



TEACHERS' REACTION TOWARDS SEXUAL HARASSMENT BY STUDENTS IN HIGH SCHOOLS IN THE MANZINI REGION

***Dumisa C. Mabuza**

*Department of Consumer Science Education and Community Development,
Faculty of Consumer Sciences, Luyengo Campus, University of Eswatini, Eswatini.*

Bukisile. P. Makhanya

*Department of Textile, Apparel and Design,
Faculty of Consumer Sciences, Luyengo Campus, University of Eswatini, Eswatini.*

Sisekelo. S. Nkambule

*Department of Consumer Science Education and Community Development,
Faculty of Consumer Sciences, Luyengo Campus, University of Eswatini, Eswatini.*

ABSTRACT

This study sought to investigate the reaction of teachers towards sexual harassment by students in high schools in the Manzini region. The objectives were to determine the attitude, reaction, and teachers' perceptions of why learners sexually harass them. The study applied a mixed method design which employed self-administered questionnaires and semi-structured interviews. Random sampling technique, which involved a total of 80 teachers was used to select the sample. Quantitative data were analyzed using SPSS while qualitative data were analyzed using Framework Analysis. Descriptive statistics (means and standard deviations) were used to determine attitudes and perceptions while inferential statistics (T-test) was used to compare responses of male and female participants. Results show that most teachers do not take kindly to sexual advancements from learners. They dislike advances such as kissing, familiarity such as using sexy or pet names, inappropriate touching etc. In addition, male and female teachers react differently to sexual harassment by students. Female teachers report stress, depression including reaction through punishment such as beating, ignoring learners, developing a negative attitude towards them, etc. In contrast, some male teachers welcome sexual advancement from female students. Teachers contend that girls particularly do harass teachers to seek emotional and financial support. The study recommends that learners need to be made aware that sexual harassment is a crime regardless of whether it is committed by a minor to an adult.

KEYWORDS: Sexual harassment, sexual advances, abuse, exploitation.

***CORRESPONDING AUTHOR:** Mabuza, Dumisa. C. Department of Consumer Science Education and Community Development, Faculty of Consumer Sciences, Luyengo Campus, University of Eswatini, Eswatini. Email: dumisamabuza@gmail.com



INTRODUCTION

According to Holland and Cortina (2016), sexual harassment is a ploy employed by the far right to suppress, estrange, or hurt folks that don't conform to Social Conservative Views on American Society and choose to measure their life as they see fit. Parker (2008) also states that sexual harassment includes death threats, intimidation, targeting those that don't conform to conservative views to unnecessary verbal abuse after they move out into the general public. Sexual harassment may be *verbal* (such as comments about a victim's body, spreading sexual rumours, sexual remarks or accusations, dirty jokes or stories); *physical* (such as gripping, rubbing, flashing or mooning, touching, pinching in a very sexual way, sexual assault); or *visual* (which includes publishing of nude pictures or sex-related items, indecent gestures/movements) (Fitzgerald & Cortina, 2018). Both males and females can be victims of sexual harassment. Offenders of sexual harassment within the school environment and or community are often fellow students, teachers, administrators, cleaners, athletes, coaches, and other personnel within the school. However, this study focuses on sexual harassment between teachers and students.

Sexual harassment may be mistakenly be used interchangeably with sex offense or abuse. On the contrary, sexual abuse is proscribed to unwelcome and undesirable physical acts of a sexual nature and is often well noticeable and punishable. Sexual harassment on the other hand could be a complex, fluid, matter which doesn't lend itself to specific legal definition (Powell & Henry, 2017). For many years, learners have been the ones reporting sexual harassment from teachers, mainly by male teachers. As a result, it is now common understanding in Eswatini that college educators and high school teachers sexually harass students. Buseh (2004) while studying the patterns of sexual behaviour among secondary school students in Eswatini, noted that a considerable proportions of young people were sexually experienced. The study also reported an unacceptable high level of sexual coercion, irrespective of age or gender. Similarly, Kanduzi, Mamba, Ndlangamandla, Vilakazi, and Zungo (2003) posit that even though most forms of sexual harassment on children occurs at home, 16.8% of the cases take place at school in Eswatini. This claim is substantiated by a number of cases of teachers fired by the Ministry of Education and Social Welfare for sexual harassment and impregnating learners. The Times of Swaziland (Zwane, 2019) reported some shocking news of a teacher and wife that lured a female pupil into a threesome. Publication of such scandals in local newspapers is not uncommon. With the many cases of sexual harassment reported, we are going to substantiate sexual harassment at school.

Sexual harassment could be a significant issue for school kids at all educational levels. Students in elementary and secondary schools, vocational schools, apprenticeship programs, colleges and universities can be victims of sexual harassment (Smit & Plessis, 2011). Sexual harassment can be in the form of requests for sexual favours or unwelcome sexual behaviour or happens often enough to make the victim feel uncomfortable, scared or confused and that interferes with learners' schoolwork or their ability to participate in extracurricular activities or attend classes. Both males and females do suffer from sexual harassment on daily basis. There is, however, limited evidence on sexual harassment towards males and or teachers (Powell & Henry, 2017).



Problem statement

The existence of sexual harassment in Eswatini cannot be denied. However, what needs to be investigated further are the precise extent, effects, teacher's reactions, attitude and coping strategies that teachers use particularly in learning institutions when dealing and handling sexual harassment. Previous studies (Smit & Plessis, 2011; Powell & Henry, 2017; Parker, 2008) have mainly viewed sexual harassment in schools from the perspective of the students as victims of sexual harassment and have mainly been conducted in regular schools. Studies (Buseh, 2004; Akwei, 2017) report that students, as well, from both sexes, sexually harass teachers through sexy suggestive/revealing short clothes and utterances purported towards sex advancements. There is no known platform for reporting such nor do there exist a national or educational policy document declaring such as an offence. The perspective of teachers, therefore, as victims of sexual harassment in schools has largely been ignored.

Purpose

The purpose of this study was to explore the reaction of teachers towards sexual harassment by students in high school in the Manzini region of Eswatini.

Objectives of the study

This study was guided by the following objectives which are:

1. To describe how teachers react towards sexual harassment from learners.
2. To determine the attitudes of teachers towards sexual advancement from learners.
3. To determine teachers' perceptions on the reasons why learners sexually harass their teachers.
4. To compare the extent, effect, reaction and attitudes of teachers according to gender

Research hypothesis

There is no real difference in the extent, effect, reaction and attitudes of male and female teachers.

REVIEW OF RELATED LITERATURE

Researches (Shane, 2009; Ford, 2020; Tochtermann & Barnes, 1998; Edwin, 2009) have shown that teachers are also victims of sexual harassment by students in the work place. These studies suggest that learners go to the extent of giving unwelcomed hugs to teachers, or even brush teachers' private parts (Shane, 2009). According to Shane (2009), teachers at some point of sexual harassment receive unwelcomed love notes from learners, inappropriate gifts which may include male or female underwear. In addition, Lipson (2001) elaborated that learners go to the extent of passing suggestive jokes in the presence of teachers as part of sexual advancement towards teachers. It can be noted that even though their findings do not have conclusive evidence that teachers can be victims of sexual harassment, their findings are an eye opener to the world and their countries as to what extent learners go to, when sexually harassing their teachers at school. In the kingdom of eSwatini, teachers tried to voice out their concerns about learners sexually harassing them. This was in a story headline which was published by the Times of eSwatini about Ngcoseni high school in the



Manzini region. The issue of teachers being sexually harassed by learners seems to have been there but has been overlooked over the years in the kingdom of eSwatini. Bush (2004) suggests that a traditional way commonly used by female students is showing their genitals to male teachers by sitting in front rows in class while having legs wide open. Another scenario reported by the Times of Eswatini notes that learners claimed that their teachers are sexy, thus distracting them from learning (Akwei, 2017). This suggests that the students are more likely to make sexual advancements to the teachers. In addition, a female homosexual student in the northern Hhohho region proposed love to her teacher who unfortunately acceded to the proposal (Dlamini, 2009).

Sexual harassment has adverse psychological and physical effects on the victim, irrespective of the victim being a teacher or student, male or female. Studies and reports (Edwin, 2009; Monks et al, 2009; Hand & Laura, 2000) have asserted that sexual harassment has negative impact on the victims. They highlight some of these effects that could affect the victims' psychological, health and academic life and professional life. Psychologically, a victim may lose self – esteem, be depressed, may fear for personal safety, have anger and hostility towards the perpetrators and may even contemplate suicide. In health, Ruto (2009) and Kamau, Amusa and Elijah (2014), reveal that violence and harassment can lead to damage of adolescent health and increased risk of HIV infections and other sexually transmitted diseases. There is, however, lack of literature on the effects of sexual harassment on teachers health-wise. Academically, sexual harassment will make learners and other victims in the school environment to avoid school (for example in the case of pregnancy or embarrassment or fear).

In addition, learners may be discouraged from participating in class and thus resulting to a drop in performance and other co-curriculum activities due to lowered dedication to academic pursuits (Kamau et al., 2014). The effects of sexual harassment go way beyond what the eye can see. This is to say the effects are physical, emotional and mentally disturbing on the victim. This therefore suggests that teachers may develop a negative attitude towards the learner that is sexually harassing them. As a result, the teacher will not view that learner in the same way as he or she would the other learners (Edwin, 2009). The teacher, however, does not suffer alone but other learners also get affected in that the teacher becomes distant or repulsive towards creating an inter relationship with the learners. As a result, learners will only know what is in the course outline as the teacher will only teach them about academics and not about life skills and guidance which others learner need especially the ones that are considered to be young for that class (Lipson, 2001).

METHODOLOGY

This study adopted a mixed method design yielding both quantitative and qualitative data. For quantitative data, a descriptive survey was used to determine effects and extent of sexual harassment of teachers by learners at high school level in regular secondary and high schools in the kingdom of Eswatini. Creswell and Chery (2016), defined survey research as a form of quantitative research in which an investigator identifies either the sample or the population, collects data through questionnaires or interviews and draws conclusions or makes inferences about the population. In addition, the survey facilitated collection of data from a large



population of respondents. The qualitative approach on the other hand supplemented data from quantitative data by providing an in-depth understanding and interpretation of sexual harassment towards teachers. The targeted population were teachers from secondary schools in the Manzini region of Eswatini. This region was selected because it is in the heart of Eswatini and it is composed of schools and teachers of varying characteristics. The researchers randomly selected eight schools (4 rural and 4 urban schools) for the survey. From each school, a sample of twenty (20) teachers were selected randomly thus making a total sample size of 80 (n=80). For the interviews, ten (10) teachers were purposively selected on the basis that they were victims and willing to participate.

Since this study utilized a mixed method approach, both qualitative and quantitative instruments were used. A survey questionnaire was developed from literature review to collect quantitative data. The questionnaire was composed of three sections. Section A contained questions on attitudes of teachers; Section B contained questions on the extent of sexual harassment and Section C measured teachers' demographic characteristics such as gender, teaching experience and age. Both Sections A and B used a six- point Likert scales which were established using the information obtained from literature. The six point Likert scales helped in rating the teachers' level of agreement with the information in the questionnaire. Teachers were required to select the response that best suited their views in a six point scale. The Likert scale used numerical values of 1= Strongly Disagree (SD), 2=Disagree (D), 3=Slightly Disagree (SLD), 4=Slightly Agree (SLA), 5=Agree (A) and 6=Strongly Agree (SA). The six point Likert scale ratings were then used to calculate means. Also, an interview guide was developed to generate qualitative data. Responses from the questionnaire were used to select the victims of sexual harassment and face to face interview was conducted. This allowed the study to have a clear feel and in-depth understanding of how teachers handled sexual harassment in schools.

The instruments' face, content and construct validity were achieved by consulting three experts and professionals in the faculty of Consumer Science in Luyengo campus. A pilot test was carried out to establish the reliability of the questionnaires with only 20 teachers from the Lubombo region. To calculate reliability coefficient, Cronbach Alpha was used. Transferability posed a great challenge in qualitative research, owing to the subjectivity from the researcher as the key instrument. The researcher therefore overcame this threat by providing a detailed research method, offering a rich description of the settings and context of the educators' interview. Since sexual harassment is a sensitive topic, a consent letter was given to the teachers ensuring confidentiality and anonymity, and also encouraged honest responses to very personal questions. The teacher's identification was only to be their gender and their age. No personal identification was required from them. To analyze the extent and the effect of sexual harassment by learners the Statistical Package for Social Sciences (SPSS) version 24.4 was used to compute means, standard deviation and to make comparisons using T-test. The results were then tabulated for clearer presentation. For qualitative data from the interviews, a Framework analysis guided the familiarization, formulation of themes, mapping and interpretation of findings. Familiarization is the first stage of framework analysis after the compulsory transcription, yet it also involved transcription and reading of the data. Familiarization therefore was done for familiarizing oneself or other analyzers with the transcripts of the data from interviews. Although the transcription process is enough, Gale, Heath, Cameron, Rashid and Redwood (2013) maintain that becoming



familiar with the whole data from both audio-recordings and the transcribed texts is a fundamental stage in interpretation. Identifying a thematic framework occurred after familiarization where emerging themes in the data set were identified.

The transcripts were carefully read line by line, applying a label (code) that defined important themes in every passage. Thus, coding line-by-line made me aware of some data that may remain invisible because it is not clearly expressed, or does not match the rest. Codes representing related texts for semi-structured interviews were indexed first, and then corresponding emerging issues were presented in a matrix. Finally, creation of typologies, mapping, and associations within the data, thus providing explanations based on defined concepts.

RESULTS AND DISCUSSIONS

Teachers' reaction to sexual harassment

Teachers were asked to indicate their reaction towards sexual harassment. Table 1, generally indicates that teachers slightly agreed that they take action towards sexual harassment ($\bar{x}=0.46$). Specifically, the results show that teachers beat the learner for sexually harassing them ($\bar{x}=4.25$); that they shout at the learner for sexually harassing them or ($\bar{x}=4.24$); that they report the learner to the HoD about their actions towards the teacher ($\bar{x}=4.39$); that they punish the learner in any way for harassing them sexually ($\bar{x}=4.43$); that they report the child to the administration after sexually harassing them ($\bar{x}=3.86$); that they report to the parents or guardian that their child is sexually harassing them ($\bar{x}=3.70$).

Furthermore, results indicate that they report the case of sexual harassment by learners to the police ($\bar{x}=3.34$); and this sums up to say that teachers do not take it lightly being sexually harassed by learners. Results indicate that the most punitive way teachers use is beating the learner for sexually harassing them. However, this is not recommended in the context of Eswatini. This is because in as much as learners are wrong and the act of sexually harassing teachers; however, in light of the Eswatini legislation, it is not good for teachers to beat, shout and give additional punishment to the learner who is sexually harassing them. This is because the government of Eswatini has banned corporal punishment on learners; be it whatsoever crime or offence they have done. Instead, she promotes positive discipline on learners. This finding, therefore, suggests that teachers do not tolerate sexual harassment. This finding is in line with Timmerman (2003) who studied relationships among perceptions, attitudes and experiences of sexual harassment and found that women are less tolerant to sexual harassment behaviours.



Table 1: Teachers' reaction to sexual harassment

How is your reaction towards sexual harassment	Mean	SD	DE
1. Beat the learner for sexually harassing me	4.25	0.71	SLA
2. Shout at the learner for sexually harassing me	4.24	0.77	SLA
3. Report the learner to the HOD about his or her actions towards me	4.39	0.31	SLA
4. Punish the learner in way for harassing me sexually	4.43	0.57	SLA
5. I report the child to the administration after sexually harassing me	3.86	0.29	SLA
6. Report the case of sexual harassment by learners to the police	3.34	0.31	SLD
7. Report to the parents or guardian that their child is sexually harassing me	3.70	0.24	SLA
Average	4.03	0.46	SLA

Legend; scale limit	Descriptive Equivalent (DE)
0-1.49	Strongly Disagree (SD)
1.5- 2.49	Disagree (D)
2.5-3.49	Slightly Disagree (SLD)
3.5-4.49	Slightly Agree (SLA)
4.5-5.49	Agree (A)
5.5-6.0	Strongly Agree (SA)

Teachers' attitude towards sexual harassment

Teachers were asked to indicate their attitude towards sexual harassment by students. Results presented in Table 2 generally show that teachers have a negative attitude towards sexual harassment from learners ($\bar{x}=3.13$). Specifically, teachers indicated that receiving a kiss from a student was unacceptable ($\bar{x}=2.13$). Further, the results indicate that the following student practices were slightly unacceptable; giving sex toy to the teachers ($\bar{x}=2.70$); asking the teacher out on a date ($\bar{x}=2.79$); asking the teacher about their sex life($\bar{x}=2.73$); asking the teachers about their love life ($\bar{x}=2.90$); requesting the teacher to teach them on how to make love ($\bar{x}=2.88$); making sexy parades or moves before the teacher ($\bar{x}=2.96$); touching teacher's private parts ($\bar{x}=3.01$); calling the teacher names (bitch, slut) ($\bar{x}=3.00$); writing love letters to the teachers ($\bar{x}=3.14$); and asking teachers for dating tips ($\bar{x}=3.03$).

The overall standard deviations of 0.57 indicate that there was no real difference in teachers' responses. This study concludes that teachers find it slightly unacceptable for learners to kiss, give them sex toys, ask the teacher out on a date and to request the teacher to teach them on how to make love. This is an unacceptable behaviour (Crittenden, 2009). In another study that investigated teacher's attitudes towards sexual harassment and perceptions of student peer sexual harassment in the United States of America, Stone (2001) concludes that even though teachers are known to be perpetrators of such, they are against it. These studies thus confirm findings of this study that teachers do not accept such sexual advances from students.



Table 2: Teachers' attitude towards sexual harassment

	How acceptable are student sexual advances....	Mean	SD	DE
1	Kissing you	2.13	0.29	U
2	Giving me sex toys	2.70	0.57	SU
3	Asking me out on a date	2.79	0.46	SU
4	Asking me about my sex life	2.73	0.45	SU
5	Touching me on private parts	3.01	0.84	SU
6	Calling me names (bitch, slut etc.)	3.00	0.83	SU
7	Writing me love letters	3.14	0.74	SA
8	Student asking me about my love life love	2.90	0.38	SU
9	Requesting me on how to make love	2.88	0.47	SU
10	Asking me for dating tips	3.03	0.32	SU
11	Making sexy parades before me	2.96	0.36	SU
	Average	3.13	0.57	SU

Legend; scale limit Descriptive Equivalent (DE)

- 0-1.4 Totally unacceptable (TU)
- 1.5-2.4 Unacceptable (U)
- 2.5-3.4 Slightly Unacceptable (SU)
- 3.5-4.4 Slightly Acceptable (SA)
- 4.5-5.4 Acceptable (A)
- 5.5-6.0 Perfectly Acceptable (PA)

Teachers' reasons for being sexually harassed.

The educators were then asked about the reasons why they think students sexually harass them at Eswatini schools. Firstly, students throw themselves on teachers for financial support and social status. Participant 8 stated that *"they desire to be in love with a teacher or with a person of a higher rank than oneself"*. This response was supported by participant 9, 1, and 5. During the interview, participant 6, 7, 9 and 10 stated that some learners see the teachers as potentially able to give them a perfect love life. This creates a perfect love story or fairy-tale of an imaginary love life with the teacher in the learner's mind. This may be due to the fact that learners tend to have this mind-set that teachers (especially in the rural areas) do not lack anything and are always financially stable. They added that some parents particularly in rural schools do support their girls when dating teachers, particularly the young unmarried male teachers. The Ministry of Education and Training discourages and harshly punishes teachers in love relationships with learners but the parents conceal such, thus defeating, making it difficult for the Ministry to punish teachers.

This finding concurs with Zarra's (2013) discovery that those students, particularly females, look up to teachers and other adults for intimate relationships in order to get financial support. Similarly, Zarra (2016) when addressing appropriate and inappropriate teacher-student relationships observed that students' financial and emotional lack can drive them into the arms of older men, particularly their teachers. This



finding suggests that school going children need extra care in terms of financial and emotional support from home so that they do not find themselves in intimate relationships with adults.

Secondly, older students restarting in Form 4, after failing to get admissions at tertiary institutions, openly approach teachers for love relationships. Participant 3, mentioned that learners *"They feel like you are their age mate especially re-starters"*. This is encouraged by the fact that some of the teachers are young, so learners see them as age-mates. Participant 4 further stated that the teachers' dress code shows some parts which sexually attract the learners. *"As a male teacher I think the kids look at the age and then look at us as being capable of being their boyfriends, and they even seduce us to make sure they draw attention"*. Learners tend to take advantage of the teacher's kindness or the friendly relationship they may have with the learners and see them as age-mates instead of being their teacher. This is mostly because teachers admitted that they tend to be softer on these re-starting students. The teachers' dress code plays a huge role in the profession of teachers. This is because teachers should wear professionally at all times. Participant 1 mentioned that *"teachers need to understand that there are clothes for work place and there are clothes that can be worn in work place (cloths that are less sexually revealing or sexually tempting to the learners)*. Participant 5 stated that *"First dress code can make the students think you want them"*. For instance, short dresses and revealing cleavages is not good. *"Wearing appropriate and in a presentable manner is key to controlling this act"*.

Participant 7 elaborated by giving an example of such case, the case of Ngcoseni high school where learners stated that their teachers wear inappropriate clothes that are revealing or too tight that arouse their sexual desires; thus, making the learners lose concentration in class. In as much as student-teacher relationship is needed for effective teaching and learning, Stipek (2006) found three types being intra-school academic relationships, intra-school extracurricular relationships and interpersonal non-school related relationships capable of bringing learners too close to teachers and thus promoting intimate relationships. Noddings (2005) noted that teachers and learners act as partners in most extra-curricular activities and thus becoming easy for teachers or learners to socialise and thus opening opportunity and courage for students to sexually harass teachers. Thirdly, alcohol and drug abuse. Teachers blame students and their colleagues who drink and club together with learners. This according to the teachers makes students learn to talk to teachers anyhow and thus gaining confidence to seduce or making sexual advances to their teachers. Improper behaviour of teachers thus has a factor to them and their colleagues being victims of sexual harassment. Participant 10 stated that *"the improper behaviours of teachers out of school premises does have a huge role in leading learners to sexually harass teachers even at work place (school)"*. Participant 2 then gave an example that, *"you find that some teachers club and drink alcohol with learners in public places or bars"*. This degrades the teacher and his or her reputation to the learners. In addition, social media has also contributed to the encouragement of drug abuse. There are many adverts promoting use of drugs and thus drugs are glorified and presented as social binding element.



Lastly, male teachers seem to enjoy and entertain sexual advances from female learners. When asked, the teachers indicated that culture detects that males are the ones who propose love and that is a hard exercise and thus it is difficult to turn down such luck. They likened this to a mouse parading before the big hungry cat. Participant 4 noted that, *to tell you the truth, it is almost impossible to turn down a love proposal from a young fresh girl*. Participants 8, 2 and 6 shared the same sentiments. Ronald (2001) in his book "Love, Sex, and Relationships: Where Would We Be without Them?" acknowledged that men of all kinds, teachers included, may not resist sexual harassment and thus do not consider it as sexual harassment but 'some luck'.

Compare the extent, effect, reaction and attitudes of teachers according to gender

Table 3 presents results of an independent-samples t-test that was conducted to compare the extent of sexual harassment, its effect, the reaction and attitudes of male and female teachers. This test was run to see if male and female teachers' reactions, effects and attitudes differed or not. On the extent of sexual harassment, the results indicate that there is no significant difference $t = 0.15$, $p = 0.12$. This means that both male teachers ($\bar{x} = 3.08$) and female teachers ($\bar{x} = 3.43$) sometimes experience sexual advancement from learners. The hypothesis is therefore accepted. Effects of sexual harassment; the results indicated that there is a significant difference on how teachers of different gender are affected by sexual harassment from learners $t = 3.25$, $p = 0.00$. Specifically, this means that female teachers ($\bar{x} = 4.82$) are greatly affected by sexual harassment compared to male teachers ($\bar{x} = 3.02$). The hypothesis is therefore rejected. Teacher's reaction towards sexual harassment; the results indicated that there is a significant difference on how male and female teachers react towards sexual harassment from learners $t = 4.02$, $p = 0.01$. Specifically, this means that female teachers ($\bar{x} = 4.01$) are the ones that mostly resort to harsh actions towards students who harass them sexually compared to male teachers ($\bar{x} = 2.85$) who normally ignore such learners. Numerous earlier studies have identified psychological pain as a consequence of sexual harassment on women who reported stress, anxiety, posttraumatic stress disorder, negative mood, disordered eating, self-blame and lowered self-esteem (Lindquist & McKay, 2018). Similarly, Robinson (2000) noted that women react bitterly towards sexual harassment. The hypothesis is therefore rejected.

Lastly, teacher's attitudes towards sexual harassment; the results show that there is a significant difference on the attitudes of male and female teachers towards sexual harassment from learners $t = 2.26$, $p = 0.00$. Specifically, this means that female teachers ($\bar{x} = 1.91$) have a negative attitude towards sexual advances from learners while male teachers ($\bar{x} = 3.55$) have a positive attitude towards sexual advances from learners. This finding concurs with Bingham and Scherer (2001) who found that male and females react differently to sexual harassment and thus women mostly develop negative attitude towards it. This is most likely because most perpetrators of sexual harassment are males (Willness, Steel, & Lee, 2007). The hypothesis is therefore rejected.



Table 3: Comparison of the extent, effect, reaction and attitudes of teachers according to gender

	Gender	N	Mean	SD	t	Sig
Extent of sexual	Female	40	3.43	0.45	0.15	0.12
	Male	40	3.08	0.68		
Effects of sexual harassment	Female	40	4.82	0.71	3.25	0.00**
	Male	40	3.02	0.70		
Teacher’s reaction	Female	40	4.01	0.87	4.02	0.01**
	Male	40	2.85	1.02		
Teacher Attitude	Female	40	1.91	0.74	2.26	0.00**
	Male	40	3.55	0.84		

*significant at 0.05 level of significant (p<0.05)

** significant at 0.01 level of significant (p<0.01)

CONCLUSION

The reality of sexual harassment in Eswatini is irrefutable; there was a need to be investigated further for its precise nature, extent and impact particularly in high schools. Earlier studies have mainly viewed sexual harassment in schools from the perspective of the students as victims of sexual harassment and they all present adverse effect of sexual harassment on both the social and academic lives of learners. The perspective of teacher as a victim of sexual harassment in schools has largely been ignored. Yet, achievement of school effectiveness demands, among others, a secure environment for teachers, which in turn impacts positively on teacher performance. Teachers, as evident in this study, have negative attitude towards sexual harassment from learners. The teachers do not take kindly to sexual advances from learners which includes being kissed, called using sexy names, touching on private parts, sex talks and many others. Also, the teachers of different sexes react differently to sexual harassment. Female teachers report stress, depression, feeling lowered self-esteem and thus react by reporting incidences to authorities, beating learners, ignoring them, treating perpetrators differently, developing negative attitudes, etc.

On the other hand, male teachers seem to enjoy sexual advances from female students. Teachers contend that they know why learners would sexually harass them or their colleagues. Mostly, teachers believe learners particularly girls do this as they seek emotional and financial support. Drugs and substance use has also been cited as another cause for sexual harassment while other teachers believe teachers’ conduct and dress code can also push learners into harassing teachers sexually. Teachers react differently to these actions such as punishing the perpetrator, avoiding learners, confronting the student and even suspecting that the learner is possessed by some demons that make her/him act wayward. It can therefore be concluded that sexual harassment has almost similar effects on teachers as it is on learners. The teacher feels embarrassed, develops fear and anger, tends to avoid school/class and they are less likely to be supported by either friends or family. Sexual harassment in schools by students to teachers does really occur in high levels which really needs to be addressed. This does not only affect the learning process but also greatly affects the victim



(teachers). The study thus recommends that government need to regulate teachers' dress code or implement the use of uniforms. Also, learners need to be made aware that sexual harassment to either young or adults is a crime.

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