



**THE NATURE, PREVALENCE AND PERCEIVED EFFECTS OF
SEXUAL HARASSMENT ON GIRLS IN THABO MOFUTSANYANA
DISTRICT SECONDARY SCHOOLS IN THE FREE STATE**

by

Nomshado Ruth Matselane

A Thesis

Submitted to the

Department of Post Graduate Studies (Education)

Faculty of Humanities of the

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

in fulfilment of the requirements of the Degree of

DOCTOR OF PHILOSOPHY (EDUCATION) DEGREE

Supervisor: Prof. A.H. Makura

August 2021

i

Declaration

I Nomshado Ruth Matselane identity number _____ and student number _____, do hereby declare that this research thesis submitted to the Central University of Technology, Free State for the Degree PHILOSOPHAE EDUCATIONIS: Doctor of Education, (Research) on the nature, prevalence and perceived (academic) effects of sexual harassment on girls in Thabo Mofutsanyana District secondary schools in the Free State is my independent work and complies with the code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of Central University of Technology Free State; and has not been submitted before to any other institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification. All sources observed, questioned and interviewed have been indicated and acknowledged by means of complete references.

N. R. Matselane

August 2021

Certification

I, Nomshado Ruth Matselane hereby certify that I applied and got permission from Central University of Technology, Free State to undertake PhD studies under the supervision of Professor Alfred Henry Makura. The title of my thesis is: “The nature, prevalence and perceived (academic) effects of sexual harassment on girls in Thabo Mofutsanyana District secondary schools in the Free State”.

Nomshado Ruth Matselane

Date

Professor Alfred H. Makura
(SUPERVISOR)

Date

Dr T. Matlho
(MANAGER)

Date

Prof. W. Setlalentoa
(DEAN)

Date

Abstract

The study investigated the nature, prevalence and perceived effects of sexual harassment on girls in Thabo Mofutsanyana District secondary schools in the Free State. Secondary school girl learners are faced with the scourge of sexual harassment in school premises. The focus was to highlight the existence, nature, perpetrators of such acts and the effects that are perceived to exist on affected girl learners in all the five local municipalities in the district. The study is informed by the feminism theory because it deals with gender discrimination. Several gender theories, such as the gender schema theory, social learning theory, social role theory, psychoanalysis theory and cognitive development theory, were explored. The exploration considered gender theories' impact on how adolescents learn gender roles and stereotypes, and ultimately acting them out in society. The study adopted the mixed methods to gather data. The Sexual Experiences Questionnaire (SEQ) which is a standardised questionnaire was adopted, customised and administered to a sample of 200 girl learners from 26 Thabo Mofutsanyana District secondary schools and interviews were conducted with 5 Thabo Mofutsanyana District officials representing 5 units. The Sexual Experiences Questionnaire revealed the nature and prevalence of sexual harassment while the interviews provided the study with the perceived effects of sexual harassment on girls as opposed to their general wellbeing and their health together with the role that should be played by principals and school governing bodies in curbing sexual harassment in schools. The results confirmed that girl learners are being sexually harassed in secondary schools of Thabo Mofutsanyana District. The study revealed that 96, 2% of the 165 girl participants have been sexually harassed either verbally or in a non – verbal form. These acts are perpetrated by fellow boy learners, educators, principals and parents. The study further revealed that the wellbeing of the victims is negatively affected by these incidents. Principals and SGBs are found wanting in terms of their roles with regards to dealing decisively with sexual harassment in secondary schools. A Sexual Harassment Reporting Model (SHRM) was developed by the researcher and is recommended for use by the Department of Education when dealing with sexual harassment cases. Further

studies focussing on the boy learners and the perpetration of sexual harassment at secondary schools of Thabo Mofutsanyana District is recommended.

Key words: sexual harassment, feminist theory, discrimination, gender, adolescence

Acknowledgements

I hereby wish to express my earnest gratitude and appreciations to the following persons who provided support whilst I was busy with the compilation of this document.

God, The Almighty, for granting me strength and courage to continue with my studies up to the final stages of completion despite all hindrances that I experienced in this journey.

My supervisor, Professor Alfred Henry Makura from the Central University of Technology for his professional guidance, mentoring, leadership, encouragement and assistance at all times of need.

My parents, Morena and Motshehoa Matselane for their support, encouragement, well wishes and prayers throughout my studies.

My daughter, Relebohile Mmalehlohonolo Mosea, for her unselfish support and the demeanour she displayed towards me during my studies. It is highly appreciated my **PRINCESS**.

All my cousins, for their everlasting support.

Professor I. Manase from the University of Free State for meticulously providing language editing services.

To the Department of Public Works & Infrastructure for their financial and administrative support during my studies. My colleagues in the security directorate and IT. Thank you very much.

List of acronyms

CEDAW - Convention on the Elimination of all forms of Discrimination Against Women and Children

NDP - National Development Plan

MEC - Member of the Executive Council

SPSS - Statistical Package for the Social Sciences

SASA - South African Schools' Act

EEA - Educators' Employment Act

EEA - Employment Equity Act

GEM - Girls' Education Movement

BEM - Boys' Education Movement

UNICEF - United Nations International Children's Fund

WHO - World Health Organization

UN - United Nations

AU - African Union

SADC - Southern African Development Cooperation

AICPA - (American Institute of Certified Public Accountants

PTSD - Post – traumatic stress disorder

CSW - Commission on the Status of Women

MDGs - Millennium Development Goals

SDGs - Sustainable Development Goals

DBE – Department of Basic Education

SACE - South African Council for Educators

ICCPR - The International Covenant on Civil and Political Rights

ICESCR - The International Covenant on Economic, Social and Cultural Rights

ESCR - Economic, social, and cultural rights

UDHR - Universal Declaration of Human Rights

PEPUDA – Promotion of Equality and Prevention of Unfair Discrimination Act

SBST – School Based Support Team

DBST – District Based Support Team

NSVS – National School Violence Survey

NSSF – National School Safety Framework

TABLE OF CONTENTS

TITLE OF THESIS	i
DECLARATION	ii
CERTIFICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	vi
LIST OF ACRONYMS	vii
TABLE OF CONTENTS	ix
LIST OF FIGURES, TABLES AND CHARTS	xv
CHAPTER 1	1
THE INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the study	1
1.3 The Statement of the Research Problem	5
1.4 Research Questions.....	9
1.5 The Purpose of the Study.....	9
1.6 The significance of the Study	10
1.7 Definition of Key Terms.....	12
1.8 Assumptions	13
1.9 Delimitations	13
1.10 Limitations of the Study.....	14
1.11 Structure of the study	14
1.12 Conclusion	16
CHAPTER 2	17
REVIEW OF LITERATURE	17
2.1 Introduction	17
2.2. Conceptual Framework	17
2.3 Theoretical Framework	20
2.3.1 The aim of the Feminist Theory.....	22
2.3.2 The Waves of Feminist Theory.....	23
2.3.3 Types of Feminism.....	24

2.3.3.1 Liberal Feminism.....	24
2.3.3.2 Radical Feminism.....	24
2.3.3.3 Cultural Feminism	255
2.3.3.4 Religious Feminism.....	25
2.4 Location of gender	27
2.4.1 Gender Schema Theory.....	29
2.4.2 Social Learning Theory	30
2.4.3 Social Role Theory.....	33
2.4.4 Psychoanalysis Theory	35
2.4.5 Cognitive Development Theory	38
2.5 THE NATURE AND EXTENT OF ADOLESCENCE	41
2.5.1 Adolescence as a critical period for exposure	45
2.5.2 Physical Development.....	47
2.5.3 Cognitive Development	48
2.6 The nature of sexual harassment in secondary schools	50
2.7 The prevalence of sexual harassment in secondary schools.....	51
2.8 Forms of sexual harassment.....	57
2.9 The general health of sexually harassed girls.....	59
2.10 Sexual Harassment in secondary schools.....	63
2.11 Curbing sexual harassment incidents in schools	64
2.11.1 Policy gaps.....	64
2.11.2. Arresting any ongoing sexual harassment.....	65
2.11.3. Investigating all cases of sexual harassment.....	66
2.11.4 Corrective Action.....	67
2.11.5. Sexual harassment should be everyone’s business	68
2.12 Intervention strategies to deal with sexual harassment	69
2.12.1 Global Interventions	69
2.12.1.1 The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1995.....	70
2.12.1.2 Convention on the Rights of a Child, 1989	71
2.12.1.3 Beijing Platform for Action, 1995	71

2.12.1.4 Millennium Development Goals (MDGs).....	72
2.12.1.5 Universal Declaration of Human Rights.....	74
2.12.1.6 International Covenant on Civil and Political Rights.....	74
2.12.1.7 International Covenant on Economic, Social and Cultural Rights	76
2.12.2 Intervention strategies by the African Continent	77
2.12.2.1 African Charter on the Rights and Welfare of the Child	78
2.12.2.2 The Protocol to the African Charter on Human and People’s Rights on the Rights of Women in Africa, 2003.....	81
2.13 South African Government Interventions on Gender Discrimination	85
2.13.1 South African Government Legislative Framework.....	86
2.13.1.1 The Constitution of the Republic of South Africa, Act No 108 of 1996	86
2.13.1.2 The Children's Act 38 of 2005	87
2.13.1.3 Code of Good Practice on the Handling of Sexual Harassment Cases, Notice 1367 of 1998.....	88
2.13.1.4 Guidelines for the Prevention and Management of Sexual Harassment	90
2.13.1.5 Promotion of Equality and Prevention of Unfair Discrimination Act No 4 of 2000 (PEPUDA).....	91
2.13.1.6 National Policy Framework for Women’s Empowerment and Gender Equality, 2000	92
2.13.1.7 Criminal Sexual Offences and Related Matters Amendment Act No 32, 2007	93
2.13.2 Intervention Programs by the Department of Education	93
2.13.2.1 Girl and Boy Education Movement	94
2.13.2.2 School Based Support Teams and District Based Support Teams	96
2.13.2.3 School Safety Project.....	97
2.13.2.4 Transformation	99
2.14 Summary of the reviewed literature	100
CHAPTER 3	102
METHODOLOGY	102
3.1. Introduction	102
3.2 Research paradigm.....	102
3.3 Research design	103
3.4 THE POPULATION AND SAMPLE	106

3.4.1 The Population.....	106
3.4.2 The Sample.....	107
3.4.3 The Sampling Procedures.....	108
3.5 The Research Instruments.....	110
3.5.1 Sexual Experiences Questionnaire Revised (SEQ - W).....	111
3.5.2 Interviews.....	117
3.5.3 Documents Analysis.....	119
3.6 Pilot Study.....	120
3.7 DATA COLLECTION PROCEDURES.....	120
3.8 DATA ANALYSIS TECHNIQUES PROCEDURES.....	122
3.9 ETHICAL ISSUES.....	125
3.10 CONCLUSION	128
CHAPTER 4	129
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA	129
4.1 Introduction	129
4.2. Presentation of data.....	130
4.2.1 The areas of data collection	130
4.2.2 Biographic information.....	131
4.2.3 RESPONSES TO RESEARCH QUESTIONS	134
4.3 Data analysis and interpretation.....	159
4.4 Discussion on themes	1800
4.4.1 Theme 1. Gender and Power Dynamics.....	1811
4.4.2 Theme 2: Culture and societal influence	1844
4.4.3 Theme 3: The Culture of Silence.....	1900
4.4.4 Theme 4: Systemic Failure.....	1922
4.5 Conclusion	1955
CHAPTER 5	196
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	196
5.1 Introduction	1967
5.2 Summary of the findings	1978

5.2.1 The prevalence of sexual harassment incidents in Thabo Mofutsanyana District secondary schools	2000
5.2.2 Forms of sexual harassment prevalent in Thabo Mofutsanyana district secondary schools?	2033
5.2.3 The effect of sexual harassment on the general wellbeing of the affected girls	2055
5.2.4 Perpetrators of sexual harassment in Thabo Mofutsanyana district secondary schools	2077
5.2.5 The role played by principals and SGBs to curb sexual harassment in secondary schools	2100
5.3 Conclusions	2122
5.4 Recommendations and Suggestions from the study.....	21919
5.5 Recommendations for further research	2244
5.6 Conclusion of chapter	2255
REFERENCES	2267
APPENDICES	2745
Appendix 1: Research Application	2766
Appendix 2: Approval to conduct research in Free State schools	2855
Appendix 3: CUT Ethical clearance approval letter	289
Appendix 4: Request for participation to parents	2900
Appendix 5: Participation consent form	2911
Appendix 6: Request for participation to learners	2922
Appendix 7: Sexual Experiences Questionnaire	2933
Appendix 8: Interview Questions	3000
Appendix 9: Interviews Transcripts	3011
Appendix 10: Language editing confirmation letter	3077
Appendix 11: Plagiarism Report	3088

LIST OF FIGURES, TABLES AND CHARTS

FIGURES/ DIAGRAMS AND PICTURES

Diagram 2.1 Decision making tree	42
Picture 2.1 Violence within schools	52
Figure 5.1 Sexual harassment reporting model	217

TABLES

Table 2.1: Piaget's Cognitive Theory	49
Table 2.2: Areas where violence is taking place at school	52
Table 4.1: Participants' age groups	131
Table 4.2: Grades of participants	132
Table 4.3: Municipalities where secondary school are situated	133
Table 4.4: Frequency of Sexual Harassment	135
Table 4.5: SACE Statistics	137
Table 4.6: Free State Department of Education Statistics	137
Table 4.7: Free State Department Annual Report	138
Table 4.8: General Sexual Harassment	139
Table 4.9: Unwanted sexual Attention	142
Table 4.10: Sexual Coercion	145
Table 4.11: Sexist Hostility	147
Table 4.12: Sexual Hostility	148
Table 4.13: Gender Based Harassment	150
Table 4.14A: Perpetrators	154
Table 4.14B: Perpetrators	154
Table 4.14C: Perpetrators	155
Table 4.15: SACE 2016/17 Statistics	162
Table 4.16: FS Department of Education's statistics of sexual misconduct cases	164
Table 4.17: Perpetrators per Gender, Race and Hierarchy at schools	174

CHARTS

Chart 2.1: Sexual Assault incidents in SA	98
Chart 2.2. Percentage of girls and boys who are afraid to go to some places at school	99
Chart 4.1: Sexual harassment frequency levels	161
Chart 4.2. The prevalent forms of harassment	167
Chart 4.3: The most prevalent forms of harassment	168
Chart 4.4: The least prevalent forms of harassment	170
Chart 4.5: Perpetrators' Status in Participating schools	175
Chart 4.6: Perpetrators' race	177
Chart 4.7: Gender of perpetrators	178

CHAPTER 1

THE INTRODUCTION

1.1 Introduction

Chapter one outlines the background, problem statement and the main objectives of this investigation. The chapter also outlines the research questions considered in this study and the methods and tools employed to conduct the research. Other methodological issues, such as the study's population and sampling, data analysis and its interpretation as well as the possible limitations to the study are also considered in this chapter. The researcher also underscores adherence to the Ethical requirements and highlights how the study's strategic significance to resolving the problem as presented in the statement of the problem.

1.2 Background to the study

Although apartheid has been constitutionally scrapped in South Africa, many of its structures still remain (National Planning Commission 2011). Swanepoel and Beyers (2019:1) note that South Africa is still faced with “racial and sexual inequalities” and opine that schools should be useful in the quest to redress the past injustices (A National Strategy for developing an inclusive and a cohesive South African Society 2012; Roth 2018; Roth 2019). Race, gender, geographic location, class and language are still determining factors of entry and participation into the economic field, education and work opportunities (NDP 2011). As a result, the Constitution of the Republic of South Africa has Chapter 9 institutions, created to strengthen democracy and ensure that the previous tendencies that promoted inequalities are dealt with accordingly. It is critical to strengthen democracy because inequality arises from various activities except for the pure disrespect of well-known discrimination (Mackinnon 2016). Nevertheless, South Africa's levels of discrimination, repression and neglect of the needs of the majority are severe owing the impact of the nation's past brutal history (Donald, Lazarus & Lolwana 2000; Adonis 2018; Roth 2019).

Numerous complaints on sexual harassment have been recorded in the education sector of our country, South Africa. The recorded cases indicate that it is a serious problem that is witnessed from primary schools up to tertiary institutions (Equal Rights Advocates 2018; Eagle 2019). This implies that any girl child of school going age can be a victim of sexual harassment in South African schools. The prevalence of these actions brings discrimination, repression and neglect back to the picture as it was during the apartheid era (Human Rights Watch 2018). Nevertheless, the South African government enacted legislation and policies, as stipulated in The Bill of Rights which is Chapter 2 of the South African Constitution, which addresses human rights issues in all aspects. Contained herewith are the rights to quality education, environmental safety, and to freedom; these are under focus in this investigation. In addition, the Republic of South Africa became a participant of various global Conventions, such as, The Convention on the Elimination of All Forms of Discrimination Against Women and Children (CEDAW 1995), The African Charter on Human and People's Rights, The African Charter on the Rights and Welfare of the Child, United Nations Convention (UN Women 2011; 2019), and the Social and Cultural Rights (Saul 2016) and the Security Council Resolution 1325 (Goelz 2016; Wright 2016; Mathew 2017). Finally, South Africa observes internal legal controls as per that laws that include the South African Schools' Act (RSA 1996); Educators' Employment Act (RSA 1998) and the Employment Equity Act (RSA 1998), in an attempt seek to ensure compliance with the Republic of South Africa's Constitution's stipulations.

South Africans should relate with the country's vision, which propagates that "South Africa belongs to all who live in it" (RSA 1994:1) that strives for freedom from all forms of and domination as preserved in the South African Constitution. In addition, the Constitution defends values and ideal such as dignity of all humans, impartiality and free will. Thus, various pieces of legislation, such as those mentioned in the paragraph above, are there to ensure and enforce the democratic value of Human Dignity as protected by the South African Constitution (RSA 1994).

Closer to this study, is the 2013/14 Department of Basic Education's (RSA DBE 2014) Annual Report's observation that schools are delegated with the function of stimulating the wellbeing of learners (RSA DBE 2014). This function is entrenched in the mandate given to the educational Enrichment Services Programme of DBE, which seeks to ensure the existence of: (a) Health and Nutrition (b) Safety and enrichment and (c) Social cohesion (RSA DBE 2014). Thus, a school is a place where human dignity must be observed and prevail and, in the process, assure all stakeholders, such as parents, the officials in the employment of the department of education, members of staff at school and members of the community, with the safety of their children. According to Stelko-Pereira and Williams (2013); Kutsyuruba, Klinger and Hussain (2015) and Waldman (2016), a safe school setting is dire for learners' learning and wellbeing. The afore-mentioned critics indicate further that schools are safer when staff, parents and community agencies work together to avert bullying, segregation and sexual harassment. This means that, a safe school is one that is free of vulnerability, and an environment where all stakeholders may interact without any fear of being harassed, teased, bullied, and degraded or being forced to engage in things that they are not in agreement with. Therefore, the character of the school, as delegated by the Educational Enrichment Services Programme of the Department of Education, is to create and ensure safety (RSA DBE 2014).

However, media reports in the South Africa have reported on an upsurge of sexual harassment cases in the Free State Province. A press release by the Free State Member of the Executive Council (MEC,) responsible for Education to the Lesedi FM Stereo in October 2018 (Makgoe 2018) reflects that several educators have been found to be perpetrators. This left the writer wondering about the safety of girl learners in the province, particularly those that are residing in the District of Thabo Mofutsanyana. This District houses the researcher's home, and it is where she worked with schools for more than 10 years. During this time the researcher dealt with referrals from schools but did not really know the extent of sexual harassment, which is why she chose Thabo Mofutsanyana

District. Therefore, the researcher conducted a study on sexual harassment in secondary schools. In addition, the research sought to find out whether there existed were cases of sexual harassment or not and identify the forms, establish and identify the perpetrators, and determine the aftermaths of this problem.

The country has always shown its concern with the livelihood of the youths. Professor Kader Asmal, the Minister responsible for Education in the early 2000s, announced in one of the 2003 parliamentary seating the unveiling of the Girl and Boys Movement (GEM/BEM) (UNICEFSA 2006; John, Stoebenau, Ritter, Edmeades, Balvin 2017; UNICEF 2017). Minister Asmal launched this movement because he was aware the need for a safe setting for meaningful learning to occur. Learners cannot learn, develop and grow during sexual harassment, abuse and fear (UNICEFSA 2014; 2017). Beyers (2013); Pound, Langford and Campbell (2016) posit that young people already have some information regarding sex from different sources that include the media. However, the issue is whether the information the youth get is the one the country wants them exposed to. As a result, the two boys' and girls' movements were established with the aim of encouraging young girls and boys to live in atmospheres free from violence, mistreatment, exploitation, fright and mistrust. The BEM/GEM movements served as a gateway to social networks participation by young people, where they could converse about issues affecting young people (Beyers 2013; Burn 2019). The roll out of the movement in all nine provinces of South Africa received the United Nations International Children's Fund's (UNICEF) backing (UNICEF 2005; Mlalazi, Rembe & Shumba 2016).

Finally, life skills education taught to the club members empowered them to collectively discuss various issues that contributed to the absence of safety in schools and communities. The extension of life skills education to the informal school movements was one way of addressing challenges such as lack of information by educators and learners and creating a fair and open platform for discussion at school. The confirmation of challenges is noted by Swanepoel and Beyers (2019:1) in the observation that the

implementation of sexuality education had been confronted with a lot of obstacles in South African secondary schools that included educator partiality and inadequate information. As a result, the informal school movements sought to improve efforts aimed at achieving better school environments and fair learning.

1.3 The Statement of the Research Problem

Diverse public encounters, ills and other human rights abuses, for example learners' pregnancy, acts of hostility, HIV and AIDS and sexual exploitation, are becoming common in secondary schools (Masilo & Makhubele 2017). Some of these problems arise as a result of the high frequencies of sexual harassment in the secondary schools. These difficulties turn out to be barriers to education for girls who are sufferers, survivors, perpetrators, observers and the affected. Legitimate safety and protection rights of learners are being challenged by acts of evil at secondary schools preventing learners their right of accessing quality education which leads to the equality rights and pride. (UNICEFSA 2018; Dychess 2017).

Matselane (2005) and Barkley (2018) confirm the assertion that health and behavioral problems can be pointers of imminent academic failure. For example, the level of optimism in HIV/AIDS infected learners is low because the daunting challenges and stigma that affect their physical and psychosomatic well-being. Matselane (2005) opines further that the impacted well-being causes medical illness that result in changes in one's mood, drive and the functionality thereof. Furthermore, such illnesses and the associated havoc leads to delays in language and language improvement, hostility, violence, social withdrawal, substance misuse, uneven attendance of school and bunking of classes, and emotional instability and depression (Seedat, Van Niekerk, Jewkes, Suffla & Ratele 2009; Pinheiro 2014; Skobi & Makofane 2017).

Sexual harassment also results in some if not all the indicators mentioned above within learners who find themselves as victims or perpetrators of the harassment. A study by Ward

et al. (2018) reveals that 39% of girls indicated that they had been exposed to acts of sexual violence. Examples of such acts include unwelcome touching and sexual exploitation by mature males prior to them reaching the age of 18. In schools, male teachers and boy learners are regularly guilty parties and part of the trend of male expression of sexual power and to teaming up to sexually manipulate girl learners (Abrahams, Mathews & Ramela 2006). Further research notes that bullying by schoolboys is a common practice and a major contributor to the widespread abuse of girl learners' pride and human rights (Jewkes, Skweyiya, Morrell & Dunkle 2009; Carrera – Fernandez et al. 2018). Girls who have experienced trauma and violence due to sexual abuse or bullying in their early stages of life are most likely to become school drop outs because the brain growth becomes affected, which results in the reduction of their ability to comprehend form strong emotional character or have compassion (Skobi & Makofane 2017). Exposure to abuse and the resultant trauma might introduce learners to criminal behaviour and sexual behaviours that may lead to early unwanted pregnancy, HIV/AIDS infections and other sexually transmitted diseases. Learners might also suffer from depression, anxiety and suicidal thoughts (Seedat et al. 2009). Mushoriwa (2014) and Mabetha and De Wet (2018) note further that the undesirable sexual harassment effects have a potential to damage the behaviour of victims, which in turn might be the reason for bad performance and ultimately leaving school.

Several studies confirm the prevalence of cases of female violation which is linked and directly relate to sexual harassment. According to the United Nations Women (2017) report, nearly 15 million of girls who are between 15 and 19 years of age globally had been subjected to involuntary sexual acts and dealings at a certain point whilst growing up. Out of the 15 million, 9 million of them were abused within 2016 (UNICEF 2017). A study of ten countries; Thailand, Bangladesh, United Republic of Tanzania, Brazil, Samoa, Ethiopia, Serbia, Japan, Namibia, Peru and Samoa established that between 13% and 62% of females had been exposed to acts of violence which are physical by a partner during the relationship period, with between 3% and 29% indicating that they had been exposed to violent acts in 2014 (Seedat et al. 2009; Stockl, March, Pallitto & Garcia-Moreno 2014: 2).

In addition, Flatley (2016) notes that between 11% and 26% of the female gender encounter sexual abuse from their childhood up until their adulthood. Flatley's (2016) report notes further that the culprits of this cruelty are mostly members of the family, friends, school or classmates and even a teacher and hence people familiar to the affected women. Other international studies that focus on the above-mentioned issues of sexual harassment have been conducted in Benin, by Steiner and Spear (2020), Togo as reflected in the Plan Togo of 2006, Zimbabwe by Simuforosa (2015), Swaziland by Mushoriwa (2014) and Botswana by Diraditsile and Rankopo (2018).

The findings from studies focusing on South Africa are also significant here. Some scholars point out that, the South African literature confirms that there are girls who are sexually abused in school (Prinsloo 2006, Burton & Leoschut 2013, Artz 2018, Mabetha & De Wet 2018 and Ward et al. 2018). The country attributed 5, 5% of the reported 18, 9% cases to the HIV/AIDS frequency in young people, which escalates sexual harassment's seriousness in the education sector (RSA Statistics South Africa (STATSSA) 2019). HIV frequency amongst young girls in South Africa is approximately four times more than that of boys who are in the same age group. Girls aged between 15 and 24 years contributed to 37% of fresh cases of transmission and spread in South Africa in 2016 (South African AIDS Council (SANAC) 2018). This alone brings girls' Human Rights into shame. As a result, my study examines sexual harassment cases from both a human constitutional rights and gender impartiality perspective, as pronounced in the Constitution of the Republic of South Africa and expressed in different treaties and conventions.

The 1990s witnessed the growth of a concern over girls' underrepresentation in education and this resulted in the elevation of education to the level of being a human right instead of viewing it from a fiscal or societal venture. The concern with sexual harassment of girls in schools developed within this collective set of fears. However, not much was acknowledged regarding the measure or the origins of the scourge up until the South African Human Rights Watch instituted investigations on sexual abuse of girls in schools situated in Africa

(Prinsloo 2006, Human Rights Watch 2006, Seedat et al. 2009, Brock, Brundige, Furstengu, Holton-Basaldua, Jain, Kraemer, Mahonde, Osei & Gaffoor 2014; Human Rights Watch 2018). Other studies to this effect include those by Mabetha (2018) in South Africa, Martinez (2018) in Senegal, Rao (2018) in Sub Saharan countries; Makura and Zireva (2013) as well as Zireva and Makura (2013) in Zimbabwe. These studies highlight the existence of a mounting down-spiraling of safety in schools globally.

Researchers such as Vijayalakshmi (2017), Mohan (2016), Tauken (2017), Pinheiro (2015), Lamb and Snodgrass (2017), WHO (2019) agree that actual instruction and knowledge transfer can only become a reality in nonviolent and protected school settings. In Botswana secondary schools, 93% of female learners testified having been approached by educators to engage in sexual relations (Diraditsile & Rankopo 2018), while in Mali teachers committed 31, 3% of the reported sexual abuse cases on girls in schools (Dembele, Keita, Goita & Sylla 2020) and in South Africa the 2019 SACE report to the parliamentary committee on Basic Education, indicated that there was a rise by more than 230% in reported sexual abuse cases by educators (Macupe 2021). The statistics provided to the South African parliamentary committee were inclusive of rape. In addition, a study carried out in schools based in Brazil indicates that 14, 3% of women who participated in the study experienced sexual harassment before the age of 15. This happened either on the way to school and at school (WHO 2012). Finally, researchers documented a tendency observed in both South Africa and Zambia whereby schools ignored learners' submissions related to sexual harassment and violence and failed to answer successfully on those limited reports that they would have noted (Nelson Mandela, World Report on Violence and Health 2002; Burton & Leoschut 2013).

The main concern in South Africa is lack of safety in schools. Various research investigations that had been conducted in the country's different provinces indicate that there is no absolute safety in schools (RSA DBE 2019). De Wet, Jacobs and Palm- Forster (2008); De Wet (2010); Masitsa (2011); Burton and Leoschut (2013) investigated the cases

of safety and sexual harassment in the Free State Province's schools and found out that there are acts of harassment perpetrated by educators on learners, and those by some learners on other learners. Hence, the question is how enormous is the challenge of sexual harassment in Free State schools and in particular the District of Thabo Mofutsanyana? Questions and observations raised above play an influential role to this study.

1.4 Research Questions

This research intended to gather data on the nature, prevalence and effects of sexual harassment from learners and District officials using the following questions:

1. How frequent are incidents of sexual harassment in secondary schools within the Thabo Mofutsanyana District?
2. Which forms of sexual harassment are prevalent in the Thabo Mofutsanyana District Secondary schools?
3. How does sexual harassment affect the general wellbeing of the affected girls?
4. Who are the perpetrators of sexual harassment in Thabo Mofutsanyana District Secondary schools?
5. What role does principals and SGBs play in curbing sexual harassment in the Thabo Mofutsanyana District Secondary schools?
6. How can Sexual Harassment in Thabo Mofutsanyana District secondary schools be curbed?

1.5 The Purpose of the Study

The key objective for the research was to investigate the prevalence and forms of sexual harassment together with their perceived (academic) effects on girls in the Thabo Mofutsanyana District secondary schools. Attempts to respond to all questions asked in the above segment of this chapter and to achieve the core objective of this research resulted in the construction of various sub – objectives. These sought to:

1. Examine how common the incidents of learners' sexual harassment were in Thabo Mofutsanyana District secondary schools,
2. Investigate who perpetrators of sexual harassment in District's secondary schools were,
3. Establish the perceived effects of sexual harassment on the academic performance of the affected girls,
4. Explore the nature of sexual harassment experienced by girls in the Thabo Mofutsanyana District secondary schools,
5. Develop and recommend a model that can assist the Free State Education Department with reporting and solving cases of sexual harassment in Thabo Mofutsanyana District Secondary schools.

1.6 The significance of the Study

Conclusions from the research will benefit community members residing in Thabo Mofutsanyana District by raising the awareness of the presence of sexual harassment and ways of reporting the incidents. The Provincial Education Department in Free State will also benefit from policy formulation focusing on the provision of guidance on how to deal reported cases of sexual harassment in the province and maintain the correct statistics of incidents. The Education District of Thabo Mofutsanyana will also be a beneficiary of the study through the establishment of structures that will assist affected learners and in the maintenance of records of cases referred to the District Based Support Team (DBST). Schools that were participating in the study as well as the girl learner participants will know the exact procedures to follow starting with reporting, counselling up until referral to the district office. The research community will also be beneficiaries of the findings.

The Thabo Mofutsanyana community members will have an awareness of the nature, prevalence and perpetrators of sexual harassment in the area. This will enable the community to note how their own gender stereotypes and roles impact on both girls and

boys at school and the impact thereof on power relations amongst boys and girls. The study will also expose the attitude that is displayed by some families when handling cases of sexual harassment, especially the tendency to dismiss cases as a “kids’ issue” and not serious.

Secondly, the Free State Provincial Department of Education requires all researchers who are conducting studies in their institutions of learning to provide the complete research document. The researchers are also expected to present their findings and recommendations to the management. Thus, information on the spread of sexual harassment in their secondary schools will enable responsible executive managers to strengthen the implementation of legislation that relates to sexual harassment and engage in the proper monitoring of schools’ behavioural codes regarding the sexual harassment of learners.

Thirdly, this study will help the schools in their development of clear school policies. It will highlight the fact that not every stake holder is clued up with the school policies and not everyone is implementing and respecting such policies and regulations. The study will also encourage the School Management Team (SMT) to strengthen their strategies in dealing with cases of sexual harassment at school level and the involvement of the School Governing Bodies (SGB) when there are reported cases. Educators will also get a sense of urgency when dealing with the cases that would have been reported to them and adhere to policies and regulations that they have been disregarding all along. Learners will be made aware of both unsafe spaces at school that they must avoid and the procedures on how to report cases and improve the investigation.

Therefore, the outcome of this study will be useful to the education community of the Free State Province. Results may be used to determine programmes that need to be developed and used to decrease and ultimately curb sexual harassment in schools. The fact that the Department of Education will be in possession of the information regarding the ways sexual

harassment manifests itself and the prevalence thereof, is a tool for their future planning processes and policy review pointers. The research community will also have a chance to get a deeper understanding of the findings and identify still existing gaps and could be considered in further studies.

1.7 Definition of Key Terms

1.7.1 *Harassment* is explained by various authors, organisations and different reference materials such as the pieces of legislation, policies, dictionaries and books. The customary definition of harassment is, “unwanted” (Mushoriwa 2014: 246) conduct on the grounds of race, gender or sexual orientation”.

1.7.2 *Sexual Harassment* refers to sexual advances that are not welcomed, such as demanding for sexual favours, displaying a conduct, either uttered or performed, which appears to be sexual and result in the creation of an unfriendly atmosphere (UNICEF 2014).

Sexual Harassment is “unwanted behaviour of a sexual nature that is meant to violate the victims’ dignity; make them feel intimidated, degraded or humiliated; or creates a hostile working environment” (Curry & Reser 2018).

Sexual harassment, according to the United Nations (2014:1), is ‘any “unwelcome” (sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment’ (HR Survey.com 2015: 1; Cahill 2018).

Sexual harassment is also defined as a human rights violation that involves gender-based discrimination, regardless of sex, in a context of unequal power relations such as a workplace and/or gender hierarchy (UNWOMEN 2018: 8).

1.7.3 *Safety* as described by Masitsa (2011: 165) means “the search for security, stability, dependency and protection, as freedom from fear, anxiety and chaos and the need for structure and order.

1.7.4 *Violence*, according to the World Health Organisation (WHO) 2019) is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."

1.7.5 A *Child*, according to African Charter on the Rights and Welfare of the Child (1990); United Nations (2019) and the Children’s Act, means all persons whose age is under 18 years (Act 38 of 2005).

1.8 Assumptions

Based on her knowledge of schools and district personnel, the researcher assumed that everybody would cooperate with and provide reliable information to her. She expected both the girl learners and officials to be honest when responding to the interview questions. Finally, she thought that school principals were going to avail participants who are girl learners as per the schedule and that the availability of district officials for interviews would be smooth as planned. Thus, the overall assumption was that the study would go on smoothly without any hiccups from any quarter.

1.9 Delimitations

The delimiting factors of this study are that it cannot be used to generalise the outcomes to all Thabo Mofutsanyana secondary schools as the sample is representative. This is because, 26 of the study the 77 secondary schools in the Thabo Mofutsanyana District were included in the study. This District consist of five local municipalities that have a total of 17 towns from which the sample of learners were drawn from. The five municipalities are

Setsoto, Maluti A Phofung, Nketoane, Dihlabeng and Phumelela. The distribution was proportionally reliant on the magnitude of secondary schools in a particular local municipal area. The Maluti A Phofung local municipality got an allocation of 8 secondary schools, followed by Dihlabeng local municipality with an allocation of 6 secondary schools, Setsoto local municipality with 5 secondary schools, Phumelela with 4 secondary schools and lastly Nketaona with an allocation of 3 secondary schools to participate.

The designed selection of secondary schools sought to ensure that all towns in the Districts be represented in the study. This implies that the study outcomes would be based on the situation in each of the towns in the district and providing reason for generalisation. However, School Governing bodies and teachers were not study participants due to their attachment to these institutions.

1.10 Limitations of the Study

The restriction of the study to only one of the five districts in the Free State Province, made it difficult for the researcher to generalize the outcomes and findings at a provincial level, unlike when the group was representative of other Districts. There might be a challenge for the Department of Education with implementing the recommendations as they may have a provincial policy or directive based on only one district out of the five that are existing.

1.11 Structure of the study

CHAPTER 1: The Introduction

This chapter outlines the background of the study, the statement of the research problem, research questions, and purpose of the study together with the significance of the research. It also presents the meanings of key terms used throughout the investigation incorporating the assumptions, delimitations and limitations and the structure of the research.

CHAPTER 2: Review of Related Literature

Chapter 2 describes the theoretical framework of the study and reviews literature related to sexual harassment at a global, continental and local level. The chapter further explores the prevalence, nature, forms and effects of sexual harassment on the targets and discusses a variety of strategies that can be used to deal with the scourge.

CHAPTER 3: Methodology

The chapter describes the research methodology used in this study. It sketches the mixed methods approach used to collect data for the research, the population and sample of the study and instruments employed to gather data. A presentation of the outcomes from the pilot study, data collection procedures and analysis used. Lastly, the chapter discusses the research ethics and ethical considerations observed during the study.

CHAPTER 4: Presentation, Analysis and Discussion of Data

This chapter presents the findings of the research. It concentrates on the breakdown of collected information from the sexual experiences questionnaire and the interviews which were convened during the investigation using the sample of 240 girl learners and five district officials.

CHAPTER 5: Summary, Conclusion and Recommendations

This chapter summarises the results from the investigation and provides inferences. It further presents the researchers' recommendations to the Free State Department of Education, which include the designed proposed model for reporting sexual harassment in schools.

1.12 Conclusion

This chapter introduced the study by outlining the background of, the statement of the research problem, research questions, study purpose, and significance of the study. Definitions of key terms used in the study were also presented, just as the assumptions, delimitations and limitations of the study and the study's structure.

The next chapter articulates itself theoretical framework which the study will be aligning itself to and reviews literature related to the study focus.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

Chapter one introduced the research study, however, this chapter explains the theoretical and conceptual frameworks of the study and reviews existing literature on the matter under investigation. It reviews the literature that addresses the prevalence of sexual harassment, its nature, identification of the perpetrators of such acts in schools and the effects of such acts of sexual harassment to the preys' general wellbeing. This chapter reviews further the roles of school principals and the School Governing Bodies (SGBs) in dealing with sexual harassment cases and incidents at school.

In addition, the chapter reviews various international conventions that South Africa entered as the means to deal with sexual harassment, school violence and issues of human rights. Literature and conventions about the rights of women and gender discrimination concerns are also reviewed. This section also unpacks some of the conventions in relation to the popularity and manifestation of sexual harassment as well as the suggested ways of addressing this scourge globally, continentally and locally. Finally, the review also considers the legislation developed by South Africa and passed in the quest to curb sexual harassment in schools.

2.2. Conceptual Framework

A conceptual framework outlines the essential activities in a study defined in relationship to the point of views of other researchers who investigated the topic in question. According to Regoniel (2015), the conceptual framework creates a platform for the demonstration of the specific research question that pushes the investigation grounded on the problem statement. Therefore, the conceptual framework is the plan of an ensuing research and an outline of the researcher's opinion on how specific study variables relate with each other.

This study's conceptual framework is gender discrimination. Gender discrimination, according to Silvana (2014) refers to any circumstances where an individual is deprived of an opportunity or underestimated merely because of their sex. The USA Civil Rights Act of 1964 classifies sexual harassment as a sex inequality practise. The Act is relevant in relation to the South African situation, especially when it is viewed together with The Constitution of the Republic of South Africa's principles of equality, which serve to protect women's rights (RSA Constitution 1994). Sexual harassment is described as gender violence. Davis and True's (2017) study on gender equality states that various women experience different forms of violence just because they are women, which is discriminatory. The gender-based violence comprises of intimidation, sexualised verbal abuse, assault or rape, which are some of the violations, particularly of girl students that this study focuses on. It is evident, from the cited research that gender prejudice lead to gender-based violence. However, as noted by Lederer (2019) in a study on the campaign that was launched by the UN, there is need to make sure that young men and women achieve women's rights and empowerment in their different countries as a starting point to deal with gender violence

Gender discrimination also leads to gender-based inequalities. Generally, one is discriminated based on their feminine or masculine being and the result unequal treatment of the two genders. For an example, there are inequalities situations where males are paid more than females whilst doing the same type of job. In addition, gender discrimination undermines the advancement of women's rights. Nonetheless, there are numerous critical engagements with the notion of gender itself that should be considered here (Butler 2004; True 2012; Zubair 2019). Butler (2004) contends that people who do not clearly fall under the main two sexes, female or male, cannot be categorised under any of the two sex groups. These are considered as abnormal, which shows that the concept of gender as it stands, only represent the famous binary and in the process further discriminates others and putting pressure on them. Ultimately, discrimination and violence against women, according to

CEDAW (1995), establishes a defilement of the rights and freedom of women, and damages and annul the gratification of those rights and freedoms.

Violence against women has several and multifaceted effects. Multiple expressions of violence against women are related to the development of past and ongoing social changes and dynamics. Some of the dynamics include lifestyles that dictate that girls and boys be equal. This study is interested in sexual harassment and views it as part of the associated types of violence in secondary schools. An explanation of the actual meaning of sexual harassment and manipulation in secondary schools, is a critical issue here. According to Leach (2004) and Latcheva (2017), sexual harassment is regarded as a form of gender violence or violence that clearly or indirectly reflects gender aspects. Explicit gender violence encompasses sexual harassment, hostile or unwelcome sexual advances, touching, coercion assault or rape (Leach 2003). Indirect gender violence includes emotional antagonism, verbal abuse and daily life that reinforces and spreads gender differences. The afore mentioned indicates that sexual harassment is a significant feature of gender violence. However, Collins (2006) defines sexual acts as harassment only if the receiver does not welcome such deeds. Schools are developmental and grooming space where different subjects are taught to learners. The researcher considers the school as a space of learning and personal developmental that, nonetheless, makes it difficult for girl learners to indicate clearly the acts that are welcome or not. The dependency that comes with their relationships at schools might not make it easy for the girls to state explicitly their dislike of some of the acts. Hence, the researcher's take that all associated acts be considered as forms of abuse regardless of being welcome or not.

Magher (2018) notes that the school is tasked with a very significant function in the formation of learners' gendered identities. Both the school culture and peer group pressures are enablers to these gendered identities for girls and boys. The occurrence of gender violence in schools might affect the boy and girl student's opinion of what it means to be and is expected of a female or male. However, studies by Variyan (2021); Courtney and

Bousted (2017) indicate that although gender- unbiased communication is being promoted and as a result, schools may be the re-enforcers of sexist rules. The above behaviour contributes to the restrictions that girls endure and the reinforcement of specific types of manhood. Barker and Ricardo (2006) postulate that women might be made susceptible by the sexual conduct of men and yet society has a tendency of affirming such conduct as it considers the actions as part of male identity. These inconsiderate views and the associated offensive acts are booming and have become normal. In addition, Leach, Fiscian, Kadzamira, Lemani and Machakanja (2003) note that a further contributing factor towards the booming of acts of sexual harassment is the affected girls' reluctance to report such incidents because of an absence of the support system and the fear that they would not get empathy from teachers and parents. Hence, the behaviour of not reporting sexual harassment incidents due to the girls' reluctance negatively affects the girls' education and exposes them to notions that reinforce specific types of manhood.

2.3 Theoretical Framework

The concept "theory" is derived from the word "theoria", which in Latin and Greek means to view, examine, inspect and speculate (Ferrando 2020: 2). Most definitions of the word theory share the common elements of reality and belief. Belief is significant to the way theorists view and make an effort to explain, while reality is the information or demeanour that theorists take note of and try to explain. A theory may be symbolically viewed as a map on which a few ideas are known and the road between points is inferred, as is the case in this study (Shay & Wright 2000). According to Shay and Wright (2000), a sound theory is (a) unswerving and flawless since it would be clear from the minute it turns out to be communicable; (b) all-inclusive in that it possesses an all-encompassing scope, clarifications for much behaviour and approaches all- purpose efficiency; (c) explicit about its procedures, expressions and theories and is precise; (d) precise about the margins of its expectations and anticipations; and (e) it can be tested. Therefore, the investigator needs to use universal principles for adjudicating the relevance of a theory. In addition, the

qualities of a good theory can be employed as benchmarks for the evaluation of social development theories.

This section outlines the theory that informs the study. It clarifies the key tenets of the theory and the relationship between the study and the identified theory. A theoretical framework, as explained by Vinz (2015), is a scientific justification for a research. It shows that one's study would not be conceptualised from nowhere but grounded and constructed on a specific scientific theory. Thus, the feminist theory underpins the emphasis of this study. Feminist theory seeks to clarify the nature of gender inequality (Chodorow 1991; Crossman 2018). It also focuses on females' and males' social roles, practices, benefits, responsibilities, and feminist politics from contexts located in a diversity of sectors such as anthropology and sociology, communiqué, broadcasting studies and therapy (Brabeck & Brown 1997). The feminist theories and feminist activities provide a validation that information is not without bias. Habitually, researchers produce information on the basis of existing views and the behaviour of the society, which according to feminists is the male one. Hence, feminists are of the opinion that information is not stagnant as it is comparative and dynamic.

Henry (2017) notes that the feminist theory defines a political, cultural or economic crusade intended at creating equal rights and legal protection for women. Carlson and Ray (2018) also note that there is a need to clarify how establishments function with normative gendered expectations and choices to incentivise or reprimand gendered matters. Present-day feminists are focusing on the results of global financial, political and traditional connexions in modelling gender (Serena & Shelley 2018).

There are further discourses about feminism. Chodorow (1991) views the feminist theory as an addition of feminism into theoretical, imaginary or logical dialogue. The theoretical part helps with the knowledge on feminism and the dialogue is significant in opening discussion on the feminist approach. Crossman (2018) defines it as a main division of

theory within sociology that changes its conventions, logical lens, and contemporary concentration away from the male standpoint and practise towards that of women. In addition, Carlson and Ray (2018) explain the feminist philosophy as an investigation of both disparity in gender affairs and the configuration of gender. The above definitions indicate that the feminist theory has a relationship with feminism, male standpoint, gender affairs and the composition of gender in the society. Hence, this considers this theoretical framework in relation to concepts and themes that include discrimination, objectification (particularly sexual objectification), oppression, patriarchy and stereotyping.

However, it should be underscored that feminist philosophy suggests that “sexual harassment be treated as a sexist act that aims to defeat and disempower women and punish their efforts to compete with men over jobs and status” (Henry 2017:1). This philosophy instigates scholars to view sexual harassment differently and not as a sexual act but from a gender-based perspective that echoes male supremacy and female’s subservience that is persistently tolerated by communities.

2.3.1 The aim of the Feminist Theory

Carlson and Ray (2018) postulate that feminist theory began as an endeavour at unpacking female’s suppression in the world, explain women’s oppression globally, and a subsequent impressive theoretical method like that of Marx. However, the enquiries and emphasis have experienced huge changes. Both critics note further that, the theory intends to facilitate an understanding of the natural surroundings of gender disparities and scrutinise females and males’ societal function, practises, benefits, responsibilities and feminist politics in different fields, like anthropology and sociology, communiqué, broadcasting studies, therapy, home economics, writings, learning and viewpoint. Therefore, the theory can be used to unpack the way societies function with normative gendered traditions and expectations, and selectively incentivise or reprimand practices that are gender based (Carlson & Ray 2018). In addition, its focus is to assert women’s personhood, give women a voice, create and sustain spaces for women, fight for women’s knowledge, self – care, solidarity and

sisterhood, and sustaining feminist gains (Carlson & Ray 2018). The theory also seeks to develop feminist leadership, build and affirm women's integrity, organise inter-generational knowledge and affirm the belief that the personal being is political.

Finally, the toughest thing about feminism, according to Adeleye – Fayemi (2010), is accepting the meaning of ideology on a personal and on a professional level. It is one thing to possess an abstract understanding of feminism, but the actual test lies in how we use our intellect, exertion, activities and associations with people everywhere and around us.

2.3.2 The Waves of Feminist Theory

The Women's suffrage movement facilitated the beginning of the first wave of feminism in 1848, in New York, under the leadership of Susan B. Anthony and Elizabeth Cady Stanton, with an aim to promote women's right to vote (Burkett 2017). The second wave, which campaigned for legal and social impartiality for females, started in the 1960s and focussed on issues that included reproductive rights, legal inequalities, domestic violence, marital rape and divorce law (Burkett 2017; Davis 2017). The third wave began in the 1990s and it focused on issues such as sex positive feminism, intersectionality, trans-feminism, vegetarianism, and postmodern feminism (Brunnell & Burkett 2017). The third wave's tenet on sex positive-feminism or sexually liberal feminism propagates the idea of sexual independence as a critical element of women's autonomy (Brunnell & Burkett 2017; Burkett 2017; Davis 2017). The fourth and last wave of feminism began in 2012 and is focused on sexual harassment, sexual harassment in school premises, the culture of rape, discrimination at the place of work, body shaming, chauvinist images in the media, online misogyny, physical attack on public transport, and other kinds of harassment that are related to the use of social media (Martin & Barnard 2013; Rivers 2017; Abraham 2017). The overarching tenet of sexual harassment that is central to the last wave links directly with this study focus, hence this researcher's selection of the feminist theory as a framework for this examination of sexual harassment within high schools.

2.3.3 Types of Feminism

Just like the different waves and their focus areas, feminism falls into different schools of thought. Tuana (2018: 5) and Gordon (2019) list the different types of feminism as: liberal feminism, radical feminism, cultural feminism, socialist feminism, postmodern feminism, lesbian feminism, black feminism or womanism, counter-cultural feminism, religious feminism and integrative feminism. These are deliberated upon underneath.

2.3.3.1 Liberal Feminism

Liberal feminism's focus identifies the inconsistencies in social settings as the source for women's repression, harassment and abuse. The liberal feminists' point of departure is that males and females are similar as they have the same reasoning capabilities. Subsequently, both sexes should be afforded equal opportunities and treatment as a reasonable standard. They advocate for equality of both sexes through social and political modifications and legitimate ways. They also emphasise the significance of women as individual beings and trust that every woman could affirm their place in society (Nienaber & Moraka 2016).

2.3.3.2 Radical Feminism

Radical feminism views the repression of women is central to male domination. The radical feminists assert that male domination cuts across race restrictions, cultural restrictions, and financial status (Gordon 2019). Radical feminism investigates reasons for the expectation that women should embrace certain roles based on their biological attributes. They equally ask why men are also expected to assume certain chores centred on their gender. Hence, radical feminism, attempts to make a distinction between biologically determined conduct and culturally based comportment to free both males and females from their preceding gender roles (Ojha 2018).

2.3.3.3 Cultural Feminism

Cultural feminists affirm that there are central behaviour variances amongst males and females and argue further that females' alterations are of an exceptional nature and supposed to be celebrated (Gordon 2019). The theory of feminism favours the opinion that genetic variances between men and women exist. Some of these variances are that women are kinder and gentler than men (Brescoll 2016) and thus creating an expectation that if women reigned the universe there shall be no battles. Hence, the theory of cultural feminism supports agency that seeks to defeat sexism by recognising and ensuring that female's exceptional abilities, ladies' techniques, and ladies' practices be well known and celebrated with the view that "women's way" is the better way (Gordon 2019).

2.3.3.4 Religious Feminism

Every religion has its viewpoint regarding society's traditional views on women's immoralities (Srivastava, Chaudhury, Bhat & Sahu 2017). The section reviews the various religions' viewpoints, starting with Hinduism. Firstly, Hinduism presents varied views about the location of women such that some position women as the uppermost goddess while others confine them to the role of a mother, daughter and wife as described by Manusmriti (Pathak 2019). Secondly, Islam's holy book, the Quran, has a 4th chapter called An-Nisa, which means women, whose "34th verse" is important for a feminist appreciation. The verse states that Allah gave men a responsibility and an upper hand of overseeing women and their devotion for preservation from their affluence. Thus, virtuous females are earnestly submissive. The verse further advises men to first caution 'arrogant' wives and then deny them their conjugal rights and to finally strike them if they persist with their arrogance: ironically such as women can be accommodated back should they choose to obey their husbands (Pathak 2019). This is a form of discrimination grounded on gender that magnifies men in the religious community and at home. This is part of the gender

inequalities that bring up men's superiority and inconsiderateness when dealing with females.

Nevertheless, a feminist personality trusts in the social, political and economic equality of all sexual categories. It is a multidimensional notion that integrates feminist self-identification, feminist awareness, and gender-role outlooks. In studying gender, feminist scholars such as (Henry 2017; Srivastva, Chaudhury, Bhat & Sahu 2017; McAfee 2018) instigate the following two conventions:

1. That interactions amongst men and women are characterised by supremacy matters and
2. That the creation of the society is in a manner that men are freely allowed to be female dictators.

They contend that on each level, male-female relations, irrespective of whether they are private, familial or communal, echo and reassure male supremacy and thus place women in a detrimental position. Male supremacy is not normal nor unavoidable, alternatively, it is shaped by community organisations like spiritual groups, the administration in power and the household (Bicchieri 2016; Tomaszewski 2018). Hence, the major question focuses on the way male -female inequality is created, which ends up being an enabler for boys to sexually harass girls.

Different gender theories are discussed to respond to the question above and unpack the writer's enunciation over the gender roles and identity in relation to the feminist approach. Feminists believe that theories of gender domination go further than theories of gender transformation and disparity (Crossman 2018). Their standpoint is that women are not the same or rendered unequal to men and face with active oppression, subordination and even abuse from men (Crossman 2018). In addition, Helgeson (2017: 215) notes that "The gender schema theory; social learning theory; social role theory; psychoanalysis theory and

cognitive development theory form part of the familiar psychological theories of gender role and identity”. The above - mentioned theories give direction to and widen our understanding of how socialisation acts as a lifelong process to adolescents, all members of the community, and societal organisations, towards the advancement of gender related functions and beliefs.

The above-mentioned theories constitute part of the study’s literature review and discussion. Theories and cultures vary and this is despite that they may be different in nature. The researcher’s argument is that societies, represented by business or education, should earnestly initiate strategies to handle gender imbalances in South Africa and around the globe. Outcomes from this investigation might agree with the body of knowledge presented by these philosophies after the researcher’s undertakings to find out the nature and effects of sexual harassment on girls in secondary schools based in Thabo Mofutsanyana district.

2.4 Location of gender

The review and discussion here focus on the position of gender. The major concern here is whether we are gendered individuals or are we residing in communities that are gender driven. The essentialist position argues that human beings are gendered individuals; meaning, gender is situated inside a person (English & Umbach 2016). In addition, the essentialists’ argument is based on their belief that, the mismatch existing amongst males and females’ conduct are crucial and entrenched in natal sex dissimilarities. Consequently, investigation founded on an essentialist standpoint centres its attention on discovering nervous, hormonal and evolutionary variances between males and females (Del Giudice, Puts, Geary & Schmitt 2019). Finally, the essentialists’ emphasis on the biological means that they do not distinguish amongst the concepts sex and gender in addition to the usage multicultural likenesses in their attempts to support their outlook (Anselmi & Law 1998; Del Giudice et al. 2019).

Social constructionists present the divergent observation that gender is situated within social provisions. Gender differences that are from time to time related to biological sex differences ascend from people's interactions on cultural and social contexts. These differences are most of the time seen as coming from traditional beliefs on their views around proper conduct and features of women together with men. Consequently, studies grounded on a societal constructionist standpoint centres its attention on the identification of conditions related to likenesses or variances of gender (Del Guidice 2019). A social constructionist perspective treats sex as a genetic classification and gender as a social category. Social constructionists utilised these cross-cultural variances to boost their viewpoint (Anselmi & Law 1998).

Bush (2013) put forward a valuable comparison to assist on how to comprehend the disparities amongst essentialism and social constructionism. That is, an individual might be labelled as friendly or, alternatively unfriendly based on a conversation that they would have had with another. Classification of people as kind relates to essentialism because the word kindness is regarded as an individual's feature. In a different interpretation, classification of the discussion as kindly is related to collective constructionism, because being kind is regarded as valuable for social relations.

Finally, gender is possibly positioned within individuals, traditional and community provisions. Some organic variances, such as a female's capability to give birth, form the societal provisions and manipulate societal relations. Internalisation of socio-cultural beliefs on the allocated gender and the behaviour that is expected compels individuals to do what is expected of them without necessarily realising that their actions are gender bias. This view brings together importance of building platforms for interaction towards gender conceptualisation. This is the opinion the writer agrees with. It is critical to interact as both genders to understand each other better. These interactions are also important when it comes to conceptualising gender as a biological difference and not any demeaning concept. Gender theories are discussed below because they are interrelated. The study

relates to the inter dependence of these theories. The behaviour of adolescents is dependent of their development processes and that is the reason why the nature and extend of adolescence is also a matter of discussion.

2.4.1 Gender Schema Theory

This theory postulates that the culture that kids live in becomes a learning process for them to understand the meaning of being male and female (Bem 1981; 1993). As per the Gender Schema theory, children's behaviour gets adjusted to comply with the prescribed gender norms and belief practices in their cultures. This also extends to prescribing careers for boys and girls to follow. The theory reflects traditional features of gender roles where women are expected to be developmental while men are expected to be competitive.

In terms of this standpoint, sex-typing, which is one type of sexual harassment which is gaining popularity in secondary schools, is consequently largely from gender schematic processing, which is the child's state of readiness to translate and arrange information in terms of the cultural meaning of functions that are dedicated to individuals based on their sex (Banon & Lloret 2016). In addition, Banon and Lloret (2016) mention that children's observations of the cultural discrepancies between males and females in their different environments serve as a learning process of detailed gender roles information, and the significance of gender. The way people tend to process information is guided by the cognitive structure which is referred to as an acquired gender schema (Coleman 2012).

Cherry (2020) believes that the gender schema theory and the cognitive development theory are well-matched. The two compatibility ways, which are articulated by Lindsey (1997: 44), are that children should be able to appropriately process gender related information and be able to deduce views of the world before the development of a schema. Additionally, children are expected to be at the intellectual stage of identifying with a sexual category correctly (Canevello 2020). The gender schema theory emphasises the

importance of children learning their proper cultural definitions of gender as a critical factor when organising information (Canevello 2020).

Gender schema theorists indeed state that kids tend to alter their actions to be in line with the cultural approval of what is regarded as suitable sex functions (Starr & Zurbriggen 2016). For instance, numerous South African culture's view crying by men as an indication of weakness. It is standard for every person to be in pain and yet the expectation that comes with many of black cultures is for boys to always hold back their emotions. These prescriptions are represented by idiomatic languages such as: "*monna ke nku ha a lle*" (Sesotho), '*indoda yimvu ayikhali*' (IsiZulu and IsiXhosa) which its interpretation depicts those men are sheep and tigers do not cry (Mosetse 2006: 12). The impression created to boys is that they should not show negative feelings and that they are only allowed to show their excitement.

Additionally, these children who will be developing these gender schemas will gradually utilise them as their main standpoints. Hence, the gender schema theorist argues that someone with a strong representation for femaleness or maleness has a tendency to impulsively classify data they receive about themselves regarding the view of gender instead of considering different views, which might result in the constitution of stereotypes (Canevello 2020). Therefore, the schema phrases normally send wrong signals to boys that they should enforce their manhood on girls for them to be regarded as strong and real men.

2.4.2 Social Learning Theory

Psychologists in the behavioural sector postulate that there are three processes through which learning can help in the achievement of knowledge and these are: to be precise, classical and operant conditioning, and observational learning (Louw et al. 1999). In classical conditioning, the behaviour is determined through association and operant conditioning is based on the outcome, which can be a reward or a punishment. Lastly, observational learning is based on what the child is observing in the environment that they would be in. Thus, children that associate themselves with oppressors will become

oppressors and the reverse is true. In addition, the rewarding of inequality yields negative consequences and such behaviour should be avoided. The observed behaviour from oppressors stands a chance of being the norm. Preceding deliberations dictates our attention to just one out of the three mentioned procedures, observational learning, which backs the gender responsibilities and expectations presented above.

This study is of the opinion that observational learning formulates the foundation of the social learning theory. Social learning theorists note that the main form of learning behaviour is the observation of other people's conduct (Lips 1988; Booysen et al. 1995; Mwamwenda 1996; Louw et al. 1999). Various children imitate role models who are viewed by communities as influential, developmental and conforming to certain societal roles (Mosetse 1998). Among such role models are parents, with fathers more often influencing the boys and mothers certainly having more influence on the girl child. Educators also influence school children in various ways, but these are still determined along the gender dimensions evident at household level. Children begin to associate women with females' roles of being responsible for household chores after they have observed them. A similar observation happens when men do male chores like painting the wall or changing the car wheels. Children start developing their own gender distinctiveness in that way (Louw et al. 1999; Palm-Forster, 2000), particularly by linking themselves using the rewarded types of behaviour. In an event where these role models are abusive or perpetrators of sexual harassment, boys will learn and do what their role models are doing.

Socialisation plays an important role in observational learning. According to Walsh (2015), socialisation encourages certain values and ways of looking at the environment based on a person's reflection and interpretation of any apprehended sensory information. Any child's realisation that any association with masculine or feminine things is occasionally compensated for as acceptable behaviour, reinforces specific gender roles. The type of behaviour that was rewarded will then turn out to be the basis for the adolescent's gender identity. Likewise, values, norms and beliefs become the child's guiding manual for his/her

successful adjustment. For instance, situations in which children grow up in a family where the father dominates the mother and all processes or where the opposite is practiced and the other party is just submissive, leads to the child growing up in that way. Hence, the social learning theory consists of two separate tenets, which are available formations and the knowledge of gender distinctiveness and roles Halpern (1986: 10) as well as the idealised features and the common role depiction or conduct devoted to the character. This theory's fundamental characteristic is that imitation, experiments and peer model observation play a pivotal role with regards to learning behaviour, and that children learn their roles from straight demonstrations, degree of different dealing, accolades and being reprimanded (Halpern 1986; Maag 2016).

In addition, humanistic social learning theorists identify aspects used to form a conduct, which are individualisation, circumstances and conduct after the circumstances (Booyesen et al. 1995). Social learning theorists hold the view that children have two unique ways of learning gender roles, namely differential reinforcement, and surveillance and demonstrating (Louw et al. 1999). The focus of differential reinforcement is on the strengthening and recognition for gender fitting action while punitive measures for actions are regarded as gender unfitting (Mosetse 1998). This way of strengthening the behaviour occurs in the process of children learning to do boy or girl stuffs. Thus, boys and girls acquire ways of being manly and womanly from the reinforcement and punishment linked to their actions. Career decisions made later in life by teenagers are informed by these observations with some discussed throughout the observational period as they witness them.

Therefore, these institution-based life cycle, as echoed by investigators and sustained by cultural practices, have a potential of creating both opportunities and boundaries on individuals' activities based on the gender rules. This will also influence the adolescents' career choices processes.

2.4.3 Social Role Theory

The theory postulates that males and females conduct themselves differently while in social settings and assume altered roles because of the anticipations and gender stereotyping they face from the society. It also accounts for the lower positions occupied by women, their encountering 'glass ceilings', and playing home-making roles (Osborne 2006; Ragelienė 2016). Thus, there exists three common patterns which, as noted by Osborne (2006), are that:

- (a) Women are inclined to participate more on household tasks;
- (b) Women and men take different work-related roles most of the time;
- (c) Women regularly have subordinate ranks at the workplaces.

The above-noted patterns point to the social roles played by women, with a social role perceived as a group of associated actions, privileges and pressure that is defined by participants in a social environment. The behaviour is anticipated based on a person's social standing and position and is important to both functionalist and interactionist understanding of society.

In addition, Osborne's (2006) above articulation clearly shows that gender roles and stereotypes affect females the most. What other people anticipate normally become roles in which a group of tasks are entrenched. Formalised beliefs become rules in an event a sizable number of people start being confident to punish or reward certain actions, which in turn encourages children to play along and conform to those societal influences. The construction of societal norms often turns people to fall into specific roles determined by societal circumstances which they preferred to be involved in. Thus, young people's participation in specific programs has an impact in that, the child participants end up following those roles later in life (Halpern 1986).

The concept of social role also creates a platform for naming independencies of others. Roles determine the gate way to being accepted in certain circles, part of the group and allowed to take part in their activities. Roles can be viewed as a ticket to be accepted as a member of certain formations in society. O'Brien (2006) points out that the identification of roles helps with the provision of the context in which people learn and act out their expertise and talents. In that way people are able to experience satisfaction and in turn rewarded with status. These skills and performances include the way in which girls are treated by the community and what the community expects to see from their boys, which are aspects significant to this study as the sexual harassment of the girl learner is linked to how society socialises and treats the boy child in relation to the girl child. The way the girls and boys are being socialised is critical to how they will treat each other as they grow up. Hence, Beyers (2013) emphasises the fact that past influences can determine how teachers impart sexuality education lessons in class which is an indication of how the community socialises.

Focusing on the way community roles reflect on social chores might assist in different ways. Firstly, there is need to identify the social roles that are likely to be performed by individuals when they are in societal events, given the required support, provision of a clear and benefits of being integrated socially, in relation to the activities that promote personal freedom. Those who are intergrated well in their societies tend to take part in their respective communities' activities which are positive recognition promoters and improve relations with community members (Cherry 2019). Those positive interactions can be summarised by a way of mentioning roles to be performed by people as dictated by various sectors in the community (Cherry 2019). For an example, a girl who was raised in a traditional culture might develop the belief that a female person should get married and raise kids as opposed to a girl who was raised in a modern family who might avoid having children in pursuit of a career.

Further societal expectation are significant here. The second one focuses on setting expectations at the highest level. Service practice studies indicate that performing different social roles in communities has a relationship with measures of other valued results,

specially those that are associated with choice, health and safety (Flynn, Craig, Anderson & Holody 2016; Gardner & Carran 2005; Lemay 2006).

The third relates to the way conformity to determined roles leads to an improvement and achievement of satisfactory interactions. It is difficult, but possible, to support the implementation of various social roles using strategies that enable gratifying interactions and being recognised by other members of the community. Community members' interactions are an enabler to understanding different roles and responsibilities in relation to the societal expectations. Individual responsibilities and roles also serve as contributions to the upliftment of the society (Gardner & Carran 2005). The human service provider is a concept of rendering a service in the community without considering the gender of people who need assistance. However, in sexual harassment cases, community members can then begin to look at an incident and not the gender of the victim nor the perpetrator if the human service provider ideology reigns. The tendency of blaming girls because they are girls might be mediated by the human service provider attitude.

Fourth and finally, attention given to the community roles when dealing with social roles enables a link with a significant body of theory that assist with the provision of helpful and, in some instances, debatable strategies to comprehend the human service practice (Wolfensberger 1998; Flynn, Craig, Anderson & Holody 2016). Therefore, human service practice will focus on the culture of helping each other without necessarily on the person's gender.

2.4.4 Psychoanalysis Theory

The psychoanalysis theory is known to be Sigmund Freud's innovation of behaviourism, who advocates that children's childhood experiences mould his/her personality at a later stage in life (Banon 2016; Beyers 2013). The theory continues to clarify that the realisation of gender distinctiveness is a complete mental practise and contends that children are psychosexually by birth, impartial and continue to learn gender identity as they grow up

from their parents. Initiators of this theory consider gender differences as genetic based on their belief that man's conscious life is influenced by their unconscious sexual ambitions. Men and women are all affected but differently as they embark on day-to-day activities (Ackerman 2018).

Nevertheless, Corey (1996) argues that the psychoanalytic theory and training are not stagnant. Corey (1996) mentions the following fresh philosophy about the theory as focusing on the origins, alterations, and structural tasks of the self, individual experiences of other people, variation within and incorporation of the individual and others, as well as the impact of important issues in initial or later growth. The newly introduced methods are most of the time categorised tags, self-psychology or object-relations theory (Corey 2016). Freud utilised the word object to point to something that gratifies a need, or to someone important, or a goal that satisfies one's mental state of desires. The words are interchangeably paired with to refer to someone important whom might get attached to the child throughout the developmental processes until they are adolescents (Corey 2016). This identified significant person has a very important function in the adolescents' development because the teenager views him or her as a role model who influences the career choices and value system of the adolescent.

Mahler identifies three phases in support of the psychoanalysis theory (David 2015: 1). First, there is the normal childhood autism phase. During this stage, the infant is assumed to be giving the physiological tension more reaction than psychological processes. The infant is unable to see a unified self and instead recognises parts of the body individually – breasts, face, hands, and mouth Corey (2016). Second is that Mahler terms the symbiosis one (David 2015). It is identifiable between the third and the eighth month. Just like in the initial stage, infants have an evident reliance on their mothers. Evidently, she is a companion and not a substitutable object. It is during this stage, where an infant is faced by emotive attachment with the mother. The psychoanalysts are of the opinion that there is a potential that psychotic disorders might go further than the symbiotic stage (Corey 2016).

The final and third phase begins during the fourth or even the fifth month of an infant and can cause an overlap with the previous phase that goes up to the eighth month. During this third phase, the child begins to move away from several sub phases including symbiotic stage of relating and starts parting ways and initiates individuation processes. This stage exposes the child to separation from valued individuals in the meantime and still able to get comfort and confirmation from them. The child might exhibit signs of uncertainty and a sense of being in both worlds of freedom and dependency concurrently (Corey 2016). This happens to be the common feeling experienced by most teenagers where they find themselves being in between childhood and adulthood and yet expecting to get help from their parents' direction, support and validation on roles including gender roles. Furthermore, for purposes of this study, this is the case even when they experience sexual harassment in that they would still need some comfort from their parents.

It should be underscored that the psychoanalysis theory is concentrated on the impression that a woman's body part is a penis which is just not fully formed. Freud believes that girls' inferiority arises from the realisation that they do not have a penis and concludes that they have been castrated. He postulates that this realisation grows during the phallic stage, when children come to a realisation that they have different sexual organs. Freud argues that children between the ages of three and six start to distinguish the structural difference constituting the genders and named it the phallic stage (Lindsey 1997).

The castration anxiety is also evident in boys (Banon 2016; Booyesen & De Wit 1995) because it is the main reason why boys recklessly decide to divorce themselves from their initial desire for their mothers. At the beginning, boys regard their mothers as their love objects and desire for a completely new relationship with them. At a later stage, boys drop the desire with the fear of castration by their fathers should it be known that they have sexual desires for their mother (Cherry 2019).

This fear of abandoning the sexual desires is brought by the uninformed imagination by boys, that girls are being castrated. They believe that they should suppress their desires for the mothers otherwise they might be mutilated. It is insinuated that boys suppress their aspiration towards mothers, play along to get ready for their time to come when they will be patriarchs. This marks the beginning of boys' identification with their fathers and along the way observe what is perceived to be gender appropriate behaviour. The boys' identification with the fathers enables them to receive love and care from their mothers while at the same time nurturing their masculine beliefs and appearances (Lips 1988; Banon 2016; Booysen & De Witt 1995). The observation continues while at school and interacting with their male educators. Hence, the boys and fathers protect the figurative role of being a man. When it comes to boys, the father is used to move to the mother and thus, constituting a component of possessiveness of the mother's love, a condition called the Oedipus complex.

Finally, a castration anxiety is developed by boys immediately after discovering that girls do not have a penis (Lindsey 1997). Thus, the identification with the father is an attempt by the boy child, to do away with the fear of a penis removal by the father. This theory, however, serves to bring to the fore that the identification of sex role is socially impacted and it is not defined by biological means— a view that the researcher is in agreement with.

2.4.5 Cognitive Development Theory

Divergent to social learning theory, the cognitive development theory concentrates on how a child actively interprets the message received from the surroundings. The cognitive development theory stresses, unlike the social learning theory, undertakes that human beings learn in the same way irrespective of their developmental stages (Strong et al. 2008). As such, while the social learning theory postulates that, children use reinforcement and modelling to learn suitable gender roles, the cognitive development theory postulates that the gender learnt by children becomes permanent and they thereafter attempt to act independently like “proper” girls or boys. Hence, the foundation of this theory is the conviction that intelligence levels of children is of assistance when it comes to the labelling

as either females or males (Lips 1988). Furthermore, the theory implies that a lot of parents might not be cognisant of the magnitude of the impact of their actions and discussions towards their children's gender role socialisation.

The theory states that, once there is certainty from children regarding their gender categories that they are females or males, the process of attaching value to their actions starts and it becomes an integral part of their life process to develop an understanding of ones' gender (Louw et al. 1999). This implies that children would start viewing their environment based on gender roles. Some psychologists note that it is not easy for the child to learn until such time that the child is at a specific point of intellectual growth, which is between three and five years of age (Lips 1988; Ferree, Lorber & Hess 1999;). It is assumed that cognitive skills should first be developed for children to have gender roles (Louw et al. 1999). This implies that children should start by understanding their sex first for them to be in a position to know where acceptable gender roles are acquired.

This theory also portrays children as always in a quest to behave in a competent and correct way instead of being inactively moulded by ecological forces (Piaget 1936; Mwamwenda 1996). In the beginning, the gender distinctiveness is continuous. As a result, the children tend to be unsure about alteration possibilities of their sex and features that are determining sex obligation (Cook 1985; McLeod 2018). Piaget's theory of information processing supports the view founded on the ability of individuals to reflect, reason, infer, obtain facts, comprehend, recall and arrange data (Mwamwenda 1996; McLeod 2018).

The cognitive development theory continues to associate the liberal attainment of texting about sexual issues to the growth in children's thinking procedures. Children are creators of their gender distinctiveness, related expectations, principles and through conceptualising their own environment (Cook 1985). A conclusion is therefore reached that gender expectations relies on the intellectual growth of children. The agency in children is noted by Mannathoko (1995) as associated with Freud's argument that the children's realisation of

their biological differences starts when they discover their physical changes. Cook (1985) is also of the similar view that qualitative changes in teenagers' processes of thinking create changes in the manner that they regard themselves in comparison with their peers.

As a result, cognitive developmental theorists pointed out three growth phases, which are:

1. Gender identity, which relates to children's understanding of themselves as boys or girls. It begins when they are just about three years (Louw et al. 1999; American Academy of Paediatrics 2015);
2. Gender stability, based on the premise that gender identity stabilises as time goes on. The knowledge develops at the age of four, which is after the gender identity is being well established (Louw et al. 1999; American Psychological Association & National Association of School Psychologists 2015);
3. Gender constancy, which relates to the realisation that the gender of a person stays constant over circumstances and starts its development process as soon as children turn five to the age of seven. At this stage they come to a realisation that their gender is fixed and therefore, the notion of gender is well reputable (Louw et al. 1999; Ruble, Taylor, Cyphers, Greulich, Lurye & Shrout 2007).

However, the cognitive development theory is criticised for assuming that gender constancy is achieved prior to children's search for information concerning gender suitable conduct, from people with a similar gender they look up to. Cognitive development opponents uphold that children are already in possession of some stereotypes pertaining to gender-appropriate conduct long before they are five years old. The above view means that children require basic information on gender to obtain gender partialities and typecasts (Rafferty 2018; McLeod 2018). In addition, the view suggests that children are submissive receivers even though they are vigorously participating in their socialisation processes.

2.5 THE NATURE AND EXTENT OF ADOLESCENCE

Enquiring about the self is regarded a critical part in a teenager's life. The teenagers progressively consider peer groups more than their parents as they try to answer the question. Adolescent psychology is characterised by prominent mood fluctuations that are at times called temperament slaps. Curtus (2015) notes that adolescents experience rapid physiological changes and are expected to resolve further education and cultural practices that are created during some of the rituals, such as initiation schools, may even worsen their confusion because the expectations held. Culturally, men are referred to as *indoda* (IsiZulu) or *monna* (Sesotho) which suggests both would now be men after such rituals. These expectations create the necessity to interrogate the psychosocial distinctiveness formed during the previous phases of development. There are three facets to be encompassed by the decision-making process, they are options at hand, consequences of such decisions and lastly, the significance of the results. Different approaches are a requirement to assist teenagers with decision-making. These possible strategies depend on the information load, such as school and societal expectation on a particular gender, confronted by the person responsible for taking decisions (Payne, Bettman & Johnson 1993).

Several issues need to be considered about decisions and adolescence decision-making. First, predictors of decisions use decision making trees to present their choices (Signer 2016). The decision tree denotes facts in a way resonating with a road map (Signer 2016). In addition, the development of a decision tree enables a breakdown because the tree lists choices, results, and penalties. The tree then exacts pressure on the decision maker to apply his/ her mind on an individual element of the taken decision considering the availability of thinking ability. The decision could also be improved if other information, in the form of options or outcomes, becomes available. Different aspects play a role in the process of making decisions by teenagers, available data is an important aspect in this regard, and anticipations by the community, societal practices, conformity to peers and role

models will inform a pending decision. An example of a decision-making tree on the reasons for going to a college is presented in the diagram below:

Diagram 2.1: Decision Making Tree

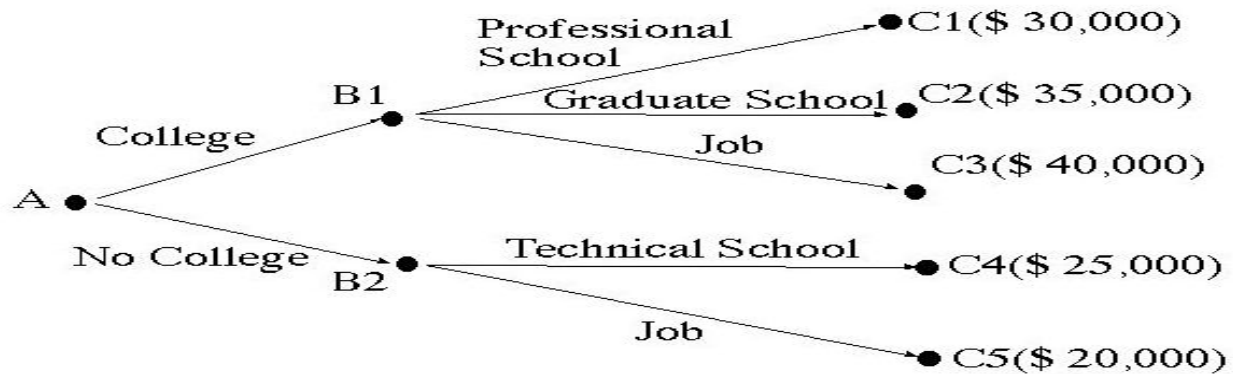


Diagram copied from: Hola.klonec.co 2018

Furthermore, decision-making is a very important skill that teenagers should be taught and learn to free themselves from actions, such as being perpetrator or victim of sexual harassment, which can get them in trouble. According to Pejakovic (2011) there are eight important steps to be considered when faced with a decision-making process and these are:

- (a) Identifying the problem at hand. It is critical to know the problem that should be solved. An example of such a problem could be leaving schoolwork for an initiation or continuing with the academic year, where the decision-making tree will provide a guideline to the teenager on the priorities at stake;
- (b) Ensuring that there is enough information regarding the matter at stake before deciding. For an example, information can be gathered by talking to teenagers who

left school for initiation through interviews or informal discussions in order to establish facts about the initiation practice;

- (c) Establishing individual values and listing them is necessary in all kinds of situations. An awareness of the existence of an element of honesty, independence and achievements enables adolescents involved with decision making to reflect on the conditions likely to arise from the type of choice made in relation to earlier identified and written values;
- (d) The determination of possible options to the current problem. For instance, a student will have to determine whether they intend to participate in an initiation ritual during summer school vacation instead of during Easter holidays because the summer vacation is longer as the final examinations end earlier than the actual school closing day;
- (e) The teenagers must always be able to reflect on possible consequences of decision making. This helps with determining whether the decision will be good or bad. The information gathered from step two is significant in that it provides the teenager with the pros and cons of each identified choice;
- (f) A final decision can be made and if it is several decisions they can be ranked correctly at this stage.
- (g) The decision taken should have a plan on how to implement it;
- (h) An evaluation should be made after each decision made has been put in practice in order to establish lessons that will be used to reinforce the decision-making skill for future decisions.

Avoiding decision making can also be dangerous at this stage. Pejakovic (2011) notes that there are consequences for not being brave enough to take a decision. At times one feels much under other people's control and unable to make some decisions, however, failure to decide is when the power is being given away to the ones who are brave to decide to take control over one's life. Failure to make decisions for oneself leads others to decide on one's behalf. Teenagers who allow their peers to choose for them will struggle to get what they want in life, because their peers' choices might not be what they envisage in life. Thus, the presence of a low self-esteem makes various teenagers to believe that they do not have the ability to make right decisions for themselves, which is in a way self-demeaning and lessening (Pejakovic 2011).

The decision-making process is also about self-trust. Failure by teenagers to develop up to a level where they trust themselves enough to make decisions will affect their lives as they might find it very difficult to trust themselves in other areas of life. It is therefore critical for the teenagers to learn the skill of self-trust. A state of indecision takes away the happiness and personal growth that the teenagers deserve because they fail to learn from the decisions they would have made, as there would be none. Finally, failure to make decisions may create an unwanted habit whereby the youth avoid decision making altogether in their lives as the decision avoidance sets one for mediocrity and ultimately giving up on important things and decisions in life. Decision making comes up, in an event of exposure to sexual harassment, as a requirement in terms of reporting, to whom and the way forward.

An infant tries, as part of their development, to nurture faith in the mother as its parental figure. Similarly, teenagers endeavour to discover their heroes in whom their conviction and confidence will be located. Miller (2016) argues with regard to the second stage of development and a mission to make every effort for independence that, teenagers strive for the choice of direction into the future and, as compared to a two-year-old, who normally repel being controlled mostly. In addition, stage three is characterised by pre-scholars' freedom to play and visualise a bottomless amount of duties for themselves. Rageliene

(2016) notes that Erikson (1980) observed this habitual behaviour in teenagers through them placing visionless faith on their friends and of an almost blind faith in peers and grown-ups who appear to endorse young people. The role models' level of autonomy is regularly considered to make a choice because it happens to be the adolescents' prerequisite for their choice although they become involved in appalling antisocial activities.

Adolescents must choose a career at some stage. This selection becomes very hard due to the adolescent's confusion, which can affect those who would not have effectively incorporated their psychosocial past, current and forthcoming (Shriver 2019). Hence, the researcher opines that the mentioned challenges agree with Kohlberg's stages of moral reasoning in reference to adolescence ethics as self-sufficient. The stage dictates that teenagers should be at a stage whereby they can make informed decisions in relation to risky sexual behaviours such as unwanted pregnancy especially because they are also capacitated with sexuality education (Beyers 2013).

Adolescent development is often associated with a move towards peers and not family. The teenagers' experiences of numerous robust mental and physical changes may compel them to regard associates and acquaintances, to be significant and powerful than how they view their parents. As much as the teenager considers their home to be an imperative feature in their process of development, they still accede to peer pressure and ultimately involve themselves in socially improper behaviour. This, points to the social character played by peers and the associated with regards to decision making processes, where amongst such decisions will be ones on sexual related activities, hence this study's focus on girl learner experiences and sexual harassment.

2.5.1 Adolescence as a critical period for exposure

The word adolescence, consequent from the Latin verb '*adolescere*', means maturity or to approach adulthood (Hashmi 2013:19). It denotes a development stage in the human life cycle

residing between childhood and adulthood (Sridhar & Gauthami 2017:20). According to UNICEF (2011:1), adolescence is “an age of opportunity for children, and a pivotal time for the world to build on their development in the first decade of life, to help them navigate risks and vulnerabilities, and to set them on the path to fulfilling their potential”. Allen and Waterman (2019) note that adolescence is a developmental stage, which starts at puberty that is characterised by a boy’s or a girl’s experiencing of quick bodily and intellectual growth. Puberty according to Allen and Waterman (2019:1) is “the condition of being or the period of becoming first capable of reproducing sexually that is brought on by the production of sex hormones and the maturing of the reproductive organs (such as the testes and ovaries), development of secondary sex characteristics (such as male facial hair growth and female breast development), and in humans and the higher primates by the first occurrence of menstruation in the female”. Puberty is “a series of physiological changes that render the immature organism capable of reproduction” (Alipbek, Orazimbetova, Ortaeva & Baymakhova 2017:94). Adolescence is the last stride just before a child turns into adulthood and thus a period where individuals are neither a child nor an adult.

Adolescence is a vigorously changing abstract concept informed through ‘physiologic, psychosocial, temporal and traditional lenses. This important age-related phase is conservatively regarded as the time between the initial stages of ‘puberty and social independence’ (Curtis 2015: 1). Furthermore, adolescence is characterised by quick development as well as unpredictable changes that are individualised. It has human growth trajectories whereby teenagers transit from being dependent to being independent, self-sufficiency and adulthood. Louw and Louw (1995: 377) point out that, “Development refers to all the changes that human beings undergo during their lifetime but not every change should necessarily be seen as development”. Thus, a young person moves, during this human development phase, from belonging to your family to belonging to a group of friends and associates to being an autonomous grownup (Sutton 2020). The shift between the families to the peer group might be seen as a source of vulnerability for the girls considering that these changes vary widely among individuals.

2.5.2 Physical Development

The organic modifications of adolescence give effect to bodily alterations, sexual changes and emotional changes. Physical growth is characterised by physique and organs' growth together with body functioning and the internal structure. Quick physical changes happen during this stage and result in sexual maturity. The usual beginning of adolescence is at 10 for girls and 14 for boys (McLeod 2018: 2). Greulich (2007) and Columbus (2015) describe puberty as the biotic changes affecting the initial menstrual cycle of females and the first ejaculation in males. These biological changes are an indication of the process of an intense body change due to maturity. This may predominantly be a challenge in an event where teenagers are advanced or in puberty.

Pubescent adolescents may be exposed to high levels of tension, which may lower their self-esteem, create awkward personal feelings and lead to a lack of self-confidence. The reality is that teenagers are social beings and need to be part of the community. Teenagers also need to have a sense of significance in their lives, bodily and emotive sanctuary, and stable relationships as well as feelings of existence. The teenagers' growth witnesses changes and questions emerge on top of alterations to existing relationships, on how to plan important undertakings and how to successfully manage time. The ability to make correct and informed decisions empowers the girls to say no to anyone who intends to sexually harass them. The decision to report perpetrators is also key and needs them to be well developed mentally.

The study led by the Australian Human Rights Commission (2012) exposes that one third of women in Australia, which accounts to 33% have been sexually harassed as early as 15 years old. In addition, Espelage and Holt's (2007) study on dating violence and sexual harassment among middle and high school learners in the USA established that 81% of learners were exposed to a type of sexual harassment whilst still of the school going age.

The same study noted further that, 6 out of 10 seldom experienced sexual harassment while a quarter of these US students handle sexual harassment regularly.

Puberty makes the girls sexually attractive to boys and educators and thus, the girls are always at risk of sexual harassment and sometimes easily manipulated by educators as they seek validation and boosting of self-confidence. Hence, it is important for the girls to develop a sense of purpose and decision making.

2.5.3 Cognitive Development

Cognition means the way information is acquired, the embodiment of such information and its, retrieval and the utilisation thereof (Louw 1995). Results from brain studies explain more about adolescents' learning processes. One of the discoveries illustrates that the human brain continues developing until adolescents reach 25 years of age (Johnson 2019). Thus, teenagers are manipulated during the pre-25 years of age period. They also exhibit, during the period, a quest to belong.

Wormeli (2006) argues that a lot of teenagers are tangible thinkers who believe in being at close range with objects so as to feel and be in a position to control them. That is the reason why teachers tend to teach intangible content using a lot of physical movement. Additionally, the biggest and slowest brain component, prefrontal cortex, undertakes the greatest and radical alteration during adolescence stage. A teenager's brain, which is generally underdeveloped, depends hugely on amygdala which relates to anxiety and excitement reactions (UNICEF 2015; Mercurio, Garcia-Lopez, Morales-Quintero, Llamas, Marinaro & Munoz 2020). It denotes that panic and excitement might cloud the teenagers' judgement when expected to decide because of the prefrontal cortex effect. Girls in secondary schools might find themselves unable able to reason or even think before they act due to the excitement or fear that exist due to this developmental phase of their brains.

In addition, Dunkley (2013) observes that Jean Piaget’s theory is still widely dominant despite having been questioned and critiqued. Dunkley (2013) has strong confidence that the intellectual development of a child happens in a specific order and it only happens at a particular time of the child’s life.

Table 2.1: Piaget’s Cognitive Development Theory

STAGE	TIME	FEATURES
Sensory- motor phase	0-2 years	<ul style="list-style-type: none"> • Operations changes from a reaction level to an objective oriented level; • Embodied by sensual and movement variations; • Starts using memory, thinking and simulation.
Pre- operational phase	2-7 years	<ul style="list-style-type: none"> • Exhibits cognitive and figurative representation of issues; • Improvement in language dominates the phase; • Unwilling to accept other people’s opinions view; • Includes the spontaneous reactions stage.
Concrete- operational phase	7-11 years	<ul style="list-style-type: none"> • Take actions only for tangible issues; • Can comprehend and categorise preservation rules.
Formal- operational phase	11-15 years	<ul style="list-style-type: none"> • Is an abstract and rational thinker ready to implement prescribed processes; • Is a scientific thinker; • Worries about community concerns and distinctiveness.

The table above explains Piaget's line of argument on development phases. It clearly presents the advancement that gets concluded during the formal operational phase, which tends to be of importance to the adolescent phase. This theory stimulated various researchers to examine the intellectual growth of individuals (Gouws et al. 2000). The above study by Gouws et al (2000) clarifies the notion that Piaget's theory shaped foundations for emerging philosophies and studies on cognitive development, a treasured indicator of the intellectual growth of youngsters.

Therefore, an understanding of the adolescence stage together with all stages of maturity is very important to successfully ascertain the responsibilities of adolescents in relation to sexual harassment incidents as the population of this study. In addition, an understanding, and identification of the existing relationships amongst stages of development, sexual categories and sexual harassment of girls important and thus, the focus of this study will be easy.

2.6 The nature of sexual harassment in secondary schools

Ramsaroop and Parumasur (2007) and Equal Employment Opportunity Commission (EEOC) Tipton (2018: 1) identify two types of sexual harassment, which are; *quid pro quo* and a hostile environment sexual harassment. The *quid pro quo* is where perpetrators demand sexual courtesies in barter trade situation for a certain advantage. In the case of this study, if the educator is the perpetrator, it means that they will demand a sexual favour for things such as marks. This type of sexual harassment intends to blackmail the victim, who is in this case the learner.

The second type, which is the hostile environment, involves intimidation, hostility, and sometimes very aggressive acts. This is the more common form of sexual harassment that can be either physical or just humiliation that disrupts relations (Renzetti, Endleson & Bergen 2001). According to UNICEF (2015), sexual harassment is an "unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favouritisms or other verbal, nonverbal or physical conduct of a sexual nature. Examples

shared in the study include touching of a sexual nature; making sexual comments; jokes, gestures, drawings, pictures and graffiti of a sexual nature; calling learners sexually charged names; spreading sexual rumours; rating learners on sexual activity or performance; and circulating emails or websites of a sexual nature” (UNICEF 2015).

The focus of the study is on grades 8 to 12 girl learners who by virtue of their developmental phases are teenagers. A Human Rights Watch study and other studies by The Centre for Applied Legal Studies (CALS) and SACE report (2011) on sexual violence within South African schools highlights that girls who are being targeted by educators and boys as preys of sexual violence, exploitation, rape, harassment and physical attacks. It is therefore imperative for the study to also unpack the nature of adolescence as a point of departure. This developmental phase has its own structure as outlined below. The physical and the cognitive development are also under focus in this study.

There are a few common examples of how sexual harassment manifests itself on teenagers. The examples include: repeatedly asking someone out when they have indicated that they are not interested, undesirable requests for social or sexual activity and making sexual narratives, signals and comments (Fogarty 2014). Further forms of harassment that are encountered by teenagers include inappropriate touching and dissemination of sexual gossips about the culprit that includes making remarks about the body of an individual, dress code, sexual orientation or, and how they behave (Fogarty 2014). The study is about sexual harassment in totality and reflecting on these different types assists in determining the exact types that are prevalent and not existent in the Thabo Mofutsanyana District secondary schools.

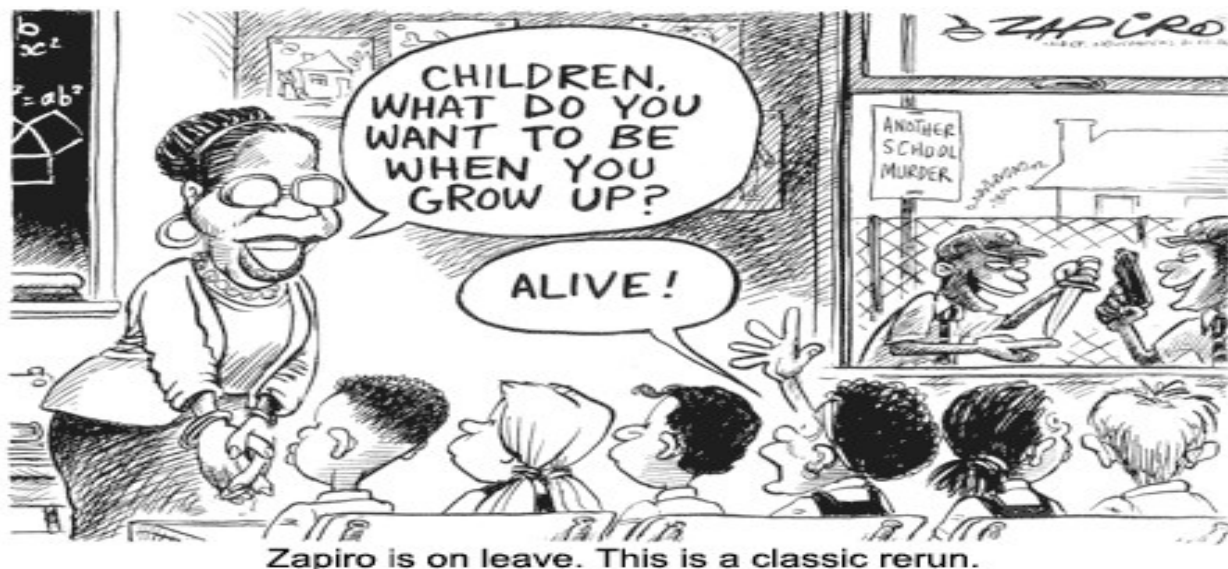
2.7 The prevalence of sexual harassment in secondary schools

This section unpacks the frequency of sexual harassment globally and in South Africa. It also defines the terms used by the author in the study. The provisions made globally and in South Africa to handle issues regarding the phenomenon of sexual harassment in

schools are also explored. Finally, the chapter discusses the perpetrators, intervention programmes and manifestation of sexual harassment as it is imperative to understand the nature of sexual harassment and how it affects victims and in particular, high school girls.

The popularity of sexual harassment in secondary schools is high to the extent that it is becoming a global phenomenon (Venter, Chikanga & Hansen 2001; Cherner – Ranft 2003). Researchers such as, Cherner – Ranft (2003); Reza, Breiding, Gulaid, Mercy, Blanton, Mthethwa, Dahlberg and Anderson (2009); Makura and Zireva (2013) and the World Health Organisation (WHO) (2019) highlight the need for a deeper exploration of the problem. These studies have led to the establishment of international conventions and different legislations that address the matter of sexual harassment. Thus, South Africa recognises the UN charters and conventions, and complies with international law under the African Union (AU) and the Southern African Development Cooperation (SADC).

Picture 2.1: Violence within schools



(Zapiro, July 2007, <http://mg.co.za/zapiro/fullcartoon/263>)

The above cartoon by Zapiro comically brings to the fore the severe challenges of continuous violence in South African schools. Sexual violence, which includes sexual

harassment, forms part of the key worries the South African government, the education fraternity and communities at large are expected to deal with it. Burton (2008) notes that the extensive incidents of all forms of violence at both primary and secondary schools based in South Africa is becoming a source for worry. Aggression in the school environment varies from psychosomatic to physical forms of viciousness (Jefthas & Artz 2007; Burton 2008). It also includes initiation of new learners, (Burton & Leoschut 2013). The irony here is that the school space that was constructed to offer children with a safe and protected environment is failing to do so in the majority of schools within South Africa and, as a result, sexual harassment is surging.

Seedat et al. (2009) state that 39% of girls confessed to having suffered a type of sexual violence like uninvited touching, involuntary sex, or exploitation by elderly men before reaching the age of 18. The types of sexual violence mentioned above constitute sexual harassment. In addition, Abrahams, Mathews and Ramela (2006) observe that teachers and boy learners are often perpetrators in schools owing to the tendency of sexual power and liberty in schools that often encourages both to join forces to enable the sexual abuse of the girl learner. Nonetheless, the suggestion made by the Department of Education to the Task Group on Sexual Abuse in schools (2002) proclaims that sexual harassment should be tackled by everyone and underscores the need for a change in behaviour as South Africa is now a multiracial democracy that recognises and protects the constitutional rights of everyone. As a result, it is imperative that cases of the abuse of women and children be handled and the attitude of the country change, which is also what this investigation pursues in its examination of the prevalence of sexual harassment in high school girl learners at selected schools in the Free State Province.

Anderson and Colins (2001) indicate further that, South Africa committed itself to human rights and has ratified various human rights treaties. The country is a participant of the International Convention on the Elimination of All Forms of Racial Discrimination which was sanctioned in 1998; The Convention on the Elimination of All Forms of Discrimination against Women which was ratified in 1995, The Beijing Platform of Action of 1995, and

the Convention on the rights of the Child ratified in 1995 (Anderson & Colins 2001). In addition to these conventions, South Africa has committed to achieving the 8 Millennium Development Goals which currently are 17 Sustainable Development Goals since 25 September 2016 as approved by the United Nations General Assembly (UN 2016).

The following are the current focus areas: poverty reduction and ultimately eradicating it. Food security and promotion of agriculture; promotion of healthy living; Creation of education opportunity to achieve quality education. Gender equality is also one of the goals to empower girls and women (Goal 5). Sustainable water and sanitation programmes; Strive for renewable energy; promotion of inclusive and sustainable economic growth, infrastructure development; Acting towards protecting our environment by conserving our oceans and protecting the environment. Biodiversity and ecosystems terrestrial use. Peace promotion as well as strengthening the implementation of global partnerships for sustainable development. The Focus on the study will be on Goal number 5 because the study is exploring the extent of sexual harassment in schools, which is a hindrance to attaining equality for girls in secondary schools. Discovering ways of curbing sexual harassment, which is by nature a gender equality issue, is also critical for the study (UN 2016).

Schools are of importance in the study. They expose all types of viciousness imposed on youngsters and the girl learners who are the emphasis of this research. The research considers the theoretical framework of gender and feminism and then goes on to emphasise on sexual harassment, which it separates from the other features of school safety. Burton and Leoschut (2013) observe that school safety research has gradually expanded over the past three decades to add various kinds of behaviours and this has resulted in a comprehensive model of school safety. Behaviours formerly considered to be part of school safety and classroom discipline comprise of interchangeably labelled *aggression, bullying, and violence* (Burton & Leaschut 2013). They also vary substantially in ruthlessness starting with hostile behaviours like verbal abuses and social

marginalisation to more life-threatening types of ferocity such as hatred, the usage of a weapon, sexual attack, and mob violence. The graph below denotes the areas where these acts of violence are taking place in the school premises.

Table 2.2: Areas where Violence is taking place at schools

	Threats	Assault	Sexual assault	Robbery	Theft
Classrooms	44.3	51.0	54.2	60.2	91.5
School gate area	1.0	0.6	0.0	0.8	0.0
Playing fields	25.0	24.8	13.2	14.0	4.6
Corridors	11.1	5.0	11.4	7.2	1.1
Toilets	4.1	5.5	12.5	6.8	0.3
Other open grounds	13.5	11.8	6.6	6.4	1.0
Halls	1.0	0.6	0.4	1.1	0.2
Principal's office	0.0	0.6	0.0	3.4	0.6

Burton and Leoschut (2013)

Playing fields are expected to be safe places as there usually will be more than one person at a time and one would think that the presence of other team members might be a hindrance to perpetrators but this does not seem to be the reality. Instead, the playing field is the second most space where incidents take place after the classroom, at 13, 2 %, as noted in the table above from the DBE to the parliamentary portfolio committee on education (2017). The other risky places at school are toilets and corridors, whose rate of sexual assault is at 12, 5 % and 11, 4 %, respectively. The most dangerous place in schools is the classroom, which accounts for 54, 2% of the acts of sexual assault. This means that teaching and learning might be at risk since learners are now dealing on other issues such as their safety instead of learning. This grim reality invokes enquiries regarding the presence of educators and observation of classroom discipline (Burton & Leoschut 2013).

The WHO (2019) reported that approximately 15 million adolescent girls, aged from 15 to 19 years, have been subjected to forced sex, sexual intercourse or other sexual acts during their school journey globally. From the 15 million, 9 million of them got abused within the

past year, 2017 (UN 2018). A study conducted on preteens and teens in Florida, reflected that about 80% of females and 60% of boys were subjected to sexual harassment during school time (Fogarty 2014). The reports highlighted the prevalence in South Africa and Tanzania as alarming, because up to a third of adolescent females in some parts of both countries indicated that the girls' initial sexual experiences were forced (Reza, et al. 2009).

A research undertaken by the Health Department under the employ of the South African Medical Research Centre (MRC 2003), titled "The 1st National South African Youth Behaviour Survey" provides numerical data on the state of hostility in schools. The groundbreaking research conducted on 14,776 boys and girls in 23 schools from each of the nine provinces provided a platform for upcoming research projects by availing data regarding unsafe school environment. The quantitative report exposed numerical information that "15% had been subjected to involuntary sexual activities. As a result of involuntary sexual activities that learners were subjected to, 32% felt insecure in school" (MRC 2003). A study mentioned by Mushoriwa (2014: 246) reveals that '87% of girls and 71% of boys had experienced sexual harassment'.

The prevalence of viciousness in South Africa is linked to the country's history and other social-cultural contexts. Tremendous levels of political and criminal ferocity characterised the South Africa's changeover process to democracy. Cases of physical attack, rape and sexual violence have become epidemics in schools around South Africa (Ward, Artz, Leaschut & Kassanje 2018). The increase in levels of violence in society since 1994 has witnessed a similar increase in gender-based aggression that is school based. Distress due to the present safety and security dangers is inescapable and results in dire effects to the scholastic prospects presented to learners (Prinsloo 2005). This results in learners dropping out of school with some ending up incarcerated and educators engaging in negotiated marriages of the process of *ukuthwala* in an attempt at escaping charges of either rape or sexual abuse.

It should be underscored that, the developmental stages and power relations amongst educators and learners are an important foundation of teaching and learning that interrelates with the gender system. The school legitimately promotes the educators' guidelines and regulations, through means such as the provision of compensations and endorsements, time dispersal, attention during lessons, and "corporal punishment", in order to achieve proper scholar actions (Govender & Sookrajh 2014). Thus, teachers use their supremacy and authority to regularise some features of male and female conduct (Tomaszewski 2018). The way in which the educators normalise behavioural traits is also dependent on their individual gender chores and stereotypes inclusive of learners' everyday life experiences from their own households, relatives, cultures and communities. Consequently, it becomes vital that the Girl Education Movement (GEM) initiative be launched based on the circumstantial socio-cultural situation in South African schools. School-based gender-based ferocity is not taking place in separation but due to results of circumstantial aspects initiated based on traditional principles and outlooks (Chisholm 2003). Gender roles are still articulating femininity and masculinity and replicate a tendency of disparity and this perspective is important to scholastic effects as well as results of sexual ferocity in schools (Wadman 2018).

The above underscore the importance, for the investigator, to evidently sketch concerns linked to the sexual harassment of teenagers and how those occurrences are the result of gender chores and stereotypes. Hence, the researcher's discussion and focus on this study.

2.8 Forms of sexual harassment

Sexual harassment manifests itself in different ways. Item 4 of the Code of Good Practice on the Handling of Sexual Harassment outlines different forms of sexual harassment as follows: (Notice 1367 of 1998)

(4)(1) Sexual harassment comprises of undesirable bodily, spoken, or non-spoken conduct, however instances below are not the only ones existing:

(a) Bodily comportment of a sexual nature contains all undesirable bodily interaction starting with touching to attack and rape and comprises of strip examination by a person of the opposite sex or in their presence.

(b) Spoken forms of sexual harassment comprise of unwanted insinuations, propositions and suggestions, sexual advances, remarks containing sexual implications, sex-related anecdotes or name-calling or unwanted explicit commentaries about individuals' bodies made in their company or direct to them, unwanted and unfitting investigations on an individual's sex life and unwanted whistling at someone or a crowd.

(c) Unspoken forms of sexual harassment consist of undesirable signals, offensive disclosure, and undesirable exhibition of sexually obvious images and items.

(d) *Quid pro quo* harassment transpires once a proprietor, boss, manager, member of supervision or co-employee embark on or tries to encourage or encourages recruitment procedure, advancement, training, punishment, removal from office, remuneration augmentations or other benefits of workers or application for employment battered for sexual favours.

(2) Sexual preference occurs in an event where someone in power uses the status to only compensate workers who react positively to his or her sexual advances, while other best performers are being disregarded for awards due to non-conformity to the sexual advances.

2.9 The general health of sexually harassed girls

There is need to understand sexual harassment as a phenomenon and that its nature and prevalence leads to short or long-term consequences. The consequences as described by Smit and Du Plessis (2017) as including side effects such as troubled sleep, bad dreams, headaches, exhaustion, biliousness, neck pain, back pain, abdominal disorders, appetite loss and losing weight. The psychosomatic effects comprise the non-existence of self-esteem, bad temper, seclusion, depression, irritation, self-blame, anxiety, frustration, and debilitated reproductive, psychological, and physical health for those affected, together with helplessness. Parents and educators should be able to identify such symptoms in learners, and act on them with immediate effect because they may be initial signs of sexual harassment. The reproductive health effects involve teenage pregnancies, gynaecological complications, sexually transmitted diseases and infections that include HIV. The psychological conditions might be inclusive of depression and post-traumatic stress, while physical health might include injuries from the scene.

Should sexual harassment happen on the school yard, the victims tend to avoid certain areas of the school premises as an avoidance skill. Such victims normally change their schedules with some dropping out from school, sporting events and ultimately changing their routines totally to avoid sexual harassment. Thus, sexual harassment has the potential of harming learners' wellbeing, inciting and aggravating clashes between learners, as well as contributing to an unfriendly learning atmosphere (Espelage & Holt 2007).

Smit (2011) asserted that sexual harassment in schools can weaken a girl learner's sense of personal dignity and safety. It is capable of interrupting the girl's' education and can hinder their capability to reach full prospects in life. Personal worth is a common feeling of proficiency, individual regulation and self - assurance in dealing with life (Tracey & Hopkin 2001). This concept, which is comparable to self-image, is associated with life in general

than a specific action. As such, sexual harassment might affect the personal efficacy which in turn may have a bearing on self-efficacy in a variety of areas.

Similarly, the improvement of high personal efficacy is dependent on positive practices. Studies advocate that inequality that is institutionalised has a potential of robbing teenagers of prospects for positive experiences. Institutionalised inequality is not a reflection of deliberate acts but instead indicates systematic continuations that are either intentional or unintentional that create a prejudiced effect (American Institute of Certified Public Accountants (AICPA) 2000). This means that perpetrators would be acting out what they regard as normal and not necessarily with the aim to hurt.

According to Rettner (2011); Smit and Du Plessis (2017), there are six main health related effects of sexual harassment on girls. Those special effects are depression; post-traumatic stress; blood pressure; insomnia; suicidal thoughts and neck pain. These effects are discussed below.

Depression: The American Psychiatric Association (2013) defines depression as a severe medical illness that impacts on opinions, outlooks and the ability to function on a daily basis. Depression can affect anyone irrespective of age. Bracken and Petty (1998) posit that it is caused by an abnormal brain function. Incidents of depression may then be activated by tension, demanding life events and the result of medications. Thus, an interaction between a genetic disposition and life history or current events appear to be the determinants of the person's level of risk.

Research conducted by Houle, Staff, Mortimer, Uggem and Blackstone (2011) on 1 000 youths reveals that individuals exposed to sexually harassment in their teenage years are certainly going to display signs of depression into their 30s. The scholars further detected that a reasonable number of individuals who were sexually harassed have feelings of "self-doubt". Houle et al. (2011) pronounce that, the feeling of self-doubt sometimes turns into a

self-blame, which can activate destructive results on the psychological health of the casualty by stimulating depression, as she starts thinking that she was responsible for what happened to her.

Sleep problems: Sexual harassment is associated with sleep disturbances (Borys in Rachael 2011). The sleeping habits are being affected by the stress and anxiety that were caused by the incident. For an example, victims may experience insomnia pondering about the incident and this may be the source of nightmares. This can even lead to Post-Traumatic stress disorder.

Post-Traumatic stress disorder: Various studies identify a relationship between sexual harassment experiences and post-traumatic stress disorder (PTSD). PTSD is regarded as re-living the incident and developing an avoidance habit towards people or objects that might serve as reminders of a previous incident. Women in the military who are sufferers of sexual harassment are said to be highly prone to PTSD culprits as argued by the 2009 investigation presented in the journal of Law and Human Behavior. This study discovered that sexual harassment ordeals were associated with PTSD indications in 450 females who participated in the interviews. This association was still in existence even after the previous psychological distress and trauma events had been excluded (Sachs – Ericsson, Cromer, Hernandez & Kendall – Tackett 2009).

Blood pressure: A 2008 study by Rettner (2011) found out that sexual harassment increases blood pressure. The study involved 1 200 union workers that were given health examinations in order to investigate workplace abuse. The study found out that 23% of the participants had been subjected to sexual harassment at least once at their workplace. Results from the health exam exposed that there exists a relationship between sexual harassment and high blood pressure in women. Rettner (2011) posits that sexual harassment incidents can initiate similar forms of physiological reactions, like stress, which are also cardiovascular disease triggers. Girls in this study are young women and based

on Rettner's (2011) study are prone to similar cardiovascular diseases should they be exposed to sexual harassment.

Suicide: Rettner (2011) posits that Canadian high school learners revealed that sexual harassment might be a cause for suicidal conducts. Results from this study revealed that 23% of participants experienced incidents of sexual harassment at least once, and in the form of an unwelcome sexual touch, sexual comments, or offensive exposure. Additionally, 15% of females who had been exposed to unwelcome sexual touching disclosed that they attempted suicide.

Neck Pain: According to Fessler (2018), sexual harassment has a potential of triggering pain disorders that include headaches and lower back pain. Women who were exposed to unwanted sexual attention were most likely to complain about neck pain. Studies note that forthcoming investigation's results may propose that mediations to avert harassment in the place of work will be a solution to the muscle related ailments as well as bone related ones for employees.

There is also an assertion by Espelage and Holt (2007) that the schoolwork and performance of learners who would have reported harassment is affected in a negative way. Espelage and Holt (2007) assert that learners who turn to be perpetrators of sexual harassment at times turn out to be adults who will carry on sexually abusing others. According to Rettner (2011), close to 50% of learners who reported sexual harassment were at risk of harming their own growth.

Finally, Espelage and Holt's (2007) and Smit (2011) state that 58% of learners reported having experiences physical harassment and 48% were distressed due to their sexual harassment encounters This is an indication that sexual harassment is not welcome to victims hence the different ailment associated to sexual harassment.

The above revelations by Espelage and Holt (2007), Rachael (2011) and Houle et al. (2011) make it clear to the writer that learners suffer psychological effects arising from sexual harassment encounters and might lose their self-confidence as well as feel insecure and confused about themselves. These incidents affect the educational and work futures and might also cast doubts on their ability to engage in romantic relationships.

2.10 Sexual Harassment in secondary schools

Sexual harassment in schools is used to express and confirm manhood within a heterosexual ethnic and sex order (Heilman & Barker 2018). Sexual harassment as a type of viciousness serves as a reinforcing instrument for the power establishments that are at play in different communities that include schools. The structures give boys advantage over girls with some of the discourses, such as the idiom that a man is the head, all elevating men over women. A South African employer might be legally responsible for sexual harassment cases that happened in the place of work or at an institution of learning and claims could be laid against the employer of the harasser. It is applicable in schools whereby the principle of in loco parentis is the order of the day, and where learners and teachers need to be protected by policy developments as well as the code of conduct. An American study discovered that about two thirds of all college learners come across sexual harassment during their schooling and victims are mainly girls (Smit 2011). The study also found out that gendered actions interconnect closely with associations of supremacy. The strengthening of masculine versatility and confirmation of macho manliness contributes mostly to the sexual harassment of females in the education setting. Thus, the prevalence of sexual harassment undermines the national pride associated with institutions of higher learning, primary and secondary schools (Smith & Du Plessis 2011).

According to Mwangi, Kellogg, Brookmeyer, Buluma, Chiang, Otieno – Nyunya, Chesang and Kenya (2010); and the Violence against Children Survey Team (2015), learners in Kenya indicated that sexual harassment is performed by members of the families, boyfriends, teachers and neighbours, with the majority of whom being people the girls

believe are their protectors. The information available at the Department of Basic Education, as reported in the Annual report, gave an indication that there are numerous forms of sexual abuse perpetrated equally by learners and educators that occur in schools (RSA DBE 2014). The abuse includes sexual harassment, touching plus spoken humiliation, rape and related types of sexual violence (UNICEF 2014). In addition, residences, unoccupied classrooms, foyers and toilets, are used to commit this abuse. All learners are potential targets of sexual abuse, however, female learners and learners living with disabilities are predominantly susceptible.

The power dynamics existing within the school system are an influential factor for the occurrence of sexual harassment in various schools. Makura and Zireva (2013), acknowledge that power, whether formal or informal, can spur the occurrence of sexual harassment in schools. The scholars argue that people in the possession of any form of power in the education sector, including principals and teachers, are capable of misusing or abusing their power. A much earlier study by Prekel (2001), also argues that there is a connection amongst sexual harassment, intimidation, exploitation and power. As a result of this power, victims end up not even reporting these cases (Makura & Zireva 2013).

2.11 Curbing sexual harassment incidents in schools

2.11.1 Policy gaps

It is imperative to make certain that the policy that is in existence is well publicised and fully implemented. All stakeholders, namely, all learners irrespective of their gender, parents, educators, administrative staff, grounds personnel and cleaners, should possess a copy of the school sexual harassment policy. There might be a need to attach an addendum outlining procedures to be followed when lodging a complaint and a summary of the critical issues in the policy. Finally, summaries, in the form of posters about sexual harassment and the policy, should be visible in the corridors, staff rooms, classrooms, the administration offices, the reception area and all public areas. These are currently gaps in existing policies.

The publication and advertisement of the policy is also important. An abstract of the policy on sexual harassment, with contact details of individuals to communicate with, ought to be incorporated in all main school magazines such as brochures, catalogues, or orientation materials. As outlined below, the Department of Education, school principals and the school governing bodies are also required to provide an assurance that the policy is effectively implemented. In addition, the all-inclusiveness of the policy on paper can only be guaranteed through an enforcement of the policy.

Action is needed in response to allegations of sexual harassment, as doing nothing is always the wrong response. The required action is closing identified policy gaps in sexual harassment policies. Observation and always being on the alert is critical to spot sexual harassment incidents when they occur and act with immediate effect. These calculated swift moves might be effective in the quest to reduce sexual harassment, arrest the repetition and in dealing with its effects. Thus, swift action makes learners who happen to be victims feel safe and accommodated in their school premises and classrooms. Hence, as stated by the National Women's Law Center (2007), school employees and other officials are expected to react to and implement policy on sexual harassment in a way like when they would be handling other severe transgression incidents.

2.11.2. Arresting any ongoing sexual harassment

Schools can minimise the recurrence of sexual harassment by implementing measures to stop such acts when they happen. Acting swiftly directs a communication to perpetrators that such behaviour is intolerable and the institution views harassment in high regard. For some incidents, separating the girl learner who would have been victimised and the perpetrator might be required. There is a need to also put the culprit and the perpetrator in different classrooms or boarding houses in cases of hostel residents upon receiving a report or complaint (National Women's Law Centre 2007). In instances where the perpetrator is a teacher, it is advisable to effect a transfer to avoid contact between the two which might

aggravate the situation. A transfer is an avoidance action whilst investigations and disciplinary processes unfold, which might lead to suspension from work for the alleged perpetrator. The South African Police Services together with the Department of Social Development should also receive a report so that they can initiate the child protection processes. Furthermore, necessary steps must be taken in avoiding the reoccurrence of sexual harassment (National Women's Law Centre 2007).

2.11.3. Investigating all cases of sexual harassment

There is a need for an immediate investigation of all sexual harassment accusations. A school must act soon after noticing signs of a potential sexual harassment of any learner. An immediate and suitable action should begin to investigate an employee, other learners, or even third parties suspected of perpetrating harassment irrespective of whether the harassed learner selects to institute an official grievance or not. The nature of an allegation determines the steps to follow during the investigation. The cause of the complaint, age of the learner affected, size and administrative structure of the school. However, in all cases the probe must be speedy, exhaustive, and unbiased.

The investigation process should consist of interviews with affected parties and people who might be in position of significant evidence about the incident. The investigator should ensure that all records of investigations are complete and properly kept. The records should include a full account of the victim's allegations, transcripts of all conducted interviews, the findings of the investigation, and any action that the department or school has instituted if any. Impartiality ought to be ensured by appointing an investigator who has no close links nor works with the victim to lower any biases against any of the persons involved. Hence, the Department of Education sometimes appoints a person from a different district as an investigator. In addition, the National Women's Law Center (2007) underscores the need for privacy and confidentiality. The Center suggests that the disclosure of information should be limited to relevant people who are entitled to information regarding the case because of their roles in bringing the solution to the problem. Equally, case documents and

files with statements should be kept in a confidential and lockable place, and that witnesses should not discuss the investigation or the case with anyone (National Women's Law Center 2007).

2.11.4 Corrective Action

Authorities should always take appropriate corrective action to minimise incidents of and the repeat of sexual harassment incidents. As soon as the investigation is closed the affected institution should act accordingly to ensure that the event does not recur. The National Women's Law Center (2007) argues that corrective measures should include instituting disciplinary procedures with outcomes that take the seriousness of the case into consideration. These strategies should be part of the policy and seek consistency and equal treatment of perpetrators. Warnings and counselling are regarded suitable in terms of dealing with sexual harassment cases that are regarded as minor. However, severe incidents such as sexual touching or sexual assault need more than oral reprimands, and thus the suspension, expulsion or firing of the perpetrator, as a way of protecting the victim and other learners, may be the most appropriate action (United States of America, Department of Education Report 2019).

A school-wide reaction is needed in the case of suspected cases of harassment that are part of a larger problem. A re-evaluation and re-distribution of the school's policies and procedures for sexual harassment deterrence and provision of training to all stakeholders are usually needed in such a case. Both re-evaluations and re-distributions would ensure the learners, parents and teachers' recognition of harassment and equip them with strategies on how to respond. In addition, a school's response to harassment must not create additional damage for the learner that is already a sexual harassment target. That is, a learner who has been harassed should not be subjected to routine changes or even moved out of her class or school to avoid other incidents. Instead, the school must ensure that there is no further retribution due to the report, sexual harassment has stopped and make counselling arrangements for the learner.

2.11.5. Sexual harassment should be everyone's business

Further Strategies for Preventing Sexual Harassment must ensure a concerted effort by the management team of the school, the school governing bodies and the whole school community seeking to take care of the girls. The National Women's Law Center (2007) outlines some of these additional strategies that personnel can implement. Administrative clerks must facilitate the availability of all obligatory anti-discrimination policies and procedures. They must also make sexual harassment learning programs for all role players, and learners, which widens possibilities of the breaking of the silence as people become aware of their legal responsibilities and duties with regards to the Child Protection Act. Furthermore, administrators must assist the school with self-assessment processes and thus determine the type of educational environment available for female learners. Schools must also ensure that orientation programs for learners, employees, and administrators are inclusive of sexual harassment awareness material and highlight everyone's responsibility as prescribed by the school policy. Finally, schools must also ascertain that all school programs and activities, even those for off-school premises, are sexual harassment free.

The educators must employ various strategies in the face of sexual harassment cases. These include, acting swiftly when confronted to report any instances of sexual harassment they become aware of to the designated official who handles such grievances. Educators must also develop strategies with the learners on how to change the classroom environment so that it becomes conducive for all. Another strategy involves rallying for the parents' support by making the classroom a friendly setting for all learners, both victims and perpetrators and one that has the support of parents (National Women's Law Center 2007).

It should be underscored that school educators and administrators must always be on the alert. No official needs to be reminded of the significance of defending learners from school violence and in particular sexual harassment. The emotional and educational well-being of learners may be in jeopardy due to sexual harassment policies and procedures that are not

enforceable, as a result the school, district office or the department of education may be faced with a financial liability due to failure to implement policies and procedures as required by law (Johnson 2019).

Furthermore, Pace (2015) argues that there is a clear understanding and connection between sexual harassment and domestic violence. Stein (2014) and Pace (2015) accentuate the fact that schools might be preparation platforms for domestic violence due to experiences and continuous observation of gender-based violence by other learners. Failure to recognise or interjected these types of behaviours as they happen in the presence of other learners and adults creates an incorrect perception that it is proper to participate in sexual harassment and gender violence. Therefore, the school must establish joint ventures with staff from domestic violence institutions and sexual assault agencies to share their expertise with girl learners and other potential victims of sexual harassment.

2.12 Intervention strategies to deal with sexual harassment

2.12.1 Global Interventions

The plight of the girl child has assumed a global status, according to the United Nations Children's Fund (2011) (UNICEF). This started in 1946 when the United Nations gave a group of females called the Commission on the Status of Women (CSW) the task of investigate ways that would improve women and children's lives. The CSW developed various agreements seeking to defend the rights of women to their nationality, politics and marriage between 1949 and 1962.

Further developments led to treaties and conventions aimed at protecting children's rights. The main international human rights law treaty that protects children's rights is the UN Convention on the Rights of the Child (CRC), adopted in 1990. The CRC emphasises children's basic human rights and these are: the right to existence; to grow to the fullest; to defence against unsafe powers, misuse and manipulation; and complete involvement in

family, traditional, and communal life. These conventions are developed to provide safety and equality amongst humans and to ensure that incidents that are based on inequalities be minimised. Other conventions significant to this study are outlined below.

2.12.1.1 The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1995

The CSW started, from 1965 to 1967, with the development of an international agreement called “Declaration on the elimination of discrimination against women”. The UN accepted the Convention on the elimination of all forms of discrimination against women on the 18th of December 1979. CEDAW implores all governments to make certain that girls and women are treated fairly and equally with men and boys. In addition, governments should guarantee that nothing halts girls and women from enjoying their rights and strive to prevent women’s subjection to stereotypes (UNICEF 2011; 2017).

The convention has 30 Articles, which seek to eradicate all types of discrimination against women. These categories are; Articles 1 to 16 that sketch different areas where governments should focus on dealing with discrimination against girls and women. It further identifies areas, such as laws, marriage, education, health care, and employment, where discrimination against girls and women exist (CEDAW 1995).

In addition, Articles 17 to 22 focus on CEDAW committee establishments, where international experts convene to monitor whether governments that ratified the Convention are indeed employed to the eradication of discrimination against girls and females. Lastly, Articles 23 to 30 strengthen relations between the UN and governments to ensure that all girls and women’s rights are protected accordingly (CEDAW 1995). Special reference will be placed on Article 3, which deals with guaranteeing basic human rights; Article 5, which is about the stereotype roles; Article 10 on Education; Article 12 on Health and Article 13, which focuses on the economic and social life of girls and women (CEDAW 1995).

2.12.1.2 Convention on the Rights of a Child, 1989

The UN ratified the Convention on the Rights of a Child in 1989 and it was implemented in September 1990. The convention comprises of 54 articles. However, the focus of this study will be on: Article 1, which provides us with the description of the child; Article 2 on prejudice; Article 3 devoted to the child's best interest; and Article 19, which is about protection from all forms of violence. Also under focus, are Article 28 on the right to education; and article 42, which concerns itself with an equal knowledge of rights by parents and children. This convention has identified four main values, which are non- prejudicial; commitment wellbeing of the child; the right to life, survival and growth; and respect for the opinions of the child.

Furthermore, it declares that a child is an individual whose age is below 18, except for the regulations of a specific country should they dictate otherwise (UNICEF 2007). This is the age group of secondary school girls that are mainly affected by sexual harassment at school, hence the study's examination of the nature and perceptions on the frequency of sexual harassment in the District of Thabo Mofutsanyane's schools in the Free State.

2.12.1.3 Beijing Platform for Action, 1995

The Beijing Platform likewise sought to reinforce the global advancement of gender impartiality and women's rights. "In September 1995, 17 000 participants and 30 000 activists from around the globe travelled to Beijing for the fourth World Conference on Women" (UN Women 2015: 1) with an intention of endorsing gender fairness and women enablement irrespective of the country of origin. At this gathering, 189 governments were represented and committed themselves to taking up and implementing the conference resolutions. The Beijing Conference for Women developed an action plan to be used when implementing the resolutions and it was called, "The Beijing Platform for Action" (Women UN 2015; Debusscher 2015).

Furthermore, Women UN (2015) and Debusscher (2015) outline that the Beijing platform focuses on twelve (12) areas. These are, 'women and poverty; Education and Training of women; women's well-being; violence against women; women and armed conflict; women and the economy; women in power and decision making; institutional mechanisms for the advancement of women; human rights; women and the media; women and the environment and the girl child' (Debuscher 2015: 7). This study concerns itself with seven areas of the Beijing platform for Action, namely, the education and training of females because the study is conducted in schools and therefore affecting education and training of girls. It also focuses on women's health, because the study investigates the wellbeing of girls as part of the effects of sexual harassment; violence directed to females because sexual harassment is a violent act in nature; and women's human rights because the sexual abuse of girls affects their basic human rights. The further considers women and the environment, because the environment in which girls go to school is under scrutiny with regards to safety and lastly the girl child, and this is the focal emphasis of the investigation as they are culprits and targets of these acts. The study was conducted in schools where education and training of young women occurs. Sexual harassment violates girls' human rights and, as a result, such an environment affects the girl child. Finally, sexual harassment viciously undermines the health and other aspects of the girls' lives.

2.12.1.4 Millennium Development Goals (MDGs)

The millennium development goals are the UN's initiative seeking to ensure that there is a joint fight against poverty by all countries in the world. It consists of eight (8) goals, which were focal areas for countries that aimed at halving poverty levels by the year 2015 (United Nations Report 2015). MDG 1 dealt with poverty reduction, MDG 2 Universal education, MDG3 focused on gender equality, MDG4 the reduction of death rates, MDG 5 sought to improve maternal health, while MDG 6 addressed HIV/AIDS. This study focuses on MDG 2, which deals with Universal primary education. The selected goal is critical to ensuring that the education of girls is prioritised and that the inequalities, whether structural, cultural, social or psychological, are given enough attention and reduced.

The Sustainable Development Goals (SDGs), also known as Global Goals, replaced the MDGs on the 25 September 2015. The SDGs are a world-wide call to action towards the eradication of poverty, planet safety and protection and to guarantee peace and prosperity to all. It has seventeen (17) goals, constructed on the victories of the MDGs and the addition of emerging concerns such as climate change, financial equality, innovation, viable consumption, and peace and justice. The SDGs are interrelated because the successful achievement of one goal is dependent on other goals (United Nations 2015; 2016). According to the UN (2018), discrimination against women and girls seems to be at a declining trend. However, lack of gender equality is still a reason for women non development because they are being denied their human rights. Women empowerment is dependent on the demolition of existing structural inequalities and a full implementation of the legal frameworks that exist.

There is need to boost girls' registration throughout education phases and bands. The fulfilment of this incomplete plan lies in education and in some areas of gender parity, such as attending to the breaches in the welfare (healthiness and training) and creating prospects for young and old females in underprivileged subcategories in communities faced with various segregations based on their gender, race, occupancy, culture, status. Monitoring gender parity and females' capacitation as well as their growth is also a necessity for the disadvantaged. Precedence should be given the improvement and monitoring of gender impartiality and enabling in the Sub-Saharan Africa, which according to the Global Monitoring Report (2007) was always lagging behind in most of the MDG areas. Failure to monitor progress and to empower women becomes a contributing factor towards the rural nature and quality of education provided in those countries. A lack of proper education and monitoring of programmes prevents the girls and women from being aware and exercising of their rights (Global Monitoring Report 2007). The report acknowledges that males and females are not receiving equal opportunities in the acquisition of assets globally. Gender inequality is denoted as the conventional set-up that

reproduces additional disparities and destructive consequences for females' happiness, and their families and societies.

The SDGs, just as the MDGs, also cater for women. The study concerns itself with Goal number 5, which is the achievement of gender fairness and capacitation of all women and girls. The goal wishes to stop types of prejudice against all women as well as girls elsewhere, and the eradication of all types of vehemence towards women and girls on public and private platforms. Trafficking and sexual exploitation and all additional forms of abuse against women and girls are provided for in the SDGs. Finally, SDG 5 also seeks to end all hurtful practices, such as child abuse and early as well as involuntary marriages, and female genital mutilations.

2.12.1.5 Universal Declaration of Human Rights

In terms of the Equality and Human Rights Commission (2018), The Universal Declaration of Human Rights is a global manuscript stating the basic rights and freedoms that everyone is entitled to. The United Nations General Assembly accepted it on 10 December 1948 in Paris. The Declaration affirms self-respect, equality and impartiality. It is made up of 30 articles that articulate obligations for participating countries, and the variety of rights and freedoms of mankind, universally. The universal declaration proclaims human rights such as the right to life and freedom from torment, heartless or humiliating treatment and the right to equality (Equality and Human Rights Commission 2018), which links well with the focus of this thesis.

2.12.1.6 International Covenant on Civil and Political Rights

The International Covenant on Civil and Political Rights (ICCPR) identifies the natural pride of each person and undertakes to encourage situations in countries to permit the pleasure of public and civil rights. Member states who approved the Covenant are obliged to defend and preserve basic human rights and are duty-bound to take governmental, legal, and

statutory steps to defend the rights protected in the agreement and to offer an operational solution (United Nations 2015).

Likewise, the International Convention on Civil and Political Rights, with its 27 articles, commits the signatories to defend and respect the civilian and political rights of persons. The ICCPR rights are necessary to empowering societies so that they can enjoy an extensive collection of human rights, and added to that is: freedom from torment and other harsh, heartless or humiliating actions or sentences; sovereignty from slavery and involuntary labour; being free from imprisonment, and incarceration and treatment by the legal procedure; confidentiality of home and personal life; freedom of thought, belief and countenance; rights non-violent gathering; freedom to choose and be in relationships, as well as by being part of trade unions; matrimonial and the children's rights; and the freedom to political involvement, and parity and non-prejudice (Canadian Civil Liberties, Association 2015).

Sexual harassment relates to the impartiality and non-prejudicial items of the agreement. In terms of the United Nations' National Human Rights Institution (2017), every human being has inherent rights that are not age nor gender based. Themes that seek to unite with the principles of the ICCPR are in Articles 2 and 3 and grounded on the view of non-prejudice. Article 2 warrants that human rights recognised in the ICCPR must be valued and be existing to residents living in all countries who are signatories of this Covenant (State Party), of which South Africa is included. Article 3 guarantees the equal right of males and females to the pleasure of civic and political rights as proclaimed in the ICCPR. Girls are members of the community and as a result they are civilians just like anyone, which means that the rights enjoyed by civilians are also the girls' entitlement. Those rights include being treated with respect and equally with all other civilians, which is being taken away in case of sexual harassment.

2.12.1.7 International Covenant on Economic, Social and Cultural Rights

Poverty levels are identified as one of the causes of the continuing tendency of sexual harassment perpetrated by boys, girls, and both males and female educators. The observation compels the researcher to also investigate this covenant. The International Covenant on Economic, Social and Cultural Rights (ICESCR) is an all-party accord approved by the United Nations General Assembly on 16 December 1966, and enforced as of the 3 January 1976 (United Nations Treaty Collection 2017). Signatories to this treaty are obligated to exerting an effort to the granting of economic, communal, and traditional rights to the dependent and Trust terrains and people, workers' rights and the right to health and education together with the right to an acceptable standard of living. With effect of January 2018, the Convention has 167 parties (UN Treaties 2019).

The ICESCR is part of the International Bill of Human Rights, along with the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR) and the latter's first and second Optional Protocols. It has 31 articles consisting of 5 fragments. Part 1 focuses on Article 1, which recognises the right of everyone to autonomy, as well as the right to easily define their political status, communal and traditional objectives and accomplish and position their personal possessions. Part 2 give provision to articles 2 to 5 that focus on the establishment of a progressive realisation, which requires the right to be acknowledged 'without being discriminated upon in any way based on race, colour, sex, language, faith, political or different view, national or social origin, possessions, birth other status' (The United for Human Rights Chapter 2008 - 2018).

Part 3 encompasses articles 6 to 15 and these consist of working conditions that include the right to be a trade union member, communal safety with social protection; family life, plus compensated maternal leave of absence and the defence of children; acceptable standard of living covering access to nutrition, clothing and shelter; well-being, unambiguously the utmost achievable standard of physical and psychological health. Part

3 focuses on education, with free complete primary education, availability of secondary education and involvement in traditional life. Part 4 enforces articles 16 to 25. It concerns itself with monitoring the implementation of the Convention as well as reporting on actions employed by its signatories.

2.12.2 Intervention strategies by the African Continent

It took time for the world to realise that children's protection should be acknowledged and protected by states and communities. Children were considered as quasi properties and economic possessions until the late 19th century (Law Library Congress 2011). The provision of limited human rights to children ensured adults' more autonomy to exploit these children. As a result, it was not urgent for parents to legally acknowledge the rights of children, as noted in The Mary Ellen Wilson case, which was held by the New York Supreme Court in 1874, which judged those children were objects of economic gain and nothing else (Wilson 2006).

According to Denham, Basset and Zinsser (2012), abusive stepparents of a ten year old girl continually beat her and her defence team only won the case because they equated the child to 'a little animal' (Van Beuren 1998; Wilson 2006). The maltreatment of animals unlike that of children was prohibited because of the strong presence of animal rights activism. The fact that animals had rights was very ironic and yet a certain group of humans - children did not have any.

The introduction of compulsory education laws in Africa changed the priorities in children's lives. Transformation concerning general opinion about children's communal and economic standing happened in Western Europe in the late 19th Century. Children started to be a priority and were regarded as human beings and not as their parents' property. As a result, Africa changed its perceptions about children's welfare. Pursuing education became essential just as job seeking. The reprioritisation of education over work resulted in children

losing their prominence as a labour force, because the need for unindustrialised workers decreased. The emergent female image as a distinct juristic person also led to children not being regarded as the possessions of their fathers. Hence, the changing functions and responsibilities of parents meant that countries started to intercede on issues which were formerly regarded to be steadfast family issues.

Governments and children started establishing links because of such interventions. A consideration of the children's wellbeing became part of the agendas of different states for the first time in history and it became the forte of the states' higher power removed from being the sole mandate of adults. As a result, children's rights got equal recognition as those of adults as all is about human rights (Van Bueren 1998). A further 20th century acknowledgement was that all human beings, children included, were the focus of the Universal law and eligible to global legal defence. Finally, detailed rights were allowed to all people, including children, in different global documents, some of which are discussed below (Beuren 1998).

2.12.2.1 African Charter on the Rights and Welfare of the Child

The African Charter on the Rights and Welfare of the Child (also called the ACRWC or Children's Charter) was approved by the Organisation of African Unity (OAU) in 1990. In 2001, the OAU officially converted to the African Union. The Children's Charter is an all-inclusive tool prescribing rights and outlining global values and standards for the prominence of African children. It consists of four (4) chapters made up of 48 articles (African Commission on Human and Peoples' Rights 2018).

Of interest to this study, is Article 11, which focuses on education matters and gives every child the right to education and a variety of affirmations. The Article also strives for the promotion and growth of the child's character, aptitudes and intellectual as well as physical capabilities. It seeks further: the promotion of esteem for human rights and important freedoms as set out in several conventions. It also charters internationally, safeguarding

and solidification of optimistic African ethics, traditional principles and philosophies. Finally, it affirms the moral and traditional values that include grooming the child in such a way that they will lead and live an accountable life in a free society, with the view of conceptualising, exchanging ideas, shared respect and acquaintance between societies, cultural, familial and spiritual groups.

The Charter requires all state parties to commit to a realisation of the provision of free and obligatory education. It calls for the inspiration required in the improvement of secondary education in its diverse arrangements and practices and that it be progressively made free and accessible to everyone. Member states are obliged by the Charter to inspire learners' consistent attendance of school and finding ways to decrease the drop-out rates in their respective countries. In addition, special measures should be employed in respect of young woman, talented and underprivileged learners, to guarantee the same admission to education for all segments of the public.

Signatories of the current Charter are also expected to admire the rights and parents' responsibilities and legitimate custodians in relevant cases, to choose appropriate schools for their children except for public schools, which are compliant to approved government standards. This seeks to safeguard the spiritual and ethical education of children consistent with their developing aptitudes. The Charter further states that, all participants shall take all fitting procedures to guarantee that children exposed to any type of disciplinary process are handled in a human way and with respect to conform to the Charter's right to dignity clause.

All member countries who became signatories to the Agreement shall employ all suitable and applicable actions to guarantee that expectant girls are provided with the chance to carry on with their studies on individual capability basis (UN Report 2011). In addition, there is an exclamation that no part of this Article shall be inferred in a manner that hampers the freedom of persons and organisations to create and direct learning institutes. This is reliant on compliance with the ideologies outlined in Paragraph 1 of this Article and the prerequisite

that the education will adapt to the acceptable standards as may be prescribed by the States.

Article 20 of the Charter focuses on parental responsibilities. According to this article, parents and authorised caretakers have a responsibility of ensuring that the child's growth, nurturing and performance of several duties to perform. Amongst others, parents should guarantee that the wellbeing of the child is always taken care of. Further parental responsibilities, as per this article, include the improvement of the living conditions of children, and seeking possible security measures and financial capacities beneficial for their development (UN Report 2011).

Domestic discipline is also administered under this article. It is regarded as a humanity grounded practice and one that should be done in a manner that values essential pride of the youngster. All countries that are participants in this Charter are expected to take suitable measures in line with the resources and national circumstances when aiding the affected girls and women. Parents and other persons who are responsible or in charge of children who are in needy situations should be provided with solid help and support programmes with special focus on nourishment, wellbeing, education, clothing and housing. All signatory countries must help parents and guardians with their duties of child rearing and make sure that there is a development process in institutions responsible for providing childcare. Finally, states must ensure that the children whose parents are employed are given childcare facilities.

Article 21 focuses on safeguarding girls exposed to contradictions associated with dangerous societal and traditional tendencies. It posits that member states should act in a suitable manner regarding the eradication of dangerous societal and traditional tendencies that affect the health, self-worth, growing and development of the girl child with specific reference to those that might affect the health of the child. These include customs and practices that discriminate children on the ground of sex or any other status such as child

marriages and the engagement of girl or boys. According to this article these should be forbidden at all costs and the minimum age of 18 should be specified for marriages and registration of such marriages should be compulsory. Girls will be protected from cultural practices' abuse of getting into arranged marriages before they reach adulthood. Arranged marriages, as they stand, perpetuate sexual harassment and gender equality.

Most importantly and more relevant to the study is Article 27, which focuses on sexual exploitation. It calls for signatory countries to guarantee the protection of children from all types of sexual manipulation and sexual exploitation and that they implement strategies to avert it from happening. The article also condemns the enticement, force or reinforcement of a child to participate in sexual actions; and children being used for prostitution, pornographic activities and other sexual rituals, presentations and resources.

2.12.2.2 The Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa, 2003

The Charter consists of 32 articles. This section focuses on both Article 12 that handles the education of the girl child, and Article 4, which concerns itself with integrity and safety of women. However, Articles 1 up to 5 are also deliberated on as they focus on the protection of women from forms of discrimination that affect secondary school girls. Articles 1 to 5 generally address the plight of women and those of young school going women (United Nations International Children's Fund (UNICEF) 2011).

Article 1 deals with definitions of terms. It defines Discrimination against women as discrepancy, segregation, limit or any differential treatment because of sex and whose intentions or results compromise or terminate the appreciation, pleasure or implementation by females, irrespective of whether they are married or single, of human rights and essential freedoms in all domains of life. The term, Harmful Practices, is described as conduct, attitudes and tendencies that adversely affect important rights of females and girls, such as

their right to life, wellbeing, pride, education and physical appearance (UNICEF 2011). In addition, the term violence against women, is described as referring to actions committed against females, which might result in harmful bodily, sexual, mental and financial harm to them. Violence against women also includes threatening to undertake violent acts on them, the assumption of the obligation of subjective boundaries on or being denied of important freedoms in private or public life in times of conflict that involves war or armed battles in time of harmony and during circumstances of armed conflicts or of war (UNICEF 2011).

Article 2 focuses on the eradication of discernment against females. According to this article, countries which are signatories are responsible for the enactment of different legislative measures that fight all systems of discrimination against women. In this respect, they shall ensure that their countries' constitutions and other laws and regulations, if still outstanding, include the principle of impartiality amongst females and males and warrant its successful implementation. These legislative pieces should be effectively implemented and seek to forbid and curtail types of discrimination and especially those harmful traditions that compromise the health and overall welfare of females, namely, culture, rituals, tradition, regulation and gender impartiality (UNICEF 2011).

In addition, article 2 proclaims that all policy decisions are supposed to integrate the gender viewpoint in policy pronouncements, regulation, expansion plans, programmes and activities and at all aspects of development. Corrective action should be taken in an event where acts of discrimination towards women in law has taken place. It further requires participating countries to commit to supporting continental, regional and local inventiveness focused at eliminating all types of discernment against females. The article also calls for an alteration of societal and traditional forms of behaviour of women and men using public education, evidence and communiqué tactics with an intention to attaining the eradication of dangerous traditional practices, based on the dependency philosophy or the superior for any of the sexes or on fixed functions for women and men (UNICEF 2011).

Article 3 focuses on the right to dignity. This right is acknowledged as an inherent right in a person and seeking the appreciation and defence of human and legal rights. Nonetheless, the Article proclaims that respect is every person's right. Therefore, every lady will have the right to admiration and to the development of her personality. This will not be possible if girls are exposed to sexual harassment. Furthermore, the expectation is that member states shall accept and implement suitable and applicable procedures to forbid any exploitation or deprivation of women. The adoption of proper procedures that ensure that woman's rights are respected should be followed by states parties' application and execution of these rights. Also included is the right to self-respect and safety of women from all types of viciousness, predominantly sexual and verbal ferocity, which is the focus of this thesis (UNICEF 2011).

Article 4 is dedicated to The Rights to Life, Integrity and Security of the Person. The focus of this article is on the reverence for life and reliability of as well as make certain that the security of an individual is intact. It is specific on the prohibition of cruelty, exploitation, cold-hearted or humiliating punishment and management. According to the article at hand, countries which are signatories are obliged to implement suitable and operational actions to pass and enforce pieces of legislation that prevent any form of violence from happening inclusive of unwelcome or forceful sex in private and public settings. The enforcement of laws can be facilitated through the adoption of law-making, managerial, social and economic procedures, which relate to the needs to ascertain the prevention, reprimand and abolition of all types of viciousness directed to females (UNICEF 2011).

Furthermore, Article 4 identifies the origins and consequences of viciousness towards women and the need to institute processes and suitable methods of avoiding and eradicating such ferocity. It aggressively promotes peace education using programmes and public announcement so that components in traditional and cultural doctrines, practices and fixes, which legitimises and aggravates the diligence and patience of violence against women get eradicated. The Article also calls for perpetrators to be reprimanded for their

involvement in acts of viciousness towards women and rehabilitation programme execution thereof. It further advocates for the distribution of wealth in a form of a budget that will cover the outlined programme (UNICEF 2011).

Article 5 is about the Elimination of Harmful Practices. State Parties are requested to forbid and denounce all types of dangerous practices, geared towards undermining the human rights of females and are conflicting with documented global standards. Countries are expected to create public awareness of all unsafe practices by distributing information at both formal and informal settings regarding the existing pieces of legislature aimed at eradicating such practices. It acknowledges the critical need to provide victims of harmful practices with the necessary support by providing health facilities, legal and justice services, emotional and emotional therapy and occupational training to enable them to be self – supporting. It concludes by commissioning states to establish means for protecting women at risk of dangerous practices and all other types of violence, exploitation and prejudice (UNICEF 2011).

Article 12, which advocates for the Right to Education and Training, expects State Parties to strive towards the elimination of all types of discernment against females and provide assurance to getting equal opportunities and admission into Education and Training. It further calls for the extermination of all fixes in schoolbooks, curriculums and the mass media that preserve discernment. It also emphasises, concerning sexual harassment, the protection of females, particularly the girl-children from all types of manipulation, as well as sexual harassment in schools and other educational institutions. Finally, Article 12 states that, in an event where incidents of sexual harassment occur, the victims should be provided with access to counselling and rehabilitation and calls for the provision and incorporation of gender sensitisation and human rights education throughout the education phases and bands (UNICEF 2011).

2.13 South African Government Interventions on Gender Discrimination

A critical issue for this study is to examine look at the South African gender machinery in order to identify the gender privileges preserved in those mechanisms. This synopsis is an information tool containing strides made by the South African government towards its mission of eliminating gender stereotypes and gender-based ferocity that is meant for the communities. Media narratives and images about occurrences of child abuse have recently haunted the country's imagination. This is a universal occurrence and South Africa is not the only country facing this challenge. Globally, the President of the International Tribunal for Children's Rights notes in a report released in 2000, that ten years after the universal ratification of the Convention on the Rights of the Child in 1989, there is an escalation of acts of violence against children. The peculiarity of the South African situation is that the violence is of a sexual character and perpetrated on both women and children, including infants. The social and economic conditions existing in the country contribute to the dominance of sexual harassment and other types of abuse on females and children. The National Development Plan (NDP) (2011) postulates that the widespread protests that are encountered in the country, which are characterised by the occurrences of xenophobic attacks, escalate crime rates, gender violence, child abuse, long-lasting illnesses and corruption, and brake links between government and the citizens. This researcher is of the view that, the rate with which these incidents happen is also an indication of the societal value collapse.

Furthermore, Burton and Leoschut's (2013) consider school violence as a precise enclosed portrait of viciousness that happens in boundaries of the school vicinities. The definition further links violence with how teenagers experience school. It contains daily activities, connected with school such as commuting to and from school, or arriving at or even waiting outside the school grounds. The report also considers computer-generated intimidation and online hostility – which they have included as a new item – where the physical limitations are more synthetic as violence committed via the internet exceeds physical restrictions.

Their research also examined the general online hostility and its relationship to the school atmosphere created by classmates or schoolmates or teachers as both culprits and targets (Burton & Leoschute 2013; De Wet 2016).

The South African government came up with several mediation programmes to solve the above-mentioned encounters. The programmes include the introduction of pieces of legislations mentioned in subsection 1.1 above, which are mandatory in nature. All the mandatory frameworks and programmes are aligned to the Constitution. The Department of Education also introduced various strategies to support schools. The Department announced these strategies after receiving the Gender Equity Task Team Report in 1997. The Intervention programmes that were introduced include, the Girl and Boy child Movement; The School Safety Programme (Safe schools project); The School based Support Teams; The District Based Support Teams; The establishment of the Psychological Services Directorate in Provinces and Districts; the strengthening of the Labour Relations Unit; and the Values in Education unit in the district offices.

2.13.1 South African Government Legislative Framework

This section considers some statutory guidelines beginning with the Constitution of the Republic of South Africa, which is the country's highest law. These legislations serve to safeguard the learners and assist the Department of Education and schools to manage sexual harassment in learning institutions regardless of who is the perpetrator.

2.13.1.1 The Constitution of the Republic of South Africa, Act No 108 of 1996

South Africa, as an independent democratic state, is created on the following principles: Human pride, impartiality, and improvement of human rights and freedoms, non-sexism and lastly non-racialism. These founding constitutional values and human rights are underwritten in Chapter 2 of the Constitution, which is all about the Bill of Rights. This lists

all human rights and different sections used to manage, minimise and ultimately eradicate sexual harassment in schools (Constitution of the RSA 1994).

Section 9 refers to the rights to equality. It focuses on the complete plus the same pleasure of all rights and freedoms. It further proclaims that “no person may unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth” (RSA Constitution 1994: 7). Equality in the education sector means that both girls and boys will be provided with equal learning opportunities. The above would ensure equal educational opportunities for boys and girls and their equal treatment in all respects. The section is significant for this study, as sexual harassment contributes to unfair discrimination of girls in secondary schools and impinges their right to equal education.

Section 10 refers to the observance of innate dignity and the right of communities to have their self-respect esteemed and secured by public servants. This right is trampled on when the girl is subjected to sexual harassment by educators, who are public servants. Finally, Section 12 focuses on the role of traditional leaders regarding freedom and security of their subjects, which indicates that exposure to sexual harassment threatens the safety of girls in schools. Ultimately, everyone has the right to education and if educational institutions are portrayed as unsafe then children are denied their right to education (Constitution of the Republic of South Africa 1996).

2.13.1.2 The Children's Act 38 of 2005

The Children's Act defends the confidentiality, physical dependability and self-respect of children, especially female children. It achieves the above by prohibiting virginity tests that are conducted to girls below 16 years of age. It requires a written consent should a child under 16, be subjected to a virginity test, and stipulates that the test should be practiced in a prescribed manner. Section 12 of the Children's Act articulates itself on Social, Cultural and Religious Practices. This section forbids female genital damage and the circumcision

of female kids. Infringement of this ban is a criminal offence which may have consequences of a jail sentence or a fine or even incarceration for a maximum of 10 years should there be a guilty verdict (The Children's Act 38 2005).

2.13.1.3 Code of Good Practice on the Handling of Sexual Harassment Cases, Notice 1367 of 1998

The Code of Good Practice on the Handling of Sexual Harassment cases seeks to eliminate sexual harassment in all workspaces and articulates suitable processes that can be used in dealing with the immoral behaviour and the consequences thereof. The code of practice also inspires and endorses the development and application of guidelines and measures that will help with achieving workplaces that are sexual harassment free. In this case, the educators' conduct comes into play because when the educator is at school, they are at work and according to this notice they should make sure that their workplaces are free of sexual harassment occurrences (Paterson 2017).

The objective of the Code of Good Practice on handling sexual harassment is the eradication of sexual harassment based at the place of work with schools being a place of work for educators and support staff. It provides direction on what constitutes sexual harassment and outlines a comprehensive scope of application that is broader than a mere protection of employees. It also includes other service providers, customers, job candidates and dealers. Thus, girl children in secondary schools are protected by the code as they are clients (Tamayo 2019) of educators in those respective schools. They are at school to be taught and not be abused. This demands the school, together with the Department of Education as an employer, introduce prevention strategies to ensure that girls in secondary schools are protected from exposure to sexual harassment.

The Code of Good Practice on handling sexual harassment addresses an omission in our law in which behaviour is regarded as sexual harassment and differentiate it from sexual

attention by assigning a befitting description in the third item. Sexual harassment, as per item 3 of the code, is unwanted behaviour of a sexual nature. The usage of the expression unwelcome segregates sexual harassment with wanted and shared conduct. Sexual attention turns out to be sexual harassment the moment that conduct becomes a repeated act. One episode of harassment cannot be viewed as sexual harassment. The code requires the recipient of this action to make it clear to the perpetrator that she considers the action offensive and unacceptable (The Code of Good Practice 1998).

Due to the immensely multicultural and multi ethnic nature of South African society, taking note of guiding principles by employers becomes of paramount significance. The development of policies should help with the creation of conviction on specific conduct that would not be accepted with diverse context of the workplace. Item 4 continues to clarify forms of sexual harassment. These behaviours are inclusive of undesirable physical verbal and unspoken conduct (The Code of Good Practice 1998).

Physical behaviour typical of sexual harassment comprises of all unsolicited bodily interaction that includes touching, sexual physical attack and rape, and strip searches by a person of another gender or in the company of another gender. Further examples of verbal forms of sexual harassment comprise of unsolicited allusions, proposals, insinuations, sexual advances, remarks with sexual connotations, sex connected jokes or swearing and unwanted explicit remarks on a girl's body. Sexual harassment also manifests in the form of unsuitable and unwelcomed investigations of an individual's sex life including whistling at someone or a crowd. Finally, there are non-vocalised types of sexual harassment and these comprise unwanted signals, offensive publicity, and undesirable exhibition of sexually obvious images.

Quid pro quo harassment happens as soon as titleholder, leader, overseer, supervisor or another fellow worker tries to sway or sways the recruitment processes, advancement, capacity building, punishment, removal from office, salary raises or other benefits of a

worker, prospect, learners or job candidate to receive sexual preferences (The Code of Good Practice 1998; Makura & Zireva 2013). *Quid pro quo* is also considered by Zireva and Makura (2013) as possessing an element of fear in it, because the students would be receiving threats of lower grades or ill-treatment from the principals should they not give in to the sexual demands. Sexual preference comes into play when someone in authority, for an example teacher in schools, gives accolades to learners who positively react to their sexual proposals, while other best performing learners who are not willing to succumb to their sexual proposals are deprived of advancements, merit, good examinations or assignment results.

2.13.1.4 Guidelines for the Prevention and Management of Sexual Harassment 2008

There are various legislations regulating various areas of sexual harassment in South African schools. However, these legislations are not necessarily talking to each other. In certain circumstances, diverse words are utilised to similar things, which brings a challenge in times of defining terminology. The Department of Basic Education's Guidelines for the Prevention and Management of Sexual Harassment (GPMSH) were only circulated in 2008 (Paterson 2017). Prior to the GPMSH publication researchers used the Code of Good Practice on the Handling of Sexual Harassment Cases, of 1998 (Paterson 2017). The absence of school based and learner related guidelines might also be an aggravating point for the escalation of sexual harassment in secondary schools. The code of Good Practice was designed for workers; therefore, it was irrelevant for learner sexual harassment.

There are still glitches with the coordination of these diverse systems created to safeguard learners and reprimand abusive staff members, whether educators, clerks or even grounds men. According to the Basic Education Rights Handbook (Veriava, Thom & Hodgson 2017), school principals are expected to report sexual harassment cases at the district office, they are also required to inform the South African Police Services about cases they believe to be serious as per their judgement. The seriousness of the case is determined as per the

principals' discretion, if the case is declared not to be so serious, an internal investigation ensues. Sometimes the discretionary mandate that the principal has, as provided by the Basic Education Rights Handbook, might be a hindrance to the attempts at giving attention to incidents of sexual harassment, especially in instances where the principal is implicated, as this might not be regarded as a serious case (Veriava, Thom & Hodgson 2017).

2.13.1.5 Promotion of Equality and Prevention of Unfair Discrimination Act No 4 of 2000 (PEPUDA)

South Africa's status as a democratic country necessitates the abolition of societal and financial disparities which were systematic in nature. Although substantial advancements have been achieved in rearranging and changing the communities and its organisations, methodical disparities and unfair discrimination continue to be intensely entrenched in community organisations, and rituals and attitudes that undermine the ambitions of our legitimate democracy (PEPUDA 2000).

The Act was promulgated to strengthen Section 9 of the constitution. The Act enables the conversion into a democratic state that is unified in its vastness, consisting of good relationships that are considerate and sympathetic, and directed by the values of parity, impartiality, objectivity, societal advancement, integrity, human pride and autonomy (Anderson & Colins 2001). Item 11 in the Act's second chapter focuses on the prohibition of harassment and explains the duties of the state, people working in the public domain and the people's social commitment required to achieve the promotion of equality.

The Promotion of Equality and Prevention of Unfair Discrimination Act takes its tune from CEDAW with regards to the meaning of discrimination. The second chapter of the Act focuses on deterrence, exclusion and eradication of biased discernment, hate speech and harassment on any of the barred grounds, as explained in the description of 'prohibited grounds'. The outline of the prohibited grounds is a list of 17 which are contained in the Constitution of the Republic of South Africa. The study focuses on Section 8 as it deals with

unfair discrimination, with the condition of unfair discrimination being one of the ways to be used to classify sexual harassment against girls in secondary schools.

Section 8 (a) addresses gender-based ferocity, whilst section 8 (b) addresses female genital disfigurement, and section 8(d) focusses on practices, traditional, habitual, or spiritual that undermine the self-respect of females together with those of men and the girl child. This section nullifies all practices, such as virginity tests, *ukuthwala*, *ukungena* and female circumcision, which dehumanise young girls. In line with the Promotion of Equality and Prevention of Unfair Discrimination Act, these rights can be enforced in the courts and the perpetrators can be legally charged in specialised courts such as the Equality Court if reported.

2.13.1.6 National Policy Framework for Women's Empowerment and Gender Equality, 2000

The National Gender Policy Framework defines South Africa's vision and states the country's strategies seeking to accomplish the set vision. The framework provides broad guidelines and strict minimum principles for the established guidelines, important pointers and national goals. These standards, key pointers and national objectives have a direct bearing for the improvement of sector-detailed guidelines and action plans. Hence, the National Gender Policy Framework is a policy guideline that is directed and channelled by national requirements. Themba (2001) confirms this in the observation that the Framework engages with the necessities by recommending machineries pronounced and expressed by women and men involved in consultations that led to the enshrining of gender equality into the National Constitution.

The doctrines, suggestions as well as requirements outlined in this Gender Policy Framework will be applicable to national, provincial and local government departments inclusive of municipalities, parastatals together with all other public entities. However, the anticipation is that, businesses and communities affected by the Act, through civil society

organisations, should embrace the mentioned doctrines and suggestions (Jaga, Arabandi, Bagraim & Mdlongwa 2017).

2.13.1.7 Criminal Sexual Offences and Related Matters Amendment Act No 32, 2007

The sexual offences Act pronounced sexual undertakings during the girls' kidnapping and abduction practice of *ukuthwala* without her permission as rape (Section 15). According to the sexual offences Act, the age of consent for a sexual relationship is 16. Any sexual encounter with someone that is under 16 years old constitutes rape because teenagers are at that age not yet matured enough to give permission according to the South African laws. Other offences include the sexual coaching and mentoring of kids as per section 18 of the Act, while Section 17 forbids the sexual manipulation of children by their parents and other people (Government Gazette, 2007).

Parents who manipulate children by colluding, supporting and assisting abduction, the *ukuthwala* of girls, are on the wrong side of the law because they are sexually exploiting youngsters. Parents could also be accused of Trafficking in Persons, in accordance with section 71 of the Sexual Offences Act. Thus, parents who collude with educators who sexually harass their girls in the name of *lobola* may also be charged with sexual exploitation, especially when the girls are below the legal age of consent.

2.13.2 Intervention Programs by the Department of Education

It is significant for this study to outline means employed by the National Department of Basic Education to intervene in schools' safety issues. Here, school safety encompasses all school-based violence incidents such as sexual harassment and bullying. Nonetheless, the means used to assist with educating adolescents about their inherent gender rights as enshrined in the means, the Constitution and all other legal documents should be underlined. Evidently, the National Department of Basic Education continues to provide

South Africans with an update on the strides made by the government through the Department of Education in dealing with sexual violence in schools.

2.13.2.1 Girl and Boy Education Movement

The Education Ministry in South Africa, through Minister Kader Asmal (MP), officially started the Girls' and Boys' Education Movements (GEM/BEM) in one of the 2003 parliamentary sittings. The implementation programme of rolling it out in all nine provinces of South Africa was financially supported by the UNICEF (UNICEF 2005). GEM is a mass driven crusade intended to create a platform for young boys and girls in schools throughout the continent to facilitate optimism in their lives. It is aimed at the:

- (a) Provision of the same access to schooling for all the girls;
- (b) Improvement of the quality of schooling, in particular in underprivileged rural schools;
- (c) Development of a gender sensitive school syllabus and study material;
- (d) Construction of schools that are non-violent and protected for learners and in particular girls;
- (e) Provision of an opportunity for boy to be deliberate by working with them as strategic associates;
- (f) Decreasing of incidents of gender based violence;
- (g) Elimination of destructive traditional rituals such as premature nuptial for girls.

Sexual harassment seems to deny girls access to education due to fear of being confronted by the perpetrator, as a result, it becomes a barrier to their educational development. It also contributes negatively to the girls' phases of development as young people in the country. Hence, it is important for the Girl Education Movement to deliberate on the issue of the right to education and entry as one of the critical discussion items. In addition, an enhancement of the education quality to include the highlighting of information regarding teenagers' rights and responsibilities to education might lead to sexual harassment becoming a thing of the past.

The researcher is of the view that the continued failure to bring boys and girls together results in the perpetuation of the gender stereotypes with this affecting them individually and as a collective on their school premises and in classrooms. However, a partnership between boy and girl learners can enable both to note the nature of these gender roles and their inherent stereotypes' negative impact on their lives, and at the same time how they can deal with them. Boys find themselves being targeted to promote traditional practices such as *ukungena*, initiation schools and *ukuthwala* customs and these affect their childhood and development processes, because there is an anticipation for them to assume the function of being men soon after the conclusion of the initiation and when they become leaders of families. The GEM/BEM seeks to create a sense of balance amongst all learners in school with regards to the consequences of gender chores and stereotypes in teenagers (UNICEF 2001).

Our learning institutions and communities are becoming habitants of various societal challenges, for an example viciousness, sexual exploitation, teenage pregnancy, HIV and AIDS and other challenges associated with human rights abuse. The problems faced here undermine the girls' learning process as they are rendered targets, survivors, offenders or people who might be affected in any way. The existence of these incidents in schools as well as in societies underplays kids' Constitutional rights to a non-violent and protected atmosphere, and their right to parity and self-respect in educational institutions and larger

society. All learners who are participants of the GEM/BEM clubs recognise harmful effects brought by those social ills in their lives. Schools establish these clubs to help with the presentation of values and to avert the undesirable effects on teenagers (UNICEF 2005). Furthermore, the GEM/BEM clubs serve as promotion of teenagers' rights to be existent in a setting that does not have incidents of ferocity, manipulation, exploitation, anxiety and doubt. They are empowered with life skills' education lessons to jointly deliberate on and handle different concerns associated with health, finances, societal and passionate challenges, which might be contributing factors to the insecurity in their school yards and societies. The sources of the information to be discussed might be a different reflection on two ways which learners can use to get sexually related information as secondary and personal experiences (Beyers 2012). An awareness of these issues should encourage GEM/BEM club members to provide each other with data and inspire transformation from suicidal insouciances, together with promoting principles of communal respect and non-violent conflict-resolution between their associates, and ultimately reduce the occurrences of sexual harassment (UNICEF 2005).

2.13.2.2 School Based Support Teams and District Based Support Teams

As already noted, the school-based support team is established at school and it consists of teachers who are able to detect and solve obstacles faced by learners such as learning difficulties and other special educational requirements. The School-Based Support Team's (SBST) effectiveness is ensured by the provision of continuous support by the District Based Support Team (DBST). This is because the professionals from all departments are part of the DBST and play a role, as part of members of intergovernmental structures led by the Director of the District.

The district-based support team refers to "an integrated professional team provided at a district level" (Gaffney 2015: IV). The team is constituted by all stake holders who are regarded as experts from the community organisations and other departments affected by learners' challenges as well as internal support structures at the district office. The principal

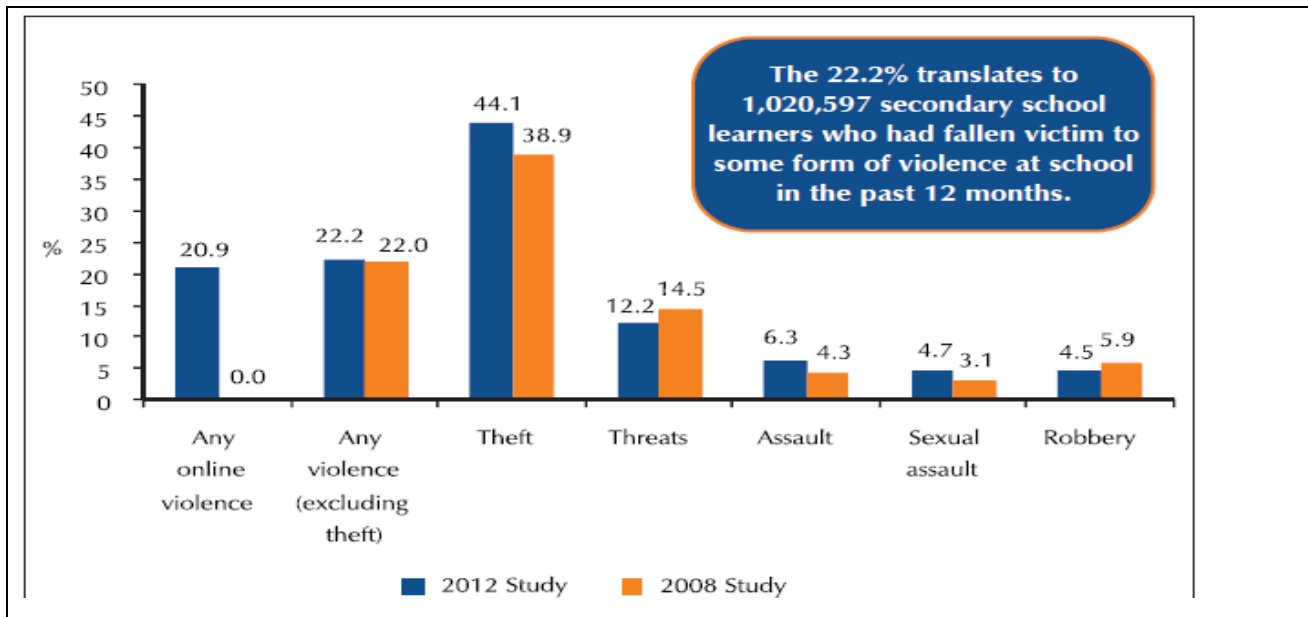
purpose of the DBST is the provision of assistance to Pre-schools, ABET centres, FET colleges and primary as well as secondary schools that are based in a particular District to recognise obstacles to learning and provide support to learners not to miss school. The two teams should collaborate in solving different problems identified by themselves and those referred to them for solutions. The problems are inclusive of sexual harassment cases which might need learners to access those solutions from the two structures.

2.13.2.3 School Safety Project

School safety refers to schools and school-related activities at which learners are protected from viciousness, intimidation, harassment and exposure to drugs. Schools that are safe help with safeguarding learners from the afore-mentioned dangers while on school grounds. As a result, of the outcomes from National Schools Violence Survey (NSVS 2012), a National School Safety Framework (NSSF 2015) was drafted and approved in 2015. The Department acknowledges, in the Department of Basic Education Report to the portfolio committee (2017), the presence of violence in schools. It, therefore, initiated an approach that aims at encouraging diverse role-players such as educators, learners, parents and local communities to take part in the project.

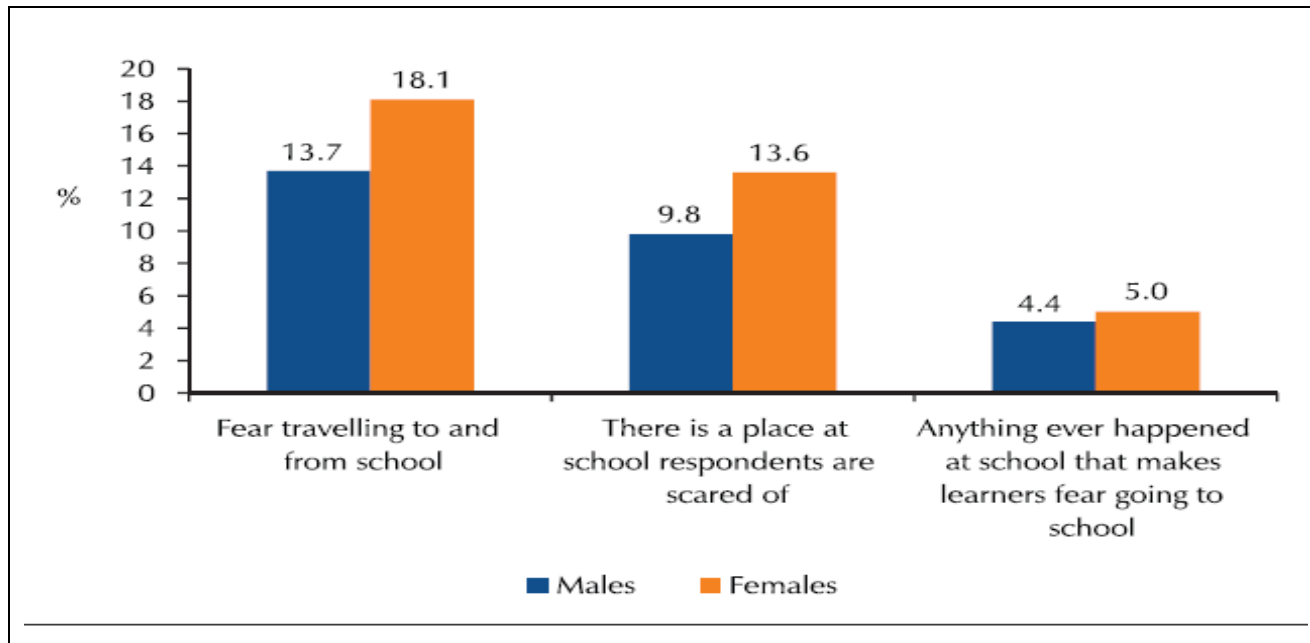
The NSSF makes tools accessible for officials at the provincial office and district officials responsible for school safety, school governing bodies, principals, educators, school management teams and learners so that they will be able to detect and manage risks of violence all over the school grounds. The National School Safety Framework seeks to support schools in their attempts at creating an understanding on the development and appropriate identification of all security associated issues and safety linked threats. The NSSF (2015) guides the response process to security issues and threats in an effective manner and the design of the systems that the schools can manage and ultimately use to report sexual harassment and all other violent occurrences as required. As per the reports, the graph below demonstrates that violence in schools is on the rise.

Chart 2.1: Sexual Assault Incidents in SA



The above graph indicates the escalation of sexual assault incidents in South African Schools. The percentage rose from 3,1% in 2008 to 4,7% in 2012. The report also gives an indication of the amount of fear as in accordance with gender, with female learners being in most of those learners. However, male learners also live in fear because sometimes they are exposed to bullying incidents that are too violent and might even be fatal. The graph below denotes the above notion.

Chart 2.2: Percentage of girls and boys who are afraid to go to some places at school



2.13.2.4 Transformation

South Africa is moving from a country where people were separated based on their sex and race, to a nation which include equivalence for every resident as noted by Segalo's (2015) research on gender, social cohesion and everyday struggles in South Africa. The former government system of apartheid discriminated against non-whites, females, and differently abled people, meaning that they are still underprivileged in various areas of life to the extent they are mostly affected by joblessness and poverty. The transformation of South Africa into an unrestricted and equal society demands strategies such as capacitating girls and previously separated people to demand the same right of entry to superiority schooling for better educational opportunities. Capacitation of females and males to become independent and actively take part in the economy, can help with the reduction of joblessness and poverty and the economy of the country can improve. Hence, the writer's opinions about the reduction of sexual harassment in secondary schools is critical because

poverty levels are an enabler for sexual harassment cases, predominantly in rural areas and urban secondary schools. If the girl lives in poverty, it becomes easy for her and the family to drop the case should the perpetrator promise to take care of their needs, with parents sometimes colluding with abusive educators. Educators tend to promise learners' higher marks, money or dating relationships. The dating relationships are sometimes misunderstood by parents as a sign of being future in-laws and being trapped by participating in false *lobola* negotiations.

2.14 Summary of the reviewed literature

The chapter highlighted the hypothetical context adopted for the research and how gender is located with regards to the two main feminists' assumptions that male-female affairs are characterised by supremacy matters and the construction of the societal based interactions is designed to be dominated by males. A variety of gender theories, including the gender schema, social learning, social role, psychoanalysis and cognitive development theories, were reviewed to allow for the determination of gender roles and distinctiveness related to feminism. The chapter noted that feminists are of the view that theories of gender domination go further than the notion of gender difference and gender inequality.

The chapter also revealed the nature of sexual harassment in schools. It considered the critical developmental stage that the secondary schools' learners are at and the exposure level related to their adolescent statuses. Their physical maturity development was highlighted as very critical to the level of exposure as the shape changes make them become more enticing to males. The chapter also noted the adolescents would be at an exploratory stage to their cognitive development. The frequency of incidents of sexual harassment in secondary schools and the identification of alleged perpetrators was also reviewed. The tactics to curb sexual harassment and the interventions that are in place were also discussed from the international level to the continental and South African level.

The chapter noted that the Basic Department of Education has made some strides in trying to intervene. It has drafted and approved policies and guidelines to appropriately handle sexual harassment at school. Different structures, such as DBST, SBST, GEM and BEM and safety collaborations units were indeed introduced to help ease the burden. The chapter also noted that SACE was established as a national ethical watchdog for the department and a professional body regulating the educators and the teaching profession. However, SACE might not be able to deal with all unethical conduct by educators, especially sexual harassment related ones. The observation comes because of the manner in which cases are reported to this professional body, whereby, SACE depends on cases reported by principals and the departmental officials and yet the two institutions are not required by law to do so.

The next chapter outlines the methodology employed in the study to gather information.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter outlines the study's research design, empirical research methods used, and the measuring instruments as well as reasons for the selection of these instruments. The aim of this study was to examine the pervasiveness of incidents of learners' sexual harassment in Thabo Mofutsanyana secondary schools located in the Free State Province. Different forms of sexual harassment encountered in the Thabo Mofutsanyana District are also explored. It further establishes the perceived sexual harassment effects on the academic achievement of the affected girls, the nature of sexual harassment encountered by girl children and the function of principals in relation to handling of incidents of sexual harassment at studied secondary schools. Finally, the researcher draws up suggestions that might assist the Free State Education Department in addressing sexual harassment in their secondary schools going forward.

3.2 Research paradigm

The study employed the post - positivistic paradigm. This choice came because of its alignment with what the researcher was engaged in during, after gathering and in the interpretation of data. The researcher employed mixed methods, which is what the post - positivistic paradigm is promulgating. According to De Vos, Strydom, Fouche and Delport (2011); McMillan and Schumacher (2010); Trochim (2006), post - positivism is dependent on a variety of approaches as a system of gathering truth as much as possible. This paradigm enabled the researcher to give attention to understanding the study as it was advancing.

In addition, researchers in this paradigm are of a view that it is better to have several viewpoints presented by people participating in a study instead of relying on one. The

paradigm also aligns itself with the framework of principles and assumptions, which the researcher employed and ultimately concerning generalising results for presentation to the Education District of Thabo Mofutsanyana. The researcher continued to use her observation of sexual harassment tendencies to generalise her findings. According to Trochem (2006) researchers are all biased and all the interpretations that they make are pretentious and theory laden. Trochem (2006) is also of the view that researchers can accomplish objectivity by triangulating across various imperfect viewpoints. This is confirmed by the Better Evaluation Newsletter (2018) which notes that triangulation is a cross verification of data using different tools. This confirmation concurs with Vosloo's (2014: 306) assertion that, 'rather than focusing on certainty and absolute truth, the post-positivist will focus on confidence: How much can the researcher rely on his/her findings? How well can one predict certain outcomes?'

The selection of a given paradigm sets the purpose, inspiration and anticipations of research (Bogdan & Biklen 1998; Mertens 2005). Smith (2008: 4) describes paradigm as "schools of shared assumptions, values and views about the phenomena addressed in particular sciences". The final objective of science, in relation to the above-mentioned assumptions and principles, is to incorporate and organise results into a meaningful form or idea that is considered as temporary and not the final reality (Fetters & Molina-Azorin 2017). In addition, Waismann (2011) is of the view that, positivist sweeping statements are established from genuine grounds which are not superficial as proper basis of actions and reliant on unalterable and sound grounds.

3.3 Research design

Mixed methods were utilised because they represent a duty to segregate instructions, connections and descriptions of several incidences. Results acquired in that manner were always recorded in a statistical way. Following the model of "Verstehen", which means understanding (Blanche, Durrheim & Painter 2006), the connotation of a written manuscript would be determined by patching up the perspective of creating text together with its

meaning as per the author's arguments. This construction of meaning draws from the suggestion by Dilthey in Blanche, Durrheim and Painter (2006) that it is necessary to understand the author's specific communicative intentions and embrace the operation of *Verstehen*, an understanding of the socio-historical and language background from the author's previous work environment (Blanche et al. 2006). Therefore, a *Verstehen* operation was relevant to the author because, she has some knowledge on the socio-historical and linguistic context of the learners in Thabo Mofutsanyana, which she gained while working as an educator at two secondary schools in the district. The knowledge also emanates from her work as an official in the psychological services, and as a school management and governance developer, currently called the circuit manager, in the Thabo Mofutsanyana Education District office. The above-mentioned three roles enabled the researcher to communicate extensively with the school communities, which are mainly made up of learners, educators and parents. In addition, the mixed methods research has been used by different researchers to investigate topics in different sectors. For example, Powell, Mihalas, Onwuegbuzie, Suldo and Daley (2008) focused on education, while Molina-Azorin and Lopez-Gamero (2016) focused on environmental management, with Bishop (2015) on health psychology and Venkatesh, Brown and Bala (2013) on information systems.

As indicated above, this investigation used the mixed methods research technique to gather data regarding the prevalence, nature and perceived effects of sexual harassment on female learners in the Thabo Mofutsanyana secondary schools. In terms of Creswell and Plano Clarke (2011) the mixed methods of research empower an investigator to use the quantitative and qualitative techniques approaches and notions in one study as well as the use of a sequence of interrelated studies in one or numerous stages inside a logical philosophical general view and theoretical perspective that gives direction to the strategy for undertaking the study. It comprises of gathering, examining, and integrating quantitative and qualitative research information in one study (Teddlie & Tashakkori 2003). This method provides the investigator with a chance of employing descriptive statistics as both a

technique used to categorise information, and clarify figures attained out of evaluating a distinguishing or a variable (Leedy & Omrod 2005). The method also makes provision for an opportunity to examine an important feature of behaviours that are enumerated in a certain manner to establish the rate of recurrence.

The motivation for deciding to use the mixed methods research design for this research was to obtain facts on the full picture of the nature of sexual harassment. As Vosloo (2014) and Felizer (2010) note, the objective of mixed methods of research is not to substitute any of the two approaches, the quantitative or qualitative approaches to conduct studies, but to utilise its strong point in order to reduce attraction from the strong points of these methods as well as to lessen potential errors. Thus, the technique assists in the cultivation of a deeper understanding of forms of harassment, in obtaining a complete research representation and in the generation of a deeper and broader perceptions (Bergman 2011). It also improves the significance of understanding using different participants' responses and the relationships on the findings. This means that the mixed methods research is appropriate for exploring discrepancies in the meaning of concepts related to the way in which respondents made sense of their experiences and attitudes in interviews and or when they responded to questionnaires. The approach allowed the researcher to influence laid causal reasons and give space to unexpected developments from both inside the school premises and at the district office. Hence, the usage of the mixed methods also assists in exposing the conditions, sentiments and practices of different participants in relation to sexual harassment.

It turned out that, bearing in mind the two approaches' (quantitative and qualitative) different research objectives and different ways of asserting the major research questions, the methods can complement but not substitute each other. Saunders, Lewis and Thornhill (2003) and Saunders et al. (2009) note that there are two main benefits to commissioning mixed methods in one study. The first benefit is that a range of approaches are employed in the study for divergent motives. These divergent views provide the researcher with the

self-assurance of having touched on the most significant subjects, who are girl learners, in this regard. The other benefit of utilising the mixed methods approach is its ability to enable and improve triangulation for both the insider and outsider viewpoints. Consequently, a conclusion might be reached that there is a benefit of getting the best of both when the two research methods are combined and assist in the acceleration of an improved understanding of the phenomenon in question (Scott & Morrison 2007; Shank & Brown 2007; Thiétart 2007; Bergman 2010).

Finally, proponents of mixed methods of research (Vosloo 2014; Creswell & Plano-Clark 2011), also maintain that the mixed method design brings together quantitative and qualitative dimensions and their associated analysis in a well-matched and harmonious manner. Creswell and Clarke (2011: 261) summarise the significance of commissioning a mixed methods design as consisting of the provision of an all-inclusive approach when gathering evidence for investigating a research problem instead on using only one method. Assistance to respond to concerns which are difficult to tackle. In addition, the mixed method research is regarded as a hands-on approach because the researcher is allowed to use applicable methods, abilities and knowledge to solve a research problem. It facilitates the utilisation of a comprehensive prototype, like matter-of-factness.

3.4 THE POPULATION AND SAMPLE

3.4.1 The Population

The population targeted for the study were all grade 8 to grade12 girl learners in secondary schools of Thabo Mofutsanyana Education District, and education district officials (circuit managers, officials in the labour relations unit, presiding officers, officials in the values in education unit and the ones in the psychological services) who are based at the Thabo Mofutsanyana Education District offices. This population consists of important stake holders in the education fraternity who have a bearing on the research topic under investigation, as

a result, they are regarded as key informants for the study because it is about their schools and respective line functions.

Girl learners are the most affected by sexual harassment with some experiencing it during their foundation phase school years. As a result, they provided relevant information regarding the study. District officials in the labour relations section are responsible for handling reported cases and therefore have information regarding the nature of cases. Presiding officers adjudicate over cases and are best positioned to provide statistics on the frequency of sexual harassment cases. Psychological services officials are responsible for conducting counselling sessions with affected learners and victims of sexual harassment. They also administer psychological aptitude testing for the learners that are faced with learning challenges and develop programmes for these learners as per the test results. Lastly, the Values Unit in the education unit is there to coordinate gender-related activities and to establish platforms for the affected and victims to form support groups and facilitate the implementation of recommendations from the psychological services. Thus, girl learner participants were identified from all five local municipalities situated in the District of Thabo Mofutsanyana Education, Free State province, viz. Maluti A Phofung, Dihlabeng, Setsoto, Nketoana and Phumelela.

3.4.2 The Sample

A sample of N=205 participants, as mentioned under the target population, was drawn out of secondary schools' girl learners and the office-based officials from the Thabo Mofutsanyana Education District. The figures were distributed as follows: (N= 200) learners i.e. 5 - 10 learners per school and 5 was distributed. (N= 5) district officials) i.e. One (1) labour relations officer to verify sexual harassment incidents which had been reported from the district to establish the frequency thereof. One (1) presiding officer represented the unit on the provision of information on sexual harassment forms prevalent in the district and some of the reasons for these acts as discussed during hearings. Presiding officers, by virtue of their role, are able to provide such information because they interact with both

victims and perpetrators during disciplinary hearings. These interactions put the presiding officers in a better position to articulate on a few factors as presented by all parties including the witnesses and parents.

One (1) official from the psychological services was able to reflect on the how learners are affected by sexual harassment incidents. Learners who experienced sexual harassment are referred to these officials for counselling and assessment purposes. That is the reason why psychological services officers are better positioned to provide the required information. They are also responsible for the remediation of the academic challenges that might arise or get identified after the incidents. One (1) official from the school management unit discussed the matter from a management point of view. Principals report to them as circuit managers, and as a result they are the first point of referral regarding any case of misconduct at school. The fact that circuit managers' responsibility was the general performance of the school made the selected manager appropriated for giving a reflection on all interview questions from a management perspective and to establish grounds of giving an overall picture. Lastly, one (1) official from the Values Unit provided information about the support structures that exists in schools around the Thabo Mofutsanyana Education District. The officials from the Values Unit are custodians of support structures in the schools, as noted in the example the (GEM/BEM) Girl and Boy Education Movement established by the then Education Minister, Prof Kader Asmal, which was their responsibility.

3.4.3 The Sampling Procedures

Purposeful sampling was used to conduct this study. Purposeful sampling comprises of the identification and selection of persons or groups that are well informed around the topic at hand and those that possess a high level of proficiency on the topic (Cresswell & Plano Clark 2011). The researcher selects incident models, portions of samples, time periods, or people informed by prospective appearance or the portrayal of key theoretical ideas. Multi-stage purposeful sampling was used. Firstly, participating secondary schools were selected

to get the girl learner participants across the district. The second stage was the identification of District officials to participate in the study. However, all stages incorporate purposive sampling from the participating schools. The sample was selected from the learners who were in leadership positions in each participating schools. To participate one needed to be a leader in the Representative Council of Learners (RCL) and the Girl Education Movement (GEM). Participation in the two committees was assumed to be key because the RCL is one of the structures where girls will complain when experiencing challenges in school at peer-to-peer level. The GEM is where challenges are discussed and explored by even those that did not report them. As a result, GEM leadership will know exactly whether sexual harassment is one of such challenges or not.

The target population of this study comes from the education community based in the Education District of Thabo Mofutsanyana. It entails all secondary school girl learners based in the Thabo Mofutsanyana Education District and officials from the same education district. These learners and officials had the same chances of being participants of the study. The researcher considered them as key role players in the educational fraternity based on their participation, experiences and work exposure within the identified secondary schools. As a result, they were regarded as key informants for the study because the research focus is about their schools, their fellow schoolmates, educators and their school environment.

The size of the Thabo Mofutsanyana Education District prevented the researcher from conducting the study in all its 77 secondary schools. Therefore, the researcher used a sample of girl learners in pre-selected 26 secondary schools in each local municipality of Thabo Mofutsanyana Education District. Rahi (2017) refers to this approach as convenience sampling due to its closeness and accessibility to the researcher. Furthermore, Patton (1990) notes that a population of interest can be readily determined to participate in a study, thus making it convenient, quick and economical to use in a study under the convenient sampling method. Girl learners from secondary schools in the above-

mentioned district's local municipalities and towns made up the sample for this research because they are within the area under study and were easily accessible to the researcher during the study. In addition, the researcher was once a circuit manager in the district and as a result is a well-known figure to principals and the management from identified schools. The district officials in Labour Relations, Psychological Services and Values in Education units and the presiding officers were also easily accessible to the researcher as some of them were her previous colleagues. The researcher worked well with most officials and school principals in her previous employment as a circuit manager and an official in the psychological services in Thabo Mofutsanyana Education District. She is also aware of how their work is regulated. Knowledge of the modus operandi made the sampling and overall data gathering process easy because the researcher complied with the departmental regulation from a position of knowledge gained from previous work experience and this prevented unnecessary delays.

The distribution and collection of the completed instruments went smoothly and, in some instances, the researcher personally controlled the administration of the survey assisted by identified staff members. Brunette, Asher, Whitely, Luz, Weider and Jones (2008); Marty, Rapp, McHugo, and Whitely (2008); Marshall, Rapp, Becker and Bond (2008); Woltmann, Whitely and McHugo (2008); and Rapp, Etzel – Wise, Marty, Coffman, Carlson and Asher (2010) note that the condition used to hand-pick participants is usually associated with their individual role in the research project, or the intervention and support they provide. In this study, the interview candidates were identified because of their different roles that they play and placements in the district in relation to the sexual harassment incidents in the Thabo Mofutsanyana secondary schools.

3.5 The Research Instruments

According to Levy and Ellis (2008), the type of research methods used, and the answerable research questions must be determined by means of literature. Thus, even if this study's methodology is controlled by the research questions, literature helped with the

determination of its correctness. A self-declaration survey was utilised to collect information from the girl learners. However, the relevant interview questions used in the gathering of the data from district-based officials participating in sexual harassment programs and cases in the Free State District of Thabo Mofutsanyana, were developed from information gathered from the existing literature about the topic. The literature review likewise functioned as a guide to the investigator with regards to the needs of either a self-developed or standardised questionnaire. The conclusion was that only one questionnaire was suitable for the study. Hence, the questionnaire was used to gather data from girl learners only, while data from the district's education officials was collected through interviews carried out by the researcher.

The researcher collected data from girl learner respondents using the Sexual Questionnaire Revised as mentioned in 3.5.1 below. The data collected was then prepared and sent to the professional statistician for further handling with regards to analysis and the researcher processed data by analysing and interpretation.

3.5.1 Sexual Experiences Questionnaire Revised (SEQ - W)

According to Fitzgerlad, Gelfand and Drasgow (1995: 427), the sexual experiences questionnaire is a “self-report inventory representing the first attempt to assess the prevalence of sexual harassment in a manner that met traditional psychometric standards”. This definition highlights the narrative of the nature of sexual harassment and assessment of its prevalence. These highlighted elements are key to this study, hence the usage of this tool.

This instrument, the sexual experiences questionnaire, was developed by Louise Fitzgerald and her colleagues in 1988 and revised in 1995 (Fitzgerald, Gelfand & Drasgow 1995: 427). The revised version, which was adopted and employed, in this study, was designed and customised to make provision for the lack of linkages between data collection and conceptual framework or even ascertaining the consistency and legitimacy of the measures

used (Fitzgerald et al. 1995). In addition, the Sexual Experiences Questionnaire's level of principle is considered as having provided an all-inclusive account on the nature of sexual harassment as a behavioural concept (Yoon, Funk & Kropf 2010). According to Fitzgerald et al. (1995: 427), the sexual experiences questionnaire is a "self-report inventory" expressive of the first endeavor to measure the prevalence of sexual harassment in a way that meets "traditional psychometric standards". Thus, the researcher customised the instrument to fit in the language used in South African schools, and to enable participants in her study to have the same understanding of the questions. The customisation also sought to make the language familiar to the participants' context as informed by the conducted pilot study. For an example, the original questionnaire the questions start with 'while at the university', which was replaced by 'at schools'. The word habitually was replaced by regularly for easy understanding and the category: "Latina" was omitted during the process of customising the questionnaire which was informed by the pilot study. The questionnaire, as displayed by examples, was not in any way changed but only customised to enable participants to join in and respond to most of the questions without necessarily asking for help from the educators who were assisting or the researcher herself.

Finally, the Sexual Experiences Questionnaire has been found to be reliable for the "internal consistency coefficient of .92 based on a sample of 1700 college learners. The split – half reliability coefficients for the five subscales ranged from .62 to .86 and averaged .75, whereas test- retest stability estimates of .86 over a two-week interval" (Fitzgerald et al. 1988: 158).

The chosen instrument, SEQ – W, assisted with the reliability and validity of data collected from the selected sample. Reliability denotes the exactness or correctness of a research tool or the extent to which the other employment of the same tool produces outcomes that can relate to the previous study under similar circumstances (Welman & Kruger 2001; Delport 2002). However, Delport (2002: 167), who defines validity as "the instrument actually measuring the concept in question accurately," emphasises that reliability is not the

provision of assurance for legitimate outcomes. Nonetheless, the instrument selected for this study is a standardised one and one that has been used by researchers in the field for quite a while, thus attesting to its reliability and validity.

The questionnaire similarly investigates the frequency of the occurrence of the girl learners' harassment. As a result, the girl learners had to choose from 1-3 times, 3-5 times, more than 5 times and none of these in their attempts at answering the question on the frequency of harassment cases. The questionnaire had 6 indexes which were keys that verified categories of sexual harassment. These indexes were: general sexual harassment, unwanted sexual attention, sexual coercion, sexist hostility, sexual hostility and gender-based harassment. Section C of the survey was divided in a way seeking the respondents to identify these forms of harassment.

The general sexual harassment index was addressed by items 21 to 37 whereby girl learners were asked to rate their experiences by giving an indication whether it happened (never, once, sometimes, often or very often). Various questions were asked here, and these include: have you ever been in a situation where any individual told jokes or stories that described your sex negatively? Said things to insult your sex specifically? Said offensive things about your body? Told dirty or sexual offensive stories or jokes? Tried to get you to talk about sexual things? Said rough or uncivilised sexual things, whether in front of others or to you alone? Told you about his/her own sex life or sexual preferences? Tried to have a romantic or sexual relationship even though you tried to tell him/her that you did not want to? Kept on asking you out even after you said no? Made you uncomfortable by staring at you? Touched you in a way that made you feel uncomfortable? Gave you any sexual attention that you did not want? Made kissing noises or whistled at you? Commented on your physical appearance or clothing in a way that upset or embarrassed you? Slowly looked at your entire body? Made you uncomfortable by standing too close? And, called you inappropriate names?

The girls were invited to react to the subsequent questions which were items 5, 8 and 9 to 20 to probe unwanted sexual attention index. The questions were: has anyone given you unwanted sexual attention? Attempted to establish a romantic relationship with you despite your efforts to discourage this person? Put you down or was undermining you because of your sex? Continued to ask you for a date, dinner, drinks even though you had said no? Made you feel like you were being somewhat threatened with some sort of revenge for not being sexually cooperative? Touched you in a way that made you uncomfortable (put an arm around your shoulders)? Made unwanted attempts to rub or massage you? Made unwanted efforts to have sex with you that resulted in you pleading, crying or physically struggling? Promised you marks, a pass or better treatment if you were sexually cooperative? Made it necessary for you to answer positively to sexual or social invitations to be well treated at school? Made you afraid you would be treated poorly if you didn't cooperate sexually? Treated you badly for refusing to have sex? Said things to insult your sex in general?

Items 11, 12, 15 and 19 focused on sexual coercion behavior. The questions asked about this were: Has anyone made you feel like you were being somewhat bribed with some sort of reward or special treatment to participate in sexual behaviour? Made you feel threatened with some sort of revenge for not being sexually cooperative? Made unwanted efforts to have sex with you that resulted in you pleading, crying or physically struggling? Treated you badly for refusing to have sex?

Items 1 to 4 were again used to identify the presence of sexist hostility within the schools. The questions used to probe the index were, have you been regularly told sexually suggestive and unpleasant jokes? Had unwanted efforts seeking to draw you into a discussion of personal or sexual matters? Received rough and attacking sexual remarks, either publicly or to you privately? Received different treatment because of your sex?

Sexual hostility was catered for through items 5 to 8 of the questionnaire. The questions used investigate the index were, has anyone given you unwanted sexual attention? Displayed, used, or distributed sexist materials? Made frequent sexist remarks? Attempted to establish a romantic relationship with you despite your efforts to discourage this person?

Finally, items 3, 4, 6, 7, 9, 20, 23 and 37 addressed the gender-based harassment index. The questions investigated whether girls who participated in the study had ever been in a situation where individuals, made rough and attacking sexual remarks, either publicly or to you privately? Treated you differently because of your sex? Displayed, used, or distributed sexist materials? Frequently made sexist remarks? Put you down or undermined you because of your sex? Said things to insult your sex in general? Said offensive things about your body or sex life? Or called you inappropriate names?

The girl learners had to choose from a five (5) Likert scale for these items presented to determine the forms of sexual harassment encountered. This scale had the responses, never, once, sometimes, often and very often. In addition, the scale sought the degree of agreement or disagreement, to approve or disapprove, believe to be true or false without anyone fearing of being wrong.

The third research question, directed at district officials during the interviews, dealt with the effects of sexual harassment. Here, interview question number five (5) sought opinions on how incidents of sexual harassment affected the performance of the affected girl learners. District officials were provided an opportunity to respond on the effects of the experiences from their roles' point of view. That is, an official from Values would make a response based on what they had observed during their interactions with the affected learners. (a) The psychological services official would make a response based on the referrals that they received from schools. (b) The Circuit Managers gave, from a management point of view, their observations on how sexual harassment affected the learners' performance. The Circuit Managers are the overall managers of the institutions and thus, better placed to

detect changes related to academic performance. In addition, the (c) Presiding and (d) the Labour Relations Officers gave perceptions based on their observations during the investigations and scheduled disciplinary hearings for the affected and implicated individuals. Finally, (e) the Values in Education Officers responded with the guidance of their different support groups' experiences.

The fourth research question wanted to pinpoint the perpetrators of sexual harassment in the selected secondary schools and the data were gathered with the utilisation of both the questionnaire and interviews. Questions in section B and D of the Questionnaire probed the girl learners on research question four. The questions in section B, particularly B4 and B7, asked "Who harassed her? And "who harassed you?" These questions had three choices of possible perpetrators, and these were, learner, teacher and stranger. This question sought to establish the perpetrators of those who had declared that they or their friends had been sexually harassed. Furthermore, the questions in Section D relating to this research question were D41, 42A, 42B, D43 and D44. The main constituency at school are teachers, principals and learners, and the investigator wanted a further identification of the perpetrators possibly from this constituency. The gender of the perpetrators, their ethnicity and their ages were also investigated to get a clear picture.

The last section, which is Appendix D, unpacks the responses on the three categories encompassed by all questions. The questions 38 to 53 of the questionnaire addressed this last section's focus. This section allowed girl learners to fully describe the incidents as they happened on the spaces provided. This enabled the girl learners to reflect on their personal encounters of sexual harassment and in that way provide some confirmation on previously asked questions. The descriptions were needed for confirmation on where these incidents had happened at school as per question D39 which asks about where this behaviour occurred with the participant given a choice between the classroom, hallway and the field. Participants were also asked about the time of the incident and how long ago it had occurred in question D40. The section also confirmed the perpetrators through question D41 that

asked participants on who had performed the behavior. The participants were expected to choose between teacher, principal and another learner and further confirm their race, gender and age in questions D42 and D43.

3.5.2 Interviews

Interviews are used to collect data through posing verbal questions to participants. According to Betram and Christiansen (2014), interviews are a discussion that ensues between the investigator and the study respondents. It is, however, important to indicate that the researcher determined the discussion mode for the study's conversations because she is the one who set the program of the day and asked questions. In addition, an interview is a mutual relationship that facilitates an interchange of details on a particular subject amongst respondents and the researcher. The researcher formulated interview questions in line with research questions as listed in chapter 1 above. The amount of information shared during the study and its value would be determined by the smartness, as well as the inventiveness of the interviewer when receiving and handling the rapport (Monette et al. 2011). Hence, this researcher was elaborate in making meanings that apparently existed within the participants (Greeff 2011) and had particular information in mind that she sought to acquire from her participants as guided by the literature review.

King (1994) mentions the wide-ranging features of qualitative research interviews as follows: a substantive number of open questions; giving attention to the interviewees' specific circumstances and systems around their environment instead of just approaching issues on a general basis. Thus, district-based officials, who included the presiding officer, labour relations officer, circuit manager, values in education official and an official from the psychological services, were interviewed using open-ended questions. This served as an enabler for the researcher to make follow-ups in cases where the responses were not clear and to close the gaps identified as per study goals.

Nevertheless, the key intention of an interview is to make the researcher aware of the thinking and feelings of individuals and their interpretation of the situation as it presents itself to them (Bihu 2020). In other words, participants are provided with a chance to present their personal truth in an organised setting, as a result, interviews were conducted with officials from the Labour Relations Directorate who deal with the reported cases and conduct disciplinary hearings together with the presiding officers. Some of these presiding officers worked as SMGDs who have been trained to do so. All respondents gave consent to the recording of interview sessions with the investigator. Thereafter, the designed questions were shared with the participants prior to the interview sessions to give an indication on the prevalence, nature, type of perpetrators and the perceived (academic) effects of sexual harassment in the Thabo Mofutsanyana District. The role that should be played by principals was also explored with all district officials who participated. District officials by virtue of being based at the District office, occupied positions that are higher than at the school level, therefore they became seniors of principals.

These interviews drew on the concepts articulated in literature regarding qualitative research and its significance in research. Qualitative research, as explained by Shank (2002:5), is “a form of systematic empirical inquiry into meaning”. The critic explains further, what he means with the use of systematic, empirical and inquiry in his definition, with systematic standing for an intentional, well-organised and unrestricted, as a result of the prescripts which the qualitative research followers agreed up on. In addition, empirical implies that the study is strongly rooted in the realism of knowledge and skill while probe represents an endeavor to understand the way other people are giving meaning to their individual experiences. Thus, Shank’s (2002) ideas regarding enquiry into meaning influenced the researcher in her identification of district officials who have dealt with sexual harassment cases. In addition, Denzin and Lincoln (2000: 3) note that, “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, and phenomena in terms of the meanings people bring to them”. Here, the identified district officials’ natural setting are the schools that the girl learners studied at.

All district officials relied on the school for intervention in any case because they would not know of such cases without the referral from schools. (a) The psychological services official responded based on the referrals that they received from schools and with regards to the person who referred the case for counselling and the identified learning barriers. (b) Circuit managers were provided, with the management perspective of things in mind, observations on how the different schools reported sexual harassment incidents as required by the law. (c) The Presiding officer and (d) Labour Relations Officer gave their perceptions based on their observations during the investigations and scheduled disciplinary hearings for the affected and implicated individuals, and from a whistle blower at school level and the initial handling of the case. Finally, (e) the responses of the Values in Education Officers were drawn from their different support groups' experiences.

Lastly, the study used the qualitative research interviews because they assist one in understanding the topic from the interviewees' perspectives and the reasons why they hold a certain outlook (King 1994).

3.5.3 Documents Analysis

It is a form of qualitative research whereby documents are read and analysed by the researcher to provide opinion and implication on the topic (Bowen 2009: 28). Document analysis refers to the different techniques involved in analysing and interpreting data produced. The researcher analysed sexual harassment incidents from SACE reports, Labour Relations Directorate in the Free State Department of Education and Free State Departmental Annual reports and triangulated them by the use of gathered data from the District officials during interviews and the responses by girl learners.

3.6 Pilot Study

A pre-test of the questionnaire was piloted using participants that were carefully selected from secondary school girl learners between grade 8 and 12 that fell within the intended target population for the study. The pilot population comprised (n =20) of girl from the secondary schools based in the Mangaung Metro Municipality, formerly known as Motheo District. The girl learners used for the pilot were not participants of the big study and from secondary schools that were different from the ones targeted for the research.

The pilot study focussed on the questionnaire's qualities of measurement and its appropriateness with regards to the situation in South African systems. The process assisted the researcher to appraise the instrument in relation to items and words and to customise the instrument. The test also focused on the amount of time used to complete the questionnaire to determine whether the time was allocated fairly and reasonably. The pre-test also focused on the clarity of the instructions and the items they were supposed to respond to in relation to the ambiguities that existed (MacMillan & Schumacher 2001).

Finally, the pre-test was also necessary as the instrument was originally written in a language suitable for the American context and thus needed to be customised for South African learners. The outcomes of the pilot certified that the survey tests were appropriately to test what is was developed for and could be used in a bigger group in any setting and still determine what it is developed to test as long as the conditions remained the same (Welman & Kruger 2001, Delport 2002).

3.7 DATA COLLECTION PROCEDURES

The questionnaires were administered to girl learners who were in grades 8 – 12 during the investigation and depending on the structuring in terms of the phases of the individual schools. Some secondary schools in Thabo Mofutsanyana District start with Grade 8, others start with Grade 10, some have mixed phases as they have both primary and

secondary levels in the same premises, and others are in the Further Education and Training (FET) band. Nonetheless, schools which were selected for the study taught the respondents up to Grade 12.

Questionnaires were hand delivered to sampled schools for completion and collected soon after as per the arrangements with the school management. The collection dates were scheduled in line with individual schools' programmes. The principals, as the institution's accounting officers, were requested to identify suitable dates on which the learners would be convened for purposes of completing the questionnaire under observation by the investigator and/or one educator responsible for logistical arrangements. The educators who assisted with logistical arrangements in an event where the researcher could not be part of the session, were mostly the Life Orientation educators while some schools used educators from the School Based Support Teams (SBSTs). Life Orientation educators or school-based support team members were preferred because they are equipped with skills to clarify some concepts that the learners would need some explanations. In addition, these educators are already discussing life themes, such as sexual harassment, during their lessons while the SBSTs deal with such referrals, and hence, the girl learners would find it easy to ask them questions. Explaining concepts to participants was only for the purpose of clarification and in no way exposing learners' responses to the questionnaire. The participants were also informed that they should not write their names which further strengthens confidentiality. Therefore, confidentiality remained intact.

Individual and available District officials were interviewed in accordance with the programme. The offices of different heads of units were contacted to determine the availability of the officials needed for interviews. A set of guiding questions made available to the district officials to enable participants to know the focus of the interviews. Finally, the interviews with district officials were held both on a one-on-one basis and telephonically for those who were not available to meet with the researcher due to their work commitments.

3.8 DATA ANALYSIS TECHNIQUES PROCEDURES

Information obtained from participants through empirical research were examined by means of the Statistical Package for the Social Sciences (SPSS) – computer programme. This analysis, carried out by a hired professional statistician, determined the prevalence, causes and perceived effects of learners who are sexual harassment's casualties. The analysis of variance (ANOVA) was also utilised to establish the substantial dissimilarities and similarities existing between variables. Codes were used for data from the interviews and themes created to assist the investigator to interpret the responses accordingly.

Evidence was gathered for the first research question, which made enquiries about the rate of recurrence of sexual harassment acts at secondary schools in the District of Thabo Mofutsanyana. The data were derived out of the questionnaire and the interview responses. In addition, a self-declaration question in the questionnaire' section B, started by confirming the existence of sexual harassment in secondary schools. Several respondents were determined for this question and a calculation was made with regards to the Likert scale and a percentage of those who responded per ratings on the Likert scale was determined.

The Likert scale was interpreted as follows: any single incident which is recorded as once, sometimes, often and very often denotes the frequency that the girl learner was affected. The once and sometimes denote a moderate level and the often and very often are regarded as high frequency levels while the never is the second level. In addition, the yes and no stand for just that, agree or not agree. The dichotomous categorical variables were used by categorising the Likert scale into only two levels (Statistics Solutions 2019). This enabled the researcher to find the central tendency and the spread of responses.

The interviews also consisted of a question that probed District officials on the rate of recurrence of sexual harassment. The question, which asked, "If any, which types of harassment do you think happens more often and why do you think so?" aimed at getting

the district officials' opinions and observations on the rate of sexual harassment and to get the statistics of such cases where possible. The responses were coded, and themes developed. Responses from girl learners were analysed using frequency levels and converted to a percentage of respondents. Interviews with the district officials were coded and summaries used to extrapolate the themes as a way of interpreting the responses. The figures provided by the labour relations officers and SACE were just presented as they were received for triangulation purpose.

The second research question gave attention to sexual harassment forms. The data for this was gathered from the questionnaires and interview questions. Replies from girl learners were scrutinized with a usage of the rate of recurrence levels and adapted to a percentage of respondents. Interviews with the district officials were coded and extractions used to infer the themes as a method of understanding the responses. The girl learners had to choose from a five (5) Likert scale for these items presented to determine the forms of sexual harassment encountered. This scale ranged from never, once, sometimes, often and very often. In addition, the scale in this way sought the degree of agreement or disagreement, to approve or disapprove, believed to be true or false without anyone fearing of being wrong. From these responses, the numbers of those who agreed or approved and those who disagreed or disapproved were calculated and converted to percentages. Finally, an SPSS programme was used to analyse the responses for this question.

The third research question, directed at district officials during the interviews, dealt with the effects of sexual harassment. Here, interview question number five sought opinions on how incidents of sexual harassment affected the performance of the affected girl learners. District officials were provided an opportunity to respond on the effects of the experiences from their roles' point of view. Data gathered from this interview question was also coded and a theme derived out of the deductions made by the researcher.

The fourth research question wanted to pinpoint the perpetrators of sexual harassment in the selected secondary schools and the data were gathered with the employment of both the questionnaire and interviews. Questions in section B and D of the Questionnaire probed the girl learners on research question four. This question sought to establish the perpetrators of those who made a declaration that they or their friends had been sexually harassed. The main constituency at school are teachers, principals and learners, and the investigator wanted a further identification of the perpetrators possibly from this constituency. The gender of the perpetrators, their ethnicity and their ages were also investigated to get a clear picture. Data gathered from the girl learners was quantified and percentages were calculated. Finally, district officials were asked, during interviews, about affected parties either as perpetrators or as victims. The officials' responses to this question assisted in defining their experiences and the roles they played. The responses from district personnel were also coded and themes also created for interpretation and summarization. Thematic analysis was used to identify patterns of themes relating to research questions in the interview data.

The fifth research question considered the perceived and legal role that the management and school governing bodies of these schools played in a quest to curb sexual harassment. The interviewed District officials responded to this research question. The question needed clarification on the role of principals and the way they had found out about such incidents. The officials responded, according to their line of work, on how they dealt with cases of sexual harassment. The analysis and coding of responses took note of the different roles played by these officials. The interview responses were recorded, transcribed and analysed after the completion of the interviewing of all district-based officials. This process served in determining the correlation and consistency on information from the District.

The sixth research question deals with the strategies to be employed by all stakeholders in the quest to curb sexual harassment in Thabo Mofutsanyana District secondary schools.

The researcher proposed a model to be used by Free State Education Department as a way of strengthening the already existing policies and procedures.

3.9 ETHICAL ISSUES

This research was governed by a set of ethics. The researcher indeed considered the ethical responsibilities associated with research (Powell, Taylor, Fitzgerald, Graham & Anderson 2013) and these ethics were observed even before involving participants and the Department of Education. Prior to making an application to undertake the investigation in schools from DOE, the investigator completed an application form from the Central University of Technology to get a certificate for ethical clearance. This clearance certificate, with reference number: D FRIC 17/01/27 provides assurance to the Department of Education that the researcher will be observing research ethics as per the institution's requirement as well as the National Statement of Ethical Conduct in Human Research. The researcher was guided by ethical codes as mentioned below.

As per ethical codes, the participants' involvement was voluntary, and they were told about the right to suspend their involvement from the research without prior notification and without any provision of reasons or prejudgment (National Research Act of 1974). All participants were given consensus forms to fill as an indication that they are participating in the investigation out of their own free will and without being forced to do so. The participants' rights to pull out from the study were also included in writing in the consent form. The researcher requested authorization from the Department of Education, Free State, to carry out an investigation in secondary schools located in the District of Thabo Mofutsanyana. The researcher also sought permission from principals to carry out the study in their respective schools as per the attached Provincial Education Department letters of permission. Parents, principals and learners were also made aware that the study posed no threats to anyone's life, and that it did not involve any travelling, health testing nor drug testing as part of its elements.

The questionnaire and a programme for interviews together with the planned questions were submitted to the Department of Education's Quality Assurance Directorate for approval. Parents of learners in the sample were contacted to consent to their children's participation in the research project. Parents gave consent by signing a consent form which detailed the intentions of the researcher. In some schools, principals used their power *in loco parentis* and provided permission on behalf of parents. Principals, in a case where the school practice *in loco parentis* rule, signed one form for all the school participants whose parents were unable to sign. SASA provides principals with powers to act on behalf of parents during school activities. "*In loco parentis*" means acting in the place of a parent who has entrusted the custody and control of his or her child to an educator or another person during normal intramural or extramural school activities (RSA 1996). The study was conducted at school and principals remain custodians of children and ethics are assumed to be part of education as a result regarded as a school activity. Individual learners were requested to participate in the study as in Appendix 6. Consent meant that the researcher had agreed with the study participants. However, the consent does not bind the participants to continue with the study at a time when they might feel that they would like to withdraw.

All respondents were served with consent forms to complete and sign as a signal of admission to participate in the study. A request for permission to record the District officials' interview sessions was made and they all agreed to the researcher's request. All participants were given assurance that the information provided, and the recordings were acquired for study purposes and would be used for that purpose only. The study in its nature required learners to disclose their private sexual life experiences, hence, the need for an assurance for the anonymity of their identities and that their information is guaranteed to be kept safe and remain private as mentioned in the Family Educational Right and Privacy Act (Buckley 2001). The consent forms were signed to give permission to participate and not to disclose the responses of participants. The results and findings are not school based; therefore no response can be aligned to a certain secondary school or participants and that was to ensure that anonymity and confidentiality of participants is maintained.

Attempts were made to maintain secrecy of responses during data collection. The secrecy was ensured by a sitting arrangement that made sure that no one could see the responses of the other and prevented any of the student participants from identifying themselves through writing their names, leadership roles or positions they held at the respective schools on the questionnaire. Obscurity was also part of the briefing during the interviews. As a result district officials were informed that codes were to be used to identify them and that there would be no names in the report. Questionnaires were administered after tuition time to ensure that teaching and learning would not be disrupted as directed by the Department of Education when issuing out the permission to conduct research in schools.

Participants were always assured of the confidentiality of information as it is mentioned in the Family Educational Right and Privacy Act (Buckley 2001). Confidentiality and privacy are not easy to isolate from each other, as a result, both were observed in this study. The study also took into cognisance the prescripts of the Singapore statement on research integrity (World Conference on Research Integrity 2010). The Central University of Technology adopted the Singapore statement as part of its ethical standards for research. The Singapore statement on research integrity (World Conference on Research Integrity 2010) proclaims that four main principles, being honest, being responsible, good manners, fairness and respectable stewardship, should be adhered to by researchers. These principles encompass four responsibilities anticipated of any researcher, which are: (a) integrity, where researchers should ensure that their studies have an element of being trustworthy; and (b) adherence to regulations, and hence, in this study the researcher complied with all policies that bind the study such as those on seeking permissions to conduct research using school children. Further principles are: (c) the utilization of acceptable and credible methods of research when collecting evidence and reporting on the findings; and (d) the employment of societal considerations and ethical authorship and research methods during the study (World Conference on Research Integrity 2010).

3.10 CONCLUSION

This chapter focused on the usage of mixed methods to investigate the study and outlined the research design and population and sampling employed here. It also focussed on study instruments employed to gather and collate information and outlined reasons why they were chosen. These instruments were particularly used to generate data needed to respond to the study's six research questions. This segment was closed with a framework of data verification procedure, especially for learners using section D of the self-declaration survey that focuses on the credibility of information gathered from learner participants, the management of tools, sampling size and data analysis techniques and procedures.

The following chapter explains the presentation, analysis, interpretation of data and discusses the results from the empirical study.

CHAPTER 4

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

Chapter 4 presents the numerical analysis, interpretations and discussion, based on the main six (6) research questions as indicated in chapters 1 and 3 above, on the reactions made by both girl learner respondents and district officials who participated in the research project. The research questions were as follows: (1) How frequent are occurrences of sexual harassment in secondary schools of the Thabo Mofutsanyana District? (2) Which forms of sexual harassment are prevalent in the Thabo Mofutsanyana District Secondary schools? (3) How does sexual harassment affect the general wellbeing of the affected girls? (4) Who are the perpetrators of sexual harassment in the Thabo Mofutsanyana District Secondary schools? (5) What role is played by principals and SGBs to curb sexual harassment in the Thabo Mofutsanyana Secondary schools? And (6) How can Sexual Harassment in Thabo Mofutsanyana district secondary schools be curbed?

Tables, graphs and diagrams are used to present the gathered data. Firstly, presented is the participants' biographical information, which reflects the age groups of affected secondary school girls and in that way the researcher is confirming that the respondents were indeed the target group for the study. Lastly, the chapter outlines and explains data collected and captured from girl learners and district officials from the Thabo Mofutsanyana District who took part in the study.

The writer decided to allocate codes to district personnel who formed part of the research as a way of ensuring that they remain anonymous as indicated in the ethical considerations presented in Chapter 3. They shall be regarded as DPs standing for District Personnel. DP1 stands for the school management and governance developer currently known as circuit manager, DP2 for the psychological services official, DP3 the presiding officer, DP4 the labour relations officer and DP5 represents the Values in Education official. As was

discussed in both chapters 1 and 3, circuit managers (SMGDs), presiding officers, psychological services, the labour relations officer and values in education units formed part of the interview respondents who represented the district office.

4.2. Presentation of data

The researcher distributed 200 questionnaires that addressed the five research questions to the girl learners in five local municipalities of the Thabo Mofutsanyana District secondary schools. Of the 200 surveys, 165 were brought back, which is an 82, 5% return rate. The researcher also conducted interviews and these sought to collect data as asked from the research questions. The section after this one reports on the biographical information of the participants with specific reference to their age and grades in secondary schools. The biographical information is imperative to reveal because it confirms the research plan as it was presented in chapter 3.

4.2.1 The areas of data collection

The area of data gathering is of significance with regards to highlighting the sample in relation to the secondary school girl learners' demographics and district office demarcation. Girl learners from twenty-four schools and five District office-based unit officials were used to collect data that focused on the nature, types, perpetrators, the role of principals and SGBs, and perceived effects of sexual harassment on girls who happen to be victims of sexual harassment.

Out of the 24 secondary schools, ten (10) of the schools are based in the Maluti A Phofung local municipality, four (4) in Dihlabeng local municipality, four (4) in Setsoto local municipality, three (3) in Phumelela and the last three (3) schools are based in the Nketoane local municipality. The district officials were chosen from five units based at the Phuthaditjhaba, Bethlehem and Reitz offices. The distribution was also important because the district officials should also represent the vastness of the district. The school learner

participants were all girls in grades 8 to 12 and between the ages of 15 and 18. Below is the biographic representation of the learner participants.

4.2.2 Biographic information

This section tables statistics according to the age and grade of girl learner participants and local municipality in which the secondary schools from which the girl learner participants are situated. Table 4.1 below indicates the ages of girl learner participants, Table 4.2 grades of girl learner participants' and Table 4.3 the local municipalities of girl learners' secondary schools who were part of the study sample. All girls who took part in the research were from the same race, black girls, as a result, there is no table that talks to the gender and the race of participants.

The table below shows that girl learners who were participants of the study were of school going age in terms of the South African law. In addition, their ages are critical as they indicate to the researcher the age group that is mostly susceptible to sexual harassment in the secondary schools of Thabo Mofutsanyana. South African laws dictate ages for consent and when a child is considered an adult. The table also shows the reality of the age cohort present in the secondary schools in the Thabo Mofutsanyana District.

Table 4.1: Participants' Age Groups

AGE	Number of respondents	Percentages
15 Years	23	13,9 %
16 Years	33	20,0 %
17 Years	31	18,8 %
18 Years	41	24,8 %
Above 18	37	22,4 %
TOTAL	165	100 %

Table 4.1 above shows that 47, 2% of the 165 study respondents fell in the adult category in terms of the South African laws. The above table shows that this 47, 2% adult respondents consisted of a group constituting 22, 4 % of the learners that were above the age of 18 while 24, 8 % of the learners were 18 years old. The remainder, which forms 52, 8% consisted of 18, 8% who were of the age 17 and 20% girls who were 16 years old. Furthermore, 15-year-old girls made 13, 9% of the study respondents, while the others who added up to 33, 9% of the non-adult students legally qualify to be called children. However, the sexual offences Act tables the consent age for a sexual relationship at 16, which technically makes it difficult to classify the 16- and 17-years old girl learners. The researcher noted that all of the vulnerable girls fall in the category of teenager.

The grades of girl participants are presented in Table 4.2 below. The presentation assists in shaping our understanding of who were represented in the study and in confirming that the study continued to focus on grade 8 up to grade 12 secondary school girl learners.

Table 4.2: Grades of the Participants

Grade	Number of respondents	Percentages
Grade 8	10	6,1 %
Grade 9	17	10,3 %
Grade 10	43	26,1%
Grade 11	30	18,2 %
Grade 12	65	39,4 %
TOTAL	165	100 %

The table above (4.2) indicates that 39, 4% of the total number of respondents were Grade 12 learners, while 18, 2% were in Grade 11 and 26, 1% were Grade 10 learners. Lower percentages of 6, 1% and 10, 3% represented the Grade 8 and 9 girl learners, respectively. Thus, most girl participants were in the Further Education and Training phase of the nominated secondary schools, which is Grade 10 -12. Grade 12 girls who are in the majority

of participants, are normally regarded as seniors in secondary schools and their physical development is also at an advanced stage.

Table 4.3: Municipalities where secondary schools are situated

Local Municipality	Number of respondents	Percentages
Dihlabeng	33	20,0 %
Maluti A Phofung	70	42,4 %
Nketoana	7	4,2 %
Phumelela	15	9,1 %
Setsoto	40	24,2 %
TOTAL	165	100 %

Maluti A Phofung Local Municipality provided 42, 4% of the respondents, which gives it the highest participation percentage of learners, while the Nketoana Local Municipality's 4, 2% respondents stand out as the lowest of all local municipalities . An important point to take notice of, is the proportional distribution of the survey. The biggest Local Municipality, which is Maluti a Phofung, received a larger chunk than Nketoana, which is the smallest. Setsoto local municipality was second with 24, 2% followed by Dihlabeng at 20, 0% and Phumelela local municipality at 9, 1%. The bigger the municipality the more secondary schools for participation.

4.2.3 RESPONSES TO RESEARCH QUESTIONS

This study, which was conducted in secondary schools, used mixed methods of research to investigate sexual harassment in the Thabo Mofutsanyana District. The responses presented below were gathered from both questionnaires, which were used for girl learners, and interviews conducted with district personnel from different units.

Research question 1: How frequent are incidents of sexual harassment in secondary schools of Thabo Mofutsanyana District?

Several questions were asked to obtain responses on the frequency of sexual harassment occurrences in the Thabo Mofutsanyana District's secondary schools. The learners were asked the questions from section B, item B8 and section C, items C1 and 7 (B8) how often were you harassed? (C1) While at school, have you been in a situation where any individuals regularly told suggestive unpleasant jokes? (C7) While at school, have you been in a situation where any individuals frequently made sexist remarks? The questions, indeed, sought data concerning the prevalence of acts of sexual harassment in the Thabo Mofutsanyana secondary schools.

The results from responses on the question: how often were you harassed? Show that 33 (63, 5%) of the 52 study respondents who responded to this question were sexually harassed 1 – 3 times, while those harassed 3 - 5 times amounted to 9 (17, 3%) of the study's respondents with 8 (15, 4%) of the girl learner participants having been sexually harassed more than 5 times while at school. Finally, 2 (3, 8%) of the study participants chose none as their response. The overall finding of this study is that 96, 2% of the participating girls regularly experienced sexual harassment.

The participants were also asked about whether they regularly received suggestive unpleasant sexual jokes (C1). Of the 160 girl learners who responded to this question, 52

(32, 5%) said they have never been exposed to the action. The rest of the 108 participants, constituting 67, 5% of the respondents, were affected. The 67, 5% consists of 7 (4, 4%) who were affected very often, 12 (7, 5%) often, 62 (38, 8%) sometimes and 27 (16, 9%) once. The last question (C7) which probed the commonness of sexual harassment in Thabo Mofutsanyana District secondary schools: “While at school, have you been in a situation where any individuals frequently made sexist remarks?” received responses, which indicated that 70 out of the 163 respondents (42, 9%) were never affected, 23 (14, 1%) have been exposed to the act once, 35 (21, 5%) said sometimes, 25 (15, 3%) often and 10 (6, 1%) very often. The total number of girl learners who were exposed to the act, added to 93 which is 57%. Espelage and Holt’s (2007) study on dating violence and sexual harassment among middle and high school learners in the United States of America discovered that 81% of learners were exposed to a kind of sexual harassment whilst at school, and they found out that 6 out of 10 learners experienced sexual harassment, which is lesser than the finding for this research question (Espelage & Holt 2007:6).

The table below outlines the statistics derived from the responses as presented above.

Table 4.4: Frequency of Sexual Harassment incidents

Item	Frequency				Count				Column N %	
B8. How often were you harassed?	1-3 times				33				63,5%	
	3-5 times				9				17,3%	
	more than 5 times				8				15,4%	
	None of these				2				3,8%	
	Total				52				100,0%	
C1. Regularly told suggestive unpleasant sexual jokes?	Never		Once		Sometimes		Often		Very often	
	N	%	N	%	N	%	N	%	N	%
	52	32, 5%	27	16, 9%	62	38,8%	12	7,5%	7	4, 4%

	Never		Once		Sometimes		Often		Very often	
	N	%	N	%	N	%	N	%	N	%
C7. Frequently made sexist remarks?	70	42, 9%	23	14, 1%	35	21, 5%	25	15, 3%	N	6, 1%

Participant DP 1: *“The type of incidents that we often observe is sexual harassment between a learner and some of the educators and learners. Quite recently two (2) incidences were brought to my attention especially around the area of Harrismith.”*

Participant DP 2: *“Yes, I will say they happen more often because I normally conduct hearings, I preside over during hearings and those will be cases referred to the Department of Education of educators who are involved in sexual harassment of learners. That’s why I become aware of such things.”*

Participant DP 3: *“Sexual harassment is happening more often in the district according to the learners that are referred to us for counselling. For an example in the 4th term of 2017, we saw 5 girls who were referred by different schools for counselling, which makes it five (5) cases during that term only”.*

Participant DP 4: *“It is an event that happens repeatedly as you can see the frequency of cases conducted in our region as opposed to cases handled by labour relations. Some cases get reported and withdrawn at a later stage for varying reasons. Sometimes parents withdraw because of the groceries that they get from the perpetrators and they start regarding them as their sons in law. In some instances, it is a neighbour’s child and they just resolve it at home like neighbours and conclude that it is not a big deal it just a children thing”.*

Participant DP 5: *“As a unit we don’t keep statistics of sexual harassment cases but it is only fair to indicate that there are a reasonable number of sexual harassment concerns that are raised frequently by both girls and boys in the GEM/BEM sessions.”*

Statistics from SACE with regards to cases that the body had handled in the province was also consulted. SACE as a professional teachers' body is mandated to track cases of unethical conduct in by teachers and strike out of the roll those that are found guilty if necessary. The Free State department's labour relations directorate was also contacted regarding the cases that were reported and went through the departmental disciplinary processes. This is the unit responsible for handling, investigating and presiding over cases of misconduct, which include of sexual harassment, by educators. The Free State Department's Annual report was also utilised to examine the regularity of sexual harassment in the province. The Free State 2016/2017 Annual Report has no records of sexual misconduct cases under the Labour Relations section. However, the 2017/2018 Annual Report has a record. Below is the table representing the SACE records and the statistics from the Free State Department of Education's Labour relations directorate and the Free State Education Department's Annual Report Statistics.

Table 4.5: SACE Statistics on sexual misconduct cases 2016/17

TYPES OF CASES REPORTED	NUMBER OF CASES
Sexual Misconduct / Rape	9

Table 4.5. presents the statistics of sexual misconduct or/ and rape in the Free State provincial schools according to the SACE records for the period 2016/2017 year. According to the report, 9 cases were reported during the said reporting period.

Table 4.6: FS Department of Education Labour Relations Directorate Statistics on sexual misconduct cases 2016-2018

DISTRICT	2016	2017	2018
LEJWELEPUTSWA	2	2	5
MOTHEO	3	2	3
FEZILE DABI	1	1	3

XHARIEP	0	0	1
TMED	0	3	3

Table 4.6 presents the number of cases reported by schools through district offices to labour relations for further handling.

Table 4.7: FS Department of Education Annual Report Statistics 2017-2018

TYPE OF MISCONDUCT	NUMBER	100% TOTAL
Sexual Harassment	11	23, 7%

The frequency of sexual harassment episodes in the Thabo Mofutsanyana District Secondary Schools is high. Girl learners who were sexually harassed stood at 96, 2 % of the girl learners who responded to the self-declaration question on the questionnaire as presented on Table 4.6 above. This is a high percentage when thinking about the school premises as a haven for all children. One incident is too many with regards to sexual harassment in secondary schools. This finding is confirmed by SACE in a statement where they an alarming escalation of figures related to physical and sexual assaults perpetrated by teachers on learners. SACE further confirmed having received 20 cases from the Free State province during the period April 2017 to September 2017 (Jordaan 2017). In its own admission, the DBE acknowledges that sexual abuse has been perpetual in schools around the country. It further recognises that a lot of schools have been turned into unsafe institutions for learners, especially girls and learners with disabilities (DBE 2018). Studies conducted by Espelage and Holt (2007); Smit (2011) and Prinsloo (2017) all confirm that there is a high occurrence of sexual harassment in secondary schools.

Research question 2: Which forms of sexual harassment are prevalent in Thabo Mofutsanyana District Secondary Schools?

Responses from girl learners were derived from Section C of the questionnaire with a purpose of acquiring data for the above-mentioned research question. The district personnel's interview responses to question 2 are used as a reaction to this research question. The girl learners were asked the following questions as per the six indexes. From the questionnaire, the forms of sexual harassment are divided into six (6) indexes, which served as guidelines to the study focus. The indexes are:

(a) The General Sexual Harassment Index, which was addressed by items C 21 to C 37 of Section C in the questionnaire. Girl learners were invited to reveal whether they had ever been subjected to the actions as asked in section C21 to C37 of the questionnaire in order to verify their experiences of this index. They were expected to indicate whether they had experienced it once, sometimes, often, very often, or they had never experienced it by choosing never. The responses of the girl learner participants who had been affected by General Sexual Harassment are reflected in Table 4.8 below.

Table 4.8: General Sexual Harassment

Item	Never		Once		Sometimes		Often		Very often		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
C21. Told jokes or stories that described your sex in general negatively?	85	52,5 %	24	14,8 %	39	24,1%	11	6,8%	3	1,9%	162	100%
C22. Told jokes or stories that described individuals of your sex negatively?	108	66,7 %	18	11,1 %	25	15,4%	6	3,7%	5	3,1%	162	100%
C23. Said things to insult individuals of your sex specifically (e.g., saying are "hot-blooded"/ "loose")?	72	43,9 %	23	14,0 %	42	25,6%	17	10,4 %	10	6,1%	164	100%
C24. Said offensive things about your body/sex life?	66	40,5 %	25	15,3 %	45	27,6%	20	12,3 %	7	4,3%	163	100%

C25. Told dirty or sexually offensive stories or jokes?	70	43,2 %	22	13,6 %	42	25,9%	19	11,7 %	9	5,6%	162	100%
C26. Tried to get you to talk about sexual things?	95	57,9 %	16	9,8%	31	18,9%	11	6,7%	11	6,7%	164	100%
C27. Said crude or gross sexual things, either in front of others or to you alone?	80	49,1 %	25	15,3 %	27	16,6%	21	12,9 %	10	6,1%	163	100%
C28. Told you about his/her own sex life or sexual preferences?	79	48,2 %	20	12,2 %	33	20,1%	24	14,6 %	8	4,9%	164	100%
C29. Tried to have a romantic or sexual relationship even though you tried to tell him/her you didn't want to?	77	47,0 %	21	12,8 %	30	18,3%	21	12,8 %	15	9,1%	164	100%
C30. Kept on asking you out even after you said "no?"	53	32,3 %	23	14,0 %	30	18,3%	21	12,8 %	37	22,6 %	164	100%
C31. Gave you a sexual "look" that made you feel uncomfortable or dirty?	68	42,0 %	26	16,0 %	30	18,5%	15	9,3%	23	14,2 %	162	100%
C32. Made you uncomfortable by staring at you (e.g., looking at you too long)?	81	49,7 %	23	14,1 %	27	16,6%	21	12,9 %	11	6,7%	163	100%
C33. Touched you (e.g., put an arm around your shoulders) in a way that made you feel uncomfortable?	77	47,0 %	21	12,8 %	28	17,1%	19	11,6 %	19	11,6 %	164	100%
C34. Gave you any sexual attention that you did not want?	69	42,3 %	29	17,8 %	34	20,9%	13	8,0%	18	11,0 %	163	100%

C35. Made kissing noises or whistled at you?	58	35,6 %	28	17,2 %	27	16,6%	16	9,8%	34	20,9 %	163	100%
C36. Commented on your physical appearance or clothing in a way that offended or embarrassed you?	54	33,1 %	31	19,0 %	44	27,0%	16	9,8%	18	11,0 %	163	100%
C37. Slowly looked at your entire body ("looked you up and down")?	65	39,9 %	27	16,6 %	34	20,9%	18	11,0 %	19	11,7 %	163	100%

Table 4.8 above provides the study with compelling evidence that sexual harassment in Thabo Mofutsanyana District secondary schools is manifested through the general sexual harassment index. An average of 163 participants responded to this section of the questionnaire (C21-C37) because not all girl learners responded to all questions as they were given an opportunity to refrain from responding to questions that they are not comfortable with. The responses to these questions that are representing the sexual harassment index show that a percentage of participants was affected because there is no question which had an answer with a score of 100%. Instead, 67, 7% of participants had been harassed about going out even though they said no at first as shown in Table 4.8 on C30 above.

Participants had been embarrassed due to comments made on their physical appearance or clothing as evidenced by 66, 9% of the respondents who stated that they were affected by this type of harassment once. A further 64, 4% of participants had been whistled at or subjected to kissing noises while 60, 1% had experienced dirty looks and starred at. General sexual harassment is a norm in the Thabo Mofutsanyana secondary schools because according to the responses In Table 4.8, the lowest percentage of exposure is 33, 3% where girls indicated that they had been told jokes that were inappropriate. With sexual harassment, one case is enough for the education community to act. All questions in this

section dealing with the General Sexual Harassment of the survey (C21 to C35), reflect that 66,7% of girl participants experienced this form of sexual harassment.

Table 4.9: Unwanted sexual Attention

Items	Never		Once		Sometimes		Often		Very Often		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
C5. Gave you unwanted sexual attention?	99	61,1%	18	11,1%	27	16,7%	9	5,6%	9	5,6%	162	100%
C8. Attempted to establish a romantic relationship with you despite your efforts to discourage this person?	72	44,4%	34	21,0%	33	20,4%	13	8,0%	10	6,2%	162	100%
C9. Put you down or was condescending to you because of your sex?	100	61,0%	28	17,1%	24	14,6%	6	3,7%	6	3,7%	164	100%
C10. Has continued to ask you for a date, drinks, etc., even though you have said "no"?	74	46,0%	23	14,3%	23	14,3%	21	13,0%	20	12,4%	161	100%
C11. Made you feel like you were being subtly bribed with some sort of reward or special treatment	105	64,0%	23	14,0%	20	12,2%	3	1,8%	13	7,9%	164	100%

to engage in sexual behaviour?												
C12. Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?	117	71,3%	18	11,0%	17	10,4%	7	4,3%	5	3,0%	164	100%
C13. Touched you (e.g., laid a hand on your bare arm, put an arm around your shoulders) in a way that made you feel uncomfortable?	62	37,8%	32	19,5%	38	23,2%	17	10,4%	15	9,1%	164	100%
C14. Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, etc.)?	96	58,2%	15	9,1%	32	19,4%	13	7,9%	9	5,5%	165	100%
C15. Made unwanted attempts to have sex with you that resulted in you	121	74,2%	17	10,4%	15	9,2%	5	3,1%	5	3,1%	163	100%

pleading, crying, or struggling physically?													
C16. Implied faster promotions or better treatment if you were sexually cooperative?	138	84,7%	7	4,3%	10	6,1%	2	1,2%	6	3,7%	163	100%	
C17. Made it necessary for you to respond positively to sexual or social invitations in order to be well treated at school?	123	75,5%	15	9,2%	16	9,8%	5	3,1%	4	2,5%	163	100%	
C18. Made you afraid you would be treated poorly if you didn't cooperate sexually?	127	77,0%	18	10,9%	11	6,7%	6	3,6%	3	1,8%	165	100%	
C19. Treated you badly for refusing to have sex?	112	68,3%	26	15,9%	11	6,7%	4	2,4%	11	6,7%	164	100%	
C20. Said things to insult your sex in general?	88	54,0%	25	15,3%	36	22,1%	7	4,3%	6	3,7%	162	99%	

(b) Unwanted Sexual Attention was given consideration in items 5, 8, and 9 to 20 of Section C. Unwanted sexual attention is the second index that focuses on the kinds of sexual harassment that were tested with the questionnaire distributed to girl learners. The responses to unwanted sexual attention index reflect that only 64 (37%) out of 164

respondents had never experienced Unwanted Sexual Attention. However, 25 (48%) of the girl learners had experienced it either once or sometimes, while 10 (14%) happened often and very often. The picture given by Table 4.9 above is that 62, 2% of the participants had been touched in a way that made them feel uncomfortable. It is also noted that 55, 6% of them received attempts from perpetrators to have romantic relationships despite having discouraged those moves. In addition, 54% of the girl participants pointed out that perpetrators continued asking them for a date even though they had previously refused the offer. It is clear from these three most frequent items under unwanted sexual attention index that perpetrators of these acts did not take no for an answer.

The tendency of disregarding the girls no, is also reflected on the items with the lowest percentage of affected girls. For an example, 23% of the girls were afraid that they might be treated badly if they did not cooperate sexually. The statement means that if the answer to the sexual request is no, the girl might be threatened. According to C17 responses, 24, 5% of girls indicated that, means were made to ensure that girls deem it necessary to accept sexual or social invitations for the sake of a better treatment. Responses from C15 reveal that 25, 8% were exposed to undesirable attempts to have sex with perpetrators to the point that girls found themselves pleading, desperate or even struggling physically. Even the unwanted sexual attention index showed that none of the items had all participants saying they were never affected. Therefore, various girls were affected in each of the items.

Table 4.10: Sexual Coercion

Items	Never		Once		Sometimes		Often		Very Often		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
C11. Made you feel like you were being subtly bribed with some sort of reward or special treatment	105	64,0%	23	14,0%	20	12,2%	3	1,8%	13	7,9%	164	100%

to engage in sexual behaviour?												
C12. Made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?	117	71,3%	18	11,0%	17	10,4%	7	4,3%	5	3,0%	164	100%
C15. Made unwanted attempts to have sex with you that resulted in you pleading, crying, or struggling physically?	121	74,2%	17	10,4%	15	9,2%	5	3,1%	5	3,1%	163	100%
C19. Treated you badly for refusing to have sex?	112	68,3%	26	15,9%	11	6,7%	4	2,4%	11	6,7%	164	100%

(c) Sexual coercion, which is the third index, was probed using only four questions C11, C12, C15 and C19 from the survey's section C. The participants' responses gave an indication that 36% were made to feel like they were being bribed or rewarded for their consent in engaging in sexual behaviour. Bad treatment became the order of the day for 31, 7% of girls who refused to have sex with perpetrators and 28.7% received threats through the mentioning of the upcoming assessments or performance review as a way of retribution for not being willing to cooperate with sexual requests. Exposure to unwanted endeavours to have sex was experienced by 25, 8% of the respondents, which led to the

girls crying, pleading or struggling physically. The outcome of a scrutiny of the data displays that 77, 5 % of the girls noted they had never been sexually coerced. The rest of the girls in the study, which is 22, 4% of the participants, pointed out that it happened once as well as sometimes while 8, 03% of the 22, 4% indicated that it happened often and very often.

Table 4.11: Sexist Hostility

Items	Never		Once		Sometimes		Often		Very Often		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
C1. Regularly told suggestive unpleasant sexual jokes?	52	32,5%	27	16,9%	62	38,8%	12	7,5%	7	4,4%	160	100%
C2. Made unwanted efforts to draw you into discussions on personal or sexual matters?	73	45,1%	25	15,4%	45	27,8%	13	8,0%	6	3,7%	162	100%
C3. Made rough and attacking sexual remarks, either publicly (during break), or privately (in the office)?	112	68,7%	23	14,1%	19	11,7%	5	3,1%	4	2,5%	163	100%
C4. Treated you "differently" because of your sex?	112	67,9%	21	12,7%	21	12,7%	3	1,8%	8	4,8%	165	100%

(d) Sexist hostility, which forms part of types of sexual harassment and the fourth index to consider, is under focus in items C1 up to C 4 under Section C of the questionnaire. Table

4.11 reveals that 67, 5% of participants were regularly being told suggestive, unpleasant sexual stories by their perpetrators. A further 54, 9% faced annoying attempts to get involved in discussions that were personal or sexual in nature. Resentment is the nature of this index because 32, 1% of girls claimed to have been treated differently just because of their sex. The responses to item C3 show that, 31, 3% of girl participants disclosed that rough and attacking sexual remarks were made to them in a public space while others experienced it in private. The consistent observation is that in all items, as with the three indexes above, there is no item where all girls pointed out that they had not been affected by sexual harassment.

Table 4.12: Sexual Hostility

Items	Never		Once		Sometimes		Often		Very Often		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
C5. Gave you unwanted sexual attention?	99	61,1%	18	11,1%	27	16,7%	9	5,6%	9	5,6%	162	100%
C6. Displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?	86	53,4%	28	17,4%	32	19,9%	12	7,5%	3	1,9%	161	100%
C7. Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or that men should not be the primary	70	42,9%	23	14,1%	35	21,5%	25	15,3%	10	6,1%	163	100%

caretakers of children because they are not nurturing?)												
C8. Attempted to establish a romantic relationship with you despite your efforts to discourage this person?	72	44,4%	34	21,0%	33	20,4%	13	8,0%	10	6,2%	162	100%

(e)The fifth index, sexual hostility, was addressed by items C5 up to C8 under Section C of the survey. Girls in secondary schools found in the District of Thabo Mofutsanyana experienced sexual hostility, which is another form of the sexual harassment. Thus, 38, 9% of the participants experienced sexual hostility in the form of unwanted sexual attention at school irrespective of whether it was once, sometimes, often and very often. Exposure to pornographic materials, whereby they had to interact with sexist or suggestive materials, was confirmed by 46, 6% of the girl participants. Sexual hostility goes further to discriminating girls in choices of careers or future studies, This is attested by 57, 1% of the participants who confirmed that they regularly get sexist remarks implying that women were too emotional to be scientists. Responses to C8 provide evidence that perpetrators tried to start romantic relationships despite the girls' efforts to discourage the perpetrators.

Table 4.13: Gender Based Harassment

	Never	Once	Sometimes	Often	Very Often	Total
--	-------	------	-----------	-------	------------	-------

	N	%	N	%	N	%	N	%	N	%	N	%
C3. Made rough and attacking sexual remarks, either publicly (during break), or to you privately (in the office)?	112	68,7%	23	14,1%	19	11,7%	5	3,1%	4	2,5%	163	100%
C4. Treated you "differently" because of your sex?	112	67,9%	21	12,7%	21	12,7%	3	1,8%	8	4,8%	165	100%
C6. Displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?	86	53,4%	28	17,4%	32	19,9%	12	7,5%	3	1,9%	161	100%
C7. Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or that men should not be the primary caretakers of children because they are not nurturing)?	70	42,9%	23	14,1%	35	21,5%	25	15,3%	10	6,1%	163	100%
C9. "Put you down" or was	100	61,0%	28	17,1%	24	14,6%	6	3,7%	6	3,7%	164	100%

condescending to you because of your sex?												
C20. Said things to insult your sex in general?	88	54,0%	25	15,3%	36	22,1%	7	4,3%	6	3,7%	162	99%
C23. Said things to insult individuals of your sex specifically	72	43,9%	23	14,0%	42	25,6%	17	10,4%	10	6,1%	164	100%
C37. Slowly looked at your entire body ("looked you up and down")?	65	39,9%	27	16,6%	34	20,9%	18	11,0%	19	11,7%	163	100%

(f) Gender based harassment is the last index on forms of harassment, which was addressed by items C3, C4, C6, C7, C9, C20, C23 and C37 under Section C of the questionnaire. The analysis of girl participants who confirmed that they were exposed to gender-based harassment shows that 57, 1% of the respondents repeatedly received sexist comments, such as that females are too emotional to be scientists, from their perpetrators. Some girls, 56, 1% of the participants were insulted over their sex by their perpetrators while 46, 6% pointed out that they were exposed to pornography and some sexist materials that was distributed to them. The lowest percentage of girls affected by this index is 31, 3% who recorded that they had been exposed to rough and sexual comments either privately or in public.

Further information regarding the type of sexual harassment that is prevalent in secondary schools of the Thabo Mofutsanyana was gathered from the interview question number 2: "If any, which type of harassment do you think happens more often and why do you think so?" A follow up to the first interview question. Departmental personnel from the five

identified units based at the Thabo Mofutsanyana District office responded to this question after confirming the occurrence of incidents of harassment in the region's secondary schools. The confirmation was provided without necessarily referring to individual indexes as the case with the questionnaire. The responses from the interviews were as follows:

Participant DP 1: *“The type of incident that we often observe is sexual harassment between a learner and some educators.”*

Participant DP 2: *“I would say sexual harassment happen more often because I normally conduct hearings, I preside during hearings and those will be referred to the Department of Education of educators who are involved in sexual harassment of learners”.*

Participant DP 3: *“Cases that are referred to us for counselling are mostly of sexual harassment and bullying”.*

Participant DP 4: *“Under normal circumstances, we receive cases, schools refer cases of sexual harassment either to commence with disciplinary processes or even to investigate further.”*

Participant DP 5: *“Sexual harassment between learners and some educators and also amongst learners themselves.”*

Research question 3: How does sexual harassment affect the general wellbeing of the affected girls?

This research question was directed at the district personnel only. As a result, interviews were held with the district personnel representing the identified units as mentioned in chapters 1 and 3. The health issue and general wellbeing of learners who are sexually harassed came up in their responses to one of the five interview questions concerned with the wellbeing of affected girl learners. The interview question asked was: In your opinion do these incidents affect school performance in any way?

The district personnel responded to the interview question in this way:

Participant DP 1: *“Sexual harassment between teachers and school children is the rifest in our secondary schools in the form of “love affairs”. These affairs disturb the learners because they end up not knowing how to act in front of this educator, other educators and learners. Sometimes they want to show off to other learners who do not have the “connections” with educators that they are better off in the same breath, the educator want to keep it a secret.”*

Participant DP 2: *“These learners got disturbed because they are sometimes pressurised by their parents to regard sexual harassment as an act of love from the educators. This is normally based on the educators’ going to the family and saying he wants to marry the girl child. That immediate change also causes confusion to the girls because they would be knowing that they did not have any affair with the responsible educator.”*

Participant DP 3: *“Girls who are being referred to our unit for counselling are most of the time showing signs of depression and sometimes confusion. The girls that we see sometimes even forget the sequence of events because of adults who feed them information that ends up making them frustrated, confused and even doubting their own initial report, like the issue of regarding the particular sexual harassment case as an act of love when she knows very well that they had no consensus. This destroys the self-confidence of these learners and some of them end up being self-destructive by starting to flirt with other educators.”*

Participant DP 4: *“We don’t normally get the indication with regards to the wellbeing or performance of learners as we only deal with these cases as documents referred and allocate presiding officers and investigators.”*

Participant DP 5: *“Those learners have a tendency of just being withdrawn from the team and isolating themselves. I think they just don’t trust anyone and the thought of their incidents brings fear into them.”*

Research question 4: Who are the perpetrators of sexual harassment in Thabo Mofutsanyana District Secondary Schools?

Research Question number 4 attempted to uncover the perpetrators of sexual harassment in Thabo Mofutsanyana secondary schools. The responses that addressed this research question are presented in this subdivision.

Table 4.14 A: Perpetrators

Question	Possible Responses	N	%
B4. Who harassed her?	Learner	36	61,0%
	Teacher	14	23,7%
	Stranger	9	15,3%
	Total	59	100%

Table 4.14 A. above presents data from the third-party perspective unlike table 4.14 B which is a self-declaration data. The question was about the next person who has information that a friend was harassed sexually. The table above shows that respondents identified Learners as the group which leads in perpetrating acts of sexual harassment in the secondary schools of Thabo Mofutsanyana District. This is according to 61% of girls who pointed at them as the guilty one in cases of suffered by those they knew. Teachers are next, with 23, 7% of participants pointing at them. Strangers are also mentioned by 15, 3% of the participants as perpetrators of sexual harassment in schools.

Table 4.14 B: Perpetrators

Question	Possible Responses	N	%
B7. Who harassed you?	Learner	38	77,6%
	Teacher	9	18,4%
	Stranger	2	4,1%
	Total	49	100%

The questions used to investigate were of a self-declaration type, unlike B4 where it was from a third-party point of view. Learners still led as perpetrators of sexual harassment with 77, 6% of the girls reporting that they have been sexually abused by them. Learners were

still followed by teachers just as in B4, with 18, 4% of the participants pointing at them as their harassers. Only 4, 1% of girls indicated that they were abused by strangers, which means that the problem at school is from the school community.

Table 4.14 C: Perpetrators

Question	Possible Responses	N	%
D41. Who performed the above behaviour (check one)?	Teacher	17	12,4%
	Principal	2	1,5%
	Another learner	118	86,1%
	Total	137	100%
Question	Possible Responses	N	%
D42A. What is this person's ethnicity (check one)?	Black	134	95,0%
	Coloured	5	3,5%
	White	2	1,4%
	Indian	0	,0%
	Total	141	100%
Question	Possible Responses	N	%
D42B. What is the above person's sex?	Male	114	81,4%
	Female	26	18,6%
	Total	140	100%
Question	Possible Responses	N	%
D43. Do you consider this person a peer?	Yes	58	41,1%
	No	83	58,9%
	Total	141	100%
Question	Possible Responses	N	%
D44. What is this person's approximate age?	Below 18 years	43	32,3%
	18 years-21	65	48,9%
	22-25 years	11	8,3%
	26-30 years	4	3,0%

	Above 30 years	10	7,5%
	Total	133	100%
Question	Possible Responses	N	%
A5. In which Local Municipality is your school based?	Dihlabeng	33	20,0%
	Maluti-A-Phofung	70	42,4%
	Setsoto	40	24,2%
	Phumelela	15	9,1%
	Nketoana	7	4,2%
	Total	165	100%

In addition, girl learners were required to give, in response to questions B7 and B4, a brief account of the perpetrator's gender, race and age group. Table 4.14C above confirms the information provided on 4.14 A and 4.14B that learners and educators were the main perpetrators of sexual harassment in secondary schools based in Thabo Mofutsanyana District. The perpetrators were from all five local municipalities found in Thabo Mofutsanyana District. The revelation is that most perpetrators are males accounting to 81, 4% and females at 18, 6% with the majority between 18 years and 21 years old and accounting for 48, 9% of perpetrators. It means majority of perpetrators were in the senior grades. According to table 4.14 C, most of these perpetrators, who stood at 67, 7%, were adults between 18 and 30 years of age.

The responses from the interviews were as follows:

Participant DP 1: *“The type of incidents of sexual harassment that we often observe is between a learner and some educators”. “We can only talk about educators’ cases because those are the only cases that are referred to us. With regards to learners the SGBs are responsible for handling those cases.*

Participant DP 2: *“Let me start with victims, victims are in most cases the learners, and the perpetrators of course will be educators and, in some case, they will be parents. But the parents in the sense that they will be parents who are working in schools either as a*

factotum or a hostel father and such people. But most perpetrators that I come across are educators, where an educator will be referred and then we deem that as the department of education as a section 17 misconduct where if a person is found guilty must be dismissed. And the victims will be the learners and of which the Department of Education does not allow such relationships between educators and the learners.

Talking about parents as victims or perpetrators it happens in some cases that some parents will be bribed by the educators who sometimes don't give full evidence of what happened because, due to poverty situations, a parent will come and an educator will approach the family when he has harassed the learner sexually and then try to bribe the parents and say don't ever come and witness or come and give this information to the officials of the department or the principal because I will lose my job and if I lose my job I will be jobless my kids will suffer and this kid will also suffer. In that case the educator will come up and say I am giving something to this family and because of poverty we find parents accepting that bribe. So that is basically how I know the victims, the learners that are mostly victims, perpetrators are educators and sometimes parents are perpetrators too because they know what happens and they do not want to come up and say that the educator did this."

Participant DP 3: *"Girls who were ready to disclose during the counselling sessions referred to educators as the majority of perpetrators and a very low number would refer to boy learners as perpetrators."*

Participant DP 4: *"We only deal with departmental personnel who are educators, administrative clerks, hostel fathers and mothers, and grounds men. Learners are a responsibility of the School Governing Bodies. The affected parties in the form of victims are the girls who are particularly in secondary schools and the perpetrators are normally educators."*

Participant DP 5: *"According to the information that learners share during the sessions, educators and learners are the ones to blame for sexual harassment in our schools. The*

only problem is that girls think that if it is a boy, it is not sexual harassment and when is the teacher it is. Their experiences are reflecting both educators and learners as perpetrators.”

Research question 5: What role is played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana Secondary Schools?

The district personnel were asked a question in the interviews, which sought to discover the role of school heads and their school governing bodies in handling sexual harassment. The question was, “How did you know about such an incident?” The various responses to this question were:

Participant DP 1: *“A referral was made by the principal to me on two occasions like I have mentioned, but it is not the only isolated cases but I am highlighting these because they are quite recent. The principal would make a referral, ask on how to deal with the incident and maybe the procedure for disciplinary measures and so on. So, they will bring them to my attention, I’ll give an advice pick up the pieces and send it to labour to handle it.”*

Participant DP 2: *“If it happens at a school level, the principal will refer the case, sometimes an anonymous call will refer the case and then we will have to constitute an investigation team and conduct an investigation around whatever information came to us.”*

Participant DP 3: *“Each school has a school-based support team, which reports to the principal and one of its functions is to refer cases to relevant offices. In cases of sexual harassment, the school-based support team fills in a referral form for counselling and the form must be signed by the principal and should then be sent to our unit so as to allocate the counsellor.”*

Participant DP 4: *“The cases that we attend to are those that come from the different circuit managers as they receive them from the relevant school principals. Sometimes they get these cases from whistle blowers in communities and institute investigations and then refer for disciplinary procedures. This normally happens after the boys in the community come back from initiation schools and are practicing the so-called cleansing practice.”*

Participant DP 5: *“The school principals are the ones who approve the activities under values because they are mostly extra mural activities. So, for the school to have GEM/BEM it is because the school is embracing the programme as an extra mural activity as approved by the principal and the school management teams. We are able to discuss these cases because they allowed the movement to exist and therefore allowing the discussions to ensue in their schools. They also refer the reported cases to the SMGDs for further handling”.*

According to Castico (2015), sexual harassment is a global problem. Most developed countries are making strides in providing mechanisms and enforcing policies to address sexual harassment and yet, it is regarded as a taboo in some African countries (Castico 2015). I believe that this is a contributing factor to sexual harassment cases' escalation because perpetrators know that victims will not talk about those incidents. The Australian Human Rights Commission (2012) conducted a study which exposed that 33% of females in Australia had sexual harassment experiences from as early as the age of 15 years old. The study confirms that sexual harassment started when they were at secondary school phase.

4.3 Data analysis and interpretation

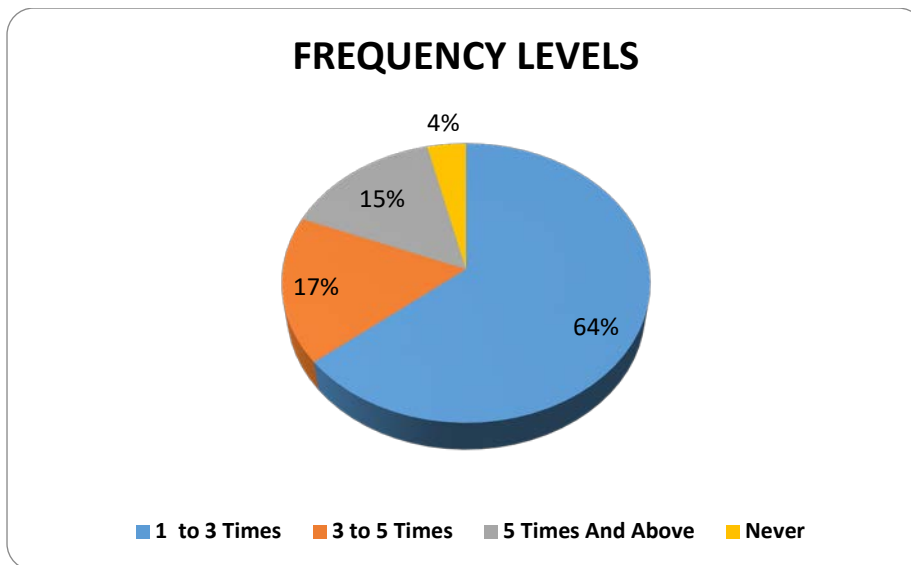
This investigation used a mixed method data analysis style that consisted of description reporting and explanations of results. Cresswell (1998) posits that the productive approach of making a summary of gathered information, is to change it into codes or sets of texts or photographic pictures. In this case, the researcher arranged the text into two groups representing girl learners and district officials. Flick (1998) suggests that the advancement of philosophy is supported by the correct interpretation of text, similarly the foundation to determine whether information gathered is sufficient or not to arrange for additional collection of outstanding data. The means that the data gathered cannot be correctly interpreted and conclusions might be misleading.

Research question 1: How frequent are incidents of sexual harassment in secondary schools of Thabo Mofutsanyana District?

This outcome is reliant on answers to the question that investigated the occurrence of the acts as pointed out by the girl learners, which are presented in table 4.6. The major finding is that 34, 7% of the girl learners, said that yes, they were sexually harassed even though they were at the school. Girl learners who pointed out that they were affected, irrespective of how many times it occurred, constituted 80, 8% and the girl learner participants who were sexually harassed more than five times while at school amounted to 15, 4% of the respondents. Sexual harassment should not have minimum occurrence, the fact that some of the girls indicated that they were harassed between three to more than five times with 63, 5% stating that it happened between one and three times whilst at school is a source for concern.

Research conducted by Smit (2011) in the Free State secondary schools revealed that the province's schools would not necessarily be unpleasant places of sexual violence, thus indicating that all is not that gloom. However, the two types of sexual harassment are justly common in secondary schools. I aver that one case of sexual harassment is one too many in secondary schools. Subsequently, it cannot be right to even talk about gloom and not so gloom in an event of a sexual harassment incident. The trend of having girls who are being sexually harassed more than once, makes the situation even worse.

Chart 4.1: Sexual Harassment Frequency Levels



The above-noted frequency levels indicate that sexual harassment is rife in secondary schools of Thabo Mofutsanyana District. The statistics above show that almost every girl learner who took part in this investigation, was affected by some form of sexual harassment while at school. An outstanding number represents those who abstained from answering the question. However, the reactions are evidence that there are sexual harassment instances that occur in Thabo Mofutsanyana District secondary schools and there is an element of non-reporting on such cases, hence the big number that abstained from responding. The figures mentioned above are represented with a chart below as per the participants' responses.

The table below reflects the misconduct cases' statistics recorded by the South African Council for Educators (SACE). These categories include sexual misconduct in schools that were perpetrated by educators. SACE was established by the Department of Basic Education as a professional body for educators with the intention of enhancing the status of teaching profession. To achieve that, educators had to be registered through established registration processes and procedures; engage in professional development and the inculcation of a code of ethics for all educators (RSA 2007).

Table 4.15: SACE 2016/17 Statistics

TYPES OF CASES REPORTED	NUMBER OF CASES
Verbal Abuse, Victimisation, Harassment, Defamation.	4
Sexual Misconduct / Rape	9
Unprofessional Conduct, Use of improper language, Alcohol Abuse, Absenteeism, Insubordination.	4

Extracted from the SACE Annual Report 2016/17

Table 4.15 focuses on different categories that are related to sexual harassment sometimes are triggers to sexual harassment. For an example, verbal abuse may include being told sexually related stories while victimisation might arise from a misunderstanding that ensued between the teacher and the learner in relation to sexual favours. Harassment says a lot about incident behaviour and defamation. Sexual misconduct or/ and rape is categorised separately from unethical behaviour, the usage of vulgar, substance abuse, absence and non-compliance. Nonetheless, sexual harassment, in its nature is an unprofessional conduct, and thus it would be critical for SACE to unpack what else constitutes unprofessional conduct for a better presentation of their statistics. To gather statistics for this study the attention is on the sexual misconduct column.

The SACE Act dictated that a teacher can be scrapped from the register if found guilty of not following the prescripts of the code of professional ethics such as being involved in sexual misconduct. The SACE Code of Professional Ethics makes provision for the demeanour required amongst learners and teachers at school. Its emphasis is on learners' rights which should be respected by all educators. Here educators are required to stop subjecting learners to any practise of abuse, inappropriate physical interaction with learners, sexual harassment of learners, as well as any type of sexual association with learners not only where one is working but in any school.

The SACE Code of Professional ethics further outlines and explains the duties of a SACE disciplinary committee which is convened in instances where there are cases of misconduct

reported as per the table above and tabled in the educators' code of ethics. The disciplinary committee has a responsibility to form investigating panels responsible for probing into reported breaches as well as scheduling disciplinary meetings and making a recommendation. The SACE Code further articulates on how to investigate suspected code of conduct breaches, the disciplinary processes, findings of the disciplinary committee, council's pronouncements and the processes and procedures to lodge an appeal. However, the Basic Education Handbook stipulates that principals are not required to report cases to SACE, which makes it difficult for SACE to conduct proper investigations and successfully prosecute these cases.

The Basic Education Rights Handbook reflects how disintegrated the education system is when it comes to handling cases of sexual harassment. As per the Department of Basic Education Rights Handbook, principals are not required to tell anyone about sexual harassment incidents to either the Department of Basic Education or SACE as and when a case is opened with the police. Another critical point to note is that even reporting to police depends on the discretion of the principal who role with regards to determining the seriousness of the case. As a result, the SACE relies on cases that are voluntarily reported, which makes their statistics of sexual misconduct cases unreliable. This also accounts for the educators' changing schools without being noticed instead of being struck off the register as is required by the professional body.

The Free State Provincial Department of Education, through its labour relations directorate, is a custodian of sexual misconduct records in the province. According to the directorate the cases reported and finalised for the year 2016 – 2018 are as presented on the table 4.16 below.

Table 4.16: FS Department of Education's Statistics of sexual misconduct cases

DISTRICT	2016	2017	2018
LEJWELEPUTSWA	2	2	5

MOTHEO	3	2	3
FEZILE DABI	1	1	3
XHARIEP	0	0	1
TMED	0	3	3

FS Provincial Department of Education

The labour relations sector also presented its statistics and these indicate that only six cases were reported for the period 2016 to 2018. The recorded six cases are not in line with those reflected in the girl learners' responses as noted in Table 4.6 above. The recorded cases are far less than the picture painted from the data acquired from girl learners' responses to the sexual experiences questionnaire. The records provided the study with reported cases of sexual harassment of girls in a manner that gives a message that teachers are the main perpetrators. This might be an indication that not all cases were reported, or that the ones reported were not all being prosecuted for different reasons known to the department and the girls themselves.

Furthermore, the response from Departmental Personnel provides a different picture from the departmental statistics. This is because by the time the interviews were conducted there were already 2 referred cases, which the management was reviewing. It was further disclosed that there were also other cases and that personnel had mentioned the recent ones only. The different units were, during the data gathering period, dealing with referrals from schools in terms of counselling, investigations and even being part of support groups. The representative for SMGDs also explained that there were other cases to the ones cited, which happened to be the new reported cases for 2018 year.

Research question 2: Which forms of sexual harassment are prevalent in Thabo Mofutsanyana District Secondary Schools?

The two major types of sexual harassment, as presented by the six indexes, are evidently in existence at varying levels. The responses shows that girls were sexually harassed verbally and physically. Sexual hostility is the highest prevalent form followed by sexist hostility, general sexual harassment, gender-based harassment, unwanted sexual attention and sexual coercion. The above-mentioned forms of sexual harassment exist at the secondary schools of Thabo Mofutsanyana as revealed above on data presentation.

The interpretation of the responses is categorised as, never will be a stand-alone item, once, sometimes, often and very often as the prevalence. However, often and very often are regarded as high prevalence and once and sometimes are regarded as moderate. The argument for dichotomising the Likert scale is still the same as in research question 1 where one incident of sexual harassment is too many. Therefore, there shall be only two levels or categories (Statistics Solutions 2019), as this is helpful in spreading the responses.

The girl learners were asked questions to state the forms of sexual harassment experienced in the Thabo Mofutsanyana District secondary schools. The girls were asked to respond to the six indexes or guidelines which are (a) the General Sexual Harassment Index (b) Unwanted Sexual Attention (c) Sexual coercion (d) Sexist hostility (e) Sexual hostility and (f) the Gender based harassment. The girls' responses were evaluated to determine if the noted types of sexual harassment could be classified into the major two forms as presented in the Code of Good Practice on the Handling of Sexual Harassment under Chapter 2. The first was unwanted physical, verbal, or non-verbal conduct, and the second being sexual favours.

The Sexual Experiences questionnaire highlights six indexes as categories of sexual harassment. These indexes were used in relation to forms and nature of sexual harassment that are prevalent. The six indexes are presented by means of ANOVA in the discussion to highlight their existence in different local municipalities, and how they depend on the ages of girl learners as well as the school locality.

The most prevalent form of sexual harassment is sexual hostility with 14, 4% of girl learners stating that it happened very often. It is followed by unwanted sexual attention as confirmed by 10, 14 % of the girl learners, and gender-based harassment noted by 10, 9 % of girls as happening very often. The analysis shows that the least prevalent sexual harassment index was sexual coercion where 8, 03 % of the girl learners stated that it happened very often. In addition, the general sexual harassment index and sexist hostility are both at 8, 92 %, thus indicating that the girl learners experienced both indexes very often. Finally, there are girl learners, in all these indexes, who reflected on the 'never' and these constituted 68, 9 % of the girls whose responses focused on sexual coercion.

Accordingly, the distribution of the indexes' prevalence indicates that all of the indexes are widespread as there are girl learners affected in all of them. Sexual harassment is regarded to be a moral matter, for one is too many, and yet the results show that more than 30% of girls were affected in all the indexes. According to the researcher, 30 to 46, 3 % is a very significant percentage of girls who would have been exposed to this unethical behaviour whilst at school. Furthermore, general sexual harassment, as a category of sexual harassment, was experienced by 46, 2 % of **girls**, whilst unwanted sexual attention was experienced by 35, 62 % of the girls, sexual coercion experienced by 30, 23 %, sexist hostility experienced by 46, 3 %, sexual hostility experienced by 49, 9 % and gender based harassment experienced by 44, 3 % of the respondents .

Chart 4.2: Prevalent Forms of Sexual Harassment

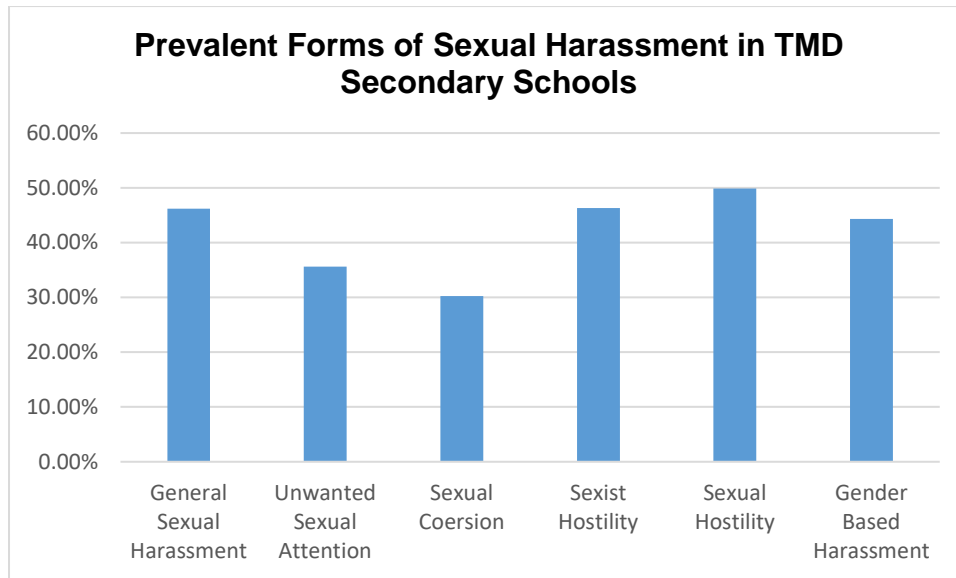
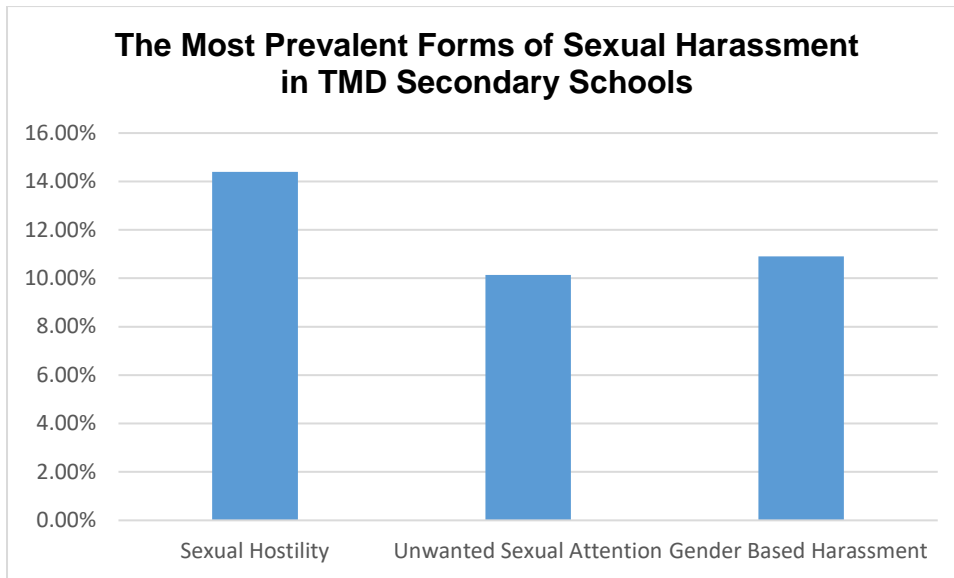


Chart 4.2 above indicates that girls in the Thabo Mofutsanyana secondary schools are exposed to all forms of harassment. However, Chart 4.3 below presents the most prevalent forms of harassment. All forms of harassment are existent and the rate is alarming because the lowest prevalence is 30%. The chart reflects that 50% of girl participants experienced sexual hostility. It is evident that girls are being treated badly in secondary schools of Thabo Mofutsanyana District.

Chart 4.3: The Most Prevalent Forms of Sexual Harassment



The above finding differs with the findings from the report on Sexual Harassment of Women: Climate, Culture and Consequences in Academic Sciences, Engineering and Medicine, which notes sexist hostility as the most common form of harassment (Wadman 2018). According to Wadman (2018), sexist hostility include making jokes that belittle or remarks implying that women cannot be successful in science because they are not up to the required intelligence level. The study revealed that 25% of women who pursued engineering studies and 50% of those in the medical field in the USA’s Texas system alluded to the notion. As per the report, unwanted sexual attention and sexual coercion were lower whereas in the current study unwanted sexual attention was the second highest. The fact that Sexual Hostility in the Thabo Mofutsanyana is not influenced by the age of learners, as noted in the ANOVA results of the study, is also a source of concern as this suggests that any girl who is in a secondary school of Thabo Mofutsanyana is vulnerable.

Unwanted Sexual Attention

Wadman (2018) notes that sexist and crude behaviour accounts for the highest number of sexual harassments. Wadman (2018) agrees with the notion that these frequent practices of sexual harassment contribute to unwanted sexual advances. The study, through ANOVA,

discovered that unwanted sexual attention in the Thabo Mofutsanyana secondary schools is not dependent on the age of the girl child. The ANOVA analysis noted the p-value = 0,492 and alpha = 0, 05. In addition, the ANOVA exposed that the sexist and crude behaviour form of sexual harassment is not swayed by the municipal area where the school is based. As a result, a girl learner gets affected by unwanted sexual attention irrespective of her local municipality, as her presence in the Thabo Mofutsanyana means that she is prone to victimisation.

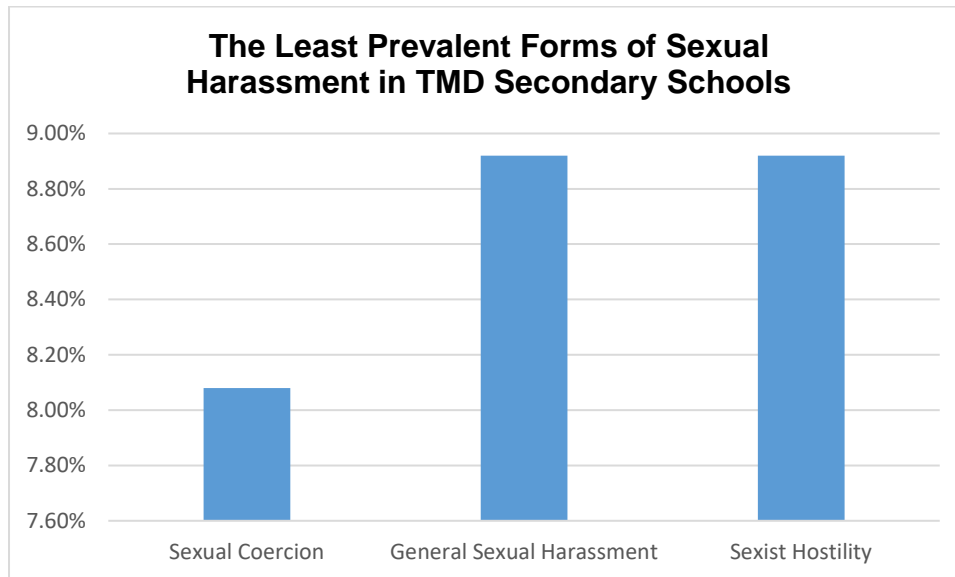
Gender Harassment Index

Wadman (2018) points out that the report also pronounces that persistent and detrimental “gender harassment” actions demean women and leave them with a sense that they do not belong. These actions include sexist comments and demeaning jokes. The report found out that the observations from the conducted large surveys showed that 17% of female science students and 50% of female medical students had experienced this type of harassment. As already noted, the conclusion from the ANOVA results on gender Harassment is that the age of the girl learner in Thabo Mofutsanyana District Secondary Schools does not influence gender-based harassment on her. The above conclusion was drawn from the p-value = 0,445; alpha = 0, 05. However, the ANOVA also revealed that the local municipality influences this form of sexual harassment with the p-value = 0,014. Hence, the location of the school becomes a determinant the level of exposure to gender harassment.

Sexual Hostility

Wadman’s (2018) report on sexual harassment of women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine revealed that the most common form of sexual harassment experienced by the Texas University students and faculty staff was sexual hostility. Sexual hostility, according to ANOVA results, is influenced by the local municipality in which the secondary school is situated in at the p-value = 0,001; alpha = 0, 05. However, it is not influenced by the age of the girl learner with the p-value = 0,776.

Chart 4.4: The Least Prevalent Forms of Sexual Harassment



Sexual Coercion

Sexual coercion is one of the least prevalent forms of sexual harassment at 31% incident level as reflected in the graph above. Although the level of prevalence is lower than other forms, it is still a category of sexual harassment and needs to be regarded and treated with the seriousness that is required. The ANOVA results, with the p-value = 0,239; alpha = 0, 05, also confirm that the age of girl learners does not influence sexual coercion in the Thabo Mofutsanyana secondary schools. In addition, the results revealed that the local municipality of the secondary schools is a determining factor to girl learners' exposure to sexual coercion as a type of sexual harassment, with a p-value = 0,034.

General Sexual Harassment

General sexual harassment is ranked with the least prevalent forms of harassment in the District of Thabo Mofutsanyana's secondary schools. The ANOVA results show a p-value = 0,175; alpha = 0, 05. However, general sexual harassment is also a category of sexual harassment and one incident is too many. The analysis also showed that the age of a Thabo

Mofutsanyana District secondary school girl learner does not influence the general harassment that she goes through from grade 8 up to grade 12. The local municipality also does not have an influence on this form of sexual harassment with $p\text{-value} = 0,290$. The critical conclusion here, is that as much as general sexual harassment is ranked in the bracket of the low frequency, it is still a significant form of harassment because it cuts across all ages and local municipalities.

Sexist Hostility Index

Sexist hostility is not influenced by the age of girl learners in the Thabo Mofutsanyana District secondary schools. This is reflected by the ANOVA results with the $p\text{-value} = 0,180$; $\alpha = 0,05$. The ANOVA results also indicated that the local municipality does not have an influence on sexist hostility behaviour towards girl learners in the Thabo Mofutsanyana District secondary schools with the $p\text{-value} = 0,097$. Hence, the existence of high probability form of sexual harassment in the district as it can occur irrespective of age or area. The two charts above indicate the nature and prevalence of several types of sexual harassment and the reality that the lowest form is experienced by 31% of the girls, which confirms that sexual harassment is a severe scourge in the South African education system.

Research question 3: How does sexual harassment affect the general wellbeing of the affected girls?

Incidents of sexual harassment affect the harassed girl learners differently. The responses indicate that, some just forget the sequence of events. This type of behaviour can be related to the observation made by the official who represented the circuit management unit that, sexual harassment triggered a disturbance in the learners. The observation arises from the confusion that come into being as the girl learners struggle with how to act in front of this educator, other educators and their fellow learners. Sometimes the learners want to show off to other learners, as they would be thinking that the once off event shows that they have special connections with the teacher. In addition, the official who represented presiding

officers alluded, just like the circuit managers' representative, to the fact that the pressure from parents sometimes disturbs the learners. It should also be noted that, other educators also put pressure on the girls on behalf of their colleagues.

One of the major pressures is about regarding the act of sexual harassment as an act of love from the educator. The educator pressurises the girl learner further by visiting her family and proposing that he wants to marry the girl child. Such visits change the situation immediately and cause confusion to the girls, as they would know that they did not have any affair with the responsible educator. Worse still, African culture is such that the two families are expected to start marriage negotiations when a male introduces himself to a girl's family and proposes marriage to the girl. In such a situation, the educator's status changes to that of a husband to the girl and son in law to the family, which confuses the girl and changes the picture of what would have happened.

The psychological services note that the girls referred to them for counselling usually show signs of depression and sometimes confusion. This response is backed by research conducted by Houle, Staff, Mortimer, Uggen and Blackstone (2011) on one thousand young people, which observed that individuals who get exposed to sexual harassment at their teenage years are certainly going to display signs of depression into their 30s. In addition, Smit and Du Plessis (2017) discovered that professional literature reported the common effects of sexual harassment, which include disturbed sleep, bad dreams, headaches, exhaustion, unsettled stomach, pain in the neck, back pain, abdominal turbulences, appetite loss as well as weight loss. Another study by Castico (2015), conducted at public workplaces, confirms the finding in the study in that it notes that women who were affected by sexual harassment at public workplaces ended up suffering from psychological problems such as stress and frustration. The victimised women's work proficiency declines, their sense of teamwork weakens, they become suicidal and end up being a danger to themselves. The observations from the above-referred studies are consistent with the argument that sexual harassment has a potential of putting a girl learners' wellbeing in

danger and can disrupt education, mental health conditions and in turn increasing the risks of repeated sexual victimisation.

Some of the interviewees' responses attest to Smit and Du Plessis (2017) observations. The girls would sometimes forget the sequence of events because adults fed them information regarding the sexual harassment case as an act of love when the victimised girl knows very well that they had no consensus and thus, left frustrated, confused and even doubting the initial report. The *lobola* negotiations are sometimes insincere as most of the educators are married men, thus perpetuating the sexual harassment because the discussions offer the educator permission to continue having sexual relations with this girl without the girl's permission and at times against their will.

Ultimately, girls who were sexually abused end up having low levels of trust with educators in general and a disinterest in learning. The truancy levels rise owing to the girl learners' disrespect of the perpetrators and holding the feeling that they are connected. In addition, the learner's commitment goes down as in some cases they get rewards in the form of marks and passes without necessarily having worked hard. The affected educators also tend to be inconsistent in their administration of discipline as they would look at each other as "husband and wife" due to the *lobola* negotiations, which were intended at just destabilising the investigation.

Research question 4: Who are the perpetrators of sexual harassment in Thabo Mofutsanyana District Secondary Schools?

An analysis of the responses indicates that the chief culprits of sexual harassment in the Thabo Mofutsanyana District's secondary schools are boy learners followed by educators and principals. This is in total disagreement with the researcher's preconceived idea that educators are the most perpetrators. This contrasts with the popular assumption that educators top the list of culprits of sexual harassment on girl learners as reported by

researchers such as Matsitsa (2011) and Smit (2011). However, the finding agrees with Mackinnon's (2016) that identifies perpetrators along the lines of school hierarchies, which are students, teachers, coaches and all other superiors. Furthermore, Cherry and Dillion (2014), who identify stepfathers, classmates, educators and schoolmates as often perpetrators, confirm the finding and popular assumption that perpetrators are most of the time known to the victims. Fellow learners, educators and principals, as the finding suggests, are well known to the girl learners as they are school community members.

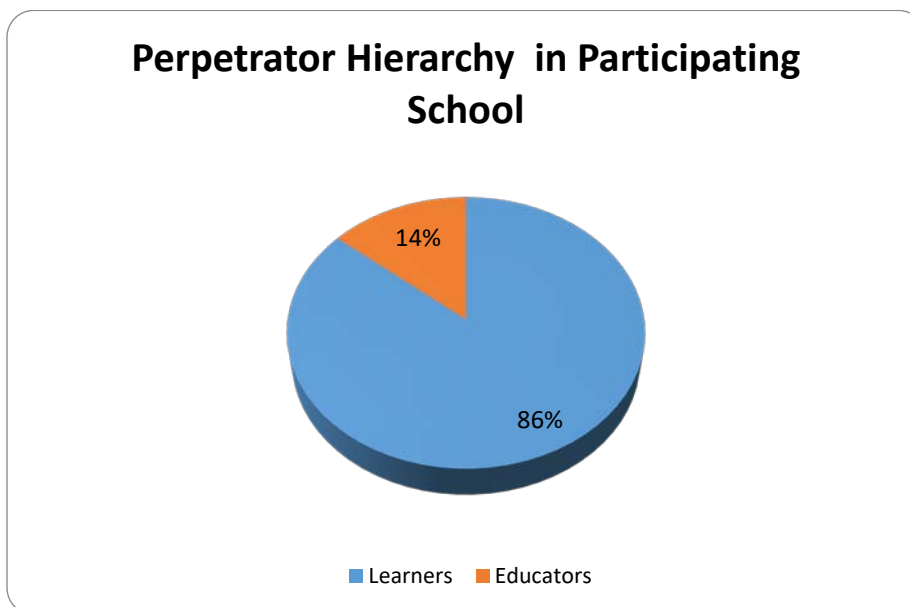
The study shows that fellow boy learners are in most cases, the perpetrators, followed by educators and principals. The majority (86, 1%) of the sexually harassed girl participants pointed out they were sexually harassed by other learners, while 13, 9% stated that it was the teacher or and principal. In addition, the results indicate that, both genders are perpetrators of sexual harassment in secondary schools of Thabo Mofutsanyana, with 18, 6% of the girl learners pointing out that they were sexually harassed by females and 81, 4% stating they were harassed by men. The ethnicity of the perpetrators remains largely black because the responses show that 95% were harassed by a black person, while 3, 5% it was by a coloured and 1, 4% by a white person. Table 4.17 below displays the gender, race and level of perpetrators in secondary schools of Thabo Mofutsanyana.

Table 4.17: Perpetrators per Gender, Race and Hierarchy at schools

Gender	Females	Males	
	18, 6 %	81, 4 %	
Race	Black	Coloureds	White
	95 %	3, 5 %	1, 4 %
Hierarchy levels of perpetrators	Learners	Educators & Principals	
	86,1%	13, 9 %	

Table 4.17 above indicates clearly that there is a shift in secondary schools of Thabo Mofutsanyana in that boy learners are now the major perpetrators of sexual harassment in this district. This is contrary to various reports, such as the Human Rights Report (2013), SACE report (2017) and the Free State MEC's report (2018), which identified educators as major perpetrators. This reality might have been undercover due to the legal requirement that the education department deals with its employees only. Another contributing factor might be that the school governing bodies do not have a platform to publicise their findings and are not required by any statute to do so. Hence, this might have been a different story if parents had been given a platform to raise these issues and cases publicly.

Chart 4.5: Perpetrators Status in Participating Schools



The announcements that were made during the Free State Education MEC's 2018 report on Lesedi FM Radio station and about the Human Rights Commission report (2013) focused on staff members and excluded learners because school governing bodies have a responsibility to deal with cases involving learners. There is no secondary school from the ones that participated in the study that has a record of these cases as they were reported or dealt with by school governing bodies' disciplinary committees as required. However,

Abrahams, Mathews and Ramela (2006), and Jewkes, Skweyiya, Morrell and Dunkle (2009) note that boy learners are often perpetrators and further highlight that it is sometimes a culture of sexual entitlement that facilitates sexual exploitation in schools.

Jewkes et al. (2009) and Abrahams et al. (2006) also identify sexual bullying by boys as a major problem in schools. This observation is a further acknowledgement that boy learners are major perpetrators of sexual harassment. Although literature dwells much on the sexual abuse of learners by their educators, peers were identified as the main perpetrators in all forms of sexual violence, including rape, in this study. It was also found, contrary to most research findings that, schoolboys face greater threats of sexual harassment in schools mostly from fellow male learners.

The language that is sometimes used during these incidents might play a significant function in the provision of correct recording of the events. In most cases, the school management and school governing bodies use incorrect terms when addressing these issues. In addition, the difference between bullies and sexual harassment perpetrators is often missed by the schools. As a result, schools do not have sexual misconduct cases but record various cases on bullying that would not necessarily be of bullying.

The study also revealed that some parents are perpetrators. The conniving act and acceptance of bribery by parents makes them as guilty as the actual perpetrators of sexual harassment. Parents become accomplices by conniving with abusers through accepting *lobola* after the report of cases of sexual harassment. Some parents are also bribed with groceries, which is an exploitation of their poverty levels by perpetrators. Acceptance of those groceries still makes them as guilty as the actual perpetrators. Makoe, Roberts and Ward (2012) allude to the economic and social power held by perpetrators and their families over the girls who depend on them for a better life and view this as placing the girls in a difficult position. Culturally, African women are discouraged to discuss sexually related matters in public, as a result they cannot tell if something went wrong (Ige & Adeleke 2012).

Chart 4.6: Perpetrators' Race

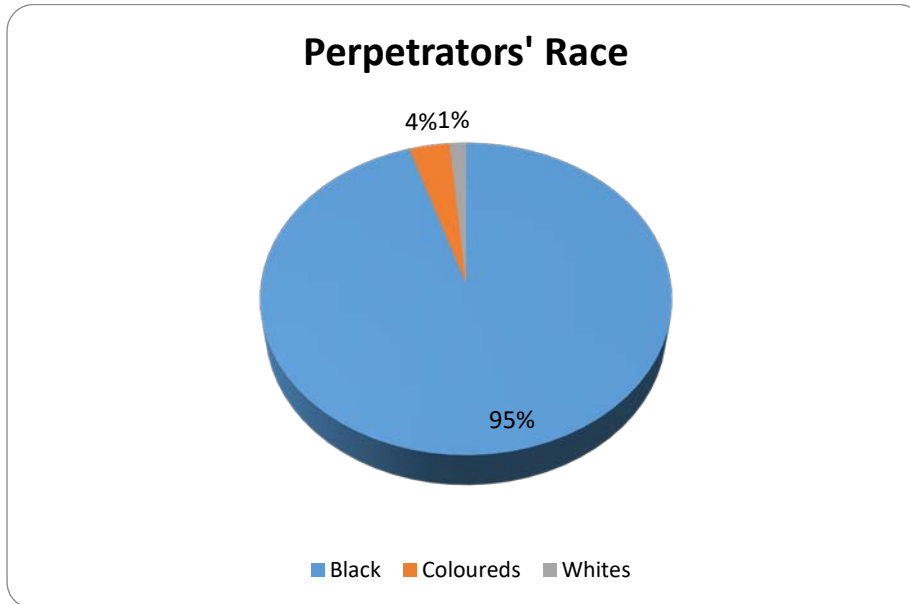
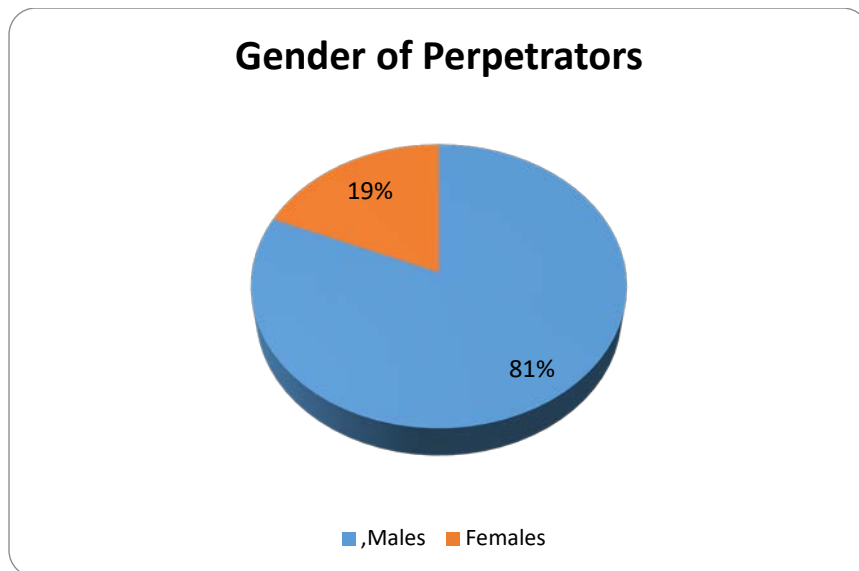


Chart 4.6 above provides evidence that all races are affected by sexual harassment. As was reflected in the ANOVA results, race does not affect vulnerability to sexual harassment. Most perpetrators (95%) are black, which correlates with the sample of the study, as the participating secondary schools are located in townships. It is however, noted that sexual harassment does not have a colour.

Chart 4.7: Gender of Perpetrators



Another revelation, as reflected in Chart 4.7, is that males and females are equal perpetrators of sexual harassment. The general view is that only males commit sexual harassment. Nonetheless, sexual harassment has no gender, it is both experienced and perpetrated by all genders in the Thabo Mofutsanyana District's secondary schools of. Therefore, the androgynous nature of perpetrators is a pointer to the scourge of sexual harassment in schools. It also means that girls cannot trust other female learners and educators as these female learners and educators are potential perpetrators of sexual harassment just as males.

Research question 5: What role is played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana Secondary Schools?

The role of the principal is to refer cases to the district office for further investigations and to proceed with disciplinary steps together with the SGB in the cases that involve learners. The principal is by law obliged to report cases of sexual harassment, whether it is a suspicion or a case reported by learners, parents and even community members. This legal obligation suggests that any case reported to the school should be from the principal. This

includes the school support teams' referrals to psychological services for counselling. In addition, the counselling sessions should include both the sexually harassed girls and the boy learners who happen to be perpetrators. So, it is the duty of the principal to ensure that no learner, whether victim or perpetrator, is discriminated against when it comes to receiving help. Learners as per the responses from question D47 do talk to someone and report some of these cases to authorities. Thus, the principal or the SGB possess knowledge about these cases.

If the perpetrator is a person in the employ of the Education Department, three (3) Acts are used to investigate and institute disciplinary measures. The three (3) Acts are, the Employment of Educators Act (EEA) and Educators Labour Relations Act (ELRA) for educators and the Labour Relations Act for non-educator staff. The discussion is limited to the act, which affects educators because data gathered here relates to educators and no other staff members.

The EEA stipulates that any teacher can be dismissed from work because of this transgression. The Act divides transgressions into two classes, namely, misconduct as in section 18 of the Act and serious misconduct as per section 17 of the Act. Actions that are regarded as acts of misconduct under section 18 of the EEA include, personal behaviour that shows inappropriate conduct, discreditable or intolerable ways, aggression to other people, and threatens fellow staff members and learners. The actions that are classified as serious misconduct as per section 17 of the EEA include, sexually assaulting a learner or another employee, engaging in sexual relationship with learners either from your school or from other schools and forcing learners to be involved in any of the above-mentioned acts (Employment of Educators Act, 1998).

Schedule 2 of the Act clearly pronounces the procedures that should be undertaken during the disciplinary process and sanctions for the stipulated acts of misconduct. The Department of Education has presiding officers at provincial level who lead all formal

disciplinary hearings. The presiding officers are based at different district offices and appointed by the employer because they represent the employer during these hearings. The officers are expected, in accordance with the Act, to conduct a hearing on the case in question within ten working days after the suspected teacher has received notification about the disciplinary hearing meeting. According to the EEA, a teacher who gets a guilty verdict over a serious misconduct, section 17, will be dismissed from work.

There are, however, varying sanctions suggested by the EEA with regards to Section 18 acts of misconduct such as issuing out a warning. A warning can either be verbal or written depending on the type of misconduct. The educator can be scheduled for obligatory therapy as a form of counselling or fined for an amount such as a month's salary. The educator in question can be demoted, for an example a deputy principal can be demoted to an HOD level or a principal to deputy principal level. The affected educator can also get suspension from work for a period specified in the formal outcomes of the hearing without pay or be dismissed if it is a repeated misconduct. The Act however, stipulates that the educator may lodge a review in the form of an appeal to the Member of the Executive Council (MEC) for review as part of administrative justice in cases where there is an imposition of a fine, relegation of duties, suspension, or an expulsion from work. During the appeal period, a sanction that was given to a particular educator should be suspended until such a time the MEC has pronounced on the matter.

4.4 Discussion on themes

Several themes were created to align the findings with some of the problems faced by schools and the public in dealing with pronounced incidents of sexual harassment. The discussions below focus on different themes identified from the questionnaires and interview responses to the five research questions. This is part of the mixed methods approach whereby the researcher undertakes to differentiate between the laws, connections and clarifications of various occurrences to build a further understanding on the matter.

4.4.1 Theme 1. Gender and Power Dynamics

A gender role is described as task that someone is required to execute, resulting out of their sex. The tasks or function is prescribed by tradition (Strong, DeVault & Cohen 2008). Furthermore, Eisenchlas (2013) and Brannon (1995) define gender roles as recommended cultural tasks that should be executed by people in the community, which are grounded on sexual variances. The researcher is in agreement with the definitions above on the grounds that if gender roles were set based on sexual differences only, as with Morahanye (2004), then the roles would be the same worldwide, which is not the case because such functions are societally grounded. The explanation provided also agrees with Palm-Forster's (2000) opinion that connects gender functions with communally generated anticipations grounded on traditional principles regarding female and male activities. The fact that responses to research question number 2 reflected on educators and male learners as perpetrators of sexual harassment in secondary schools of Thabo Mofutsanyana reflects the gender dynamic present in schools.

According to Strong et al. (2008), there is a trend from people of mixing up stereotypes with reality or attitudes with conduct. The same scholars note that, as much as there can be an agreement regarding a single standard type of conduct as acceptable gender roles, there is a variety of masculinities and femininities, from which there shall be a selection of a suitable one. The selected and favourable conduct might be a gender based workload split. The gender-based split of responsibilities has since been the focus area whereby the social scientists and humanities embarked on an investigation on a gender-based division of labour (Reiter 1975). Stereotypes can also be looked at as the anticipated picture of an individual that reflects femaleness or maleness (Eagly et al. 2004). According to Kimmel and Mahler (2003), Gender means plain manifestation of outlooks that are an indication of the degree of one's maleness or femaleness. As a result, an individual's gender role is the manifestation of a person's distinctiveness as expected by the community. In addition, submissiveness, which is one of such roles that are allocated to girls and women in general,

gives power to male counterparts to do things, such as sexually harassing women, as they wish.

There are many philosophies on sexual harassment as manifested in a range of paradigms that exist within our environment (Ladebo 2003; Lindsey, Crowley, Daniel & Hudson, 2008; Kofi 2010). For example, Marx regards gender associated issues in relation to their manipulative and domineering scenarios, whereby females are regarded as inferior to males in a social context as well as physically, just because of their gender. The sexist philosophy has been at the helm of female exploitation which motivated sexual separation of work and taking advantage of women. However, this study focuses on feminism theory to investigate the gender related issues in sexual harassment incidents. Sexual harassment in secondary schools as outlined by responses from interviews is based on manipulation and dominating character of male counterparts.

Stereotype is an expression that communicates to all the supporters of a course or set. The word is regularly used with a bad implication when denoting to a simplified, overstated, or belittling supposition that a specific person has the characteristics related to the class due to his or her affiliation in it. They can be utilised to disrespect some people because of their affiliation to a particular group. Their duty is to provide people with an explanation of real or fictional variances based on race, sex, religion, culture, socio-economic class, disability, employment and culture.

Furthermore, Kimmel and Mahler (2003) and Niedenthal et al. (2005) state that gender stereotyping is a static or predictable view of an individual, group or idea, believed by a group of people who are not open to individuality nor being judged that does not allow any individuality nor critical judgment. Gender stereotypes are also consistent system or design and can be in pictures of females or males. The researcher is of the view that gender stereotyping is dependent on viewing other people as sub-standard or greater depending on their gender. Gender stereotypes are also regarded as inflexibly believed and

generalised opinions that most males and females, due to their gender, have different mental and social qualities (Strong et al. 2008). The views provide a conservatively simplified and uniform picture about the usual societal responsibilities of men and women, equally in the household and communal. Gender stereotypes are philosophies around features, characters, together with activity areas considered suitable to males and females as believed by society (Chiu, Chan & Snape 2001). For example, the usual old-fashioned features for females are goodness, compliance, and home life, as well as men's traits are seen as authoritative and of social in nature (Chiu, Chan & Snape 2001). Yet, from a communal movement point of view, gender expectations are never everlasting nor stationary. They are therefore swayed by societal dogma and financial status upheld at a particular given stage and moment in time together with alterations, sometimes retrogressive, with all important communal revolution.

Sexual harassment is inherently a gender problem where the subsequent roles allocated to men and women are pointedly demarcated. The demarcation of these gender roles and stereotypes are generating, strengthening and spreading the male supremacy and female subservience (sportandev.org). Furthermore, sexual harassment is attributed to gender differences, with women viewed as occupying a frail point in social, political, and economic, legal and educational matters (Castico 2015). Boys and girls are also channelled to act in a way that is prescribed by society as acceptable. The boys and girls are also encouraged to adapt to the conventional cultural norms through a system where they are rewarded for good behaviour and punished for unwelcomed behaviour.

The above-noted socialisation has a huge impact on both girls and boys. Okeke (2011) posits out that the conditioning and the stereotyping can affect the girls' competency on the execution of other assignments with most girls ending up believing that other professions are for boys and cannot be contested. This is attested to by the tendency of girl learners not to contest these acts. The evidence of such a negative impact is shown in the statistics of cases reported in the SACE annual report (2017) and the Free State Department's

Labour Directorate's (2019) in comparison with the responses of district personnel and the girls who participated in this investigation.

Feminist theory advocates the importance of identifying the relationship between sexual harassment and power relations. In an instance where boys are the perpetrators, as is the case in this study, one realises that the bullies are normally abusers and harassers. In addition, the reinforcement of the girls' inferiority is promoted by the recorded cases reflecting that girl children are required to get into matrimonial relationships with older men some of whom can be as old as their fathers or grandfathers (Masitsa 2011).

At a local context, the financial status of both perpetrators and victims together with their families have an important function in the presence and persistence of sexual violence in South Africa. A research undertaken by Smit and Du Plessis (2011) suggests that the overstatement of sexual right by wealthier men is likely to increase chances of them raping women. The study notes further that teacher perpetrators target learners from poor backgrounds in schools by bartering cash for sexual contact. It also observes that educators bribe victims to refrain from testifying in disciplinary hearings. The status that comes with being a teacher serves as an enabler for parents, especially those in rural areas, to motivate their girls into relationships with teachers. In some instances, girls fall pregnant by educators and the matters get silenced by payment done to families. Lastly, sometimes girls fall into sexual relationships with educators because they are attracted by their wealth or they are looking for good grades as an incentive (Smit & Du Plessis 2011).

4.4.2 Theme 2: Culture and societal influence

An element of cultural and societal norms and practices is apparent in the answers conveyed by the girl participants on the question around perpetrators. The observation is that parents protect perpetrators using cultural practices instead of performing appropriate intervention strategies and processes. Instances in which parents agree to accept *lobola* from the perpetrators and their families bring back a culture of arranged marriages.

According to Yusuf (2008), socio cultural constraints prevailing in Africa account for the full picture of reasons for sexual studies not drawing much responsiveness in the continent. The African society is structured alongside a male-controlled structure, which celebrates the dominant supremacy of males above females within diverse domains of life. Culturally, African women are discouraged to discuss sexually related matters in public, as a result, they cannot tell when something goes wrong (Ige & Adeleke 2012).

Parents' withdrawal of cases due to the nature of relationship they have with the abuser is also a major disturbing act that continues to make it difficult for the system to bring perpetrators to book. This is according to interview responses to research question three which attempted to establish perpetrators. Nhedzi (2013) notes that perpetrators of sexual harassment against learners enjoy defense from their girlfriends, spouses, mothers and relatives. This connivance with perpetrators, whether directly or indirectly, makes the girlfriends, spouses, mothers and relatives' accomplices. Hence, this observation justifies the conclusion by this researcher that some parents are also perpetrators of sexual harassment in Thabo Mofutsanyana secondary schools.

The girl learners' age and parents' plans on marriage also contribute to the mapping societal influence on sexual harassment. Girls in Grades 10 to 12 are normally at an advanced stage of development of their physical appearance and sometimes start enticing staff members or other learners. This is backed up by the responses provided by girl participants on the exposure to sexual harassment. Most participants who indicated that they have been exposed to some form of sexual harassment is from grades 10 -12 Most of them would be falling under the adult category and having access to identity documents, which further exposes them to sexual harassment at school. However, in loco parentis role dictates that all educators treat every learner as a minor. Culturally, parents at home would starting to plan for their girl child marriages, which results in the prevalence of arranged marriages and the acceptance of *lobola* to hide sexual harassment.

Section 12 of the Children's Act articulates itself on Social, Cultural and Religious Practices. The South African Schools Act, as alluded in chapter 2, offers educators with a responsibility of guardianship in the absence of parents. As a result of the above, an educator cannot be involved in a sexual relationship with learners. However, South African laws regard some of these girls as adults. For an example, the sexual offences Act prescribes 16 as the consent age for a sexual relationship. The section further states that having sex with a person below 16 years of age constitutes rape because at that age an individual is not legally capable of giving a consent. Nonetheless, this research noted that sexual harassment acts in the Thabo Mofutsanyana District are more pronounced in grades 11 and 12. These are higher grades and consists of girls who are 16 years and even above 18 years of age. Legally, it means these girl learners might not be protected as they have consent powers. Unfortunately, for these older girls, their age and physical development might be one of the motives why they are prone to sexual harassment. Educators know that legally they are regarded as adults. As a result, educators, clerks, grounds men, hostel fathers and mothers, and all other adults, might systematically use the law to exploit these girls.

In chapter 2, there is mention of two major cultural practices which are linked to covering up on sexual harassment. Cultural practices like *ukungena* are being exploited in the quest to keep relationships with neighbours, uncles, educators and whoever is related to the perpetrators at the expense of victims. The district personnel also noted this tendency of covering up in their responses to the question about who perpetrators are. A lot of girls get exposed to this practice by their parents and educators after the educator or the boy's family has visited the victims' home. Such cultural practices make it easy for the parents to compel the girl to desist from pressing charges arguing that a woman cannot open a criminal case against her future husband.

Other cultural practices render girl children vulnerable to sexual harassment. One of these is related to the African culture that seeks to continue the male lineage or widower family after a death. According to Bennett (2004), the death of a man requires the family to appoint

an heir to continue with the preservation of the family name and take care of the widow and children. In the absence of an heir, an instant determination rest in the levirate marriage *ukungena* (IsiXhosa and IsiZulu), *tseanela* (Pedi) and *kenela* (Tswana and Sesotho). This exercise permits the widow to pick a partner from amongst her late spouse blood relatives, usually the late spouse's younger brother, to have a sexual relationship to increase the family for her household. The process is normally categorised as customary marriages as a result they are allowed. Hence, the passing away of a man does not automatically render the marriage null and void: the widow is allowed to continue to stay with the husband's family and continue with the brother as a levirate partner. Young teenagers who became preys of sexual harassment, usually after the death of their sisters, may end up being set up for these arranged marriages under the expectation that they keep the fire burning at the sister's house. The irony here is that, in most cases such culturally arranged marriages start as sexual harassment cases for the girl (Muhia, Uribe & Jha 2021).

These cultural practices become a huge burden to the girl learners, as they would be left with the responsibility of being wives to spouses they would not have chosen and in many situations, bearing children and taking care of the in-laws. In cases where there were initial negotiations, the victim is expected by both families to act as a perpetrator's wife. Thus, the transformation into a *makoti* (newly wedded bride) status undermines the developmental processes of the girls. These makoti would still be children and yet expected to become parents, wives, decision makers and care takers. This and other practices also expose the girl children to health hazards such as infection with HIV as well as STDs. The social growth of the child is, in such cases, arrested owing to the early marriage and the acceleration into the adult world that makes them skip biological developmental phases.

Furthermore, the above-noted cultural practices contribute to the perpetuation of the girl child's sexual harassment. Perpetrators hide behind culture and worse still bring groceries and monthly payments to the families of the victims to silence them. In addition, the girl child abducted under *ukuthwala* or affected by the *ukungena* is removed from school and

thus loses her right to education opportunities. As a result, the affected girl child loses the chance to obtain tertiary qualification and skills training as promulgated in the Constitution of the Republic of South Africa.

Attention needs to be paid to the fact that other cultural practices meant for boys contribute to the rise of secondary school girls' sexual harassment. For instance, initiation schools are a burden to the boys, as they are expected to behave differently to other children at school and in the community after the initiation. The burden, therefore, lies in the fact that the initiation graduates are regarded as having been groomed to be men and not boys anymore. One indicator that aggravates gender inequalities is the early marriage of girls. This tradition might also be a contributing factor to the finding, which identifies boys as major culprits of sexual harassment, because they are expected to cleanse themselves by sleeping with virgins and that make girls vulnerable to being sexually harassed or being raped in some instances. Studies also revealed that these ceremonies explicitly encourage young people to engage in sex as part of the ritual. In central and southern Malawian communities "initiates are encouraged to experiment with sexual intercourse through *kusasa fumbi* or 'cleaning the dust'" (Munthali, Kok & Kakal 2018:10).

It should also be noted that, studies had revealed that people with more power are better positioned to be culprits of sexual harassment against those who possess less or no power at all (MacKinnon 1979; Pryor 1985). Educators by virtue of their position command power. In addition, Conrad and Taylor (1994); Prekel (2001) and Zireva and Makura (2013) consider sexual harassment as presenting power relations and exploitation issues. Thus, school prefects, representative council of learners and educators' harassment can be the result of perpetrators' extension of their gender stereotypes to the school premises. Hence, the more dominant a person is gets related to sexually harassing behaviour by the targeted ones.

There is an indication for an existence of a connection between sexual harassment, intimidations, exploitation and power in these cases. Cases where the perpetrator, in the case of an educator, starts *lobola* negotiations with the harassed girl's family show the way cultural tendencies in which harassment is turned into a traditional occurrence. These instances also touch on tenets of the feminist theory as postulated by Cole (2017) and Crossman (2018) that some social systems are designed by men to oppress women using stereotypes that undermine girls. In this case these *lobola* negotiations are done by men who, from culture to culture, have different views. The girl might not even talk about the harassment as this perpetrator would now be the husband to be and culturally a woman must protect the image of her husband, the family and that of the whole clan.

Ilies, Hauserman, Schwochau, and Stibal (2003) observe that sexual harassment is more rampant in establishments that are characterised by relatively large power disparities within their structural levels. For an example, in schools the principal is structurally on top of the echelon, followed by the deputy, heads of departments, educators and learners. The power dynamics in classrooms have the class head girl and head boy at the top, followed by the learner representative council (RCL) members, class leaders or captains and all other learners. Thus, as theorised by Merkin (2012), macro level social prescripts and expectations may serve as an encouragement for sexual harassment, with the including status of marriage, age, educational level, race and sex.

Renzetti, Endleson and Bergen (2001); Ramsaroop and Parumasur (2007) concur that sexual harassment could be divided into two categories, which are aggressive atmosphere and a batter trade arrangement, which is normally called *quid pro quo*. Here the perpetrator uses his power to demand sexual favours in a give and take situation. In this case, if it is an educator, it will be marks at stake, while a fellow learner who might be an RCL member would involve skipping uniform inspection. Where there is hostility, fear is instilled, as a result, the hostility might even be violent in nature. It is this power that article 21 of the African Charter on the Rights and Welfare of the Child is prohibiting. This article calls for

the defending of children from socially ill practices designed to undermine the children's rights and impact on their wellbeing, self-respect, usual growth and development. These actions include custom practices that discriminate girls and boys on the ground of their gender (United Nations International Children's Emergency Fund 2011).

4.4.3 Theme 3: The Culture of Silence

Principals' reports, as tabled in the National Schools Violence Study, reveal incidents whereby teachers inflicted violence on learners (Burton 2008). The new phenomenon, which also arose in the study, is the report of Love associations by learners. These associations represent sexual interactions between learners and teachers. Burton (2008) notes that these relationships differ and range from top secret to the known ones by all learners at school. It seems like a lot of learners are afraid to admit or confess of these existing relations thinking that this might bring undesirable penalties such as being retained at the end or during the year for no apparent reason. For instance, on one occasion learners testified on the manner in which educators would openly point at girls they want to sleep with in the class. Importantly, a lot of learners choose to keep these incidents secret due to fear of being stigmatised or even repeated violence on them (Burton 2008). In addition, girl learners who experienced sexual harassment develop a culture of not trusting; a condition confirmed by Baker (2014: 1) in his statement that, "rape victims don't trust the fixers colleges hired to help them."

There is a prevalence of societal silence on sexual harassment. The fear of likely marginalisation by the community makes various victims of sexual harassment feel uncomfortable to report their experience (Yusuf 2008). Victims of harassment often go through a cost-benefit analysis when determining whether to remain silent or go public in some way (Williams n.d.). Victims know that being too vocal about the incident has a potential of transforming lives and result in retribution because they are often on the lower ranks of power and their voices might not be heard. In addition, the perpetrator might wield more power, and the schools structured in ways that might discourage reporting of sexual

harassment cases. This study observed that male principals head most secondary schools in the District of Thabo Mofutsanyana, just as in some instances where they are in the majority of School Management Team and the perpetrators are male.

Nonetheless, victims of sexual harassment have a choice of maintaining silence if they wish to because of various reasons. Prenkert (2012) believes that targets, bystanders and observers attempt to justify their silence in different ways. He states that, people have a habit of avoiding claiming victimhood and as such, they may assert that they “misunderstood” the perpetrator’s actions. Bystanders may also resolve that it would not be their place to report what happened. In addition, Williams (nd) identified four types of silence concerning non-reporting sexual misconduct. These are outlined below.

First, there is silence related to being defensive. This type of silence is entrenched in panic. An examination of girls’ answers reflect the tendency of some girls to not report cases of sexual harassment and use silence as a tactic to stay safe in a setting that they view as a threat. Hence, perpetrators use this silence to their advantage in situations characterised by bad leadership practices.

The second form of slice is linked with being offensive. This type of silence is imbedded in the quest of justice. Offensive silence has a punitive motivation. Thus, the girls can regulate that silence to level the playing field after observing that the school management or SGB has acted unfairly or in an unreasonable manner.

Silence propagates the impression that other person’s expressions are valued more as compared to other individuals and that other people are given an opportunity to speak and be listened to, while others are not. This issue is linked with the victims’ gender and status in the community. This makes us think that the individuals’ voices do not matter. Adaway (n.d.) probes some questions to illustrate how the voiceless normally feel: (a) Identify instances whereby you attended meetings but kept quite throughout, based on your

judgement that it was not worth it? (b) Count instances when you gave your family, associates or co-workers to deliberately say untrue /racially prejudiced/chauvinist things for the sake of keeping peace and harmony? (c) How often did you refrain from reporting that you have been sexually harassed because of being drained by everyone disbelieving you and being a course of concerned for your well-being? (d) How many demanding dialogues has your organisation not taken part in for being given the impression of overpowering plus nobody wanted to be in charge? The above questions are regular and indicate that people are sometimes not aware that their behaviour promotes a culture of silence.

Finally, most individuals trust that they will speak should they be provided with the platform to do so. However, few do and yet giving a voice to problems saves our companies, organisations and ultimately saves lives. Costs and penalties to producing principles of silence are in existence, and the consequences are already being felt in our country, South Africa, as noted by Adaway (n.d.). The then Education minister, Dr Naledi Pandor, issued out a warning over the danger of schools accepting the culture of silence instead of dealing with sexual harassment as it happens (DBE 2010). Furthermore, this study, conducted in the Free State secondary schools, unfortunately notes that Free State schools are faced with a culture of silence. It also noted that submissiveness reigns in acts of sexual harassment, irrespective of severe penalties that sexual harassment holds for wrong doers, targets and authorities in Education alike.

4.4.4 Theme 4: Systemic Failure

Sexual harassment is an offence in South Africa. As a result, there are various treaties, legislations and policies instituted to reduce the escalation of incidents. However, there are many loopholes in these documents which downplay the efforts at dealing with this scourge. The role which the principal is expected to play is reliant on some of these policies and procedures. Thus, the Constitution of the Republic of South Africa, 1996, Chapter 2, Section 28(3) states that a child means “a person under the age of 18 years”. The Children’s Act 35 of 2005 is firm on behalf of only those that are below 16. It furthers its suppression by

prohibiting virginity tests that are conducted to girl children who are younger than 16 years. The Children's Act 35 does not cover girls above the age of 16. On the contrary, it requires a written consent from a girl child under 16 years of age for her to be subjected to a virginity test that should be practiced in a prescribed manner. The Act perpetuates sexual harassment by further giving "adults" powers to consider practising virginity test to younger girls if it is written and procedural. Hence, the reality that it is not always possible to verify the genuineness of the letter of consent to do the test as it creates a gap that could be used to explain why sexual harassment is as frequent as it is in the district under study in this thesis.

As discussed under the physical development of adolescents, their development is substantial and may be related with some threats. According to Gouws, Kruger and Berger (2000), and Berger (2003), these threats include faster physical maturation which leads to unfortunate and unsuitable sexual demands from boys and men. As indicated by data collected, the incidents are prevalent in higher grades where there is obvious physical maturation. Incidents in lower grades have not been given enough and appropriate attention since the adult who might even be the perpetrator himself or herself is given powers to decide on the seriousness of the case.

The nature of sexual harassment, as indicated in the Code of Good Practice on handling sexual Harassment, distinguishes it from conduct that is wanted and shared. This is assumed flowing from the consent age and when the children are regarded as adults owing to their development processes. The Department of Basic Education's Guidelines for the Prevention and Management of Sexual Harassment were distributed in 2008. Up until 2008, various scholars considered only the Code of Good Practice on the Handling of Sexual Harassment Cases, 1998 (Paterson 2017). The gap has been that the Code of Good practice on handling sexual harassment cases was designed for employees and not learners, with the usage of terminology in the guideline itself indicating the limitations of the code of practice.

School policies should be fully implemented after their drafting by the SGB, adoption by the parents in a parents' meeting and after the approval by the department of education. Policy development and implementation can be strengthened if all important features are included in the drafting of sexual harassment policies. The National Women's Law Center (October 2007) suggests that there should be involvement of the Entire School Community to make the Policy User-Friendly. This is required for either the process of creating a new sexual harassment policy or the evaluation process of a pre-existing policy for efficiency. On top of that, stake holder participation makes it easy for the participation of the whole school community to ensure that drafted policies are friendly and understandable by all stakeholders. This can be achieved through the distribution of surveys to learners, the use of a language that is not confusing for ownership, and the translation of the policy into the indigenous languages present in that community.

The implementation process of a policy will be easy if the concept sexual harassment is defined clearly. The definition should not be shaded by bullying. This tendency of conflating sexual harassment with bullying contributes to failure when it comes to the execution of possible punishments and the listing of perpetrators in the required registers. It means that every type of sexual harassment should be matched with its punitive measure taken against a perpetrator. The schools' sexual harassment policy should define sexual harassment as unwanted behaviour of a sexual nature that hinders the educational experience of the learner and consist of examples of behaviors that constitute unwelcome actions. It should also make it clear that the policy does not discriminate learners should be assured that they will be protected irrespective of who the perpetrator is and that it is a prohibited action on school yards.

The element of confidentiality can assist with limiting and stopping revenge. The school and departmental policies should guarantee that complaints are attended to with as much concealment as possible and that vengeance is strongly forbidden. However, it might still

not be possible to provide a full assurance of complete confidentiality, as a result, certain information must be disclosed on a need-to-know basis. For an example, the investigator should be provided with the name of the complainant to enable the smooth running of the investigation. The accused and witnesses also must be known during investigation so as to gather information from everybody who is part of the process. Hence, a policy that undertakes to investigate sexual harassment incidents in a confidential manner to safeguards the targets and complainants of sexual harassment, avoids possible defamation litigations by accused harassers, and lessens negative publicity. Confidentiality assists in the prevention of vengeance against victims and witnesses cooperating in an investigation. The policy should, therefore, specify pictures, graphics, and images of retaliatory acts as explicitly as possible.

4.5 Conclusion

The chapter concludes that there is a high sexual harassment prevalence in the secondary schools that manifests itself in all forms and have been presented by different researchers. The chapter presented the recurrence, nature and perpetrators of sexual harassment in secondary schools of Thabo Mofutsanyana District. It also investigated the general wellbeing of girls affected by sexual harassment and noted that these are major contributing factors to the girls' academic performance. The chapter also discussed the responsibility of principals in curbing this scourge.

The chapter highlighted some of the gender-based roles and stereotypes that contribute towards sexual harassment. Cultural practices which are related to and make sexual harassment a norm both in schools and society were also identified. The data revealed a new phenomenon and tendency of not reporting cases, which is the silence culture, and thus noted it as one of the factors that perpetuate the trend. The data analysis, which drew from the feminist theoretical framework focus of the study, gave a reflection of various gender discrimination and stereotypes that act as challenges faced by the girls. The chapter noted that some of these gender discrimination tendencies and stereotypes are masked as

either culture or tradition. It is critical to emphasise the point that as much as the study is on girl learners' gender, it does not necessarily focus exclusive on girls because boys are also affected as victims of structural and societal norms or as perpetrators.

Gender in this instance, as reflected from the theoretical framework, is about the inequalities between males and females in secondary schools of Thabo Mofutsanyana. The gender discussions focused on in this chapter are of critical importance to rectifying the inequalities that exist between men and women. According to Burke, Stets and Pirog-Good (1988) femininity and masculinity are embedded in the social structures and not exclusively biological constructions. A particular community adopts what is good in being male or female and in that way mapping its relations to leading or submissive, valiant or expressive. Nonetheless, males usually react by describing themselves as masculine, while females describe themselves as feminine because these are social definitions.

Finally, the chapter noted that girl learners in secondary schools based in the Thabo Mofutsanyana face acts of sexual violence from different settings of the society. These settings include the family structures, neighbourhoods, and churches. Nevertheless, the chapter acknowledged that sexual harassment in schools is not exclusive to South Africa and that it is prevalent globally, hence the international conventions, treaties and the millennium development goals. The following chapter outlines a summary and conclusion of the investigation as well as recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter focused on the presentation, interpretation, analysis and conversation of the research facts as collected from girls in secondary schools of the Thabo

Mofutsanyana district and the personnel working in the district office. The study's summary and conclusions derived from the gathered data and recommendations for prospective studies are discussed in this chapter. The summary is grounded on findings from the data gathered as per research question together with the themes from the study to realise the established aims for the study. The researcher's conclusions are tabled as per study questions and information that were collected throughout the study. The recommendations on how to curb sexual harassment episodes are made to the Department of Education and to the researchers' community for further studies in the field of sexual harassment in secondary schools.

This investigation was directed by six research questions mentioned hereunder:

1. How frequent are incidents of sexual harassment in secondary schools of Thabo Mofutsanyana District?
2. Which forms of sexual harassment are prevalent in Thabo Mofutsanyana District secondary schools?
3. How does sexual harassment affect the general wellbeing of the affected girls?
4. Who are the perpetrators of sexual harassment in Thabo Mofutsanyana District secondary schools?
5. What role is played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana District secondary schools?
6. How can Sexual Harassment in Thabo Mofutsanyana District secondary schools be curbed?

The section that follows tables all findings in detail and the study in a nutshell.

5.2 Summary of the findings

The investigation sought to determine the prevalence of sexual harassment and their forms, find out who the perpetrators are, perceived effects of sexual harassment on girls, and the role played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana district secondary schools. It also sought to recommend strategies on how to handle sexual

harassment by means of a model to the Department of Education. Sub – aims were identified in a quest to achieve the key objective of the study and to get responses to the six research questions as tabled above. The sub – aims were identified as follows: Firstly, to examine how common incidents of learners' sexual harassment in secondary schools based in the District of Thabo Mofutsanyana in the Free State province are. Secondly, to probe who the perpetrators are; to discover perceived sexual harassment's effects on affected girls; to explore different forms of sexual harassment girls in Thabo Mofutsanyana District's secondary schools are experiencing, to ascertain the role of principals and SGBs in curbing sexual harassment and lastly, to come up with suggestions and recommendations that will assist the Department of Education in the Free State province. This study identified the gaps with regards to handling sexual harassment cases in secondary schools and there after suggesting solutions to the Free State Department of Education.

As outlined in chapter 3, data were gathered by means of mixed methods from 165 girl learners in 24 Thabo Mofutsanyana District secondary schools. The Sexual Experiences Questionnaire Revised, which the researcher adopted from Fitzgerald, Gelfand and Drasgow (1995), was distributed to 200 girl learners with interviews carried out with 5 district personnel. Data gathered were collected through questionnaires distributed to girl learners in secondary schools of Thabo Mofutsanyana District and interviews with the district personnel from different units. The units utilised for the interviews were School Management and Governance, Labour Relations, psychological services, values in education. Data from questionnaires were analysed using the SPSS methods while data from interviews were analysed using the dichotomous analysis and themes derived from central tendencies identified as what most respondents believed. The summary of this research's crucial findings and deductions are presented below in relation to the results that were derived from the analysis as well as the literature from other studies.

In a nutshell, the study exposed that sexual harassment against girl learners exists in the secondary schools based in the District of Thabo Mofutsanyana and it manifests itself in both verbal and non-verbal forms. This is inferred from the results of the study that indicated that 96, 2% of the 165 girl learner participants said that had been harassed in a sexually related manner whilst at school. Girl learner participants also posited that the two common kinds of sexual harassment which are verbal and non-verbal were at play in secondary schools based in Thabo Mofutsanyana District. Forms of sexual harassment were divided into categories divided into 6 indexes. The indexes are (a) General Sexual Harassment which according to the results affect the girls (b) Unwanted Sexual Attention which proved to be present in secondary schools from which participants attend (c) Sexual Coercion is in existence according to participants (d) Sexist Hostility also affected some girl participants (e) Gender Harassment as well as (f) Sexual Hostility were also types of sexual harassment which were experienced by girl participants.

There is also a revelation that educators, principals, parents and fellow learners are perpetrators of sexual harassment in these schools. This finding was revealed in the responses whereby 77, 6% of respondents pointed out at their fellow learners as their harassers; 18, 4% pointed at the teachers; and 1, 5% of participants pointed at the principal. The way those in authority (the principals and SGBs) are expected to deal with the reported cases, gave an indication that girls who participated and interviewed District personnel were not really clear on the roles of the SGBs with regard to curbing sexual harassment incidents in Thabo Mofutsanyana District based secondary schools. Responses from the personnel employed in the district office only indicated that the principals were the ones referring the cases, other than that they really did not think that there was another role beyond that. It is even worse with the SGBs, because they were not even mentioned in their responses. The effects of sexual harassment actions on the affected girls' wellbeing are also reflected to be of a serious concern as they include mental illnesses like depression, and stress which is regarded to be enablers to their poor academic performance. This is confirmed by district personnel's responses on learners who get referred to them in different units to be provided

with different assistance. For an example, when referred to psychological services it might be because the child's performance is dropping or it would be for counselling sessions.

5.2.1 The prevalence of sexual harassment incidents in Thabo Mofutsanyana District secondary schools

This sub - section consider the first research question, "How frequent are incidents of sexual harassment in Thabo Mofutsanyana District's secondary schools?"

The finding is that sexual harassment is rampant in secondary schools of Thabo Mofutsanyana District. Responses from 50 (96, 2%) girl learners out of 52 who responded to the question alleged they have been sexually harassed. The findings from interviews with District personnel, confirmed that there are prevailing incidents of sexual harassment that they are dealing with from time to time. Presiding officers referred to their cases; labour relations referred to their investigations; Psychological service referred to their referred cases; values in education referred to their BEM/GEM discussions and circuit managers also talked about cases that were referred by principals for further handling.

The statistics from the SACE report (2016/2017 and 2017) on reported sexual misconduct cases in the Free State province presented 9 cases of sexual misconduct/ rape and between April and September 2017 SACE reported 20 cases for the Free State. The Free State Department of Education's Annual Report (2017/2018) reflects 11 cases of sexual harassment and the statistics presented by the Free State Department of Education's Labour Directorate (2016 -2018). In 2016 the Labour Directorate reported cases provincially were 6 and there was no reported case for Thabo Mofutsanyana District. For 2017, they had 8 cases and 3 were from Thabo Mofutsanyana and in 2018, they reported 15 cases and Thabo Mofutsanyana had 3.

The conclusion drawn from the study is that Thabo Mofutsanyana district secondary schools have a heightened sexual harassment prevalence. The usage of high is derived

from the premise the researcher is moving from that says, one incident of sexual harassment is too many. The percentages of affected girl learners stood at 96, 2% which leaves only 3, 8% of girls who alleged that they had have never been subjected to sexual harassment acts while in school. The percentage is too high. Conclusions made by the researcher are based on the gathered information from girl learners and district personnel who participated in the study.

The researcher also concludes that there is no coordinated effort in relation to statistics of cases reported and handled in the Education Department. As a result of a lack of coordination, the conclusion is that the Free State Education Department does not give sexual harassment the urgency and attention that it requires.

According to Seedat, Van Niekerk, Jewkes, Suffla and Ratele (2009), studies discovered that 39% of girls testified having experienced sexual violence acts like unwelcome touching, enforced sex, or older men abusing them before they reach the age of 18. During these years, the affected Australian girls were still in secondary school. This revelation agrees with the finding of the study that sexual harassment is a prevalent activity in secondary schools. Data from the interviews with district personnel is also a confirmation of the girl learners' assertion that sexual harassment is there and that they are dealing with the referred cases at the district office in their respective units.

Interviews conducted with district personnel, revealed that parents used culture to handle sexual harassment incidents and subsequently end up messing up genuine cases just because of the monthly groceries they receive from perpetrators and misread the gesture as *lobola* preparations. Prekel (2001), in a study made a revelation that sexual harassment is most of the time generally associated with bias, and mainly to sexist attitudes that are deep rooted in culture. The finding by Prekel (2001) is thus in agreement with the result herein. The researcher acknowledges the poverty situation in communities around Thabo Mofutsanyana which might be a contributing factor for sexual harassment incidents. If you are a girl, you are expected to be married and your family gets some gifts, hence parents misjudge the bribes as indicated by DP 2 in the interviews as an interest to marry the victim.

This brings the researcher to the conclusion that sexual harassment is grounded on gender bias. A lot of women have been groomed to regard their profession as to solemnly please men and that if you are popular within the males, you are successful. Although according to Catisco (2015), evidence for the above notion points to a small number of women, such conduct might be a source of encouragement to perpetrators.

The study argues that gender roles and expectations, which often give males a feeling of entitlement over females in terms of objectifying them sexually is part of challenge. Sexual harassment is likely to occur at any time in institutions of learning and even progressing to the workplace. In other words, gender inequalities are imitated from different family settings to school. The family is a major and important institution that supports and preserve gender roles and stereotypes, and these actions legitimises inconsistencies that exist, which in turn increases sexual harassment and the authority and power that boys and men are supposedly having over girls.

The finding reveals that sexual harassment is more pronounced amongst grade 11 and 12 girls who would be 16, 17 up to 18 years of age and above as compared to the grades 8, 9 and 10 girls. When comparing the two groups physic wise, the grades 11 and 12's physic is more appetising than those of the young ones in relation to the physical maturity processes. The South African law considers the 16-, 17- and 18-years girl learners as adults and that also exposes them to sexual harassment. The researcher also concluded that girls in higher grades tend to be vulnerable to sexual harassment because of their physical appearance and the reality that they start taking care of themselves better than the young ones. The researcher identified a gap in the policies and laws of South Africa as they are prone to confuse the implementers.

The conclusion is that there is a systemic subjugation that requires attention by the policy makers in South Africa. On the one hand, the child at school is expected to be in the safe watch of the educators but, on the other side, the very child is regarded as an adult (The Constitution of RSA 1996; The Children's Act 2005). Pejakovic (2011) notes that

adolescence is a critical stage for learning decision making skills and further presents the dangers of avoiding to make some decisions that might be of a long term effect to the girls. The girls are prone to exploitation due to non-decision making around their bodies and falling into traps for sexual favours with educators and their fellow learners. Another prominent risk might even be from the girls themselves through engaging in premature and or irresponsible sexual activity which might expose them into being targets for sexual harassment.

Schools' codes of conduct are not explicit on sexual harassment as a misconduct but it is included under bullying.

5.2.2 Forms of sexual harassment prevalent in Thabo Mofutsanyana district secondary schools?

This sub-section addresses the research question which probed the respondents about the forms of harassment that are in existence in their environment. The research question is, "which forms of sexual harassment are prevalent in Thabo Mofutsanyana district secondary schools?"

The study discovered that both forms of sexual harassment occur Thabo Mofutsanyana District secondary schools. As was presented, the two forms of sexual harassment were categorised into six indexes for easy handling by participants. Two sexual harassment types are mentioned under the nature of harassment in Chapter 2 and these are, are a hostile environment and *quid pro quo*, which means a better trade arrangement in simpler terms. Under *the pro quo* type, the perpetrator uses his power to demand sexual favours in a give and take condition (Notice 1367 of 1998). In an instance where it is boys who are perpetrators, as found in this particular study, one realises that the manner in which the affected girls are advised to report sexual harassment cases strengthens their inferiority in relation to recording or registering these cases as bullying rather than sexual harassment.

This is confirmed by Zireva and Makura (2013) in their study involving principals and mentors of student teachers in Zimbabwe that describes how the principals used their powers to fire those who did not comply with their sexual requests.

The conclusion made from the above is that two main forms of sexual harassment, as presented in the Code of Good Practice on the Handling of Sexual Harassment (Notice 1367 of 1998), the verbal and nonverbal, are common in secondary schools of Thabo Mofutsanyana district. The conclusion is based on data gathered from girl learner respondents. District personnel who were interviewed, mentioned that sexual harassment in general occurs in Thabo Mofutsanyana hence the referrals, cases and investigations. According to the researcher's observation, there is no form of harassment that can be regarded as the least harmful and thus, every harassment should be followed by an intervention.

The six indexes which are aimed at unpacking the main two categories of sexual harassment which are verbal or nonverbal are prevalent in secondary schools in this District. The finding corroborates Bendixen, Daveronis and Kennair's (2017) study on peer sexual harassment, which found that harassment presents itself in numerous forms; verbal and nonverbal, and represent physical or direct actions. The verbal form of sexual harassment includes sexual remarks, jokes, stories that describe the individuals' sex negatively and stating offensive things amongst others. Most of these talks, are reflected by the researcher under the general sexual harassment index as tabled in chapter 4. Bendixen and Kennair (2014) are also in agreement with the conclusion as they highlight the nature of the nonverbal form of harassment. In their acknowledgement of nonverbal forms of harassment, Lichty and Campbell (2012), Bendixen and Kannair (2014) and Skoog, Odzemir and Stattin (2015), note that sexual harassment could as well be through intimidation or physical bullying, being touched in a sensual manner or the girls' breasts or genitals being touched or brushed against the perpetrator's body and being compelled into

kissing. In light of the above revelations, the conclusion presented by the researcher tallies with other studies and the findings are confirmed.

The study revealed that girl learners who are in higher grades (Grade 10-12) are the ones who are mostly affected by sexual harassment acts in Thabo Mofutsanyana District secondary schools. Girls from lower grades are also preys of sexual harassment as exposed by this study. The ANOVA results also gave a picture that the age of the girl learner, her residential area and even the grade are of no importance when it comes to being a sexual harassment victim in Thabo Mofutsanyana District secondary schools. This revelation is confirmed by a study by Seedat, Van Niekerk, Jewkes, Suffla and Ratele (2009), which discovered that 39% of the USA girls had once experienced a form of sexually related violence like being touched undesirably, having being forced to engage in sexual activities, or oppression by grown up males by the time they turn 18 years of age.

Therefore, sexual harassment is a global challenge. It manifests itself in one or more of the practices discussed above. High school male and female learners are some of the victims of sexual harassment as noted in studies that state occurrence rates of 40% to 85% in Australia (Chiodo, Wolfe, Crooks, Hughes & Jaffe 2009; Bendixen & Kennair 2014; Skoog et al. 2015).

5.2.3 The effect of sexual harassment on the general wellbeing of the affected girls

Data was gathered to respond to the research question around the wellbeing of sexually harassed girl learners which was, “how does sexual harassment affect the general wellbeing of the affected girls?”

The finding is that the performance and wellbeing of girl learners who are victims of sexual harassment is affected. This finding is derived from interview responses from district personnel. DP 1 alluded to the confusion that surrounds the girl learner in terms of how to behave in the presence of the perpetrator. If you are confused you cannot focus and the

concentration will not be at its best. According to the responses by DP 3, the girl will then miss out on education which is her human right and girls referred to them would normally be coming for counselling and for learning difficulties that have been observed after the incidents. Human Rights Watch discovered that learners who are victims of sexual harassment victims whilst at school regularly display destructive as well as chaotic emotional state of themselves and become depressed, guilty, angry and anxious. Sexual harassment has a potential of also affecting the wellbeing of victims by attracting uninvited teenage prenatal conditions and the attraction of sexually conveyed infections and diseases.

The finding above is confirmed by Dahlgvist, Landstedt, Young and Gadin (2016) who observe that the possible hostile effects of non- physical sexual harassment have pronounced similarities to other findings derived from studies that dealt with adolescent matters that include physical forms of sexual harassment. Gotlib and Hammen (2015) further suggest that sexual coercion is considered to be more hostile and linked to the development of mental health symptomology that include depression. These existing findings evidently suggest that forms of sexual harassment are negatively associated with secondary schools' girl learners' wellbeing (Bendixen & Kennair 2017).

The Centre for Justice and Crime Prevention' findings from their 2007 investigation also corroborates with the finding that sexual harassment affects learning and the general wellbeing of the girl learner. Sexual harassment affects academic performance and school attendance and other changed learning behaviours include bunking school, loss of concentration in class and in some instances dropping out. The Centre for Justice and Crime Prevention (CJCP) (2007) states that 17.4% of learners who experienced school violence lost their tuition time, whilst 13% dropped their scholastic performance due to their experience to violence. The ones who happened to fall pregnant due to the sexual harassment ordeals, might have dropped out from school. According to the 2012 General

Household Survey, 7.8% of girls aged 7 up to 18 and not going to school referred to sexual harassment related pregnancy as the cause of non-attendance.

The researcher concluded that sexual harassment affects the general wellbeing of affected girls negatively. Girls are affected psychologically, health wise and academically by sexual harassment at different levels depending on the nature of support they get from both the school and home. Brock and Brundige (2014) agree with the conclusion as noted in their views that the impact sexual violence has an enduring effect on victims. An example to the above assertion is, sexual harassment sufferers have a possibility of experiencing adverse emotional health changes. Similar studies present that a huge number of learners in the middle schools happen to be targets and observers of learner-by-learner sexual violence activities which are directly related to the mental health and educational results. The literature presented in Chapter 2 makes reference to sexual and gender-based violence as enablers of inferior health status on girls. Poor health affects academic performance because it may result in absenteeism and lack of concentration in class.

5.2.4 Perpetrators of sexual harassment in Thabo Mofutsanyana district secondary schools

This sub – section relates to the research question, “Who are the perpetrators of sexual harassment in Thabo Mofutsanyana district secondary schools?”

The finding is, fellow learners, educators and principals are perpetrators of sexual harassment in Thabo Mofutsanyana secondary schools respectively. The response conflicts with some of the research findings (Masitsa 2011; Prinsloo 2017) which gave the perception that educators are the major culprits of sexual harassment in schools since the current study revealed learners to be in the majority of perpetrators. From the interviews, departmental personnel also raised that most girl learners referred to them identify educators as perpetrators more than boys. The conclusion is that secondary school male learners are the leading offenders of sexual harassment in secondary schools of Thabo

Mofutsanyana district, followed by educators and principals. A very few responses (18, 6%) also pointed out that other some girls sexually harass others.

The second finding is that parents are perpetrators of sexual harassment in Thabo Mofutsanyana secondary schools. The assertion originates from interview responses made by the Presiding officer. The interviews revealed that some of the cases investigated and scheduled for disciplinary hearings were cancelled by parents for different reasons. Some of the reasons are their poverty status as compared to the alleged perpetrator and the status of the alleged perpetrator in school. The study also revealed that the main perpetrators are male with 81, 4% of respondents confirming that they were harassed by a male while 18, 6% pointed at females.

The above finding brings the researcher to the conclusion that sexual harassment does not have gender. Evidence shows that there are grave worries over the existence of violence in South African primary and secondary schools. It affects all age groups, sexual categories, diverse cultures and school categories. Notably, these high rates of violence in schools equally affect both children and educators (DBE report to Parliament 2017).

Another finding is that, perpetrators use their wealth status to bribe parents in exchange of justice for the victims. This relates to the previous cultural practices used in the communities. For an example, *Ukuthwala* as a cultural practice was executed in a specific manner, though, it possessed immunity. Perpetrators were held accountable for their actions by paying the father or a guardian of the girl. It still did not have regard to the victim but worked to the satisfaction of the father who is the head of the family. His happiness for receiving cattle was regarded as a way of healing the victim's wounds.

The other finding is the misuse and misinterpretation of Cultural practices and terms like *lobola*, *ukuthwala* / *ukungena* and *initiation schools* which were mentioned in the study as being misused by both educators and parents. This comes from the interviews with district

personnel focusing on some of the reasons why cases are dropped. *Lobola* is marriage negotiations between the girl and the boy's parents or families. It should be because of an association between the girl and the boy. In these incidents, parents are used to protect the perpetrator by withdrawing cases and resulting in arranged marriages and even marriages by default, which in my view further harasses the girl and abuses the culture as it stands. Being paid a certain amount of money or receiving monthly groceries cannot amount to *lobola* and it is not *lobola*. Everybody is made to believe that the girl is the perpetrator's wife when in fact there were no negotiation as it is culturally required. This also makes it difficult for the victim and her family to report the case as is. These actions perpetuate the acts because they give the perpetrators an upper hand over the girl learners. Hence, the conclusion that parents are perpetrators too.

The conclusion is that power dynamics play a role in incidents of sexual harassment in secondary schools. The amount of power which comes with sexual harassment creates a system of dominant social relations as an enabler to a culture of silence. This culture of not talking inculcates a negative self-image due to suppression and oppression. In schools, teachers and boy learners are culprits who have a tendency of sexual rights and authority to the extent that they connive as educators and with parents to enable sexual manipulation of learners (Abrahams, Mathews & Ramela, 2006). The parents bring in their power as decision makers on behalf of the girl learners and this in turn makes them accomplices to this criminal act and sexual misconduct.

Marx views gender associated challenges in relation to their manipulative and domineering nature. The model of Marxism regards gender associated issues in relation to their manipulative and domineering origins whereby females are viewed as inferior to their male counterparts just because of their gender. This is a form of discrimination as described by feminists. The researcher also views sexual harassment with the same eye as Marx because of how lightly it has been handled over the years. Gender associations had successfully interceded and simulated the Marxist standpoint. The sexist philosophy

instigates sexually based duties and the manipulation of females, which in turn reinforces the ill treatment of women. It is evident from the ideology that says a woman's place is in the kitchen. Already some girls are not expected to have careers and it is okay for them to be abducted so that they can take their rightful places in the kitchen. These practices deprive girls of exposure to education and self-development.

5.2.5 The role played by principals and SGBs to curb sexual harassment in secondary schools

This sub – section addresses the research question, “what role is played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana district secondary schools?”

The finding from the study is that the role of the principal is to refer cases to different units in the district office. This is confirmed by interview responses from all 5 district personnel who participated. Their point of reference is based on the principal referring cases to them. The second finding is that district personnel who participated in the study are not interested in operations and the roles of SGBs in relation to sexual harassment in schools.

The conclusion is that the principals' roles in curbing sexual harassment is reduced to referral and nothing more. This shows that district personnel are not informed about the legal roles of principals with reference to sexual harassment and acts of misconduct. As pronounced by one district personnel, the primary duty of the principal is ensuring that the cases are reported and dealt with swiftly without any prejudice and favour. SGBs' role in curbing sexual harassment as provided by SASA (South Africa 1996) is unknown to district personnel. SASA (South Africa 1996) gives school governing bodies a directive to make certain that there are policies that govern learners' behaviour at schools. It further gives them powers to constitute disciplinary hearings for all learners who contravene any of the school policies. Furthermore, principals and SGBs are expected to develop policies that should help guard against acts of sexual harassment in their respective schools.

The data from the interviews conducted with district personnel agrees with the swift handling as they all indicated that the cases, they were dealing with in their respective units had been referred to them by the principals. However, the study revealed a lack of trust by girl learners in relation to reporting their cases to their educators, principals and even parents, and they would rather tell their friends. Some just decide to keep their silence. This data is gathered from the interviews with district personnel suggests that this culture needs to be broken.

Data gathered from some of the girl learners indicates that they tried to report to their parents, but they could not help, and some said that they just kept quiet. Some girls preferred to just ignore the perpetrators. The reasons forwarded for not reporting amongst others were fear for the marks, others did not report because they just thought it as a silly thing and others said they did not report because they did not want the perpetrator to get into trouble. In other words, the culture of silence is mainly made to oppress. Girl learners would rather suffer than have their marks affected or see perpetrators in trouble or hurt.

The finding is that some girl learners prefer not to report the incidents to anyone, which brings the culture of silence into the picture. Breaking the silence is a new culture that the whole school community needs to adopt. The issue of confidentiality and fear of further victimisation might be some of the reasons why girls prefer to keep quiet and not report the incidents. The approach that is used to connive with their perpetrators in instances where educators are implicated, which include the fake *lobola* negotiations and other related cultural practices as discussed in the literature review, might also contributing factors. Not telling anyone will save the girl learners from being exposed to those practices, hence the option not to report.

The researcher concludes that the existence of culture of silence deprives the principals and SGBs knowledge about some of these cases, as a result they remain uninformed and

cannot act accordingly and as prescribed by SASA. Principals and SGBs also have a policy leeway in relation to determining the seriousness of the cases reported to them. The Basic Education Rights Handbook gives the principal discretionary powers to either report sexual harassment cases to other relevant stakeholders or not. The discretion is based on whether the principal regard the case as serious or not. This handbook confirms the theme on systemic subjugation when it contrasts the children Act, which requires everyone to report child abuse cases even if it is a suspicion (Children's Act 2005).

The SGBs are custodians of the learners' wellbeing in schools, which requires them to draft and adopt the learners' code of conduct as dictated by the SASA. However, the study revealed that there is currently not enough education and information with regards to learner-to-learner harassment strategies as the focus was on educators. All school policies are supposed to be enforced by the governing bodies as a legal governing structure of the school.

5.3 Conclusions

This section gives emphasis on the key deductions consequent to the current study. Conclusions presented under this section are directed by the five research questions that aimed at addressing the purpose of the study as presented in the first chapter. The suggested conclusions were linked with the findings from the study on each of the five research questions.

The first research question was: How frequent are incidents of sexual harassment in secondary schools of Thabo Mofutsanyana district? The study concludes that there is indeed a high occurrence of sexual harassment incidents in secondary schools based in the District of Thabo Mofutsanyana. The high frequency rate is informed by the high percentage of learners, standing at 96, 2%, who had been exposed to these incidents. Sexual harassment as the figures is reflecting is currently a scourge in secondary schools of Thabo Mofutsanyana District. However, the spread of forms of sexual harassment does

not only happen in South African schools. Henry (2017) reports that all forms of sexual harassment are generally reported between learners in secondary schools with the occurrence rate of 40% to 85%. In 2011 an American Association of University Women (AAUW) survey of middle and high school learners disclosed that 56 % and 40 % of girls and boys respectively were affected by sexual harassment in the year 2010, which was their previous school year.

The second conclusion is that the Free State Education Department does not give sexual harassment the serious attention that it requires. The fact that statistics representing incidents of sexual harassment in the province is not consistent provides us with a motion that sexual harassment is not a significant issue for the Free State Department of Education.

According to feminists, sexual harassment is gender based. The feminist theorists (see Chapter 2) suggest that sexual harassment ought to be viewed as a chauvinist act aimed at conquering and disempowering females by introducing punitive measures to those who are seen trying to be in competition with their male counterparts for work and positions in society (Henry 2017: 1). The notion from the feminist theorists has been confirmed by the conclusion that sexual harassment is gender bias. Culture is one of the tools that are often used to discriminate girls from boys at home and in the school environment. This theory challenged the researcher to assess sexual harassment from a different context, which mirrors male supremacy as well as female subservience, which are persistently tolerated by our society.

A deduction from the responses provided by both girl learners and district personnel shows that, the main perpetrators are boys, followed by educators and principals. However, a new dimension in terms of perpetrators came for an interview response which justified the inclusion of parents in the list of perpetrators.

The study further concludes that sexual harassment is happening across all the grades (8 – 12). However, it is more pronounced amongst grade 11 and 12 girls whose ages are between 16 and 18 years in the study. The development processes of learners are key to the way in which sexual harassment in secondary schools of Thabo Mofutsanyana district is being handled. The ages 16 to 18 years fall under adolescence stage of development. Adolescence is explained by Gouws et al. (2000) as growing up to adulthood. During this period, boys and girls experience physical and intellectual development. However, they are neither children nor adults. The reason for the pronouncement at higher grades, might be the fact that adolescents' physical changes result in biological, sexual and expressive variations. These rapid physical changes culminate in sexual development and the girls start to look differently and in an enticing way to their perpetrators.

The second research question was: Which forms of sexual harassment are prevalent in Thabo Mofutsanyana district secondary schools?

The conclusion is that both recognised types of sexual harassment, verbal and non-verbal as indicated in the Code of Good Practice on the Handling of Sexual Harassment (South Africa 1998), were experienced by girl learners in Thabo Mofutsanyana District secondary schools. The study noted that girl learners who were participants of the study were exposed to all known forms of sexual harassment irrespective of how old they are, grade or local municipality. These sexual harassment forms are being experienced in varying frequencies. The researcher is of the view that one case of sexual harassment is too many, consequently the existence of these forms of harassment, which are experienced before graduation from high school, is viewed with serious concern.

The third research question was: How does sexual harassment affect the general wellbeing of the affected girls? The researcher moved from a principle and supposition that sexual harassment affected the girl learners' wellbeing and academic performance negatively as asserted in the literature.

The study concluded that sexual harassment affected the victims who are girl learners negatively at the physical, health and psychological level, which might also affect their academic progress. Data gathered from the interviews confirms this assumption, hence the conclusion. Existing research sites sexual harassment's side effects as disturbed sleep, nightmares, loss of appetite, fatigue, headaches and neck pain. These side effects are enablers of poor concentration in class, low self-esteem, isolation which might lead to bunking classes, not grasping the lessons as they are taught and even dropping out. The above- mentioned actions will surely affect the girl learner's academic performance.

The fourth research question was: Who are the perpetrators of sexual harassment in Thabo Mofutsanyana district secondary schools? The assumption that the research moved from as informed by previous studies was that educators are the main culprits of sexual harassment in secondary schools.

The conclusion is that schoolboys are the major offenders of sexual harassment in secondary schools of Thabo Mofutsanyana district. They boys are followed by educators and principals. The sequence is as per the questionnaire responses by girl learners. However, district personnel still believed that educators were the main culprits of sexual harassment in schools, their argument is based on cases referred to them by school principals. A new dimension from the interviews brought another conclusion that, parents are perpetrators of sexual harassment in Thabo Mofutsanyana District secondary schools. This conclusion arose from interview responses made by district personnel in their allusions that parents collude with perpetrators and their families and in turn misuse cultural practices.

The second finding is that sexual harassment in secondary schools of Thabo Mofutsanyana district does not have gender and age. The study discovered that females are also mentioned as perpetrators in some of the girl learner responses. The School Violence Survey (2012) revealed that both genders are affected by sexual harassment as targets or

victims. Lastly, the age group of perpetrators ranges from adolescents, who happen to be learners, up to adults, which is the age group of educators and principals.

The fifth research question was: What role is played by principals and SGBs to curb sexual harassment in Thabo Mofutsanyana district secondary schools?

The conclusion is that district personnel and girl learner participants do not know the role of the principals and SGBs in curbing sexual harassment in the Thabo Mofutsanyana District secondary schools. The investigator wanted to explore the understanding of these roles from different participants in the study as they experienced it. This is even though SGBs are established to introduce policies and enforcing them and thus, take care of the welfare of learners on behalf of their parents. The respondents did not articulate themselves clear with regards to the SGBs role and there was no mention about SGBs and their roles.

The conclusion is that girl learners do not trust the principals and their parents when it comes to reporting cases of sexual harassment. The results revealed that as much as some girl learners know that cases can be reported to the principal, they decide not to report for different reasons. Their reasons range from mistrust to just adopting a culture of silence to avoid problems such as being regarded as the perpetrator's wife or being responsible for a job loss or even dismissal of a fellow learner.

The sixth and the last research question was: How can sexual harassment in Thabo Mofutsanyana District secondary schools be curbed? (A Sexual Harassment Reporting Model: SHRM).

This research question was not responded to by participants, it required the researcher to come up with a different way of dealing with sexual harassment in schools. The need to do things differently prompted the researcher to develop a model that will help in dealing with sexual harassment in Thabo Mofutsanyana District secondary schools. Following the study

findings, the researcher proposes a model to be used to ensure that schools act more on prevention measures rather than the consequences thereof.

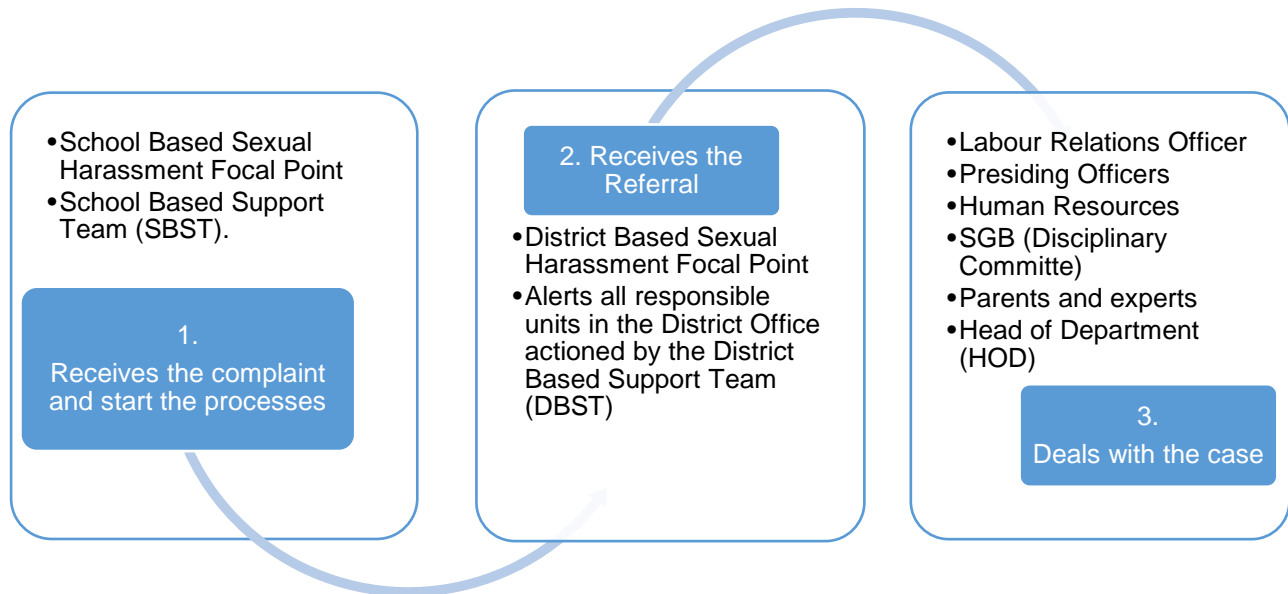


Fig. 5.1: Sexual Harassment Reporting Model (SHRM)

Step 1: The above model dictates that the school should have a sexual harassment focal point whose responsibility will be to handle complaints and record the incidents of sexual harassment as they happen. This is the official who will make the services accessible to sexual harassment victims at school. The same person will alert the School Based Support Team, which is supervised by the school head about the case. This person ought to be an experienced and mature female teacher with a good moral fibre. Sexual harassment is a private topic in its nature and as such, both girls and boys will find it easy to talk to a matured female. The sexual harassment focal point's character ought to be very strong and not give in to threats when there are cases to process. Above all, she should be a trusted individual who is assertive and ethical. In an event where both the victim and the perpetrator are learners the case of both learners should be referred to the SBST and this will help to provide adequate support to learners equally.

The principal will then institute investigation and commence with the legal processes for referral to Labour Relations in the case where the perpetrator is an educator and to the SGB in a case where the perpetrator is the learner. The SBST will also be charged to start with their processes of referrals to the DBST and all related stakeholders. In an event where the principal happens to be the perpetrator, the focal point will then refer the case directly to the district focal point. The focal point will be there as a guarantee that all reported incidents of sexual harassment will be taken serious by the school and the seriousness of the cases are not dependent on the principal's discretion as mentioned in the Guidelines for the Prevention and Management of Sexual Harassment.

Step 2: The District sexual harassment focal point acts as an entry point for sexual harassment incidents in the district office and activate all responsible stake holders for the required support. The district focal person will also be responsible with keeping records of the reported cases to help the Department sort out the not so corresponding figures that are being reported. The DBST will then request for external assistance should there be a need for other professionals to assist. For an example, social workers may be invited to assess the home environment of the perpetrator and that of the victim in relation to the case, the police come in if an adult is involved or it's a rape case and therefore expected to open a criminal case while a psychologist is brought in to provide counselling for both learners in case where the victim and the perpetrator are learners or the girl only where the perpetrator is an adult.

Step 3: The referred cases are dealt with at the provincial level because the appointment of an investigator and the presiding officer is handled by the Director: Labour Relations who is based in Bloemfontein. The preliminary investigation report by the principal assumes a huge function with regards to the allocation of officials who will deal with the case. The reports are also critical in an event where the SGB recommends dismissal of the learner who was the perpetrator as dismissals can only be done by the Head of Department.

5.4 Recommendations and Suggestions from the study

The conclusions made after probing the research questions influence these recommendations and suggestions being presented for the Free State Education Department for consideration. The aim is to assist with intervention strategies at various levels of the department.

5.4.1 The new and shocking revelation from this investigation is that there is a high frequency of sexual harassment incidents in Thabo Mofutsanyana District. It is therefore recommended that mediation be applied to solve the problem by introducing sexual harassment as a focal point in the curriculum for Life Orientation. Integrating the subject of sexual harassment will allow engagements that are age-appropriate to be ongoing with all learners not only girls. This will help boys to understand the magnitude of the damage they are causing to their fellow girl learners. The involvement of other stakeholders involved in sexual harassment and other sexual misconduct incidents is also crucial. The stakeholders can include educators, clinicians, youth workers, the South African Police Services who can share the statistics to evaluate the extent of this scourge in schools. The realisation of the magnitude of the problem will allow the stakeholders to share strategies that they can employ to reduce and prevent such occurrences at schools. These stakeholders who are experts in their different fields can be regarded as neutral, trustworthy, sympathetic and approachable for affected girl learners and can provide training on all matters they have expertise in.

Sexual harassment is gender based. The training of girls and boys on the identification of sexual harassment incidents should be strengthened. This can be achieved by bringing back values in education and making the BEM/GEM fully functional and not just a by the way extra- mural activity. This will enable the schools to have open discussions on all youth related topics singling out sexual harassment and not hiding it under bullying.

5.4.2 The respondents confirmed that the two major forms of harassment (verbal and non-verbal) are experienced by girl learners in secondary schools of Thabo Mofutsanyana District. The study shows that all the incidents, as categorised in the six indexes, were present. The recommendation is that there should be clear school guidelines on sexual harassment and not the bullying policy. Provisions of explicit procedures on strategies to be employed by the school when handling sexual harassment from the reporting point throughout the investigation until the disciplinary processes are complete. The proposed model is only three steps, which makes the reporting process not as cumbersome as it previously was.

It is suggested that the definitions, terminology and language usage when formulating policies and codes of conduct relating to schools be the same as in other legal documents. The language used should be clear and unambiguous. The known language will help prohibit sexual misconduct between and among learners and staff. Adults from time to time make use of bullying when there are incidents sometimes innocently so but sometimes as a way of hiding sexual harassment and gender violence behaviours that were never allowed by South African laws, both civil and criminal. As much as laws regulating bullying differs from country to country, civil right laws are in defence of youth from sexual and gender-based bias at schools. The policy must consider examples of improper behaviour and conduct and specify potential punishment.

All those actions that are specifically referring to sexual harassment are supposed to be announced to all learners, educators, all staff members and the school community at large. The message should be clear that sexual harassment will not be accepted and notify them of procedures on how to report episodes of sexual harassment. Reporting will ensure that all those who engaging in sexual harassment and sexual violence tendencies are held accountable for hurting others.

5.4.3 The study revealed that sexual harassment affects the general wellbeing of girl learners who are victims. These include withdrawal, isolation, depression, senses of frustration, confusion and even dropping out from school. It is recommended that the school authorities immediately refer the cases to the psychological services of the department for basic counselling to help determine the extent of damage and make further reference should it be required. In an event the perpetrator is a boy learner as it is revealed by this study, he is also entitled to counselling sessions as expected in the principle of *in loco parentis* and deal with how learners get affected by sexual harassment. Schools are therefore expected to care for all learners irrespective of whether that learner is a victim or a perpetrator.

All learners who had participated in sexual harassment activities either as targets or wrong doers should receive help. The current referral system accommodates victims only, as a result, boys who are perpetrators are left out. Compassionate responses should be offered by all stakeholders involved starting with the investigator, counsellors and the school community at large. As much as punitive measures are taken, counselling person harassed and the one responsible for harassment is a necessity. This process will assist in avoiding victim and perpetrator blaming and focus on offering help. Everyone can be an advocate and ambassador of Sexual harassment.

It is imperative for the principal, educators together and the school governing body to refrain from labelling sexual harassment as bullying as the extent will not be genuinely seen and acknowledged. The tendencies of concealing events make sexual violence and sexual harassment lose the urgency and seriousness they required.

5.4.4 The conclusion from the study, as revealed by data is that perpetrators are boy learners (86, 1%), educators and principals (13, 9%), and parents (accomplices). The recommendation is that school rules and processes should be clarified to all, well-publicised and be fully implemented when handling perpetrators of sexual harassment in secondary

schools of Thabo Mofutsanyana district. The researcher emphasises that everyone can help to address and stop sexual harassment if well informed about policies, processes and procedures. The challenges that are faced by schools in respect of policy implementation where there are conflicting messages can be addressed by employing new methods of dealing with policies.

Investigators and presiding officers are also guided by the very policies that the study identified gaps from. The suggestion is to continue with ways of strengthening the policy documents because everybody in the school community is expected to know how to move and to where. The school policy should outline explicit formal complaint process by notifying the stake holders and role players of the following details: how to lodge a complaint, where should it be lodged, and who is responsible for lodged grievance; the steps and processes to be anticipated during the investigation of the matter and how the findings will be made; and also to ensure that there is another avenue in an event where the victims are not satisfied with the outcomes, which is to file an appeal and how to file for it. It can be explained to stake holders that, parallel to using the school grievance procedures, complainants are at liberty to also follow the legal processes with the relevant courts such as the equality court.

5.4.5 The interviews revealed that role of the principals is to refer sexual harassment cases to responsible units at the district office of Thabo Mofutsanyana district. The SGBs' role is not clear nor important to the district officials because no one really articulated on it during the interviews. The recommendation is that the Free State Department of Education may consider conducting road shows where all role players are informed the SGBs role SGBs in relation to sexual harassment in schools especially after the investigation discovered that boys are main perpetrators. The Department of Basic Education needs to review its Guidelines for the Prevention and Management of Sexual Harassment which were approved in 2008 as a matter of urgency. This review should seek to compel principals to

investigate and report cases of harassment in their schools without being the one who decide the level of seriousness of the case.

The decision on the seriousness of the case should be the competency of a neutral person who does not have any relations with any of the affected parties. Reporting to SACE ought to be made compulsory to hold educators who bridge their Code of Ethics responsible and accountable. Provision of a first-class, comprehensive and detailed training on sexual harassment for all learners and member of staff, inclusive of the administrative staff, educators, wardens, clerks, drivers, sports coaches, counsellors, lunchroom and outdoor aides, will help enable everyone to understand their roles and the legal frameworks of this country and policies of DBE.

The seriousness of the cases cannot be left with the principal's discretion as mentioned in the Guidelines for the Prevention and Management of Sexual Harassment. All sexual harassment incidents require serious attention. Investigating officers should be properly equipped such that educators, where involved, do not win these cases against learners due to technicalities. The SGBs are expected to start taking sexual harassment cases seriously and strengthening their disciplinary processes. This will also enable them to keep records of reported cases to track the escalation or the decline of the incidents. The department of education could conduct parents' forums and purposeful conversations on sexual harassment matters. These discussions will enlighten parents with regards to the legality of some of their decisions regarding reported cases of sexual harassment. Cultural experts may be part of the purposeful conversation to clarify cultural practices, Ubuntu and neighbouring in comparison to the law. This will help reduce the abuse of cultural practices by all parties.

Grievance procedure should have turnaround time as anticipated by the White Paper on Public Service Transformation which deals with Batho Pele Principles. The eight principles are based on the main principle of Ubuntu which means people first. The principles articulate themselves well when it comes to courtesy, service standards and redress, which

are all needed to give proper attention to sexual harassment incidents. The school is a Public Institution and cannot be exempted from the implementation of Batho Pele Principles. Stake holders should be able to tell how long the disciplinary process will take and who will be involved in the case, how are they will be involved and why their involvement is important in a particular case. In other words, who are going to have details of the case? This question will be responded to by the details of the investigatory processes and procedures in relation to the investigator and those who are normally preside over such cases.

5.5 Recommendations for further research

The recommendations suggested in this section focus on further studies to improve clarity in relation to the current study. Strategies that are policy related and which are practical in terms of implementation were tabled in the previous section for the Free State Department of Education and school communities to curb the scourge of sexual harassment in secondary schools based in the District of Thabo Mofutsanyana District. This section presents recommendations for further research.

5.5.1 A similar study can be commissioned with larger population and sample size, so as to strengthen the investigator's capabilities of using the diverse reality of the demographics in the Free State province when presenting results. The study was only focusing in secondary schools based in the District of Thabo Mofutsanyana, out of five districts that are Free State based. Therefore, the researcher might experience difficulties to generalise the frequency, nature and perceived impact of sexual harassment findings for the province. A further study that will be inclusive of all districts using the same tools and research methods is recommended to enable the Free State Education Department to implement the recommendations from the study at a provincial level and not just based on the findings from only one district when addressing the scourge.

5.5.2 As much as there are several studies investigating sexual harassment of girls in schools, the majority focus on educators as perpetrators and very few have explored sexual harassment of girls by fellow learners. The lack of such studies may be evident because the Departmental reports and statistics are focusing on educators. Yet, this study on sexual harassment in Thabo Mofutsanyana district secondary schools identifies a gap regarding statistics of peer sexual harassment.

5.5.3 The Sexual Experiences Questionnaire needs to be refined to accommodate different languages spoken in the Free State province. The questionnaire is in American English which still needed to be refined to South African English and environment.

5.5.4 Secondary Schools which are based in towns and farms can be useful if included as part of the prospective research project, because cultural aspects emerge with regards to relations amongst educators and parents and amongst community members are important.

5.6 Conclusion of chapter

This chapter tabled a summary of results, inferences and commendations to the Free State Department of Education. Policy gaps were also identified, and suggestions were made to close those gaps as identified by the study. The development of a sexual harassment programme, which will clearly lay down unacceptable behaviour as wrong doing as prescribed in the school's code of conduct, is very critical for the education sector as prescribed by law. The immoral behaviour of both male learners and teachers ought to be handled in contempt by the school communities, society, the department of education and Teacher Unions. The Education Department must draw up and implement modus operandi to inform all associates and role players in the sector about techniques to defend, encourage and achieve human rights in education. What this research discovered is that various incidents of violence were undertaken by other learners whereby in some instances educators find themselves as targets. Confusing bullying with sexual harassment conceals the serious nature of the specific cases and shifts the school's obligations and

accountability. Due to that the school communities are being distanced from the responsibility of protecting and harnessing rights of learners.

The Children's' Act stipulates that, it is the responsibility of everybody who is in the education community to do all that they can and anything necessary to curb sexual harassment in secondary schools to avoid its repetition and successfully address its impact on the victim and the perpetrator. This responsibility includes reporting cases, it cannot be correct to leave the reporting responsibility to principals. Bearing in mind that "One incident of sexual harassment is one too many".

The unfortunate fact is that sexual harassment is a scourge in our secondary schools and it affects the education and future of millions of learners in our country, South Africa. Learners who experience sexual harassment are prone to study difficulties, absenteeism and bunking school as well as stomach discomfort. If not given proper attention, sexual harassment might be one of the major drop out reasons for both girls and boys.

REFERENCES

Abrahams, N. Mathews, S. and Ramela, P. 2006. *Intersections of sanitation, sexual coercion and girls' safety in schools*. Trop Med Int Health 2006; 11: 751 – 56.

Ackerman, C. 2018. Psychoanalysis: A brief History of Freud's Psychoanalytic Theory. PositivePsychology.com

Acta Criminologica: Southern African Journal of Criminology - *Sexual harassment in Free State schools: an exploratory study*.

Adaway, D. 2018. *Culture of Silence* (<http://desireeadaway.com/culture-of-silence/>).

Adonis, C. K. (2018) 'Generational victimhood in post-apartheid South Africa: Perspectives of descendants of victims of apartheid era gross human rights violations', International Review of Victimology, 24(1), 47–65. doi: 10.1177/0269758017732175.

African Commission on Human and Peoples' Rights. 2018. UN Geneva and MacArthur Foundation.

African Charter on Human and Peoples' Rights. 1981. (<https://www.humanrights.se>) Accessed on 19 June 2019.

Ahanonu, E.L. 2014. *Attitudes of Health Care Providers Towards Providing Contraceptives for unmarried Adolescents in Ibadan, Nigeria*. Journal of Family and Reproductive Health, 8(1): 33 – 40.

Alipbek, A.Z., Orazimbetova, K.S., Ortaeva, A.S. and Baymakhova, A.S. 2017. Adolescent Psychology-Major Branch of Psychology. In *Membership in the WTO: Prospects of Scientific Researches and International Technology Market*. 94-98.

Allen, B. and Waterman, H. 2019. *Stages of Adolescence*. Healthy Children

American Academy of Paediatrics 2015. <https://pediatrics.aappublications.org>. Accessed on 19 June 2019

American Institute of Certified Public Accountants (AICPA) 2000). <https://www.referenceforbusiness.com>. Accessed on August 2019.

American Psychiatric Association. 2013. *Diagnostic and statistical manual of mental disorders (DSM-5)*. Washington, D.C: American Psychiatric Association.

Anderson, L. and Collins, P.H. 2001. *Race, Class and Gender*. Wordsworth: Belmont CA.
Anderson, J.D. 2006. *Qualitative and Quantitative Research*. International Journal of Education.

Anselmi, D.L., and Law, A.L. (Eds.). 1998. *Questions of gender: Perspectives and paradoxes*. London: McGraw-Hill.

Artz, L. 2018. *The prevalence of child sexual abuse in South Africa: The Optimus Study South Africa*. S Afr Med J 2018, 108(10):791-792.
DOI:10.7196/SAMJ.2018.v108i10.13533

Ary, D., Jacobs, L.C. and Razavieh, A. 1996. *Introduction to research in education*. Fort Worth: Harwort Brace.

Aspin, D.N. and Chapmana, J. D. 2007. *Values Education and Lifelong Learning: Principles, Policies, Programmes*. Dordrecht, the Netherlands: Springer.

Australian Human Rights Commission. 2012. Chapter 1 - *Working without fear: Results of the Sexual Harassment National Telephone Survey (2012)*. <https://www.humanrights.gov.au/our-work/sex-discrimination/chapter-1-working-without-fear-results-sexual-harassment-national-0>

Baker, K.J. 2014. *Rape Victims Don't Trust The Fixers Colleges Hire To Help Them*. BuzzFeed News. April 25, 2014.

Banon, A.R. and Lloret, N.E. 2016. *Cultural factors and gender role in female entrepreneurship*. Suma De Negocios7 (2016).

Barker, G. and Ricardo, C. 2006 *Young men and the construction of masculinity in sub-Saharan Africa: implications for HIV/AIDS, conflict and violence*. In: Bannon, I. and Correia, M.C. (Eds.), *The other half of gender: men's issues in development*. Washington, DC: World Bank.

Barkley, R.A. 2018. *ADHD goes to school: Providing teachers and Parents with Specific Management Strategies*.

Bem, S. L. 1981. "Gender schema theory: A cognitive account of sex typing." *Psychological Review*, 88,354-364.

Bem, S. 1993. *The lenses of gender: transforming the debate on sexual inequality*. New York: Yale University Press.

Bendixen, M. and Kennair, L. 2014. *Resultater Fra Prosjekt Seksuell Helse og Trakassering Videregaende Opplaering 2013 – 2014*.

Bendixen, M., Kennair, L., Ottesen, O.L.E. and Daveronis, J. 2017. *The Effects of non-*

physical peer sexual harassment on high school students' psychological well-being in Norway: Consistent and Stable Findings Across Studies.

Bendixen, M. and Kennair, L. 2017. *Advances in the Understanding of Same Sex and Opposite Sex Sexual Harassment.* *Evol HumaBehav.*doi: 10.1016/j.evolhumbehav.2017.01.001.

Bennette, K. 2004. *A time for Change? Patriarchy, the former coalfields and Family Farming.* *Sociologia Ruralis*, 44(2), 147-166.

Berger, B.L. 2003. *Qualitative research methods for the social sciences.* 5th ed. Boston: Allyn and Bacon.

Bergman, M.M. 2010. *On Concepts and Paradigms in Mixed Methods Research.* *Journal of Mixed Methods.* Switzerland: SAGE publishers,

Bergman, M.M. 2011. *The Good, the Bad, and the Ugly in Mixed Methods Research Design.* *Journal of Mixed Methods Research.* Switzerland: SAGE publishers.

Bertram, C. and Christiansen, I. (Eds). 2014. *Understanding research: An introduction to reading research.* Pretoria: Van Schaik.

Better Evaluation Newsletter. 2018. *Sharing information to improve evaluation.* [https://www.betterevaluation.org/en/evaluation-options/triangulation.](https://www.betterevaluation.org/en/evaluation-options/triangulation)

Beyers, C. 2012. *Picture that: supporting sexuality educators in narrowing the knowledge/ practice gap.* *South African Journal of Education*, 32(4)367-380.

Beyers, C. 2013. *Sexuality educators: taking a stand by participating in research.* *South*

African Journal of Education, 33(4)1-14.

Beyers, C. 2013. *In search of healthy sexuality: the gap between what youth want and what teachers think they need*. The Journal for Transdisciplinary Research in Southern Africa, 9(3), Special edition, 550-560.

Bicchieri, C.P. 2016. *Social Norms Training and Consulting Group. Why people do what they do: A Social Norms Manual for Viet Nam, Indonesia and the Philippines*. Innocent Toolkit Guide from the UNICEF Office of Research, Florence, Italy.

Bihu, R. 2020. *Using Unstructured Interviews in Educational and Social Science Research: The Process, Opportunity and Difficulty*. GSJ, 8(10).

Biro, F.M. and Chan, Y.M., 2017. *Normal puberty*. UpToDate Duryea TK, Snyder PJ, Geffner ME. MA: Upto Date Waltham.

Bishop, F.L. 2015. *Using mixed methods research designs in health psychology: an illustrated discussion from a pragmatist perspective*. Br. J. Health Psychol. 20(1), 5–20.

Blanche, M.T., Durreim, K. and Painter, D. 2006. *Research in Practice: Applied methods for the Social Sciences*. Cape Town: University of Cape Town Press.

Bleicher, J. 1980. *Contemporary hermeneutics: hermeneutics as method, philosophy and critique*. London: Routledge.

Bogdan, R.C. and Biklin, S.K. 1998. *Qualitative Research for Education: An introduction to theory and methods*. 3rd ed. Boston: Allyn and Bacon.

Booyesen, I. and De Witt, M.W. 1995. *Socialization of the Young Child-Selected Themes*.

Pretoria: Van Schaik.

Bott, S., Morrison, A. and Ellsberg, M. 2005. *Preventing and Responding to Violence against women in Middle and Low income countries: A Global review Analysis*, World Bank Policy Research Working Paper 3618, the World Bank, Washington, DC.

Brambeck, M. and Brown, L. 1997. *Feminist theory and psychological practice*. (<http://psycnet.apa.org/record/1997-36316-001>).

Brannon, L. 1995. *Gender–Psychological Perspectives*. New York: Simon & Schuster Company.

Brescoll, V.L., 2016. *Leading with their hearts? How gender stereotypes of emotion lead to biased evaluations of female leaders*. *The Leadership Quarterly*, 27(3)415-428.

Brock, R., Brundige, E., Furstengu, D., Basaldua, C., Jain, M., Kraemer, J., Mahonde, K., Osei, M. and Gaffoor, N. 2014. *Sexual Violence by Educators in South African Schools: Gaps in Accountability*. Ford Foundation Publication.

Brunette, M.F., Asher, D., Whitely, R., Lutz, W.J., Weider, B.L. and Jones, A.M. 2008. *Implementation of integrated dual disorders treatment: A qualitative analysis of facilitators and barriers*. *Psychiatric Services*, 59, 989 -995.

Brunell L, Burkett E. 2017. *The Third Wave of Feminism*, *Encyclopaedia Britannica*. from: <https://www.britannica.com/topic/feminism/The-third-wave-of-feminism> . Accessed on 22 June 2017.

Buckley, J.L. 2001. *Family Educational Right and Privacy Act of 1974 as Amended by*

Buckley. *Creating a caring and proud society: A National Strategy for developing an inclusive and a cohesive South African society.*

Burkett E. 2017 *Women Movement. Britannica.* Online Encyclopedia. <https://www.britannica.com/topic/womens-movement> .Accessed on 22 June 2017.

Burn, J.A., 2019. *Advancing the girl child movement: a potential mechanism to curtail sexual gender-based violence against women in South Africa* (Doctoral dissertation, Faculty of Law).

Butler, J., 2004. *Undoing gender.* Routledge.

Burton, P., 2008. Learning to fear, fearing to learn: Measuring the extent of school violence. *SA Crime Quarterly*, 2008(26)15-20.

Burton, P. and Leoschut, L. 2013. *School Violence in South Africa: Results of the 2012 National School Violence Study.* Center for Justice and Crime prevention Monograph Series, No. 12. Cape Town.

Bush, L., 2013. *Nuevas voces en el Nuevo Sur: Latino/a Immigrant Youth in Georgia.* *Journal of Curriculum Theorizing*, 28(3).

Cahill, M.L., 2018. *The social construction of sexual harassment law: the role of the national, organizational and individual context.* Routledge.

Canadian Civil Liberties, Association. 2015. *Report to the UN Human Rights Committee 114 Session.* Regarding List of Issues to be considered in relation to the Sixth Periodic Report of Canada (CCPR/C/CAN/Q/6).

- Canevello, A. 2020. Gender Schema Theory. In: Zeigler-Hill V., Shackelford T.K. (eds) Encyclopedia of Personality and Individual Differences. Springer, Cham.
https://doi.org/10.1007/978-3-319-24612-3_978
- Carlson, J. and Ray, R. 2018. *Feminist Theory*. Sociology- Oxford Bibliographies online.
<http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0020.xml>).
- Carrera-Fernández, M.V., Lameiras-Fernández, M. and Rodríguez-Castro, Y., 2018.
Performing intelligible genders through violence: bullying as gender practice and heteronormative control. Gender and Education, 30(3)341-359.
- Castico, G.J. 2015. *The Prevalence of Sexual Harassment to Women at Public Workplaces in Unguja, Zanzibar: A case of Magharibi District Council.* <https://www.sportanddev.org/eu/learnmore/sport/>.
- Cherner – Ranft, M.E. 2003. *The Empty Promise of Title IX: Why girls need courts to reconsider liability standards and Pre – emption in school sexual harassment cases.* 2003 NW UL Rev 1892 – 1926.
- Cherry, A.L. and Dillion, M.E. 2014. *International Handbook of adolescent pregnancy: Medical, Psychosocial and Public Health Responses.* New York: Springer Publishing Company.
- Cherry,K. 2019. *What is an Oedipus Complex?* Explore one of Freud’s most controversial yet enduring concepts
- Cherry, K 2019. Gender Schema Theory and Roles in Culture.
<https://www.verywellmind.com/what-is-gender-schema-theory-2795205>

Child's Rights Information Network, „About Child Rights 2011.

<http://www.crin.org/themes/ViewTheme.asp?id=2>> Accessed on 3 March 2016.

Chiodo, D., Wolfe, D.A., Crooks, C., Hughes, R. and Jaffe, P. 2009. *Impact of sexual harassment victimization by peers on subsequent adolescent victimization and adjustment: a longitudinal study*. Journal of Adolescent Health, 45, 24-252. DOI: 10.1016/j.jadohealth.2009.01.006

Chisholm, L., 2003. Gender equality and Curriculum 2005.

Chodorow, N.J. 1991. *Feminism and Psychoanalytic Theory*

[https://books.google.com/books?id=y4UI15oJ-](https://books.google.com/books?id=y4UI15oJ-WcC&printsec=frontcover#v=onepage&q&f=false)

[WcC&printsec=frontcover#v=onepage&q&f=false](https://books.google.com/books?id=y4UI15oJ-WcC&printsec=frontcover#v=onepage&q&f=false). Yale University Press.

Coelho, F.M.D., Pinheiro, R.T., Silva, R.A., Quevedo, L.A., Souza, L.D.M., De Matos, M.B., Castelli, R.D. and Pinheiro, K.A.T. n.d. *Parental Bonding and suicidality in pregnant teenagers: A population – Based study in Southern Brazil*. Social Psychiatry and Psychiatric Epidemiology, 49 (8): 1241 – 1248.

Cohen, L., Lawrence, M. and Morrison, K. 2000. *Research Methods in Education* .5th ed. London.

Collins, P.H., 2006. *A Telling Difference: Dominance, Strength, and Black Masculinities*. In *Progressive Black Masculinities?* 95-119, Routledge.

Conrad, Charles, Taylor, & Bryan 1994. *The contest(s) of sexual harassment: Power, silences, and academe*. In S. G. Bingham (Ed.), *Conceptualizing sexual harassment as discursive practice* Westport, CT: Praeger.

Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) 1995.

Cook, E. P. 1985. *Psychological Androgyny*. New York: Pergamon.

Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). New York, NY: Brooks/Cole.

Courtney, K. and Bousted, M. 2017. "It's just everywhere". A study on sexism in schools and how we tackle it. National Education Union and UK Feminista.

Cresswell, J.W. 1998. *Qualitative inquiry and research design. Choosing among five traditions*. New Delhi: Sage Publications.

Creswell, J.W. and Plano Clark, V.L. 2011. *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Crossman, A., 2018. *Feminist theory in sociology*. ThoughtCo, Jun, 7.

Curry, A.C. and Rieser, V., 2018, June. # MeToo Alexa: How conversational systems respond to sexual harassment. In *Proceedings of the Second ACL Workshop on Ethics in Natural Language Processing* (pp. 7-14).

Curtis, A. C. 2015. *Defining adolescence*. Journal of Adolescent and Family Health: Vol. 7(2). <https://scholar.utc.edu/jafh/vol7/iss2/2>

Dahlgvist, H.Z., Landstedt, E., Ypoung, R. and Gadin, K.G. 2016. *Dimensions of Peer Sexual Harassment Victimization and Depressive Symptoms in Adolescence*. A

longitudinal Cross – Lagged Study in Swedish Sample. Sweden.

Dash, K.N. n.d. *Online Research Methods Resource for Teachers and Trainers*. IGNOU. Central Queensland University.

David L, 2015. "*Separation-Individuation Theory of Child Development (Mahler)*." in *Learning Theories*. <https://www.learning-theories.com/separation-individuation-theory-of-child-development-mahler.html>.

Davis, L.R. 2017. *Mainstream feminism, white supremacy, and anti-racist feminisms*. (Doctoral dissertation).

Davis, S.E. and True, J. 2017. *The politics of counting and reporting conflict – related sexual and gender – based violence: the case of Myanmar*. Published online. <https://doi.org/10.1080/14616742.2017.1282321>. Retrieved 01 June 2019.

Debusscher, P. 2015. *Evaluation of the Beijing Platform for Action +20 and the opportunities for achieving gender equality and the empowerment of women in the post – 2015 development agenda*. Research Group on Citizenship, Equality & Diversity. Department of Political Sciences, University of Antwerp, Belgium.

Del Giudice, M., Puts, D. A., Geary, D. C. and Schmitt, D. P. *Sex Differences in Brain and human sex differences*. Disagreements and agreements on the origins of human sex differences <https://www.psychologytoday.com/us/blog/sexual-personalities/201904/sex-differences-in-brain-and-behavior-eight-counterpoints>

Delpont, C.S.L. 2002. *Quantitative and data collection methods* (in De Vos, A. S. (Ed.). *Research at grass roots for the social sciences and human service professions*. Pretoria: Van Schaik.

- Demarrais, K.B. and Lapan, S.D. 2004. *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. L. Erlbaum Associates, London.
- Denham, S.A., Bassett, H.H. and Zinsser, K. 2012. *Early Childhood Teachers as Socializers of Young Children's Emotional Competence*. *Early Childhood Education Journal*.
- Denzin, N.K. and Lincoln, Y.S. 2000. 'Introduction: The discipline and practice of qualitative research', in Denzin, N.K. and Y.S. Lincoln, Y.S. (Eds.). *Handbook of qualitative research*, 1-29. 2nd ed. California: Sage Publications, Thousand Oaks.
- De Vos, A., Strydom, H., Fouche, C.B. and Delport, C.S.L. (Eds.). 2011. *Research at Grass Roots: For the social sciences and human service professionals*. 4th ed. Pretoria: Van Schaik Publishers.
- De Wet, A. 2008. *Sexual Harassment of girls by male peers in Secondary Schools in South Africa: A multiple case study*. Unpublished research report of a UNESCO – funded study.
- De Wet, A.M. 2010. *Sexual Harassment of Learners in Secondary Schools: An Educan Law Perspective*. Cape Town.
- De Wet, C. 2016. *The Cape Times's portrayal of school violence*. *South African Journal of Education*, Vol 36(2). <http://www.scielo.org.za/pdf/saje/v36n2/06.pdf>
doi: 10.15700/saje.v36n2a1231
- De Wet, N.C., Jacobs, L. and Palm – Forster, T.I. 2008. *Sexual Harassment in Free State Schools: An explanatory study*. *Acts Criminologica*, 21 (1): 97 – 122.

Dillon, N. 2007. *Planning to ensure that our schools are safe*. American School board journal, 193: 26-27.

Diraditsile, K. and Rankopo, M.J. 2018. *Students' views and experiences on Child Abuse in Botswana: Implications for Educational Research and Policy Implementation*.

Donald, D., Lazarus, S. and Lolwana, P. 2000. *Educational Psychology in Social Context: Challenges of development, social issues, & special need in southern Africa*. New York: Oxford University Press.

Dunkley, J. 2013. *Parenting Adolescents: A phenomenological Approach*. University of the Free State.

Dyches, J., 2017. *Shaking off Shakespeare: A White teacher, urban students, and the mediating powers of a canonical counter-curriculum*. *The Urban Review*, 49(2)300-325.

Eagle, J. 2019. *Equal Rights Advocates: Fighting for Women's Equality – The Sexual Harassment Superbill we've been waiting for*. USA.

Eagly, A. H., Beall, A. and Sternberg, R. S. 2004. *The psychology of gender, 2nd ed*. New York: Guilford.

Eisenclas, S. A. 2013. *Gender Roles and Expectations: Any Changes Online?* SAGE. DOI: 10.1177/2158244013506446.

Eissa, D. 1999. *Constructing the Notion of Male Superiority over Women in Islam: The Influence of Sex and Gender Stereotyping in the Interpretation of the Qur'an and*

the Implications for a Modernist Exegesis of Rights. London: Women Living under Muslim Laws.

English, D. and Umbach, P. D. 2016. *Graduate School Choice: An Examination of Individual and Institutional Effects*. The Review of Higher Education 39(2)173-211. Johns Hopkins University Press. Retrieved 5 June 2019.

Erikson, E. 1980. *Identity and Life Cycle*. New York: WW Norton and Company: Inc.

Espelage, D.L. and Holt, M. 2007. "Dating Violence and Sexual Harassment across the Bully-Victim Continuum among Middle and High School Students" *Youth Adolescence* 799-811.

Felizer, M.Y. 2010. *Doing Mixed Methods Research Pragmatically: Implications for the Rediscovery of Pragmatism as a Research Paradigm*. Journal of Mixed Methods Research. UK: SAGE publishers.

Ferrand, D.T. 2020. Everything Age So Fast. Presentation & Public Speaking.

Fessler, L. 2018. Sexual harassment literally makes victims physically ill.
<https://qz.com/work/1170808/sexual-harassment-literally-makes-victims-physically-ill/>

Ferree, M.M., Lorber, J., and Hess, B. 1999. *Revisioning Gender*. Thousand Oaks, EA: Sage.

Ferreira, C. and Schulze, S. 2014. *Teachers Experience of the Implementation of Values in Education in Schools. "Mind the Gap."* South Africa. Journal of Education, 34(1): Art 727, 13 pages.

- Fetters, M.D. and Molina-Azorin, J.F. 2017. *Research starts a new decade: principles for bringing in the new and divesting of the old language of the field*. The journal of mixed methods. J. Mixed Methods Res. 11(1) 3–10.
- Fitzgerald, L.F., Gelfand, M.J. and Drasgow, F. 1995. *Measuring Sexual Harassment. Theoretical and psychometric advances*. Basic and Applied Social Psychology, 17(4) 425–445.
- Flatley, J. 2016. *Abuse during childhood: Findings from the crime survey for England and Wales, year ending March 2016*. Office for National Statistics, 4.
- Flick, U. 1998. *An Introduction to Qualitative Research*. London: Sage.
- Fogarty, K. 2014. *Teens and Sexual Harassment: Making a Difference*. One of a series of the Family Youth and Community Sciences Department, UF/IFAS Extension. Reviewed April 2014. <http://edis.ifas.ufl.edu>.
- Fouche, C.B. and Delpont, C.S.L. 2002. “*Introduction to the research process*” *Research at grass roots. For the social sciences and human service professions*. Pretoria: JL van Schaik.
- Gaffney, T. 2015. *School – Based Support Teams’ Experiences of the Support they Provide within their schools*. Pretoria.
- Gardner, J. F., and Carran, D. 2005. *Attainment of personal outcomes by people with developmental disabilities*. Mental Retardation, 43, 157– 174.
- Global monitoring report 2007: confronting the challenges of gender equality and fragile states*. Washington: World Bank, International MonetaryFund; 2007.

<http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2007/04/11/000112742-20070411162802/Rendered/PDF/394730GMR02007.pdf>

Goelz, M., 2016. *Human Security, United Nations Security Council Resolution 1325, and Vulnerable People: Rhetoric, Solidarity, and Silences in International Human Rights Discourses on Syrian Women Refugees* (Doctoral dissertation).

Gouws, E., Kruger, N. and Burger, S. 2000. *The adolescent: an educational perspective*. Sandown: Heinemann Publishers.

Gordon, C. 2019. *Feminist Theory Explained*. <https://hubpages.com/@crystalgordon>.

Gotlib, I.H. and Hammen, C. 2015. *Handbook of Depression*. New York: Guilford Press.

Govender, D. S. and Sookrajh, R. 2014. *Being hit was normal': teachers' (un)changing perceptions of discipline and corporal punishment*. *South African Journal of Education*, 34(2) Pretoria

Greeff, M. 2011. *Information collection: interviewing*. (In De Vos et al. *Research at grass roots: for the social sciences and human service professions*. 341-375.

Gruber, J.E. 1992. *A typology of personal and environmental sexual harassment: Research and policy implications for the 1990's*. *Sex Roles*. 447 – 464.

Gruber, J.E. and Fineran, S. 2007. *"The Impact of Bullying and Sexual Harassment on Middle and High School Girls" Violence against Women*. 627-643.

Guidelines for UN Secretariat Managers. 2014. How to deal with possible discrimination,

harassment, including sexual harassment, and abuse of authority
(ST/SGB/2008/5): The Bulletin, Issued 23 October 2014.

Halpern, D.F. 1986. *Sex Differences in Cognitive Abilities*. New Jersey: Lawrence Erlbaum Associates Publishers.

Heilman, B. and Barker, G. 2018. *Masculine Norms and Violence: Making the Connections*. Washington, DC: Promundo –US.

Henry, H. 2017. *Feminist Theory: A new Take on Sexual Harassment*. Retrieved on 16 February 2018. <https://www.aucegypt.edu/news/stories/feminist-theory-new-take-sexual-harassment>

Heywood, M. 2014. *How we fail the young*. <https://www.spotlightnsp.co.za/wp-content/uploads/2014/06/NSP-review-6-web.pdf>.

Houle, J.N., Staff, J., Mortimer, J.T., Uggen, C. and Blackstone, A. 2011. *The Impact of Sexual Harassment on Depressive Symptoms during the Early Occupational Career*. SAGE publishers.

<https://execed.economist.com/blog/industry-trends/workplace-sexual-harassment-and-culture-silence>. Accessed on 17 June 2017.

<http://www.swansea.ac.uk/academic-services/academic-guide/conduct-and-complaints/dignity-at-work-and-study-combating-harassment/2-definition-and-examples-of-harassment/>. Accessed on 02 August 2018.

Ige, A.Y. and Adeleke, I.A. 2012. *Evaluating the role of culture on sexual harassment: The case of Nigerian Organisations*.

- Ilies, R.R., Hauserman, N., Schwochau, S. and Stibal, J. 2003. *Reported incident rates of work-related sexual harassment in the United States: Using meta-analysis to explain reported rate disparities*. *Personnel Psychology*, 56, 607-632. Retrieved from EBSCOhost.
- Jackson, J. 2015. *Prevent Violence in Schools @ Learners Taking Action – Learners Book*.
- Jaga, A., Arabandi, B., Bagraim, J. and Mdlongwa, S. 2017. *Doing the “gender dance”:* Black women professionals negotiating gender, race, work and family in post-apartheid South Africa.
- Jeffthas, D. and Artz, L., 2007. Youth violence: A gendered perspective. *Someone stole my smile: An exploration into the causes of youth violence in South Africa*, 37-56.
- Jewkes, R., Sikweyiya, Y., Morrel, R. and Dunkle, K. 2009. *Understanding men’s health and use of violence: interace of rape and HIV in South Africa*. Technical Report. Pretoria: Medical Research Council.
- John, N.A., Stoebenau, K., Ritter, S., Edmeades, J., Balvin, N. and Unicef, 2017. Gender socialization during adolescence in low-and middle-income countries: Conceptualization, influences and outcomes.
- Johnson, B., 2019. *Effective Parenting–Essential for Best Child Development*. *BMH Medical Journal-ISSN 2348–392X*.
- Jones, T.M. 2009. *Framing the Framework: Discourses in Australia’s National Values Education Policy*. *Educational Research for Policy and Practice*, 8(1) 35 – 37.

- Jordaan, N. 2017. *Cases of Physical, Sexual Assault Against Teachers have Risen: Teachers' Group*. www.timeslive.co.za. Pretoria: TISO Blackstar Group (Pty) Ltd.
- Kabeer, N. 2014. *Violence Against Women as Relational Vulnerability: Engendering the Sustainable Human Development Agenda*.
- Kalmelid, N. 2013. *Master Thesis in Peace and Development Work. Linnaeus University, Vaxjo. Sexual Harassment in Schools. Descriptions, Explanations and Solutions among Participants*.
- Kemp, M. 2013. *School Social Work Addressing the social barriers to learning and development in order to ensure educational achievement*.
<http://www.naswsa.co.za/conference2013/presentationis/>.
- Kimmel, M. S., & Mahler, M. (2003). *Adolescent masculinity, homophobia, and violence: Random school shootings, 1982-2001*. *American Behavioral Scientist*, 46(10), 1439-1458. <http://dx.doi.org/10.1177/0002764203046010010>
- King, N. 1994. *"The qualitative research interview."* In *Qualitative methods in organizational research: A practical guide*. (Cassell, C. and Symon, G. Eds.). London, UK: Sage, pp. 14–36.
- Kirt, R. and Waschkuhn, A. 2001. *Kleinsttaten – Kontinent Europa*. Baden – Baden: Zei.
- Kofi, J. 2010. *Sexual harassment in the workplace: A case study of Nigeria; Gender & Behaviour*.
- Kornegay, E. n.d. South Africa's National Policy Framework for Women's Empowerment

and Gender Equality. Prepared by: The Office on the Status of Women.
<http://unpan1.un.org/intradoc/groups/public/documents/cpsi/unpan035001>.
Prepared by: The Office on the Status of Women. Pretoria.

Kutsyuruba, B., Klinger, D. and Hussain, A. 2015. Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education* 3(2): 103 -135. DOI: 10.1002/rev3.3043.

Kyei, K.A. 2012. *Teenage fertility in Vhembe District in Limpopo Province, how high is that?* Scholar Link Research Institute Journal, 3(2) 134 – 140.

Ladebo, J.O. 2003. *Sexual harassment in academia in Nigeria: How real?* African sociological Review.

Lamb, S. & Snodgrass, L. 2017. *A Nonviolent Pedagogical Approach for Life Orientation Teacher Development: The Alternatives to Violence Project*. *Educational Research for Social Change*, 5(2), 1- 15. <http://dx.doi.org/10.17159/2221-4070/2017/v6i2a1>

Latcheva, R., 2017. Sexual harassment in the European Union: A pervasive but still hidden form of gender-based violence. *Journal of interpersonal violence*, 32(12), 1821-1852.

Law Library of Congress, Children Rights: International Laws. 2011.
<http://www.loc.gov/law/help/childrights/international-law.php>. Retrieved on 3 March 2018.

Leach F 2003. *Education Update*. New York: UNESCO

Leach, F., Fiscian, V., Kadzamira, E. and Machakanja, P. 2003. *An Investigative Study into*

the Abuse of Girls in African Schools. London: DfID.

Leach, F. and Machakanja, P. 2000. *A preliminary Investigation into the Abuse of Girls in Zimbabwean Junior Secondary Schools*. Education Research No.39, London: DfID.

Lederer, L. 2019. *Violence Against Women Act Reauthorization*. United States of America.

Lederer, E.M. 2019. *New UN campaign to bring youth into gender equality fight*.
<https://www.apnews.com/4b396842970d4a88871d013abbc654f0> Retrieved
31 May 2019.

Leedy, P.D, and Omrod, J.E. 2005. *Practical Research: Planning and Design*. Upper
Saddle River: Pearson Merrill Prentice Hall.

Lemay, R. 2006. *Social role valorization insights into the social integration conundrum*. *Mental Retardation*, 44, 1–12. doi:10.1352/0047-6765

Leroy, C. and Symes, B. 2001. *Teachers' perspectives on the family backgrounds of children at risk*. *McGill Journal of Education*, 36, 45-60.

Levy, Y. and Ellis, T.J. 2006. *A system approach to conduct an effective literature review in support of information systems research*. *Informing Science Journal*, 9, 181 – 212 Retrieved from <http://inform.nu/Articles/Vol9/V9p181-212Levy99.pdf>.

Levy, Y. and Ellis, T. J. 2008. *Framework of Problem – Based Research: A Guide for Novice Researchers on the Development of a Research – Worthy Problem*. Volume 11. Florida, USA.

Lichty, L.F. and Campbell, M. 2012. *Targets and Witnesses: Middle School Students Sexual Harassment Experiences. Early Adolescence.*

Lindlof, T.R. and Taylor, B.C. 2010. *Qualitative Communication Research Methods.* 3rd ed. California: SAGE.

Lindsey, L.L. 1997 *Gender Roles - A Sociological Perspective:* London: Routledge.

Lindsey, J.C., Crowley, M., Daniel, T. and Hudson, R. 2008. *Sexual harassment in organizational context: Work & Occupations*, 35(262).

Lips, H.M. 1988. *Sex and Gender: An Introduction.* 2nd ed. Mountain View, California: Mayfield Press.

Louth, A. 2003. *Theology of Philokalia in Abba: The Tradition of Orthodoxy in West.* St. Vladimir's Press.

Louw, D.A., Van Ede, D.M. Botha, F.I., Gerdes, L.C., Meyer, W.F., Raubenheimer, J.R. 1999. Human Development. Pretoria: Kagiso.

Maag, J.W. 2016. *Behavior management: From theoretical implications to practical applications.* Cengage Learning.

Mabetha, K. and De Wet, N., 2018. Sexual harassment in South African schools: Is there an association with risky sexual behaviours? *South African Journal of Child Health*, 12(SPE), pp.s10-s14.

Mabey, J., & Sorensen, B. (1995). *Counseling for Young People.* Buckingham, Open University Press.

- Mackinnon, C.A. 2016. *In Their Hands: Restoring Institutional Liability for Sexual Harassment in Education*. The Yale law journal.
- Magher, M. 2018. *What is the meaning of Conceptual Framework in Research?*
- Mahlangu, V. P. 2017. *Legal Understanding of Quid Pro Quo Sexual Harassment in Schools. Current Business and Economics Driven Discourse and Education: Perspectives from Around the World BCES Conference Books, Sofia: Bulgarian Comparative Education Society. Vol,15*
- Makoe, M., Roberts, H. and Ward, C.L. 2012. *Child Maltreatment Prevention Readiness Assessment: South Africa*. Cape Town: Human Science Research Council.
- Makura, A.H. and Zireva, D. 2013. *School Heads and Mentors in Cahoots? Challenges to Teaching Practice in Zimbabwean Teacher Education*. Journal of Sexual Aggression: An International, Interdisciplinary Forum for Research, Theory and Practice.
- Maluleke, M.J. 2012. *Culture, tradition, custom, law and gender equality*.
<http://www.saflii.org/za/journals/PER/2012/1.rtf>.
- Mannathoko, G.E. 1995 *Gender Ideology and the State in Botswana*.
Unpublished Ph.D thesis. United Kingdom: University Of Birmingham.
- Maphalala, M.C. and Mpofu, N. 2018. Embedding Values in the South African Curriculum: By design or default. South African Journal of Education, vol 38(3).
- Marshall, T., Rapp, C., Becker, D.R. and Bond, G.R. 2008. *Key factors for implementing*

supported employment. *Psychiatric Services*, 59, 886-892.

Martin, P. and Barnard, A. 2013. *The experience of women in male-dominated occupations: A constructivist grounded theory inquiry.* *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 39(2), Art. #1099, 12 pages. <http://dx.doi.org/10.4102/sajip.v39i2.1099>.

Martinez, E. 2018. Human Rights Watch. Sexual Abuse in schools in Senegal.

Marty, D., Rapp, C., Mchugo, G. and Whitely, R. 2008. *Factors influencing consumer outcome monitoring in implementation of evidence-based practices: Results from the National EBP Implementation Project.* *Administration and Policy in Mental Health*, 35, 204-211.

Masilo, D.T. and Makhubele, J.C., 2017. Reviewing factors which predispose learners to indulge in sexual activities against the risk of pregnancy and sexual diseases: implications for social work intervention. *Gender and Behaviour*, 15(3), 9627-9638.

Masitsa, M.G. 2011. *Exploring safety in township secondary schools in the Free State province.* *South African Journal of Education*. Vol 31: 163 – 174.

Mathew, Z.U., 2017. WOMEN AND PEACEBUILDING: An analysis of the extent to which UN Security Council Resolution 1325 has contributed to the enhancement of the legal framework on the physical security of women in peacebuilding in Sri Lanka.

Matselane, N.R. 2005. *A general health and Life Orientations of Learners Infected with HIV/AIDS.* A dissertation submitted in fulfilment of the requirements of the

Degree Magister Educationis. North West University. Vanderbijlpark. South Africa.

McAfee, N., 2018. Feminist philosophy. <https://jamesbishopblog.com/2019/04/14/what-was-first-wave-feminism>. Accessed on 04 April 2019.

McGrath. 2000. www.mcgrathinc.com 1-2. mcgrathinc.com/wp-content/uploads/2014/05/BullyingLegallyActionable_P2.pdf. Accessed on 2 January 2017.

McLeod, S., 2018. Gender and Mobility in Viking-Age Scotland. <https://eprints.utas.edu.au/27385>. Accessed on 10 April 2019.

McMillan, J.H. and Schumacher, S. 2001. *Research in Education: A conceptual introduction*. New York: Longman.

McMillan, J.H. and Schumacher, S. 2010. *Research in Education, Evidence – based inquiry*. 7th ed. New York: Pearson Publications.

Mecurio, E., Garcia-Lopez, E., Morales- Quintero, L.A., Llamas, N., Marinaro, J.A. and Munoz, J.M. 2020. Adolescent Brain Development and Progressive Legal Responsibility in the Latin American Context.

Merkin, S. 2012. *Sexual Harassment Indicators: The Socio-Cultural and Cultural Impact of Marital Status, Age, Education, Race, and Sex in Latin America*. Rebecca S Intercultural Communication Studies XXI: 1.

Mertens, D.M. 2005. *Research Methods in Education and Psychology: Integrating diversity with quantitative and qualitative approaches*. 2nd ed. Thousand oaks: Sage.

Millennium Declaration and Millennium Development Goals. 2000. Millennium Declaration and Millennium Development Goals. 2000.

Miller, C.F. 2016. *Gender Development, Theories of*. The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies. https://www.researchgate.net/publication/315785215_Gender_Development_Theories_of. DOI: 10.1002/9781118663219.wbegss590.

Mlalazi, L., Rembe, S. and Shumba, J., 2016. Implementation of Guidance and Counseling As a Positive Discipline Management Strategy in Bulawayo Metropolitan Province Secondary Schools. *Journal of Social Sciences*, 47(3), pp.191-205.

Mohau, P. 2016. Tackling Violence in Schools: A global perspective: Bridging the Gap between standards and practice. Nations Publications. New York, USA.

Molina-Azorin, J. and Lopez-Gamero, M.D. 2016. *Mixed methods studies in environmental management research: prevalence, purposes and designs*. *Bus. Strategy. Environ.* 25(2), 134–148.

Monette, D.R., Sullivan, T.J. and DeJong, C.R. 2011. *Applied social research: a tool for the human services*. London: Brooks/Cole Cengage Learning.

Morahanye, M. 2004. *Gender Stereotyping in Co-Ed High Schools in the Hlotse Area, Leribe District, Lesotho: A Management Perspective*. Unpublished M. Ed script. Bloemfontein: University of the Free State.

Mosetse, P. 1998. *Gender Stereotypes as a Structure of Domination South African Education*. Bloemfontein: Unpublished M.Ed. Dissertation. University of the Free State.

- Mosetse, P. 2006. *Gender Stereotypes and Education in Lesotho Bloemfontein*: Unpublished PhD thesis. University of the Free State.
- Muhia, Y.K., Uribe, E.L. & Jha, S. 2021. *Girls Not Brides*. International Women's Day 2021: Challenges and Opportunities for ending child marriage. Digital Design & Production and UX Consultancy.
- Munthali, A.C., Kok, M. & Kakal, T. 2018. YES I DO. Initiation Ceremonies in Traditional Authority Liwonde in Machinga District in Southern Malawi: What do they look like now and before; and do they influence young people's behaviour regarding sex and relationships? Amsterdam, The Netherlands.
- Mushoriwa, T. D. 2014. *Should Peer – Generated Sexual Harassment be called Sexual Harassment? Views of High School Students*. Mediterranean Journal of Social Sciences, 5(8): 245-252.
- Mwamwenda, T. S. 1996. *Educational Psychology-An African Perspective*. Durban: Butterworth.
- Mwangi, M.W., Kellogg, T.A., Brookmeyer, K., Buluma, R., Chiang, L., Otieno – Nyunya, B., Chesang, K. and Kenya 2010 Violence against Children Survey Team. 2015. Perpetrators and context of child sexual abuse in Kenya. Child abuse and Neglect, vol 44. doi:10.1016/j.chiabu.2015.03.011
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research 1979, The Belmont Report. *Ethical Principles and Guidelines for the protection of human subjects of research. Regulations and Ethical Guidelines*. Department of Health, Education and Welfare. Retrieved on

16 September 2015.

National Gender Based Violence (GBV) Conference. 2018. *End it now! Together in Response to GBV & HIV: South African Report on the National GBV Conference*: October 2017. Published by NACOSA.

National Planning Commission: Diagnostic Overview. 2011. *Plan Togo, 2006. Suffering to succeed? Violence and abuse in schools in Togo.*

National Planning Commission. South African Government 2011.

National Strategy for developing an inclusive and a cohesive South African Society. 2012. *Creating a caring and proud society.*

Nelson Mandela. 2002. *World Report on Violence and Health.*

Neuman, W.L. 1997. *Social research methods. Qualitative and quantitative approaches.* Boston: Allyn and Bacon.

Nhezi, F. 2014. *The Experiences and Perceptions of Social Workers on the Provision of Family Preservation Services in the Ekurhuleni Metropolitan, Gauteng Province.* Pretoria: University of South Africa.

Nienaber, H. and Moraka, N.V. 2016. *Feminism in management research: A route to justly optimise talent.* Acta Commercii 16(2):139-163.
<http://dx.doi.org/10.4102/ac.v16i2.417>

O'Brien, J. 2006. *Reflecting on Social Roles Identifying Opportunities to Support Personal Freedom and Social Integration.* Responsive Systems Associates, Inc.

Ojha, R. 2018. *Radical Feminism, Its Pros and Cons*. University of Tribhuwan, Department of Gender Studies.

Okeke, C. M. A. 2011. *Impact of Sexual Harassment on Women Undergraduates' Educational Experience in Anambra State of Nigeria*. Seton Hall University Dissertations and Theses (ETDs). 6. <https://scholarship.shu.edu/dissertations/6>

Osburne, J. 2006. "An overview of Social Role Valorisation Theory." *SRV Journal*.

Optional Protocol on the Convention on the Elimination of all Forms of Discrimination Against Women 1999

Ormerod, A., Collinsworth, L. and Perry, L.A. 2008. *PWQ "Critical climate: relations among sexual harassment climate and outcomes for girls and boys."* 2008 PWQ 113- 125.

Ott, L. and Longnecker, M. 2008. *An introduction to statistical methods and data analysis*. 5th ed. USA: Cengage Learning.

Pace, K. 2015. *Strategies to address sexual harassment in schools and youth settings*. Michigan State University Extension https://www.canr.msu.edu/news/strategies_to_address_sexual_harassment_in_schools_and_youth_settings

Paterson, K. 2017. *Basic Education Rights Handbook – Education Rights in South Africa*. Section21.org.za/wp-content/uploads/2017/02/Chapter18.pdf.

- Pathak, H.P. 2019. Hinduism and Women Religious Beliefs and Practices. www.rais-education/wp-content/uploads/2019/07/028HP.pdf. Retrieved on 7 April 2021.
- Patton, M. 1990. *Qualitative evaluation and Research Methods*. 2nd ed. Newbury Park, London: SAGE Publication.
- Payne, J. W., Bettman, J. R. and Johnson, E. J. 1993. *The adaptive decision maker* Cambridge University Press. <https://books.google.com/books?hl=en&lr=&id=QzXFqwrPLXkC&oi=fnd&pg=PR11&dq=adaptive+decision+maker&ots=11QK4dzxin&sig=VpWMOMftQmMnIWDoe2ZJZE-C2yQ>
- Pejakovic, I. 2011. Advice on Teen Decision-making: What Did I Learn? <https://www.noomii.com/articles/801-advice-on-teen-decisionmaking-what-did-i-learn>
- Piaget, J. 1936. *Origins of intelligence in the child*. London: Routledge and Kegan Paul
- Pinheiro, P. S. 2006. *World report on violence against children: United Nations Secretary-General's study on violence against children*. Geneva Switzerland: ATAR Roto Presse SA. <http://www.unicef.org/violencestudy/reports.html>.
- Pinheiro, P.S. 2015. Towards non-violent schools' prohibiting all corporal punishment Global Report.
- Plan Togo 2006. *Increasing visibility and promoting policy action to tackle sexual exploitation in and around schools in Africa*. A briefing paper with a focus on West Africa

- Postmus, J.L. 2013. *Sexual Violence and Abuse: An Encyclopaedia of Prevention, Impacts and Recovery*. Oxford: ABC – CLIO.
- Pound, P., Langford, R. and Campbell, R., 2016. What do young people think about their school-based sex and relationship education? A qualitative synthesis of young people's views and experiences. *BMJ open*, 6(9), p.e011329.
- Powell, H., Mihalas, S., Onwuegbuzie, A.J., Suldo, S. and Daley, C.E. 2008. *Mixed methods research in school psychology: a mixed methods investigation of trends in the literature*. *Psychol. Sch.* 45(4), 291–309.
- Powell, A.N., Taylor, N., Fitzgerald, R., Graham, A. and Anderson D. 2013. *Ethical Research Involving children*. UNICEF. Innocenti Publications.
- Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women. (Protocol to the African Charter). 2003.
- Prekel, T. 2001. *Sexual Harassment: Causes, Consequences and Cures*. https://www.westerncape.gov.za/text/2004/4/sexual_harassment_2nd_upload.pdf
- Prekert, J.D. 2012. *Preventing and Correcting Workplace Harassment: Guidelines for Employers*.
- Prinsloo, I.J. 2005. *How safe are South African Schools?* *South African Journal of Education*, 25: 5 – 10.
- Prinsloo, S. 2006. *Sexual Harassment and Violence in South African Schools*. *South African Journal of Education*, 26 (2): 305 – 318.

Rafferty, J. 2018. Gender Identity Development in Children. American Academy of Pediatrics.

Rageliene, T. 2016. *Links of Adolescents Identity Development and Relationship with Peers: A Systematic Literature Review*. J Can Acad Child Adolesc Psychiatry. 25(2): 97–105.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4879949/>.

Rahi, S. 2017. *Research Design and Methods: A systematic Review of Research Paradigms, Sampling Issues and Instruments Development*. International Journal of Economics & Management Sciences, Volume 6. Issue 2. ISSN: 2162-6359.

Ramsaroop, A. and Parumasur, S.B. 2007. *The prevalence and nature of sexual harassment in the workplace: A model for early identification and effective management thereof*.

Rao, P. 2018. Confronting Sexual Violence in Schools.

Rapp, C.A., Etzel-Wise, D., Marty, D., Coffman, M., Carlson, L. and Asher, D. 2010. *Barriers to evidence – based practice implementation: Results of a qualitative study*. Community Mental Health Journal, 46, 112-118.

Regoniel, P.A. 2015. *Conceptual Framework: A step by step Guide on How to make one*. Simply educate me. <https://simplyeducateme/2015/01/05/conceptual-framework-guide/>.

Renzetti, C.M., Edleson, J.L. and Bergen, R.K. 2001. *Sourcebook on violence against*

women. USA: Sage Publishers.

Rettner, R. 2011. 6 Ways Sexual Harassment Damages Women's Health.

<https://www.livescience.com/16949-sexual-harassment-health-effects.html>

Reza, A., Breiding, M.J., Gulaid, J., Mercy, J.A., Blanton, C., Mthethwa, Z., Bamrah, S., Dahlberg, L.L. and Anderson, M., 2009. *Sexual violence and its health consequences for female children in Swaziland: a cluster survey study. The Lancet*, 373(9679), 1966-1972.

RSA (Republic of South Africa). *The Constitution of the Republic of South Africa (Act no. 108 of 1996)*.

RSA (Republic of South Africa). 1998. *Recognition of Customary Marriages Act (Act no. 120 of 1998)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 1998. *Employment of Educators Act. (Act no.76 of 1998)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 1998. *Domestic Violence Act (Act no. 116 of 1998)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 2005. *Children's Act (Act no.38 of 2005)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 2007. *Criminal Law (Sexual Offences and Related Matters) Amendment Act (Act no.32 of 2007)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 2010. *Prevention and Combating of Trafficking in Persons Bill [B7-2010]*. Cape Town: Government Printers.

RSA (Republic of South Africa). 2000. *Promotion of Equality and Prevention of Unfair Discrimination Act (Act no.4 of 2000)*. Pretoria: Government Printers.

RSA (Republic of South Africa). 1996. South African Schools' Act. (Act no.84 of 1996) Pretoria: Government Printers.

RSA (Republic of South Africa). 1983. *Transkei Penal Code Act (Act no. 9 of 1983)*. Pretoria: Government Printers.

RSA DBE. (Republic of South Africa. Department of Basic Education). 2014. Annual Report 2013/2014.

RSA DBE. (Republic of South Africa. Free State Department of Basic Education). 2018. Free State Department of Education – Annual Report 2017/2018 Financial Year.

RSA DBE. (Republic of South Africa. Department of Basic Education) 2019.
<https://www.education.gov.za/Programmes/SafetyinSchools.aspx>

Roth, K. 2018. World Report on Human Rights. *The pushback Against the populist challenge: Our Annual Review of Human Rights around the Globe*.

Roth, K. 2019. World Report 2019. *World's Autocrats Face Rising Resistance*. Human Rights Watch.

Rossetti, S. 2001. *Children in school: a safe place?* Gaborone, Botswana: UNESCO.

Ruble DN, Taylor LJ, Cyphers L, Greulich FK, Lurye LE, Shrouf PE. 2007. The role of gender constancy in early gender development. *Child Dev.* Vol,78(4):1121-

36. PMID: 17650129

Sachs - Ericsson, N., Cromer, K., Hernandez, A., and Kendall – Tackett, K. 2009. *A Review of Childhood Abuse, Health and Pain – Related Problems: The Role of Psychiatric Disorders and Current Life Stress*. Journal of Trauma & Dissociation, Taylor & Francis Group.

Salvini S. 2014. Gender Discrimination. In: Michalos A.C. (eds) *Encyclopedia of Quality of Life and Well-Being Research*. Springer, Dordrecht.
https://doi.org/10.1007/978-94-007-0753-5_1126

Shank, G. and Brown, L. 2007. *Exploring Educational Research Literacy*. 1st ed. Routledge.

Sarkin, J. 2000. *The role of regional systems in enforcing state human rights compliance: Evaluating the African Commission on Human and People’s Rights and New Court of Justice and Human Rights with Comparative Lessons from the Council of Europe and the Organization of American States.*” *Inter-American and European Human Rights Journal*, Volume 1, No. 2, 209.

Saul, B. ed., 2016. *The International Covenant on Economic, Social and Cultural Rights: Travaux Preparatoires*. Oxford University Press.

Saunders, M., Lewis, P. and Thornhill, A. 2003. *Research method for business students*. 3rd ed. New York: Prentice Hall.

Saunders, M. N. K., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students*. 5th ed. London: Pearson Education.

- Schwartzman LH (2006). Challenging liberal (PDF) *Liberal feminism: Assessing its compatibility and applicability in Ethiopia context*. Available from: <https://www.researchgate.net/publication/328533454>
Liberal feminism Assessing its compatibility and applicability in Ethiopia context. Accessed Mar 21 2021.
- Scott, D. and Morrison, M. 2007. *Key ideas in educational research*. London: Continuum.
- Seedat, M., Van Niekerk, A., Jewkes, R., Suffla, S. and Ratele, K. 2009. *Violence and injuries in South Africa: Prioritising an agenda for prevention*. Health in South Africa.
- Segalo, P. 2015. *Gender, social cohesion and everyday struggles in South Africa*. PINS. vol 49, 70 – 82. <http://dx.doi.org/10.17159/2309-8708/2015/n49a6>
- Shank, G. 2002. *Qualitative research: a personal skills approach*. Upper Saddle River, N.J.: Prentice Hall.
- Shay, J. W. and Wright, W. E. 2000. *Hayflick, his limit, and cellular ageing*. *Nat. Rev. Mol. Cell. Biol.*, 1 72-76. http://www.scielo.br/scielo.php?script=sci_nlinks&ref
- Shriver, K.E. 2019. *National Institute of Child Health and Human Development*. U.S. National Library of Medicine. <https://medlineplus.gov/puberty.html> .
- Shumba, A. 2001. *Who Guards the Guards in schools*. A study of reported cases of child abuse by teachers in Zimbabwean secondary schools. *Sex Education*.
- Signer R. 2016. *Reasoning in a Macro Level Spatial Context*. In: Drewello H., Scholl B. (Eds.). *Integrated Spatial and Transport Infrastructure Development. Contributions to Economics*. Springer, Cham. <https://doi.org/10.1007/978-3->

319-15708-5_3

Simuforosa, M. 2015. Child Sexual Abuse by Teachers in Secondary Schools in the Masvingo District, Zimbabwe: Perceptions of Selected Stakeholders.

Skobi, F. and Makofane, M. 2017. *Reflections of Social Workers on the experiences of pregnant teenagers during group work sessions*. Social Work Journal.

Skoog, T., Ozdemir, S.B. and Stattin, H. 2015. *Understanding the Link between Pubertal Timing in Girls and the Development of Depressive Symptoms: The Role of Sexual Harassment – Youth Adolescence*.

Skujyte, D. 2011. *Rights of African Children under the African Charter on the Rights and Welfare of the Child: the Addition to the Universal Protection of a Child by Dovile Skujyte*, anr. 238140, University of Tilburg, Master International and European Public Law (accent on Human Rights Law) June 2011.

Slavin, R. E. 1991. *Educational Psychology*. 3rd ed. Londo:Allyn and Bacon.

Smit, D. and DU Plessis, V. 2011. *Sexual Harassment in the Education Sector*. ISSN 1727-3781. VOLUME 14 No 6. <http://dx.doi.org/10.4314/pej.v14i6.6>.

Smith, M.J. 2008. *Disciplinary perspectives linked to middle range theory*. In Smith, M.J. and Leibr, P.R. (Eds.). *Middle Range Theory for Nursing*. 2nd ed, New York: Springer Publishing Company.

Soobedaar, L. 2015. *Women know your rights: A Simplified Guide to the Protection from Harassment Act*. Women's Legal Centre.

South African Government 2018. *Sexual Abuse in Schools*: Submission by the Department of Education to the Task Group on Sexual Abuse in Schools.

South African Government 2019. Statistics South Africa. *Mid-year population estimates 2018*. Statistical Release P0302
<https://www.statssa.gov.za/publications/P0302/P03022018.pdf>.

South African Government 2018. South African Council of Educators. 2017 Annual Report.

South African AIDS Council. 2017. National Strategic Plan 2017 – 2022.

Sridhar, D. and Gauthami, N. 2017. Menstrual health status and cultural practices of tribal adolescent girls. *Int J Commun Med Publ Health*, 4(11), 4120-4124.

Starr, C. & Zurbriggen, E. 2016. Sandra Bem's gender schema theory after 34 years: A review of its reach and impact. *Sex Roles*.
<https://doi.org/10.1007/s11199-016-0591-4>.

Statistics Solutions 2019, Levels of Measurement. Expert Guidance Every Step of the Way.
www.statisticssolutions.com/levels-of-measurement/.

Stein, N. 2014. *Report of the White House Task Force to Protect Students From Sexual Assault. Wellesley Centers for Women*.
<https://www.wcwonline.org/Publications-by-title/report-of-the-white-house-task-force-to-protect-students-from-sexual-assault>.

Steiner, J.J. and Spear, A.M. 2020. *Multilevel Responses to Sexual Violence in Schools in West Africa*.

- Stelko – Pereira, A.N. and Williams, L.C.A. 2013. *Children, Youth and Environments*. Vol.23, No.1, Children, Violence, Community and the Physical Environment 105-123.
- Stockl, H., March, L., Pallitto, C. and Garcia – Moreno, C. 2014. *Intimate partner violence among adolescents and young women: prevalence and associated factors in nine countries: a cross-sectional study on behalf of the WHO Multi-country Study team*. <http://www.biomedcentral.com/1471-2458/14/751>
- Strauss, A. and Corbin, J.M. 1998. *Basics of Qualitative Research: Techniques and procedures for Developing Grounded Theory*. SAGE Publication.
- Stubbs, R. 2005. *Report at the heart of business and public life*.
<http://www.mori.com/quantitative/index.shtml>.
- Sutton, J. 2020. Eric Erikson’s Stages of Psychosocial Development Explained.
- Swanepoel, E. and Beyers, C. 2019. Investigating sexuality education in South African schools: A matter of space, place and culture. *The Journal for Transdisciplinary Research in Southern Africa* 15(1), a612.
<https://doi.org/10.4102/td.v15i1.612>
- Tamayo, J. C. 2019. “Students” not “clients”: A call to change our terminology. Council of International Schools. Available from: <https://www.cois.org/about-cis/news/post/~board/perspectives-blog/post/students-not-clients-a-call-to-change-our-terminology>. Accessed August 21, 2021
- Tauken, S.G. 2017. *Non-Violent Teaching: Creating a Safe Haven for Students*. University of South Africa. Pretoria, South Africa.

- Teddlie, C. and Tashakkori, A. 2003. Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In Tashakkori, A and Teddlie, C. (Eds.). Handbook of mixed methods in social and behavioural Research. 1st ed. 3-50. Thousand Oaks, CA: Sage.
- Themba, M.P. 2001. National Policy Framework for Women's Empowerment and Gender Equality: Parliament's Gender Conference Monitoring Improvement of Quality of Life and Status of Women. 26 June 2001.
- Thiéart, R.A. 2007. *Méthodes de recherche en Management*. 3rd éd. Dunod.
- Thornberg, R. and Oguz, E. 2013. Teachers' views on values Education: A qualitative Study in Sweden and Turkey. *International Journal of Educational Research*, 59: 49 – 56.
- The Convention on the Elimination of All Forms of Discrimination Against Women and Children 1995.
- Till, F. 1980. *Sexual harassment: A report on the sexual harassment of students*. Washington, DC: National Advisory Council on Women's Educational Programs.
- Timmerman, G. 2003. *Sexual harassment of adolescents perpetrated by teachers and peers: An exploration of the dynamics of power, culture and gender in secondary schools*.
- Tipton, S. 2018. Equal Employment Opportunity Commission (EEOC)
<https://www.legalmatch.com/law-library/article/types-of-sexual-harassment.html>

Tobi, H. and Kampen, J.K. 2018. *Research design: the methodology for interdisciplinary research framework*. Open Access Article. First Online: 27 April 2017. May 2018, Volume 52, Issue 3.

Tomaszewski, E. 2018. *Addressing the Social and Cultural Norms that Underlie the Acceptance of Violence: Proceedings of a Workshop in Brief*. Washington DC: National Academies Press, 2018 April 6.

Tracey, T. J. G., and Hopkins, N. 2001. *Correspondence of interests and abilities with occupational choice*. *Journal of Counseling Psychology*, 48(2), 178-189.
<http://dx.doi.org/10.1037/0022-0167.48.2.178>

Trochim, M.K. 2006. *Research Methods knowledge Base*. Accessed on 2017-01-26.
<http://www.socialresearchmethods.net/kb/positivism.php>.

True, J. 2012. *The Political Economy of Violence Against Women*: Oxford University Press

Trump, K.S. 2008. *School Security and Emergency Preparedness Trends*. School Planning & Management, p.21. Dayton, Ohio: Peter Li, Inc.

Tuana, N., 2018. *Feminism and philosophy: Essential readings in theory, reinterpretation, and application*. Routledge.

UN Secretary General's Report on Violence Against Children. 2006. The findings of UN agencies such as WHO, UNICEF and UNIFEM in countries that are bedevilled by forced and early marriages.

United Nations International Children's Emergency Fund. 2011. *Convention on the Rights*

of the Child.“ <http://www.unicef.org/crc/>. Retrieved on 3 March 2017.

United Nations Women. 2011. United Nations Entity for Gender Equality and the empowerment of Women – Violence Against women.

United Nations. 2017. *"International Covenant on Economic, Social and Cultural Rights"*. United Nations Treaty Collection. <https://treaties.un.org>. Accessed on 2 January 2017.

United Nations. 2018. *The Sustainable Development Goals Report 2018*. <https://unstats.un.org/sdgs/files/report/2018/TheSustainableDevelopmentGoalsReport2018-EN.pdf>. Accessed on February 2019.

United Nations Children Fund South Africa. 2006. Girls/ Boys' Education Movement. https://www.unicef.org/southafrica/voices_8419.html. Accessed on 2 January 2017.

United Nations Children Fund South Africa. 2018. *An Everyday Lesson: #ENDviolence in Schools*. <https://www.unicef.org/southafrica/press-releases/half-worlds-teens-experience-peer-violence-and-around-school-unicef>. Accessed on 09 March 2021

United Nations Children Fund. 2011. *The state of the world's children 2011. Adolescence An Age of Opportunity*. https://www.unicef.org/adolescence/files/SOWC_2011_Main_Report_EN_02092011.pdf. Accessed on 2 January 2017.

United Nations Children's Fund (UNICEF). 2011. *Gender, Rights and Civic Engagements, Policy and Practice*. New York.

United Nations Children Fund. 2017. *A Familiar Face: Violence in the lives of children and adolescents*. <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

United Nations Children Fund. 2017. *Gender Equality*. Annual Results Report. https://www.unicef.org/publicpartnerships/files/Annual_Results_Report_2017_Gender_Equality.pdf

United Nations Girls Education Initiative. 2011. *School feeding programmes encourage children to attend schools*. http://www.ungei.org/infobycountry/247_323.html. Accessed on 3 March 2018

United Nations Treaty Collection. 2019. <https://treaties.un.org>. Accessed in June 2018.

United Nations Women. 2015. *The Beijing Platform for Action: inspiration then and now*. The Beijing Platform for Action Turns 20. <http://beijing20.unwomen.org/en/about>. Accessed on 10 August 2018

United Nations Women. 2015. *The Beijing Declaration and Platform for Action Turns 20*. World Conference on Research Integrity. 2010. *Singapore Statement*. <http://www.singaporestatement.org/statement.html>.

United Nations Women. 2016. *Women and Sustainable Development Goals*. Sustainable Development Goals Knowledge Platform. <https://sustainabledevelopment.un.org/>. https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-3&chapter=4&clang=en. Status as at: 12-06-2019 05:00:09 EDT

United Nations Women. 2018. *Facts and figures: Ending violence against women*. Various

forms of violence. <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

United Nations Women. 2019. Beijing Platform for Action turns 20.

<https://beijing20.unwomen.org/en/about>. Accessed on 30 April 2019.

United Nations .2014. *Report on The Glass – Floor*. Sexual Harassment in the Restaurant Industry. <https://rocunited.org/2014/10/pr-oct-14-not-on-the-menu-rally-one-fair-wage>. Accessed on 30 April 2019.

United Nations. 2019. *African Commission on Human and Peoples’ Rights*. Geneva.

<https://www.ohchr.org/EN/HRBodies/CHR>. Accessed on 30 April 2019.

United States of America, Department of Defence. 2019. Sexual Assault Accountability and Investigation Task Force.

https://media.defense.gov/2019/May/02/2002127159/-1/-1/1/SAAITF_REPORT.PDF. Accessed on 10 August 2018

Van Bueren, G. 1998. *The International Law on the Rights of the Child*, (Kluwer Law International, The Hague.

Variyan, G. 2021. “He had hundreds of pictures of me”: Tales of sexism from female teachers in elite boys’ schools. University of Monash. USA.

Venkatesh, V. Brown, S.A. and Bala, H. 2013. *Bridging the qualitative-quantitative divide: guidelines for conducting mixed methods research in information systems*. MIS Q 37(1), 21–54.

Venter, L., Chikanga, K. and Hansen, D. 2001. Sex abuse at South African schools increases. The Citizen, 26 October 2001.

Veriava, F., Thom, A. and Hodgson, F. 2017. *Basic Education Rights Handbook: Education Rights in South Africa*.

Vijayalakshmi, M. 2017. *Non-Violence in Educational Setting. Factors Contributing to Non Violence at Schools*.

Vinz, S. 2018. *The Theoretical framework of a dissertation: what and how?*
<https://www.scribbr.com/dissertation/the-theoretical-framework-of-a-dissertation-what-and-how/> by Vinz, S (Ed.). Retrieved 21 September 2018.

Vockell, E.L. and Asher, J.W. 1995. *Educational research*. 2nd ed. London: Prentice Hall.

Vosloo, J.J. 2014. *Research Design and Methodology*. [Online]. Available at: dspace.nwu.ac.za/bitstream/handle/10394/12269/Vosloo_JJ_Chapter_5.pdf. Retrieved: 13 August 2017.

Wadman, M. 2018. Sexual Harassment isn't just about sex: Groundbreaking Report Details Persistent Hostility Female Scientists Face. <https://www.sciencemag.org/news/2018/06/sexual-harassment>.

Waismann, F. 2011. *Causality and logical positivism*. In Humanities, Social Science and Law. Resource Type: Springer eBooks.

Waldman, C. 2016. Four Elements for Creating a Positive Learning Environment.
<https://all4ed.org/four-elements-for-creating-a-positive-learning-environment>.

Wallis, J.M. 2004. *Support Groups for People with HIV and AIDS, A practical Guide*.

Pretoria: JL Van Schaik Publishers.

Walsh, J. 2015. *The Psychological Person. Cognition, Emotion, and Self.* SAGE Publication.

Walsh, M., Duffy, J. and Gallagher-Duffy, J. 2007. *A More Accurate Approach to Measuring the Prevalence of Sexual Harassment among High School Students 2007* Can J (Ed.). Behav Sci 39(2) 110-118.

Ward, C. L., Artz, L., Leoschut, L. and Kassanje, R. 2018. *Sexual violence against children in South Africa: a nationally representative cross-sectional study of prevalence and correlates.*
[https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(18\)30060-3/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(18)30060-3/fulltext). DOI:[https://doi.org/10.1016/S2214-109X\(18\)30060-3](https://doi.org/10.1016/S2214-109X(18)30060-3)

Ward, C.L., Artz, L., Leoschut, L., Kassanje, R. and Burton, P., 2018. Sexual violence against children in South Africa: A nationally representative cross-sectional study of prevalence and correlates. *The Lancet Global Health*, 6(4), e460-e468.

Weinstein, H. 2017. *Breaking Cultures of Silence On Sexual Harassment.*
<https://the1a.org/shows/2017-10-16/breaking-cultures-of-silence-on-sexual-harassment>. Retrieved 16 October 2017.

Welman, J.C. and Kruger, S.J. 2001. *Research methodology for business and administrative sciences.* Cape Town: Oxford University Press.

Williams, T. 2018. *Workplace sexual harassment and the culture of silence.*

Wilson, E. 2006. *Tracing the Origins of Child Protection in America, 2.* Early

Childhood Education Journal, Vol. 34(1). Retrieved on 17
May 2015.

World Health Organization. 2019. Violence Prevention Alliance: Global Campaign for
Violence Prevention.

World Health Organization. 2019. School Based Violence Prevention: A practical
handbook. Geneva.

Woltmann, E.M., Whitely, R. and Mchugo, G.J. 2008. *The role of staff turnover in the
implementation of evidence-based practices in health care*. Psychiatric
Services, 59, 732-737.

Wright, K.A., 2016. *Silences and silos: NATO's implementation of UN Security Council
Resolution 1325* (Doctoral dissertation, University of Surrey).

Yoon, E., Funk, R. and Kropf, N. 2010. *Sexual Harassment experiences and their
psychological correlates among a diverse sample of college women*.
Journal of Women and Social Work.

Yusuf, N. 2008. *Experience of sexual harassment at work by female employees in a
Nigerian work environment*. International NGO Journal, vol.3 (7), pp122-
127.

Zapiro, July 2007. <http://mg.co.za/zapiro/fullcartoon/263>.

Zireva, D. and Makura, A.H. 2013. *Sexual Harassment. The prevalence and insidious
phenomenon among student teachers on Teaching Practice in Zimbabwe*.
The Anthropologist. 15:3,313-322.

DOI: [10.1080/09720073.2013.11891322](https://doi.org/10.1080/09720073.2013.11891322)

Zubair, S., 2019. Gender Differences in Diverse Connotations of Body Image: Islamabad-Rawalpindi Milieu. *European Online Journal of Natural and Social Sciences*, 8(1), pp.pp-199.

APPENDICES

Appendix 1: Research Application

Ref: Research Application

APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

- Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- If there are too few lines in any of the sections please attach the additional information as an addendum.
- Attach all the required documentation so that your application can be processed.
- Send the completed application to:

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Room 319, 3rd Floor
Old CNA Building
Bloem Plaza
Charlotte Maxeke Street
BLOEMFONTEIN, 9300

OR

Free State Department of Education
Private Bag X20565
BLOEMFONTEIN, 9300

Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

PLEASE DO NOT EMAIL ANYTHING IN PICTURE FORMAT

Tel: 051 404 9283 / 9211 / 082 454 1519

1. **TITLE** (eg Ms, Mrs, Mr, Dr, Prof, etc):



M I S S

2. **INITIALS**

N R

3. **SURNAME**

M A T S E L A N E

4. **TELEPHONE HOME:**

N / A

5. **TELEPHONE WORK:**

0 5 1 4 9 2 3 8 4 1

6. **TELEPHONE CELL:**

0 7 9 8 9 8 0 0 3 0

7. **FAX:**

0 8 6 5 1 5 3 4 1 9

8. **E-MAIL**

no m sh a do . ma tse la ne @ gmail . c o m

n

9. **ADDRESS HOME:**

2	3	P	A	R	K		A	V	E	N	U	E		
J	A	N	W	I	L	K	E	N	S		S	T	R	
B	A	Y	S	W	A	T	E	R						
B	L	O	E	M	F	O	N	T	E	I	N			
Postal Code											9	3	0	5

10. **ADDRESS WORK:**

1	E	L	I	Z	A	B	E	T	H		S	T	R	
B	L	O	E	M	F	O	N	T	E	I	N			
F	I	D	E	L	C	A	S	T	R	O		B	L	D
Postal Code											9	3	0	0

11. POSTAL ADDRESS

P	O		B	O	X	2	9	7	5	7				
D	A	N	H	O	F									
B	L	O	E	M	F	O	N	T	E	I	N			
Postal Code											9	3	1	0

12. NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER

C	U	T												
2	1	3	0	4	5	5	5	9						

13. OCCUPATION

D	E	P	U	T	Y		D	I	R	E	C	T	O	R

14. PLACE OF EMPLOYMENT

P	U	B	L	I	C		W	O	R	K	S			

15. NAME OF COURSE

P	H	D												

16. NAME OF SUPERVISOR / PROMOTER

P	R	O	F		A	H	M		M	A	K	U	R	A

17. TITLE OF RESEARCH PROJECT

<p>THE NATURE AND PERCEIVED ACADEMIC EFFECTS OF SEXUAL HARASSMENT ON GIRLS IN THABO MOFUTSANYANA DISTRICT SECONDARY SCHOOLS IN THE FREE STATE</p>														
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

18. CONCISE EXPLANATION OF THE RESEARCH TOPIC

<p>Investigation of sexual harassment incidents in the Thabo Mofutsanyana District with regards to the types of sexual harassment; the perpetrators; common reasons for such cases and the possible results of being harassed sexually on girls.</p>
--

The Department of education will be in a position of knowing whether there are acts of sexual harassment in their schools or not. If any which type is more prevalent, how prevalent it is and what might be the causes of such so as to plan ahead and protect the girls. The Department will also be in a position to guide the movements like BEM/GEM's agenda and operations with relevant and researched information not assumptions.

20. LIST OF SCHOOLS AND DISTRICTS INVOLVED IN THE RESEARCH
 (If not enough space, please add more rows)

SEE ATTACHED LIST

21. LIST OF DIRECTORATES / OFFICIALS IN THE DEPARTMENT INVOLVED IN THE RESEARCH

- Labour Relations
- Psychological services
- Circuit managers

22. DETAILS OF TARGET GROUP WITH WHOM THE RESEARCH IS TO BE UNDERTAKEN

Target group	Number	Grade	Subject	Age	Gender	Language
SECONDARY SCHOOLS IN THABO MOFUTSANYANA	250	8-10	N/A	14 -19	FEMALES	SOTHO/ ZULU



23. FULL PARTICULARS OF HOW INFORMATION WILL BE OBTAINED, EG QUESTIONNAIRES, INTERVIEWS, STANDARDIZED TESTS, ETC.

Please attach copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

QUESTIONNAIRE AND INTERVIEWS

24. STARTING AND COMPLETION DATES OF THE RESEARCH PROJECT

Please bear in mind that research is usually not allowed to be conducted in schools during the fourth academic term (October to December).

DURING THE SECOND TERM

25. WILL THE RESEARCH BE CONDUCTED DURING OR AFTER SCHOOL HOURS?

Please bear in mind that research is usually not allowed to be conducted in schools during normal teaching time.

AFTER SCHOOL HOURS

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (ie interview, questionnaire, etc)	Time Needed
LEARNERS	QUESTIONNAIRE	45 MIN
DISTRICT OFFICIALS	INTERVIEWS	45 MIN

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
X	

27.1 A draft letter / specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
X	

27.2 A draft letter / specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
X	

27.3 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No
X	

27.4 A list of questions that will be asked during interviews with the target group/s?

Yes	No
X	

27.5 Ethical clearance certificate from higher education institution

Yes	No
X	

28 I NOMSHADO MATSELANE herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, ie:

- 28.1 I will abide by the ethical research conditions in the discourse of my study in the FSDoE.
- 28.2 I will abide by the period in which the research has to be done
- 28.3 I will apply for extension if I cannot complete the research within the specified period
- 28.4 If I fall behind with my schedule by three months to complete my research project in the approved period, I will apply for an extension.
- 28.5 I will not conduct research during the fourth quarter of the academic year
- 28.6 I will not disrupt normal learning and teaching times at schools to undertake my research
- 28.7 I will submit a bound copy or CD of the research document to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein, upon completion of the research.



- 28.8 I will upon completion of my research study > a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.
- 28.9 The ethics documents (attached) will be adhered to in the discourse of my study in your department.
- 28.10 The costs relating to all the conditions mentioned above are for my own responsibility.

SIGNATURE: *[Handwritten Signature]*

DATE: 09/06/2017



ETHICAL REQUIREMENTS: FREE STATE DEPARTMENT OF EDUCATION

The scientific research enterprise is built on a foundation of trust and that the reports by others are valid. The reports should reflect an honest attempt by the researcher to describe the world accurately and without bias; this trust will endure only if the researcher devotes himself or herself to exemplifying and transmitting the values associated with ethical research conduct.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department would, amongst others, adhere to the following ethical conduct:

ETHICS GENERAL APPLICATION

1. Be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
2. Not misuse any of the information discovered
3. Moral responsibility maintained towards the participants
4. Embracing corporate social responsibility
5. Protecting the rights of people in the study as well as their privacy and sensitivity
6. Confidentiality of those involved in the observation must be carried out, keeping their anonymity and privacy secure.
7. Follow the ethical clearance guideline of the institution that granted such.
Amplifying the voice of the participants
Enhancing collective plurality.

ETHICS: INHERENT PRINCIPLES

8. Reliability
9. Informing the participants about the importance of the research
10. Values of trust, fairness and integrity are maintained in the study.

ETHICS

11. The value of transparency is considered.
12. The research is committed to delivering the intended promise as informed by the objectives.
13. The research accentuate the values of reputation and respect.

RESEARCHER: INITIALS AND SURNAME

SIGNATURE: 

DATE: 09/06/2017

Appendix 2: Approval to conduct research in Free State schools

Enquiries: KK Motshumi
Ref: Research Permission: NR Matselane
Tel. 051 404 9283 / 9221 / 079 503 4943
Email: K.Motshumi@fseducation.gov.za

Ms. NR Matselane
23 Park Avenue
Bayswater
Bloemfontein
9305

079 898 0030

Dear NR Matselane

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: Types of sexual harassment in secondary schools if any

Are cases of sexual harassment reported or not?

What is the perception of sexual harassment regarding the academic performance of girls?

Who are the perpetrators?

What might be the cause and what is the solution

School involved: Please refer to the attached list of schools at Maluti A Phofung Dihlabeng, Setsoto, Phumelela and Nketoane Local Municipality.

Target Population: Girls from grade 8-12 in identified schools and district officials in the psychological services, values in education, presiding officers and labour relations officers

2. **Period of research:** From the date of signature of this letter until September 2017. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.

RESEARCH APPLICATION NR MATSELANE PERMISSION MAY 2017 THABO MOFUTSANYANE

Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 **Fax:** (086) 6678 678



5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jem Sekolanyane'.

DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 03/05/2017



Enquiries: Kk Motshumi
Ref: Notification of research: NR Matselane
Tel. 051 404 9221 / 082 454 1519
Email: K. Motshumi@fseducation.gov.za

The District Director
Phuthaditjhaba District

Dear Ms. FL Mabaso

NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT BY NR MATSELANE

1. The above mentioned candidate was granted permission to conduct research in your district as follows:

Topic: Types of sexual harassment in secondary schools if any

Are cases of sexual harassment reported or not?

What is the perception of sexual harassment regarding the academic performance of girls?

Who are the perpetrators?

What might be the cause and what is the solution

A constructivist framework to prepare teachers for sustainable rural learning ecologies.

2. **Schools involved: School involved:** Please refer to the attached list of schools at Maluti A Phofung Dihlabeng, Setsoto, Phumelela and Nketoane Local Municipality.
3. **Target Population:** Girls from grade 8-12 in identified schools and district officials in the psychological services, values in education, presiding officers and labour relations officers
4. **Period:** From date of signature to September 2017. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

Research benefits: Knowledge on act of sexual harassment at schools or not. If any, what type is more prevalent and planning for protection of girls.

The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your District.

Yours sincerely

DR JEM SEKOLANYANE
CFO

DATE: 03/05/2017

RESEARCH APPLICATION NR MATSELANE NOTIFICATION MAY 2017 Thabo Mofutsanyan

Strategic Planning, Research & Policy Directorate

Private Bag X20565, Bloemfontein, 9300 - Old CNA Building, Room 318, 3rd Floor, Charlotte Mexeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

Appendix 3: CUT Ethical clearance letter



BLOEMFONTEIN CAMPUS
Faculty of Humanities
P.B. X20539
Bloemfontein 9300

Date: 27 January 2017

Email: amakura@cut.ac.za

Tel: 051 507 4031

Cell: 0721021538

Re: RESEARCH ETHICAL CLEARANCE/APPROVAL LETTER:

Name of candidate/applicant	Nomshado Ruth Matselane 213045559
Supervisor/Promoter	Prof. A.H. Makura
Qualification/programme pursued	Doctor of Philosophy [Education]
Title of project	The nature of sexual harassment and its perceived academic effects on girls in Thabo Mofutsanyana District' Secondary schools in the Free State

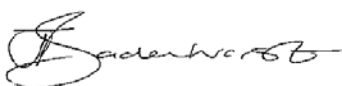
Ethical clearance has been provided by the Faculty Research and Innovation Committee [27/01/17] in view of CUT Research Ethics and Integrity Framework, 2017 with reference number [D FRIC 17/01/27].

The following special conditions were set:

NONE

We wish you success with your research project.

Yours sincerely,



Prof JW Badenhorst
(Ethics committee representatives: Research with humans)

Appendix 4: Request for participation to parents

CENTRAL UNIVERSITY OF TECHNOLOGY

MARKGRAFF STREET

BLOEMFONTEIN

10 January 2017

Dear Parent/ Guardian

I am a PhD Student of Education at the Central University of Technology. I am conducting a research on “***The nature, prevalence and perceived effects of sexual harassment on secondary school girls in the Thabo Mofutsanyana District***”. I kindly request you to be a participant in this study by filling in the questionnaire that will be distributed. This questionnaire is aimed at drawing critical information for the study.

The research is in partial fulfilment for the award of Doctor of Philosophy Degree. You are therefore requested to give a consent for your child to participate in the study by completing the questionnaire that will be distributed in school.

Participation in this study is optional and any information given in this regard will be treated with strict confidentiality. Should you wish to withdraw your child’s participation during the research process, you will be allowed to do so without any prejudice. Kindly fill in the slip attached here and bring it back to school as an indication of whether permission is granted or not. This study will not in any way interfere with your child’s learning.

Thank you for your cooperation and valuable contribution towards the success of this research.

Yours faithfully,

Ms Nomshado Matselane

PhD Candidate – Central University of Technology

Appendix 5: Participation consent form

CONSENT LETTER TO PARTICIPATE IN THE RESEARCH STUDY

NAME OF THE SCHOOL: _____

TOWN: _____

LOCAL MUNICIPALITY: _____

I _____ (name of parent/ guardian) give or does not give permission for my child _____ (child's name) to participate in the research study as requested.

SIGNATURE OF PARENT

DATE

Appendix 6: Request for participation to learners

CENTRAL UNIVERSITY OF TECHNOLOGY

MARKGRAFF STREET

BLOEMFONTEIN

16 November 2016

Dear Respondent

I am a PhD Student of Education at the Central University of Technology. I am conducting a research on “***The nature, prevalence and perceived effects of sexual harassment on secondary school girls in the Thabo Mofutsanyana District***”. You are kindly requested to be a participant in this study by filling in the questionnaire and /or responding to interview questions that will be distributed/asked. This questionnaire and interviews are aimed at drawing critical information for the study.

The research is in partial fulfilment for the award of Doctor of Philosophy Degree. You are therefore requested to provide your honest response to the questionnaires as attached.

Participation in this study is optional and any information given in this regard will be treated with strict confidentiality. Should you wish to withdraw your participation during the research process, you will be allowed to do so without any prejudice.

Thank you for your cooperation and valuable contribution towards the success of this research.

Yours faithfully,

Ms Nomshado Matselane

PhD Candidate – Central University of Technology

Appendix 7: Sexual Experiences Questionnaire

Section A

Instructions:

1. Some of these questions may be sensitive, but please be assured that your responses will be completely secret and cannot be associated with you.
2. You are not required to write your name
3. Please respond as truthful and accurate as possible
4. Please mark inside the block applicable to you
5. Kindly use a pen to respond to the questions below

Demographic Information

1. In which grade are you? _____
2. How old are you? _____
3. Are you Female or Male? _____
4. What is the name of your school? _____
5. In which town and Local Municipality is your school based? _____
6. What is your race? _____

Section B

Sexual Experiences Questionnaire (SEQ) – Adapted Version

Instructions

1. Kindly Read each of the situations listed and then check the box that matches how often you have had this experience.
2. Some questions may appear repetitive, but please answer them despite this.

What is your understanding of the word sexual harassment?

Was any of your friends been harassed while at school? Yes No

How was she harassed?

Who harassed her? Learner, Teacher, stranger etc. (please do not mention names)

Have you ever been sexually harassed while at the school? Yes No

How were you harassed?

Who harassed you? Learner, Teacher, stranger etc. (please do not mention names)

How often were you harassed? 1-3 3-5 more than 5 times

Section C

Instructions:

1. Kindly read each of the situations listed and then check the box that matches how often you have had this experience.
2. Some questions may appear repetitive, but please answer them despite this.
3. Please mark inside the block applicable to you
4. Kindly use a pen to respond to the questions below

	How often did this happen?				
	Never	Once	Some times	Often	Very Often
While at the school, have you ever been in a situation where any individuals...					
1. Regularly told you suggestive unpleasant sexual jokes?					
2. Made unwanted efforts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?					
3. Made rough and attacking sexual remarks, either publicly (during break), or to you privately (in the office)?					
4. Treated you “differently” because of your sex (e.g., mistreated, hurt, or ignored you)?					
5. Gave you unwanted sexual attention?					
6. displayed, used, or distributed sexist materials (e.g., pictures, stories, or pornography)?					
7. Frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or that men should not be the primary caretakers of children because they are not nurturing?)					
8. Attempted to establish a romantic relationship with you despite your efforts to discourage this person?					
9. “Put you down” or was undermining you because of your sex?					
10. Has continued to ask you for a date, drinks, dinner, etc., even though you have said “no”?					
11. Made you feel like you were being somewhat bribed with some sort of reward or special treatment to participate in sexual behaviour?					

12. Made you feel somewhat threatened with some sort of revenge for not being sexually cooperative (e.g., by mentioning the upcoming test, exam, project, etc.)?					
13. Touched you (e.g., laid a hand on your bare arm, put an arm around your shoulders) in a way that made you feel uncomfortable?					
14. Made unwanted attempts to rub or massage you (e.g., stroking your leg or neck, etc.)?					
15. Made unwanted efforts to have sex with you that resulted in you pleading, crying, or physically struggling					
16. Promised you marks, a pass or better treatment if you were sexually cooperative?					
17. Made it necessary for you to answer positively to sexual or social invitations in order to be well-treated at school?					
18. Made you afraid you would be treated poorly if you didn't cooperate sexually?					
19. Treated you badly for refusing to have sex?					

	How often did this happen?				
	Never	Once	Some times	Often	Very Often
While at the school, have you ever been in a situation where any individuals...					
20. Said things to insult your sex in general?					
21. Told jokes or stories that described your sex in general negatively?					
22. Said things to insult individuals of your sex specifically (e.g., saying you are "hot-blooded"/ "loose")?					
23. Said offensive things about your body or sex life?					
24. Told dirty or sexually offensive stories or jokes?					
25. Tried to get you to talk about sexual things?					
26. said rough or uncivilized sexual things, either in front of others or to you alone?					

27. Told you about his/her own sex life or sexual preferences?					
28. Tried to have a romantic or sexual relationship even though you tried to tell him/her you didn't want to?					
29. Kept on asking you out even after you said "no?"					
30. Made you uncomfortable by staring at you (e.g., looking at you too long)?					
31. Touched you (e.g., put an arm around your shoulders) in a way that made you feel uncomfortable?					
32. Gave you any sexual attention that you did not want?					
33. Made kissing noises or whistled at you?					
34. Commented on your physical appearance or clothing in a way that upset or embarrassed you?					
35. Slowly looked at your entire body ("looked you up and down")?					
36. Made you uncomfortable by standing too close?					
37. Called you inappropriate "names"?					

Section D

Response Questions

Note: If you indicated once or more than once to any of the behaviours on 1-37, please continue below. If not, please skip the page.

38. Of the behaviours listed above (No. 1-39), please indicate which behaviour was most upsetting to you by writing the number of the behaviour in the following blank: _____

39. Where did this behaviour occur (check one)?

- In the classroom
 In a hallway
 On the field (specify: _____)

40. How long ago did this behaviour occur? _____

41. Who performed the above behaviour (check one)?

- Teacher
 Principal
 Another learner

42. What is this person's ethnicity (check one)?

- Black
 Coloured
 White
 Indian

What is the above person's sex? Male Female

43. Do you consider this person a peer? Yes No

44. What is this person's approximate age? ____

45. This person is about my age younger older

46. Put into your own words how you responded to this behaviour: (What did you do about it?)

47. How would you describe your response to this behaviour? (tick all that apply)

- Ignored the behaviour
- Avoided the person (e.g., dropped sports, stopped going to particular places)

- Confronted the person (e.g., told them to stop)
- Reported the person to someone in authority
- Talked to someone (e.g. a friend or family member, therapist, etc.)

48. How pleased/satisfied are you with the way you responded?

- displeased/dissatisfied. slightly displeased/dissatisfied neutral
- slightly pleased/satisfied very pleased/satisfied

49. What was the main reason for your choice of response to the behaviour?

50. If you chose not to report the behaviour, what was your reason for doing so?

51. If you did report the behaviour, where did you report it?

52. If you chose to later report a behaviour, where would you go?

53. What made you take the decision to report or not report the behaviour?

Appendix 8: Interview Questions

RESEARCH INTERVIEW QUESTIONS FOR DISTRICT BASED OFFICIALS

1. Are there any incidents of sexual harassment that you know of in the District?
2. If any, which type of harassment do you think happens more often and why do you think so?
3. In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents
4. How did you find out about such an incident?
5. In your opinion does these incidents affect school performance in any way?

Appendix 9: Interviews Transcripts

DISTRICT PERSONNEL INTERVIEWS TRANSCRIPTS

District Personnel 1

Interviewer: Are there any incidents of sexual harassment that you know of in the District?

Participant DP 1: *“The type of incidents that we often observe is sexual harassment between a learner and some of the educators and learners. Quite recently two (2) incidences were brought to my attention especially around the area of Harrismith.”*

Interviewer: If any, which type of harassment do you think happens more often and why do you think so?

Participant DP 1: *“The type of incident that we often observe is sexual harassment between a learner and some educators.”*

Interviewer: In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents

Participant DP 1: *“The type of incidents of sexual harassment that we often observe is between a learner and some educators”. “We can only talk about educators cases because those are the only cases that are referred to us. With regards to learners the SGBs are responsible to handle those cases.”*

Interviewer: How did you find out about such an incident?

Participant DP 1 said, *“A referral was made by the principal to me on two occasions like I have mentioned, but it is not the only isolated cases but I am highlighting these because they are quite recent. The principal would make referral, ask how to deal with the incident and maybe the procedure for disciplinary measures and so on. So they will bring them to my attention, I’ll give an advice pick up the pieces and send it to labour to handle it”.*

Interviewer: In your opinion does these incidents affect school performance in any way?

Participant DP 1: *“Sexual harassment between learners and educators is the rifest in our secondary schools in the form of “love affairs”. These affairs disturbs the learners because they end up not knowing how to act in front of this educator, other educators and learners. Sometimes they want to show off to other learners who do not have the*

“connections” with educators that they are better off in the same breath, the educator want to keep it a secret.”

District Personnel 2

Interviewer: Are there any incidents of sexual harassment that you know of in the District?

Participant DP 2: *“Yes, I will say they happen more often because I normally conduct hearings, I preside over during hearings and those will be cases referred to the department of education of educators who are involved in sexual harassment of learners. That why I become aware of such things.”*

Interviewer: If any, which type of harassment do you think happens more often and why do you think so?

Participant DP 2: *“I would say sexual harassment happen more often because I normally conduct hearings, I preside during hearings and those will be referred to the Department of Education of educators who are involved in sexual harassment of learners”.*

Interviewer: In your opinion does these incidents affect school performance in any way?

Participant DP 2: *“These learners got disturbed because they are sometimes pressurized by their parents to regard sexual harassment as an act of love from the educators. This is normally based on the educators’ going to the family and saying he wants to marry the girl child. That immediate change also causes confusion to the girls because they would be knowing that they did not have any affair with the responsible educator”.*

Interviewer: In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents

Participant DP 2: *“Let me start with victims, victims are in most cases the learners, and the perpetrators of course will be educators and in some case they will be parents. But the parents in the sense that they will be parents who are working in school either as a factotum or a hostel father and such people. But most perpetrators that I come across are educators, where an educator will be referred and then we deem that as the*

department of education as a section 17 misconduct where an in a person if found guilty must be dismissed. And the victims will be the learners and of which is not allowed in the department of education for such relationships between educators and the learners. Talking about parents as victims or perpetrators it happens in some cases that some parents will be bribed by the educators who sometimes don't give full evidence of what happened because due to poverty situations, a parent will come and an educator will approach the family when he has harassed the learner sexually and then try to bribe the parents and say don't ever you know come and witness or come and give this information to the officials of the department or the principal because I will lose my job and if I lose my job I will be jobless my kid will also suffer and this kid will also suffer. In that case the educator will come up and say I am giving something to this family and because of poverty we find parents accepting that bribe. So that is basically how I know the victims , the learners that are mostly victims, perpetrators are educators and sometimes parents are perpetrators too because they know what happens and they do not want to come up and say that the educator did this”

Research question 5: How did you find out about such an incident?

Participant DP 2: “If it happens at a school level, the principal will refer the case, sometimes an anonymous call will refer the case and then we will have to constitute an investigation, conduct an investigation around whatever information came to us”.

District Personnel 3

Interviewer: Are there any incidents of sexual harassment that you know of in the District?

Participant DP 3: “Sexual harassment is happening more often in the district according to the learners that are referred to us for counselling. For an example in the 4th term of 2017 we saw 5 girls who were referred by different schools for counselling, which makes it five (5) cases during that term only”.

Interviewer: If any, which type of harassment do you think happens more often and why do you think so?

Participant DP 3: “Cases that are referred to us for counselling are mostly of sexual harassment and bullying”.

Interviewer: In your opinion does these incidents affect school performance in any way?

Participant DP 3: *“girls who are being referred to our unit for counselling are most of the time showing signs of depression and sometimes confusion. The girls that we see sometimes even forget the sequence of events because of adults who feed them information that ends up making them frustrated, confused and even doubting their own initial report, like the issue of regarding the particular sexual harassment case as an act of love when she knows very well that they had no consensus. This destroys self-confidence of these learners and some of them end up being self-destructive by starting to flirt with other educators.”*

Interviewer: In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents

Participant DP 3: *“girls who are being referred to our unit for counselling are most of the time showing signs of depression and sometimes confusion. The girls that we see sometimes even forget the sequence of events because of adults who feed them information that ends up making them frustrated, confused and even doubting their own initial report, like the issue of regarding the particular sexual harassment case as an act of love when she knows very well that they had no consensus. This destroys self-confidence of these learners and some of them end up being self-destructive by starting to flirt with other educators.”*

Interviewer: How did you find out about such an incident?

Participant DP 3: *“Each school has a school based support team which is reporting to the principal and one of its functions is to refer cases to relevant offices. In cases of sexual harassment, the school based support team fills in a referral form for counselling and the form must be signed by the principal and should then be sent to our unit so as to allocate the counsellor”.*

District Personnel 4

Interviewer: Are there any incidents of sexual harassment that you know of in the District?

Participant DP 4: *“It is an event that happens repeatedly as you can see the frequency of cases conducted in our region as opposed to cases handled by labour relations. Some cases get reported and withdrawn at a later stage for varying reasons.”*

Interviewer: *If any, which type of harassment do you think happens more often and why do you think so?*

Participant DP 4: *“Under normal circumstances, we receive cases, schools refer cases of sexual harassment either to commence with disciplinary processes or even to investigate further.”*

Interviewer: *In your opinion does these incidents affect school performance in any way?*

Participant DP 4: *“We don’t normally get the indication with regards to the wellbeing or performance of learners as we only deal with these cases as documents referred and allocate presiding officers and investigators”.*

Interviewer: *In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents*

Participant DP 4: *“We only deal with departmental personnel who are educators, administrative clerks, hostel fathers and mothers, and grounds men. Learners are a responsibility of the School Governing Bodies. The affected parties in the form of being victims are the girls who are particularly in secondary schools and the perpetrators are normally educators”.*

Interviewer: *How did you find out about such an incident?*

Participant DP 4: *“The cases that we attend to are those that come from the different circuit managers as they receive them from the relevant school principals. Sometimes they get these cases from whistle blowers in communities and institute investigations and then refer for disciplinary procedures”.*

District Personnel 5

Interviewer: *Are there any incidents of sexual harassment that you know of in the District?*

Participant DP 5: *“As a unit we don’t keep statistics of sexual harassment cases but it is only fair to indicate that there are a reasonable number of sexual harassment concerns that are raised frequently by both girls and boys in the GEM/BEM sessions.”*

Interviewer: *If any, which type of harassment do you think happens more often and why do you think so?*

Participant DP 5: *“Sexual harassment between learners and some educators and also amongst learners themselves.”*

Interviewer: *In your opinion does these incidents affect school performance in any way?*

Participant DP 5: *“Those learners has a tendency of just being withdraw from the team and isolating themselves. I think they just don’t trust anyone and the thought of their incidents brings fear into them.”*

Interviewer: *In most cases, who are the affected parties either as perpetrators or victims? i.e. learners, educators, parents*

Participant DP 5: *“According to the information that learners share during the sessions, educators and learners are responsible for sexual harassment in our schools. The only problem is that girls think that if it is a boy is not sexual harassment and when is the teacher it is. Their experience are reflecting both educators and learners as perpetrators.”*

Interviewer: *How did you find out about such an incident?*

Participant DP 5: *“The school principals are the ones who approve the activities under values because they are mostly extra mural activities. So for the school to have GEM/BEM it is because the school is embracing the programmes as part of the school’s extra mural programme”.*

Appendix 10: Language editing confirmation letter

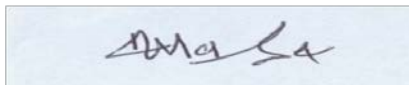
From : I. Manase (PhD UKZN)
Department of English
University of the Free State
Bloemfontein

Date : 20 May 2019

Confirmation of proofreading and editing of Ms. Nomshado R Matselane's PhD thesis titled: "The nature, prevalence and perceived effects of sexual harassment on girls in Thabo Mofutsanyana District Secondary Schools in the Free State"

This serves to confirm that I have proofread and edited Ms. Nomshado Matselane's above-noted Doctoral Degree thesis. The suggested sentence and language construction changes have been attended to, and as such, the thesis is ready for examination.

Sincerely,



Email: Manasel@ufs.ac.za / irimanase@gmail.com

Appendix 11: Plagiarism Report

← **OneDrive for Business**

cutfs-my.sharepoint.com



1 of 1



THE NATURE, PREVALENCE AND PERCEIVED EFFECTS OF SEXUAL HARASSMENT

ORIGINALITY REPORT

15%

SIMILARITY INDEX

12%

INTERNET SOURCES

5%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

- | | | |
|----------|--|---------------|
| 1 | www.lib.utexas.edu
Internet Source | 2% |
| 2 | Submitted to North West University
Student Paper | 1% |
| 3 | uir.unisa.ac.za
Internet Source | 1% |
| 4 | repository.up.ac.za
Internet Source | <1% |
| 5 | Submitted to Nottingham Trent University
Student Paper | <1% |