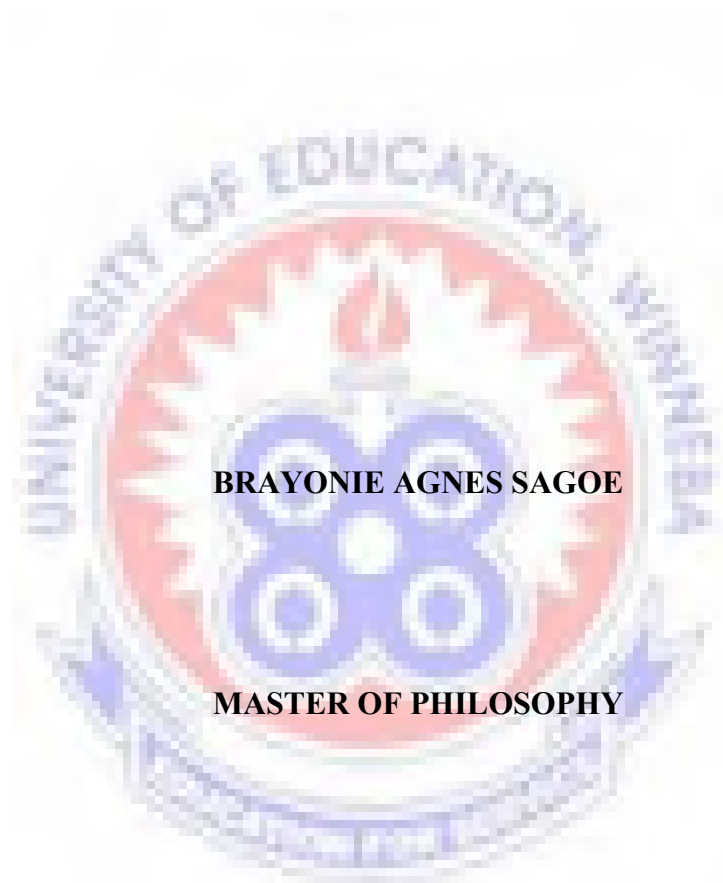**UNIVERSITY OF EDUCATION, WINNEBA**

THE MALE GENDER AS THE PERCEIVED PERPETRATOR OF SEXUAL HARASSMENT: PERSPECTIVES OF MALES IN TWO HIGHER EDUCATIONAL INSTITUTIONS

BRAYONIE AGNES SAGOE

MASTER OF PHILOSOPHY

2020

UNIVERSITY OF EDUCATION, WINNEBA

THE MALE GENDER AS THE PERCEIVED PERPETRATOR OF SEXUAL HARASSMENT: PERSPECTIVES OF MALES IN TWO HIGHER EDUCATIONAL INSTITUTIONS

BRAYONIE AGNES SAGOE
7181810004

A Dissertation in the Department of Communication and Media Studies, Faculty of Foreign Languages Education and Communication, Submitted to the School of Graduate Studies, In Partial Fulfilment

of the Requirements for the Award of the Degree Of
Master of Philosophy
(Communication and Media Studies-Business Communication)
In The University of Education, Winneba

JULY, 2020

DECLARATION

Student's Declaration

I **Brayonie Agnes Sagoe,** declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.
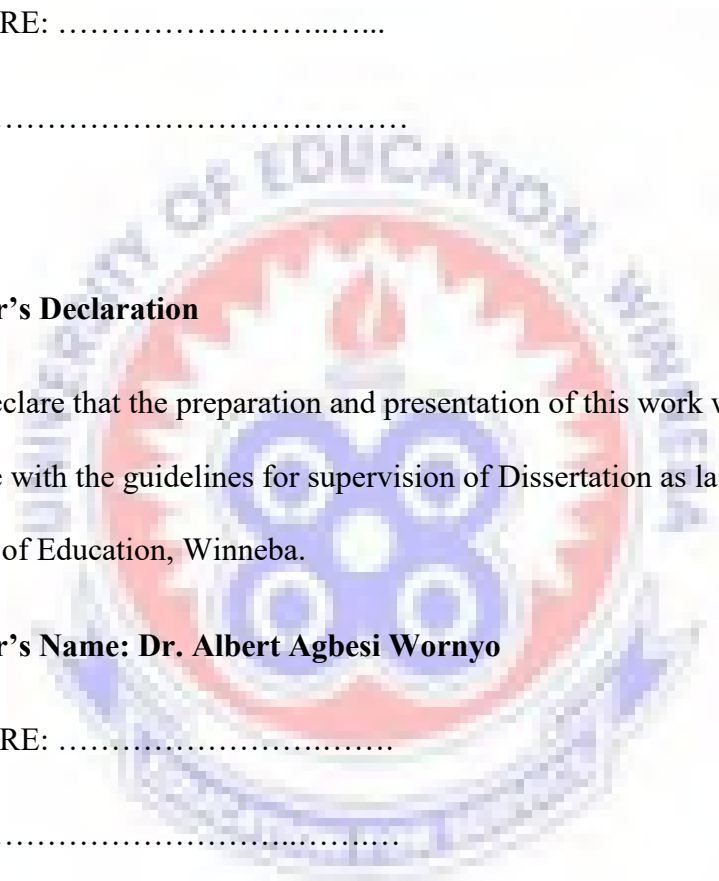
SIGNATURE: …………………..……...

DATE: …………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Albert Agbesi Wornyo

SIGNATURE: ……………………………

DATE: ……………………..…………

DEDICATION

To my mum, Boris and all the victims of sexual harassment

ACKNOWLEDGEMENTS

Ms. Belinda Osei-Mensah, Mr. Edem Cephas Cudjoe, Mr. Troy Boateng, Mr. E. N Nkrumah and Mr. Evans Akesse Brempong, how can I forget your immeasurable support? The Lord has seen your contributions into my life and He would reward you accordingly.

I render my sincerest appreciation to my fathers: Mr. James Kobina Sagoe, Mr Cecil Addy and Mr. Kofi Yeboah. To Olivia Brako-Hiapah, Elizabeth-Mary Arthur, Mr. Kwame Asare, Mr William Opare, Mr. Richard-Asiako Hammond, Mrs. Freda Bray, Kofi Atakorah Wiafe, Ama Boatemaa Ofori-Birikorang, Joshua Danso, Maame Afia Konadu Sarpong and Gabriella Aboakyewaa Teming-Amoako, you know the love is deep.

Ms. Margaret Wilson, Mrs. Ivy Ofori-Appiah Sagoe, Madam Belinda Doris Akorful (CEO - Linda Dor Enterprises) and Mrs. Grace Ntiriwaa Gyening-Addy, I owe you tonnes of gratitude. My unending appreciation also goes to my siblings: Eddy, Fiifi, Mrs. Doris Asiedu (my soul sister), Ekow, Lizzie, Maabena, Abigail, Stanley and my sweet Boris. Grandma Lydia Opare, you deserve special mention too.

Finally, to all the members of CoMSSA 12: Roberta, Akua Ataa, Enoch, Bridget, Emma, Mohammed, Christopher, Comfort, Nelly, Evans, Sammy, Akesse, Willie, Prosper, Tuinese, Alidu, Sena. Cephas, Suraya, Lord, Jonathan, Mawuli, Joseph, George, Rainbow, and Iddrisu, I am grateful for the special moments we shared and the 'oppressions' we endured together.

Let's meet again at the top!

TABLE OF CONTENTS

CHAPTER THREE: METHODOLOGY

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

LIST OF FIGURE

ABSTRACT

This study examined the sexual harassment policies of two higher educational institutions in Ghana and investigated how the sexual harassment policy documents have contributed to the understanding of the concept of sexual harassment of male lecturers in the two higher educational institutions namely University of Education, Winneba and University of Ghana, Legon. The study also investigated the reasons why the male gender is often alleged as the perceived perpetrator in instances of sexual harassment. Data for the study were qualitatively gathered through in-depth interviews from eight purposively selected participants from the University of Education, Winneba (UEW), and the University of Ghana, Legon (UG). Additional data were gathered from a review of policy documents on sexual harassment from both institutions. The data were thematically analysed drawing on a conceptual framework design from the sexual harassment policy documents of the two universities, the concept of gender stereotype and principles of the Organisational Model. The data revealed two contradictory findings: implicit comprehension and explicit comprehension of the concept of sexual harassment. The male is perceived as the perpetrator of sexual harassment because women are being defined as sexually passive; trivialising and normalising incidence of sexual harassment; defining manhood as perceived aggression and masculinity and access to unequal power. The study concludes that gender stereotyping is reinforced in the reasons why the male gender is perceived as the perpetrator and policy documents of universities implicitly contributes to these perceptions. The study recommends that institutions periodically update sexual harassment policies with data from incidence of sexual harassment since understanding these documents have implications in avoiding the enactment of any form of sexual harassment.
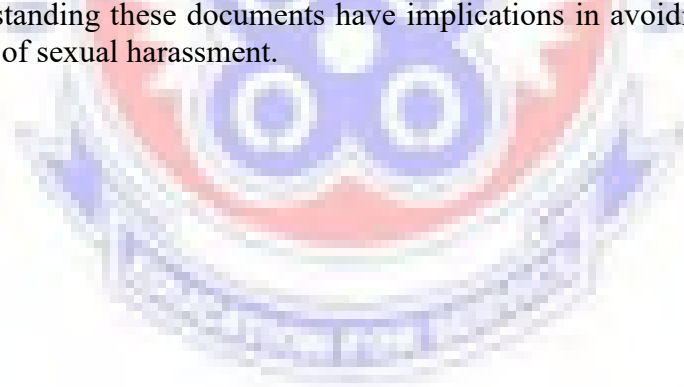
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In recent times, there has been a pervasive reportage globally on different forms of sexual harassment (SH). Available data from a population based survey conducted by the International Labour Organisation (ILO) in 2015 indicates that sexual assault or sexual harassment is primarily committed by intimate partners, close relations and non-partners. The survey revealed that lifetime occurrence of sexual violence often involved the female gender as the victim. Emphasis in this study was on the role of age and contexts in determining the boundaries of sexual harassment occurrences with regard to policy documents on rape and defilement.

The World Health Organisation (2012) defines sexual harassment as "an attempt to obtain a sexual act, unwanted sexual comments, sexual advances or acts to traffic or otherwise, directed against a person's sexuality by any person regardless of their relationship to the victim in any setting, including but not limited to home or the work place (p.1)." According to Eze (2013), based on this definition, sexual harassment could be rendered in diverse forms either subtly or openly regardless of the relationship between a perpetrator and a victim.

Some researchers (Blay, 2013; Coker *et. al.,* 2015) have commended efforts at redefining the phenomenon of sexual harassment in context in an attempt to administering punitive measures to culprits, and also, assisting to eradicate or minimize incidence of all forms of sexually transmitted diseases which are probably occasioned by acts of sexual abuse. The study arguably directly links the eradication of sexual harassment to the attainment of the Sustainable Development Goal 5. The Sustainable

Development Goal 5.2 is targeted at eliminating all forms of violence against women and girls which also reinforces the fact that it is the female gender that needs support because they are vulnerable and not the male (Nhamo, Nhamo & Nhemachena 2020).

Eze (2013) broadens the scope and definition of sexual harassment to include any form of coerced sex in marriage and dating relationships, organised rape in war, demand for sex for favours, trafficking of women and children (i.e. the vulnerable), female genital mutilation, and forced exposure to pornography as constituting sexual harassment irrespective of the context and relationship. The act of sexual harassment is therefore considered a social problem and could occur among different groups of people in different settings.

Miller *et al*., (2013) opines that sexual harassment is a pervasive problem on university and college campuses and that health consequences of sexual violence are well documented to include both short term and long-term health problems such as depression, anxiety, eating disorders, post-traumatic stress disorder, and suicidal ideation. In most incidents, men have been established to be culprits of sexual harassment either in the higher educational institutions or work places (Kapila, 2017). It has been documented that most victims of sexual harassment show cognitive, behavioural, emotional, and physical symptoms following harassment which may persist long after the harassment has ended and even change the course of their lifestyles Miller *et al*., (2013). It could be inferred from the on-going discussion that sexual harassment in higher educational institutions has garnered growing global attention especially, in countries where the percentage of the vulnerable is very high (Fedina, Holmes & Backes, 2015). However, Clancy (2014) also argues that sexual harassment in higher educational institutions is often perceived as speculation because victims

refuse to report to enable punitive measures to be administered on perpetrators to serve as a deterrent to others.

Eze (2013) asserts that going public with an issue of sexual harassment is still a taboo and a difficult subject for discussion in many settings, especially Africa because of the stigmatizations attached to victims of sexual harassment. Eze (2013) further adds that perhaps, the difficulty in determining what accounts for sexual harassment has occasioned the myriad of definitions of the phenomenon, and in some instances equating it solely to sexual abuse. The study concludes that the silence has become a huge challenge to eradicating the menace and recommends efforts at educating victims of sexual harassment to report such occurrences. Benson and Thompson (2014) established in their study that experiences of sexual harassment reported by a random sample of undergraduate women at a major U.S. campus revealed that thirty percent of these women reported having received unwanted sexual attention from at least one male instructor during their four years at college. Sexuality is an area that makes women unique but at the same time, as Higgens, Hoffman and Dworkin (2010) contend, it is not well understood and enjoyed freely by women because of the low position they occupy in the society

Studies abound on the prevalence of sexual harassment at higher educational institutions and their impacts on the victims of harassment. In the United States of America for instance, studies show that sexual harassment in higher educational institution occur more frequently than reported (Oni, Tshitangano & Akinsola, 2019). A study at Brown University in the United States revealed that among every 234 female students, there is a likely incidence of 6% attempted rape and 3.8% rape cases. In a recent systematic review of the literature, Fedina, Holmes and Backes (2018) synthesized the prevalence estimates of sexual harassment in colleges where the

samples were based on 34 studies originating from the USA between the period of the year 2000 and 2015. The study concluded that while the prevalence rates varied greatly mainly due to measurement and definitional differences, unwanted sexual contact was the most prevalent form of sexual harassment, followed by rape and rape attempt.

Similarly, Altiındağ and Baykan (2017) in a study on the experiences of sexual harassment victims of undergraduate females in selected universities in major universities in the USA. The data revealed that 38% of the females were noted to have received unwanted sexual attention or intensions from at least a male instructor during their four years stay at college. It could be gathered from both Altiındağ and Baykan (2017) and Fedina *et al* (2018) that two general patterns seem to be occurring where female students are sexually harassed by male instructors or lecturers. The studies assert that most female victims of sexual harassment in academic environments often lose their self-confidence and become disillusioned with other male faculty members and argue that the prevalence of sexual harassment has a cumulative effect of eroding the female's commitment to attaining careers in male-dominated areas, such as the academia. Both studies recommend the female to carefully monitor to avoid being harassed by the male lecturers.

In Ghana, a number of institutions and Non-Governmental Organisations (NGOs) are providing educative information, especially in the media, on how the female gender as a vulnerable group should protect themselves from becoming victims of incidence of sexual harassment (Norman *et al*., 2013). Notable amongst these organisations are the Ghana AIDS Commission, Plan Parenthood Association of Ghana (PPAG) and Alliance for Reproductive Health Rights (ARHR) among others. It is interesting to note that although campaigns on such education has been pervasive, only a few had targeted their messages at the male gender on how to avoid any inclination for sexual harassment

or sexual abuse (Britwum & Anokye, 2006). The assertions of Britwum and Anokye (2006) also reinforce the perception that the female is the victim in incidence of sexual harassment and as such, needs to be protected, and not the male gender who is perceived as the offender in sexual harassment occurrences.

1.2 Statement of Problem

The motivation for this study is grounded in some informal exploratory analysis of highly opinionated discussion from courts of opinion in the media on an alleged incidence of sexual harassment at the University of Ghana, Legon, released by the BBC Africa Eye and in October 2019.

In October 2019, the BBC Africa Eye (i.e. the investigative Department of BBC) released a documentary entitled "Sex for Grades". The documentary evidently exposed three male lecturers from two universities: University of Lagos, and University of Ghana, Legon, in scenes purported to have culminated into acts of sexually harassing the females in the documentary. In the documentary, all three male lecturers were alleged to have sexually harassed women who had contacted them for one favour or the other.

The days after the release of the documentary were laden with volumes of divergent views from individuals in the court of opinion in the media. This issue made headlines on television and radio as well as their online platforms (peacefmonline.com, 07-10-2019; TV3online.com, 07-10-2019). The use of invectives on the perceived male lecturers as culprits was more profound on the social media. The alleged offenders were severely cyber trolled on several social media platforms. Most people argued that the phenomenon of sexual harassment is prevalent in higher educational institutions to

authorities (Ghanaweb.com, 07-10-2019). A section of the people in the court of opinion also argued that, the acts in the documentary had been staged and not representative of sexual harassment for grades as people were made to believe per the sensational title of the documentary. Such people contested that the documentary was misleading and was a false representation of the phenomenon. As a result, I was motivated in this study by the divergent views in the media to seed these observations in literature with the hope of identifying probable research gaps and to contribute to knowledge using empirical data.

Some research efforts have also been made on the female as victims in sexual harassment occurrences in other parts of the world apart from the USA. For instance, Wood *et al*, (2018) conducted a study in Asia, across eight countries involving 16,754 students. The study examined participants in an online survey on sexual harassment and victimization by members of faculty or staff in higher educational institutions, colleges and universities. The study concludes on the assertion that the phenomenon of sexual harassment is mostly experienced by female students in all the universities involved in the study, with the University of Hong Kong being the most profound case with a pervasive rate of 34.9%.

While in the Western world, sex is believed to be subject for open discussion for every gender, in Africa, it is frowned upon for the female but conservatively acceptable for the male (Niang, 2010). Some studies (Andoh, 2011; Eze, 2013; Sossou, 2007) have shown that the woman does not usually initiate sexual acts or speak freely about sexual harassment because of the stigma attached to women who assert their sexuality and communicate openly issues of sex. Discussions on sex and sexuality are considered the preserve of the male and as such, any woman who is noted to be actively involved in issues that border on sex and sexuality is perceived as promiscuous or a prostitute

(Sossou, 2007). Thus, the female has a passive role to play by being the docile partner in intimate relationships.

In essence, the initiation of sexual advancement is perceived to be constructed by male, often in an advantaged or privileged position of power in the society. Andoh (2011) reported that sexual harassment remains a widespread and underestimated phenomenon in Ghana, although data is often based on perception surveys.

It can be seen from the ongoing discussions that the phenomenon of sexual harassment has been given some scholarly attention from diverse perspectives (Andoh, 2011; Altıındağ and Baykan 2017; Britwum & Anokye, 2006; Eze, 2013; Fedina *et al*., 2015; Wood *et al*; 2018). Some of the reviewed studies emphasized the relative difficult in determining how the definition of 'sexual harassment in terms of context contributes to the understanding of the concept, relative to policy documents of organisations.

Antecedents and consequences of sexual harassment against women at the work place have also been documented (Lapierre, Spector, & Leck, 2005; Willness, Steel, & Lee, 2007). For instance, Hejase (2015) through the lens of the concept of gender stereotypes interrogated institutional policy frameworks of selected universities to help define the boundaries of sexual harassment occurrences, and to proffer solutions to the menace at the workplace. The findings indicated that sexual harassment at the workplace in generally persistent for these three main reasons: the female not taken seriously as a victim, giving in to sexual advancement fear of termination of appointment or lack of promotion; and stigmatization of the victim of sexual harassment. The relevance of Hejase's (2015) work to the current study, is that the concept of gender stereotype as used in the study as part of the analytical framework assisted the analysis of data too in this current study.

A similar study on factors that contribute to incidence of sexual harassment particularly, violence against women and girls (VAWG) in Ghana has been conducted by Owusu *et al*. (2018) from the perspective of the media. The study concludes that issues of sexual harassment including rape is usually minimised to exonerate the male who is often the harasser but blame the female who is the victim for behaving in ways that had caused the offence.

Moving on that premise, it is important to reiterate some research efforts in Ghana (Britwum & Anokye, 2006; Norman *et al*., 2013; Owusu- Addo *et al.,* 2018) on the phenomenon of sexual harassment which have mainly focused on determining factors which contribute to why the female is the victim in incidence of sexual harassment and their implications for policy; media framing or coverage of sexual harassment and VAWG and its health implications (Owusu- Addo *et al*., 2018) among others. Further to that, some reviewed studies have also established that the female is often the victim in sexual harassment occurrences whilst the male gender is the perceived perpetrator (Fisher *et al.,* 2016; Norman *et al*., 2013). This is an indication that in spite of the research efforts, minimal studies have examined the reasons why the male gender is perceived as the perpetuator in incidence of sexual harassment. This is an indication of the gap in literature that this current study seeks to fill and contribute to knowledge using empirical data.

1.3 Objectives of the Study

This study is guided by these research objectives:

1. To interrogate how the sexual harassment policy documents of two Universities (UEW and UG) contribute to the understanding of the concept of sexual harassment by the male gender in the Universities.
2. To examine perspectives of males on why the male gender is perceived as the perpetrator in incidence of sexual harassment.

1.4 Research Questions

The following research questions guided the study:

1. How do the sexual harassment policy documents of two Universities (UEW and UG) contribute to the understanding of the concept of sexual harassment by the male gender in the Universities?
2. What are the perspectives of males on why the male gender is perceived as the perpetrator in incidence of sexual harassment?

1.5 Significance of the Study

It is expected that the findings of this study contributes to the literature in gender studies in several ways. Firstly, the findings of the study expand the literature on sexual harassment and gender studies by offering insightful information that could help updating or modifying policy documents on sexual harassment in the two universities involved in the study. Also, the study is a source of information for gender-based institutions and Non-Governmental Organisations seeking data on why the male is perceived as the offender in situations of sexual harassment in higher educational

institutions to enable them inform policy decisions and to proffer suggestions on preventives measures on the phenomenon. Further to this, the findings of this study serve as reference material for stakeholders including policy makers in designing or improving national policies on sexual harassment.

1.6 Scope of the Study

The study is delimited to how policy documents on sexual harassment in two universities contribute to the male gender's understanding of the concept of sexual harassment. The study is also limited to gathering data from selected male lecturers from the Department of Political Science Education, University of Education, Winneba, and the Department of Political Science, University of Ghana, Legon on the reasons why the male is perceived as the offender in situations of sexual harassment. The collection of data is limited to in-depth interviews with eight purposively selected male lecturers as well as document analysis.

1.7 Organisation of the Study

This study is organised in five chapters. Chapter one is the introduction of the study and it comprises the background to the study, statement of the problem, research objectives, and research questions, significance of the study, and scope of the study. Chapter two presents a review of empirical studies which have been thematised into various subsections including the concept of sexual harassment; gender and sexual harassment; policy documents on sexual harassment of UEW and UG; and the concept of gender stereotypes among others. The chapter also presents the theoretical framework of the study comprising a framework designed from policy documents of the two universities (i.e. UEW and UG), and the principles of the Organisational Model

(Cleveland & Kerst, 1993) from the point of view of power differentials in an organisation. Chapter three discusses the methodology of the study and includes subtopics such as the research approach, research design, sampling strategy and sample size, data collection procedures, data analysis plan, ethical considerations and trustworthiness of data. In chapter four, the findings and discussions of the study are presented and Chapter five comprises the summary of findings, conclusions, and recommendations of the study. The chapter also presents some limitations of the study and offers recommendations for future studies in the area of sexual harassment and gender studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents a review of empirical studies on sexual harassment and the male gender. The issues discussed in different subsections of the chapter include discussions on the concept of sexual harassment; gender and sexual harassment; gender stereotypes and sexual harassment; and a review of sexual harassment policy documents from the University of Education, Winneba (UEW), and University of Ghana (UG). Constructs and variables gleaned from the policy documents were used to design a conceptual framework in this chapter. Finally, the chapter presents explanations on the Organisational Model (Cleveland & Kerst, 1993) from the point of view of power differentials in an organisation, and ends with a presentation on the relevance of the policy documents, conceptual framework and the theory to the study.

2.1 The Concept of Sexual Harassment (SH)

To understand the social constructions of sexual harassment in the contemporary era, it is important to understand how early framers of policies on the phenomenon understood the concept as well as how its principles have evolved over time. The definition of the concept has undergone discursive struggles from researchers, legal scholars, and policy makers who assert that different people define the term in different ways in context to resonate with what they seek to do (Norman, Aikins & Binta, 2013). Beginning in the 1970s, research showed that the second-wave feminists identified and named social problems that were gender related and advocated for their acceptance as part of the public discourse or narratives on women (Śledzińska-Simon, 2011). An example of the

social problems is sexual harassment which was also referred to as female sexual victimization. In 1979 an American feminist, Catherine MacKinnon in her groundbreaking seminal book, *Sexual Harassment of Working Women*, noted that female sexual victimization was sufficiently pervasive in the American society but also" (1979:1). She was alluding to the fact that although the female is reported to be victimized, the issue has remained a speculation for lack of evidence to define what it is. Since the publication of her book, sexual harassment has become increasingly visible, and variants of MacKinnon's (1979) broad sociocultural explanation have been espoused from different perspectives. MacKinnon's (1979) assertion is grounded in legal frameworks as resonating with the focus of her study. She defined the factors that necessitated sexual victimization as consisting of two components: hostile conditions of work and work environment; and trivialising sexual favours as a simple exchange or "quid pro quo" (MacKinnon, 1979).

Truskinovsky, Rubin and Brown (2013) analysed a micro-data set of worker demographics and workplace characteristics in Haitian, Jordanian and Indonesian apparel factories. The research tested four hypotheses concerning determinants of reports on sexual harassment. These included vertical alignment of incentives, level of organisational awareness, and sexual harassment as a form of worker discipline, and sexual harassment as a form of supervisor compensation. The findings indicated that sexual favours in these organisations were in the form of explicit exchange or 'quid pro quo'. The study concluded that sexual harassment primarily arise in organisations where supervisors are charged with assessing individual work performance of subordinates for the determination of production-related pay incentives (Truskinovsky *et al*., 2013).

According to Gerrity (2000) the difficulty in determining the boundaries of sexual harassment is tied to the element of 'quid pro quo' or exchange as espoused by MacKinnon (1979) and it regarded to be profound in work environments and educational institutions. According to Gerrity (2000), "the US Equal Employment Opportunity Commission filed more than 13,867 charges of sexual harassment in both corporate institutions and in the academia. From 1990 to 2009, the study revealed that the percentage of sexual harassment claims filed by employees had doubled from 8 to 16%. Awards to charging parties had also increased tremendously. The study concluded that incidence of sexual harassment could be established when a harasser requests any form of unwanted sexual favours in exchange for keeping a job, receiving promotion or a raise in salary, obtaining work-related opportunities, or avoiding demotion or dismissal. Sexual harassment is considered a form of illegal discrimination as well as a type of psychological and sexual abuse (Gatten, 2012).

Perhaps hinging on MacKinnon's (1979) definition, there has been definitions in myriad ways with elements rooted in the ideals of MacKinnon, especially in policy documents of corporate organisations and academic institutions. For instance, the *Office of Institutional Equity* (2007) of the University of Michigan explains SH to comprise elements such as unwelcomed sexual advances, requests for sexual favours, and the use of seductive verbal or physical conducts to attract another party. Further, sexually harassing behaviours such as "girl watching" that is sexually gazing females are themselves instinctive of the social practices of masculinity (Quinn, 2002). The World Health Organisation (WHO) during a Technical Consultation on sexual health in Geneva in 2002, proposed a working definition for sexuality and the scope of sex harassment. The report states, "Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism,

pleasure, intimacy and reproduction where sexual harassment comprises any form of unwanted sexual advancement or exploitation." (p5). Joseph's (2015) study used elements from the WHO'S definition on the scope of sexual harassment from a comparative perspective, to examine incidence of sexual harassment, effects of sexual harassment; and ways of curtailing the phenomenon in higher educational institutions. The study concluded that sexual harassment exists as a result of weak mechanisms in institutions where the phenomenon undermines the integrity of the academic environment and should be checked.

According to a survey conducted by the International Labour Organisation (ILO) in many nations across the globe, it became known that the enactment of SH include a range of behaviours from mild transgressions and annoyances to serious abuses (ILO, 2010). In essence, the definition of the concept is important for establishing whether a behaviour could amount to an offence or not. Berdahl, Magley, and Waldo (2000) had prepared the grounds for the definition of the ILO when they broadened the scope of SH to include types: gender harassment, unwanted sexual attention and sexual coercion. Each of the types is enacted through lewd comments, negative comments and enforcement of gender roles.

The findings of Berdahl, Magley, and Waldo (2000) were also extended by De Judicibus and McCabe (2001) in their case study on the impact of gender role and sexist attitudes in determining the scope of sexual harassment. The study examined factors associated with blaming the cause of sexual harassment on the female. The data included independent variables on participants' experiences of sexual harassment, their perceived sexist attitudes and gender roles, identity, age, provocative dress sense, and status. It also ascertained how all these attributes contributed to the likelihood of the female to be sexually harassed. The study purposively sampled 62 females from two

institutions using a demographic age of between 18 and 35 years. The findings showed that an approximated 60% of females are likely to be harassed on the basis of their dressing provocatively. About 26% percent of the females were noted to be possibly harassed because of their age and perception of vulnerability. These characteristics were emphasized to be prevalent in male dominated environments. Finally, 24% of female students were likely to be harassed because of their status and gender roles in the academic environments as subordinates.

A similar study on the issue of gender roles in reinforcing the establishment of what could be defined as sexual harassment is that of Combs, Jordan, and Smith (2014). This study argues that students of higher educational institutions are emotionally harassed through unwanted sexual advances with implications on their academic performance (Combs *et al.*, 2014). Sexual harassment may result in sexual gratification on the part of the perpetrator, though its underlying purpose may be expressed as the exertion of power and dominance over the sexually harassed person emotionally (World Health Organisation, 2013). Since sexuality includes gender identities and roles and influences from society, the sexual performance of women cannot be the same as that of men.

From a psychological or emotional point of view, SH is considered as any form of illegal discrimination to cause emotional stress or instability either through verbal or nonverbal acts Elmarie (2007) explains it to comprise of any form of behaviour purported to cause emotional distraught as in verbal sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions or sexual threats and body shaming. The unwanted behaviour can also be non-verbal comprising the use of sexually suggestive objects or pictures, negative graphic commentaries, suggestive or insulting sounds, leering, whistling or obscene gestures. Osman (2004) analysed how different facial responses (a smile, a frown, control) to either unwanted sexual attention

or to a lewd comment influenced the perception of it as sexual harassment in cases of male or female sexual harassment. Measured for both men and women, as well as for men and women separately, the results of her study indicates that when the victim smiled, the situation was considered as sexual harassment to a lesser extent than when the victim frowned or when the facial expression was not mentioned as noted by Osman (2004).

The concept of sexual harassment has also been addressed by Runtz and O'Donnell (2003) with a focus on unwelcomed physical contacts as representative of sexual harassment. The study was on the principal components of touching as explicit sexualised touching and explicit non-sexualised touching. The explicit sexualised touching encompassed touching some 'prohibited parts' of the body that could easily cause sexual arousal or sexual gratification (i.e. breast, sexual organs, lips, neck, thighs etc.). On the other hand, explicit non-sexualised touching involved a prolonged and seductive touching of parts usually not regarded as prohibited or unable to arouse sexual gratifications easily (i.e. fingers).

Sousou (2007) further widens the scope by including instances of unwelcomed physical contacts as constituting incidence of sexual harassment. The study contends that the parameters for defining SH should be explicit enough to embrace any form of unwanted physical contact, including, seductively pinching the buttocks or breast of another person, brushing the body seductively, sexual intercourse, or physical assault for purposes of gaining an undue advantage over another person. This corroborates an earlier study by Flack *et al* (2007) which had examined types of physical sexual harassment enacted in Colleges to encompass unwanted sexual intercourse, unwanted fondling, and unwanted touching of any part of the body seductively during ''hook-up'' culture. The study operationalized 'hook-ups' as casual encounters with no

expectation of future commitments usually at the level of friendship or platonic relationships. Sousou (2007) further avers that the difficulty in determining the different forms of physical contacts as constituting sexual harassment has inured to the pervasiveness of the phenomenon in educational institutions, especially, institutions with weak educational systems, low levels of accountability, high levels of poverty and a high rate of gender inequality and gender stereotypes. Krebs *et al*. (2007) in a seminal work discovered that one in five college women experienced college-based sexual assault at two universities and among participants in the study. The study further states that 35% experienced moderate childhood sexual victimization, 6.4% experienced severe childhood sexual victimization, 26% experienced moderate adolescent sexual assaults, and 13.5% experienced severe adolescent sexual assaults (Krebs *et al*., 2007).

A quantitative survey by Psychol (2007) on identifying the parameters of unwanted behaviours to help define the boundaries of the concept of sexual harassment used a sample 424 student respondents to access the different forms of emotional harassment which are occasioned by sexual advances on both gender in the academic environment. Using tenets of the Spillover Theory, the findings showed that 41% of the respondents had experienced different forms of emotional harassment necessitated by the use of lewd comments, 29% by sexual coercion, 21 through seductive graphic images, 5% through texts and 4% through unwanted touching. The finding could assist in explicating the sexual harassment is not discriminatory only to the female gender. Both the male and female in an academic institution could suffer different forms of emotional harassment on the bases of some form of unwanted advances but the effect could be more profound on one than the other.

 Joseph (2015) conducted a research on sexual harassment in tertiary institutions. Her focus was on the concept of sexual harassment; incidence of sexual harassment, effects

of sexual harassment on victims and ways of curtailing the phenomenon. The study concluded that sexual harassment exists as a result of weak mechanisms in institutions and the phenomenon undermines the integrity of the academic environment. The study further recommended institutions to implement policies vibrations to sexual harassment and to ensure punitive measures are followed to serve as a deferent to others. A study on the Department of Defence data in the USA from 1995 to 2004, conducted by Langhout *et al*. (2005), analysed cases of sexual harassment with the emphasis on a significant SH experience, that is, "the situation that had the greatest effect," (p. 984). They created 15 SH categories, to see how often which types of sexual harassment occur individually and how often they co-occur. They noted 5576 cases of sexist hostility that are negative remarks about men and women, 2629 cases of sexual hostility (lewd comments), 1977 of unwanted sexual attention, followed by mixed types of sexual harassment like sexist hostility and sexual hostility (1003), sexual hostility and unwanted sexual attention at 593 cases), etc. Sexual coercion without other types of sexual harassment occurred in 143 cases. The least often occurring sexual harassment types were sexist hostility, unwanted sexual attention and coercion (51 cases), sexist hostility, sexual hostility, and coercion, (39 cases) and sexual hostility and coercion (19 cases).

General workplace sexual harassment incidences have also been explored in the attempt to define the scope of the phenomenon. Robbins, De Cenzo and Coulter (2012) contend that sexual harassment is not a problem in in one human environment and that it is prevalent at corporate organisations in different forms one country. For instance, the study cited that the European Commission in a phenomenology found that between 30% and 50% female employees in European Union countries experience forms of sexual harassment that go unreported. This was evident in the records on sexual

harassment cases filed against employers in countries such as Japan, Australia, New Zealand, and Mexico among others (Robbins, De Cenzo & Coulter, 2012 p. 357). The study concluded that cases of sexual harassment are usually not reported and offenders go unpunished because policy documents on sexual harassment in most organisations are not explicit in what accounts for incidence of harassment (Robbins, De Cenzo & Coulter, 2012).

Orchowski *et al.* (2012) indicated that 25.4% of women had experienced unwanted sexual contact through the use of arguments or pressure at a 2-month follow-up period within twelve months. They also found that 14.2% of women experienced unwanted intercourse through the administration of alcohol and/or drugs and 9.7% experienced unwanted intercourse by sexual coercion (i.e., arguments and/or pressure).

In reaction to evidence that at least some male and adolescent workers are targets of sexual harassment (e.g.: Kalof *et al.* 2001; Talbot 2002), critics have challenged feminist views of sexual harassment as an act committed by powerful adult males against "powerless females" (Patai, 2008. p. 170). In Numhauser-Henning and Laulom (2012) study on unexamined notions of male power and predatorness, sexual harassment is perceived as any form of discrimination on the grounds of sex contrary to principles of equality for both men and women. Numhauser-Henning and Laulom (2012) posit that gender-based inequalities and discrimination are maintained and negotiated through interrelations among differently gendered (and therefore differently privileged) subjects within a larger gender system. This finding is grounded in Connell's (2001) constructivist theory which also introduced the concept of hegemonic masculinity. The concept of hegemonic masculinity explicates a gender system which privileges a singular vision of adult heterosexual masculinity over all forms of femininity and alternative masculinities (2001).

The concept acknowledges the existence of different forms of masculinities and femininities and takes account of the subjective experiences of the female gender incidences of sexual harassment. By and large, the concept of hegemonic masculinity has also been criticized for its representation of the Gramscian notion of hegemony but lauded for its representation of multiple masculinities and femininities (Numhauser-Henning & Laulom, 2012). In other words, it could be inferred that the wielding of sexual power to assert and maintain dominance over women is a preserve of the male gender because of an apparent hegemonic masculinity ascribed to the male. In essence, men and women are likely to experience the enactment of sexual harassment differently due to gender inequality and culturally prescribed expressions of sexuality. This is consistent with Amaro, Raj and Reed's (2001) argument that the perceived subordinate status of the female and its accompanying lack of sexual autonomy could account for the enactment hegemonic masculine on them in the determination of what constitutes sexual harassment.

Norman *et al.* (2013) in a quantitative study in Ghana on sexual harassment in public medical schools in Ghana, focused on the rate of prevalence in incidents of traditional and contra power sexual harassments in the medical schools. Their sampling was from four public medical schools, namely, University of Ghana, Legon, Kwame Nkrumah University of Science and Technology, University of Cape Coast, and University of Development Studies. The study investigated the ratio of females to males as victims of sexual harassment. It sought to ascertain levels of sexual harassment and explored how victims of sexual harassment can appraise their reaction to similar incidence in the corporate world or industry when the students graduate. The study revealed that the likelihood of victims that have been harassed in schools to be harassed again in the corporate world or industry is very high. This is because the ratio of sexually harassed

victims who report such incidents is extremely low due to the stigmatizations attached to such victims; and the fact that the sexually harassed victims usually do not have the 'voice' to report such negative actions. The study further alludes that such victims in the long run become members of the 'muted group' and are likely to endure multiple occurrences of sexual harassment wherever they find themselves (Norman *et al.*, 2013).

The revelations in the data of Norman *et al.*, (2013) are consistent with the notion that the female is labelled as a member of the muted group. The Muted Group Theory (Kramarae, 2005) states that the female's words are often normalised and their thoughts devalued in the patriarchal society where their social problems are repeatedly not given the needed attention or trivialised due to gender stereotype, gender norms and social power. Although the female tries to overcome such inequalities, the masculine control of communication places them at a tremendous disadvantage by depreciating and excluding them until they become a 'muted group' unwilling to voice their social problems (Kramarae, 2005).

2.2 Gender and Sexual Harassment

Sexual harassment is perceived to be more often experienced by women and more often perpetrated by men (Cortina & Berdahl 2008). A school of thought believes that gender is not something we are born something that we have. It is something that we do or perform based on our socialisation (West & Zimmerman, 1987).

Fausto-Sterling (2000) builds on West and Zimmerman's (1987) construction of gender and posit that labelling someone as male or female is merely a social decision or not based on any scientific explanations. The study opines that scientific knowledge determines the individual's biological make-up as man or woman. Studies on sex

differentials with regard to the level of intelligence are different. Women, as a category, are evaluated as endowed with high levels of intelligent which are noted to be often under patronized because the society sees the female as the dominant group dependent on the male and likely to depend on support because of the patriarchal construction of the society.

Connell (1995) argued that gendered norms and behaviours reinforce gender stereotypes because in most settings, gender norms are taught and learned rather than being innate or inherent. By being born male, men are granted access to power, position and resources on a preferential basis to women (Connell, 1995). In other words, the sense of entitlement is because a person is socially constructed as being either male or female.

In the same vain, Schneider, Tomaka & Palacios (2001) posit that gender-based harassment is any form of harassment directed against a person based on gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. Thus, while both the male and female could be victims of gender-based harassment, the female is more likely to be a victim of sexual harassment. From a similar perspective, a study on interpersonal aggression (a violent argument) showed differences between levels of perceived aggression in males and females (Stewart-Williams, 2002). However, the perception of verbal and physical aggression was noted to be enacted more profoundly by the female than the male.

The phenomenon of hyper-masculinity has a predominant role to play in determining gender and sexual harassment. Studies have shown that the male gender is socialized from an early age to learn to be strong and not show feelings of weakness or pain

perceived to be characteristic of females (Fisher *et al*, 2016). However, Fisher *et al*., (2016) maintain that in spite of the male's gender socialisation processes, caution must be exercised in depicting women as being essentially peaceful and essentially violent. In light of this, these depictions reinforce antiquated, patriarchal models of masculinity and femininity and negate patterns of dominance and violence practiced by women, as well as patterns of peace and respect practiced by both men and women. Research has shown that on the level of intellect, temperament and other personal traits, there are no measurable differences between men and women and when differences do appear, they are small in comparison to variations within each of the sexes (Fisher *et al*, 2016).

Stockdale *et al*. (2004) in a study on 343 undergraduate students (45% male) and 246 working adults (42% male) sought to investigate differences between two sampled outcomes of sexual harassments (SH). The participants of the study were tasked to read a detailed account on an SH case where the victim was a male, and the perpetrator a female. They were also to describe the forms in which the incidence of sexual harassment occurred in the given scenario or case. The findings designated two types of SH: rejection-based SH and approach-based SH. The rejection-based SH included enacting behaviours that seek to humiliate or punish through forms of sexual harassment perpetrated by the male. It is perceived to be enacted by males who desire to portray hyper masculine gender norms or punish males who flout the performance of gender roles. On the contrary, the approach-based SH was often enacted by the female with the motive to lure the perceived offender in the form of pleasure and not to denigrate, humiliate or punish a target (Stockdale *et al*., 2004). Those who perpetuate stereotypes see the people they are stereotyping entirely in terms of generalised prescriptive assumptions about their biology, nationality, sexual orientation or age (Blum, 2004; Pickering, 2015**).**

Gerrity's (2000) study was on how the male gender sexually harasses another male. Using data from 112 male university employees on forms of SH outlined in an SEQ 17 questionnaire on how they are sexually harassed by their male counterparts, the study showed that 83% of the participants had experienced at least one form of SH behaviours listed in the questionnaire to include seductive behaviour of unwanted touching (otherwise referred to as unwanted sexual attention). About 14.1% had also experienced sexual imposition (enacted through unwanted seductive images, lewd comment, seductive jokes etc.). It was concluded in the study that same-sex harassment by largely experienced through unwanted seductive behaviour of touch (unwanted sexual attention). The findings also showed that the seductive behaviours had stronger negative impact on victims including depression, anxiety, and low self-esteem. One reason it is important to study men's understanding of sexual harassment is that men are 3.5 times more likely to be convicted of sexual assault compared to women (Gross, Possley, & Stephens, 2017).

2.3 The Gender Stereotypes and Sexual Harassment

Kabaji (2005) is of the assertion that gender is an important component of social identity and cultural classification in human cultures. Customarily, an individual in the society is identified by the role they play and this is mainly based on their sex or biological categories of being a male or female. Juschka (2013) also suggests that the subject, gender, is emotionally contested because of its duty in all aspects of human existence including education, language, social interactions and systems of believers and practices. Giri (2004) further affirms that gender is a thought of learned behaviours a culture associates with being a female or male; where the idea of femininity is communicated to females and masculinity to males. In light of this, Nanda (2000)

argues that gender can be portrayed as a cultural construction, which allows physical and biological differences into significant social categories that seem suitable and reasonable. In the same vain, (2008) affirms that gender is a concept that has been constructed socially through behaviours, activities and attributes a particular society regards as suitable for women and men. This inscribes female and male prescriptions that are executed through social engagements.

Literature abounds on gender stereotypes as products of biological and social conditioning which leads to the development of sex traits and roles defined by a person's 'maleness or femaleness' (Giri, 2004). Some researches (Beeghly 2015; Scharrer & Blackburn 2018; Ward 2002) on gender portrayals suggest that gender-stereotypical representations influence gender-related attitudes and perceptions. Stereotypes in many cases approve existing patterns of discrimination or inequality in the society. For this reason, those who generate and perpetuate stereotypes are perceived to be the male gender on women.

Operating from Gerbner's Cultivation Theory perspective, Browne (2006) also argues that long term and repeated exposure to television or media can alter a viewers' conception of reality. The study focused on how the pervasive influence of the mass media on gender stereotypes and masculinity (i.e. movies, music, and advertisement) have affected the social reality of the male gender and thereby, reinforcing gender stereotypes. The study posits that the male as a perceived sexual harassment perpetrator also suffers gender stereotypes, particularly, with the increased media coverage of sexual violence within their environment. Stereotypes in many cases are noted to be approved by existing patterns of discrimination or inequality in society (Hinton, 2000).

According to Wong, Horn, and Chen, (2013), the male also faces a host of stereotypes including being regarded as sexually aggressive. To illustrate, one of the most prevalent forms of a gendered stereotype against men is rooted in the notion of hyper-masculinity. Hyper-masculinity in Wong *et al* (2013) is operationalized as a form of male dominance and aggressive tendencies of the male in the society. The study describes gender stereotypes as anything that is denigrating for against a particular gender. Those who perpetuate stereotypes see the people they are stereotyping entirely in terms of some assumptions perhaps about race, nationality, sexual orientation or age among others (Pickering, 2007).

In addition to facing stereotypes, scholars have also highlighted that the male in particular oppress female for divergent reasons. For example, the male may be motivated to prevent a female from obtaining material or other resources to preserve their dominant status. On the other hand, the female is likely to evade perceived threats from men, especially regarding sexual harassment and offer opportunities for the male to exploit them (Pratto, Sidanius, & Levin, 2006).

2.4 Sexual Harassment and Misconduct Policy of the University of Ghana (UG)

The University of Ghana, the premier university and the largest in Ghana was founded as the University College of the Gold Coast by Ordinance on August11, 1948 for purposes of providing and promoting university education, learning and research. Being a human institution, the university community is guided by various policy documents which guide the day to day core mandate of the University. One of such document is the Sexual Harassment and Misconduct Policy of the university.

Since this study seeks is to interrogate how the sexual harassment policy documents of two universities (UEW and UG) contribute to the understanding of the concept of sexual harassment by male lecturers in these universities, it is important to review the Sexual Harassment and Misconduct Policy of the University of Ghana and to use its principles as the framework for analysing data.

The University of Ghana is committed to creating and maintaining a community in which all persons who participate in the university's programmes and activities do so in an environment free from intimidation, exploitation and abuse. The university seeks to provide an atmosphere of work and study in which all individuals are treated with respect and dignity. To achieve this objective, the university has adopted a policy on sexual harassment and misconduct which is intended to guide the university community. The policy defines prohibited conduct, outlines the procedures for reporting violations, conducts investigations, sanctions, non-retaliatory mechanisms and establishes the anti-sexual harassment committee.

The Sexual Harassment and Misconduct Policy of the UG document defines sexual harassment as "any unwelcome conduct of sexual nature including sexual advances, request for sexual favours and other verbal, non-verbal, written, electronic graphic or physical conduct or behaviour of sexual nature" (p.1). The various forms of sexual harassment are elaborated in the policy document as comprising any form of sexual or amorous behaviour with students or subordinates; staff exploiting relationships with subordinate staff or students for sexual ends; staff conferring undue favours to influence subordinate staff or students to yield to sexual desire; sexually exploitative and degrading behaviour; retaliatory and abusive behaviours directed towards either former relationship partners or individuals who have rejected the sexual advances of another

and sexual intimidation. Sexual intimidation is operationalized in the document as 'threatening to sexually harass an individual and or indecent exposure' (p.4).

The policy applies to all members of the university community. These include officers and employees of the university, students and persons who serve the university in all its locations and facilities, including vehicles. The university council has the sole mandate and overall responsibility for ensuring that the university complies with the sexual harassment policies. The policy document is made available to students and staff in various forms; as handouts at orientation programmes, on the university's website, among others. The Vice Chancellor is recognized as the chief disciplinary officer of the university and is responsible for ensuring compliance with the sexual harassment policy. The Center for Gender Studies and Advocacy facilitates and supports the sexual harassment policies and aids in its implementation. They have established a well-equipped sexual harassment crisis and counselling unit to support University staff and students who have been victims of sexual harassment. Officers and employees, students as well as persons who serve the University as agents and are under the control of the University in all its locations and facilities, including vehicles are all applicable to the sexual harassment policy document (Appendix C).

2.5 Sexual Harassment Policy Document of University of Education, Winneba (UEW)

The University of Education, Winneba (UEW) was established in 1992 by a government ordinance (PNDC Law 322) and with a relationship with the University of Cape Coast. Its main aim is to train teachers for the education system of Ghana. The UEW is charged with the responsibility of teacher education and producing professional educators to spearhead a new national vision of education aimed at redirecting Ghana's

efforts along the path of rapid economic and social development. The University is expected to play a leading role in Ghana's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana. (https://www.uew.edu.gh).

As already indicated for the UG, the UEW is also guided by policy documents guiding the day-to-day activities of the University. One of such documents is the Anti-Sexual Harassment Policy of the university. Since the UEW has an aim of creating a less intimidating and abuse-free environment for members of its community, it seeks to ensure that all persons are treated with respect and dignity. In view of this, the University has also adopted policies guiding behaviour including the sexual harassment policy document which seek to define prohibited conducts, outlines procedures for reporting violations, the explicates processes for conducting investigations into sexual harassment occurrences and their sanctions.

The policy document further elaborates on the aims of the policy which are tailored to preventing sexual harassment. It explains detailed sanctions and disciplinary measures against individuals who indulge in the acts or may be found palpable. The policy is applicable but not limited to all the members of the University community. This includes officers and employees, all students, as well as persons who serve at the University as agents, including facilities and vehicles. It is the overall responsibility of the University Council to ensure that the University complies with the sexual harassment policy. (Apendix D).

2.6 Conceptual Framework on Sexual Harassment Policies of UEW and UG

Imenda (2014) describes a conceptual framework as the structure, scaffolding, and frame of a study and further adds that, both theoretical and conceptual frameworks give life to a study or research. In other words, a conceptual framework helps to specify and define relevant constructs within a concept as the framework for that phenomenon (Luse, Mennecke & Townsend, 2012). Indeed, a conceptual framework could offer several benefits to a researcher seeking conceptual analytical tools as frameworks for the explanation of data in a study (Grant & Osanloo, 2016).

Literature is deficient on conceptual frameworks and theories that adequately capture and explain elements pertaining to sexual harassment and policy documents on the phenomenon (e.g. Giddens, 2007; Mills, 2016). However, Akintoye (2015) posits that some related conceptual frameworks could be used to explain the concept when existing theories become inapplicable for creating an expected firm structure for purposes of analysis and explanation. Akintoye (2015) grounds the argument by describing a conceptual framework as any carefully designed structure to enable a researcher to best explain the natural progression of a phenomenon being studied from the point of view of some key constructs or variables.

Ravitch and Carl (2019) extends Akintoye's (2015) assertion by maintaining that a conceptual framework could be designed to reflect and explain critical issues on a concept or phenomenon. In most case, where applicable, diagrams could be created to designate important constructs or variables that clearly define the focus of a research topic as well as indicate the relationship between the variables using designated in a structure or framework (Ravitch & Carl, 2019). This is in line with Grant and Osanloo (2014) indicated that variables and constructs in a phenomenon could be arranged in a

logical structure to a visual or pictorial display of how related ideas on the phenomenon could be relevant as an analytical tool to explain related concepts.

On the basis of the ideas espoused by Akintoye (2015), as well as Ravitch and Carl (2019), there was the need to design an analytical framework for this study using constructs and variables derived from the three main parts of the sexual harassment policies namely, 'Definition', Application and Scope, and Implementation and Compliance Institutions of the University of Ghana, Legon and University of Education, Winneba. This analytical framework aided the analysis of data for research question one, which was targeted at examining how insights from the policy documents of the universities enabled male lectures to understand the enactment of sexual harassment offences. *Figure 1* is a two-tiered hierarchical structure or conceptual framework on relevant variables and constructs from the sexual harassment policy documents of UEW and UG.
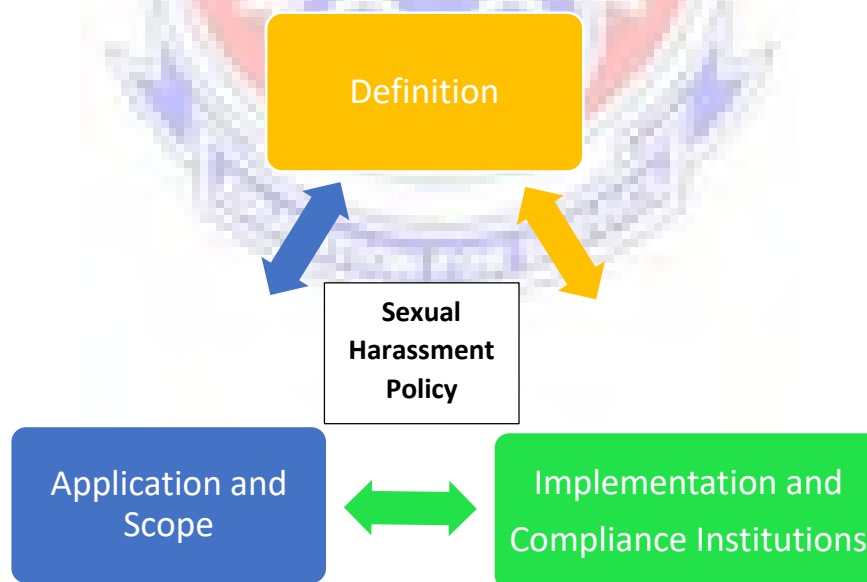
Figure 1: Conceptual Framework on Sexual Harassment Policy Documents of UEW and UG

Source: Field Data, 2019

In *Figure 1* is a two-tiered diagram or conceptual framework on the sexual harassment policy documents of the UEW and UG. In the first level is a rectangular block capturing the variable 'Definition'. Below at the second level are connected-rectangular blocks capturing the variables 'Application and Scope' and 'Implementation and Compliance Institutions'. It could be seen from the Figure 1 that all the rectangular blocks are connected to each other both horizontally and vertically with arrows. This is to show that the variables fuse into each other or are interdependent and not operationally, mutually exclusive. Embedded in the center of the triad connected-rectangular blocks is a variable captured as 'sexual harassment policy' around which all the three concepts of *Definition, Application and Scope, Implementation* and *Compliance* Institutions are considered to be revolving.

Wallis (2015) states that every good definition of a concept has two qualities, namely, the keywords in the definition and the inferences that the key words make in context to the understanding of the concept. In view of this, it was important to content analyse the manifest meanings of the words and phrases used in the policy documents as well as examine their latent or embedded meanings in order to arrive at the interpretation of the policy documents.

The concept of 'definition' in the documents is designated similarly by defining the concept of sexual harassment as "any unwelcome conduct of a sexual nature including unwelcome sexual advances, request for sexual favours and other verbal, non-verbal, written, electronic, graphic or physical conduct or behaviour of a sexual nature" (Misconduct and Sexual Harassment Policy Document- UG, 2017, p.2). On the other hand, the University of Education, Winneba also defines sexual harassment as "acts which include but not limited to unwelcome deliberate physical contact, sexually-oriented comments and gestures, displaying obscene or offensive images or texts and

threats of academic failure or promise of good grades or other rewards in exchange for social favours among others" (Sexual Harassment Policy Document-UEW 2019, p.1). These two definition contains key phrases, such as 'unwelcome sexual advances,' 'asking for sexual favour' or 'behaviour of a sexual nature,' and physical contact alluding to sexual harassment among others. As indicated earlier, the understanding of the concept determined the extent to which the key phrases or words as used makes the intended meaning of the phenomenon or construct also similar.

The Application and Scope of the concept of sexual harassment is an integral part of the policy documents. The scope of a policy sets out to aid compliance of contractual, legal or regulatory obligations. McCrie (2016) postulates that a properly defined scope leads to delivering a quality policy with specific plans to stakeholders to for ease of compliance. This shows that when the scope of a policy document is clearly spelt out it will be easier for people it is targeting to resonate with it and fully comply to avoid infractions. Mismanagement of the scope of every policy is mandated to contribute to its understanding and subsequent success. In the light of this explications from McCrie (2016), the scope of the sexual harassment policy documents of both UG and UEW as shown in Figure1 is a representation of what or what they universities seek to target. Therefore, the UEW sexual harassment policy defines 'scope' as "being applicable but not limited to all the members of the University community to include officers, employees, students, as well as persons who serve at the university as agents…. vehicles" (p.2). The University of Ghana also defines its scope as "being relevant to all member of the university community taking into consideration officers, employees, students and persons who serve the university as agents…vehicles" (p.6).

The policies of the two universities were the same in the application and scope and refers to the adherence by members of the university communities including teaching

and non-teaching staff, students and agents of the universities. Just as most definitions on the concept of sexual harassment has been provided in different portions of this study for purposes of similarities and differences, it was important to also compare the scope of the phenomenon to its explication in other organisations outside higher educational institutions.

Consequently, the anti-sbexual harassment policy of Gold Fields Ghana Limited (GFGL), a reputable mining company was also reviewed. This was to help determine if the scope of corporate institutions was similar or different from that of academic institutions. The sexual harassment policy of the GFGL defines their scope as "applying to all other persons including applicants for employment, contractors, members, suppliers and any other third party) (Goldfields Sexual Harassment Policy, 2019, p.4). Whereas the scope of the universities did not include 'prospective applicants' that of the GFGL widens the scope to encompass 'applicants seeking employment'. This could be an indication that the company envisaged that applicants to the organisation could fall prey to incidence of sexual harassment from members of the organisation who could lure them into enacting the phenomenon with the promise of some perceived favours.

Closely tied to the concept of 'application and scope' is the section on implementation and compliance institutions (see Figure 1). According to Rouse and Spradbury (2016), implementation refers to a specific set of groups or governing personalities responsible for the series of activities designed to ensure the compliance of all outline activities or programmes beneficial to the core mandate of an organisation or institution. Research indicates that quality implementation and responsiveness of the supervisory committees is relevant for the attainment of the target outcomes of an organisation or institutions (Durlak & Dupre, 2008).

From Figure 1, the sexual harassment policies of the UEW and UG had a section on Implementation and Compliance of Institutions and they were crafted in the same structure with regard to its wordings (i.e. the words and expressions) as well as the members constituting the institutions of responsibility for compliance. The Implementation and Compliance Institutions of the policy documents seeks to present the groups of people responsibility for ensuring that the policy is implemented and members within its scope comply with the demands and expectation of the policy without any form of infractions.

The data from the UG and UEW showed that the Implementation and Compliance Institutions components of the sexual harassment policy documents have the same structure of membership to comprise top hierarchy of Management and other regulatory bodies in the Universities. The membership groups responsible for the implementation and compliance include the University Council, the Vice Chancellor, the Gender Mainstreaming Directorate (i.e. UEW), Centre for Gender Studies and Advocacy (i.e. UG) and other sub Committees. The core mandate of these institutions is to establish culpability and recommend appropriate sanctions in incidence of sexual harassment. The membership of the Implementation and Compliance Institutions is indicative of the importance attached to the document as one of the most critical policy documents in the University. The document unequivocally outlines the roles and responsibilities of each member of the overseeing institutions.

Rouse and Spradbury (2016) states that for the implementation and compliance of a policy demands that tasks between various interrelated Departments in an organisation should be coordinated and recognized as relevant units in enabling organisations to accomplish their established core mandate. This implores all efforts from members of

organisations to be respected as important and necessary for the organisations and for them to ensure the protection of their human resource capital.

2.7 Organisational Model Theory

Littlejohn and Foss (2009) opine that theories reduce the complexity of experiences into manageable sets of concepts and propositions to enable individuals to make sense of a phenomenon. Based on this assertion, Littlejohn and Foss (2009) assert that a theory is a unified or coherent body of propositions providing a philosophical consistent picture of a subject or phenomenon. That is to say, through the lens of a theory some explanations could be made from data or an observation.

The Organisational Model (Cleveland & Kerst, 1993) is one of the Theories of Organisational Behaviour. The theory posits that sexual harassment may be expounded by various organisational-related issues including power and status inequalities within the organisation, which could increase the possibility of incidence of gender-based sexual harassment. The theory admits that power discrepancies exist within organisations or institutions and could reinforce the exertion of unequal power in enacting social problems including sexual harassment. Further, the Organisational Model is relevant for gender-based researches because it helps to explain how the differentials within an organisation and facilitates sexually abusive behaviours and necessitates the creation and adoption of diverse policies to guide organisational aspects such as organisational climate, organisational culture or norms and organisational policies (Willness *et al*., 2007).

Cleveland and Kerst, (1993) also maintains that the main ideas for explaining occurrences of sexual harassment is power and advocates that patterns in the society

naturally allows the male gender to dominate and wield a certain level of power resulting in prevailing stereotypes. Blackstone (2012) agrees with Cleveland and Kerst, (1993) and reiterates that through different aspects of the Organisational Model, sexual harassment could be perpetrated by the male gender. For example, an institution that is more tolerant on sexual harassment (e.g., no clear anti-sexual harassment policy, or complaints procedure) is predicted to have the prevalence of sexual harassment. Also, how permissive an organisational climate (i.e. tolerance of sexual harassment) is perceived to determine the level of risk of potential victims and the likelihood that the systems in the organisation supports victims and punishes perpetrators or implement sanctions.

According to Studzińska (2015), one significant strength of the Organisational Model is the use of its key suppositions of power and gender differentials to analyse data (i.e., strong empirical adequacy and research fertility) on incidence of sexual harassment in socio-culturally stratified or structured society which seek to favour a particular gender including reinforcing gender bias form of dominance. Kapila (2017) agrees with Studzińska (2015) states that the model perceived to be an outgrowth of the gender socialisation process where the male is assumed to assert power and dominance over women both at work and in the society. Proponents of this approach emphasize that in light of this empirical evidence that women experience more harassment than men rendering the theory relevant in discovering why the male is perceived as perpetrators in sexual harassment occurrences (Willness *et al*., 2007).

2.8 Relevance of Conceptual Framework and Theory to the Study

The literature reviewed on the concept of sexual harassment, and the sexual harassment policies has tremendously provided insights into using constructs and variables from the phenomenon of sexual harassment to design a conceptual framework (see Figure 1). This conceptual framework is used as the analytical framework for analysing the data on research question one (RQ 1) which seeks to interrogate how the sexual harassment policy documents of the two universities (UEW and UG) contribute to the understanding of the concept of sexual harassment by the male lecturers in these universities.

Additionally, the key suppositions of the Organisational Model (Cleveland & Kerst, 1993) were also used to analyse the data on research question (RQ 2) which seeks to examine the perspectives of male lecturers in the two institutions on the reason why they are perceived as perpetrators in incidence of sexual harassment. It important to add that all the analyses were also guided by concepts on gender stereotypes to ground the arguments on why the male gender is stereotypically perceived as the harasser in sexual harassment occurrences.

2.9 Summary

This Chapter has presented a review of empirical studies on sexual harassment and the male gender. The issues discussed in different subsections of the chapter include the concept of sexual harassment; gender and sexual harassment; gender stereotypes and sexual harassment; and policy documents on sexual harassment from the University of Education, Winneba (UEW), and University of Ghana (UG). Constructs and variables from the policy documents were gleaned to design a conceptual framework and presented in this chapter. The chapter also presents a discussion on the Organisational

Model (Cleveland & Kerst, 1993) from the point of view of power differentials in an organisation and ends with a presentation on the relevance of the policy documents, conceptual framework and the theory to the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a description of the methods and procedures adopted for conducting this study. Specifically, the chapter discusses the research approach, research design, participants of the study, sampling and sampling size, data collection procedures, and data analysis plan. The processes of ensuring the trustworthiness of data, as well as procedures for attaining ethical considerations are outlined in this chapter.

3.1 Research Approach

The study was guided by the qualitative research approach. A research approach is selected based on the processes and plans a research intends to adopt for a study based on the research focus. A selected approach would therefore include steps involving making broad assumptions to specific details on methods such as data collection procedures, analysis, and interpretations often determined by the research problem and the direction of the study (Braun & Clarke, 2018). Additionally, the identification of a preferred research approach is dependent on the nature of the research as well as the kind of data being sought. Creswell (2014) identifies three main research approaches, namely; qualitative, quantitative and mixed method.

Creswell (2014) further explains each of these approaches and asserts that the qualitative research approach is useful for studies which seek to explore and understand meaning that individuals or groups ascribe to a social group or a human problem. This approach involves processes such as the use of emerging procedures; gathering data

typically from the natural setting of participants; analysing data inductively by building from particulars to general themes, and making interpretations by following a flexible structure and not generalising findings (Creswell 2014, p. 34). Examples of qualitative studies include phenomenology, case studies, ethnographies, textual analyses, and discourse analyses among others.

Lindlof and Taylor (2017) describe qualitative research as an approach which focuses on the social practices and meanings of people in a specific historical or cultural context. Therefore, the qualitative approach seeks to identify and explore phenomena such as reasons, attitudes, and behaviours in depth. In the same vein, qualitative research is described by Shank (2006) as a systematic, empirical inquiry into meanings. Furthermore, Paton and Cochran (2007) suggest that qualitative researchers aim at analysing situated forms, content and experiences of social actors in words rather than numbers. Perhaps, hinging on this assertion, Hancock *et al*. (2009) also state that qualitative study is suitable for studying opinions, experiences, and feelings of individuals produced as subjective data. In other words, qualitative studies are basically concerned with understanding social practices and meanings of people in a particular cultural context.

In tandem with the above, Creswell (2014) posits that the processes of a qualitative study "involves emerging questions and procedures, data typically collected from participants' settings, data analysis inductively built from a particular to general themes and making interpretations of meanings of data gathered" (p.4). Since this study requires gathering data in the natural setting of participants in order to inductively develop themes from particular to general and make subjective interpretations, the qualitative approach was considered the most suitable.

Additionally, Braun and Clarke (2018) notes that meaning is situated in particular perspectives and different people present varying viewpoints on issues in different contexts. In line with qualitative research approaches, this study seeks to understand the reasons behind the perception that the male gender is the perpetrator in the incidence of sexual harassment. Therefore, the study is an explanation and interpretation of how definitions, application of scope, and implementation and compliance institutions of policy documents on the phenomenon of sexual harassment influences the understanding of the concept sexual harassment and reasons why the male gender is perceived as the offender in sexual harassment occurrences.

3.2 Research Design: Case Study

This study adopted a case study (unit of analysis or object of study) as the research design. Significantly, Creswell (2014) avers that the choice of a design regarded as appropriate to a study, largely depends on the focus of the study, the research problem, research questions, theoretical underpinnings, the nature of participants and the personal experiences of the researcher. He adds that the design involves the arrangement of conditions for collecting and analysing relevant data, using as appropriate sample size, accessing type of data needed and determining how the data would be analysed. Yin (2011) also opines that a research design is the logic link connecting data to conclusions drawn in a study based on some findings which are underpinned by a particular research problem. Based on Creswell (2014) and Yin's (2017) assertion, any chosen research design for a study enables the researcher to obtain the needed data on the basis of an identified research problem and be guided by research questions to analyse data and draw conclusions from findings.

Although this study is a case study, it is important to mention a few qualitative research designs such as narrative enquiry, phenomenology, grounded theory and ethnography. Furthermore, Yin (2017) further explicates that a case study could be single or multiple depending on the phenomenon being studies and adds that each design provides the logic that links the data to be collected and the conclusions to be drawn to the research objectives and research questions guiding a particular. However, since this study is examining a multiple case comprising sexual harassment and a gender stereotype of males in two different sites, the study is delimited to only the principles of a multiple case study and they guided the data collection processes.

The study seeks to investigate the understanding of the concept of sexual harassment from perspectives of the male gender in reference and policy documents using two: University of Ghana, Legon and University of Education, Winneba.

3.3 Sampling and Sample Size

The participants of this study comprises only selected male lecturers of the University of Education, Winneba (i.e. Department of Political Science Education) and the University of Ghana, Legon (i.e. Department of Political Science). The selection of the University of Ghana, Legon (UG) as a study site is rationalized by the fact that, in October 2019, when the BBC Africa Watch Eye Documentary video titled *'Sex for Grades'* was released, two lecturers specifically from the University of Ghana were seen in the video engaging in acts allegedly described as constituting forms of sexual harassment. In the heat of the widely publicised video, some lecturers from almost all the universities in Ghana who were UTAG members in solidarity with their colleague took to various media platforms including the radio, television and especially, social media to share their opinions on the video and to redefine what is sexual harassment as

against definitions provided by even national policy documents. The situation became more profound when the media decided to particularly target male lecturers of the University of Ghana and a few from other universities for their comments on the issues.

In essence, the male lecturers were purposively selected from the departments of Political Science because informal exploratory discussions with people from both universities had revealed that the two departments shared certain characteristics arising from perhaps, all of them being members of University Teachers Association of Ghana (UTAG); and probably teaching similar courses and belonging to same professional bodies (i.e., International Association of Political Science (IAPS), African Association of Political Science (APS) etc.). All these attributes were thought of as helping to create some level of affinity or affiliation between the members of the two universities.

According to Stake (2013) sampling involves the process of selecting participants for a particular study. Stake (2013) suggests that, researchers adopt appropriate sampling strategies to guide their choice on what to observe or who to interview in order to make systematic contacts with a phenomenon under study. McCrie (2016) from a naturalist inquiry point of view asserts that since social constructivists seek understanding of the world in which they live, sampling strategies for qualitative studies should be different from random probabilistic sampling techniques often employed in quantitative studies. Cohen, Manion and Morrison (2011) also argue that there is no clear-cut sample for any qualitative study because the qualitative researcher is also an instrument and could decide on any sample size of convenience. Consequently, since this study is underpinned by the principles of the qualitative approach, I purposively sought to access an in-depth understanding of why the male gender in the academia is perceived as the offender in sexual harassment from purposively selected male lecturers. In view of this strategy, I did not commence the study with a predetermined sample size.

However, the sample as I uncovered new avenues and clues to the study and explored how I could access an appreciable number of male lecturers from the two universities who could help me with the needed data. Therefore, I paid regular visits to the Department of Political Science Education (UEW) and Department of Political Science (UG) with official introductory letters from my Department.

Since the discussions on the BBC Africa Watch documentary was still rife in the media it was extremely difficult to access people from the two universities to provide information as empirical data. Most people that I contacted declined the offer to be part of the study and revealed that they were not ready to be part of a discussion that had already gained tremendous global media attention and enjoying a seemingly biased judgement from the 'courts of opinions'. In order to overcome this limitation I designed a recruitment consent form and using the certain individuals in these Departments as a point of reference, I was assisted through referrals to electronically administer the recruitment consent form to some individuals who consented to be part of the study on condition that, as part of ethical considerations of research, through participant debriefing, . In the end, I was able to access a sample size of eight (8) male lecturers from the two universities (i.e. a university which was cited in the BBC Documentary- (UG) and one which was not (UEW)). The Department of Political Science- UG has twenty lecturers (i.e., 18 males and 2 females) and three (3) consented to participate in the study. Similarly, the Departments of Political Science Education - UEW, has ten lecturers (i.e. 9 males and 1 female) and five (5) male lecturers consented to take part in the study.

3.4 Data Collection Methods

The study adopted interviews and document analysis as the mode of gathering data. According to Prasad (2005), the concept of methods refers generally to using the appropriate techniques of data collection and analysis. Therefore, it was important to congregate sources of data collection methods to ensure results which are reflective of the participants' understanding of the phenomenon under investigation. Snape and Spencer (2003) maintain that certain data collection methods or procedures have been identified with qualitative researches and these include observations, interviews, focus group discussions, narrative inquiry, discourse completion tests, and document analysis. Stake (2013) argues that, multiple sources and methods of data collection and analysis can be used in qualitative but the use of interviews, observations and document analysis are the most preferred and dominantly used in case studies and ethnographical studies.

3.4.1 Interview

Creswell (2014) avers that "qualitative interviews are the means by which a researcher conducts interviews with participants, either by telephone, face-to-face, or via the internet'' (p.189). According to Braun and Clarke (2018), the purpose of an interview is to gather relevant information from key informants "through a professional conversation with the aim of getting the informant to share their perspectives as captured in their own language on concepts in relation to a determined topic" (p.77). In other words, the interchange of views between interactors on a topic of mutual interest could be considered as an interview whether in-person or mediated electronically. For this study, I used semi-structured interviews.

Braun and Clarke (2018) state that semi-structured interviews are tailored to guide the interviewer not to rigidly adhere to questions outlined in an interview guide, either in terms of precise wording or the order of questioning. In view of this, prior to the interview sessions, I designed a semi-structured interview guide (i.e. see Appendix B) which consisted of open-ended questions and a few close ended questions which were informed by the objectives of the study, tenets of the Organisational Model, as well as the conceptual framework (Figure 1) on the definition, scope and implementation and compliance of the policy documents on sexual harassment from UG and UEW. Further, the interview guide was designed with explicit questions constructed in simple and clear language devoid of ambiguity to facilitate access to rich ample data. To ensure the trustworthiness of the interview data, the interview guide was carefully piloted (i.e. preliminary study) on a sample with similar characteristics with a focus on the ability of the interview questions and the scheduled sessions to elicit the desired results. Findings from the preliminary study were used to update the interview guide.

First, since a contractual agreement had already been obtained from the participants through the use of the recruitment consent forms, it was easy to negotiate entry to the two research sites to conduct the interviews. This was achieved by building a good rapport with the participants and briefing them on the form and nature of the interviews. Second, some participants were interviewed via face-to-face interactions and others through the telephone depending on their availability. Five of the interview sessions were conducted in-person in an informal conversational manner and three (3) were conducted over the telephone. During the interviews I introduced cues and prompts to aid access to information, and in instances where the participants were being evasive with information, I introduced other probes and cues, to facilitate the discussions. Each

interview session lasted between thirty (30) and thirty-five (35) minutes depending on the line of the responses as well as the convenience of the interviewee.

3.4.2 Document Analysis

Although interview was the main data collection method I incorporated a review of relevant documents for purposes of the analysis. Daymond and Holloway (2001) aver that documents involve words and images that have been recorded. In light of this, the researcher sought and analysed policy documents on the phenomenon under study in order to answer the objectives of the study. Bowen (2009), perhaps hinging on Daymon and Holloway's (2001) assertion, also describe document analysis as involving the interpretation of documents with the intention of giving a 'voice and meaning' to related topics on a phenomenon.

Since this study is to examine reasons behind the perception of the male gender as the offender in sexual harassment offences, it was expedient to review definitions and scope of the phenomenon of sexual harassment with regard to how they influence sexual harassment policies of the two universities involved in the study.

3.5 Data Analysis

Data analysis is the process of labelling and breaking down raw data and reconstituting them in patterns, themes, concepts and propositions (Braun & Clarke, 2018). In order to make sense of the bulk of data gathered from this study, it was important to analyse the data using thematic analysis. Creswell and Creswell (2018) describe thematic analysis as a method of identifying, analysing and reporting patterns within data by describing the data in rich detail through narrative interpretations. There is the assertion

that qualitative data could be analysed using perspective codes that reflect participants' shared ways of thinking and their view points on a particular phenomenon.

Basically, the analyses were processed in three-stages referred to as the concurrent flow of activity (Yin, 2017). This approached facilitated thematic analysis of the data gathered. The three stages are:

1. **Data reduction:** where the gathered data were abstracted, simplified, and transformed into codes;

2. **Data displayed:** where the data were organised and compressed for meaningful categories to emerge and explanation provided for all irregular occurrences; and

3. **Data configuration:** where narratives were provided on the flow of the events and proportions in order to ensure the coherence of thoughts.

In the light of all these activities, I was able to immerse myself in the data by conducting a thorough iterative and repeated readings (Braun & Clarke, 2018) in order to familiarise myself with the information and categorise the findings under some identified codes and to generate themes. This inductive type of thematic analysis approach was employed because I had no intention of fitting the data into any form of preconceived analysis or pre-existing coding frames. Therefore, using open coding approaches, I identified coding schemes from the data on the basis of critically examining their uniqueness and similarities Braun & Clarke (2018) and to enhance further categorisations. For instance, the data from the interview sessions were recorded on an audio tape and transcribed after the very first interview and the transcriptions continued in that order throughout the data collection processes. Before transcribing the data, I repeatedly listened to the audio recordings in order to access the exact wordings of the responses. I created a coding book and captured all preliminary possible codes

and coding schemes into several coding sheets. For research question one, I manually counted the use of some manifest words on the definition, scope, and implementation and compliance as contained in the policy documents of the universities. I followed this up with the interview transcriptions by developing the data into codes. The codes were categorised and subjected to scrutiny for recurring patterns and to enable themes to emerge. The themes were then subjected to rich thick narrative descriptions. In some instances, excerpts from the data were quoted to support my arguments and to help better theorize my findings.

3.6 Trustworthiness

The idea of trustworthiness of an empirical research is to ensure that data produced is not influenced by the researcher's biases which in essence could affect the findings of a study (Shenton, 2004). Lincoln and Guba (2000) also contend that ensuring the internal validity of any research is one of the most important factors of establishing its trustworthiness. The trustworthiness of any social science research could be established from the data collection procedure employed. Creswell (2014) proposes eight (8) verification procedures or strategies for testing the trustworthiness of data comprising, data triangulation, member checking for accuracy, rich and thick descriptions of data, presenting negative case analysis, spending prolonged time on the search field, peer debriefing, clarifying research biases, and providing opportunities for external auditing. Creswell (2014) further adds that qualitative researchers could adopt a minimum of two strategies in a particular study. Therefore, in this study, I adopted five of the proposed verification strategies comprising member checking; peer debriefing; triangulation of data collection instruments; rich and thick descriptions of data; and providing opportunities for external auditing.

First, I conducted series of member checking activities with my supervisor and some colleague graduate students who also offered to place their knowledge at my disposal. For instance, the interview data were periodically checked and critiqued by lecturers, colleague graduate students, and research assistants during weekly seminar presentations in my Department. Second, series of peer debriefing sessions were held with the key informants for them to determine the accuracy of the interpretations provided on data. Copies of the typed transcripts from the audio recordings were given to some of the participants to authenticate and instances where errors were identified, they were duly rectified so that I could involve the participants of the study actively to ensure the representations of their experiences. Third, I triangulated the data collection instruments or methods by using interviews and document analysis. Bekhet and Zauszniewski (2012) assert that methodological triangulation or triangulation of data collection instruments involves the use of more than one data collection method to studying a phenomenon or case. Thus, the interview data were supplemented with document analysis in this study. Fourth, I subjected the analysis of data to rich and thick descriptions and grounded the arguments with excerpts from data to make discussions more engaging. Finally, records of all the protocols such as the dates, time and location for the field work, were documented as evidence for future audits and external verification.

3.7 Ethical Consideration

Creswell (2014) states that every researcher needs to anticipate some ethical issues that could arise to influence his/her results and then work fastidiously to minimise their occurrence. Furthermore, since research involves collecting data from people and about people, it is important for a researcher to demonstrate a high level of objectivity and

sensitivity for the purposes of developing trust, promote integrity of the research, and guard against misconduct and impropriety (Creswell, 2014). Bowen (2009) also stipulates that ethical issues in research concern personal disclosure, authenticity, and credibility of research report by demonstrating a high level of objectivity and sensitivity in the protection of research participants. In line with Bowen's (2009) assertions, Fouka and Mantzorou (2011) also add that "confidentiality and anonymity are closely linked to rights of beneficence and respect for dignity and fidelity of participants in every research" (p. 20). In other words, the participants of every study have the right to the protection of their identity as well as information. Since this study is on the perspectives of selected male lecturers on why they are perceived as the offenders in sexual harassment occurrences, it was important to ensure some ethical considerations in relation to the participants' informed consent, anonymity of identity and confidentiality of information.

With regard to seeking the consent of participants, the roles expected of the participants were explained to them during the recruitment processes. Thus, the participants through the recruitment drive were encouraged to complete and endorse an informed consent form (See Appendix A) as part of the recruitment. This served as a contractual agreement between the participants and the researcher and to guarantee the anonymity and confidentiality of information. Additionally, each participant was assured of the right to decline answering any of the questions posed during the interviews if it bordered on his privacy or perhaps, could possibly be linked to his identity. Again, with respect to the protection of confidentiality and the protection of the identity of the informants I did not use their real names. I rather resorted to the use of alphanumeric codes which comprised of letters and numerals to designate the informants (i.e. UGP 1-3 and UEWP 1-5).

3.8 Summary

This chapter has provided information on the methodological procedures of the study and has examined discussions under sub-headings including research approach, study design, setting and participants of the study, sampling techniques and sample size. The chapter has also offered descriptions on the data collection processes as well as the data analysis plan. The chapter then concludes with discussions on ensuring the trustworthiness of data and some ethical considerations.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter discusses the findings of the data collected through in-depth interviews and document analysis on why the male gender is perceived as the perpetrator in incidence of sexual harassment. The chapter presents data obtained from the sexual harassment policy documents of the University of Ghana, Legon (UG) and University of Education, Winneba on how the documents contribute to the understanding of the definition, application and scope, and implementation and compliance institutions of the documents.

The study answered the research questions which emerged from the literature using relevant theories and a sexual harassment model underpinning the data collection processes. The data obtained were grouped into themes after carefully analysing their contents. In answering the first research question, the bulk of the code categories were reduced into themes which represented the ideas in an apt manner. These were spelt out based on the aggregation of themes obtained from the data.

From the investigation, findings revealed how the male lecturers understood the concept of sexual harassment taking into consideration their knowledge about the sexual harassment policies of their institutions and reasons why the male gender is perceived as the perpetrator in sexual harassment. For anonymity and confidentiality, the name participants were denoted with alphanumeric codes like UG Participant 1 (UG P1).

The study was guided by the following research objectives:

1. To interrogate how the sexual harassment policy documents of two Universities (UEW and UG) contribute to the understanding of the concept of sexual harassment by the male gender in the Universities.

2. To examine perspectives of males on why the male gender is perceived as the perpetrator in incidence of sexual harassment.

The analysis of the study was underpinned by a framework developed by the researcher and the Gender Stereotype Theory. The framework posits that every policy document can be divided into three main parts which include definition, scope and implantation and compliance. In light of this, the study seeks to find out how the male gender understand the phenomenon sexual harassment per their institution sexual harassment policy documents. The chapter also discusses data from semi-structured interviews from eight (8) male lecturers from the two universities involved in the study to supplement data from the review of the documents. All the data were analysed using the conceptual framework on sexual harassment policy documents (Figure 1) and the principles of the Organisational Model (Cleveland & Kerst, (1993).

4.1 Male Lecturers' Understanding of the Concept of Sexual Harassment

The research question one (RQ1) was targeted at gathering data through document analysis and interviews with eight male lecturers from UG and UEW on their understanding of the concept of sexual harassment on the premise of the policy documents on the concept in their institutions. The data were gathered through a review of the documents by examining constructs such as the definition, application of scope, and implementation and compliance institutions of the policy documents. This was

complimented with data from the interviews. Findings from the data were categorised into two main themes: explicit mention and implicit mention relative to the identified constructs: 'definition, application of scope, implementation and compliance institutions'.

Explicit sexual harassment is overt whilst implicit sexual harassment is subtle (Potter & LaFlamme, 2011). The understanding of the three main parts of the policy documents is based on both the explicit manifestations of words and phrases constituting the explanations of the variables and key constructs as used in the drafting of the policy documents. Another level of understanding the policy documents is the implicit use of words and expressions and how these words or phrases are used as drivers of insinuations, inferential or possible veiled meanings that require further interpretations from users of the documents.

4.1.1 Explicit Comprehension of the Concept of Sexual Harassment

In order to discuss the variables or constructs in the policy documents that aided the understanding of the policy documents, it was important to identify explicit or manifest words and phrases used in the policy documents and to determine how these words contribute to the understanding of the concept of sexual harassment relative to the three main parts of the policies: definition of the concept of sexual harassment, the application and scope, and the implementation and compliance institution as stated in the policy documents. To begin with, I identified words and phrases, which were explicitly defining the concept, indicating the scope and outlining the implementation and compliance protocols. A thorough insight into the data revealed that all the informants understood the import of the policy documents because the constructs in the

policy documents regarding the definition, application and scope, implementation and compliance institutions, which have been given explicit mentions. The informants further cited instances in the document to show how the policy documents explicitly contribute to the understanding of the concept of sexual harassment. For instance, during one of the interview sessions, a participant admitted that he had seen portions of the document which made reference to instances sexual harassment as comprising 'unwelcome or unwanted sexual favours and verbal or physical conduct of a sexual nature… the conduct must be unwelcome or unsolicited and regarded as offensive or undesirable by action such as offering good grades" (p.1). When the informant was further interrogated on the exactness of the words or expressions used in the policy document of his university, he stated:

> *In the context of this university, I can say that expecting sexual favours as a form of reciprocity or exchange is overtly stated in sexual harassment and misconduct policy as what sexual harassment is. Offenders cannot say they are ignorant of its existence in the document and perpetuate any form of infractions (UG - P.1)*

The sexual harassment and misconduct policy document of the University of Ghana, defines the concept of sexual harassment as 'any unwelcome conduct of a sexual nature including unwelcome sexual advances, request for sexual favours and other verbal, non-verbal, written, electronic, graphic or physical conduct or behaviour of a sexual nature … intimidating or hostile environment' (p.1). Based on the definition above, it could be seen that all the parameters of the misconduct is clearly defined as the main construct around which all the other variables (application of scope, implementation and compliance) are derived as shown in Figure 1. The policy further states that 'sexual relationships that occur in the student-teacher context or in the context of employment,

supervision and evaluation present special problems, and thereby, create sexual relationships that are especially vulnerable to exploitation' (UG, p.2)...unreasonably interfering with and individual's academic or work performance (UG, p.2) it could be seen from this definition that in spite of creating a specific portion on the scope of the phenomenon of sexually harassment, the definition overtly gives a hint on the boundaries of the offensive act and goes on to incorporate its impact on academics or work performances.

The UEW sexual harassment policy defines sexual harassment to comprise "unwelcome sexual advance(s), request(s) for sexual favours and verbal or physical conduct of a sexual nature when submission to or rejection of such advance(s), request (s) or conduct is made either explicitly or implicitly…or undesirable by actions…Sexual Harassment includes Quid Pro Quo Harassment and Hostile Environment Harassment" (UEW, p. 1). The policy document does not include the impact of the phenomenon as shown in that of the UG. However, it incorporates forms of sexual harassment such as Quid Pro Quo harassment and Hostile Environment harassment. The inclusion, perhaps is an indication of the importance attached to these forms and the reasons for stating them explicitly in the definition. The term Quid Pro Quo is a Latin word which literally means 'this for that' (Dickinson, 1995). According to McCann (2015) quid pro quo occurs when benefits, including an increase in salary, a promotion, underserved grades, performance expectations, continuing employment and other conditions are made liable on the provision of sexual favours as a form of reciprocity. This corroborates Morley's (2011) assertion that some people often demand sexual services from females, especially in the academic environment in exchaknge for better examination grades or certificates and the term should be clearly spelt out in determining what constitutes sexual harassment occurrences. Contrary to this assertion,

one of the participants was of a different view in spite of the unequivocal mention of the term in the policy. He contended that someone could offer a female a gift and ask for nothing but friendship and it should not be construed as making sexual advances at the student. He explained:

> *I believe when someone offers you a gift without asking for a favour then that is not harassment. Why should I be a perpetrator because I offered a gift in exchange for nothing? The whole idea of sexual harassment is construed to be synonymous with exchange in its entirety and that is wrong. The document may be explicit on the use of this term but that may not even be the main form of sexual harassment here (UG - P2).*

The rationalisation from this informant is that although there would be an exchange for a favour, may not always follow the standard format of asking for a sexual pleasure in exchange for something as stated in the policy documents on sexual harassment. This also affirms Mkono's (2010) study on the fact that the definition of sexual harassment comes in so many forms and should be clarified in context. A participant added that in the court of law when a plaintiff files a report of being harassed sexually, it is indicated that the perpetrator was seeking sexual pleasure in exchange for a favour. In this instance the plaintiff does not need to prove that conduct. An informant added an interesting dimension to this aspect of data when he also explained that:

> *My understanding of sexual harassment as exchange is hinged on the fact that in the court of law, once the plaintiff proves that a tangible employment action resulted from the refusal to submit to a supervisor's sexual demands, the employment decision itself is regarded as sexual harassment. (UEW – P.2)*

Following this assertion, it became imperative to review national policy document on sexual harassment of Ghana. Although there seems to be no existing national policy document on sexual harassment specifically, there is a gender policy and the Constitution of Ghana often used as working documents in specific contexts. The Domestic Violence Act, 2007, Act 732 identifies sexual harassment as a form of domestic violence which induces fear in another person without describing "sexual harassment as any unwelcome, opportune or inopportune sexual advances or request made by an employer or superior officer or co-worker to a worker, whether the worker is a man or woman" (p. 4). Therefore, this revelation in data is underpinned by the fact that the regulatory instrument which is the constitution in itself is drafted without a hint on the forms of harassments.

Additionally, the scope of the concept of sexual harassment clearly stipulates the parameters of the policy documents. In other words, it defines the people that it is applicable to. Indeed, the analysis the policy documents of both institutions state that "the policy is applicable to all members of the university community. These include officers and employees of the university, students and persons who serve the university as its agents and are under the control of the university in all its locations and facilities, including vehicles" (UEW, p.2; UG, p.6). Thus, the policy is clear on who falls within the bracket of vulnerability although it does not explicitly mention the female gender. Although the study does not populate who constitutes a vulnerable group, in an era of internationalisation, global standards and best practices are the most preferred and it was important to ascertain the ILO (2015) report which states that sexual harassment is perpetuated against women more than men because the woman is perceived as the vulnerable in the society. This is in line with the literature on the occurrence of sexual harassment in higher educational institutions where the female is coerced into

reciprocating favours with an acceptance of incidence of sexual harassment (Sinclair, 2013).

As already established in this write up, the Implementation and Compliance Institutions aspect of the policy documents seeks to present the groups of people responsible for ensuring that the policy is implemented and members within its scope comply with the demands and expectation of the policy without any form of infractions. Implementation and compliance is a term used by my many scholars to designate all activities involving the execution of a policy (Buse, Mays & Walt, 2005). Durlak and DuPre (2008) also affirm that the implementation and compliance institutions comprise processes aimed at concreting on the realisation of the set objectives of a public policy. Eyestone (2005) also argues that a public policy is the relationship of the government unit to an environment by communicating objectives and rules of which the environment must abide. In light of this, the sexual harassment policy documents of both institutions are considered public documents and outline the governing body of the university community whose duty is to ensure compliance.

The data from the two universities showed that the Implementation and Compliance Institutions have the same structure of membership to comprise of top Management and other regulatory bodies in the Universities including the University Council, the Vice Chancellor, the Gender Mainstreaming Directorate (i.e. UEW), Centre for Gender Studies and Advocacy (i.e. UG) and other sub Committees. The core mandate of these institutions is to establish culpability and recommend appropriate sanctions in the incidence of sexual harassment. The membership of the Implementation and Compliance Institutions is indicative of the importance attached to the document as one of the most critical policy documents in the University. The document unequivocally outlines the roles and responsibilities of each member of the overseeing institutions.

This is consistent with the explications of Rocxuse and Spradbury (2016) that the implementation and compliance body of an institution refers to the specific sets of groups or governing personalities who are responsible for the compliance of all outlined activities or programmes beneficial to the attainment of their core mandate. The data also affirm the explications of the constructs and variables identified in the Conceptual Framework on the sexual harassment policy documents of UG and UEW (see Figure 1) on the relevance of the coordinated parts of the policies, on quality implementation and responsiveness of supervisory committees to facilitate the attainment of target outcomes.

Further, an aspect of the section on Implementation and Compliance Institutions in the policy document deals with ensuring that appropriate sanctions are meted out to offenders of the act of sexual harassment. Each of the two documents has a section on the procedures for reporting any form of offence and clearly spells out recommendations as appropriate sanctions for perpetrators of the act (p. 12 UEW). This affirms the literature which avers that students face several challenges with the allegations of sexual harassment in their institutions (Henning, 2006). Tadesse and Daniel (2010) also supports this argument and posits that students are unable to report incidents of sexual harassment because such acts are largely believed to be enacted by persons in privileged positions such as members of staff and not peers. This validates what an informant expressed:

> If the people in privilege positions such as staff are perceived to be engaging in these forms of harassment the policy cites and the same people are part of the procedures for reporting incidence of sexual harassment, then it becomes a little problematic to separate the two parties. Yes, the policy is explicit on where to go but that does not make

it the most acceptable for students. It in a way favours the offenders as

a member of staff or colleague of the offender (UG - P.1)

This excerpt implies that although the policy is clear on the compliance institutions, it is a challenge to members of the university community; especially students because enforcing the policy may not favour all of them. Following the statement by informant UG – P.1, the recommendations for sanctions is perceived to be difficult although the policy clearly states it. It could be true that this may not always be the case because some perceived victims may willingly decide to engage in an intimate relationship with a superior member of staff such as a male lecturer in order to earn academic favours.

In similar situations when an incidence of sexual harassment is reported to any member of the Committee of the implementation and compliance institution, that person may also decide not to report it to the other members of the Committee, especially, if the offender is a close colleague or somebody superior to him or her. Mensah (2019) contends that employers need to protect the dual rights of both complainants and individuals who have been the subject of complaints, as both of them may find themselves in defenceless positions, and the rights and wrongs of the case may not be clear or straightforward to commence investigations and proffer the appropriate sanctions. Also, the sexual harassment policy documents of both UG and UEW indicated that the "University shall be mindful of complaints which may be false, since such malicious complaints shall constitute grounds for disciplinary action to be taken against the complainant (UG, p.4; UEW, p. 12). The informants added that this part of the policy documents is explicit but could be interpreted differently by the people that the documents are seeking to protect. He added that it the understanding of the document could deter victims from reporting incidence of sexual harassment enacted against them.

4.1.2 Implicit Comprehension of the Concept of Sexual Harassment

In spite of the several explicit mentions on relevant variables in the policy documents of the two institutions, the data also revealed that some informants understood the concept of the document through inferences and implicit mentions in the definitions, application and scope, and implementation and compliance institutions. One clear example of an implicit mention is the application and scope of the policy documents from both UG and UEW. The wording of the documents as earlier indicated in this study is the same for both Universities. The scope clearly explicates the people to whom the policy is applicable and emphasises "officers and employees of the University, all students as well as persons who serve the University…including vehicles" (UEW, p.2, UG, p.6). However, it was noted that a group such as 'prospective applicants of the University was not given explicit mention. It was implied or to be inferred. An informant during the interview commented:

> *In an era of legal alertness, we need to be mindful of legal implication and expand the scope of the sexual harassment policy of this university. The policy is one of the most important document in every university and should be clear on what it seeks to do. The policy defines its application and scope but it is silent on prospective applicants who I think are the most vulnerable (UEW- P.3)*

From the excerpt from informant UEW-P3, it can be seen that the informant understands the scope of people protected by the policy document to be exclusive of prospective applicant to the University. Another informant also added that it is speculated that sexual harassment is rife during the recruitment of new applicants into the university because recruitment is a competitive exercise and likely to present most applicants as prey to being sexually harassed. He bluntly asserted:

As much as we would very much like to be professional in everything we do, and I think by large we are, there will be situations where some males might see themselves as privileged to demand some sort of favour in exchange for something they have done or promise to do. The document defines application and scope without cognisance of applicants of the university. The policy is silent on it and somebody may interpret it as such. However, it is implied and nobody is expected to contravene that directive. I think the policy should come clearer at it in the next review (UG -P.1)

The data is therefore in tandem with the findings of Fisher *et al*., (2016) who in a survey using a vignette on 1024 respondents in a higher educational institution concluded that the female is often a victim of sexual harassment because of a myriad of factors including physical attractiveness.

In the definition of the concept of sexual harassment of the Sexual Harassment and Misconduct Policy document of UG are explicitly stated the scope of the document. The document states 'any form of sexual or amorous behaviour with *students or subordinates; staff* exploiting relationships with subordinate staff or students for sexual ends; staff conferring undue favours to influence subordinate *staff or students* to yield to sexual desire; sexually exploitative and degrading behaviour; retaliatory and abusive behaviours directed towards either former relationship partners or individuals who have rejected the sexual advances of another and sexual intimidation.' (p.2). The italicised portions as stated in the document receive explicit mentions of the scope which does not include prospective applicants as stipulated in the submission of informant *UEW-P3*. This revelation in data is contrary to the scope of the policy documents from Gold Fields Ghana Limited, which includes prospective job seekers to the organisation.

Additionally, the interview data revealed an implicit understanding of the definition of the concept of sexual harassment from the point of view of emanating from acts of sexual coercion. According to Heise, Ellsberg and Gottemoeller (1999), sexual coercion entails a range of experiences that compel or induce a person to engage in unwanted forms of sexual advances against their will. The term sexual coercion is used in describing the nature of experiences toward the act of coercion.

Some studies, including Jewkes *et al*. (2001), seek to understand the perceptions and meanings of sexual coercion from the perspective of the African female adolescent. Participants in that study described behaviours that threaten or force someone into sex, engage in unwanted touching, verbal abuse or exposure to sexual materials like pornography as sexual coercion (Jewkes *et al*., 2001). The emphasis here is on the range of experiences that lead up to sexual attention (Erulkar, 2004). These experiences or unwanted conducts, could be severe or persistent create an intimidating, hostile, or offensive environment for the harassed. The policy document for UEW affirms the experiences of sexual coercion in their definition by stating key words such as "unwanted sexual advances." (UEW Sexual Harassment Policy, 2020 p.1). However, this did not show in how the informants from UEW understood the concept of sexual harassment.

Furthermore, the scope of the policy document of the UEW indicates conducts considered as evidence of sexual coercion to comprise "physical, verbal or nonverbal. For example, the following types of behaviour may constitute harassment at UEW: touching; hugging; kissing; sexual remarks about a person's clothing, body or sexual relations; repeated requests for a date; conversations of a sexual nature or similar jokes and stories; the display of sexually explicit materials in the workplace; and the use of

sexually explicit materials in the classroom which are without defensible educational purposes (p. 2).

It must be stated that a behaviour is classified as sexual coercion depending on how a person feels about the behaviour of the other. Thus, two people may experience the same behaviour differently where one may take it as a compliment and the other as an offense (Rath, 2012). This simply means that the interpretation of such forms of harassment lies with the recipient of the act and not the offender. An informant indicated that people may engage in sexual coercion unknowingly which could be problematic. An informant explicitly indicated:

> *For instance, I could be sending seductive messages or implicit pornographic videos to a colleague. If that person does not complain then it could be an indication that she is enjoying it. How can such a person turn around and say it is sexual coercion or harassment? To me this could simply be a mating strategy and not necessary sexual coercion or harassment. (UG - P.2)*

The participant's view in the excerpt above shows that the informant considers that form of harassment as a 'mating strategy' and not an invasion of privacy or something offensive. It is simply a carefully thought out 'game plan'. The revelation brought an enlightening dimension to the discussion. The strategies or tactics is a deliberative attempt as a form of sexual coercion. Again, this is in line with the assertion that strategies on coercion are usually deployed between a superior male and a subordinate female where the subordinate obliges voluntarily to sexual advances (Adams-Curtis & Forbes, 2004). The data thus affirming the avowals of Kluwer (2012) that victims of sexual harassment are likely to be obliged into having unwanted sexual intercourse with

a perpetrator who is a male and is perceived to be wielding a certain level of unequal power which they can exert on their victims.

The interview data also illuminated other interesting assertions from the participants on their understanding of the concept of sexual harassment. The interview was tailored to investigate whether or not the participants were aware of the behaviours that constitute as sexual harassment in the university community from the policy documents. One participant, who was conversant with the sexual harassment policy document of his institution, did not consider touching some body parts such as the neck as acts of sexual harassments or an inappropriate act. The informant asserted that:

> *I think sexual harassment occurrences is perceived prevalent here because the act on the basis of touch as spelt out in the document is limited in scope. It does not explicitly say which part cannot be touched. How can touching somebody's elbow be classified as an act of sexual harassment? (UG – P. 2)*

The statement above confirms Elliot and Smith's (2016) argument that people indulge in behaviours they do not consider as acts of sexual harassment but of being jovial and welcoming. This means that the informants' understanding of sexual harassment is limited in scope. The UEW sexual harassment policy as inferred from figure 1 considers deliberate physical contact with an uncomfortable person as sexual harassment (p.1). However, while gestures may appear harmless and with best intentions, it could cause the victim to be uncomfortable and interpreted as an incidence of sexual harassment. This highlights the point that perpetrators of sexual harassment may not see the act as causing a negative response unless otherwise confronted by the recipient of the acts.

This situation if not well stated in policy documents could create a domino effect for other unsuspecting victims in the future (Espelage *et al*, 2013).

4.2 Why the Male Gender is Perceived as the Perpetrator in Incidence of Sexual Harassment

The Research question (RQ 2) of this study was targeted at gathering data on the perspectives of the male gender on reasons why they are perceived as perpetrators in incidence of sexual harassment. Conroy (2013) is of the perspective that sexual harassment is driven by male power, paternalism and the motive by men to dominate women. In the same vain, Kennair and Bendixen (2012) observed that sexual harassment is a phenomenon that is understood within social sciences with men as perpetrators and women as victims. Vandermassen (2011) argues that male perpetrators may be unsure if their sexual behaviour will be offensive to a woman. This statement conveys how perpetrators easily evade the gravity of how offensive unwanted sexual behaviours towards their victims may be. However, it is common for a male perpetrator to be accused of sexual harassment when his intent was not to be an imposition (Barreto & Elleemers, 2005). The male gender experiences a host of stereotypes including being alleged as culprits of sexual harassment, particularly in university settings may become more prevalent with the increased media coverage of sexual violence within its environment (Philips, 2018). Sexual harassment may be misperceived in the eye of the perpetrator. As a result, although hard to believe some harassers are unaware of the inappropriateness of their conduct (Scott, 2009).

The data were gathered through semi-structured interviews from eight (8) purposively selected male lecturers from the University of Ghana (UG) and University of Education,

Winneba (UEW). The analysis of the data revealed these themes: masculinity and access to unequal power, defining womanhood as sexually passive, normalising and trivialising of issues on sexual harassment, and the male gender as a perceived aggressor.

4.2.1 Masculinity and Access to Unequal Power

The theme of masculinity and access to unequal power was evident in the data. According to Timm, Tilgar and Saag (2015) maintains the existence of a hypothesis that there is a sexual motivation for the male gender to dominate and control the sexuality of females and this is integrated in the male psychology as sex specific and species of adaptation. Espelage *et al.* (2013) are of the view that sexual harassment is integral in performing masculinity and is a critical expression of the converging power regimes of gender. By virtue of being a male born, men are granted access to power, position and resources on a preferential basis to women and these are often taken for granted and a sense of entitlement is instilled in males, giving them power to sexually harass women (Cates & Machin, 2017).

The claim by Cates and Machin (2017) tends to argue that the female should understand and accept the dominance and sexual exploits of the male as something inherent and natural. Timm, Tilgar and Saag (2015) further argue that the existence of the inherent traits empowers the male gender to access an imbalanced nature of unequal power which clearly played out in power relations between the male and the female. The misuse of power in relationships of this nature is evident in expressions of sexual harassment occurrences where it is assumed that the male in a superior position and more powerful likely to use the power that they wield to exploit the female. This notion

is further highlighted by the disproportionate power relations exhibited in sexual harassment prevalence (Timm, 2015) where the male if often perceived as the offender.

Further to that, it was observed from the interview data that the informants are aware of the patriarchal structure of the traditional African society within which they find themselves and they contended that the society label them as offenders in incidence of sexual harassment because the society gives absolute power to the male to dominate in both public and private spaces. The term patriarchy is often used by feminist to describe power relations between men and women as well as finding the root cause of the woman's subordination (Sultana, 2012). Patriarchy is a major feature of most traditional society. It is a structure of a set of social relations which enables the male to dominate the female and thereby reinforce existing power disparity (p. 5).

Masculinity gives social power for the male to sexually harass women. Owoaje and Olusola-Taiwo (2010) found that majority of female students have been sexually harassed by male classmates in several tertiary institutions. The imbalance of power between students, especially female students and male professors in position of trust and authority contributes to a high rate of sexual harassment and under reporting of the phenomenon in university campuses (Akpotor, 2013). Borchorst *et al*. (2018) emphasises that men do not harass because of sexual attraction, they do it to demonstrate power. When the harasser is a colleague or a superior they always admit that something happened but it was mutual (Borchorst *et al*., 2018). Power exist in all social relationships and it is established in literature that social power in sexual harassment does not only occur in situations where the power holder possesses a higher rank or status (Elias, 2013). It can be in the form of a subordinate influencing a superior as well as in peers influencing one another. Existing evidence suggest that sexual harassment also occurs between peers and may potentially occur when a subordinate

influences a superior (Ambrose, Seabright & Schminke, 2010). It is important to note that access to unequal power does not occur only between a superior who is man and a subordinate who is a woman but between female superiors and male subordinates (Voyer, 2013).

Literature abounds on the loss of dignity and self-esteem of females that are coerced into becoming victims of sexual harassment occasioned by the use of unequal power. The findings of this study is therefore consistent with the principles of the Organisational Model (Cleveland & Kerst, 1993) which posits that sexual harassment is enacted by organisational-related issues including power and status inequalities. The theory in essence, is corroborating the assertion that power discrepancies exist in the society and it allows the male to access unequal power of the female. Indeed, most feminist researches have shown that sexual harassment is often an over iteration of power perpetuated by males (Scharrer & Blackburn, 2018). This further confirms the key idea of unequal power distribution among men and woman (Cleveland & Kerst, 1993) where the female is considered powerless and dependent on the support of the male. Rejecting sexual advances from superiors is believed to cause the female her grades, certificate, promotions or better opportunities in life. An informant stated that:

> There is this perception out there that male lecturers wield some form of implicit power and students who refuse to comply with any form of illicit advances from them are likely to wallow in academic performance. The society is patriarchal and we are perceived as having the power to dominate women and this is a good enough reason for everybody to see the male as a harasser (UEW- P.3).

The excerpt from informant UEW-P.3 is thus affirming the fact that sexual harassment on the basis of power disparity creates a climate of intimidation and repression with a consequential pejorative effect on affected students and undermine their academic performance, civility and mutual respect from others. Struckman, Johnson and Anderson (2003) have shown that some individuals who are victims of sexual coercion have low self-esteem but appear to be knowledgeable about the effects of being considered a victim and in turn defer from indulging in anything with sexual connotations. Banyard, Moynihan and Plante, (2007) argues that victims who are coerced into sexual harassment incidents do not often understand that they are being sexually coerced. Fisher *et al*. (2016) adds another dimension that victims of coerced sexual harassment may be at a higher risk of re-victimisation. If they do not seek adequate knowledge on what it is to be sexually coerced.

Minnotte & Legerski (2017) extend the discussion by arguing that access to unequal power is equated with the possession of sexual aggression which reinforces male domination and female submission. What makes this assertion striking is the fact that the element of sexual aggression, which is rooted in dominance, is not perceived as an aberrant behaviour but an innate expression of control and power from a cultural perspective. In light of this, Berdahl (2007) also states that power or the ability to control is seen as being superior and wielding the power for the male in the broader society to permeate acts of sexual harassment.

4.2.2 Defining Womanhood as Sexually Passive

According to Ibeku (2015) gender dynamics with women and men differ in several substantial ways and traditional gender norms of dating are perceived to be exploitative

of the woman but privilege the man in ways that allow the man to initiate forms of invitation for commencing a romantic relationship. The principles of 'doing gender' as posited by West and Zimmerman (1987) theorise how femininity and masculinity are classified and demonstrated in everyday interactions during the initiation of romantic relationships. In that regard, traditional gender performances require that the female regarded as passive and the man who is perceived to be masculine regarded as assertive and in charge. The data indicated that such discussions or narratives on the subjugation of the woman in relationships reinforces the reasons for recognising the male as the perpetrator of incidence of sexual harassment. An informant aptly stated:

> *There is this major traditional courtship convention that the male should initiate the invitation of love for the female to accept and not the other way round. This stereotypical notion of tagging the female as passive and in waithood for the male to make the first 'move' is old fashioned and yet believed and accepted by even women who call themselves 'radical feminist'. If the man is presumed to be empowered to make the first move, then definitely he is the harasser in sexual offences and not the woman (UEW - P.4)*

The excerpts above corroborate the fact that the University is an arena rife with power differentials and many forms of power abuse including sexually harassing behaviours cannot be over emphasized (Denny, 2017). Another informant looked at the gendered roles in the socialisation of the male and female and asserted that the female is socialised into an institutionalised culture that it is a man's world and the male can do whatever they like even regarding mating or intimate relationships. He stated:

Does the society not advise the female entering into marriage to perform their sexual duties anytime their husbands will it? Any woman who is assertive in that regard could be described as 'spoilt' or 'too exposed'. Are the males also socialised to also perform 'sexual duties' in marriage? No! So the lines are clearly drawn for the man to always ask for it and certainly in in any case of sexual harassment the male will be trialled as the offender (UG – P.3).

The findings in the data reinforce the narratives on the gender roles of the female as perceived and that of the man as proactive and to be perceived as capable of being the offender in incidence of sexual harassment. The data thus, substantiates the explications of the Organisational Model (Cleveland & Kerst, 1993) which postulates that gender differentials persist in the society where the female is regarded as powerless and passive for the male to dominate or control. The theory explains social power as the ability of an individual to impact change in the behaviour of another by exercising influence (Elias, 2008). The data collected revealed that the perspective of male lecturers on why they are regarded as offenders in situations of sexual harassment is largely because there is the perception that there is power imbalance in the society and it privileges the male and exploit the female. From a more objective perspective from the informants, it was revealed that the traditional gender norms of tagging the male as the offender could change in this evolving world because the contemporary woman may not wait for a man's invitation and could be proactive and passive as a gender-neutral person entitled to her own understanding of genders roles and femininity.

4.2.3 Normalising and Trivialising Issues on Sexual Harassment

There is a lack of consistency in how issues of sexual harassment are perused in most organisations and educational institutions because the issues are often normalised and trivialised as regular societal problems. An informant intimated that the male is perceived as the offender in incidence of sexual harassment because most media reportage or coverage on the issue often reported by males are trivialised. He added that most media reportage exonerate or minimise the actions of the perpetrators by focusing on why the incident occurred by citing one of such media coverage:

> *An article in the Daily Graphic in 2014 captured a story involving a young woman who had called off a two-year relationship with her fiancée in the first paragraph of the reportage as "Feeling peeved for being jilted by his fiancé, a man decided to post naked pictures of his lover on Facebook (UEW – P.2).*

The excerpts from informant UEW –P.3 indicate that the use of words like 'jilted' and the phrase 'feeling peeved' in the newspaper reportage is suggestive of the fact that the victim or woman should have known the consequences of her actions and to remedy the situation and thereby, minimises or trivialises the issue. This finding emphasises the assertions of Owusu-Addo *et al.* (2018) that the media has failed to focus on the social construction of the issue of violence against women and girls (VAWG), and have contributed immensely to the minimisation of issues on sexual harassment by exonerating the male gender who is often the offender. This also shows that such attitudes toward issues of sexual or gender violence embolden the male gender and provide enablers for them to see themselves as the dominant group and to assert their authority on the female as the easy target to prey upon (Rao, 2012). Another informant made reference to the BBC Africa Eye Documentary in October 2019 and recounted

how some media houses covered the issue in their reportage with a focus on humour and the roles played by the alleged harassers, thereby trivialising the issue and emboldening other males to perpetuate similar acts. The informants emphasised that the sensationalism and humour is more profound if a male write the story or reads the news. He cited one of such media coverage by a male reporter and aptly stated:

> *Why won't the male be blamed as the harasser in incidence of sexual harassment if the society does not see sexual harassment or sexual assaults as a serious societal problem by being unconcerned or trivialising the issue in the media? Look at the sensationalism and the humour associated with the use of words and phrases such as 'pen drive', 'sumiasu' 'download a woman' 'do a female suhum-nsawam' and a host of others in the reportage especially by the Radio stations that report in the indigenous languages (UEW – P.5)*

The assertion above from Informant UEW P.5 confirms Owusu *et al.* (2018) in their study on how issues on violence against women and girls (VAWG) such as rape, defilement, sexual assault and outmoded cultural practices such as widowhood rites, forced marriages, female genital mutilation, 'trokosi' among others are underestimated in media coverage of such issues. The media is well positioned to play an important role in the construction of the social problems including gender based violence and this is highlighted by the Framing Theory Entman (1993). A review of some media reportage on the issue of sexual harassment provided these headlines as affirming the assertions of Informant UEW P.5: "Jealous Man Butchers Wife" (myjoyonline.com - 21-01-14), "Man beats stubborn wife to death after refusing to sleep with him (peacefmonline.com, 23-03-2018) and "Pastor rapes unconscious student after applying anointing oil" (Dailyguideonline.com, 10 -04-2014). This is an indication that the

frequency of reportage on sexual harassment and how stories on sexual assaults are framed makes a significant difference in how the society views violence against women and girls.

Entman (1993) provides a critical perspective on how media framing informs the audience interpretation of events through the processes of 'selection and salience'. The study states that to frame is to select some aspects of perceived reality and to make them salient. Thus, illuminating some information about an issue elevates it into salience often through placement, repetition or association with culturally familiar symbols (Entman, 1993, p. 51).

It is also established in literature (Mitra-Sarkar and Partheeban 2011; Rao, Nagpal, and Andrade, 2012) that in some situations, the victims of sexual harassment normalise issues on gender based sexual assaults by remaining silent for fear of being stigmatised as contributing to why the sexual harassment effort was enacted on them. According Mitra-Sarkar and Partheeban (2011) most victims of sexual offences are to unwilling to report or seek redress especially from males who may be in authority at where to seek redress and are assumed to be wielding a certain level of unequal power. This notion of believing that the authority may not be of much help to a victim of sexual harassment was cited by the informants as being a demotivation for victims of sexual harassment to report such offences. Indeed, some informants indicated that the literature on official statistics on incidence of sexual harassment from the peers of the victims in higher educational institutions have risen in the recent era because that is what students report on and not on forms of harassment between students and members of staff (i.e. male lecturers). Therefore, the data showed that most culprits of the pervasive incidence of sexual offences go unpunished because the victims are unwilling to report such occurrences. This explains why some women do not report sexual harassment

complaints at all to a higher authority. Instances where they do, their relative lack of power or perceived values may predispose them to prefer informal rather than formal procedures. For example, inform a friend rather than the police or school authorities.

4.2.4 The Male as a Perceived Aggressor

In this theme, participants expressed that men are perceived as perpetrators in sexual harassment situations because they are stereotyped as exhibiting sexual aggression. It is established in concept of gender stereotype that the male gender is assumed as aggressive while the female is assumed to warm and nurturing (Newman, Jackson, and Baker (2003). Consequently, this aggressive tendency in the male predisposes them to being belligerent and exerting their aggressive tendencies on the female. This is exemplified in the current study when the findings brought to bear that infants are perceived as sexual harassers because of their inherent tendency to be aggressive. A respondent made this view:

> *I think much of this idea stems from history where men have exhibited strength and aggression which ultimately has defined us…Well, the number of perpetrators of crimes seems to buttress the notion that men use their aggressive tendencies to subdue the vulnerable. We live in a patriarchal society…marital violence is sometimes defined by some men as a form of 'disciplining disrespectful wives' (UG – P. 3).*

Women in particular, have been found to perceive men as sexually aggressive, perhaps on the bases of some experiences or the stories they might have heard although this assertion is fading as a result of globalisation and influence of formal education. (Navarrete *et al*., 2010). In the same way, Browne (2006) asserts that studies have

shown that conceivably, the male is motivated to exhibit aggressive behaviours towards people they consider or perceive as vulnerable. Browne (2006) further argues aggression is sex based and since unwanted sexual advances are laced with sexual undertones, the society tends to believe that the male gender possess and shows dominance over the vulnerable. An informant asserted

> *Much of what is perceived to be aggressive male behaviour towards the vulnerable is a perception. There is this erroneous opinion that men cannot separate their sexual sensibilities from the likelihood of being aggressive. I think the male has innate aggressive tendencies but it is for positive reasons. Being aggressive should not be seen as a stereotype. It can be used positively and not to sexually harassed (UEW – P.1).*

The excerpt above shows that the perceived aggressive tendencies should not always be designated as something negative with the inclination to sexually dominant others or be prone to enacting sexual violence (Schwing, Wong, & Fann, 2013). This form of aggression is based on the impression that wherever a weakness is apparent, it becomes an opportunity for the male gender to attack (Wong *et al.*, 2013). Browne (2006) again argues on the 'realistic view' of stating that the human nature, in itself, proposes that as long as men and women exist in the man's world, they will relate or interact as human beings irrespective of the existence of power differentials. The data showed that the perception of labelling the male as aggressive is indeed a reason for tagging the male gender as the perceived harasser in incidence of sexual harassment.

Moreover, this study has brought to light a generalisation bias on the male gender in the context of sexual situations without recourse to individual experiences of both the male as a perceived offender and the female as the victim. Although this generalisation

bias is also evident in the data, it is constantly reinforced by the conduct of the male gender and what accounts to why they are perceived as the aggressive offenders. This is consistent with claims by Ibeku (2015) that the tendency to see the male as aggressive is rooted in the socialisation of gender role identities that the male gender's aggressive behaviour is inundated as traits of dominance and aggression and could be negatively interpreted as being a 'harasser' in sexual offence. An informant during the interview averred that the use of "sexual intimidation, coercive power threats" a stereotypically associated with men as a driver for ascriptions of aggression. The use of the assumed power falls under Baron and Straus's (1987) categorisation of offensive aggression.

4.3 Summary

This chapter has presented a discussion on the findings from the data collected through interviews and document analysis on the male gender as the perceived perpetrator in incidence of sexual harassment. The chapter has presented findings obtained from an analysis of sexual harassment policy documents of the University of Ghana, Legon (UG) and University of Education, Winneba (UEW) by interrogating how the documents contribute to the understanding of the 'Definition, Application and Scope, and the Implementation and Compliance Institutions of the documents. The chapter also offered data from semi-structured interviews from eight (8) male lecturers from the two universities involved in the study. All the data were analysed using the conceptual framework on sexual harassment policy documents (Figure 1) of the two universities and the tenets of the Organisational Model (Cleveland & Kerst, 1993).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents a summary of the findings, the conclusions drawn based on the findings and discusses recommendation for this study. The chapter also presents the limitations of the study and ends with suggestions for further studies.

5.1 Summary

This research set to interrogate how the sexual harassment policy documents of UEW and UG contribute to the understanding of the phenomenon sexual harassment by the male lecturers of both institutions. It further looked at the perspectives of the male lecturers on the reasons why the male gender is perceived as the perpetrator in sexual harassment occurrences.

Also, there was an extensive review of literature and this served as the underpinning factors upon which critical analysis was made on the findings of the research. The concepts of sexual harassment, gender and sexual harassment and gender stereotype and sexual harassment were intensely reviewed. A conceptual framework on the sexual harassment policies of UG and UEW was developed and the Organisational Model (Cleveland & Kerst, 1993) was also reviewed in context to ensure the data made sense.

The research approach was qualitative (Creswell, 2014) and the design was a multiple case study (Yin, 2017). These provided the opportunity to interpret the sexual harassment policy documents of the University of Ghana, Legon and the University of Education, Winneba, which constituted the locale of the study. The study purposively

sampled (Creswell, 2014) male lecturers from the Department of Political Science from the University of Ghana and the Department of Political Science Education from the University of Education, Winneba. The methods of data collection are interviews and document analysis which enabled me to appreciate the how the policy documents has contributed to the understanding of selected male lecturers on the concept sexual harassment with respect to definitions, application of scope and the implementation and compliance institutions. The data were thematically analysed (Braun & Clarke, 2018) and subjected to thick rich narrative descriptions supported with excerpts from the data.

5.2 Main Findings and Conclusion

The fourth chapter of this research sought to answer two research questions that undergirded this study. Collected data were critically described and analysed using concepts in literature as well as theoretical frameworks.

The research first research question (RQ1) sought to collect data through a document analysis and semi-structured interviews with informants on their understanding of the concept of sexual harassment as guided by the policy documents on sexual harassment and how the documents contributed to that. Data from the policy documents were categorised into three main parts: definition, application of scope, and implementation and compliance institutions. This was complimented with data from in-depth interview with eight purposively selected male lecturers from the University of Ghana (UG) and University of Education, Winneba (UEW). The data were thematically analysed and presented using the conceptual framework on sexual harassment policy documents (Figure 1) and the principles of the Organisational Model (Cleveland & Kerst, (1993).

The findings from RQ1 were categorised into two main themes: explicit comprehension and implicit comprehension.

The explicit manifestations of words and phrases constituting the explanations of the three key constructs as used in drafting the policy documents were critically analysed and to examine how they each contributed to the understanding of the entire policy documents from the point of view of the male lecturers. Also examined in this research question is the implicit use of words and expressions and how they are used as drivers of insinuations, inferential or possibly veiled meanings in the policies which require further interpretations from users of the documents. Consequently, a detailed insight into the data showed that all the informants understand the various aspects of the policy documents relative to the definition, application and scope, implementation and compliance institutions which had been given explicit mentions on what to do and what not to do with regard to the phenomenon of sexual harassment. This is affirming World Health Organisation's (2012) definition of sexual harassment as "an attempt to obtain a sexual act, unwanted sexual comments, sexual advances or acts to traffic or otherwise, directed against a person's sexuality by any person regardless of their relationship to the victim in any setting, including but not limited to home or the work place (p.1)." Eze (2013) extended this definition and adds that sexual harassment could be rendered in diverse forms either implicitly or explicitly regardless of the relationship between a perceived perpetrator and a victim.

The policy documents also clearly define the application and scope in relation to the implementation and compliance institutions which ensures that appropriate sanctions are meted out to offenders. The scope clearly explicates the people to whom the policy is applicable and emphasises "officers and employees of the University, all students as well as persons who serve the University…including vehicles" (UEW, p.2, UG, p.6).

However, it was noted that a group such as 'prospective applicants of the University was not given explicit mention although a very important external publics of the University. Indeed, all the eight (8) informants of the study explicitly understand the outlined procedures for reporting any form of offence as well as the stated recommendations regarded as appropriate sanctions for perpetrators of the act of sexual harassment (UEW, p.12).

Research question (RQ 2) of this study was targeted at the gathering of data on the perspectives of the male gender on why they are perceived as perpetrators in incidence of sexual harassment. The data were gathered through semi-structured interviews from eight (8) purposively selected male lecturers from the University of Ghana (UG) and University of Education, Winneba (UEW). The analysis of the data revealed these themes: masculinity and access to unequal power, defining womanhood as sexually passive, normalising and trivialising of issues on sexual harassment, and the male gender as a perceived aggressor. Through the findings it was discovered that the there is the generalisation and the bias of men being perceived as aggressive and dominant in the society. The study further confirms that we live in a patriarchal society of which power imbalance is the root cause of women succumbing to the sexual needs of men. This paves way for the trivialisation of sexual harassment by media men associated with the use of words and phrases such as men using their 'pen drives to download women' as a way of creating humor. The data further indicated that gender stereotyping is reinforced in the reasons why the male gender is perceived as predators in sexual harassment in the society. It also confirmed the assertion that literature and research indeed view the male gender as perceived predators (Sczesny, & Eagly, 2009).

Another trend in sexual harassment research has been the attempt to differentiate consensual forms of workplace sexuality from sexual harassment (Dellinger &

Williams 2002). While some cases of sexual harassment have involved a female as the aggressor, research suggests that the majority of sexual occurrences involve a male harassing a female (Pryor, La Vite & Stoller, 1993; Wilson & Thompson, 2003). Against this backdrop, evidence from data showed that sexual harassment is prevalent in higher educational institutions and females are the perceived victim with males as perceived perpetrators. This is evidenced in a study conducted by Apaak & Sarpong (2015) reporting that there is a high incidence of sexual harassment against female university athletes and a majority of these female athletes (85%) were below 20 years of age.

Furthermore, Norman *et al*. (2013), in their study, concludes that 61% of women and 39% of men were likely to be sexually harassed in Ghanaian medical schools. In the senior high school scenario, a disconcerting 92% of female students interviewed in Kumasi had experienced some form of sexual harassment within the school term (Agyepong, 2010). It is against this backdrop that the research question concludes that the male is perceived as the harasser in incidence of sexual offences.

Drawing from the conceptual framework of the sexual harassment policies of the two selected institutions and the Organisational Model it was concluded that the sexual harassment policy document is contributes to an implicit and explicit understanding of the concept of sexual harassment. In addition, the male gender experiences the gender stereotype of being predators of sexual harassment because of dominance and access to power, womanhood as sexually passive, normalising and trivialising issues on SH and the perception of being aggressive.

5.3 Limitations of the Study

There were some limitations of this study that could hinder its generalisability. Apart from the limitation of time, I also encountered other constraints in the course of data collection.

First, getting participants to be interviewed was a challenge because sexual harassment is considered a sensitive topic of discussion. During the data collection, the idea of recording the interviews was also a challenge, some participants were unsure of the anonymity and confidentiality of the information. This was mainly as a result of the fact that this study was conducted shortly after the release of the documentary 'sex for grades' by BBC Africa Watch Eye in October 2019 and also because of that fact that I was a student of the Department of Media and Communication. However, I was able to assure them of confidentiality of their information and my readiness to ensure that no information linked to their identity.

The Novel Coronavirus (COVID-19) generated a lot of news in January 2020 worldwide because of the unprecedented speed in its transmission. The outbreak of Coronavirus pandemic was a major obstacle to this study. I was still in the process of data collection when the whole nation went under a mandatory lockdown and social distancing. This meant that a virtual interview had to be conducted other than face-to-face interviews with some participants. Non-verbal cues during a face-to-face interview is quite important during interviews and this was something I hoped to experience with all participants.

Some participants to be interviewed for the study were occupied with migrating their courses online and preparing online examination materials for their students. This resulted into rescheduling of the interview sessions where some participants who had

consented to be participants for the study eventually declined to participate at the last minute.

Nevertheless, these limitations did not take away the credibility of the study because this is a qualitative study and I need not to extrapolate, the sample that I had to work with provided me with the needed data.

5.4 Suggestions for Further Studies

For further studies, a follow up work can be carried out, taking into consideration the male gender as victims of sexual harassment in higher educational institutions from the Ghanaian perspective. Works can be done on male lecturers, male non-teaching staff or male students.

Works can also be done on interpreting and understanding the phenomenon sexual harassment from the view of the female gender and why the male gender is perceived as the perpetrator in the incidences of sexual harassment in other settings.

Future researches can also look at how employees interpret and understand policy documents of their organisations with the help of the sexual harassment policy framework which can also be used for other policy documents.

5.5 Recommendation

Based on the findings of the study, the following recommendations have been made: All members and stuff of the Universities and other institutions must ensure training and orientation on sexual harassment and the sexual harassment policy documents periodically for employees after employment. It must be a required training as part of ethics training at a minimum every two years.

Adequate resource must be made available to enable members of institutions get access to sexual harassment policy documents. Institutions to updated written sexual harassment policy documents to clarify how confidentiality for all parties is managed at every step of the reporting, investigation, and resolution process. Institutions must be clear on what disciplinary action will be taken against anyone who victimises or retaliates a person who has complained of being sexually harassed and this will serve as a deterrent to harassers. Verbal communication of policy is particularly important in institutions where staff may be illiterates.

Institutions must educate their members that not only men are perpetrators of sexual harassment to avoid men being wrongly judged or falsely accused in such circumstances. Victims must be assured a hundred percent confidentiality to give them courage to report instances where there are sexually harassed.
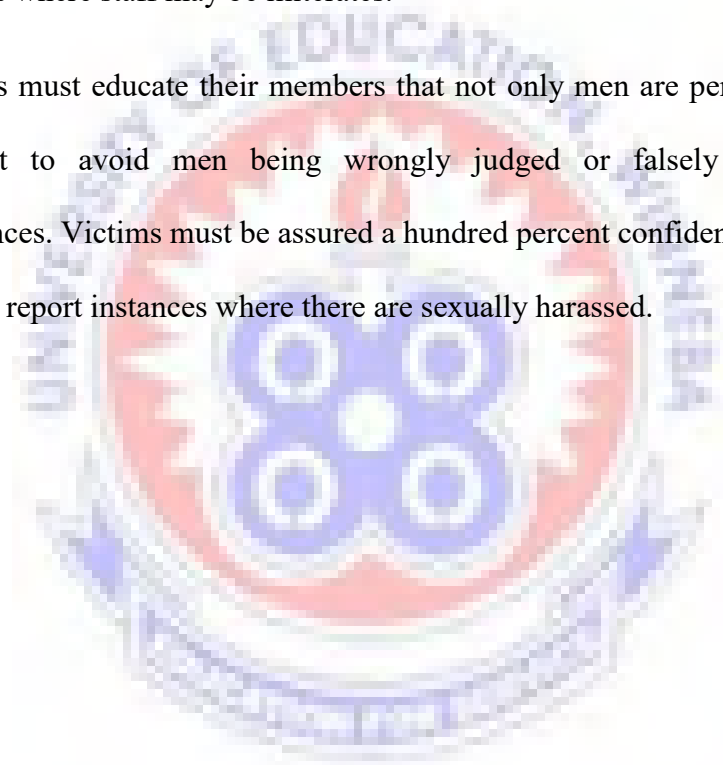
REFERENCES

Agyepong, F. (2010). *Sexual Harassment Against Female Students in Senior High Schools in the Kumasi Metropolis, Ashanti Region of Ghana.* (Doctoral Dissertation, University of Cape Coast).

Akintoye, A. (2015). *Developing Theoretical and Conceptual Frameworks*. Jedm. Oauife. Edu. Ng. (Accessed On The 22nd February2017).

Akpotor, J. (2013). *Sexism and Sexual Harassment in Tertiary Institutions.* Gender and Behaviour, 11(1), 5237-5243. Change Julie 2013 To Akpotor

Altıındağ, E., & Baykan, B. (2017). *Discover the World's Research.* Turk J Neurol, 23, 88-89.

Amaro, H., Raj, A., & Reed, E. (2001). *Women's Sexual Health: The Need for Feminist Analyses in Public Health in The Decade of Behavior.* Psychology of Women Quarterly, 25(4), 324-334.

Ambrose, M. L., Seabright, M. A., & Schminke, M. (2002). *Sabotage in the Workplace: The Role of Organizational Injustice.* Organizational Behavior and Human Decision Processes, 89(1), 947-965.

Anderson, E. (2008). *Inclusive Masculinity in A Fraternal Setting.* Men and Masculinities, 10(5), 604-620.

Andoh, A. K. (2011). *Sexual Harassment in the Workplace. The Ghanaian Experience. Centre for Social Policy Studies. University of Ghana.* Retrieved April 11, 2015, From: Http://Www.Oocities.Org/Cspslibrary/Sexualharassment.Html.

Apaak, D., & Sarpong, E. O. (2015). *Internal Challenges Affecting Academic Performance of Student-Athletes in Ghanaian Public Universities.* Journal of Education and Practice, 6(14), 18-23.

Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). *Sexual Violence Prevention Through Bystander Education: An Experimental Evaluation.* Journal of Community Psychology, 35(4), 463-481.

Baron, L., And Straus, M. A. (1987). *"Four Theories of Rape: A Macro Sociological Analysis."* Social Problems. 34, No.5: 467-489

Barreto, M., & Ellemers, N. (2005). *The Burden of Benevolent Sexism: How It Contributes to the Maintenance of Gender Inequalities.* European Journal of Social Psychology, 35, 633–642.

Barreto, M., & Ellemers, N. (2005). *The Burden of Benevolent Sexism: How it Contributes to the Maintenance of Gender Inequalities.* European Journal of Social Psychology, 35(5), 633-642. Check Spelling in in Text Citation

BBC. (2019,). *World Reacts to BBC Sexforgrades Investigation.* Retrieved May 11, 2020, From BBC News Website: Https://Www.Bbc.Co.Uk/News/Av/World-

Africa49981051/Sexforgrades-World-Reacts-To-Bbc-Africa-Eye-Documentary

Beeghly, E. (2015). *What is a Stereotype?* Hypatia, 30(4), 675-691. Change in Text Spelling from Beegly

Beeghly, E. (2015). *What is a Stereotype? What Is Stereotyping?* Hypatia, 30(4), 675-691.

Bekhet, A. K., & Zauszniewski, J. A. (2012). *Methodological Triangulation: An Approach to Understanding Data.* Nurse Researcher.

Bendixen, M., Kennair, L. E. O., & Buss, D. M. (2015). *Jealousy: Evidence of Strong Sex Differences Using Both Forced Choice and Continuous Measure Paradigms.* Personality and Individual Differences, 86, 212-216.

Benson, D. J., & Thomson, G. E. (2014). *Sexual Harassment on a University Campus: The Confluence of Authority Relations, Sexual Interest and Gender Stratification.* Social Problems, 29(3), 236–251. Https: //Doi.Org/10.2307/800157

Berdahl, J. L. (2007). *Harassment Based On Sex: Protecting Social Status in The Context of Gender Hierarchy.* Academy of Management Review, 32(2), 641-658.

Berdahl, J. L., & Moore, C. (2006). *Workplace Harassment: Double-Jeopardy for Minority Women.* Journal of Applied Psychology, 91: 426 – 436.

Blackstone, A. (2012). *Sexual Harassment, Workplace Authority.*

Blum, L. (2004). *Stereotypes and Stereotyping: A Moral Analysis.* Philosophical Papers, 33(3), 251-289.

Bowen, G. A. (2009). *Document Analysis as A Qualitative Research Method.* Qualitative Research Journal, 9(2), 27.

Braun, V., & Clarke, V. (2018). *Reflecting On Reflexive Thematic Analysis.* Qualitative Research in Sport, Exercise and Health, 11(4), 589-597.

Britwum, A. O. & Anokye, N. A. (2006). *Confronting Sexual Harassment in Ghanaian Universities.* Accra, Ghana: Ghana Universities Press.

Britwum, A. O., & Anokye, N. A. (2006). *Confronting Sexual Harassment in Ghanaian Universities.*

Browne, K. R. (2006). *Sex, Power, and Dominance: The Evolutionary Psychology of Sexual Harassment.* Managerial and Decision Economics, 27(2-3), 145-158.

Buse, K., Mays, N., & Walt, G. (2005). *Understanding Public Health.* Making Health Policy.

Clancy, K. B., Nelson, R. G., Rutherford, J. N., & Hinde, K. (2014). *Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault.* Plos One, 9(7), E102172.

Cleveland, J.N. & Kerst, M.E. (1993). *Sexual Harassment and Perceptions of Power: An Under Articulated Relationship or the Organisational Model.* Journal of Vocational Behavior, Vol 42, No. 1, Pp 49-67.

Cohen, L. Manion K. & Morrison (Red.). (2011). *Observation.* Research Methods in Education, 7.

Connell, R. (2016). *Masculinities in Global Perspective: Hegemony, Contestation, And Changing Structures of Power.* Theory and Society, 45(4), 303-318.

Connell, R. W. (2002). *Gender Cambridge: Polity Consequences of Workplace Sexual Harassment.* Personnel Psychology, 60, 127-162.

Connell, R. W. (2013). *Gender and Power: Society, The Person and Sexual Politics*. John Wiley & Sons.

Connell, R. W., & Messerschmidt, J. W. (2005). *Hegemonic Masculinity: Rethinking the Concept.* Gender & Society, 19(6), 829-859.

Conroy, J., Hulme, M., & Menter, I. (2013). *Developing A 'Clinical' Model for Teacher Education.* Journal of Education for Teaching

Cortina, L. M., & Berdahl, J. L. (2008). *Sexual Harassment in Organisations: A Decade of Research in Review.* Handbook of Organisational Behavior, 1, 469-497.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Daymond, C., & Holloway, I. (2005). *Qualitative Research Methods in Public Relations and Marketing Communications*. Routledge.

De Judicibus, M., & Mccabe, M. P. (2001). *Blaming the Target of Sexual Harassment: Impact of Gender Role, Sexist Attitudes, And Work Role.* Sex Roles, 44(7-8), 401-417.

Dellinger, K., & Christine L. W (2002). *"The Locker Room V. The Dorm Room: The Cultural Context of Sexual Harassment in Two Magazine Publishing Organisations."* Social Problems 49:242–57.

Dickinson, L. (1995). *'Autonomy and Motivation: A Literature Review.'* System 23: 165–74.

Durlak, J. A., & Dupre, E. P. (2008*). Implementation Matters: A Review of Research on the Influence of Implementation On Program Outcomes and the Factors Affecting Implementation.* American Journal of Community Psychology, 41(3-4), 327-350.

Eagly, A. H., & Sczesny, S. (2009). *Stereotypes About Women, Men, And Leaders: Have Times Changed?* American Psychological Association.

Elias, S. M. (Ed.). (2013). *Deviant and Criminal Behavior in the Workplace*. NYU Press.

Ellsberg S. & Gottemoeller R. (1999). *Harassment at Work: National and International Responses* (No. 2). International Labour Organisation.

Entman, R. M. (1993). *Framing: Toward Clarification of a Fractured Paradigm.*

Erulkar, A. S. (2004). *The Experience of Sexual Coercion Among Young People in Kenya.* International Family Planning Perspectives, 182-189.

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). *The Impact of a Middle School Program to Reduce Aggression, Victimization, and Sexual Violence.* Journal of Adolescent Health, 53(2), 180-186.

Eze U. O. (2013). *Prevention of Sexual Assault in Nigeria.* Annals of Ibadan Postgraduate Medicine, 11(2), 65–70.

Fausto-Sterling, A. (2000). *Sexing The Body: Gender Politics and The Construction of Sexuality.* Basic Books.

Fedina, L., Holmes, J. L., & Backes, B. L. (2018). *Campus Sexual Assault: A Systematic Review of Prevalence.* Research from 2000 to 2015. Trauma, Violence, & Abuse, 19(1), 76–93. Https://Doi.Org/10.1177/1524838016631129

Fischer, A. R., & Good, G. E. (1997). *Men and Psychotherapy: An Investigation of Alexithymia, Intimacy, And Masculine Gender Roles.* Psychotherapy: Theory, Research, Practice, Training, 34(2), 160.   Change Date from 2016

Flack Jr, W. F., Daubman, K. A., Caron, M. L., Asadorian, J. A., D'Aureli, N. R., Gigliotti, S. N., & Stine, E. R. (2007). *Risk Factors and Consequences of Unwanted Sex Among University Students: Hooking Up, Alcohol, And Stress Response.* Journal of Interpersonal Violence, 22(2), 139-157.

Forbes, G. B., Adams-Curtis, L., & White, K. B. (2004). *First and Second-Generation Measures of Sexism, Rape Myths and Related Beliefs, and Hostility in College Students' Experiences with Dating Aggression and Sexual Coercion.* Violence Against Women, 10, 236-261.

Fouka, G., & Mantzorou, M. (2011). *What are the Major Ethical issues in Conducting Research: is there a Conflict Between the Research Ethics and the Nature of Nursing?* Health Science Journal, 5(1), 3.

Gatten, E. (2012). *Sexual Harassment Rife in Workplaces.* Daily Star, [Online] 8 May.

Gerrity, D. A. (2000). *Male University Employees' Experiences of Sexual Harassment–Related Behaviors.* Psychology of Men & Masculinity, 1(2), 140.

Giri, V. N. (2004). *Gender Role in Communication Style.* New Dehli: Concept Publishing Company.

Goldfields. (N.D.). *Sexual Harassment Policy.* Retrieved From Https://www .Goldfields.Com/Pdf/Sustainbility/Policies/Sexual-Harassment Policy.Pdf

Gross, S. R., Possley, M., & Stephens, K. (2017). *Race and Wrongful Convictions in The United States.*

Gutek, B. A. (1985). *Sex and The Workplace: Impact of Sexual Behavior and Harassment on Women, Men and Organisations*. San Francisco: Jossey-Bass

Hejase, H. J. (2015). *Sexual Harassment in the Workplace: An Exploratory Study from Lebanon.* Jmr, 7(1), 107. Https://Doi.Org/10.5296/Jmr.V7i1.6965

Higgins, J. A., Hoffman, S., & Dworkin, S. L. (2010). *Rethinking Gender, Heterosexual Men, and Women's Vulnerability to HIV/AIDS.* Am J Public Health, 100(3), 435– 445. Https://Doi.Org/10.2105/AJPH.2009.159723

Hinton, P. R. (2000). *Stereotypes, Cognition and Culture*. Psychology Press.

Holmes, J., Henrich B., Hancock N., & Lestou, V. S., (2009). *Communicating with The Public During Health Crises: Experts' Experiences and Opinions.* Journal of Risk Research, 12(6), 793-807.

Holt, M. K., & Espelage, D. L. (2007). *Perceived Social Support Among Bullies, Victims, And Bully-Victims.* Journal of Youth and Adolescence, 36(8), 984-994.

Ibeku, I. A. (2015). *Adichie's Purple Hibiscus and The Issue of Feminism in African Novel.* Sharing Knowledge for Gender Justice in Nigeria. Retrieved On October 21 2018, From Https://Genderhub.Org/Get-To-Know/Resourcelibrary.

Imenda, S. & Scaffolding R. (2014). *Is there a Conceptual Difference Between Theoretical and Conceptual Frameworks?* Journal of Social Sciences, 38(2), 185-195.

Jewkes, R., Vundule, C., Maforah, F., & Jordaan, E. (2001). *Relationship Dynamics and Adolescent Pregnancy in South Africa.* Social Science and Medicine, 5, 733–744.

Jordan, C. E., Combs, J. L., & Smith, G. T. (2014). *An Exploration of Sexual Victimization And Academic Performance Among College Women.* Trauma, Violence, & Abuse, 15(3), 191–200. Https://Doi. Org/10. 1177/15 2483 80145 20637

Joseph, J. (2015). *Sexual Harassment in Tertiary Institutions: A Comparative Perspective.* Temida, 18 (2), 125-144.

Juschka, D. (2013). The Category of Gender in The Study of Religion. In Theory and Method in The Study of Religion (Pp. 239-265). Brill.

Kabaji, E. (2005). *The Construction of Gender Through the Narrative Process of the African Folktale: A Case Study of the Maragoli Folktale* (Doctoral Dissertation, University of South Africa).

Kalof, L., Eby, K. K., Matheson, J. L., & Kroska, R. J. (2001). *The Influence of Race and Gender on Student Self-Reports of Sexual Harassment by College Professors.* Gender & Society, 15(2), 282-302.

Kapila, P. (2017). *Theoretical Perspectives to Sexual Harassment of Women at Workplace.*

Kramarae, C. (2005). *Muted Group Theory1 and Communication: Asking Dangerous Questions.* Women and Language, 28(2), 55.

Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). *College Women's Experiences with Physically Forced, Alcohol-Or Other Drug-Enabled, And Drug-Facilitated Sexual Assault Before and Since Entering College.* Journal of American College Health, 57(6), 639-649.

Langhout, R. D., Bergman, M. E., Cortina, L. M., Fitzgerald, L. F., Drasgow, F., & Williams, J. H. (2005). *Sexual Harassment Severity: Assessing Situational and Personal Determinants and Outcomes 1.* Journal of Applied Social Psychology, 35(5), 975-1007.

Lapierre, L. M., Spector, P. E., & Leck, J. D. (N.D.). *Sexual Versus Nonsexual Workplace Aggression and Victims' Overall Job Satisfaction: A Meta-Analysis.* Journal Of Occupational Health Psychology, 10(2), 155–169.Https://Doi.Org/10.1037/1076- 8998.10.2.155

Lin, X., Babbitt, L., & Brown, D. (2014). *Sexual Harassment in the Workplace: How Does It Affect Firm Performance and Profits?*

Lincoln, Y. S., & Guba, E. G. (2010). *Naturalistic Inquiry. 1985 Newbury Park.* Calif.: Sage Publications.

Lindlof, T. R., & Taylor, B. C. (2017). *Qualitative Communication Research Methods*. Sage Publications.

Luse, A., Mennecke, B. E., & Townsend, A. M. (2012). *Selecting A Research Topic: A Framework for Doctoral Students.* International Journal of Doctoral Studies, 7, 143.

Mackinnon, C. A. (1979). *Sexual Harassment of Working Women: A Case of Sex Discrimination* (No. 19). Yale University Press.

Mccrie, Robert D. (2016) "*No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity Book Review.*" Choice 54(3): 462–63.

Miller, S., Williams, J., Cutbush, S., Gibbs, D., Clinton-Sherrod, M., & Jones, S. (2013). *Dating Violence, Bullying, and Sexual Harassment: Longitudinal Profiles and Transitions Over Time.* Journal of Youth and Adolescence, 42(4), 607-618.

Minnotte K. L. & Legerski E. M. (2019). *Sexual Harassment in Contemporary Workplaces: Contextualizing Structural Vulnerabilities, Sociology Compass.* 10.111/sic4.12755,13,12. United State.

Mitra-Sarkar, S., & Partheeban, P. (2011). *Abandon All Hope, Ye Who Enter Here: Understanding the Problem of "Eve Teasing" in Chennai, India.* In Transportation Research Board Conference Proceedings (Vol. 2, No. 46).

Mkono, M. (2010). *Zimbabwean Hospitality Students' Experiences of Sexual Harassment in the Hotel Industry.* International Journal of Hospitality Management, 29(4), 729-735.

Morley, L. (2011). *Imagining The University of the Future, In R. Barnett (Ed.) The Future University: Ideas and Possibilities.* London: Taylor & Francis.

Nanda, S. (2000). *Gender Diversity*. Prospect Heights, Ill: Waveland Pressinc.

National Academies of Sciences. (2018). *Sexual Harassment of Women*. Washington (DC): National Academies Press.

Navarrete, C. D., Mcdonald, M. M., Molina, L. E., & Sidanius, J. (2010). *Prejudice at The Nexus of Race and Gender: An Outgroup Male Target Hypothesis.* Journal of Personality and Social Psychology, 98(6), 933.

Newman, M. A., Jackson, R. A., & Baker, D. D. (2003). *Sexual Harassment in the Federal Workplace.* Public Administration Review, 63(4), 472-483.

Nhamo, G., Nhemachena, C., & Nhamo, S. (2020). *Emerging African Picture of Official Development Assistance and Education-Related SDGS Indicators. In Scaling Up SDGS Implementation (Pp. 23-37).* Springer, Cham.

Niang, C. I. (2010). *13 Understanding Sex Between Men in Senegal.* Routledge Handbook of Sexuality, Health and Rights, 116.   Change Anfred 2004

Norman, I. D., Aikins, M., & Binka, F. N. (2013). *Sexual Harassment in Public Medical Schools in Ghana.* Ghana Medical Journal, 47(3), 128–136.

Numhauser-Henning, A., & Laulom, S. (2012). *Harassment Related to Sex and Sexual Harassment Law in 33 European Countries: Discrimination Versus Dignity*. EUR-OP.

Oni, H. T., Tshitangano, T. G., & Akinsola, H. A. (2019). *Sexual Harassment and Victimization Of Students: A Case Study of a Higher Education Institution in South Africa.* African Health Sciences, 19(1), 1478–1485. Https:// Doi.Org/ 10.4314/Ahs.V19i1.21

Orchowski, L. M., Creech, S. K., Reddy, M. K., Capezza, N. M., & Ratcliff, T. (2012). *College Women's Perceived Risk to Experience Sexual Victimization: A Prospective Analysis.* Violence and Victims, 27(2), 194-214.

Osanloo, A., & Grant, C. (2016). *Understanding, Selecting, And Integrating a Theoretical Framework in Dissertation Research: Creating The Blueprint for Your "House".* Administrative Issues Journal: Connecting Education, Practice, And Research, 4(2), 7.

Osman, S. L. (2004). *Victim Resistance: Theory and Data On Understanding Perceptions of Sexual Harassment.* Sex Roles, 50(3-4), 267-275.

Owoaje, E. T., & Olusola-Taiwo, O. (2010). *Sexual Harassment Experiences of Female Graduates of Nigerian Tertiary Institutions.* International Quarterly of Community Health Education, 30(4), 337-348.

Owusu-Addo, E., Owusu-Addo, S. B., Antoh, E. F., Sarpong, Y. A., Obeng-Okrah, K., & Annan, G. K. (2018). *Ghanaian Media Coverage of Violence Against Women and Girls: Implications for Health Promotion.* BMC Women's Health, 18(1), 1-11. Change The Other Owusu-Addos's and Owusu to Owusu Et Al

Patai, D. (2008). *What Price Utopia? Essays On Ideological Policing, Feminism, and Academic Affairs*. Rowman & Littlefield.

Pickering, M. (2007). *Stereotyping and Stereotypes.* The Blackwell Encyclopedia of Sociology, 1-7.

Potter, S. J., & Laflamme, D. J. (2011). *An Assessment of State Level Sexual Assault Prevalence Estimates.* Maternal and Child Health Journal, 15(1), 77-86.

Prasad, P. (2005). *Crafting Qualitative Research*. New York: M.E. Sharpe.

Pratto, F., Sidanius, J., & Levin, S. (2006). *Social Dominance Theory and The Dynamics of Intergroup Relations: Taking Stock and Looking Forward.* European Review of Social Psychology, 17(1), 271-320.

Pryor, J. B., Lavite, C. M., & Stoller, L. M. (1993). *A Social Psychological Analysis of Sexual Harassment: The Person/Situation Interaction.* Journal of Vocational Behavior, 42(1), 68-83.

Quinn, B. A. (2002). *Sexual Harassment and Masculinity: The Power and Meaning of "Girl Watching".* Gender & Society, 16(3), 386-402.

Rao, T. S., Nagpal, M., & Andrade, C. (2013). *Sexual Coercion: Time to Rise to the Challenge.* Indian Journal of Psychiatry, 55(3), 211.

Rath, P. (2012). *Marital Rape and the Indian Legal Scenario.* Indian Law J, 5, 212.

Ravitch, S. M., & Carl, N. M. (2019). *Qualitative Research: Bridging The Conceptual, Theoretical, And Methodological*. SAGE Publications, Incorporated.

Robbins, S. P., De Cenzo, D. A., & Coulter, M. A. (2012). *Fundamentals of Management: Essentials Concepts and Applications*. Pearson Higher Ed.

Rolandsen Augustin, L., Siim, B., & Borchorst, A. (2018). *Gender Equality Without Gender Quotas: Dilemmas in the Danish Approach to Gender Equality and Citizenship. Transforming Gender Citizenship.* The Irresistible Rise of Gender Quotas in Europe, 400-423.

Rouse, E., & Spradbury, G. (2016). *The Role of the Educational Leader in Long Day Care–How Do They Perceive Their Role?* Early Child Development and Care, 186(3), 497-508.

Runtz, M. G., & O'Donnell, C. W. (2003). *Students' Perceptions of Sexual Harassment: Is It Harassment Only If the Offender Is a Man and The Victim Is a Woman?* Journal of Applied Social Psychology, 33(5), 963-982.

Scharrer, E., & Blackburn, G. (2018). *Cultivating Conceptions of Masculinity: Television and Perceptions of Masculine Gender Role Norms.* Mass Communication and Society, 21(2), 149-177.

Schneider, K. T., Tomaka, J., & Palacios, R. (2001). *Women's Cognitive, Affective, And Physiological Reactions to A Male Coworker's Sexist Behavior 1.* Journal of Applied Social Psychology, 31(10), 1995-2018.

Scott, J. C. (2009). *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia.* New Haven, CT: Yale University Press

Shank, G. D. (2006). *Qualitative Research: A Personal Skills Approach.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Shenton, A. K. (2004). *Strategies for Ensuring Trustworthiness in Qualitative Research Projects.* Education for Information, 22(2), 63-75.

Śledzińska-Simon, A. (2013). *Making Progress in Elimination of Gender Stereotypes in The Context of Gender-Based Violence-The Role of the CEDAW Committee.* Tijdschrift Voor Genderstudies, 16(1), 41-53.

Smith, J. (2016). *Gender as A Socially Constructed Phenomenon.*

Snape, D., & Spencer, L. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* Edited by Jane Ritchie & Jane Lewis.

Sossou, M. (2007). *Gender Inequality and Lack of Sexual and Reproductive Rights of Women in Ghana: Implications for Social Work Education.* Professional Development-Philadelphia-, 10(2), 26.

Stake, R. E. (2013). *Multiple Case Study Analysis.* Guilford Press.

Stemple, L., Flores, A., & Meyer, I. H. (2017). Sexual victimization perpetrated by women: Federal data reveal surprising prevalence. *Aggression and Violent Behavior*, *34*, 302-311.

Stewart-Williams, S. (2002). *Gender, The Perception of Aggression, and the Overestimation of Gender Bias.* Sex Roles, 46(5-6), 177-189.

Stockdale, M. S., Gandolfo Berry, C., Schneider, R. W., & Cao, F. (2004). *Perceptions of the Sexual Harassment of Men.* Psychology of Men & Masculinity, 5(2), 158.

Studzińska, A. (2015). *Gender differences in perception of sexual harassment* (Doctoral dissertation).

Tadesse, M., & Daniel, A. (Eds.). (2010). *Gender Mainstreaming Experiences from Eastern and Southern Africa.* African Books Collective.

Talbot, M. (2002). *Men Behaving Badly: When Men Harass Men, Is It Sexual Harassment.* New York Times Magazine, 13.

Timm, K., Tilgar, V., & Saag, P. (2015). *DRD4 Gene Polymorphism in Great Tits: Gender-Specific Association with Behavioural Variation in the*

Wild. Behavioral Ecology and Sociobiology, 69(5), 729-735. Add Additional Names to Timm

Truskinovsky, Yulya, Janet Rubin, & Drusilla Brown (2013*). "Better Work Discussion".* Paper Series: No. 14." (2014).

University of Michigan. (N.D.). *What Is Sexual Harassment? | U-M LSA U-M College of LSA.* Retrieved May 11, 2020, From University Of Michigan Website: Https://Lsa.Umich.Edu/Lsa/About/Expect-Respect/What-Is-Sexual-Harassment-.Html

Vandermassen, Griet. (2011). *Evolution and Rape: A Feminist Darwinian Perspective.* Sex Roles, 64(9), 732–747.

Voyer, B. G., & Mcintosh, B. (2013). *The Psychological Consequences of Power on Self-Perception: Implications for Leadership.* Leadership & Organization Development Journal.

Walby, S. (2005). Gender mainstreaming: Productive Tensions in Theory and Practice. *Social*

Waldo, C. R., Berdahl, J. L., & Fitzgerald, L. F. (2000*). Are Men Sexually Harassed? If So, By Whom?* Law and Human Behavior, 22(1), 59-79.

Wallis, C. (2015). *Concepts, Meaning, and Definitions.*

Ward, L. M., Hansbrough, E., & Walker, E. (2005). *Contributions of Music Video Exposure to Black Adolescents' Gender and Sexual Schemas.* Journal of Adolescent Research, 20(2),143-166.

West, C., & Zimmerman, D. H. (1987). *Doing Gender.* Gender & Society, 1(2), 125-151.

WHO. (N.D.). (2020). *Defining Sexual Health.* Retrieved May 11, From World Health Organisation
Website: Https://www.Who.Int/Reproductivehealth/Topics/Sexual_Health/Sh Definitions/En/

Willness, C. R., Steel, P., & Lee, K. (2007). *A Meta-Analysis of the Antecedents and Consequences of Workplace Sexual Harassment.* Personnel Psychology, 60, 127-162

Wilson, S. J., & Thompson, J. H. (2003). *The Effects of School-Based Intervention Programs On Aggressive Behavior: A Meta-Analysis.* Journal of Consulting and Clinical Psychology, 71(1), 136.

Wong, Y. J., Horn, A. J., & Chen, S. (2013). *Perceived Masculinity: The Potential Influence of Race, Racial Essentialist Beliefs, And Stereotypes.* Psychology of Men & Masculinity, 14(4), 452.

Wood, L., Hoefer, S., Kammer-Kerwick, M., Parra-Cardona, J. R., & Busch-Armendariz, N. (N.D.). (2018). *Sexual Harassment at Institutions of Higher*

Education: Prevalence, Risk, And Extent. J Interpers Violence, 088626051879122. Https://Doi.Org/10.1177/0886260518791228

World Health Organisation. (2017, November 29). *Violence Against Women.* Retrieved From Https://Www.Who.Int/News-Room/Fact-Sheets/Detail/Violence-Against-Women

Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods.* Sage Publications.

RECRUITMENT FORM FOR RESEARCH PARTICIPANTS

This letter is to officially invite you as a participant/interviewee in my research study entitled "**The Male Gender as the Perceived Perpetrator in Sexual Harassment: Perspectives of Males in Two Higher Educational Institutions in Ghana**".

Please be informed that participation in this research is entirely voluntary and you have the right to agree with or decline your participation. The researcher anticipates no risk to the research subjects and to the participating participants. This study will comply with the general guidelines of confidentiality and non-disclosure of information obtained during the data collection sessions. The collected information will be used for the sole academic purpose of this research. All the responses provided in this protocol will be anonymous and non-identifiable. The School of Research and Graduate Studies at the University Education, Winneba and also my supervisors have consented to this.

Please tick appropriately your consent.   Yes [   ]   No [   ]

I will be very grateful if you could notify me on your consent latest by the **31st of December 2019.**

Thank you.

Brayonie A. Sagoe

………………………….

Researcher and MPhil Student
Communication and Media Studies Department
University of Education.
(0504974099)
sagoebrayonie@gmail.com

QUESTION GUIDE FOR ONE-ON-ONE INTERVIEWS

1. How long have you worked with the institution?

2. Have you heard about the concept 'sexual harassment' before? How do you understand the concept?

3. Do you classify asking for a date from a student as sexual harassment?

4. Do you consider sexual jokes, written or oral references to sexual activities or innuendos sexually used as examples in a lecture as sexual harassment?

5. Do you consider commenting on appearance and clothing as sexual harassment?

6. What conduct do you consider as sexual harassment?

7. If an instructor displays a sexually explicit picture during a lecture, do you consider it sexual harassment and why?

8. Is there any form of orientation or guidelines for staff on sexual harassment in your institution? How useful do you think it is?

9. Are you familiar with the Sexual Harassment Policy of your institution?

10. As a male have you ever been a victim of sexual harassment? And what was your reaction?

11. Do you think the process of reporting is fair and unbiased? Why do you think so?

12. Generally, which gender is perceived as perpetrators of sexual harassment?

13. What sanctions are put in place when the sexual harassment policy is breached?

14. What is your take on the recent BBC report on sex for grades?

15. As a male lecturer in this institution would you also say that the video is representative of what happens in your institution? How do you mean when you say yes/no?

16. Do you think sexual harassment can be eliminated?

SEXUAL HARASSMENT POLICY FOR THE UNIVERSITY OF EDUCATION, WINNEBA

1.0 PURPOSE OF POLICY

The University of Education, Winneba is committed to creating and maintaining a community in which all persons who participate in the University programmes and activities do so in an environment free from intimidation, exploitation and abuse. The University seeks to provide an atmosphere of work and study in which all individuals are treated with respect and dignity to achieve this objective. The University of Education, Winneba has adopted this policy on Sexual Harassment which is intended to guide the University community. The policy defines prohibited conducts, outlines the procedures for reporting violations, conduct of investigations and sanctions.

2.0 DEFINITION OF SEXUAL HARASSMENT AND OTHER FORMS OF SEXUAL MISCONDUCT

Sexual Harassment comprises unwelcome sexual advance(s), request(s) for sexual favours and verbal or physical conduct of a sexual nature when submission to or rejection of such advance(s), request(s) or conduct is made, either explicitly or implicitly a term or condition of employment or as a basis of interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. The conduct must be unwelcome, that is unsolicited and regarded as offensive or undesirable by the action.

Sexual Harassment includes Quid Pro Quo harassment and Hostile Environment Harassment. Quid Pro Quo harassment occurs when a sexual conduct is requested from an employee or student, either under the promise of a reward for acquiescence or threats of detrimental action for refusal. On the other hand, Hostile Environment Harassment occurs when the workplace is permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the victim's employment and create an abusive work environment.

3.0 ACTS THAT CONSTITUTE SEXUAL HARASSMENT INCLUDE BUT NOT LIMITED TO THE FOLLOWING:

For the purpose of this policy, Sexual Harassment shall be defined to include acts or behaviours constituting Sexual Abuse and Sexual Assault which occur within the defined scope of this University's policy in relation to members of the University community.

The Acts include but not limited to the following:

i. Unwelcome, unsolicited advances, and /or propositions of a sexual nature;

ii. Unwelcome sexual advances whether they involve physical touching or not;

iii. Unwelcome and inappropriate affectionate gestures;

iv. Unwanted and persistent propositions for dates;

v. Unnecessary and inappropriate touching, such as patting, pinching, hugging or deliberate brushing against an individual's body; grabbing of parts of the body, kisses;

vi. Excessive and unwanted attention in the form of love letters, telephone calls or gifts, stalking;

vii. Sexual epithets, jokes, written or oral references to sexual conduct, gossip about an individual's sexual activity, deficiencies or prowess, sexual innuendos;

viii. Unwelcome jeering, whistling, heckling, hooting at an individual on sexual grounds, including name-calling;

ix. Passing on pornographic material in print or electronic form or passing written offensive messages of a sexual nature (including e-mails, WhatsApp and text messages);

x. Insults, jokes or anecdotes that belittle or demean an individual or a group sexually;

xi. Unwelcome sexually-oriented gestures, verbal expression, or comments of a sexual nature about an individual's body, clothing, or sexual experience;

xii. Unwelcome references to one's appearance or body where they cause psychological harassment-especially if such expressions are persistent;

xiii. Inappropriate and/or degrading displays of sexually suggestive objects or pictures, cartoons, calendars, books, magazines;

xiv. Using a position of power and authority to threaten or punish either directly or by implication, for refusing to tolerate harassment, or submit to sexual activity, or for reporting harassment to promised rewards in return for sexual favours;

xv. Sexual assault, which is an unwanted sexual act done without the consent of one party, and/ or that occurs under threat or coercion. Sexual assault includes, but is not limited to, attempted rape, indecent assault, forcible anal sex, forcible oral copulation, sexual assault with an object, sexual battery, forcible fondling (e.g., unwanted touching or kissing for purposes of sexual gratification), and threat of sexual assault;

xvi. Suggestions that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's employment, work assignments, or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation;

xvii. Making a student work or an employee's job more difficult because of that person's sex;

xviii. Discipline or dismissal of a subordinate who ends a romantic relationship;

xix. Retaliation from a person in authority due to refusal of sexual favours which may include limiting opportunities for the complainant, and generating gossip against the employee, or other acts that limit access or change performance expectations after a subordinate refuse repeated request for a date.

xx. Threats of academic failure or promise of academic success or other rewards in exchange of sexual favours.

xxi. Staff exploiting relationship with subordinate staff or students for sexual needs.

xxii. Staff conferring undue favours to influence subordinate staff or students to yield to sexual desires.

xxiii. Sexual abuse

xxiv. Retaliatory and abusive behaviours directed towards either former relationship partners or individuals who have rejected the sexual advances of another.

xxv. Sexual intimidation.

4.0 . OBJECTIVES OF THE POLICY

The objectives of this policy are to:

i. Prevent sexual harassment through education and awareness creation.

ii. Forbid and sanction sexual harassment offenses.

iii. Investigate allegations and reports of incidents of sexual harassment in the University.

iv. Administer appropriate disciplinary measures when a violation is found to have occurred as provided by this policy.

v. Ensure that victims of sexual harassment or anyone who participates in the investigation does not face retaliation or stigmatization.

vi.   As much as academic freedom and the right of every member of the University community to the freedom of expression is permissible, these actions ought to be free from bias and harassment.

vii.   Ensure that every member of the University community, that is, students, teaching and non-teaching staff, shall have access to its facilities and services without fear of harassment.

viii.   Ensure that all persons in responsible positions do not use their positions as tools for demanding sexual favours.

ix.   Treat all records regarding complaints of harassment with utmost confidentiality.

x.   The University shall be mindful of complaints which may be false, such as malicious complaints shall constitute grounds for disciplinary action to be taken against the complainant.

5.0 APPLICATION AND SCOPE OF THE POLICY

This policy is applicable to all members of the University community. These include officers and employees of the University, all students (regular, sandwich and distance) as well as persons who serve the University as its agents and are under the control of the University in all its locations and facilities, including vehicles.

6.0 IMPLEMENTATION AND COMPLIANCE INSTITUTIONS

6.1 THE UNIVERSITY COUNCIL

The University Council will have the overall responsibility for ensuring that the University complies with the Sexual Harassment Policy. It includes ensuring that:

a)   The Sexual Harassment Policy should not be the only document that indicates that the University seeks to provide an atmosphere of work and study in which all individuals are treated with respect and dignity. The principles of the Sexual Harassment Policy should be inculcated into specific action on other University documents such as the University Statute, Strategic Plan, Students Handbook, Conditions of Service, Code of Conduct and other Policies as well as Regulations and in particular the Gender Policy of the University of Education, Winneba.

b)   The Sexual Harassment Policy should be made available to all students and employees in various forms, as a handout at orientation programmes for these groups and on, the University Website, among others.

c)   Measures should be put in place to guarantee the creation and maintenance of an environment that provides an atmosphere of work and study in which all the employees and students of the University are treated with respect and dignity regardless of gender.

d) An effective institutional framework on Sexual harassment is established.

e) All Policies, Statutes and Regulations of the University are compliance with the Sexual Harassment Policy.

6.2 THE VICE-CHANCELLOR

The Vice-Chancellor, as the Chief Disciplinary Officer of the University is responsible for ensuring compliance with the Sexual Harassment Policy and shall:

a) Constitute the Sexual Harassment Committee established under this policy and appoint its Chair.
b) Receive reports on findings and recommendations of the Sexual Harassment Committee and ensure that recommendations are acted upon forthwith.

6.3 THE GENDER MAINSTREAMING DIRECTORATE

i. The Gender Mainstreaming Directorate shall facilitate and support the Sexual Harassment Committee in the implementation of the Sexual Harassment Policy.

ii. Establish a well-equipped Sexual Harassment Crisis and Counselling Unit to support University staff and students who have been victims of sexual harassment or assault cases.

6.4 SEXUAL HARASSMENT COMMITTEE

i. **Membership**
The Committee shall be composed of various constituent of the University: UTAG, GAUA, TEWU, SSA-UoG, University Lawyer, Director, Gender Mainstreaming Directorate, Student Representative, and a Secretary. They shall serve for a specified term appointed by the Vice-Chancellor. In other situations the Vice-Chancellor is empowered to elect a representative.

ii. **Responsibilities**
The Committee shall address sexual harassment issues relating to the University community by:

a) Planning and implementing the University's education and training programmes on sexual harassment. The programmes should include wide dissemination of this policy to the University community, providing educational materials to promote compliance with the policy and familiarity with local reporting procedures; and training of other University personnel who may be responsible for responding to informal reports on sexual harassment.

b) Maintaining records of reports on sexual harassment cases as well as actions taken in response to reports.

c) Preparing and submitting an annual report to the Vice-Chancellor and/or the University Council on its work.
d) Investigating specific complaints of sexual harassment when it is formally reported.

iii) **Leadership**

a) The Vice-Chancellor shall appoint a Chair for the Committee. The Committee at its first meeting will appoint a Vice-Chair who shall act in the absence of the Chair.
b) The Secretary of the Committee shall be nominated by the Registrar in consultation with the Vice Chancellor. The secretary shall ensure that all records of the Committee's meetings and proceedings are properly taken and documented.
c) The Chairperson shall be instrumental in summoning meetings, initiating enquiry processes and ensuring the integrity of all proceedings relating to investigation of grievances.
d) The quorum of the Committee shall be five including the Chairperson and the University Lawyer.

iv) **Qualities**

All members of the Committee shall have high credibility, gender sensitivity and technical competency to handle grievance procedures.

vi) **Review Policy**

This policy shall be reviewed periodically, preferably after a 3-year lifespan.

FORMAL REPORTING

7.1 PROCEDURE

Reports of sexual harassment shall be brought as soon as possible after the alleged conduct occurs. Prompt reporting will enable the Committee to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action.

7.2 ROLE OF THE SEXUAL HARASSMENT COMMITTEE

The Sexual Harassment Committee will have the following responsibilities under complaints mechanism:

a) **Education and Training**: The Committee shall plan and manage the University's sexual harassment education and training programmes. The programmes should include wide dissemination of this policy to the University community; provision of educational materials to promote compliance with the policy and familiarization with local reporting procedures; and training of other University personnel who may be responsible for responding to informal reports of sexual harassment.

b) **Documentation:** The Committee shall maintain records of reports of sexual harassment and actions taken in response to reports including records of investigations, voluntary resolutions, and disciplinary action as appropriate.

c) **Reporting**: The Committee shall prepare and submit an annual report to the Vice-Chancellor and / or the University Council on its work.

d) **Investigation**: The Committee shall deal with specific complaints of sexual harassment as a pre-adjudication investigative body in accordance with the grievance procedures outlined under this Policy. This will be at the investigative level.

e) **Sanctions/Disciplinary actions**: The Committee shall delineate and design appropriate sanctions or disciplinary measures to be applied to persons who violate this Policy.

7.3 RIGHTS OF THE COMPLAINANT

Any member of the University Community who believes that he or she has been a victim of sexual harassment in violation of this Policy is entitled to pursue the matter and utilize the procedures described under this Policy for redress. The complainant shall not be reprimanded, retaliated against, or discriminated against in any way for initiating an inquiry or complaint in good faith.

7.4 RIGHTS OF THE RESPONDENT

A person against whom a complaint is lodged shall be presumed innocent of that charge unless and until there is a final finding of culpability by the Committee or a stipulated admission to the charge by that person.

7.5 RIGHT TO REPRESENTATION

A complainant and a respondent in a sexual harassment matter have the right to representation by counsel.

7.6 DUTY TO COOPERATE

Staff and students must cooperate with University investigations into sexual harassment which are conducted by the Sexual Harassment Committee. Refusal to cooperate with an investigation or to impede an investigation may result in disciplinary actions.

7.7 MALICIOUS ACCUSATIONS OR UNFOUNDED COMPLAINTS

The University recognizes that false accusations could have a serious impact on the reputation and integrity of individuals. As such, malicious accusations will be treated very seriously. Anyone who is found to have made a deliberately malicious complaint or allegation against

another person shall be subject to formal disciplinary action under appropriate University procedure.

8.0 PROMOTION OF SEXUAL HARASSMENT POLICY

8.1 Dissemination of information on Sexual Harassment Policy
This Policy document shall be published and disseminated without charge to all members of the University community. It shall be displayed at conspicuous places in all Faculties, Schools, Department, Lecture halls and other public areas as far as possible. It shall also be made available to newly recruited staff of the University and newly admitted students.

8.2 Training and Capacity Development
All members of the Sexual Harassment Committee shall receive appropriate training about sexual harassment and how to apply this Policy and the grievance reporting procedures in order to discharge their duties in an efficient and sensitive manner.

GRIEVANCE REPORTING PROCEDURES

The following [guidelines] shall apply in handling Sexual Harassment complaints:

   I.   Informal Approach to dealing with Sexual Harassment

   a)   Where a member of the University community feels that he or she has been a victim of sexual harassment, such a member may attempt to resolve the matter directly with the alleged offender by advising that the behavior is unwelcome, must be stopped, or must not occur again.

   b)   A Complainant may choose to ask another person whom he or she trusts to intervene on their behalf. The person who is asked to intervene may provide advice or counseling to the parties involved. This shall be on a strictly confidential basis and only on the specific request of the Complainant.

   c)   A Complainant may request through the Committee, that an attempt be made to resolve a sexual harassment matter through mediation. If such a request is made, the Committee receiving the Complainant shall determine whether the Respondent is willing to engage in mediation, and if so, a mediator shall be selected by mutual agreement of the Complainant and the Respondent. The role of the mediator is to facilitate discussion and to suggest alternative resolutions. The mediator does not report findings from investigating the complainant or the process to the committee receiving the complaint. If the matter cannot

be resolved, the Committee Chair shall advise the complainant to file a formal complaint before the Committee.

d) In cases of sexual harassments that are considered severe or extreme, such as attempted rape, sexual battery, sexual assault with a weapon and non-consensual anal copulation, a Complainant shall be counselled to report to the Police and launch a formal complaint before the Committee instead of utilizing the informal approach.

e) If a Complainant chooses not to use the informal approach to deal with sexual harassment, this shall not be used against him or her or affect the merits of the case when a formal complaint is launched.

iii.   Formal Approach to dealing with Sexual Harassment:

a) A member of the University community who has been or is a victim of sexual harassment and is dissatisfied with the outcome of the informal approach shall make a formal complaint to the Committee for redress.

b) The Complainant shall present his or her grievance orally to a Committee member or a person designated by the Committee to receive such complaints. The said person shall listen to the complainant and explain the processes involved in the formal grievance reporting procedure.

c) The purpose of the discussion is to inform and educate the Complainant. The Committee member at this stage shall not dissuade the Complainant from filing the written complaint.

d) The Complainant shall put his or her complaint in writing and lodge it with the Committee. In the case of a Complainant being unable to write, the Committee shall assist him or her to write the complaint. The written complaint shall be read out and explained in the language he or she understands after which he or she will sign or thumbprint.

e) The written statement shall give details of the alleged harassing behavior, and if possible, give details of dates, places and names of those connected with the incidents.

f) The Committee shall notify the Respondent about the matter and request that he or she files a statement in response to the allegations within seven working days. In the case of the Respondent's inability to write, the process in sub-section (d) will apply.

g) The Committee shall conduct verbal hearings with the Complainant and the Respondent. The parties may be present with their legal counsel.

h) The Committee shall hear the Complainant first after which the Respondent shall also be heard. The parties may cross-examine each other before the Committee, after which testimonies shall be taken from their witnesses if any.

i) A decision will be taken after careful review of circumstances, evidence adduced, statements and all other relevant information before the Committee.

j) When the complaint is made, the Committee shall take measures to pre-empt any possible retaliation.

k) Any dissenting opinion among the Committee members shall be recorded together with the reason for the dissent.

l) Where a Respondent is found to have engaged in sexual harassment, the appropriate sanctions shall be recommended.

iv. Other relevant considerations for the work of the Committee:

   a) **Evidence**

   The following may be considered as evidence during the hearing of the matter:

   - Written detailed accounts of the Complainant and the Respondent.

   - Witness statements (if any)

   - Statements of persons with whom the complainant might have discussed the incidents, or from whom advice may have been sought.

   - Any other documents, audio-visual recordings, electronic communication including but not limited to e-mails, phone texts and WhatsApp.

   - Expert technical advice may be sought if necessary

   - Medical evidence, including DNA test results, if appropriate.

   b) **Withdrawal of a filed complaint**
      A Complainant may withdraw a case filed before the Sexual Harassment Committee any time after filing and during the process of investigation. In such a case, the Complainant shall state in writing the reasons for withdrawal of the complaint and append his or her signature to the statement.

c) **Refusal of Respondent to respond to notice of filed complaint or to participate in enquiry**

The Committee may go ahead and investigate a complaint even where a Respondent refuses to respond to the allegations or participate in the enquiry process.

d) **Complaints against a member of the Committee**

If a complaint of sexual harassment is made against a member of the Sexual Harassment Committee, he or she shall not be part of any of the processes of the Committee relating to the investigation of said complaint.

e) **Conflict of Interest and Duty**

Members of the Sexual Harassment Committee shall declare any interest they may have in a matter whenever a complaint is filed before the Committee.

f) **Record of Proceedings**

The Committee record of proceedings on a particular matter shall give detailed enquiry. This includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of the facts, and a determination of the Committee as to whether the University Policy has been violated or not. The record shall also contain sanctions, recommended, where applicable. Other recommendations made to the parties for actions where no findings of guilt are made against the respondent may be included. The record may be used as evidence on other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

g) **Decision Making**

The investigation procedure shall be completed as promptly as possible and within 30 working days of the date the request for formal investigation was filed. The Committee may seek an extension of time from the Vice-Chancellor with reasons where it is not possible to complete the investigation within the said days.

h) **Sanctions**

The Committee shall recommend the appropriate sanctions where the Respondent has been found to have engaged in behavior that can be characterized as sexual harassment. These sanctions include but are not limited to formal apology, leave without pay, suspension, denial of promotion, dismissal and transfer, and shall be applied on a case by case basis. In serious and repeat cases, the Respondent shall be dismissed. These sanctions shall not operate to prejudice criminal action in the case of serious offences tantamount to crime under the Laws of Ghana.

i) Appeal

If the Complainant or Respondent is dissatisfied with the outcome of the investigation and /or the decision of the Sexual Harassment Committee, he or she shall have the right of Appeal to the Vice-Chancellor. The Vice-Chancellor shall hear and determine the appeal in accordance with the Statutes of the University.

j) Non-Retaliation

During the process of investigation of a matter, retaliation from either party or third parties shall be monitored by the Sexual Harassment Committee. An individual who is subjected to retaliations such as threats, intimidations, reprisals, or adverse employment or educational actions, for having made a report of sexual harassment, or misconduct in good faith, or who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation, or resolution of a report on sexual harassment, may make a report of retaliation under these procedures. The report of retaliation shall be treated as a report of sexual harassment and misconduct, and will be subject to the same procedures.

k) Confidentiality

The Sexual Harassment Committee shall maintain confidentiality of all matters reported to it, and of the proceedings. Parties in an investigation, including their representatives shall be advised that marinating confidentiality is essential to protect the integrity of the investigation.

l) Referral for Counselling or Other Psycho-Social Support

In appropriate cases, the Committee may request that either party to the case seeks counseling or support from designated institution or personnel. The Committee may at the request of a party to the matter, refer that party to appropriate institution or personnel for counseling and other psycho-social support.

SEXUAL HARASSMENT AND MISCONDUCT POLICY

TABLE OF CONTENTS

1.0   Purpose of Policy

The University of Ghana is committed to creating and maintaining a community in which all persons who participate in the University's programmes and activities do so in an environment free from intimidation, exploitation and abuse. The University seeks to provide an atmosphere of work and study in which all individuals are treated with respect and dignity. To achieve this objective, the University has adopted this policy on sexual harassment and misconduct which is intended to guide the University of Ghana community. The policy defines prohibited conduct, outlines the procedures for reporting violations, conduct of investigations, sanctions, non-retaliatory mechanisms and establishes the Anti-sexual harassment committee.

1.1   Definition of Sexual harassment and other forms of sexual misconduct

(A)   Sexual Harassment:
This is defined as an unwelcome conduct of a sexual nature including unwelcome sexual advances, request for sexual favours and other verbal, non-verbal, written, electronic, graphic or physical conduct or behaviour of a sexual nature when:

i.   Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic standing or participation in an educational programme or activity; or

ii.   Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions or for academic evaluations, grades or advancement affecting that individual; or

iii.   Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

Sexual relationships that occur in the student-teacher context or in the context of employment, supervision or evaluation present special problems. These types of sexual relationships are especially vulnerable to exploitation due to the difference in power and the respect that are often

present between a teacher and a student, a supervisor and a subordinate or a senior and junior colleague. As a result of this power differential, a student's "voluntary" participation in a sexual relationship with an individual in a position of power does not on its own demonstrate that the conduct was welcome. The University prohibits sexual relationships between individuals where there is an imbalance of power such that one individual is in a position to make decisions that affect the educational opportunities or career of the other.

(B)   Other forms of sexual misconduct:
In addition to sexual harassment, other forms of sexual misconduct include the following:

- Sexual or amorous behaviour with students or subordinates,
- Staff exploiting relationships with subordinate staff or students for sexual ends,
- Staff conferring undue favours to influence subordinate staff or students to yield to sexual desires,
- Sexual abuse,
- Sexual assault,
- Sexually exploitative and degrading behaviour,
- Retaliatory and abusive behaviours directed towards either former relationship partners or individuals who have rejected the sexual advances of another
- Sexual intimidation.

For the purpose of this policy, sexual harassment shall be defined to include acts or behaviour constituting sexual abuse and sexual assault which occur within the definitional scope of this University's policy in relation to members of the University community.

1.2   Objectives of the Policy
The objectives of this policy are to:
1.   Prevent sexual harassment and misconduct through education and awareness creation.
2.   Prohibit and sanction sexual harassment and sexual misconduct offenses.
3.   Investigate allegations and reports of incidents of sexual harassment and sexual misconduct in the University.

4.   Administer appropriate disciplinary measures when a violation is found to have occurred as provided by this policy.

5.   Ensure that victims of sexual harassment and sexual misconduct or anyone who participates in the investigation does not face retaliation or stigmatisation.

2.0   Definitions

Word/Term	Definition (with examples if required)
Sexual abuse	Forceful engagement of another person in sexual contact which includes sexual conduct that humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with human immunodeficiency virus (HIV) or any other sexually transmitted disease with another person without that other person being given prior information of the infection.
Sexual assault	This refers to a situation where an individual has or attempts to have sexual intercourse or contact with another individual without the latter's consent. Consent achieved through the use or threat of force or coercion or as a result of incapacitation is not classified as consent. Additionally, sexual assault can occur between intimate partners or strangers.
Sexually exploitative or degrading behaviour	This refers to instances where an individual takes sexual advantage of another person without that person's consent for the individual's benefit or the benefit of a third party. This includes, but is not limited to the following: i) Causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over that person such as drugging or tying the person. ii) Electronically recording, photographing or transmitting identifiable utterances, sounds or images of private sexual activity and/or intimate body parts without the knowledge and consent of the parties involved. iii) Making it possible for third parties to observe private sexual acts of a participant without the consent of that participant.

	iv)	Spying on others who are in intimate or sexually suggestive situations/positions.
Sexual intimidation		This includes the following situations: i) Threatening to sexually assault an individual ii) Indecent exposure iii) Stalking in or outside of cyberspace. Stalking refers to the situation where an individual directs unwelcome attention of various sorts to another such that a reasonable person would begin to fear for his or her safety or well-being. Such unwelcome attention could include: following a person; leaving messages or items at locations that the person is known to frequent; making harassing phone calls; sending messages either by snail mail or electronically; vandalizing the property of another.
Hostile environment		Situations and/or influences created within the university community that are sufficiently severe or pervasive that it alters the conditions of education or employment in such a manner that a reasonable person would find it intimidating uncomfortable or offensive.
Complainant		A person who has filed a complaint under this policy.
Committee		The Anti-Sexual Harassment Committee established by the University to address and investigate sexual harassment and misconduct matters under this policy.
Members of the University Community		Members of the University Community refers to all employees and students of the University.
Policy		University of Ghana Policy on Sexual Harassment and Misconduct.
Respondent		A person whose alleged conduct is the subject of a complaint.

3.0   Application and Scope of the Policy

This Policy is applicable to all members of the University community. These include officers and employees of the University, students, and persons who serve the University as its agents and are under the control of the University in all its locations and facilities, including vehicles.

4.0   Implementation and Compliance Institutions

4.1   The University Council

The University Council will have the overall responsibility for ensuring that the University complies with the Sexual Harassment and Misconduct Policy. It includes ensuring that:

(i)   The Sexual Harassment and Misconduct Policy should not be the only document that indicates that the University seeks to provide an atmosphere of work and study in which all individuals are treated with respect and dignity. The principles of the Sexual Harassment and Misconduct Policy should be referenced and put into specific action in other University documents such as the University Statutes, Strategic Plan, Student Handbooks, Conditions of Service, Code of Conduct and other policies and regulations (and in particular, the Gender Policy).

(ii)   The Sexual Harassment and Misconduct Policy should be made available to students and employees in various forms; as a handout at orientation programmes for these groups and on the University's website, among others.

(iii)   Measures are in place to guarantee the creation and maintenance of an environment that provides an atmosphere of work and study in which all employees and students of the University are treated with respect and dignity regardless of gender.

(iv)   An effective institutional framework on sexual harassment and misconduct is established.

(v)   All policies, statutes and regulations of the University are in compliance with the Sexual Harassment and Misconduct Policy.

4.2   The Vice-Chancellor

The Vice-Chancellor, as Chief Disciplinary Officer of the University, is responsible for ensuring compliance with the Sexual Harassment and Misconduct Policy and shall:

(i)   Constitute the Anti-Sexual Harassment committee established under this policy and appoint its chair.

(ii)   Receive reports of findings and recommendations of the Anti-Sexual harassment Committee and ensure that the recommendations are acted upon promptly.

4.3   Centre for Gender Studies and Advocacy (CEGENSA)

(i)   CEGENSA shall facilitate and support the Anti-Sexual Harassment Committee in the implementation of the Sexual Harassment and Misconduct Policy.

(ii)   Establish a well-equipped sexual harassment crisis and counselling unit to support University staff and students who have been victims of sexual harassment or assault cases.

4.4   Anti-Sexual Harassment Committee

(i)   Membership
The Committee shall be composed of fourteen (14) persons nominated from among members of the University community, comprising employees and students drawn from the list set out in Appendix II of the Policy. There shall be gender parity in the composition of the Committee. Competent external members from other institutions may also be nominated to serve on the Committee as *ex-officio* members, or to act as technical advisers.

(ii)   Responsibilities
The Committee shall address sexual harassment and sexual misconduct issues relating to the University community by:

(a)   Planning and implementing the University's education and training programs on sexual harassment and misconduct. The programs should include wide dissemination of this policy to the University community; providing educational materials to promote compliance with the policy and familiarity with local reporting procedures; and training of other University personnel who may be responsible for responding to informal reports of sexual harassment.

(b)   Maintaining records of reports of sexual harassment and misconduct cases as well as actions taken in response to reports.

(c)   Preparing and submitting an annual report to the Vice-Chancellor and/or the University Council on its work.

(d)   Investigating specific complaints of sexual harassment and misconduct.

(e)   Delineating and designing appropriate sanctions or disciplinary measures to be applied to persons who violate this Policy.

(iii)   Leadership

(a)   The Vice-Chancellor shall appoint a Chair, of the Committee. The Committee at its first meeting will appoint a Vice-Chair from among its members. The Vice-Chair shall act in the absence of the Chair.

(b)   The Secretary of the Committee shall be nominated by the Director of CEGENSA in consultation with the Committee. The Secretary shall ensure that all records of the Committee's meetings and proceedings are properly taken and documented.

(c)   The Chairperson shall be instrumental in

summoning meetings, initiating enquiry processes and ensuring the integrity of all proceedings relating to investigation of grievances.

(d)   An adjudication committee, made up of any five members of the Anti-Sexual Harassment Committee, including a lawyer, will be selected by the Anti-Sexual Harassment Committee, to adjudicate cases on its behalf. There shall be gender parity in the composition of the adjudication committee.

(iv)   *Qualities*
All members of the Committee shall have high credibility, gender sensitivity and technical competency to handle grievance procedures.

(v)   *Term of Office*
Members of the Committee appointed in a representative capacity shall serve for a term of two years, after which they can be appointed to serve a further two- year term only.

(vi)   *Review of Policy*
This Policy shall be reviewed periodically.

5.0   Formal reporting

5.1   Procedure

Reports of sexual harassment or sexual misconduct shall be brought as soon as possible after the alleged conduct occurs, optimally within one year. Prompt reporting will enable the Committee to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action.

5.2   Role of the Anti-Sexual Harassment Committee

The Anti-Sexual Harassment Committee will have the following responsibilities under complaints mechanism:

(a)   *Education and Training:* The Committee shall plan and manage the University's sexual harassment education and training programs. The programs should include wide dissemination of this policy to the University community; providing educational materials to promote compliance with the policy and familiarity with local reporting procedures; and training of other University personnel who may be responsible for responding to informal reports of sexual harassment.

(b)   *Documentation:* The Committee shall maintain records of reports of sexual harassment and actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate.

(c)   *Reporting:* The Committee shall prepare and submit an annual report to the Vice-Chancellor and/or the University Council on its work.

(d)   *Investigation:* The Committee shall deal with specific complaints of sexual harassment as an investigative body in accordance with the grievance procedures outlined under this Policy.

(e)   *Sanctions/Disciplinary actions:* The Committee shall delineate and design appropriate sanctions or disciplinary measures to be applied to persons who violate this Policy.

5.3   Rights of the complainant

Any member of the University Community who believes that he or she has been a victim of   sexual harassment and/or misconduct in violation of this Policy is entitled to pursue the matter and utilize the procedures described under this Policy for redress.   The complainant shall not be reprimanded, retaliated against, or discriminated against in any way for initiating an inquiry or complaint in good faith.

5.4   Rights of the respondent

A person against whom a complaint is lodged shall be presumed innocent of that charge unless and until there is a final finding of culpability by the Committee or a stipulated admission to the charge by that person.

5.5   Right to representation

A complainant and a respondent in a sexual harassment or sexual misconduct matter have the right to representation by counsel.

5.6   Duty to Cooperate

Staff and students must cooperate with University investigations into sexual harassment or misconduct which are conducted by the Anti-Sexual Harassment Committee. Refusal to cooperate with an investigation or to impede an investigation may result in disciplinary action.

5.7   Malicious accusations or unfounded complaints.

The University recognises that false accusations could have a serious impact on the reputation and integrity of individuals. As such, malicious accusations will be treated very seriously. Anyone who is found to have made a deliberately malicious complaint or allegation against another person shall be subject to formal disciplinary action under the appropriate university procedure.

6.0   Promotion of Sexual Harassment and Misconduct Policy

6.1   Dissemination of information on Sexual Harassment Policy

This Policy document shall be published and disseminated without charge to all members of the University community. It shall be displayed at conspicuous places in all Colleges, Schools, Departments, Institutes, Centres, lecture halls and other public areas as far as possible. It shall also be made available to newly recruited staff of the University and newly admitted students.

6.2   Training and capacity development

All members of the Anti-Sexual Harassment Committee shall receive appropriate training about sexual harassment and sexual misconduct and how to apply this Policy and the grievance procedures in order to discharge their duties in an efficient and sensitive manner.

7.0   Version Control and Change History

Version Control	Date Released	Date Effective	Approved By	Amendment

8.0   ANNEXES

ANNEX I: EXAMPLES OF SEXUAL HARASSMENT OR MISCONDUCT

The following examples are illustrative of conduct or behaviour that, if proven, would be considered under this Policy to establish sexual harassment or misconduct in either an employment or an academic setting:

- Unwelcome, unsolicited advances, and/or propositions of a sexual nature;

- Unwelcome sexual advances whether they involve physical touching or not;

- Unwelcome and inappropriate affectionate gestures;

- Unwanted and persistent propositions for dates;

- Unnecessary and inappropriate touching, such as patting, pinching, hugging, or brushing against an individual's body; grabbing of parts of the body, kisses;

- Excessive and unwanted attention in the form of love letters, telephone calls or gifts, stalking;

- Sexual epithets, jokes, written or oral references to sexual conduct, gossip about an individual's sexual activity, deficiencies or prowess, sexual innuendos;

- Unwelcome leering, whistling, heckling, hooting at an individual, including name-calling;

- Passing on pornographic material in print or electronic form or passing written offensive messages of a sexual nature (including e-mails, whatsApp and text messages);

- Insults, jokes, or anecdotes that belittle or demean an individual or a group's sexuality or gender;

- Unwelcome sexually-oriented gestures, verbal expressions, or comments of a sexual nature about an individual's body, clothing, or sexual experience;

- Unwelcome references to one's appearance or body where they cause psychological harassment – especially if such expressions are persistent;

- Inappropriate and/or degrading displays of sexually suggestive objects or pictures, cartoons, calendars, books, magazines;

- Using a position of power and authority to threaten or punish either directly or by implication, for refusing to tolerate harassment or misconduct or submit to sexual activity or for reporting harassment or misconduct or to promise rewards in return for sexual favours;

- Sexual assault, which is an unwanted sexual act done without the consent one party, and/or that occurs under threat or coercion. Sexual assault includes, but is not limited to, attempted rape, indecent assault, forcible anal sex, forcible oral copulation, sexual assault with an object, sexual battery, forcible fondling (e.g., unwanted touching or kissing for purposes of sexual gratification), and threat of sexual assault;

- Suggestions that submission to or rejection of sexual advances will affect decisions regarding such matters as an individual's employment, work assignments, or status, salary, academic standing, grades, receipt of financial aid, or letters of recommendation;

- Making a student's work or an employee's job more difficult because of that person's sex;

- Disciplining or firing a subordinate who ends a romantic relationship;

- Retaliation from a person in authority due to refusal of sexual favours which may include limiting opportunities for the

complainant and generating gossip against the employee or other acts that limit access or change performance expectations after a subordinate refuses repeated requests for a date.

ANNEX II

COMPOSITION OF ANTI-SEXUAL HARASSMENT COMMITTEE

1.   Representative of the School of Law (with a human rights/administrative law bias).

2.   Representative of the Careers and Counselling Centre

3.   Director of the Centre for Gender Studies and Advocacy (CEGENSA)

4.   Representative of the University Teachers Association of Ghana (UTAG)

5.   Representative of the Psychology Department

6.   Representative of Ghana Association of University Administrators (GAUA)

7.   Representative of the Students' Representative Council (SRC)

8.   Representative of the Graduate Students' Association of Ghana (GRASAG)

9.   Representative of the Teachers and Educational Workers' Union (TEWU)

10. Representative of the Federation of the University Senior Staff Association of Ghana (FUSSAG)

11. The Legal Counsel of the University

12. Representative of the School of Public Health

13.   Representative of the School of Information and Communication Studies (SICS)

14.   Representative of the Centre for Social Policy Studies   (CSPS)

ANNEX III

GRIEVANCE PROCEDURES

The following guidelines shall apply in handling Sexual Harassment and Misconduct complaints:

(I)   Informal Approach to dealing with Sexual Harassment and Misconduct

a)   Where a member of the University Community feels that he or she has been a victim of sexual harassment or misconduct, such a member may attempt to resolve the matter directly with the alleged offender by advising that the behaviour is unwelcome, must be stopped, or must not occur again.

b)   A Complainant may choose to ask another person whom he or she trusts to intervene on their behalf. The person who is asked to intervene may provide advice or counselling to the parties involved. This shall be on a strictly confidential basis and only on the specific request of the Complainant.

c)   A Complainant may request through the Committee, that an attempt be made to resolve a sexual harassment or misconduct matter through mediation. If such a request is made, the Committee member receiving the complaint shall determine whether the Respondent is willing to engage in mediation, and, if so, a mediator shall be selected by mutual agreement of the Complainant and the Respondent. The role of the mediator is to facilitate discussion and to suggest alternative resolutions. The mediator does not investigate the complaint or assign blame. The mediator shall report the outcome of the process to the Committee member receiving the complaint. If the matter cannot

be resolved, the Committee member shall advise the Complainant to file a formal complaint before the Committee.

d)   In cases of sexual harassment or sexual misconduct that are considered severe or extreme, such as attempted rape, rape, sexual battery, sexual assault with a weapon and non-consensual anal copulation, a Complainant shall be counselled to report to the Police and launch a formal complaint before the Committee instead of utilizing the informal approach.

e)   If a complainant chooses not to use the informal approach to deal with sexual harassment or misconduct, this shall not be used against him or her or affect the merits of the case when a formal complaint is launched.

(ii)   Formal Approach to dealing with Sexual Harassment and Misconduct

a)   A member of the University community who has been or is a victim of sexual harassment or misconduct, or is dissatisfied with the outcome of the informal approach shall make a formal complaint to the Committee for redress.

b)   The Complainant shall present his/her grievance orally to a Committee member or a person designated by the Committee to receive such complaints. The said person shall listen to the complaint and explain the processes involved in the formal grievance procedure.

c)   The purpose of the discussion is to inform and educate the complainant. The Committee member at this stage shall not dissuade the Complainant from filing the written complaint.

d)   The Complainant shall put his/her complaint in writing and lodge it with the Committee. In the case of a Complainant being unable to write, the Committee shall assist him or her to write the complaint. The written complaint shall be read out and explained in the language he/she understands after which he/she will sign or thumbprint.

e)   The written statement shall give details of the alleged harassing

behaviour, and if possible, give details of dates, places and names of those connected with the incidents.

f)   The Committee shall notify the Respondent about the matter, and request that he or she files a written statement in response to the allegations within seven days. In the case of the Respondent's inability to write, the process in sub-section (d) will apply.

g)   The Adjudication Committee shall conduct verbal hearings with the Complainant and the Respondent. The parties may be present with their legal counsel.   However, legal counsel shall not be permitted to speak on behalf of their clients during proceedings. All proceedings shall be recorded.

h)   The Adjudication Committee shall hear the Complainant first after which the Respondent shall also be heard. The parties may cross-examine each other before the Adjudication Committee.

i)   The Adjudication Committee may take testimonies of other relevant persons and witnesses where available and review the evidence.

j)   The Adjudication Committee may conduct its own investigations into the matter, apart from considering the written and verbal testimonies of the parties.

k)   When the complaint is made, the Committee shall take measures to pre-empt any possible retaliation.

l)   A decision will be taken after careful review of the circumstances, evidence adduced, statements and all other relevant information before the Adjudication Committee.

m)   Any dissenting opinion among the Adjudication Committee members shall be recorded together with the reasons for the dissent.

n)   Where a Respondent is found to have engaged in sexual harassment or misconduct, the appropriate sanctions shall be recommended.

(iii)   Other relevant considerations for the work of the Adjudication

Committee

(a) Evidence
The following may be considered as evidence during the hearing of
the matter:
- Written detailed account of the Complainant and the
  Respondent
- Witness statements (if any)
- Statements of persons with whom the Complainant might
  have discussed the incidents, or from whom advice may
  have been sought
- Any other documents, audio-visual recordings, electronic
  communication including but not limited to e-mails, phone
  texts and whatsApp.
- Expert technical advice may be sought if necessary
- Medical evidence, including DNA test results, if
  appropriate

(b) Withdrawal of a filed complaint
A Complainant may withdraw a case filed before the Anti-Sexual
Harassment Committee any time after filing and during the
process of the investigation. In such a case, the Complainant shall
state in writing the reasons for withdrawal of the complaint and
append his/her signature to the statement.

*(c) Refusal of Respondent to respond to notice of filed complaint or to participate
in enquiry*
The Adjudication Committee may go ahead and investigate a
complaint even where a Respondent refuses to respond to the
allegations or participate in the enquiry process.

(d) Complaints against a member of the Committee
If a complaint of sexual harassment or misconduct is made against
a member of the Anti-Sexual Harassment Committee, he or she
shall not be part of any of the processes of the Committee relating
to the investigation of said complaint.

(e) Conflict of Interest

Members of the Anti-Sexual Harassment Committee shall declare any interest they may have in a matter whenever a complaint is filed before the Committee.

(f)   *Record of Proceedings*
The Adjudication Committee's record of proceedings on a particular matter shall give details of the enquiry. This includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the Adjudication Committee as to whether the University policy has been violated. The record shall also contain the sanctions recommended, where applicable. Other recommendations made to the parties for actions to restore or improve the relationship between the parties where no finding of guilt is made against the respondent may be included. The record may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.

(g)   *Decision-making*
The investigation procedure shall be completed as promptly as possible and within 60 working days of the date the request for formal investigation was filed. The Committee may seek an extension of time from the Vice-Chancellor with reasons where it is not possible to complete the investigation within the said days.

(h)   *Sanctions*
The Adjudication Committee shall recommend the appropriate sanctions or punitive measures where a Respondent has been found to have engaged in behaviour that can be characterised as sexual harassment or misconduct. These sanctions include but are not limited to formal apology, leave without pay, suspension, denial of promotion, demotions, dismissals and transfers and shall be applied on a case-by-case basis. In serious and repeat cases, the Respondent shall be dismissed. These sanctions shall not operate to prejudice criminal action in the case of serious offences tantamount to crime under the Laws of Ghana.

(i)   *Appeal*

If the Complainant or Respondent is dissatisfied with the outcome of the investigations and/or the decision of the Anti-Sexual Harassment Committee, he or she shall have a right of appeal to the University of Ghana Appeals Board. The University of Ghana Appeals Board shall hear and determine the appeal in accordance with the Statutes of the University.

(j)   *Non-retaliation*
During the process of investigation of a matter, retaliation from either party or third parties shall be monitored by the Anti-Sexual Harassment Committee. An individual who is subjected to retaliation such as threats, intimidation, reprisals, or adverse employment or educational actions for having made a report of sexual harassment or misconduct in good faith, or who assisted someone with a report of sexual harassment or misconduct, or who participated in any manner in an investigation or resolution of a report of sexual harassment or misconduct, may make a report of retaliation under these procedures. The report of retaliation shall be treated as a report of sexual harassment and misconduct and will be subject to the same procedures.

(k)   *Confidentiality*
The Anti-Sexual Harassment Committee shall maintain confidentiality of all matters reported to it and of the proceedings. Parties in an investigation, including their representatives shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.

(l)   *Referral for counselling or other psycho-social support*
In appropriate cases, the Committee may request that either party to the case seeks counselling or support from a designated institution or personnel. The Committee may, at the request of a party to the matter, refer that party to the appropriate institution or personnel for counselling or other psycho-social support.