environment in the university for a rational and sustained approach to gender equality and equity. In other words, the university's core values where driven by the university's desire to be sensitive to gender equality and equity (WU – University Gender Policy 2006:2). Furthermore, the university has a sexual harassment policy that was introduced in 2007. This policy was intended to govern all issues of sexual harassment in the institution (WU Sexual Harassment Policy, 2007). Document analysis of WU was based mainly on these policies and code of conduct.

4.6.3.2   Eastern University (EU)

The university was established in 2002. The EU had its own gender policy as well as a sexual harassment policy. Furthermore, the university was guided in all its operations by its strategic plan, 2008-2013. Document analysis of the university on matters relating to sexual harassment was based on the gender policy, code of conduct and sexual harassment policy, albeit in its draft form.

4.6.4   Identification and selection of study participants

My topic is a socially sensitive research topic given the commonly held negative perceptions of sexual harassment. Where there is a limited population to sample from,

purposive sampling is the most appropriate method for selecting participants who have experienced the phenomenon under study and are therefore most knowledgeable and informative on the topic (Lemmer & Van Wyk, 2004; MacMillan & Schumacher, 2006). At the two universities where the study was conducted, participants were chosen because they were affected in different ways by policy measures on sexual harassment. From each state university the following were selected for participation in the face to face interviews for the study: 1 deputy registrar, 2 deans, 2 chairpersons, 1 counsellor, 1 nurse, 1 security officer, 2 student representative council members and 3 students. 8 groups of 4 students each were engaged in focus group discussions.

4.7 DATA COLLECTION INSTRUMENTS AND PROCEDURES

In accordance with qualitative case study research and the social constructivist, interpretivist epistemological position of my study, I used a combination of documentary analysis, focus group and key participant interviews to collect data. The reason for utilising a combination of data collection instruments was to achieve data saturation by widening the perception of participants.

4.7.1 Documentary review and analysis

Documentary analysis is a non-interactive data collection method in which issues are investigated through a review of artifact or archival collection, such as personal diaries, photos, video clips, minutes of meetings and other forms of organisational records. Sexual harassment policies and any other documents (vision, mission and strategic plans) related to sexual harassment in the universities were reviewed and analysed. Letters requesting access to these documents were written and given to directors of information of the state universities. Gaining access to the documents meant that confidentiality was ensured. The motive of the study was also made clear to the directors of information of the two state universities through the letters requesting accessing the documents.

4.7.2   Focus group discussion

The purpose of the focus group was to gather information from student participants on the topic of interest. A focus group interview is a tool that comprises a group of participants who come for a discussion under the researcher's moderation. All this is done to ensure that there is focus on what is being studied (Muranda, 2004). It is a group interview in which there is group interaction. Concerning group interaction Lichtman (2009) observes that it tends to trigger thoughts and ideas among members which would not emerge when interviewing individuals. In this study, the focus group was a major research instrument. Student participants were involved in discussions in which they could critique each other according to their different categories. Hesse-Biber and Leavy (2006: 197) mention:

> *Focus groups are an important tool for accessing the experiences and attitudes of marginalized and minority groups, including racial ethnic minorities, women, children, the mentally and physically challenged and so on.*

I therefore employed the focus group discussion to gather students' views on prevalence of sexual harassment in state universities as well as their views on how their universities were mitigating incidences of sexual harassment. Focus group discussions are less costly and logistically simpler when compared to individual, one to one, face-to-face interviews. In this study the size of the focus group was ten students. Altogether 80 students were involved in the focus group discussions. Lecture rooms were the focus group discussion venues. Both male and female students were involved in the focus group discussions. Each group comprised first, second and fourth year students in the two state universities. The interviews were audio-taped using a digital voice recorder after seeking consent from the potential focus group discussants. Each of the focus group discussions was 40 to 50 minutes long.

4.7.3   Face-to-face key participant interviews

I probed the participants in order to widely explore issues. Though standardized by use of an interview guide (Hesse-Biber & Leavy, 2006; McMillan and Schumacher, 1997), participants in the face-to-face interviews were also given space throughout the interview to seek clarification on any of the issues or questions discussed during the conversation. Probing added a depth to the interview and this resulted in some of the interviewees, bringing up unexpected dimensions to the conversation. The interviews were semi-structured. All the following were interviewed at each of the state universities: 1 deputy registrar, 2 deans, 2 chairpersons, 1 counsellor, 1 nurse, 1 security officer, 2 student representative council members and 3 students. The face-to-face interviews were audio-taped lasting approximately 30 to 40 minutes. Focus group discussions comprised 32 students in 8 groups of 4 students each.

A digital voice recorder facilitated and ensured accuracy in data capturing for all interviewees. The voice recorder used captured voices within a radius of 5 metres, a radius which augured well for the sizes of groups that engaged with me in the interviews and in the focus group discussions. Prior to the discussion, I as the researcher sought the permission of the potential interviewees to record the interviews. Once I was through with each interview I transferred the taped interview to my computer, thereby avoiding loss of raw data. It should be noted that a digital voice recorder added to data truthfulness given that each transcription from voice to written script was verbatim (Hesse-Biber & Leavy, 2006). Furthermore, electronic voice capturing gave me, as the qualitative researcher, the opportunity to record my perceptions and nonverbal observations in the reflective journal while the interviews were in progress (Hesse-Biber & Leavy, 2006). At the end of each interview, what was recorded was replayed for the participants to confirm that what they had said was captured correctly.

Given that data was collected from multiple sources inclusive of documents, interviews and focus group discussions as well as from multiple sites (two state universities), the process entailed the following three phases:

Phase One: A letter requesting access to documents (gender policy, sexual harassment policy and code of conduct) guiding sexual harassment policy implementation) was given to the directors of information of the two state universities. When I accessed the documents, content analysis of the documents was done.

Phase Two: Letters requesting registrars, deans, chairpersons of department, security officers, health officials and wardens to participate in interviews were distributed to them. When they agreed to participate in the interviews, they signed consent forms. Face to face interviews were held in the offices of the participants. Once the interviewees consented and signed the consent forms, the interviews were audio-recorded. Recording was done to get a correct verbatim record. Interviews were transcribed soon after the session. Each transcription was dated and saved in a computer for easy retrieval as and when it was required.

Phase Three: Letters requesting students to participate in focus group discussions were given to the sampled students. When they had consented to participate in the audio-recorded focus group discussions, they signed the consent forms. Interviews were conducted in lecture rooms.

4.7.4   The researcher as human instrument

The researcher as the human instrument was the key facilitator doing data gathering although data collection was done through interviews, focus group discussions, research journal and document analysis. The concept of the human instrument emphasises the unique role played by qualitative researchers in their studies (Guba & Lincoln, 1985). This study like other qualitative studies of a similar nature focused on human experiences and situations. Consequently, as the main research instrument, I not only realised the need for but also became flexible enough to capture the complexity of the human experience in the context of exploring sexual harassment experiences of students in state universities. Only a human instrument is capable of talking with the people in the setting, observing their activities, reading their documents and written records and recording this information in journals (Ary, Jacobs, Razarieh & Sorenson, 2006). I used my senses of sight, smell, touch and hearing to collect data on sexual harassment in state universities in Zimbabwe.

4.7.5   Reflective journal

When conducting interviews, the researcher should not write copious notes as this has the potential of interfering with the discussion taking place. All the interviews were audio-recorded to circumvent interference with the discussions going on by writing notes. What was then captured through handwriting into a reflective journal was that which could not have been captured during the recorded proceedings. A reflective journal is a detailed record of the researcher's experiences during the field research journey. The notes that are captured during this research journey include what the researcher observed about the participants as well as the researcher's self-introspection on own biases, reactions and attitudes that could undermine research objectivity (Hebert & Beardsley, 2002). The reflective journal assisted me to record as well as reflect on my perceptions about the issue of sexual harassment as it was being discussed during the data gathering exercise.

4.8   DATA INTERPRETATION AND ANALYSIS

Hesse-Biber and Leavy (2006: 355) are of the view that:

> *Analysis and interpretation are not two distinct phases in the process of qualitative research process. The researcher often engages simultaneously in the process of data collection, data analysis and interpretation of the research findings.*

Therefore, data analysis and interpretation were closely linked to the process of data collection in that after every data gathering visit, I engaged with the gathered data by transcribing the data, studying my reflective journal and developing data memos on impressions, new thoughts and ideas that came to mind from the gathered data. I also studied how non-interactive data from document records, related with the interactive data from focus groups and key participant interviews. Data analysis entailed scrutiny of the gathered data with a view to identifying themes relating to the implementation of sexual harassment policies.

Approaches to data analysis included a mixture of hermeneutic, content and discourse analysis (Babbie, 2004; Hess-Biber & Leavy, 2006). These approaches to data analysis are inductive methods of analysing data. Documents, spoken words and narrations are thoroughly examined and broken down into meaningful units. I gave much consideration in my data analysis to different data sources as well as participants' social realities inclusive of differential power relations and gender differences.

Hermeneutic form of data analysis emphasises meaning bestowing. This is a situation in which broken parts of data are understood in the holistic context of the study participants (Thorne, 2004). In my study the views of an individual on a particular issue were compared and contrasted with those of the other individuals, as well as the general group perceptions.

Discourse analysis has to do with the recognition that social inequalities like power, and gender can influence people to perceive the same phenomenon in different ways (Thorne, 2000; Luke, 1996). In this regard I considered how different participants of the same study site perceived the implementation of sexual harassment policies in their institutions.

The above two approaches to data analysis were used for purposes of inductive interpretation of gathered data. Content analysis was applied for data to be summarised into research findings (Hesse-Biber & Leavy, 2006). Babbie and Mouton (2004: 385) advise qualitative researchers that:

> *Coding helps to reduce data and memoing assists with thinking about how to organize data into meaningful categories and patterns.*

These authors also show that the process of data coding follows three major steps. These steps include: preparation, exploration and specification and are explained in detail below.

4.8.1 Data preparation

This step entails creating a database where data that have been transcribed is stored in their original form (Hesse-Biber & Leavy, 2006). At the end of each engagement with research participants I created a memo in my reflective journal for every interview I had carried out. In the journal I wrote nonverbal information like the emotions, atmosphere and gestures that I observed during the interaction with participants. This process assisted me to deeply engage with my data. I did this by way of listening, reading, rereading and reflecting on the relevance of the data that I had gathered to reach the study's research objectives. I transcribed all the data I gathered verbatim from oral into text form. I listened carefully to audio scripts. I read the written transcriptions a couple of times. This was done with a view to checking for accurate correspondence between oral and written words. All this was done for the purposes of identifying and understanding some of the subtle meanings in my data (Hesse-Biber & Leavy, 2006).

4.8.2 Data exploration

The process of data analysis commenced when I was examining the scripts I had transcribed. This process was carried out to make sense of the data in line with my research objectives. This was the stage in which data coding was involved. The purpose of data coding was to identify data themes and categories (Hesse-Biber & Leavy, 2006; Grbich, 2007). As I read the transcribed scripts of the collected data, I also developed memos on what came to mind regarding participants' gestures and body language. It should be noted that data coding and memoing were closely related aspects of data analysis which I had to undertake at the same time.

Hesse-Biber and Leavy (2006: 349) explain:

> …coding usually consists of identifying 'chunks' and segments in your textual data …..and giving each of these a label (code). Coding is the analysis strategy many qualitative researchers employ in order to help them locate key themes, patterns, ideas and concepts that may exist within their data.

Following the advice above I went on to break down the data gathered into themes, categories and meaningful ideas and concepts in relation to my research objectives. Having completed transcribing gathered data from both focus groups and interviews, I proceeded to read through each of the transcriptions a number of times in preparation for open coding (Berg, 2001). Each written transcript was analysed, line by line, from one paragraph to the next paragraph with a view to identifying emerging concepts and where necessary, changing these concepts into data themes and categories. I further broke down the emerging data themes and categories into sub- categories as suggested by Grbich (2007) and Marshall and Rossman (2006).

Open coding, in the end assisted me to critique, make inferences as well as understand my data as I repeatedly read and questioned the data. Throughout this process I also developed memos on each set of data, summarising the main ideas and reflecting on what happened during the interviews and focus group discussions.

4.8.3   Data specification

This was my final process of data coding and it entailed breaking down of gathered data further into sub- categories with detailed inductive concepts on raw data as suggested by Grbich(2007) and (McMillan & Schumacher, 2006). In doing this I followed the advice given by Hesse-Biber and Leavy (2006: 352) regarding focus coding:

> *In focus coding a researcher examines all the data in category, compares each piece of data with every other piece and finally builds a clear working definition of each concept which is then named. The name becomes the code.*

Reflective coding therefore enabled me to go beyond transcribed data in that I clarified and explored concepts from the text but also took care to safeguard the meaning of the concept or idea from the participants' perspectives (Hesse-Biber & Leavy, 2006). This is an important aspect of qualitative data analysis, which involves both participants and the researcher co-constructing the data, but at the same time making a dear distinction between the voices in the presented data (Lincoln & Guba, 1985, Mossy, 2004, Licts; Langer & Furman, 2006). In exploring the similarities and

differences in gathered data, I made references to the participant's social and cultural values and those variables that could influence their perception on the same issue.

As stated earlier on, data coding and memo writing were simultaneously undertaken because memoing assisted me to develop meaningful codes. Grbich (2007) defines a memo as a descriptive record of ideas, concepts, insights and themes which assists a researcher in hypothesis or theoretical development and testing. In my memos, participants' views were recorded. I made inferences and related the inferences to my study's theoretical positioning and research objectives.

A qualitative data analysis approach was used through the following processes:
Data from documents was analysed against six central issues guiding gender policy analysis. Data collected through interviews and focus group discussions entailed an iterative process guided by the following:

- Preparing data through listening to recorded interviews a couple of times;
- A word to word transcription of each of the recorded interviews;
- Reading data from the transcripts identifying levels of specificity and coming up with codes;
- Through coding I worked on the data to generate key categories;
- I then worked on the themes emerging from the codes and categories;
- Conclusions were arrived at when there was no new and relevant data emerging.

The main themes emerging were then used to make inferences on implementation of sexual harassment policies in Zimbabwe state universities.

4.9   DATA STORAGE

I have stored hard copies of participants' responses and they will be kept intact for a period of five years in a locked cupboard in my house for future academic purposes. Electronic information has been stored on a password protected computer and will be retained for the same period. Future use of the stored data will be subject to further

Research Ethics Review's approval if applicable. Hard copies of the information have been shredded. Electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme after the stated period.

4.10   QUALITY CRITERIA MEASURES

The quality criteria measures employed in my study included credibility, transferability, dependability and confirmability.

4.10.1   Credibility

Credibility has to do with the way the researcher establishes confidence in findings of the study. This is usually based on the research design used, the participants and the context of the study. Accurate representation of the realities of the research participants is an obligation on the part of the researcher. Furthermore, the need to provide assurance in the research report that this obligation was met on the part of the researcher cannot be over-emphasised. Lincoln and Guba (1985) views credibility as the extent to which results of a study are truthful or realistic, taking into account the social and cultural contexts of the participants and conditions under which data were gathered. In support Krefting (1991: 215) maintains a study is credible when:

> *…it presents such accurate descriptions or interpretations of human experience that the people who also share that experience would immediately recognize the description.*

To achieve credibility in this study more than one data gathering instruments was employed as well as a collecting data from many sources. This was a triangulation measure intended to cross check accuracy as well as consistency of information I had collected. The use of documentary evidence, different categories of participants, multiple focus groups' discussions and key participant's interviews helped me to verify the perceptiveness of participants and to obtain thick descriptions and reach data saturation.

Member checking was included in the research process as a way of enhancing credibility. Member checking was also done to enable participants to have access to gathered data prior to documenting it into a research report. This measure allowed research participants the opportunity to peruse transcriptions and constructions developed from their responses. In other words, they were free to edit, question as well as reformulate them when necessary. After each interview, the participants were allowed to listen to the recorded interview for them to make comments. This procedure also contributed to the credibility of the research. Transcribing from vocal to written scripts was done word to word. Where the interviewees were quoted in my final report, this was done verbatim.

Peer review, or debriefing, a process of engaging in dialogue with colleagues outside my story to critique the data gathering technique and process was used to safeguard my research's credibility. I shared my research instruments and raw data and detailed roles on my data presentation with my supervisor in order for him to assist me in minimising contradictions as well as detect any biases that I could have had as a researcher. These measures helped me to maintain the distinction of both participants' perceptions and my own interpretation as the researcher. Therefore, apart from my supervisor and editing of my thesis, I sought a critical reader's services to go through the whole research report.

4.10.2   Transferability

Transferability in qualitative research according to Ritcher and Mlambo (2005) and Lincoln and Guba (1985) focuses on how far research findings can be applied to a similar sample of participants and research context. Since my research was a case study of two universities, I cannot generalise my findings to all universities in Zimbabwe. Nevertheless, the results could be transferable to universities and participants matching the description of my two study sites as well as participants I selected. Only transferability to similar universities as outlined in my study can be claimed, on condition that it is also justified by other researchers who might be interested in comparing and applying their findings to those from my study.

4.10.3   Dependability

Variability is an expectation of qualitative studies given that the study context changes. In view of this consistence is looked at as the extent to which variation can be explained. Lincoln and Guba (1985) point out that dependability in qualitative research entails replication of research in which the same findings could be repeated if the same research instruments and the data gathering procedures were conducted on a similar research sample and under similar conditions. Some of the strategies employed to investigate dependability include an audit trail, code recording and triangulation. Furthermore, selection of relevant research instruments and maintenance of a reflective journal were critical in minimising researcher bias as well as emotions that had a potential of interfering with accurate presentation of data from participants' perceptions.

4.10.4   Confirmability

Confirmability has to do with objectivity in qualitative research. This is where gathered data and findings ought to truly and objectively represent the views, perceptions of participants as well as meanings other than those of the researcher (Lincoln & Guba, 1985). Cohen, Manion and Morrison (2007) shed more light when they observe that in qualitative data, validity input should be addressed through the depth, richness and scope of the data achieved and the sampled participants.

I made sure that views of participants were truly and accurately captured through word to word transcription of their voice recorded conversations. I also got consent from the voluntary participants before undertaking the data gathering process. I did this by making preliminary discussions where I explained the nature, objectives and expected outputs of the study. As a form of prolonged engagement, I first interacted with the selected participants during the process of obtaining their informed consent so that they would open up and provide honest opinions.

4.11 ETHICAL ISSUES

Sexual harassment was the subject of my study within state universities in Zimbabwe. By its very nature, the subject could touch on private life of participants in the study, leading to emotional injury if not well handled by the researcher. Given that this was a study involving human subjects, measures were taken to ensure that the necessary ethical concerns with regard to voluntary participation, informed consent and confidentiality were taken care of (Cohen, Morrison & Manion, 2006; Best & Kahn, 1993). Consideration was taken to protect the dignity and confidentiality of the students as key participants in the study. Ethical measures taken into consideration were that, prior to student participants taking the decision to participate in the study, I explained what the study was all about as well as its main objectives in a bid to allay any misconceptions. Participants' actual identities were not disclosed when their views were cited in the study.

In qualitative research, given the personal nature of the research, attention to detail and the long stay in the research settings, very high ethical standards are required. Various authors on qualitative research (Litchman, 2010; Merriam, 2009; Liamputong, 2013) remind researchers to be aware of ethical issues when carrying out research. In other words, ethical issues are an integral component of qualitative research given the close interaction and relationship between the researcher and participants. As indicated above, in this study, I focused on informed consent, anonymity and confidentiality.

4.11.1 Informed consent and voluntary participation

For participants to decide on whether to be interviewed or not, there was need to inform them about the purpose of the research, how and to whom the results would be disseminated. The principle of informed consent means all the research participants are given as much information as might be needed to help them to make an informed decision to participate in the study. In other words, informed consent has to do with the provision of information to participants about the purpose of the research, its procedures, potential risks and benefits for the individual to decide on participating or not (Cohen & Manion, 1994; Bryman, 2012). Informed consent is the

principal means of protecting research participants from being harmed and/or exploited. Securing informed consent from participants is now mandatory prior to conducting any research. Bennett, Glatter and Levacic (1994: 93) sum up this provision:

> *…research involving human subjects requires that the participation of individuals be completely voluntary…they must be given an explicit choice, about whether or not they wish to participate on the study.*

Any doubts about the study were removed through the permission granted by the University of South Africa through the College of Education Research Ethics Committee. I then proceeded to seek the permission of the registrars of the two state universities. This was granted, and I followed this by seeking permission from the deans, deputy registrars (personnel), chaplains, health officials, campus security, counsellors, wardens and sub-wardens, students' body representatives, and focus group members. The purpose of the research and the benefits of the study to all the above stakeholders were also explained fully. In seeking participants' participation in the study, I attached the interview questions as well as approval by the Research Ethics Committee. Permission from the university helped to build confidence in the participants to willingly participate in the study. Participants were also told that they could withdraw their participation from the study without giving any explanation. The participants agreed to participate in the study after fully understanding what the research entailed, as well as their roles in the data collection exercise. The participants signed the consent declaration forms availed to them acknowledging their consent to participate in the study. Furthermore, prior to the finalisation of the research findings, participants were afforded an opportunity to verify the accuracy of the views expressed especially the quoted statements. During data gathering, each interviewed participant listened to the audio-recording immediately after the interview for them to make comments as well as to cross-check accuracy of captured views.

4.11.2   Confidentiality and anonymity of participants

Prior to undertaking the study, participants were assured of confidentiality of the information they were going to provide. They were further assured that the information

would only be used for this particular research. In this regard, confidentiality aimed to conceal the true identity of participants whether institutions, interviewees or focus group members (Hammersley & Tralanon, 2012; Kaiser, 2012). Therefore, confidentiality of both participants and information derived from the research was maintained. Anonymity was also maintained as no actual names were needed during the interviews. The idea was to protect participants. Participants, prior to finalisation of the research findings, were also afforded an opportunity to verify the accuracy of the views expressed, especially instances where there were quoted statements. Furthermore, at the end of each interview, the interviewee listened to the audio-recording with a view to making comments as well as to cross-check on the accuracy of their captured views.

All in all, I, as a researcher, undertook to abide by the following ethics:

- acknowledging and according due credit to contributions made by other researchers;
- honouring commitments I made to research participants in the study;
- treating participants with respect as a way to ensuring the confidentiality of the information given to me as the researcher;
- avoiding fabricating or falsifying of any data.

4.12   SUMMARY

This chapter on research methodology described how I collected and analysed data in my field research. The rationale of my research design, the methods I employed to collect data, the nature and composition of the participants, how I analysed the data and ethical considerations of the study were discussed.

CHAPTER 5
PRESENTATION AND ANALYSIS OF DATA

5.1   INTRODUCTION

In chapter four, the research methodology was presented and discussed. Data collection strategies and methods used in the presentation and analysis of data gathered were also examined. Chapter five focuses on presentation and analysis of data emerging from the study. Specifically, the focus is on experiences and perceptions of academics and students about the implementation of sexual harassment policies in selected institutions of higher learning in Zimbabwe. This chapter presents the data obtained from Phases 1, 2 and 3. During Phase 1 data were gathered through document analysis. Sexual harassment and gender policies, Codes of Conduct, and Rules of Student Conduct Ordinance 2 were analysed. During Phase 2, the researcher made use of face-to-face interviews as a data-collection technique. Participants included 2 deputy registrars, 4 deans, 4 chairpersons, 2 nurses, 2 security officers, 2 counselors, 4 student representative council members and six students. During Phase 3 data was collected from eight focus groups of four students each at the two state universities. Data obtained from interviews were interpreted through a system of selecting, categorising, comparing, synthesising and theorising to provide an explanation of the phenomenon being researched (MacMillan & Schumacher, 2001: 461).

5.2   PHASE 1: RESULTS OF DOCUMENT ANALYSIS

The main research question is: ***How do state universities in Zimbabwe respond to the implementation of sexual harassment policies?*** In this section of the study the research sub question to be addressed was: ***How is sexual harassment policy provided in the selected universities?*** Documents were analysed. Focus was on the two universities' gender policies and Codes of Conduct, Rules of Student Conduct Ordinance 2 and sexual harassment policies. The analysis of the documents perused is presented according to gender equality and code of conduct themes.

5.2.1   Gender policies in the two state universities

For the two state universities that are information rich, pseudonyms are going to be used. The state universities will be referred to as Western University and Eastern University. The two universities have their own gender policies. The gender policies of the two universities are derived from the National Gender Policy of Zimbabwe. The main goal of these policies is to create university communities in which equity, equality and justice on gender issues will always be prioritized. The gender policies are concerned with addressing gender equality disparities which are prevalent in society today.

The Western University's vision is to become a beacon of gender equality and equity. The Eastern University's vision is to have a strong organisational culture of Gender Justice in the university. The two visions are more or less similar given their dream of becoming beacons of gender justice. In other words, the policies aim at making the two universities shining beacons of gender equity and equality. Both universities express the intention of mainstreaming gender in all aspects of university work. In other words, the policies are expressing the need to promote gender responsive university environments. One common goal of the two gender policies is to eliminate practices impeding equality and equity of sexes.

Both universities have, as one of their strategies in the pursuit of gender justice, the need to formulate rules and regulations that discourage gender violence. The Western university goes further to state that there is need to promote, advocate and ensure provision of equitable campus space through:

- promoting the formulation of gender sensitive policies, for example regarding sexual harassment;
- sensitizing and empowering students on issues relating to sexual harassment; and mutual respect (WU Gender Policy, 2006)

Improper Relationships and Sexual Harassment is one of the Eastern University's policy thematic objective and strategy. The university spells out clearly its desire to develop a dedicated policy and implementation mechanisms for addressing sexual harassment.

What is clear from the gender policies of the two universities is that gender violence is anathema, a malpractice which the two institutions wish to eliminate. Furthermore, the need to go further and come up with sexual harassment policies that mitigate incidences of sexual harassment is made apparent in their policies.

5.2.2   Codes of Conduct

The two state universities being studied have developed workplace codes of conduct. The purpose of the Codes of Conduct of these universities is to guide and enhance the conduct of staff in performing their duties in a collegial environment. Students are not supposed to engage in any conduct which is likely to be harmful to the interests of the university, members of the university staff or students (Western University Student Code of Conduct and Discipline, 2004). The Codes of Conduct establish guidelines for professional conduct by those acting on behalf of the university. Those acting on behalf of the university have a general duty to conduct themselves in a manner that will maintain and strengthen the public's trust and confidence in the integrity of the university (Western University Code of Conduct, 2014: 2). However, the Codes of Conduct do not include mechanisms on how to deal with sexual harassment. There is peripheral reference to sexual harassment in the codes of conduct when sexual harassment is listed as one of the serious offences that could violate the Code of Conduct. In this instance sexual harassment is defined as unwarranted contact/conduct of a sexual nature which affects the dignity of men and women at work. Examples of forms of sexual harassment listed include, physical contact/conduct or verbal utterances which are offensive, intrusive, degrading or intimidatory. Another serious offence pointed out by the Western University's Code of Conduct is making false accusations of sexual harassment.

The two state universities have Codes of Conduct that are very similar in issues pertaining to sexual harassment. The two universities' Codes of Conduct emphasise

fair treatment of members within the institutions by stating that the codes cover the conduct of staff in their dealings with students, staff of the university and members of the community. The Codes of Conduct elaborate on this by stating that staff members have to treat other staff and students with respect, courtesy, fairness and equity. The staff are expected to engage in conduct that is respectful of difference and non-discriminatory on the basis of sex, race, sexuality or disability. Behaviour that may be reasonably perceived as harassing, intimidating, overbearing bullying or physically or emotionally threatening has to be avoided. Acting in ways that unfairly harm the reputation or career prospects of other staff members or students has to be avoided (Western University Code of Conduct, 2014: 7 – 8; Eastern University Code of Conduct, 2015).

The codes of conduct of the two institutions speak to the issue of sexual harassment by stating that it is a behaviour of verbal and non-verbal nature which includes the unsolicited sending or displaying of pornographic material to a student or staff member. The code of conduct further states that sexual harassment is unwarranted conduct of a sexual nature, which affects the dignity of men and women at work. The conduct includes physical contact, physical conduct and verbal utterances. All these behaviours are offensive, intrusive, degrading or intimidatory. What is not permitted is to make false accusations of sexual harassment.

Both universities have an Ordinance 2 which focuses on Rules of Student Conduct and Discipline. The structure and content of the two ordinances are to a great extent similar possibly because the two are state universities and both deal with the rules of student conduct and discipline. However, the ordinances do not specifically speak to the issue of sexual harassment. However, the issue of sexual harassment is implied in the following statement of one of the ordinances:

> *No student of the university shall disrupt teaching, study, research or administration work or prevent any member of the University or its staff from carrying on his/her study or work, or do any act reasonably likely to cause disruption or prevention. Engage in any conduct whether on or off campus which is or is reasonably likely to be harmful to the interests of the university*

staff or students (Western University General Information and Regulations Year Book, 2011-2014: 97).

Sexual harassment is one of the acts that could cause disruption to teaching and learning in the two state universities.

Ordinance 2 also lays out rules for halls of residences where students reside. Students residing in these halls of residences are expected to obey all rules made and instructions given by the Warden, Deputy Warden and sub-warden of the residence. They are expected to refrain from conduct which may bring discredit to the hall of residence or prejudice the welfare of the residents of the hall. Male students may be entertained in female halls and female students may be entertained in male halls between1200 to 2230 hours from Monday to Friday and from 10:30 to 22:30 hours on Saturday and Sunday. Outside the above prescribed hours, halls of residences are out of bounds to members of the opposite sex except common rooms and entrance foyers. The emphasis in this instance is obeying the rules of staying in halls of residence in general without specifically pointing out indiscipline related to sexual harassment.

The two state universities' Codes of Conduct regarding relationships evidence lack of clarity regarding acceptable student and staff behaviour. The Codes speak about close personal relationships. However, they are silent about romantic or intimate relationships involving staff members and students. The WU Code of Conduct (2014: 10) states that "staff involved in close personal relationships whether publicly known or not and where there could be, or could reasonably be seen to be, a breach of trust and or conflict of interest, are required to declare the relationship to their Faculty Dean, or Head of Office or equivalent". This close personal relationship only applies to long-term relationships and does not include casual sexual engagement.

The two codes of conduct do not refer to compensation in their provisions nor to specific counselling services for sexual harassment victims in the event of that taking place. There are no clear-cut protection mechanisms for sexual harassment victims. Students are not included in a clear manner as potential victims of sexual harassment

at the university as a workplace. Lecturers and non-teaching employees can easily prey on vulnerable and innocent students with impunity.

5.2.3   Sexual harassment policies in the state universities

This section of the chapter is aimed at addressing how sexual harassment policy is provided for in the two universities. The sexual harassment policies are derived from the gender policies of the two universities. The two state universities do have sexual harassment policies. The Western University' sexual harassment policy defines sexual harassment as unwarranted conduct of a sexual nature that affects the dignity of men and women at work. Sexual harassment includes physical, verbal and nonverbal conduct that is sexually coloured, offensive, intrusive, degrading or intimidating (Western University Sexual Harassment Policy, 2006). Sexual harassment in this definition is viewed as a form of unfair discrimination on the basis of sexual and or gender differences which infringes on the rights of the complainant and constitutes a barrier to equity in an educational institution as well as workplace. This policy includes the mechanisms to detect and resolve the cases of sexual harassment. However, it is silent about boards of inquiry, counselling services as well as establishment of a post-harassment support centre.

The policy clearly states that sexual harassment in the institution is not permitted or condoned as it is stated that the university commits itself to deal expeditiously with all cases of harassment on campus that will be reported. In this commitment the university is guided by the procedures which are also outlined in the policy. In other words, the procedures to be followed by a complainant of sexual harassment are outlined in the policy. Forms of sexual harassment listed in the policy include physical contact, suggestive sexual comments, unwelcome sexual advances and sexual favouritism, among others (Western University Sexual Harassment Policy, 2006: 2). Whilst the policy speaks about the disciplinary action to be taken in a reported case of sexual harassment, it is silent about victimisation of the survivor or complainant of sexual harassment. It is also silent about what will become of the perpetrator when disciplinary action is taken. Other sexual harassment policies state in very clear terms that the penalty for the perpetrator, if found guilty of the offence, is dismissal from employment.

According to the Eastern University Sexual Harassment Policy (2015: 10) sexual harassment takes the following forms: *Quid Pro Quo* (This for that); Physical contact; Verbal or written; Non-verbal and Visual. The bottom line is that in both state universities, instruments to guard against sexual harassment have been put in place. As is the case in the Western University, the Sexual Harassment Policy in the Eastern University defines sexual harassment as a form of unfair discrimination on the basis of sexual and or gender differences which infringes on the rights of the complainant and constitutes a barrier to equity in an educational institution. This policy does include the mechanisms to detect and resolve the cases of sexual harassment. However, it is silent about boards of inquiry, counselling services as well as establishment of a post-harassment support centre.

What is important to note is that sexual harassment policies in the two state universities are geared towards creating university environments that are free from sexual harassment. Furthermore, the intention to come up with measures for reducing or eradicating sexual harassment is made very clear in these two sexual harassment policies.

The availability of a sexual harassment policy in the two state universities is in line with what Fang and Kleiner (1999: 8) say about having a sexual harassment policy in an educational institution when they stated that a sexual harassment policy is there to serve as basic education for students, lecturers and the rest of the staff on the subject of sexual harassment and as such reduces the chances of harassment occurring, especially inadvertent sexual harassment.

5.2.4   Gender equality

In its preamble the Western University (WU) gender policy clearly states that the university is development oriented and committed to gender equity and equality as enshrined in its vision, mission and core values. The policy is a product of Zimbabwe's signing, ratification and acceding to several declarations, conventions and protocols, which are concerned with human rights and equal opportunities for men and women. These include *The Convention on the Elimination of all forms of Discrimination against*

Women (CEDAW), the Convention on Civil and Political Rights (CCPR), the SADC Declaration on Gender and Development culminating in the Zimbabwe National Gender Policy. Against this background the WU formulated its gender policy. The WU vision is to be a beacon of gender equality and equity. Three of the policy's goals speaking to the issue of sexual harassment are:

▪   to mainstream gender in the university;

▪   to eliminate practices impeding equality and equity of sexes;

▪   to promote a gender responsive environment (WU Gender Policy, 2006: 3)

Among its general strategies is an intention to formulate rules and regulations that discourage gender violence. The bottom line is that the gender policy of this institution is against gender violence. The WU gender policy articulates strategies designed to create and promote a supportive environment in the University for a rational and sustained approach to gender equity and equality.

The Eastern University (EU) gender policy, just like the WU gender policy, is grounded in a legal and policy environment characterised by global and regional gender protocols as well as National Gender Equality provisions. At the global level it is premised on global and regional gender protocols inclusive of *The Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) of 1999 and *The Beijing Declaration and the Platform for Action of 1995*. At the regional level the policy is informed by the African Charter of Human and People's Rights, the Rights of Women in Africa (2003) and the SADC Protocol on Gender and Development (2008). On National Gender Equality Provisions reference is made to the country's enabling gender policy and legal environment framework of the Constitution of the Republic of Zimbabwe: Section 17 on gender balance emphasises that state institutions have to take positive measures to rectify gender discrimination and imbalances resulting from past practices and policies (Constitution of Zimbabwe, 2013).

The mission statement in the EU gender policy states that the university works towards gender equality and empowerment of women through enhancing gender competences for the university community, striving for gender parity and creating a conducive

environment for gender justice (EU Gender Policy, 2016: 6). Two of the guiding principles of the gender policy emphasise gender justice and the organisational culture for gender equality. On gender justice the policy says that respect for both men and women's human rights is fundamental. On organisational culture for gender equality the policy promises to work towards building a healthy, enabling and supportive institutional culture for enhancing gender equality. Among the EU gender policy's thematic objectives, one focuses on sexual harassment.

The fact that the two state universities have gender policies is an indication of their commitment to fairness and justice in their institutions. The goal being to eradicate gender discrimination and inequalities in all spheres of life and development in the institutions (National Gender Policy 2013: 18).

5.2.5   Student conduct and discipline

Both universities have Ordinance 2, which focuses on students' behaviour and discipline. These ordinances share a lot in common. Both Ordinance 2 of WU and Ordinance 2 of EU on rules of student conduct and discipline do not specifically speak to the issue of sexual harassment. However, the issue of sexual harassment is implied in the following statements of the ordinances:

- No student of the university shall disrupt teaching, study, research or administration work or prevent any member of the University or its staff from carrying on his/her study or work, or do any act reasonably likely to cause disruption or prevention.
- Engage in any conduct whether on or off campus which is or is reasonably likely to be harmful to the interests of the university staff or students. (WU Ordinance 2, 2011page 97) (EU Ordinance 2, 2004: 73).

The following are regarded by the two universities as instances of breaches of the rule:

- Displaying violence by word or act towards any member of the University, whether academic or administrative staff or student, or a guest of the

University, or in any way intimidating or obstructing the free movement of such member, guest or visitor (WU Ordinance 2, 2011: 97; EU Ordinance 2, 2004: 73).

On the rules of Halls of Residence, a resident student is expected to obey all rules made and instructions given by the Warden, Deputy Warden and sub-warden of the residence and shall refrain from conduct which may bring discredit upon his/her hall of residence or is prejudicial to the welfare of the residents of the hall. Male students may be entertained in female halls and female students may be entertained in male halls from 1200 to 22:30 hours from Monday to Friday, on Saturday from 12:00 to 00:00 hours and on Sunday from 10.30 to 22:30 hours. Outside the above-prescribed hours, halls are out of bounds to members of the opposite sex except common rooms and entrance foyers (WU Ordinance 2, 2011: 101).

All in all these ordinances are meant to regulate student behaviour. They are couched in general terms to cater for all types of behaviours that are unacceptable in a university environment. However, they do not give sexual harassment as an example of one of the unacceptable behaviours in these institutions. Sexual harassment as behaviour unbecoming is implied in these ordinances.

5.2.6   Formulation of sexual harassment policies

A sexual harassment policy, in terms of structure, ought to have the following: preamble, definition of terms, policy framework, areas of intervention, and procedures for handling sexual harassment inclusive of implementation roles and responsibilities. This is the framework used to analyse the sexual harassment policies at the two state universities. Furthermore sexual harassment policies are expected to be framed in an accessible and inclusive language addressing both staff and students; be applied to the whole university, irrespective of gender, status or class; speak about the university's commitment to an environment that is free from sexual harassment; acknowledge that anyone can be a victim of sexual harassment be they students, lecturers, managers, teaching assistants, staff, administrators or service workers; and have punitive measures for those found guilty of sexual harassment.

The WU has a sexual harassment policy in place. The EU has a draft sexual harassment policy in the process of being refined. Document analysis findings reveal that the WU has a stand-alone sexual harassment policy. The policy was crafted in 2006. There is a preamble to the policy, which shows a commitment by the university to eliminate sexual harassment:

The existence of WU's sexual harassment policy means the university acknowledges that sexual harassment takes place on its campus. It also shows the university's commitment to combating sexual harassment. The university is committed to creating a campus environment that upholds human dignity and respect for employees by eliminating all forms of harassment. The university fully commits itself to protecting members of staff and students from all forms of harassment including sexual harassment (WU Sexual Harassment Policy, 2006: 1).

This is a strong statement on the part of the policy, which however is silent about zero tolerance to sexual harassment. What is evident in the preamble is commitment to creating and maintaining a working, living and learning environment free from sexual harassment. Furthermore, the policy preamble assures university members of their dignity, security and well-being.

5.2.6.1   Definition of terms

Only one term - sexual harassment - is defined in the policy. Sexual harassment is defined in the policy as:

A persistent, unsolicited sexual conduct (physical, verbal or visual) advances, suggestions or requests for sexual favours and other sexually oriented conduct which is offensive or objectionable by one person to another (WU Sexual Harassment Policy; 2006: 1).

Sexual harassment is viewed as unwanted imposition of sexual requirements in the context of unequal power as noted by MacKinnon (1979: 245). The implication of the above definition is that those who have power largely derived from patriarchy use it to lever benefits or impose deprivations on another person. More specific to the university

situation and in agreement with Sharma (2013), sexual harassment in universities includes: inappropriate sexualised comments or gestures; unwanted physical conduct inclusive of touching, pinching or groping through to threats of examination failure; or sexual assault or rape. It could also include sexual favours in exchange for good grades or preferential treatment in lectures. Perpetrators could be students, lecturers or administrative staff.

However, the definition as given above is silent about violation of rights of the person. Another deficiency in the definition is that it does not mention factors to be taken into account in determining whether conduct constitutes sexual harassment. These factors include: whether the harassment is on the grounds of sex and or gender; the impact of the sexual conduct on the complainant; whether the sexual conduct was unwelcome and the nature and extent of the sexual conduct. Furthermore, the definition is silent about the phenomenon being against the law. To add to this observation, more terms that go with sexual harassment like gender equality, gender equity and policy could have been defined under this section.

5.2.6.2   Types of sexual harassment

These have been listed. However, there is a beginning sentence worded as "The following are (but not limited to) viewed as forms of sexual harassment":

- Physical contact e.g. patting, pinching, fondling.
- Suggestive sexual comments e.g. joke with sexual overtones.
- Sexual gestures and sexual offensive posters, cartoons, pictures and drawings.
- Unwelcome sexual advances (either verbal, written or physical).
- Requests for favours and other physical conduct of a sexual nature.
- Conduct which is harassing: when the recipient has made it abundantly clear that the conduct is offensive and unwelcome (WU Sexual Harassment Policy, 2006: 2).

The examples given above indicate that the policy provides relevant examples of types of sexual harassment. Other examples not included but relevant could be persistent unwelcome invitations, telephone calls or emails as well as sending of sexually explicit emails or text messages. Furthermore, the circumstances in which sexual harassment can occur and the university context are not given.

5.2.6.3   Scope of the policy of harassment framework

The scope of the framework takes on board the rationale, goals and objectives of the policy, scope of the policy and guiding principles. The rationale for the policy was not given a sub-heading of its own. However, it is implied in the statement in the preamble which says:

> *The University is committed to creating a campus environment that upholds human dignity and respect for employees and students* (WU Sexual Harassment Policy, 2007: 1).

a)   The goal of the policy

The goal of the policy is to provide a comprehensive framework for preventing and redressing sexual harassment as implied in the statement above. The specific objectives of the policy include:

- To promote a working environment in which employees, job applicants, customers, suppliers and other persons who have dealings with the university are treated with dignity.
- To prevent all forms of harassment and intimidation in the workplace.
- Encourage employees and students to report incidences of sexual harassment in accordance with procedures laid down in the policy
- Provide a dispute resolution mechanism to ensure that persons who have been subjected to sexual harassment in the workplace can raise such grievances with the university
- To discourage and prevent sexual harassment in the university.

- To promote human dignity (WU Sexual Harassment Policy, 2006: 1)

The policy outlines objectives to prevent and respond to sexual harassment. Some of the objectives not included are: 'to sensitise the university community on what constitutes sexual harassment'; 'to handle cases of sexual harassment promptly, effectively and with utmost sensitivity and fairness' and 'to promote research and publication of research findings and recommendations for cultural reforms regarding sexual harassment.' Furthermore, the policy covers administrators, lecturers, non–teaching staff and students. However, a stronger policy statement includes a zero tolerance to sexual harassment in the university environment as alluded to by Orlov and Roumell (1999).

b)   Principles of the policy

The following are the guiding principles of the WU sexual harassment policy:

- Promotion and protection of human rights;
- A sexual harassment free university environment;
- Confidentiality;
- The dignity and integrity of all those who make up the university environment must be given due regard all the time (Sexual Harassment Policy, 2007: 2).

However, some of the principles not included are rule of law and zero tolerance to sexual harassment.

c)   Omissions on the policy framework

The policy says little about areas of intervention, capacity building and training, safety and security, research on sexual harassment and procedure for handling sexual harassment. In this section, I discuss omissions on the sexual harassment policy framework.

1.   Areas of intervention

Areas of intervention in a sexual harassment policy are: awareness and sensitisation; capacity building and training; safety and security and research on sexual harassment. In the WU sexual harassment policy, there is an assumption that the university community is aware of what sexual harassment entails given that there is nothing in the policy to address issues of awareness and sensitisation. To state that anyone who believes that they have been subjected to sexual harassment has to report the allegations immediately after the occurrence of the incident is to assume that they are knowledgeable of the phenomenon. The policy is silent about sensitisation, which brings about awareness. Awareness comes about when the university community is made aware of sexual harassment and the redress mechanisms available at their disposal in order to increase their level of awareness and empower them to confront the issue. Intervention strategies are part of awareness and sensitisation.

The policy is again silent about publishing and disseminating the policy to the university community. It is also silent about conducting awareness workshops on sexual harassment, requiring the university community to undertake to abide by the policy and to continue to support advocacy on the issue.

2   Capacity building and training

There is need to train individuals and equip them with knowledge on how to handle sexual harassment cases. The capacity building and training targets stakeholders such as Disciplinary Committee, office of Dean of Students, Human Resource Officers, Spiritual Leaders, Counselling Officers, and Health Officials, among other officials to whom grievances are channeled. Once these individuals are trained, they are expected to build the capacity of the whole university community. However, the policy is silent about this critical component in bringing about zero tolerance to sexual harassment. Neither is there an intervention strategy speaking to training and empowering members of the university community to take part in the implementation process.

3   Safety and security

The WU sexual harassment policy is silent about issues of safety and security. In a university setting just like in any other setting, safety and security of the university community is of paramount importance. It becomes more so especially with regard to preventing sexual harassment. Provision of adequate lighting within the institution becomes imperative. All reports made about sexual harassment have to be kept private and confidential. Suggestion Boxes and hotlines are part of the tools to ensure safety and security. However, as pointed out above the policy under focus is silent about these issues.

4   Research on sexual harassment

The WU sexual harassment policy is silent about this intervention. This is another intervention that has to be continuously carried out in order to ensure that the policy keeps up to date with the changing current situations and also that it keeps up the momentum in its attempt to eradicate sexual harassment. In other words, the sexual harassment policy is silent about commitment to continually supporting research initiatives in the area of sexual harassment. Allocation of funds for research and dissemination of research findings has to be an indicator of commitment on the part of the institution.

5   Procedures for handling sexual harassment

The WU has in its policy, a well laid down procedure for effective handling of sexual harassment cases when they do occur. The policy makes clear the responsibilities of management, staff and students in relation to preventing and responding to sexual harassment as there is a procedure for laying a sexual harassment grievance which points out who does what as is indicated below:

- Reporting the allegation immediately after the occurrence of the incident directly to the immediate supervisor;
- Cases of sexual harassment by applicants, customers, suppliers and other persons by members of staff to be reported to the Deputy Registrar-Human Resource;

- The Deputy Registrar promptly investigates the complaint;
- Both the harassed and the harasser are requested to give a written statement to the Deputy Registrar-Human Resource;
- The Deputy Registrar will report the matter to the Registrar who will in turn report to the Vice Chancellor, who will decide whether to institute a disciplinary hearing against the staff member alleged to have committed an offence according to the terms of the Disciplinary Code of conduct .In serious cases where a formal inquiry is deemed necessary, the matter is reported to the Registrar and Vice Chancellor to institute a disciplinary hearing against the harasser. Disciplinary action must be handled according to the WU Disciplinary Code of Conduct and the University's Student Conduct and \disciplinary Ordinance 2, 2000 (WU Sexual Harassment Policy, 2006: 3).

Also implied in the procedures above is information on where victims of sexual harassment can get help and support, advice as well as make complaints. There is also evidence that both perpetrators and victims of sexual harassment are afforded procedural fairness (natural justice) as well as provided with relevant support throughout any investigation procedures. The procedure explained in this policy gives the option of making a formal complaint. The policy emphasises that documentation of the sexual harassment incidents is imperative. However, the time frame for reporting is not given. The policy is silent about the option of making informal complaints.

The policy could have been more explicit about what management, student representatives and wardens do to prevent sexual harassment in their areas of responsibility including disseminating the policy to all workers, students and third parties in their respective areas of responsibility. Apparently, the procedures given above seem to focus attention on workers more that the students. Nowhere is the term 'student' mentioned.

The policy is also silent about expectations regarding the timelines of responses to complaints. Apparently, the policy does not give very clear information on where individuals who experience sexual harassment can get help and support, advice and make a complaint. The policy is also silent about training, be it compulsory or voluntary. Yet training has to be done if the university is serious about creating an environment conducive to learning. The policy does not outline consequences if the

policy is breached. The consequences could include: termination of employment, or services; expulsion or suspension of the student harasser from the university; barring such harasser from accessing university premises, among other penalties.

The policy is also silent about legal requirements. Although the two universities' codes of conduct cite sexual harassment as one of the most serious offences, however, the codes are silent about penalties like demotion or dismissal. The policy does not refer to the Rules of Student Conduct and Discipline (Ordinance 2). This ordinance warns students against conduct interpreted by the other party as indecent assault or sexual harassment. In other words, in terms of compatibility with other university policies, there is no evidence to that effect. In fact, the sexual harassment policy ought to be read in conjunction with other university policies and codes of conduct. This is not the case with this policy document. Reference to the University Disciplinary Code of Conduct and the University Student Conduct and Discipline Ordinance 2 appears only under disciplinary action.

The Policy is again silent about observing the application of the principle of natural justice in sexual harassment allegations. Prior to taking a decision, the alleged harasser has a right to be informed about the nature and content of the issue; be heard; and have an unbiased decision maker. Over and above this, a complaint found to be vexatious should be dismissed by the University. In fact, a vexatious complaint constitutes misconduct under the Student Conduct and Discipline Ordinance 2.

The other critical issue not included in this sexual harassment policy is the issue of confidentiality. All complaints of sexual harassment have to be treated in a confidential manner. Such information has to be kept in a confidential file locked away in a safe place in the office of the person charged with the duty of implementing the policy.

The policy is also silent on the dissemination of the policy. Under normal circumstances copies of the policy are circulated in strategic places of the university. These could include libraries, faculties, departments and halls of residences. Brailed editions have to be produced as well. The best-designed policies will not properly address sexual harassment if they are not implemented and enforced (Broderick-Review Report, 2017: 54).

A policy of this nature provides space for monitoring and evaluation. In other words, tools for monitoring and evaluating the progress made in the implementation of the policy strategies have to be developed. However, the policy is again silent about monitoring and evaluation.

The shortcomings pointed out above in relation to the sexual harassment policy at WU mean that the policy does not capture all the salient issues of an effective policy. Strong and effective policies preventing and responding to sexual harassment are critical in fostering a culture that creates safe and respectful university environments (Broderick-Review Report, 2017: 54). All in all a university has to be committed to providing an environment where its students carry out their studies, careers, duties and all activities free from sexual harassment.

Whilst the media indicated that the EU had a sexual harassment policy, it was established during data collection that the university was still in the process of crafting a sexual harassment policy. What was available was a gender policy which had a section entitled "Improper Relationships and Sexual Harassment" What emerges from this expression of intent is the statement in the University Gender Policy which states: "Develop a dedicated policy and implementation mechanism for addressing sexual harassment" (EU Gender Policy, 2015: 10).

In the EU Gender Policy, issues of sexual harassment are found under no. 3 Policy Thematic Objectives and Strategies. The specific section is number 3.6 on "Improper Relationships and Sexual Harassment". This section covers issues of sexual harassment and security. In the absence of a sexual harassment policy in place, focus was on this section of the EU gender policy. In the EU gender policy, sexual harassment takes the following forms:

- Quid pro quo (this for that): a benefit is attached to sexual favour for example, good grades, a job promotion
- Physical contact: Unwanted physical contact in different forms
- Verbal or written: offensive communication, to include jokes, comments of clothing, personal behaviour and a person's body

- Non Verbal: Derogatory gestures to include facial expressions of a sexual nature, seductive behaviour
- Visual: Electronic communications of sexual offensive texts of a sexual nature, pornography, pictures of drawings (EU Gender Policy, 2015: 10).

The policy objective was to create a university community that is free from sexual harassment and characterized by explicit measures for reducing or eradicating sexual harassment.

The Policy Strategies are to:

- Sensitize the university community on what constitutes sexual harassment;
- Develop a sexual harassment policy that is supported by implementation modalities. Develop a sexual harassment policy into an ordinance.
- Create an enforcing mechanism with explicit measures for punishing sexual harassment offenders;
- Strengthening counselling measures and allocate adequate resources for prevention, management and rehabilitation of survivors of sexual harassment;
- In line with the structure of the University (culture and heritage and the spirit of Ubuntu), encourage a University culture of dressing which embraces self-respect (EU Gender Policy, 2015: 11).

5.3   DISCUSSION ON THE SEXUAL HARASSMENT POLICIES OF THE TWO UNIVERSITIES

The success of any sexual harassment policy requires campus leadership to provide appropriate ethical standards and to provide suitable internal procedures to secure their observance. Sexual harassment policies play a key role in bringing about an environment where every member of the university community understands that sexual harassment is unacceptable. Universities come up with sexual harassment policies to show that they condemn student sexual harassment. A university sexual harassment policy constitutes an acknowledgement of this type of abuse on campus. At the same time, it demonstrates the institution's commitment to combating such

violence. In other words, a sexual harassment policy is an expression of the institution's commitment to preventing and putting a stop to sexual violence. To be effective, a sexual harassment policy must be backed by the institution's administration and supported by all members of the university community (Sexual Harassment and Violence in the University Context, 2016: 64).

Sexual harassment in universities can be reduced or eliminated if these institutions have in place clear and effective sexual harassment policies. When the policy is in place, its purpose is prevention and ultimately cure of the sexual harassment issue. The policy has to be clear about prohibition of all forms of sexual harassment. The sexual harassment policy document has to be provided to all students enrolled at universities, as well as to staff by publishing it on universities websites and in the student guide and by sending a copy of it directly to all students every semester via their e-mails. A description of the policy with names of persons to contact for more information has to be included in all major university publications, such as handbooks, module catalogues or orientation materials. It must be noted that no matter how comprehensive the sexual harassment policy is on paper, it will be ineffectual unless it is enforced. Policies that are clear and unambiguous around the behaviours that are acceptable and unacceptable in the university environment can support efforts to eliminate sexual harassment (Fitzgerald & Shullman, 1993; Broderick-Review Report, 2017: 49).

Making the university community aware of the contents of the sexual harassment policy is one important step in the process of mitigating sexual harassment in the institution. The way forward for universities is to amend their codes of conduct and expressly provide for a wider definition of sexual harassment and put in place a policy and procedures for handling and compensating the victims of sexual harassment. (Matsikidze, 2017).

5.4   FINDINGS OF PHASE 2 AND 3 (FACE-TO-FACE AND FOCUS GROUP INTERVIEWS)

In this section, descriptions of interviewees and members of focus groups on prevalence of sexual harassment, how the policies are used to mitigate sexual harassment and what else could be done to bring about zero tolerance to sexual harassment, are discussed and evidence in the form of quotations from the interview transcripts is provided.

Table 5.1 Presentation of participants

University	Focus Group	Coding	Gender	University	Face to Face	Coding	Gender
Western University (WU)	1	WUfg 1	Female (F)	Western University	Deputy Registrar 1	WUdr 1	F
	2	WUfg 2	F		Dean 1	WUd 1	F
	3	WUfg 3	F		Dean 2	WUd 2	M
	4	WUfg 4	F		C/person 1	WUcp 1	F
					C/person 2	WUcp 2	M
					Counsellor	WUc	F
					Nurse	WUn	M
					Security	WUso	M
					Warden	WUw	F
					SRC rep 1	WUsrc1	F
					SRC rep 2	WUsrc 2	M

					Student 1	WUs 1	F
					Student 2	WUs 2	M
					Student 3	WUs 3	F
Eastern 3 exUniversity	1	EUfg 1	Female (F)	Eastern University	Registrar	EUr 2	F
	2	EUfg 2	F		Dean 1	EUd 1	F
	2	EUfg 3	F		Dean 2	EUd 2	F
	4	EUfg 4	F		C/person 1	EUcp 1	F
					C/person 1	EUcp 2	M
					Counsellor	EUc	F
					Nurse	EUn	F
					Security	EUs	M
					Warden	EUw	F
					Src rep	EUsrc 1	F
					Src rep	EUsrc 2	M
					Student 1	EUs 1	F
					Student 2	EUs 2	M
					Student 3	EUs 3	F

The sample in Table 5.1 above comprised 58 respondents. Each of the 8 focused groups comprised 4 students. Therefore respondents who took part in the focus group discussions were 32. Face to face interviews were held with 26 respondents.

5.4.1 Findings from focus group and face-to-face interviews

The data gathered in these phases were presented according to following themes:

- Theme 1: Male dominance and superiority (sexual harassment perpetrated by lecturers on students)
- Theme 2: Contra power sexual harassment (sexual harassment perpetrated by students on lecturers)
- Theme 3: Peer sexual harassment experiences (sexual harassment perpetrated by students on students)
- Theme 4: Sexual harassment policy implementation in the state universities
- Theme 5: Sexual harassment policy in mitigating sexual harassment incidences in universities
- Theme 6: The level of awareness of sexual harassment in Zimbabwe State Universities

5.4.1.1   Theme 1: Male dominance and superiority

The research sub question that is linked to this theme is: *What are the experiences and perceptions of academics and students about the implementation of sexual harassment policies in state universities in Zimbabwe*?

The data presented in this theme comprises excerpts from face-to-face interviews and focus group discussions. Male dominance and superiority theme is presented with evidence coming from the WU first followed by that from the EU.

(a)   Male dominance and superiority:

(i)   WU sexual harassment experiences

On sexual harassment perpetrated by lecturers on students, the study revealed that some lecturers at the state university had harassed students. The following excerpts

reveal some of the sentiments that emerged from focus group discussions and interviews.

> *I went to a male lecturer with an assignment, which I felt was underscored. The lecturer said it could be remarked on condition that I go to bed with him. I refused and did not take the issue to higher authorities as I did not want to further antagonise the lecturer. I was afraid of what would happen after. (*WUFG 1)

> *I went to my research project supervisor to get feedback on a chapter I had submitted to my male project supervisor. He told me that he had no time to look at the chapter. If I wanted the chapter marked I could go to the lecturer's house, get into his bedroom, take off my clothes, have sex with the lecturer then he would mark the chapter.* (WUFG 2)

The two excerpts above from focus group discussions show how male lecturers see female students as objects in transactional sex. They use their power to demand something that is immoral knowing very well that female students are not assertive enough to report the issue to the powers that be.

> *I was asked out by a male lecturer. He wanted to have a love affair with me. I refused to have such a relationship. I failed the module he was teaching. In the following semester, I had to redo the module. It was being taught by the same lecturer. He again proposed to have a love relationship with me. I was overwhelmed, I thought that was the only avenue to passing the module.* (WUFG 3)

> *Some male lecturers sexually harass potential female students looking for places to do undergraduate programmes. They are told by recruiting lecturers that if you want a place, sleep with me first for me to secure a place for you. They have sex and are given places. Later on the semester they come to report that they were sexually abused.* (WUdr)

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A clear abuse of power and office by male lecturers is evident in the two excerpts. Whether the failure of the module was real or imagined becomes very difficult to tell given that the female student had refused the male lecturer's sex overtures. Securing a university place to learn through a carpet interview as it where is again harassment of the highest order.

> *Sexual harassment is there at the university. It mainly involves male lecturers perpetrating it on female students. However, reported cases are few and far apart. I recall one incident involving a male lecturer and a female student. The student after being sexually harassed by the lecturer reported the incident to a female lecturer who proceeded to inform the chairperson of the department. When she was asked to write a report on the sexual harassment issue, she declined to do so and was actually contemplating to retract the case.* (WUcp 1)

> *Sexual harassment takes place in the university. It takes place in lecturers' offices especially during student research supervision. In such instances, the female student is asked to come to the male lecturer's office for research supervision between 5.30 pm and 6.30 pm. This creates an atmosphere of isolation and sexual harassment of the student then takes place.* (WUd1)

Fear to report sexual harassment is evident in the chairperson's excerpt above. Furthermore, one on one, research supervision in the lecturer's office provides a fertile ground for sexual harassment according to the Dean.

> *Students do come to report that they have been sexually harassed by their male lecturers. Some male lecturers make sexual advances on female students but using abusive language. This amounts to verbal sexual harassment. In other instances, a male lecturer fondles private parts of a female student trying to be sexual with her, but not getting there – not to the extent of raping her. This amounts to physical sexual harassment. The most extreme incident involved a male staff employee who raped two prospective students indicating to them that he would assist them to get places to do undergraduate programmes.* (WUsrc1)

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A male lecturer will tell a female student that you will definitely fail the module he is teaching if you refuse his overtures for sex. She is also told that you can also fail modules taught by the lecturer's friends. The students say that it is difficult to report the lecturer given that he comes up with the module outline, teaches the module, and sets the examination as well as mark the examination. (WUc)

What emerges from these excerpts is that at WU sexual harassment does take place although the statistics may not come out clearly. Securing places for students, is utilised by male lecturers to sexually harass female students. Some male lecturers propose love to female students and threaten to fail them if they refuse their romantic overtures. In extreme cases, the female students are raped.

Some of the sexual harassment student victims in the excerpts above could not report the harassment to the authorities for fear of what would happen later to them. Many of their stories share a common thread of feeling belittled and marginalised by the harassers. It was noted from the interviewed students and those engaged in focus group discussions that some of them felt nervous, were scared and did not have confidence in the university doing something to contain sexual harassment.

Some students did not report incidences of sexual harassment due to lack of knowledge about where and to whom to report as well as fear and lack of knowledge about campus officials' reactions to such reports and treatment of victims. Lack of knowledge about the outcome and reaction to reporting creates a conundrum. If the cycle is to be broken and the violence to be ended, survivors need to report. Yet survivors cannot be expected to report unless they are treated fairly when they do report (Cantalupo, 2011: 219).

a)   Male dominance and superiority:

(ii)   EU sexual harassment experiences

On sexual harassment perpetrated by lecturers on students at EU, the study revealed that indeed some lecturers at the state university did harass students. The following

extracts reveal some of the sentiments that emerged from focus group discussions and interviews.

> *One of my male lecturers got my cell phone number. He started to send sexually suggestive Whats up messages to me even at odd times like midnight. I threatened to report him to higher authorities. He stopped the practice.* (EUs 1)

> *Male lecturers do ask female students out. They even brag and say if you want to pass my module then you can have sex with me.* (EUFG 1)

The excerpts above by the female student and the focus group go to show how male lecturers sexually harass female students. Sexually suggestive messages and bragging that for one to pass a module they have to have sex with the male lecturer is clear evidence of the perpetration of sexual harassment by male lecturers.

> *A male lecturer approached me* (a female student) *to be in a love relationship. I refused the lecturer's overtures and consequently failed the two modules taught by the lecturer. I am currently re-doing the two modules.* (EUs 1)

> *Students come towards examinations and after the results are out. They make insinuations that there were some external issues related to their failing of examinations. They will be implying that they were sexually harassed by lecturers.* (EUcp 1)

> *There are several cases in which male lecturers have sexually harassed female students on the promise that they will give them high marks or they can make them pass.* (EUd 2)

Male lecturers at EU use similar sexual harassment strategies as those used by WU male lecturers for example failing female students who refuse their sexual advances. To raise the issue of sexual harassment long after it has taken place and because the female student has failed is not convincing to those reported to.

At the end of 2015 a report was brought to the student affairs committee by a female student alleging that some male lectures demand sexual favours from female students. If the female student refuses the male lecturer's sexual demands, the lecturer influences his male colleagues to also harass the female student. Some ultimately give in to the demands out of fear of failing the programme. (EUd 1)

EU and WU male lecturers seem to behave in the same way as they threaten female students who turn down their sexual demands. The disempowered female students end up giving in to these requests out of fear of failing modules taught by them.

The way my research project supervisor stared at my chest, the way he would touch my waist made me to feel uncomfortable about our supervisor/supervisee relationship. (EUs 3)

What interviewed students and those engaged in focus group discussions shared with the researcher shows that some female students were nervous, scared and felt that the universities were not doing much to contain sexual harassment.. Academics in this context sexualise the learning space to prime the ego-boosting possibility of being seen as sexually attractive by their students. They may also make sexually charged remarks in lectures.

In university campuses, the general perception is that lecturers determine the outcome of the student's performance. Jones (1996: 102-103) aptly summarises this scenario by stating that "the apparently all-powerful teacher's authority to confer grades and legitimized judgment on the student's work", leads to a "web of desire, power, and vulnerability [that] forms some of the most productive-and most destructive pedagogical relationships possible." In this case Brandenburg (1982: 322) explains that "sexual harassment must be understood as an exploitation of a power relationship, rather than as an exclusively sexual issue". Consequently, harassment occurs in the context of unequal power relations in which the abuser has more power than the victim (Benson, 1984: 518).

b)   Discussion on sexual harassment perpetrated by lecturers on students in the two state universities

The sexual harassment experiences by female students at the two state universities are more or less similar. What should be noted here is that sexual harassment of students by their lecturers betrays the fundamental idea of a university as a place where everyone can come to learn and master an intellectual discipline and be evaluated on their intellectual competence, rather than their sexual desirability (Leiter, 2016).

The excerpts dealing with sexual harassment from the two state universities indicate that female students are sexually harassed by male lecturers at the two state universities. The experiences of female students as exhibited in the excerpts above are in line with the feminist socio-cultural theory which examines the socio-political context in which sexual harassment takes place as it focuses on norms, values and institutions that lead to the occurrence of the phenomenon. Sexual harassment according to this theory is connected to the sexist ideology of male dominance and superiority referred to as patriarchy (cf. 2.4.1.1). Furthermore, the four-factor model of sexual harassment by O'Hare and O'Donohue (1998) summarises the process of sexual harassment perpetrated by male lecturers on female students when it argues that the harasser has a need for power, for control and for sexual attraction and has a sexist attitude.

Given that this situation obtains in the state universities, there is need to find ways and means of minimising sexual harassment incidences in these institutions. Occurrence of sexual harassment in a university leads to a negative climate which severely impede the fulfilment of the institution's goal to promote diversity. This ultimately affects students' experiences and academic performance. Sexual harassment of lecturers by students can provoke and exacerbate conflict between students and lecturers and contribute to a hostile learning environment. Students have to be free of sexual harassment from their lecturers. State universities need to rid themselves of this infringement of human rights. These state universities are not only centres of academic freedom but also centres of freedom and safety for both students and staff (Hill & Silva, 2005: 14; Parker, 2006).

Furthermore, factors motivating underreporting are not entirely clear. Quite a number of incidents of sexual harassment perpetrated by lecturers on students occurs. Cases of sexual harassment of female students by male lecturers entail a male perpetrator and a female victim. This male perpetrator is senior and has more power in the sexual harassment situation. There is considerable underreporting of sexual harassment in these universities. The university is an arena characterised by asymmetrical power relations and a gendered hierarchical structure. The imbalance of power between female students and male lecturers in positions of trust and authority contributes to the high rate of underreporting of this phenomenon. Absence of trust makes victims reluctant to report their victimisation. Very few sexual harassment cases therefore are reported by the students. Low reportage has been attributed to; fear of retaliation, reluctance to engage in conflict or threaten a relationship with an authority figure, belief that the behaviour will disappear if ignored, concern that institutional remedies are inadequate and powerless to affect change and conviction that the complaint will be disbelieved. Underreporting of sexual harassment incidences has been widely attested to within all research on gender-based violence (Julie, 2013; Bennett, 2005:156; Dziech & Hawkins, 1998: 24). One of the most popular reasons student victims cited for declining to report was 'fear of reprisal' from the perpetrator (Sinozich & Langton, 2014). It is worse if victims feel their reports will not be taken seriously by university authorities. Lecturers are regarded as models for future professionals and therefore, more often than not, strive to maintain ethically sound relationships with students (Joubert, 2009: 45).

There is one issue making sexual relationships between lecturers and students problematic. It is the issue of consent. Sexual harassment from an organisational theory point of view is explained through a number of issues inclusive of power and status inequalities in a university (Tangri & Hayes, 1997; Samuels, 2003). Power differences in a university can lead to sexual harassment taking place (cf. 2.4.1.2). Power differences in the university between male lectures and female students lead to sexual harassment as lecturers are powerful and hold decision-making positions. These power differentials have a big impact on sexual harassment issues. It makes it difficult for students as complainants to feel secure enough to report incidences of sexual harassment let alone to lay a formal complaint. Given the power differences existing between students and lecturers, it is difficult for students to give meaningful

consent. Male lecturers wield considerable power over female students. These include the power to grade and evaluate the student's work, the power to provide references for graduate and professional schools and for jobs, the power to serve as intellectual or career mentors and sometimes as role models. The power of the lecturer affects the student's life in a significant way. These power differentials can also have a big impact on the credibility of the complainant as a witness, given that the complainant may be concerned about other issues such as negatively affecting their academic success (Mothibi, Verushka, Meyersfeld & Omar, 2013: 57). The student cannot say no to the relationship, in view of this her consent is actually coerced compliance (Sexual Relations between Students and Faculty, 2018: 2).

The other problem for lecturers who begin sexual relationships with students is the issue of conflict of interest and abuse of trust. Lecturers occupy positions of special trust and confidence. Lecturers enjoy autonomy to determine how and what they teach, how they go about their research activities and how they serve the university and the larger community (Sexual Relations between Students and Faculty, 2018: 2). Lecturer to student sexual harassment is problematic as it is based on unequal power relations as pointed out above. The critical question begging for an answer is "Is the student at liberty to decline the invitation to have an affair without risking grade retaliation?"

When female students in a university experience sexual harassment perpetrated by male lecturers, the educational outcomes are usually negative. These include; declines in motivation to attend class, greater truancy, dropping classes, paying less attention in class, receiving lower grades, changing advisors, changing majors, and transferring to another educational institution (Johnson, Widnall & Benya, 2018: 2).

The findings on sexual harassment in this study are not unique. American Association of Universities (2006) reported that 80% of their female students were harassed by their male lecturers. Hughes and Sandle (2008) reported in their studies with lecturers and students in Ghana and Tanzania that male lecturers consider it their right to demand for sex, while female students see it as a "booster" for higher grades and Williams (2012) in a national survey reported that 14% of female students engaged in sexual intercourse with male lecturers.

5.4.2   Theme 2: Contra power sexual harassment

The research sub question that goes with this theme is similar to that for theme 1. It is: *What are the experiences and perceptions of academics and students about sexual harassment in state universities*? Only that contra power sexual harassment is a unique form of harassment and I felt it required its own space.

A problem or challenge in focusing on power relations in a university setting is that it ignores the possibility of lecturers being sexually harassed by their students. This type of sexual harassment is referred to as contra power sexual harassment. It is rarely mentioned in university policies and university management may view it as a failure of lecture room discipline and therefore the lecturers' fault. On sexual harassment perpetrated by students on lecturers, these excerpts came from interviews and focus group discussions held at both universities.

a)   **WU contra power sexual harassment experiences**

On sexual harassment perpetrated by students on lecturers at WU, the study revealed the following:

> *I personally admit that I have sexually harassed a male lecturer. At times you see a lecturer you want to fall in love with. You strategically position yourself for him to see you. You dress in an inviting way. One lecturer was attracted by me. He put a note in my assignment, which was written 'see me'. There was no mark on the assignment. When I got there, he asked me why I was sitting in a compromising way in the lecture. He fell for me and my objective was achieved.* (WUs 1)

> *A female student who delayed submitting her assignment went to the male lecturer's office with her assignment. She was putting on a very short mini-skirt. She pleaded with the lecturer to accept her assignment. She even went further to say she would do anything the lecturer wanted if he accepted her overdue assignment.* (WUcp 2)

Dressing of female students, delaying in submitting assignments and then visiting lecturers in their offices at odd hours are strategies employed by female students to sexually harass male lecturers.

> *A male lecturer was visited by a female student who was aware that the lecturer was alone. She came dressed in an irresistible way***.*** *She knocked and got into the office. When she was asked how the lecturer could help her, she told the lecturer that she liked him very much and had come to just greet him. The lecturer could not resist the love overtures of the student.* (WUd 2)

A number of strategies are employed by female students in the WU to sexually harass male lecturers as indicated above. Contrapower sexual harassment obtains in the WU environment.

b)   **EU contra power sexual harassment experiences**

On sexual harassment perpetrated by students on lecturers at EU, interviews and focus group discussions revealed the following excerpts:

> *Two girls came into a lecture wearing very short miniskirts. They sat in front of the class with their legs wide apart. The focus of the male lecturer on the lecture was diverted.* (EUs 2)

> *My male lecturer last semester told us that we should not go to his office after 5 pm. Two girls who had not submitted their assignments on time went to him dressed in a sexually suggestive way. They requested to do anything the male lecturer wanted if he was going to accept their overdue assignments.* (EUsrc 1)

Similar tactics as obtaining in the WU are employed by EU female students to sexually harass male lecturers. Sexually suggestive dressing is the main strategy in this instance.

Female students in a bid to pass with distinctions visit male lecturers in their offices at odd hours, improperly dressed with a view to enticing the lecturers. (EUsrc 2)

Most female students in a bid to pass a module with a distinction, visit a male lecturer dressed in a sexually suggestive way to entice the male lecturer and influence him to pass them never mind the quality of their papers. (EUcp 2)

Female students who want to pass a module or pass with distinctions engage in Contrapower sexual harassment of male lecturers as evident in the excerpts above.

A female student wrote a letter proposing love to a male lecturer who was teaching her. She gave the letter to a male lecturer who was sharing the office with her lecturer. (EUfg 2)

Tactics employed by female students to entice male lecturers at EU are more or less similar to those obtaining at WU. These behaviours by female students aimed at male lecturers are referred to as contra power sexual harassment. Such behaviours are unusual but are exhibited by female students in the two state universities.

c)   **Discussion on contra power sexual harassment**

One form of sexual harassment that has been highlighted in literature on sexual harassment is contra power sexual harassment. It is defined as harassment by a subordinate to a superior (cf. 2.5). This form of harassment occurs despite an inverse in the power relationship between the actors. In other words this form of harassment arises in situations where the harasser has less formal power than the victim (Benson, 1984). Benson (1984: 517) is referring to the sexual harassment of people with more formal organisational power by people with less as contra power sexual harassment. In other words, contra power sexual harassment occurs when a person with more institutional power like a male professor is harassed by someone seemingly less powerful like a female student. An example is when a female student attempts to seduce her lecturer in order to gain favours like passing a module with distinction as has been indicated in the excerpts above. When that occurs, it is a scenario

encompassing a set of circumstances outside the norm, involving the harassment of supervisors by subordinates. The incidents at the two universities cited above fall within this framework. Research on contra power sexual harassment in this study and elsewhere shows that sexual harassment of those in power positions by subordinates is occurring. Studies elsewhere have indicated that sexual harassment of those in power positions by subordinates is occurring (Grauerholz, 1989; McKinney, 1992).

Female students are not the only ones adversely affected by sexual harassment. McKinney (1990) states that all members of the faculty, both male and female are targets of sexual harassment from students. The excerpts cited above clearly show that in the two state universities, female students in particular, do sexually harass male lecturers. This type of harassment is rarely researched or publicised. Whilst most studies on sexual harassment incidences have women as victims, more studies indicate that sexual harassment is also affecting men (Dietz-Uhler & Murrell, 1992; Marks & Nolen, 1993).

Lecturers who complained that they were sexually harassed by students felt that their complaints were not going to be taken seriously by management. They also felt that the university was not going take adequate steps to protect them. In such a situation male lecturers who experience sexual harassment by female students were likely to become despondent in their work. This could negatively impact on their research output. Resignation from their jobs is likely in a situation where they report and nothing is done to protect them (Mothibi, Verushka, Meyersfeld & Omar, 2013: 48).

5.4.3   Theme 3: Peer sexual harassment experiences

The research sub question that goes with this theme is: *What are the experiences of students about sexual harassment in the state universities*? On peer sexual harassment or sexual harassment perpetrated by students on other students the following excerpts came from interviews and focus group discussions in both universities.

a) WU peer sexual harassment experiences

Peer sexual harassment was prevalent in the WU. This came out in the interviews and focus group discussions that took place in the institution as illustrated below.

> *Female students stay in shared rooms. A male partner visits when the female roommate is inside. The two start kissing and do all they can in the presence of the roommate.* (WUfg 4)

> *A male student and a female student who are in love come into a female student's hostel room. They start cuddling each other in your presence, kiss each other and have sexual intercourse in your presence as a female roommate. They just use a curtain to prevent roommates from seeing what they are doing. If you were reading, you stop. You are disturbed. You complain and they tell you that you are free to go to other hostels even if it is very late at night. If you report to the warden, you are viewed as overzealous. If you report to the sub-warden who is also doing it, the report does not go beyond her. The sub-warden is whiter than you. The roommate hates you. You are supposed to be sharing the room with the roommate for the whole semester.* (WUs 3)

For students to have sexual intercourse in the presence of a roommate is extremely inconsiderate and constitutes sexual harassment since another student is compelled to view sexual acts.

> *One incident of sexual harassment was when a fourth year student was in love with a first year student. They had sexual intercourse. The female student was not aware that the encounter was being videotaped. When the female first year student wanted to discontinue the relationship she was threatened with disclosure of their sexual encounters. She thought it was a bluff. When the fourth year student graduated he posted the video on social media. This kind of sexual harassment is there.* (WUdr 1)

When I was in Year 1 Semester 1, I was invited to a party by a male Year 4 Semester 1 student. I was drugged by this student, had sexual intercourse with him. After the sexual encounter I was dumped. (WUs 1)

In one of the excerpts above there seems to be a measure of consensus in having sexual intercourse. However the female student was not aware that the encounter was being videotaped. Drugging a female student prior to a sexual encounter and then dumping her amount to rape, the most extreme of sexual harassment.

An SRC male student at the main campus would invite girls wanting residence to his room. They would only get accommodation if they had sexual intercourse with him. (WUw)

A girl comes to report that she has been sexually harassed. I ask the purported harasser why did you do it and he says we have been in love, He goes further to say that the girl spent a lot of his money. After all that the girl now is framing me for having sexually harassed her. (WUc)

In both excerpts above transactional sex is evident as the SRC male student exchanges sex for securing accommodation in halls of residence as well as a situation in which a female student claims to have been sexually harassed by a male student.

Welcome bashes have resulted in girls taking cokes that have been mixed with alcohol. They will not have taken alcohol before. Boys then sexually harass them. When they are sexually abused, they do not remember how many boys have abused them. The boys will have taken details of where they stay. When they are done with them and in their stupor, they take them and dump them where they reside. (WUd 2)

Issues of sexual harassment among students themselves, I would not say they are rampant but they are there. One incident involved a girl who gave a cell phone to a boyfriend who took it to his room outside the university. The girl followed the boy to his room to collect her phone. He found the boy

outside talking to other boys. The two got into the boy's room to collect the cell phone. The boy closed the door and started to make advances to the girl. The girl resisted. The girl kicked, screamed and jumped hoping that the other boys outside would come to her rescue. However, the boy forced himself on the girl. This was no longer sexual harassment but rape. (WUc)

The two excerpts by a dean and a chairperson show how male students go to the extent of raping female students after making them drink cokes mixed with alcohol. The second excerpt is the extreme case of sexual harassment, that is, rape.

Sexual harassment is a deterrent to realisation of your university dream, which is, attaining a degree. (WUs 3)

Excerpts above show that peer sexual harassment and rape are rife in the WU. Videotaping a sexual encounter without the consent of the female partner is unacceptable. Welcome bashes which result in the sexual assault of Level 1 semester 1 female students by male students after the former were given drinks mixed with alcohol amounts to rape. What makes the incidents more worrisome is the lack of action when a report of the harassment has been made.

b)   EU peer sexual harassment experiences

EU focus group discussions and interviews yielded the following responses on peer sexual harassment experiences in the university.

Sexual harassment takes place particularly during welcome bashes at University. Returning students especially those males in level 4 semester 1 and 2 perpetrate it on females in level 1 semester 1. We tell the semester 1 level 1 students that school experience was structured. At University, you take care of yourself. That is the advice we give them. (Eur)

A boy and a girl fell in love. They spend a few intimate moments together which are captured by hidden cameras. All this is done without the

knowledge of the girl. When this relationship is untenable the video clip goes viral. (EUfg 3)

We have had incidents of students distributing videos of students being sexually active. (EUd 2)

There is similarity of peer sexual harassment experiences between EU and WU during bashes in the universities and sexual encounters captured by hidden cameras.

Female students who ask to be assisted in doing assignments are assisted by male students. The male students then want to be thanked in kind. (EUc)

Girls are raped by boys in the hostels. Some girls think it is love. Others do not report due to fear. Some say they do not report because if you report nothing is done to the rapist by the university. (EUfg 4)

Paying in kind for an assignment done by a male student on behalf of the female student is also a common practice in the university as evidenced by the excerpt by the focus group.

Intimate sexual encounters are recorded using hidden cameras. These become a weapon in event the relationship deteriorates. Rape by the male student of the female student he is in love with is not viewed as rape but love. Fear militates against victims reporting incidences of rape. Peer sexual harassment appears to be informed by the socio-cultural theory. The theory examines the socio-political context in which sexual harassment is created and in which it takes place. The theory therefore focuses mainly on norms, values and institutions that lead to sexual harassment (cf. 2.4.1.1). Sexual harassment according to this theory and as pointed out in the review of related literature is connected to the sexist ideology of male dominance and superiority referred to as patriarchy (Gutek, 1985; Stockdale, 1993; Thomas & Kritzinger, 1997; Matchen & DeSouza, 2000). Given that most societies are patriarchal in nature, patriarchy is the system that brings about and sustains the subordination and exploitation of women by men, be it in the home, workplace or university. This comes about due to how males and females are socialised to fit into society. Men are

expected to be aggressive and dominant, whereas women are expected to be passive and accepting (Gruber & Bjorn, 1986). Males at the end of it all believe that their behaviours when they relate to and with women are justified. Women on the other end view themselves as an inferior sex and consequently blame themselves for being victims of sexual harassment perpetrated by men (Mackinnon, 1979; Vaux, 1993).

Peer sexual harassment occurs between equals and studies show that male students are more likely to abuse female students due to their societal perception of males as possessors of power.

c)   Discussion on peer sexual harassment experiences

Peer sexual harassment has great potential of creating a very hostile environment for the harassed student to the extent that she can seriously be affected academically as well as socially. The main danger with this form of harassment is that the interaction amongst peers is higher compared to that of their lecturers. Consequently, the peer harassment has a geometric multiplier effect on the victim through this unavoidable constant social interaction (Kayuni, 2009).

Orientation and initiation activities of female students are favoured moments for prevention and awareness-raising. However, some of the activities that take place during these initiations can be disrespectful and incite sexually inappropriate behaviour. Students who are beginning university are notably more vulnerable, given their status, their limited experience and the challenges of adapting to a new student life. Initiations often involve – and even encourage – the consumption of alcohol during games and other activities, a factor that can lead to alcohol abuse and inappropriate behaviour. Cases of inappropriate sexually suggestive behaviour during initiation is high. Research shows that first-year female students are at higher risk of sexual harassment in their first eight weeks at the university (Ontario Women's Directorate, 2013). Student associations must be made aware of the problem and should collaborate with institutions to introduce preventive mechanisms.

What is evident from the sexual harassment incidences captured above is that sexual bullying, coercive sex and rape as well as unsolicited physical contacts and unwanted kisses are rife amongst students in the two state universities. It is apparent from this study that sexual harassment is viewed by students and those interviewed (management) as a problem at the two state universities. Whilst it cannot be quantified, sexual harassment is prevalent in the two state universities. Given indications that there is fear of reporting sexual harassment when it occurs among students, it can be concluded that there is underreporting of sexual harassment in the two state universities.

Institutional support for addressing sexual harassment issues has not been forthcoming given that universities are more concerned about protecting their public image and generally do not want publicity around sexual harassment (Bennett, 2005).

5.4.4   Theme 4: Sexual harassment policy implementation

The sub question linked to this theme is: *How do respondents view the implementation of sexual harassment in their state universities*? The focus of this section of the chapter is on respondents' views on the existence of the sexual harassment policy and its implementation, what else could be done to mitigate sexual harassment other than through the policy; the level of awareness of sexual harassment in the two institutions; and how the state universities conceptualise and perceive their policy guidelines on the sexual harassment phenomenon.

a)   WU views on the existence of the sexual harassment policy and its implementation

Data on this theme emerged from interviews and focus group discussions. Excerpts below go to show perceptions of participants on the existence of the policy as well as its implementation.

> *What is needed is a proper policy, not a policy that will be put on shelves or in computers. It is important to have a very clear policy on sexual harassment. Further*

steps ought to be taken to educate both students and lecturers that this is the policy that we have and this is what it means. (WUsrc 2)

The policy is there but on awareness we have not done much to both students and staff. I believe we need to do more to make students to be aware of the existence of the policy. We need to do awareness campaigns on the existence of the sexual harassment policy. We need to have annual events on sexual harassment policy awareness. We should come up with pamphlets to enhance awareness. We need to distribute hard copies of the sexual harassment policy to staff as well as upload it under downloads. (WUdr)

SRC member and the dean do concur on the existence of a sexual harassment policy in the WU as well as the need to educate stakeholders on this

Awareness of what sexual harassment is, is important. There is a dire need to raise awareness given that the institution's student population is in excess of 20000. (WUn)

Sexual harassment is an urgent worrying problem in universities, there is need to know more about it, to try to end it. Universities need to improve their responses to it. (WUso)

The need for awareness of the existence and awareness of the sexual harassment policy, as well as the need to improve on their responses to it is emphasized by the nurse and the security officer.

Reporting procedures ought to be known. Peer counsellors and wardens have a role to play. Writing down what will have occurred is one way of recording what will have transpired/occurred. (WUsrc 2)

When students come to report, we ask them to write a report. When they come to report on sexual harassment we do research to find out what are the legalities, what does the university act say, what does the Zimbabwe law say, what are the general processes in other universities? We want to bench mark with the best practices elsewhere. Whilst there is no specific training or a clear policy it is prudent to do due diligence. (WUd 1)

Concern by the SRC member is on procedures to be followed when reporting on sexual harassment incidences, as well as roping in peer counsellors and wardens in addressing sexual harassment concerns. The dean of students calls for harmonisation of the sexual harassment policy with other pieces of legislation at the university and in the country.

> *The policy on sexual harassment is there but in draft form. We intend to launch it sometime this year so that it is available on the university's e-learning for students. When students report sexual harassment to me I engage the dean of the lecturer who stands accused I also get the storyline of the alleged harasser as well as that of the harassed student. The harassed student has to put pen to paper chronicling what transpired exactly.* (WUd 2)

In the WU there is concurrence on the part of the participants that the sexual harassment policy exists. However, the main concern is the extent to which stakeholders in the university are aware of its contents as it has not been uploaded on the university website. Neither has the university launched the policy to increase awareness of its existence.

b)   EU views on the existence of the sexual harassment policy and its implementation

Data on this theme emerged from interviews and focus group discussions. Excerpts below go to show perceptions of participants on the existence of the policy as well as its implementation.

> *We are in the process of crafting a sexual harassment policy. We have gone far with the process. It is going through the stages of approval. When it comes to senate I am sure it will be approved. I wish you could be there when our Vice Chancellor is speaking about sexual harassment and falling in love of lecturers and students. He says students should be out of reach of staff on love matters. If lecturers do it and are discovered, they should know the consequence – expulsion.* (EUd 2)

> *We are not sure if there is a policy, if it is there we are not at home with its detail/content. If it is there, a policy ought not to be on the shelf to gather dust*

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but to be implemented. If a SH policy is there make it known to all the students. Have a day dedicated to induction of the students to the policy. (EUfg 4)

Awareness could lead to minimisation of sexual harassment incidences in my view. (EUw)

To respondents interviewed at the EU, the policy is unknown and does not exist. To one of the deans it is at the draft stage. This uncertainty explains why participants talk of the need to have a proper and clear sexual harassment policy. There are even calls for awareness of what sexual harassment is and awareness of the existence of the sexual harassment policy.

c)   Discussion on sexual harassment policy implementation

In the two universities reference is also made to the need to have clear reporting procedures in event of someone being harassed. Discussion forums on sexual harassment issues have to be created (Sexual Harassment and Violence in the University Context, 2016). There is a further suggestion that if the sexual harassment policy does exist, it has to be on e-learning accounts of students to facilitate easy access to it.

There is no formal procedure whereby a new member of staff is appraised of the sexual harassment policy. Staff members are not provided with the sexual harassment policy when entering the University and are not required to commit to its contents. The employee is required to abide by all policies, rules and regulations applicable to university staff members. This statement is deficient in that there is no specific reference to sexual harassment policy, the sexual harassment policy is not attached to employment contract and is not accessible on line. Whilst codes of conduct are available, they do not set out what is appropriate or inappropriate conduct for staff in dealing with students. There is peripheral reference to sexual harassment in the orientation programme. The orientation programme is not compulsory for new staff members nor does it include induction or training on the sexual harassment policy.

Neither a discussion nor induction of the policy is included in the student's orientation programme. Students are not given clear guidelines as to whom they can turn to with complaints of sexual harassment. The sexual harassment policy is not available on the University intranet. The policy has to be available and be distributed as one of the key induction documents and involve mandatory engagement and training.

Various kinds of harassment are evident within the two state universities and sexual harassment has been paid scanty attention. Furthermore, measurement of prevalence and incidence of violence on campus has been historically problematic in universities for several reasons inclusive of chronic underreporting among other reasons.

In order for a student to exercise his/her right to complain when experiencing an incident of sexual harassment, management have to develop and implement procedures to deal with the complaint. The procedure has to specify the steps to be taken to initiate a complaint, provide for an alternative receiver in the case of an offending lecturer, encourage the victim to confront the alleged harasser, prohibit retaliation against any complaint, encourage students to report all occurrences of harassment and promote confidentiality (Pearce & Dilullo, 2001).

Therefore, the responses by both students interviewed and discussed with as well as by staff interviewed show that within the universities, a silence surrounding sexual harassment is a dynamic within the institution's culture. Hence Bennett (2005: 62) observes that sexual harassment is viewed as separate, invisible and something that is dealt with by a committee. Heikkinen (2012: 58) also notes that sexual harassment has not been included in new personnel or student orientation programmes in some universities.

Regulations allow for clearly defining the values and behaviours expected by universities, stating that victims will be treated and provided services they need and explaining that identified aggressors will be accountable for their actions (Sexual Harassment and Violence in the University Context, 2016: 62).

5.4.5   Theme 5: The role of policy in mitigating sexual harassment incidences in universities

The sub question that is linked to theme 5 is: *To what extent can policies contribute to reduction of incidences of sexual harassment in state universities*? The interviews and focus group discussions yielded the responses in form of excerpts below:

> *If the lecturer is harassing the student, the report is not made to one person but a wide array of people including ministers' of Gender, Health among others. The harasser has to be exposed and measures taken have to be publicised. All the sexually harassed have to be counselled. Public lectures on sexual harassment could be another strategy to concientize on sexual harassment and mitigating it in the institution.* (EUsrc 1)

> *The university should clarify on the issue of reporting. During orientation most students will not be present. Conscientization on sexual harassment ought to be done regularly – once or twice per semester so that all students end up being aware of sexual harassment and procedures to be followed in event of a student being sexually harassed. (*EUc)

The SRC and chairperson of a department believe that the sexual harassment policy has to be complimented by other strategies inclusive of public lectures, exposing the harasser and coming up with very clear reporting procedures in event of a sexual harassment incident.

> *Abusers must face the consequences. They should be severely punished. Road shows ought to be carried out to concientise and discourage potential harassers from doing so. We need to be confident, fearless and assertive and support each other. This amounts to empowerment.* (EUfg 4)

> *I think if we improve on the reporting system, a procedure that is transparent and anonymous, a system that protects the students, then we will be done.* (EUs 3)

The respondents are of the view that the sexual harasser has to be punished severely and students need to be fearless and empowered enough to expose the harassers.

> *There is need to sensitise students through the social media, twitter, Instagram, Facebook, u tube and also embark on awareness campaigns. A peer educator strategy has also been adopted. A peer educator's network addressing students about sexual harassment has been established. This is a platform for young women – a mechanism instituted to curb sexual harassment.* (WUd 1)

> *Suggestion boxes could also assist if they are placed in clinics and halls of residence. There could also be a platform on the university website where students could log in anonymously.* (WUn)

A wide variety of strategies have to be put in place to augment the sexual harassment policy in mitigating sexual harassment in the universities according to .the dean and the nurse.

The excerpts above indicate that the participants felt the sexual harassment policy was silent about certain mechanisms to mitigate incidences of sexual harassment in the two universities. Instead of pointing out what is in the sexual harassment policy that could regulate untoward behaviour, they went on to point out other mechanisms that could go a long way in reducing incidences of sexual harassment. These included transparent and anonymous reporting procedures, who to report to, what ought to be done to the harasser, the need for counselling the victim, public lectures on sexual harassment awareness and road shows. Other mechanisms suggested by the participants are indicated below:

- Orientation talk, constant and continuous conscientisation through public lectures, road shows, and peer education strategies have been raised in the excerpts above. Therefore, a best practice to fight sexual harassment on campus is the implementation of awareness campaigns (Sexual Harassment and Violence in the University Context, 2016: 31).

- Sensitisation to sexual harassment is being suggested. Diverse dissemination methods have to be considered; options can include social media, twitter, Instagram, Facebook and YouTube. (Sexual Harassment and Violence in the University Context, 2016: 31) In one of the universities a peer educator's network has been established as a mechanism to curb sexual harassment.

- Suggestion boxes have also been put in place in clinics and halls of residence to address the issue of sexual harassment.

- A platform on the university website where students could log in anonymously has also been suggested.

- Conducting educational seminars targeting sexual harassment once a year, inviting a lawyer, doctor or sometimes a lecturer.

- Publicity to students in the form of written documents, lectures and interactive presentations by professionals and peer educators can be used in the prevention of sexual harassment in universities (Sexual Harassment and Violence in the University Context, 2016: 32). Furthermore, pamphlets, newsletters, home pages and posters, a symposium on gender and violence, and a lecture on a legal case of sexual harassment could be mechanisms to be put into practice.

The sexual harassment policy may be in place in a university, however if it is not known by the students then it is as good as it is not there at all. Furthermore, to rely solely on it as if it is a panacea to sexual harassment is not enough. Other strategies have to be in place to combine with the sexual harassment policy. Knowledge of what sexual harassment is and what it entails is also critical in dealing with this phenomenon.

5.4.6 Theme 6: The level of awareness of sexual harassment in Zimbabwe state universities

The research sub question linked to theme 6 is: *To what extent are respondents in the state universities aware of sexual harassment*? Determining the extent to which sexual harassment policies are implemented in state universities is only possible if the stakeholders are aware of what sexual harassment is. It was with this in mind that

participants were interviewed to establish their level of awareness of sexual harassment. Excerpts from the two universities are presented below.

a)   WU's level of awareness

During the two days orientation, as student affairs we deliberately make the new students aware of the possibility of being sexually harassed and what they should do as and when they are harassed. It is one strategy we use to empower the beginners. We may make the student to go for counselling and take the issue up with proctors for them to deal with it if they see that it requires a disciplinary committee hearing for establishing the truth. If found guilty, the perpetrator can be suspended, expelled or some other disciplinary measure which can be taken. (WUd 1)

*Awareness campaigns ought to be done so that they know what sexual harassment is. Knowledge is power. Focus ought to be on small groups for effectiveness given that this is a sensitive issue. I am not sure whether the policy is there or not. (*WUsrc 3)

The dean of students and the SRC respondent have highlighted the steps and procedures that are taken by the universities to conscientise and empower students about sexual harassment in the universities as well as what should become of the harassers.

The introduction to Gender Studies module in which sexual harassment is part of the content of the module makes students aware of the existence of sexual harassment as well as what sexual harassment is. This in my opinion goes a long way in sensitisation on sexual harassment given that the module is taught to almost all students in the university. (WUcp 2)

It is unfortunate that our orientation period is just two days instead of the original one week. We need to go back to the one week orientation week to sensitise the level1 semester 1 students. (WUdr)

The level of awareness is gauged through the two-day orientation and the university - wide module mainly. This may not be enough; hence others suggest that there is need for awareness campaigns on sexual harassment.

b)   EU's level of awareness

Participants were interviewed to establish their level of awareness of sexual harassment in the EU. Excerpts that follow go to show the level of awareness in this university.

> *During orientation, we educate them that they should report. Counsellors, HIV & AIDS life skills – all these are roped in to educate, inform and empower them. After orientation we have follow up programmes throughout the whole semester, for example, we have Life skills training for all L1S1 students – a month after beginning of semester.* (EUd1)

> *We invite, Health, Zimbabwe National Family Planning Council, Zimbabwe National Aids Council, Population Services and Counsellors, as stakeholders, to come and talk to students on the problems they will be facing. We also produce newsletters, place them on the boards in university residences and boarding houses. These newsletters will be on specific issues. On sexual harassment, the newsletters inform them about where to go when they are sexually harassed. Those who read these notices will be empowered.* (EUc)

The dean of students and a chairperson of a department suggest a wide range of activities that are done to make students aware of the existence of sexual harassment from induction during orientation week to production and distribution of material with on sexual harassment.

> *When the Vice Chancellor addresses students, he comes out clearly on the issue. He tells students that if you experience sexual harassment come right to me. Do not hesitate to report. We do not know whether he has received any reports.* (EUs)

Something has already started on the sexual harassment policy crafting. Sexual harassment issues are embodied in the draft gender policy. (Eur 2)

The commitment of the Vice Chancellor of the EU to guide against sexual harassment incidences in the university is evident in what the female student respondent shared with the researcher.

The EU is endeavouring to sensitise students on sexual harassment. This is evident during orientation followed by follow-up life skills programmes, production and distribution of newsletters explaining what students ought to do in event of being sexually harassed. They also get management's reassurance of support during the Vice Chancellor's address to the student body.

Excerpts from the two universities above show some awareness of sexual harassment in these institutions. A realisation that two days of orientation for year one semester one students is not adequate to address issues like sexual harassment is evidence of awareness of the existence of sexual harassment as well as a concern over limited time given to sensitisation of students on sexual harassment. A suggestion that awareness campaigns on sexual harassment for students to raise awareness of sexual harassment is also a clear indication of awareness on the part of participants that this phenomenon exists and that students can benefit through this strategy. The Introduction to Gender Studies module which has been introduced and its inclusion of sexual harassment as a topic shows awareness of the existence of the phenomenon as well as a commitment to mitigate incidences of sexual harassment by one of the two universities. Furthermore, knowledge is power: once students know what sexual harassment is they will be empowered, they can be assertive and they may refuse to be taken advantage of.

The invitation to university and talks by various stakeholders on the issue of sexual harassment bears testimony to a university committed to addressing the issue. Furthermore, distribution of newsletters focusing on sexual harassment is plausible effort in trying to address the issue.

There is also a growing realisation in one of the universities that whilst there are efforts by the university to make students aware of what sexual harassment is during the orientation week, for new students coming into university for the first time, there is need to dedicate more time to issues like sexual harassment. This is evident through a suggestion that the orientation week be extended from two days to five days. However, there is also a realisation that to speak about sexual harassment during the orientation period without revisiting the issue thereafter may not have much impact given that not all registered students will have arrived at the university and those present may be overwhelmed by the occasion to the extent that they may not make much meaning of the phenomenon at this point in time.

The advice by one of the Vice Chancellors to the effect that any student who is subjected to sexual harassment has to come to his office to report shows a commitment on the part of management to get rid of sexual harassment. However, fear of what will become of the whistle blower militates against the victims reporting. It is also more difficult for a female student or a new student to navigate her way to the vice chancellor's office to report.

Any attempt for universities to approach the problem of sexual harassment must take a holistic approach requiring more than a general policy of sexual harassment programme. What is required are efforts and support of the campus administration, faculty, employees, and students, the continual training of all members of the campus community as well as a procedure that encourages, not merely allows, complaints (Terrida, 2015: 137).

5.5   SUMMARY

In this chapter data obtained from phases 1, 2 and 3 was presented. During phase 1 data were gathered through document analysis. Gender and sexual harassment policies (vision, mission and strategic plans), codes of conduct and rules of student conduct ordinance 2 were analysed. The analysis of documents perused was presented according to gender equality and code of conduct themes. During phases 2 and 3 the researcher made use of face-to-face interviews and focus group discussions respectively. Findings from interviews and focus group discussions were

presented according to themes. The final chapter of the study will summarise the study.

CHAPTER SIX
SUMMARY OF THE RESEARCH, FINAL CONCLUSIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

In this concluding chapter, I focus on summary of literature study and empirical investigation in the light of the aim of the study which was to illuminate and explain the extent to which Zimbabwe state universities respond to the implementation of sexual harassment policies. I reiterate key findings and make recommendations based on the findings of this study as well as make recommendations for future research. I also look at limitations of this study and outline final conclusions.

The aim of the study was to illuminate and explain the extent to which Zimbabwe state universities respond to the implementation of sexual harassment policies. Consistent with this aim, the main research question was: *How do state universities in Zimbabwe respond to the implementation of sexual harassment policies*? Four research sub-questions accompanied the main research question as follows:

- The first research sub-question made an inquiry into how sexual harassment is defined according to different perspectives, the theoretical frameworks that inform sexual harassment, and how sexual harassment can be understood in the light of theories.

- Sub-research question two required an exploration into how sexual harassment is catered for in the Zimbabwean higher education system as well as how sexual harassment policy is provided for in the selected universities.

- The third sub-research question centred on the experiences and perceptions of academics and students about the implementation of sexual harassment policies in selected institutions of higher education in Zimbabwe.

- The fourth and last research sub-question, based on findings of literature and empirical study, led to recommendations being made for the implementation of sexual harassment policies in Zimbabwe. These four research sub-

questions helped in determining the geographic and theoretical boundaries of the study

6.2 SUMMARY OF LITERATURE REVIEW IN THE LIGHT OF THE AIMS OF THE STUDY

The theoretical model that underpinned this study is a combination of the four single factor models and the four-factor model of sexual harassment (cf. 2.4.1 & 2.4.2). The single factor theories included the socio-cultural theory (cf. 2.4.1.1) the organisational theory (2.4.1.2); sex-role spillover theory (cf. 2.4.1.3); and the natural/biological theory (cf. 2.4.1.4). The fifth theory is a multifactor theory of sexual harassment referred to as the four-factor theory (cf. 2.4.2).

The socio-cultural theory and the organisational theory examine the socio-political context in which sexual harassment is created and in which it takes place. The theories focus mainly on norms, values and institutions that lead to sexual harassment. Sexual harassment, in these theories, is perceived as a manifestation of unequal power between male lecturers and female students. The theories also point out that sexual harassment is due to status inequalities in organisations. Male lecturers, therefore exert power and control over female students in the universities. This behaviour could be influenced by the sexist ideology of male dominance and superiority referred to as patriarchy (cf. 2.4.1.1). Given that patriarchy is a system that brings about and sustains the subordination and exploitation of women by men, be it in the home or university, it is not surprising that male lecturers sexually harass female undergraduate students in these two state universities. Furthermore, the hierarchical structure and authority relations obtaining in the universities are responsible for the incidence of sexual harassment. Male lecturers exert power and control over female students. Male lecturers are considered aggressive, dominant and possess more power and female undergraduates are considered passive and accepting (cf. 2.4.1.2); sexually harassing females could be as a result of the norms, values and institutions they have been exposed to in society.

Related to the single factor theories above is motivation. Motivation is the first factor of the multifactor theory which addresses the drive to sexually harass (cf. 2.4.2.1).

The lecturer who harasses is driven by power, control and sexual attraction. Sexual harassment incidences by male lecturers on female students in this study were noted to revolve around being asked out, Whats up messages, love and sex overtures as well as visual sexual harassment. All these drives to sexually harass are indicative of the need for power and control in general as well as sexual control over the female student. Female students who are physically attractive are more prone to sexual harassment than those who are less attractive. What ought to be noted in the motivation to harass is that the harasser has a need for power, has a need for control, a need for sexual attraction and has a sexist attitude (O'Hare & O'Donohue, 1998; Pina et al., 2009).

Sexual harassment is driven by power, control and sexual attraction. There are power differentials between students and lecturers. These power differentials, this study has shown, lead lecturers who have more power to sexually harass the less powerful female students in particular. The power differentials render the sexually harassed female students insecure to lay a formal complaint. The powerful sexually harassing lecturers' credibility could be tarnished if they abuse the power they have. Furthermore, they run the risk of being dismissed by universities if they violate the professional code of ethics as reflected in the ordinances and codes of conduct.

The sex-role spillover theory postulates that sexual harassment of women in the public sphere is largely as a result of the carryover into the public sphere of gender-based expectations for behaviour that is irrelevant to this environment (cf. 2.4.1.3). Men and women enter the public sphere with beliefs and gender expectations they were socialised into within patriarchal societies. The beliefs and expectations are that women should be subordinate to men and should not hold powerful positions wherever they are in the public sphere (cf. 2.4.1.3). This creates the potential for female students, in their subordinate position to male lecturers, to be sexually harassed without raising a red flag.

A biological theory of sexual harassment is based on concepts of natural, biological differences between men and women as the explanation for the occurrence of sexual harassment. Men express sexual attraction for women and this is viewed as a natural element in mate seeking (cf. 2.4.1.4). Sexually aggressive behaviour by male lecturers

in a university environment, therefore, should not be perceived as sexual harassment but a natural process, not discriminatory, nor sexist and without negative effects on women victims. The male sexual harasser views his behaviour as an expression of natural sexual attraction to female undergraduate students. In other words, this behaviour is a natural element in mate seeking. The lecturer exerts pressure on the female student victim without intending to harm her (cf. 2.4.1.3).

This second factor and precondition to sexually harass from the four-factor theory focuses on overcoming internal inhibitions. It refers to the ability of the harasser to overcome any internal inhibitors that would otherwise prevent one from acting on the motivation to harass (cf. 2.4.2.2). Society socialises members to respect the rights and dignity of others. Those who have been so socialised would therefore possess inhibitions to overcome in an effort to sexually harass others. This implies that lecturers not involved in sexual harassment could belong to this category as they may fear reprisals like tarnished reputation, loss of a job as well as fears of rejection. This becomes more pronounced in situations where the potential victim may regard the sexual harassment behaviour as unethical or morally wrong and label it as such. However, absence of good values in the harasser could contribute to sexual harassment (cf. 2.4.2.2). Male lecturers in the two institutions who sexually harassed female students were therefore devoid of good values.

This third factor and precondition focused on overcoming external inhibitions against sexual harassment. This factor addresses the organisation's situational factors that may facilitate sexual harassment incidents. Privacy of workplace is an environment that is conducive to sexual harassment given that colleagues are not likely to witness the harassment. Therefore, female students who visit lecturers' offices very late in the day are more likely to experience harassment than those who visit them during the day or interact with them in public spaces. If sexist attitudes prevail in the universities, high levels of sexual harassment are likely to be reported. Furthermore, if the organisations do not punish sexual harassers and there is no culture of professionalism, incidences of sexual harassment are likely to increase (cf. 2.4.2.3).

The fourth factor and precondition is focused on overcoming victim resistance. It addresses the fact that attitudes, behaviours and positions of women play a significant

role in making them targets of sexual harassment. Women exhibiting feminine traits tend to be harassed more. If they try to resist harassment, they will be subjected to threats of retaliation. The female undergraduate students who would sit in front in the lecturer rooms in a compromising position fall within this factor and condition. Such women may also be propositioned by promises of reward if they accept to engage in sexual behaviour. Female students obviously have little or no power and authority in a university; therefore, they are more likely to experience sexual harassment. Furthermore, unwillingness to make formal complaints on the part of sexual harassment victims could encourage harassers to continue to harass (cf. 2.4.2.4).

6.3   CONTRA POWER SEXUAL HARASSMENT

On the contrary to the explanation that female students do not have power to harass is the argument that such students can sexually harass lecturers. In this study it was found out that one form of sexual harassment that has been highlighted in literature on sexual harassment is contra power sexual harassment. This is sexual harassment of a superior by a subordinate. This form of harassment occurs despite an inverse in the power relationship between the actors. In other words, this form of sexual harassment arises in situations where the harasser has less formal power than the victim (Benson, 1984). Benson (1984: 517) is referring to the sexual harassment of people with more formal organisational power by people with less as contra power sexual harassment. In this study it was found that female students seduced their male lecturers in order to gain good grades. When that occurs, it is a scenario encompassing a set of circumstances outside the norm, involving the harassment of supervisors by subordinates. This study has established that sexual harassment of lecturers by students was evident in the two institutions (cf. 2.5).

6.4   SUMMARY OF THE EMPIRICAL INVESTIGATION IN THE LIGHT OF THE AIMS OF THE STUDY

In chapter four I presented and justified the methodological framework I took on board for purposes of collection of data, its analysis as well as its interpretation. All these activities yielded findings which were discussed in chapter five. The research design, methodology and data gathering, and analysis processes were guided by

constructivist and interpretive approaches. These two approaches were epistemological and methodological paradigms guiding the whole research process. Given that my study sought to assess the impact of sexual harassment policies on the behaviour of university students in the two state universities, I employed the qualitative case study research methodology. I collected multiple data such as policy documents, code of conduct, in depth interviews with key players and held focus group discussions with students of all levels. The method enabled me to find out the extent to which sexual harassment policies implementation has impacted on students' behaviour in the two state universities. This also afforded me an opportunity to compare the two institutions in this regard.

6.4.1 The two state universities' conceptualization of policy guidelines on sexual harassment

The study found omissions in the policy framework. The policy does not provide much detail about areas of intervention, capacity building and training, safety and security, research on sexual harassment and procedures for handling sexual harassment. To improve on the policy guidelines the following interventions are suggested.

In the WU sexual harassment policy, there is an assumption that the university community is aware of what sexual harassment entails given that there is nothing in the policy to address issues of awareness and sensitisation. Awareness comes about when the university community is made aware of sexual harassment and the redress mechanisms available at their disposal in order to increase their level of awareness and empower them to confront the issue. Intervention strategies ought to be part of awareness and sensitisation. The intervention strategies ought to form part of the sexual harassment policy document.

The need to train individuals and equip them with knowledge on how to handle sexual harassment cases cannot be overemphasized. The capacity building and training should be target at stakeholders such as Disciplinary Committee, office of Dean of Students, Human Resource Officers, Spiritual Leaders, Counselling Officers, and Health Officials, among other officials, given that sexual harassment grievances are in majority of cases channeled to them. Once these critical stakeholders are trained, they

are expected to build the capacity of the whole university community with a view to bringing about zero tolerance to sexual harassment in these universities.

The WU sexual harassment policy is silent about issues of safety and security. In a university setting just like in any other setting, safety and security of the university community particularly students ought to be of paramount importance. It becomes more so especially with regard to preventing sexual harassment. Provision of adequate lighting within the institution, among other considerations, becomes imperative. Suggestion Boxes and hotlines are part of the tools that could be put in place to ensure safety and security. Furthermore, all reports made about sexual harassment, especially by students, ought to be kept private and confidential. However, it should be noted that the policy under focus has been observed to be silent about these issues.

The WU sexual harassment policy is silent about research on sexual harassment. This is another intervention that has to be continuously carried out in order to ensure that the policy keeps up to date with the changing current situations and also that it keeps up the momentum in its attempt to eradicate sexual harassment. Research, it is generally agreed, informs practice. In other words, the sexual harassment policy document is silent about commitment to continually supporting research initiatives in the area of sexual harassment. If a university allocates funds for research on sexual harassment and dissemination of research findings from the studies carried out, this could be an indicator of commitment to reducing sexual harassment incidences on the part of the institution.

The WU has a well laid down procedure for effective handling of sexual harassment cases when they do occur in its policy. The policy makes clear the responsibilities of management, staff and students in relation to preventing and responding to sexual harassment. The policy emphasises that documentation of the sexual harassment incidents is imperative. However, the time frame for reporting sexual harassment when it occurs is not given. The policy is again silent about the option of making informal complaints when one is sexually harassed.

The policy is also silent about legal requirements. Although the two universities' codes of conduct cite sexual harassment as one of the most serious offences, the codes are silent about penalties like demotion or dismissal. The policy does not make reference to the Rules of Student Conduct and Discipline (Ordinance 2). This ordinance warns students against any conduct that would be interpreted by the other party as indecent assault or sexual harassment. In other words, in terms of compatibility with other university policies, there is no evidence to that effect. The sexual harassment policy ought to be read in conjunction with other university policies and codes of conduct. This is not the case with this policy document. Reference to the University Disciplinary Code of Conduct and the University Student Conduct and Discipline Ordinance 2 appears under disciplinary action only.

The Policy is again silent about observing the application of the principle of natural justice in sexual harassment allegations. Prior to taking a decision, the alleged harasser has a right to be informed about the nature and content of the issue, be heard and have an unbiased decision maker. Moreover, a complaint found to be vexatious should be dismissed by the university. In fact, a vexatious complaint constitutes misconduct under the Student Conduct and Discipline Ordinance 2.

The policy is also silent on the dissemination of the policy. Under normal circumstances copies of the policy should be circulated in strategic places of the university. The strategic places could include libraries, faculties, departments and halls of residences among others. If students who have challenges of sight are in the university, brailed editions should be produced as well. It should be noted that the best-designed policies will not properly address sexual harassment if they are not implemented and enforced (Broderick-Review Report, 2017: 54).

Last but not least, a sexual harassment policy ought to provide space for monitoring and evaluation. The WU sexual harassment policy is again silent about monitoring and evaluation. In other words, tools for monitoring and evaluating the progress made in the implementation of the policy strategies have to be developed and form part of the sexual harassment document.

The shortcomings pointed out above in relation to the sexual harassment policy at WU mean that the policy does not capture all the salient issues of an effective policy. Strong and effective policies preventing and responding to sexual harassment are critical in fostering a culture that creates safe and respectful university environments (Broderick-Review Report, 2017: 54). All in all, a university should be committed to providing an environment where its students carry out their studies, careers, duties and all activities free from sexual harassment.

The availability and presence of a sexual harassment policy document in an institution of higher learning means that the document guides students and lecturers, among others, on how to deal with sexual harassment in the university. The presence of this organisational policy guides both the harassed and the harasser on action to be taken. These proactive measures against sexual harassment are welcome and encouraging. Sexual harassment education programmes for students and lecturers which do not seem to be in place in any effective way, ought to be a priority for both to know what constitutes sexual harassment and how it can be dealt with. In these education programmes, if implemented, the students and lecturers should be made aware of the social, economic emotional and legal implications of perpetrating sexual harassment.

It should also be noted that both universities do provide counselling services for victims to help them deal with the effects of sexual harassment. Hence Dhlomo, Muchena and Gunhu (2015: 40) point out that university' sexual harassment policies should, by and large, assist female student survivors of sexual harassment to cope with academic work. However, what is not in place is provision of the same services to perpetrators of sexual harassment to help them deal with the aftermath of sexual harassment and rehabilitation.

The management in these universities is ensuring that sexual harassment orientation is done for incoming students at the beginning of each semester. All new students, during their first few days at the two universities, are systematically exposed to the issue of sexual harassment and told about the resources available on campus. Sinozich et al. (2014) concur with this when they propose that this training be part of the orientation activities for new students.

What appears to be absent is that lecturers do not receive in-service professional training or are not retrained on matters relating to sexual harassment. This ought to be done in order to remould their professionalism and change their attitudes to sexual harassment. In this context much in-service training is required to improve and change the learning environment in universities. If lecturers embrace mechanisms put in place to mitigate sexual harassment, there is no doubt that they will be able to deal with sexual harassment. Female students, who are usually hesitant to report sexual harassment for fear of victimisation and stigmatisation, will be in a position to report without fear what happens after they have reported. Furthermore, if there is this general awareness, there is no reason why lecturers found indulging in sexual harassment practices would not be charged with acts of misconduct if they perpetrated the practice.

6.4.2   Protection of students and staff

Universities should bear in mind three critical imperatives as they handle sexual harassment issues. These include protection of the learning environment, power differentials, especially between students and lecturers, and gender inequality relations that exist in the institutions.

As a public institution, a university should recognise difficulties posed by social and cultural conditions affecting female students. Systemic and often invisible patterns of discrimination cut across many interactions in universities as also in society. Normalisation of comments and behaviours that are sexist form part of a continuum of harm, where denigration based on sex creates an environment of permissible harmful conduct. Most sexual harassment cases pointed out in this study involve a male perpetrator and a female student victim. If the male perpetrator is a lecturer, he has the most power in the sexual harassment situation. The female students who have no power at all are also afraid to report sexual harassment for fear of being labelled as having seduced the male lecturer or student.

Another area of concern has been the guidelines for reporting incidents of sexual harassment. These have not been clear and explicit. Victims do not have a wide array of possible people to report to. Guidelines ought to include names and titles of people

to report to as well as their contact information. The guidelines should state when and where to report the sexual harassment incidents, indicating what each procedure entails and what purpose the reporting will serve. Reporting of sexual harassment is imperative for accurate record keeping and to prevent repeat offences. Sexual harassment is underreported, reporting ought to be facilitated as much as possible, for example by providing for direct reporting by name, confidential reporting as well as anonymous reporting. The documents analysed and the responses from participants were silent about this.

What has also been noted is that there is limited publicising of sexual harassment policy guidelines. Both universities have not done much to publicise these guidelines. This ought to be done through multimedia, inclusive of press releases, brochures, posters, and web-based messages.

Involvement of trained peer educators in sexual harassment prevention programmes was practised in the WU. However, in the EU not much has been done in this regard. These programmes do focus on healthy relationships, and strategies for capacitating those who may see sexual harassment taking place in order to break the silence. This is referred to as bystander intervention.

Workshops and training sessions are very few and far apart in both universities. These sessions ought to play a continuing role in university education on sexual harassment.

When all has been said and done, it should be stated that sexual harassment of students by their lecturers betrays the fundamental idea of a university as a place where anyone can come to learn and master an intellectual discipline, and be evaluated on their intellectual competence, rather than their sexual desirability (Leiter, 2016: 2).

6.4.3   Male dominance and superiority

The sexual harassment by lecturers on students takes place in lecturers' offices mainly. Research supervision, securing places for students, querying 'underscored' assignments are some of the situations that are used by male lecturers to sexually

harass the female students. Some male lecturers propose love to female students and threaten to fail them if they refuse their love overtures. In extreme cases, the female students are raped.

Some sexual harassment student victims in the excerpts above could not report the harassment to the authorities for fear of retaliation. Many of their stories share a common thread of feeling belittled and marginalised by the harassers. It was noted from the interviewed students and those engaged in focus group discussions that some felt nervous, were scared and did not have confidence in the university doing something to contain sexual harassment.

Some female students did not report incidences of sexual harassment due to lack of knowledge about where and to whom to report to as well as fear and lack of knowledge about campus officials' reactions to such reports and treatment of victims. Lack of knowledge about the outcome and reaction to reporting creates a conundrum. If the cycle is to be broken and the violence to be ended, survivors need to report. Yet survivors cannot be expected to report unless they are treated better when they do report (Cantalupo, 2011: 219).

That sexual harassment takes place in the universities is a fact although frequency is more difficult to indicate. Sexual harassment incidences by male lecturers on female students especially revolve around being asked out, Whats up messages, love and sex overtures, as well as visual sexual harassment. Furthermore, lecturers connive to harass female students in situations where female students refuse their sexual demands. Male lecturers also engage in physical sexual harassment by, for example, touching female students' waists. These are some of the situations that are utilised by male lecturers to sexually harass female students. Academics in this context sexualise the learning space to boost the ego-satisfying possibility of being seen as sexually attractive by their students. They make sexually charged remarks in lectures.

In university campuses, the general perception is that lecturers determine the outcome of the student's performance. Jones (1996: 102-3) aptly summarises this scenario by stating that "the apparently all-powerful teacher's authority to confer grades and legitimize judgment on the student's work", leads to a "web of desire, power, and

vulnerability [that] forms some of the most productive-and most destructive pedagogical relationships possible." In this case Brandenburg (1982: 322) explains that "sexual harassment must be understood as an exploitation of a power relationship, rather than as an exclusively sexual issue". Consequently, sexual harassment occurs in the context of unequal power relations in which the abuser has more power than the victim (Benson, 1984: 518).

On protection of the learning environment a university is obliged to preserve and facilitate a healthy learning environment when it is handling sexual harassment allegations. It goes without saying that a university owes a fiduciary duty towards its students. University students have to be protected from harm on campus by persons employed or associated with the institution. Establishing and maintaining a nurturing learning environment is a key responsibility of the university. In other words, the learning environment ought to be insulated from potentially harmful conduct in the form of sexual harassment. The presence of sexual harassment challenges such an environment and the lecturer – student academic relationship has to be safeguarded to protect the integrity of the assessment process, to prevent coercion due to an academic differential, and to protect the intellectual and emotional development of students. Having a sexual harassment policy, as obtains in the two universities, is a strategy to create an environment conducive to learning for students.

Sexual harassment is indeed a systemic problem. Negative effects of sexual harassment on universities are many and varied as already pointed out elsewhere in this study. The institution's educational mission is harmed through undermining the safe and hospitable learning environment necessary for learning and teaching. Doubt is cast on stated commitments by university management to end sexual harassment. If sexual harassment cases are reported in the media, they may bring scandal to the university and its leaders. Distrust of the management among students' parents and alumni ensues (Sexual Harassment of Women, 2018: 2). Dziech and Hawkins (1998: 25) argue that when sexual harassment perpetrators are not disciplined, it leads to mistrust of the institution and a delegitimisation of the policy and grievance procedure.

6.4.4 Contra power sexual harassment

A number of strategies are employed by female students at WU to sexually harass male lecturers. Deliberately sitting close to the lecturer and/or dressed in a sexually suggestive way for example in miniskirt are examples. Other examples involve avoiding submitting one's assignment together with those of other students in order to submit the assignment at the lecturer's office alone and readiness to comply with what the lecturer would want for him to accept the assignment or visiting the lecturer at his office and telling him that she was attracted to him.

Tactics employed by the female students to entice male lecturers at EU are more or less similar to those obtaining at WU. Wearing of miniskirts, sitting with legs apart in the lecture, visiting male lecturers at odd hours and submitting overdue assignments as individuals as well as having the audacity to tell the male lecturers that they love them are some of the tactics that may occur. These behaviours by female students towards male lecturers are referred to as contra power sexual harassment. Sexual harassment of male lecturers by female students occurs despite an inverse in the power relations between the two. This form of harassment arises in situations where the harasser has less formal power that the victim (Benson, 1984). Benson (1984: 517) refers to the sexual harassment of people with more formal organisational power by people with less as contra power sexual harassment.

Chances of lecturers harassed by female students being reported are very slim given the nature of a patriarchal society in which they may not be believed. Their reports, if at all they report, may not be taken seriously by management. They may become despondent in their work. Decreased research output could result. The possibility of resignation cannot be ruled out.

6.4.5 Peer sexual harassment experiences

This study reveals that peer sexual harassment is rife in the two state universities. Even rape appears to be taking place in these institutions. For students to have sexual intercourse in the presence of a roommate is inconsiderate and constitutes a form of sexual harassment. Videotaping a sexual encounter without the consent of the female

partner is unacceptable. Welcome bashes that lead to Level 1 semester 1 female students being sexually harassed by male students after they have been given drinks mixed with alcohol amounts to rape. What makes it more worrisome is failure by sub wardens to take action when a report of sexual harassment has been made. It should be pointed out that physical and personal safety; dignity and well-being of *female* students are as seminal to the academic project as intellectual property and research facilities (WITS, 2013: 26). The protection of female students from sexual harassment requires a robust, open and consistent discussion as is accorded to ethics and plagiarism in a university environment.

6.4.6   Sexual harassment policy implementation in the state universities

In the WU participants concur that the sexual harassment policy exists. However, the main concern is the extent to which stakeholders in the university are aware of its contents as it has not been uploaded on the university website. Neither has the university launched the policy to increase awareness of its existence.

To female students interviewed in the EU, the policy is unknown and does not exist. According to a dean it is at the draft stage. No wonder they talk of the need to have a proper and clear sexual harassment policy. There are even calls for awareness of what sexual harassment is as well as awareness of the existence of the sexual harassment policy.

In the two universities reference is also made to the need to have clear reporting procedures in event of someone being harassed. Student leaders need to be involved in efforts to minimise occurrences of sexual harassment behaviours. There is also a call for peer counsellors and wardens to play a key role in raising awareness on sexual harassment and sexual harassment policy. Discussion forums on sexual harassment issues ought to be created (Sexual Harassment and Violence in the University Context, 2016). If the sexual harassment policy exists in a university, it ought to be on e-learning accounts of students to facilitate easy access.

Unfortunately, in the WU the sexual harassment policy was not made widely available as it has not been uploaded on the university website. Furthermore, the absence of

awareness of the existence of the policy militates against its implementation. The reporting procedures in the implementation of the policy have not been made clear, readable and accurate. The reporting procedures ought to be known. The place and space of counsellors and wardens in mitigating the impact of harassment ought to be clearly spelt out. Neither has the sexual harassment policy been widely disseminated to all members of the university community. New lecturers are not apprised on the existence of the sexual harassment policy. Neither is the policy on the university website. Issues pointed out above militate against proper implementation of the sexual harassment policy in the WU.

6.4.7   Role of policy in mitigating sexual harassment incidences

The participants felt that the sexual harassment policy was silent about mechanisms that could mitigate incidences of sexual harassment in the two universities. Instead of pointing out what is in the sexual harassment policy that could regulate untoward behaviour, they went on to point out other mechanisms that could go a long way in reducing incidences of sexual harassment. These included transparent and anonymous reporting procedures, who to report to, what ought to be done to the harasser, the need for counselling the victim, public lectures on sexual harassment awareness and road shows.

The sexual harassment policy may be in place in a university, however if it is not known by the students, it is as good as it is not there at all. Furthermore, to rely solely on it as if it is a panacea to sexual harassment is not enough. Other strategies ought to be in place to combine with the sexual harassment policy. Knowledge of what sexual harassment is and what it entails is also critical in dealing with this phenomenon.

6.4.8   The level of awareness of sexual harassment in state universities

The level of awareness of sexual harassment in the WU is gauged through the two day orientation and the university–wide module mainly. This may not be enough as some participants suggested the need for awareness campaigns on sexual harassment. The EU appears to be active in sensitising students on sexual harassment. This is evident during orientation followed by follow up life skills

programmes and production and distribution of newsletters explaining what victims ought to do in event of being sexually harassed. Students also receive management reassurance of support during the Vice Chancellor's address.

Some awareness of sexual harassment in these institutions is evident. A realisation that those two days of orientation for year one semester one students is not adequate to address issues like sexual harassment is evidence of awareness of the existence of sexual harassment as well as a concern over limited time given to sensitisation of students on the issue of sexual harassment. A suggestion that awareness campaigns on sexual harassment for students have to be carried out in order to inform them about sexual harassment is also a clear indication of awareness on the part of participants that this phenomenon exists and that students can benefit through this strategy. The Gender Studies module taught at level 2 semester 1 has sexual harassment as one of the gender issues taught. This raises awareness of the existence of the phenomenon on the part of the students as well as a commitment on the part of the WU to mitigate incidences of sexual harassment. Furthermore, knowledge is power: once students know what sexual harassment is, they will be empowered, become assertive and resist being exploited.

6.5   KEY FINDINGS

The study began with background information to the study. The limitations of earlier researchers on sexual harassment were highlighted and the reasons for undertaking research of this nature and magnitude were cited. The significance of the study, the delimitations and limitations were also stated. Theoretical framework, research assumptions, quality assurance measures as well as ethical considerations were spelt out.

Introduction and background to the study was concerned with defining and explaining sexual harassment from different perspectives and theoretical frameworks which informed the concept. This was followed by discussing how sexual harassment could be understood, given the various theories that explain what sexual harassment is. Sexual harassment was explained as a form of discrimination comprising gender harassment, unwanted sexual attention and sexual coercion. Gender harassment has

to do with verbal and non-verbal behaviour conveying hostility, objectification, exclusion or second-class status especially about females. Unwanted sexual attention comprises unwelcome verbal or physical sexual advances, which by and large could also include sexual assault. Sexual coercion refers to favourable educational treatment which is conditioned on sexual activity. Sexually harassing behaviour was either directed at the individual or a general level of sexual harassment in an institution. Sexually harassing behaviour, in both cases, is evident. Sexual harassment was considered illegal when it created a hostile environment. The hostile environment is characterised by gender harassment or unwanted sexual attention that is severe enough to hinder one's ability to get an education. The other form of sexual harassment is referred to as *quid pro quo* sexual harassment, when favourable educational treatment is premised on sexual activity.

Causes and prevalence of sexual harassment in institutions of higher learning were explored as well as the need for policies on sexual harassment in universities. Sexual harassment was noted to be prevalent in universities across continental boundaries. It remains a persistent problem in universities. Female students experience sexual harassment more often than male students do. Males are more likely than females to commit sexual harassment. Sexual harassment impacts significantly on students' emotional, social and academic lives as they endure the physical and mental agony that go with the experience. Sexual harassment has a disruptive effect on the functioning of universities. Perpetrators, especially lecturers, whose functions involve inculcating academic and moral knowledge to students, engage in behaviours that are contrary to their job ethic. By and large university environments characterised by sexual harassment deprive students of the opportunity to excel personally and collectively. It has been noted that if a sexual harassment policy is well crafted, introduced and implemented effectively, its educational and deterrent capabilities lead to a reduction in sexual harassment incidences. On the contrary, if a sexual harassment policy does not achieve sufficient credibility within the institution, it risks being ignored, under-used and discredited.

On the Zimbabwe experience of sexual harassment, focus was on studies carried out in institutions of higher learning in the country. The studies revealed prevalence of sexual harassment in these institutions. Where sexual harassment is rife, students'

choice of studying is hindered by this perception. They are also afraid of failing in the programmes they have embarked on. It is not surprising that students succumb to the threats of perpetrators. No wonder some students yield to the demands and threats of their perpetrators. Hence Keel (2005) points out that individuals' choice to respond to a situation is controlled by the perception and understanding of the potential pain and punishment associated with the situation. Students learn well if the university environment is conducive to learning. In other words, a student friendly learning environment is devoid of sexual harassment. Generally, the studies carried out in Zimbabwe, focused on causes, prevalence and effects. The issue of whether these institutions have policies on sexual harassment in place and whether these policies are being implemented has not been a characteristic feature of the reviewed studies.

On methodological issues to do with conducting research on sexual harassment in universities in Zimbabwe, it has been shown that studies on sexual harassment in universities are rooted in real life situations, where focus is on the lived experiences of the participants. The research design, methodology and data gathering and analysis processes in this study were guided by constructivist and interpretivist approaches. The qualitative case study methodology was employed. Multiple data were derived from policy documents, codes of conduct, and in-depth interviews with key players as well as focus group discussions with students of all levels in the two state universities. In other words, research methodology described how the data was collected and analysed. Furthermore, the rationale of the research design employed, the methods employed to collect data, the nature and composition of the participants, how data was analysed as well as ethical considerations of the study were discussed.

Data presentation and analysis had to do with document analysis indicating that efforts to mitigate sexual harassment have been instituted in the two universities. However, a number of the documents require upgrading to speak specifically to minimising if not communicating zero tolerance to sexual harassment. That sexual harassment obtains in the two universities cannot be disputed given evidence in the form of excerpts presented in chapter five. Sexual harassment is at three levels. These include that perpetrated on female students by male lecturers, female students on male lecturers and male students on female lecturers. The most prevalent form of sexual harassment is that perpetrated by male lecturers on female students.

Participants admitted to the fact that implementation of sexual harassment was taking place in the two universities. However, efforts to implement the policies tend to be hampered by underreporting of the phenomenon, the absence of clear sexual harassment policy guidelines and the lack of articulating zero tolerance to sexual harassment by the policy, ordinances and codes of conduct. Sexual harassment policies are not an adequate means of preventing sexual harassment. In as much as adherence to sexual harassment policy requirements is imperative, it is not at all sufficient to drive the change necessary to address the phenomenon. Furthermore, there is peripheral reference to sexual harassment issues during orientation of new students into the universities, lack of confidence on the part of the sexual harassment victims on how the issue, if reported, will be handled, among other shortcomings. The need for clarity on what sexual harassment is, the forms it takes, the absence of comprehensiveness of the policy as a guide intended to mitigate sexual harassment cannot be overemphasised. The responsibilities of all stakeholders within and outside the universities in efforts to bring about zero tolerance to sexual harassment, whilst very important, have not been given due attention in documents and in practice.

What then emerges from the study is the need to educate lecturers and students on matters of sexual harassment prevention. In other words, sexual harassment training ought to be implemented as a critical and central component of demonstrating that universities have capacity and commitment to exercise reasonable care to prevent and respond promptly to any form of sexually harassing behaviour.

6.6 CONTRIBUTIONS OF RESEARCH

The study contributes to both literature (theory) and knowledge (applied/practice).

6.6.1 Contributions of study to theory

The main contribution of the study to theory is by the way of increasing literature on gender violence mitigation strategies in Zimbabwe in particular and in the world in general. There is scarcity of research in Zimbabwe in particular and in Africa in general about measures taken to mitigate sexual harassment in institutions of higher learning and in education in general. This study has contributed to filling this gap.

In Zimbabwe, literature on gender violence in general and measures to combat sexual harassment in particular is still scanty. In fact, the literature on these issues is only gradually increasing. Some state universities are in the process of crafting sexual harassment policies; others do not have such policies. Those with such policies may not be implementing them adequately. Codes of Conduct and Ordinances of state universities may not be speaking explicitly to measures to counter sexual harassment in these institutions. In view of this, the study has contributed to the reservoir of knowledge that has been gained in the area under focus. Therefore, the study is an addition to the coverage of studies on this issue in Zimbabwe. Given that no study has been done on universities' responsiveness to the implementation of sexual harassment in state universities in Zimbabwe, the study can be considered to be the first of its kind in these state universities.

6.6.2   Contributions of study to practice

Highlighting the deficiencies in the state universities' responsiveness to the implementation of sexual harassment policies and other deficiencies in coming up with measures to mitigate sexual harassment in state universities serves as a basis to devise more robust measures that could mitigate sexual harassment incidences in these universities. In other words, better and more effective documents that guide and direct sexual harassment mitigation like the policies, ordinances and codes of conduct could be crafted and put in place by universities. Furthermore, making management, lecturers, students and other stakeholders in the university knowledgeable of the documents and establishing a culture of zero tolerance to sexual harassment as suggested in this study is a significant and practical contribution of this study to practice.

6.7   RECOMMENDATIONS FOR THE IMPROVEMENT OF PRACTICE

Preventing and effectively addressing sexual harassment in state universities is a significant challenge. Whilst optimism is there, these institutions can meet the challenges if they demonstrate the will to do so. To succeed in effecting changes that will mitigate sexual harassment, all members of the universities, that is, students, lecturers, staff and administrators, need to assume responsibility for promoting a civil

and respectful environment. It is therefore everyone's responsibility to stop sexual harassment. Sexual harassment policies on their own are not an adequate mechanism for redressing or preventing sexual harassment. Adherence to sexual harassment policy requirements is necessary but not sufficient to drive the change needed to address sexual harassment. It is in this framework that implications for practice and recommendations for further study are made. Recommendations are presented in two categories. The categories are prevention oriented and intervention or response-oriented recommendations.

6.7.1   Prevention oriented recommendations

Prevention oriented recommendations have to do with coming up with measures to prevent sexual harassment in the universities. The following recommendations are made:

Given that one state university had a draft sexual harassment policy and the other one had a sexual harassment policy that was found to be deficient in some aspects of an ideal sexual harassment policy, it is recommended that these universities should develop effective policies on sexual harassment. The policies should be clear and accessible. They should be easily available and form part of every university lecturer's contract of employment. The policies should recognise problems relating to sexual harassment on their campuses and state the commitment of these institutions to intervene against sexual harassment. Before signing contracts of employment, new university lecturers should be apprised of the details of the sexual harassment policy. Lecturers should professionally trained in-service or retrained, on an annual basis, in order to mould their professionalism and change their attitudes to sexual harassment. The policies should contribute to a culture of respect in which sexual harassment is unacceptable.

Given the study's finding that the codes of conduct for both lecturers and students were almost silent about the institutions' efforts to mitigate sexual harassment, it is recommended that these universities should have clear, enforceable and visible professional codes of conduct relating to staff student engagement. The code of conduct ought to be attached to all lecturers' employment contracts. A breach of the

code of conduct should place the lecturer in breach of the code of conduct as well as breach of their employment contract. There is also a need to have strong student codes of conduct which should be widely available especially in student handbooks. The student code of conduct should emphasise zero tolerance to sexual harassment.

The orientation period of two days may not be enough to make students familiar with the dos and don'ts of the university, including the issue of sexual harassment in the institutions. In view of this, new students should be oriented for a week at the beginning of the semester. The orientation should cover sexual harassment policies and rights of students, including emphasis on handling sexual relations matters. The students should be given a copy of the sexual harassment policy and the code of conduct relating to staff-student engagement. Coverage of these issues should not be a one week induction affair but ongoing and delivered in various ways.

Sexual harassment awareness campaigns are few and far apart according to the study. In view of this awareness campaigns ought to be undertaken in an intensified way. To be effective, sexual harassment campaigns must of necessity be targeted, evidence based and repeated over time. Furthermore, dissemination of information on sexual harassment ought to be done using diverse methods inclusive of social media, print media, and on-campus activities. This should be done to ensure a safe and conducive learning environment which students rightly deserve.

Although sexual harassment policy is in place in one of the state universities and a draft sexual harassment policy document in the other institution, both students and lecturers do not necessarily pay particular attention to the policy. Universities should therefore create and actively maintain a university sexual harassment, awareness, prevention and response website for these critical internal stakeholders. The website should serve as a gateway for these stakeholders and others. This should be done in order to effectively and efficiently locate information about sexual violence, including policies and procedures and links to resources. In other words, sexual harassment policies and reporting procedures in event of one being sexually harassed should be easy to find and navigate on university websites.

The study found out that by and large students are not empowered to assist the person who is being sexually harassed. These universities should therefore engage the whole university community (management, students and lecturers among others) as active, visible and proactive bystanders who are able to speak out against sexual harassment. Activities that can be used in the prevention of sexual harassment in universities could include written documents, lectures and interactive presentations by professionals and peer educators, film screening, theatre and community involvement. This will lead to the development of a culture where sexual harassment is not tolerated thereby promoting a safer campus environment. The engagement of students as bystanders, peer educators and advisors especially will go a long way in minimising occurrences of sexual harassment as they are always the biggest stakeholder in the university.

6.7.2   Response oriented recommendations

Response oriented recommendations are interventions that are instituted when sexual harassment is taking place in a university.

The issue of counselling victims of sexual harassment, although it is done as and when sexual harassment takes place, is absent in the sexual harassment policy. Whenever an incident of sexual harassment is reported, effort should be made to provide counselling services to victims and perpetrators.

Given the fear that characterises victims of sexual harassment and the underreporting of the issue, it is recommended that universities should develop a system providing a coordinated and confidential support. In other words, there should be visible and accessible information about resources available to sexual harassment victims. Such a system should address their needs in a non-judgemental environment. Sexual harassment victims need support throughout the reporting process. In other words, student victims need to feel confident and safe when reporting sexual harassment.

Documents analysed and interviews carried out as well as focus group discussions did not touch on how the alleged perpetrators should be handled in event of sexual harassment being reported. Perpetrators of sexual harassment, for all intentions and purposes, should of necessity be held accountable for their actions. At the same time

presumption of innocence until investigations have been fully carried out cannot be over-emphasised. In other words what has to be taken note of is that the alleged perpetrator should be considered innocent until proven guilty. This is natural justice where the accused has to receive a fair hearing and be informed of the case against them in a timely manner. The alleged harassers should be given the opportunity to gather evidence to support their case.

In as much as the issue of sexual harassment is said to fall under the Dean of Students, there is no specific person to be approached by students when they fall victim to sexual harassment. Therefore, students who are victims of sexual harassment should have a specific official to report to. An official mandated to oversee and coordinate various responsibilities associated with allegations of sexual harassment is conspicuous by his/her absence in the two state universities. What is needed is to have an official in place. This official ought to have knowledge, experience, authority, accessibility and adequate resources. The duties of such an official should be clearly spelt out.

6.8   AREAS FOR FURTHER RESEARCH

The findings of this study raise both theoretical and methodological issues that require further researched. In view of this, the study recommends that areas covered by future research may include the following although not limited to only these:

This was a case study of two state universities in Zimbabwe. Findings of this study do not cover how other state universities respond to the implementation of sexual harassment policies in their institutions. Findings of this study therefore cannot be generalised to the other state universities. In view of this there is need to investigate these institutions' implementation of sexual harassment policies. It is therefore recommended that this research be replicated in other state universities to confirm the findings. Tracking of the implementation of sexual harassment policies will give full insight into sexual harassment policy implementation in all Zimbabwe universities. This may allow for comparative studies of the universities in this regard.

This study was confined to female undergraduate students. Masters and doctoral female students were not part of this study. Given that postgraduate female students are placed in hierarchical, long-term, close and dependent relations with male supervisors, and in which misconduct can occur, it is recommended that studies be carried out to find out the prevalence and nature of sexual harassment in this context in state universities as well as how responsive they are to sexual harassment policy implementation. Findings of such studies will provide useful insights and inputs into mitigating sexual harassment at all levels of teaching and learning in universities.

Whilst in this study it was found out that female students do sexually harass male lecturers, the few cases reported did not indicate the extent of the prevalence, as well as the nature of sexual harassment perpetrated by students on lecturers. Studies could be carried out on the extent to which contra power sexual harassment takes place at both undergraduate and postgraduate levels in all universities. Findings from such studies will empower university communities on the recognition, prevention and possible elimination of contra power sexual harassment. There is need therefore for more detailed and comprehensive studies on sexual harassment perpetrated by students on lecturers.

 This study partially touched on how informed university leadership is on combating sexual harassment at their campuses. Studies could be carried out on the extent to which university leadership on campuses is informed about mitigating sexual harassment through policies and other strategies. Findings from such studies will provide useful insights and inputs into making university leadership more knowledgeable, informed and skilled to take bold and aggressive measures required in reducing and eliminating sexual harassment in state universities.

The literature study revealed scant coverage of studies on the implementation of sexual harassment policies in Zimbabwe in general. Similar studies should be carried out not only in Zimbabwe state universities or education in particular but also in other organs of the Zimbabwe society. Findings of such studies will provide useful insights into the measures that could be instituted to mitigate as well as bring about zero tolerance to sexual harassment in the country.

The recommended areas for future research pointed out above are not exhaustive. They only go some way to show some of the ways in which other studies could be carried out.

6.9   LIMITATIONS OF THE STUDY

Usually a case study has depth in so far as exploration of a given phenomenon within a given framework is concerned. However, generalisation of case study findings to their entire population has always been challenged mainly due to the small sample size from which the findings are gathered (Merriam & Associates, 2002; Schwardt, 2007). Positivist science criticises case study research as weak, lacking rigour, being prone to bias and having a lack of accuracy and generalizability (Ruddin, 2006; Yin, 2008). In this study a wide range of participants were interviewed to achieve an in-depth exploration of the topic. Only two state universities were selected as they suited what was to be achieved in carrying out the study. Given that the two state universities could not represent all the state universities in Zimbabwe, the findings of this particular study could not be generalised beyond these two state universities.

Focus in this study was mainly on female students and those stakeholders who could give input into the discussion or debate on sexual harassment given their positions in the university. This excluded the views of male students, male lecturers and other stakeholders whose views and experiences cannot be ignored when it comes to the issue of sexual harassment in the university.

One state university (WU) had a sexual harassment policy in place. The other university (EU) had a draft document of the sexual harassment policy. Comparison in so far as these policy documents were concerned was not exhaustive given this disparity.

6.10   CONCLUSION

This chapter's main purpose was to summarise the main findings of the study and to give recommendations emanating from this particular study. The recommendations made are meant for the purpose of future practice as well as for research. Also cited

in the chapter is the study's contribution to both theory and practice within the discourse of measures to address the issue of sexual harassment.

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APPENDIX 1

INTERVIEW SCHEDULE

(FOR REGISTRAR, DEANS, CHAIRPERSONS OF DEPARTMENTS, COUNSELLORS, WARDENS, SECURITY PERSONNEL AND HEALTH PERSONNEL) OF THE TWO STATE UNIVERSITIES

1. What is your experience of the implementation of the Sexual Harassment policy in your university?

   E.g. has anybody reported an incident of Sexual Harassment to you or discussed something with you related to an incident of Sexual Harassment?

   If so what was reported or discussed?

   How did you handle this and was it reported to the registrar?

   If nothing has been reported or discussed what in your opinion might be the reason?

2. Do you think the Sexual Harassment policy is effective (does it work?) or is it just another policy on paper that no one uses?

3. In your view how should or could the policy be changed or improved?

4. How do you feel about the role of the counselors on sexual harassment matters?

5. What in your opinion is the state of Sexual Harassment on your campus?

APPENDIX 2
FOCUS GROUP QUESTIONS (FOR STUDENTS IN THE TWO STATE UNIVERSITIES)

1. What is your experience of the implementation of the Sexual Harassment policy in your university?
   E.g. has anybody reported an incident of Sexual Harassment to you or discussed something with you related to an incident of Sexual Harassment?
   If so what was reported or discussed?
   How did you handle this and was it reported to the registrar?
   If nothing has been reported or discussed what in your opinion might be the reason?

2. Do you think the Sexual Harassment policy is effective (does it work?) or is it just another policy on paper that no one uses?

3. In your view how should or could the policy be changed or improved?

4. How do you feel about the role of the counselors on sexual harassment matters?

5. What in your opinion is the state of Sexual Harassment on your campus?

APPENDIX 3
ETHICAL CLEARANCE

UNISA | university of south africa

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

18 November 2015

> Ref # **2015/11/18/53686225/19/MC**
> Student#: Mr D Mawere
> Student Number #: 53686225

Dear Mr Mawere

Decision: Ethics Approval

Researcher: Mr D Mawere
Tel: +26354220902
Email: mawered@msu.ac.za

Supervisor: Prof J Seroto
College of Education
Department of Educational Foundations
Tel: +2712 429 4579
Email: serotj@unisa.ac.za

Proposal: A comparative study of Zimbabwe State Universities' responsiveness to implementation of sexual harassment policies

Qualification: D Ed in Comparative Education

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

> *The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 18 November 2015.*
>
> *The proposed research may now commence with the proviso that:*
> 1) *The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
> 2) *Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*

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Open Rubric

3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2015/11/18/53686225/19/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,

Dr M Claassens
CHAIRPERSON: CEDU RERC

Prof VI McKay
EXECUTIVE DEAN

Approval template 2014

APPENDIX 4

REQUEST PERMISSION LETTER TO A STATE UNIVERSITY

I, Daniel Mawere, am doing research with Johannes Seroto, a professor in the Department of Educational Foundations Department towards a D Ed at the University of South Africa. We are inviting you to participate in a study entitled: A comparative study of Zimbabwe state universities' responsiveness to the implementation of sexual harassment policies.

The aim of the study is to illuminate and explain the extent to which sexual harassment policies are implemented in state universities in Zimbabwe.

Your institution has been selected because in its mission it has a commitment to gender equality and equity. Given that this mission of the university has to be pursued and realised, policies being implemented should therefore be ensuring both physical safety of students and staff on campus as well as ensuring that the learning environment is insulated from potentially damaging conduct like sexual harassment.

The study is going to be conducted using qualitative research design. Data will be collected from registrar, deputy registrars academic and personnel, deans, chairpersons of departments, university counselors, students and members of the SRC, wardens and sub-wardens, security personnel and nurses through the use of interviews (face to face and focus groups) and documentary analysis. Participants will be required to engage in face to face interviews with the researcher where data will be recorded on a voice recorder. Face to face interviews should last approximately 30 minutes per interview. Each focus group discussion will last approximately 45 minutes.

The benefits of this study are adding value to existing knowledge boundaries by finding out from stakeholders, the extent to which sexual harassment policies are being implemented as well as crafting and implementing of policies that make state universities safe environments in which both students and staff are free to conduct their daily affairs, both inside and outside the lecture room, without fear of physical, emotional or psychological harm.

There are no potential risks given that participation in the research is voluntary and participants should do so out of their own free will. The participants are free to withhold any information that they may decide not to share with the researcher or withdraw from an interview at any point if they feel like doing so for whatever reasons. Each participant's right to privacy will be maintained. Names of institutions and individual participants will not be disclosed, instead, pseudo names will be used which may not in any way link the participant and the institution to the data collected. Therefore, there will not be any risk involved in participating in the research.

Feedback procedure will entail sending of a copy of the transcription to give the interviewees an opportunity to confirm the accuracy of the conversation and to add or clarify any points.

Yours sincerely

Daniel Mawere
UNISA PHD student

CONSENT FORM

I have read the information presented in the information letter about the study "A comparative study of the Zimbabwe state universities' responsiveness to the implementation of sexual harassment policies". I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

Participant Signature:

Researcher Name: (Please print)

Researcher Signature:

Date: