

Students' Perception of Harassment on the Campus of SDA College of Education, Asokore-Koforidua, Ghana

Derrick Nii Quarcoopome Sackey¹, Hannah Johnson², Paul Williams Obeng³,
Mary Rosalind Ansah⁴, Kwaku Duah⁵

¹Department of Social Sciences, SDA College of Education, Asokore-Koforidua, Ghana

²Department of Education, SDA College of Education, Asokore-Koforidua, Ghana

³Department of Social Sciences, SDA College of Education, Asokore-Koforidua, Ghana

⁴Department of Education, SDA College of Education, Asokore-Koforidua, Ghana

⁵Department of ICT, SDA College of Education, Asokore-Koforidua, Ghana

Abstract

The objectives of the study are to examine the types of harassment, causes of sexual harassment, and effect of sexual harassment on victims on the campus of SDA College of Education, Asokore-Koforidua in Ghana. The study is a descriptive survey. The researchers used the stratified random sampling procedure to sample three hundred and twenty-two respondents for the study. To gather data for the study, a closed-ended questionnaire was created and distributed. The data gathered were analysed using descriptive statistics. The study concludes that sexual harassment and power harassment are perceived as dominant types of harassment among students of SDA College of Education, Asokore-Koforidua in Ghana; female students wearing revealing dresses, and being desperate to pass their examinations are the perceived causes of sexual harassment among students of the college; and traumatic stress, anxiety, and panic; and contracting sexually transmitted infections are the perceived effects of sexual harassment among students of SDA College of Education, Asokore-Koforidua in Ghana. The study recommends that the management of SDA College of Education, Asokore-Koforidua in Ghana need to ensure that there is a policy document on sexual harassment and effectively communicate same to the entire college community. Also, the management and staff of SDA College of Education, Asokore-Koforidua need to empower female students through education to let them believe in themselves that they can make good grades on their own strengths.

Keywords: Sexual harassment, Sexual behaviour, Sexual assault, Higher Education Institution, College of Education, Sexual overture, Perception, Female college student

Date of Submission: 11-03-2023

Date of Acceptance: 25-03-2023

I. INTRODUCTION

Certain amounts of sexual attraction are predicted in every human community where opposite sex interact. When this happens, a civilized and socially acceptable sexual behaviour is defined by reciprocal interest and responsiveness (Taiwo et al., 2014). Yet social vices are appearing more frequently at institutes of higher learning. One of these is sexual harassment, which continues to be a widespread occurrence at higher education institutions and has drawn the attention of researchers and the media. According to Oyedunni (2013), sexual harassment in schools is defined as persistent inappropriate sexual behaviour that interferes with the victim's academic performance and causes them to feel uncomfortable, afraid, or powerless.

As long as people (males and females) have reasons to interact, sexual harassment will be an issue that affects all cultures and permeates all organizations. Africa is not the only region where sexual harassment occurs at universities and other higher education institutions (Morley & Lissier, 2009). Sexual harassment should be incorporated into academic curricula as a worldwide issue, especially to lessen student vulnerability and improve access to victims' restorative care. To address the issue of male lecturers requiring sex from female students in exchange for marks as a right, universities in Ghana and Tanzania have already incorporated sexual harassment into course modules on Gender, Power, and Sex (Taiwo et al., 2014).

According to Mohamed et al. (2014), it is impossible to dispute that sexual harassment has increased in schools and on college campuses. The variety of sexual harassment that has been documented in a classroom context is concerning. Examples of sexual harassment behaviours include: massaging, pinching, rubbing against the body repeatedly, making jokes and drawings with explicit sexual content, making offensive remarks about one's appearance, showing sexually explicit images, forcing the victim to kiss someone, spreading sexual rumours

about another, and physically obstructing someone in a sexual way. Also, more females than males are said to have experienced sexual harassment, and this has an effect on how well they do in school by making it difficult for them to focus on their studies, making them fearful, and lowering their self-esteem, among other things. The SDA College of Education, Asokore-Koforidua students are not immune to this global issue. So, it is necessary to look at how SDA College of Education students in Asokore-Koforidua, Ghana, perceive sexual harassment.

Statement of the Problem

Sexual harassment is a global concern, not just a recent silent one in Ghanaian academic institutions. Prior research (Sigal, 2005; Mohamed et al., 2014) has shown that sexual harassment occurs often in academic settings in both developed and developing nations. Higher education institutions in Ghana have measures in place to fight sexual harassment (Taiwo et al., 2014). It seems that a number of studies have been conducted (for instance, Doodaa et al., 2022; Norman et al., 2013) with a special focus on sexual harassment in learning institutions in general but not especially in colleges of education. In order to better understand the perception of students on sexual harassment at SDA College of Education, Asokore-Koforidua in Ghana, this study was conducted.

Research Objectives

The objectives of the study were to

1. examine students' perception of the types of harassment on the campus of SDA College of Education, Asokore-Koforidua in Ghana.
2. determine students' perception of the causes of sexual harassment on the campus of SDA College of Education, Asokore-Koforidua in Ghana.
3. investigate students' perception of the effect of sexual harassment on victims at SDA College of Education, Asokore-Koforidua in Ghana.

Research Questions

The study was guided by the following research question.

1. What are the dominant types of harassment on the campus of SDA College of Education, Asokore-Koforidua in Ghana?
2. What are the causes of sexual harassment on the campus of SDA College of Education, Asokore-Koforidua in Ghana?
3. What is the effect of sexual harassment on victims on the campus of SDA College of Education, Asokore-Koforidua in Ghana?

Theoretical Framework

The theoretical framework used for this study is feminism. Ghanaian society is structured according to patriarchal ideals, which hold that men are superior to women. So, feminism is a viewpoint as well as an action or advocacy against the subjugation of women in society. Bunwaree (2010) asserts that feminism is both a movement and a theoretical perspective. Feminism is the knowledge that women are oppressed and marginalized, that something is wrong with how women are treated but it is hard to identify what it is. Betty Friedan (cited in Muoghalu & Olaoye, 2016) called it a problem without a name. It's interesting to note that this issue was referred to as the "hidden transcript" at higher education institutions in Africa by Morley (2006) and as the "hidden curriculum" by Mejuini (2013). This is due to the fact that it is so ubiquitous that it is thought to be a normal way of life in some circles. Feminism is not just a set of views; it is also a collection of theoretical interpretations of the nature of women's oppression and its place in the social reality. According to Mama (2011), feminism is the ongoing fight to end centuries of oppression, exploitation, and marginalization of women in the great majority of countries that are known to exist. It is an appeal to stop patriarchy and to reveal, dismantle, and get rid of all personal, social, economic, and political customs, habits, and presumptions that uphold gender inequity and injustice on a global scale (Muoghalu & Olaoye, 2016).

The role that this oppression plays in the lives of women in general is that it leads to a lower social position for women. The distinction between reproduction and production, according to Acker (2010), forms the gendered underpinning of societies' structures. This is consistent with the notion of hegemonic masculinity that Connells (cited in Acker, 2010) claims permeates numerous institutional settings, including academia. Due to their fear of being stigmatized, female victims of sexual harassment still find it extremely difficult to disclose or complain due to this persistent patriarchal perspective. According to Mejuini (2013), the teaching-learning process in higher education and religion, which are imparted and learned through formal and informal education, make up the hidden curriculum and combine with other socialization processes both inside and outside of the formal school system to shape the personalities of women. This means that a lot of what occurs in higher education institutions is influenced by the patriarchal social structure of society. Although there are many different schools of thought within the feminist movement, including Marxian, liberal, radical, and postmodernist feminism, they all share the

belief that women are oppressed and marginalized and that this needs to change so that they can participate fully in society and reach their full potential (Muoghalu & Olaoye, 2016). The researchers' feminist perspective hinges on this mind-set and calls for a strong policy against sexual harassment with severe penalties for offenders. Invoking feminist theory, the researchers contend that the prevalence of sexual harassment in Ghanaian Colleges of Education is a result of the cultural perception of women as objects of exploitation, which is in part a result of their lower social standing.

Types of Harassment

When someone harasses another person for the superficial reason that they do not share the same race, gender, colour, nationality, religious views, or age, the harassment is considered discriminatory. These harassers treat persons with mental disorders cruelly, whether through verbal or physical violence, because they lack even basic empathy owing to their superiority mentality. Due to the fact that the majority of senior officials collude with the harassers, the victims experience even greater discrimination when seeking complements (Qayyum et al., 2021).

Religious discrimination may also be based on the "hostile work environment" hypothesis, in which a worker is required to follow certain "rules" in order to maintain their employment and have a chance of promotion (Ortiz-Dias, 2018). The harassed individuals are advised to exercise tolerance in order to blend in with those who endure regular jeers and derogatory jokes about their religion. The incidents are also referred to as "quid pro quo" harassment situations, in which the victim puts up with the harassment in exchange for their superiors not disciplining them. In addition to workplaces, localities with a religious minority may also experience religious harassment in the form of rape, forced marriages, forced conversions, and hate crimes, to name a few (Qayyum et al., 2021).

When there is a significant power disparity between the victim and the perpetrator, power harassment is occurring. The harasser utilizes their authority to force the harassed into undesired acts of coercion. Once more, the victim of harassment is left with little alternative but to submit to the aggressor's demands or resign in an effort to save their dignity. When the victim resists the demands made by the harasser, they frequently inflict bodily harm on them to demonstrate their supremacy over the victim (Qayyum et al., 2021).

A person's mental health can be negatively impacted by psychological harassment, which can make the victim feel anxious about their appearance or the calibre of their work. The perpetrators of psychological harassment repress and demoralize their victims. They accomplish this in a number of methods, including making up rumours about the victim, frightening them physically, making the victim perform humiliating activities, stalking them, and more (Qayyum et al., 2021). The victim may begin to doubt their aspirations and dignity and subsequently experience severe despair as a result of this humiliating and threatening behaviour, which can have long-term negative repercussions on the victim's psyche. Their productivity is negatively impacted and their capacity to work successfully is affected (Parker, 2018).

Sexual harassment is action that is humiliating on the part of the harasser. The victim's obvious irritation at the offender's numerous unwanted sexual approaches toward her is evidence that the offender is aware that these advances are unwanted. Sexual harassment, according to Muoghalu and Olaoye (2016), includes unwanted advances, requests for sexual favours, and any verbal or physical behaviour that is of a sexual character. Although sexual harassment can occur everywhere, the likelihood that it will occur in a company or a school is much higher. Due to the fact that everyone has a distinct understanding of what constitutes personal space and boundaries, sexual harassment is a difficult concept to define (Qayyum et al., 2021).

One of the side effects of having access to the internet is online abuse. Today's majority of students belong to the digital generation. Hence, young people and teenagers are frequently the targets of internet harassment. According to Watts et al. (2017), cyberbullying is the purposeful infliction of emotional distress on another person by the publication of comments online with the intent to slander that person, to reveal publicly their private information, or both. Online harassment is also known as persistently bothering someone online with the intention of hurting, humiliating, or destroying the other person (Watts et al., 2017). A harasser can readily find their victims online and remain anonymous in a number of ways. For instance, the perpetrator might easily take pictures from the victim's social media accounts and manipulate them into ugly and unsettling images to be used against the victim. Eventually, the victim succumbs to the harasser's demands as a result of the blackmail (Qayyum et al., 2021).

Causes of Sexual Harassment

Many reasons have been given as to why sexual harassment continues, including: lust, the pursuit of happiness, a lack of moral standards, a conscienceless attitude, the desire for pleasure, a lack of integrity and self-worth, passion, habit, value, personality disorder, inferiority complex, immaturity, cheapness, abuse of power, and demonology (Mohamed et al., 2014). Also, the way that female students dress (almost appearing to be naked) can be a contributing factor in the persistence of sexual harassment. Many female students are so morally depraved that they just rely on their femininity to achieve high grades without properly preparing for exams (Taiwo et al., 2014).

While opinions on indecent attire may vary, generally speaking, revealing clothing may encourage the opposite sex in a school setting to engage in social engagement that could eventually result in sexual harassment (Muhammad et al., 2007). For instance, wearing scant or transparent clothing may evoke sexual emotion, which may then result in physical, verbal, and nonverbal sexual harassment. According to studies, university ladies who are dressed scantily are more likely to receive compliments, well wishes, and fulfilment of their expectations (Chukwudi & Gbakorun, 2011).

Students may become tempted to execute sexual acts on peers if they are exposed to sexual content that is readily available through any internet browser. The development of "e-sexual harassment" as a result of the use of electronic networks for sending pornographic images, sexual messages, and a variety of other unlawful sexual behaviours is one of the risks associated with information and communication technology (Mohamed et al., 2014). A hostile work atmosphere may result from sexual jokes among co-workers (Ashgar et al., 2011). The implication is that sexual jokes are also widespread among students, and they surely have a tendency to incite resentment among female students toward male students because they may be seen as harassment.

Research have demonstrated that drug use has detrimental psychological effects on pupils as well as contributing to sexual misconduct (Katz et al., 2000). Moreover, sexual harassment has been facilitated by the high prevalence of alcohol consumption among secondary school and college students. Nonetheless, it has been highlighted that inconsistent data addressing the role of alcohol usage in sexual harassment have not been found (Mohamed et al., 2014).

It is known that sexual harassment is most likely to happen in the setting of school or college contexts, when activities are permitted to be done in private areas (Adams-Curtis & Forbes, 2004). In contrast to those who are working in a group and an open space, sexual harassment is more likely to happen when male and female students and teachers are permitted to do a task in a quiet area (Mohamed et al., 2014).

Effects of Sexual Harassment

Sexual harassment is frequently connected to assault, bullying, compulsion, discrimination, favouritism, exploitation, and intimidation as vices that manifest during a sexual interaction and leave the victims with chronic anguish that wreaks havoc on their psychological wellbeing. Sexual harassment does not always go unreported, and those who commit it often get away with it. This might be the cause of the behaviour deficit's unchecked recurrence (Taiwo et al., 2014).

Those who have experienced sexual harassment may have a variety of psychological impacts, from annoyance and frustration to anxiety, stress, and trauma. Depending on the circumstance, a victim may suffer from minor irritation to severe psychological harm, and their job and personal lives may also be severely impacted and destroyed (Taiwo et al., 2014).

Reactions to discriminatory experiences can be both physical and psychological. These include gastrointestinal issues, jaw tightening, teeth grinding, nausea, diarrhoea, tics, muscle spasms, fatigue, dyspepsia, neck pain, back pain, pulse changes, headaches, weight gain or loss, increased perspiration, cold feet and hands, loss of appetite, binge eating, decreased libido, delayed recovery from illness, disrupted sleep, increased respiratory or urinary tract infections, recurrences of chronic illnesses, ulcer (Pearlin, 1989). Additional signs of sexual harassment include ongoing melancholy, a pessimistic outlook, irritability, mood swings, impulsivity, emotional flooding, anxiety, fears of losing control, excessive guilt and shame, escape fantasies, compulsive thoughts, rage episodes, obsessional fears, crying spells, persistent anger and fear, low self-esteem, self-doubt, diminished self-confidence, poor concentration, feelings of humiliation, helplessness, and vulnerability (Imonikhe et al., 2012).

Anxiety disorders, post-traumatic stress disorder, acute stress disorder, dissociative disorders, somatization disorders, sleep disorders, sexual dysfunction disorders, psychoactive substance abuse disorders, depressive disorders, and adjustment disorders are a few of the psychiatric disorders that have been reported (Pearlin, 1989). According to the general stress process model, personal vulnerability moderates the relationship between harassment and its detrimental effects. Both the frequency and severity of harassment are important determinants of mental health and well-being (Taiwo et al., 2014).

Within the immediate area, persons who engage in sexual harassment frequently have a negative reputation, as do members of their families. Female victims typically experience psychological distress, revulsion, or hatred toward the harasser or other men, and they frequently feel weak, cheap, and unclean. In a similar vein, sexual harassment can jeopardize a student's physical and emotional health, affect how well she performs in class, and hinder her ability to pursue her career aspirations. However, the memory doesn't really go away; rather, it keeps bringing up depressive thoughts that might cause the victim to develop a withdrawal syndrome, especially from men, which can have a long-term effect on their decision to get married (Taiwo et al., 2014).

II. METHODOLOGY

The study used the descriptive survey design for the investigation. According to Amedahe and Asamoah-Gyimah (2016), the main principle of descriptive survey is gathering data from a large population using thoughtfully crafted questions and meticulously administered questionnaires. In a descriptive survey, information is gathered to address research questions about current situation of the subject under investigation. The researchers were interested in investigating the perception of students on sexual harassment on the campus of SDA College of Education, Asokore-Koforidua in Ghana. Hence, the descriptive survey design was seen as appropriate. For the study, the researchers sampled 322 respondents from the SDA College of Education, Asokore-Koforidua using the stratified random sampling approach. Stratified sampling entails segmenting the population into several homogeneous groups or strata (Amedahe & Asamoah-Gyimah, 2016). Subjects in each stratum are compared based on one or more characteristics such as sex, age, or profession (in this case students). Then, a sample is taken from each category. The final sample for the study is made up of the sub samples. A random selection of students from each stratum (the four levels of study) was made in order to obtain a sample that was representative of the entire population. The sample size was drawn from students in Level 100, Level 200, Level 300, and Level 400. A close-ended questionnaire was created and distributed to gather data for the study. The measure was verified by two senior lecturers from the SDA College of Education's Centre for Academic Success (SDACoE-CAS) Research Unit. The processing and analysis of the data gathered were guided by the research objectives. Data were entered into the Statistical Package for Social Sciences (SPSS) Version 22 using data code sheets made from the questionnaire. Descriptive statistics (frequencies, percentages, mean scores, and standard deviation) were used to analyze the data.

Demographic Data of Respondents

The following Tables presented data gathered on the sex of students, age of students, and students' current level of study.

Table 1: Sex of Students

| Sex | Frequency | Percentage |
|--------|-----------|------------|
| Male | 118 | 37 |
| Female | 204 | 63 |
| Total | 322 | 100 |

Source: Field data (2023)

From Table 1, one hundred and eighteen (37%) of the respondents were male students while the remaining two hundred and four (63%) of the respondents were female students. Thus, from Table 1, the study's respondents included both male and female students, showing that both sexes' perspectives were taken into account when the study's conclusions were made.

Table 2: Age of Students

| Age | Frequency | Percentage |
|-------------|-----------|------------|
| 27-30 years | 36 | 11 |
| 23-26 years | 132 | 41 |
| 19-22 years | 144 | 45 |
| 15-18 years | 10 | 3 |
| Total | 322 | 100 |

Source: Field data (2023)

From Table 2, ten (3%) of the students were between fifteen and eighteen years old, one hundred and forty-four (45%) of the students were between nineteen and twenty-two years old, one hundred and thirty-two (41%) of the students were between twenty-three and twenty-six years old, and the remaining thirty-six (11%) of the students were between twenty-seven and thirty years old. Thus, as seen in Table 2, the study's sampled respondents were mature enough to comprehend and complete the questionnaire's items without any anticipated difficulty.

Table 3: Students' Current Level of Study

| Level | Frequency | Percentage |
|-------|-----------|------------|
| 400 | 41 | 13 |
| 300 | 92 | 29 |
| 200 | 107 | 33 |
| 100 | 82 | 25 |
| Total | 322 | 100 |

Source: Field Data (2023)

From Table 3, eighty-two (25%) of the students were in Level 100, one hundred and seven (33%) of the students were in Level 200, ninety-two (29%) of the students were in Level 300, and the remaining forty-one (13%) of the students were in Level 400. Table 3 shows that the study's sample of students had sufficient experience about life on campus to enable them give reliable data from which to make insightful conclusions. This is because the study sampled respondents from all levels of study.

Research Question One

What are the dominant types of harassment on the campus of SDA College of Education, Asokore-Koforidua? This research question gathered data on the dominant types of harassment on the campus of SDA College of Education, Asokore-Koforidua. Table 4 presents responses gathered from the students on the dominant types of harassment on campus.

Table 4: Dominant Types of Harassment on the Campus of SDA College of Education, Asokore-Koforidua

| Harassment | SA | A | D | SD | M | St. D |
|---------------------------|--------------|--------------|-------------|-------------|-------|-------|
| Discriminatory harassment | 74 (23%) | 122 (38%) | 76 (24%) | 50 (16%) | 3.683 | 0.995 |
| Religious harassment | 108 (34%) | 106 (33%) | 64 (20%) | 44 (14%) | 3.863 | 1.032 |
| Power harassment | 110 (34%) | 110 (34%) | 60 (19%) | 42 (13%) | 3.894 | 1.021 |
| Sexual harassment | 142 (44%) | 96 (30%) | 48 (15%) | 36 (11%) | 4.068 | 1.018 |
| Psychological harassment | 76 (24%) | 122 (38%) | 66 (21%) | 58 (18%) | 3.671 | 1.028 |
| Online harassment | 94 (29%) | 106 (33%) | 74 (23%) | 48 (15%) | 3.764 | 1.032 |

Source: Field Data (2023)

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; M = Mean; St. D = Standard Deviation

From Table 4, the students perceived that sexual harassment is a dominant type of harassment on the campus of SDA College of Education, Asokore-Koforidua. This statement had the highest mean score (M = 4.068, Std. D = 1.018). The result supports the believe of Qayyum et al. (2021) that due to the fact that everyone has a distinct understanding of what constitutes personal space and boundaries, sexual harassment can easily occur in any establishment where males and females interact. Again, the finding confirms the view of Muoghalu and Olaoye (2016) that unwanted advances, requests for sexual favours, and any verbal or physical behaviour that is of a sexual character can occur everywhere with the likelihood that it will occur in schools is much higher.

Additionally, Table 4's assertion that power harassment is present of the campus of SDA College of Education, Asokore-Koforidua had the second highest mean score (M = 3.894, Std. D = 1.021). This finding is in line with the view of Qayyum et al. (2021) that when there is a significant power disparity between the harassed and the harasser, the harasser utilizes his or her authority to force the harassed into undesired acts of coercion. This situation is much likely to occur in schools since there is always a disparity in the levels of studies.

Research Question Two

What are the causes of sexual harassment on the campus of SDA College of Education, Asokore-Koforidua? This research question gathered data on the causes of sexual harassment on the campus of SDA College of Education, Asokore-Koforidua. Table 5 presents responses gathered from students on the causes of sexual harassment on campus.

Table 5: Causes of Sexual Harassment on the Campus of SDA College of Education, Asokore-Koforidua

| Factors | SA | A | D | SD | M | St. D |
|--|--------------|--------------|-------------|-------------|-------|-------|
| Victims are desperate to pass their exams. | 120 (37%) | 94 (29%) | 74 (23%) | 34 (11%) | 3.932 | 1.012 |
| Lack of integrity and self-esteem among abusers. | 90 (28%) | 104 (32%) | 96 (30%) | 32 (10%) | 3.783 | 0.965 |
| Abusers have exploitative tendencies. | 42 (13%) | 160 (50%) | 94 (29%) | 26 (8%) | 3.677 | 0.802 |
| Victims wear revealing dresses. | 116 (36%) | 112 (35%) | 72 (22%) | 22 (7%) | 4.000 | 0.927 |

| | | | | | | |
|--|--------------|--------------|-------------|-------------|-------|-------|
| Lack of respect for the opposite sex by abusers. | 106 (33%) | 124 (39%) | 56 (17%) | 36 (11%) | 3.931 | 0.974 |
| Socialization of male. | 48 (15%) | 134 (42%) | 90 (28%) | 50 (16%) | 3.559 | 0.926 |
| Absence of strict policy on sexual abuse in the college. | 74 (23%) | 98 (30%) | 88 (28%) | 62 (19%) | 3.571 | 1.045 |
| Alcohol/drug abuse by the abusers. | 82 (26%) | 108 (34%) | 88 (27%) | 44 (14%) | 3.708 | 0.996 |

Source: Field Data (2023)

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; M = Mead; St. D = Standard Deviation

From Table 5, the statement *Victims wear revealing dresses* had the highest mean score (M = 4.000, Std. D = 0.927). The result supports the finding of Chukwudi and Gbakorun (2011) that university ladies who are dressed scantily are more likely to receive compliments, well wishes, and fulfilment of their expectations. Also, Muhammad et al. (2007) believes that wearing revealing clothing may encourage the opposite sex in a school setting to engage in social engagement that could eventually result in physical, verbal, and nonverbal sexual harassment.

Also, from Table 5, the statement *Victims are desperate to pass their exams* had the second highest mean score (M = 3.932, Std. D = 1.012). The result is in agreement with the finding of Taiwo et al. (2014) that many female university students are so morally corrupt that they just rely on their femininity to achieve high grades without properly preparing for their examinations. This situation leads to “sexually transmitted grade” among many female college students in recent times.

Research Question Three

What is the effect of sexual harassment on victims at SDA College of Education, Asokore-Koforidua? This research question gathered data on the effect of sexual harassment on victims at SDA College of Education, Asokore-Koforidua. Table 6 presents responses gathered from students on the effect of sexual harassment on victims.

Table 6: Effects of Harassment on Victims on the Campus of SDA College of Education, Asokore-Koforidua

| Effect | SA | A | D | SD | M | St. D |
|--|--------------|--------------|-------------|------------|-------|-------|
| Unwanted pregnancies and abortions. | 152 (47%) | 104 (32%) | 44 (14%) | 22 (7%) | 4.199 | 0.919 |
| Victim may appear loose and suffer public humiliation. | 126 (39%) | 144 (45%) | 44 (14%) | 8 (3%) | 4.205 | 0.766 |
| Victim becomes public scrutiny. | 100 (31%) | 160 (50%) | 44 (14%) | 18 (6%) | 4.062 | 0.818 |
| Victim may contract sexually transmitted infections. | 144 (45%) | 140 (44%) | 30 (9%) | 8 (3%) | 4.304 | 0.741 |
| Victim may drop out of school due to shame. | 132 (41%) | 124 (39%) | 52 (16%) | 14 (4%) | 4.162 | 0.849 |
| Victim may experience traumatic stress, anxiety and panic. | 140 (44%) | 150 (47%) | 22 (7%) | 10 (3%) | 4.304 | 0.732 |

Source: Field Data (2023)

SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree; M = Mead; St. D = Standard Deviation

From Table 6, the statement *Victim may experience traumatic stress, anxiety and panic* had the highest mean score (M = 4.304, Std. D = 0.732). This confirms the findings of Taiwo et al. (2014) that those who have experienced sexual harassment may have a variety of psychological impacts, from annoyance and frustration to anxiety, stress, and trauma. Also, sexual harassment can jeopardize a student's physical and emotional health, affect how well she performs in class, and hinder her ability to pursue her career aspirations (Taiwo et al., 2014). Again, from Table 6, the statement *Victim may contract sexually transmitted infections* had the second highest mean score (M = 4.304, Std. D = 0.741). The result confirms the view of Pearlin (1989) that the effect of sexual harassment could include decreased libido, delayed recovery from illness, increased respiratory or urinary tract infections (sexually transmitted infections), and recurrences of chronic illnesses.

III. CONCLUSION AND RECOMMENDATIONS

Based on the study's findings, it is concluded that sexual harassment and power harassment are the perceived dominant types of harassment among students of SDA College of Education, Asokore-Koforidua in Ghana. Also, it is concluded that female students wearing revealing dresses, and female students being desperate to pass their examinations and get undeserving good grades at all cost are the perceived causes of sexual harassment among students of SDA College of Education, Asokore-Koforidua in Ghana. Finally, it is concluded that the perceived effect of sexual harassment among students of SDA College of Education, Asokore-Koforidua in Ghana include victims experiencing traumatic stress, anxiety, and panic; and victims contracting sexually transmitted infections. The study makes several recommendations. First, the management and staff of SDA College of Education, Asokore-Koforidua in Ghana need to ensure that there is a policy document on sexual harassment and effectively communicate same to the entire college community. This is likely to inform both the harassed and harassers on the channel of communicating an abuse and the punishment for abusing others respectively. Second, the management of SDA College of Education, Asokore-Koforidua in Ghana need to ensure that the college has a well-furnished Guidance and Counselling Office with professionally qualified counselling staff to help victims of sexual harassment to overcome the ordeal and be able to concentrate on their normal student life. Also, the management of SDA College of Education, Asokore-Koforidua in Ghana need to ensure that complaints about sexual harassments are thoroughly investigated and if the accused is found guilty, harsh punishment is given to serve as a deterrent to other harassers. In addition, the management and staff of SDA College of Education, Asokore-Koforidua need to empower female students through education to let them believe in themselves that they can make good grades on their own strengths and merits.

REFERENCES

- [1]. Acker, J. (2010). Gendered institutions: From sex roles to gendered institutions. *Contemporary Sociology*, 21, 565-569.
- [2]. Adams-Curtis, L. E., & Forbes, G. B. (2004). College women's experiences of sexual coercion: A review of cultural, perpetrator, victim and situational variables. *Trauma Violence & Abuse*, 5, 91-122.
- [3]. Amedahe, F., & Asamoah-Gyimah, E. (2016). *Introduction to educational research* (4th ed.). Kumasi: Yaci Publications.
- [4]. Ashgar, A. A. M., Muzaffar, S. M., & Farheen, B. S. B. (2011). Sexual harassment at the workplace in Malaysia, Selangor. *The Malaysian Current Law Journal*, 80-101.
- [5]. Bunwaree, S. (2010). *Governance, gender and politics in Mauritius*. Elp Publications, Editions Le Printemps Ltd.
- [6]. Chukwudi, F., & Gbakorun, A. A. (2011). Indecent dressing and sexual harassment among undergraduates of Nasarawa State University, Keffi. *Journal of Sociology, Psychology & Anthropology in Practice*, 3(2), 1-25.
- [7]. Doodaa, V., Osei-Owusu, B., Kyei, E., Eshun, I., & Osei-Owusu, E. (2022). Sexual harassment against female students in senior high schools in the Techiman Municipality of Bono East Region of Ghana. *American Academic Scientific Research Journal for Engineering, Technology, & Science (ASRJETS)*, 86(1), 131-142.
- [8]. Imonikhe, J., Aluede, O. O., & Idogho, P. (2012). A survey of teachers' and students' perception of sexual harassment in tertiary institutions of Edo State, Nigeria. *Journal of Asian Social Science*, 8(1), 268-273.
- [9]. Katz, E. C., Fromme, K., & D'Amico, E. J. (2000). Effects of outcome expectancies and personality on young adults' illicit drug use, heavy drinking, and risky sexual behaviour. *Cognitive Therapy & Research*, 24, 1-22.
- [10]. Mama, A. (2011). What does it mean to do feminist research in African context? *Feminist Review Conference Proceedings*, pp. 4-20.
- [11]. Mejiuni, O. (2013). *Women and power: Education, religion and identity*. Dakar, CODESRIA, 236.
- [12]. Mohamed, A. A. A., Baig, F. B. S., Trakic, A., Mallow, M. S., & Surajudeen, A. T. (2014). Sexual harassment in Malaysian educational institutions: Causes and solutions. *Proceedings of SOCIOINT14 – International Conference on Social Sciences and Humanities*, 8-10 September, 2014. Istanbul, Turkey, 484-494.
- [13]. Morley, L., & Lussier, K. (2009). Sex, grades and power: Gender violence in African higher education. *Cambridge Journal of Education*, 41(1), 101-115.
- [14]. Morley, L. (2006). Hidden transcripts: The micro-politics of gender in Commonwealth universities. *Women's Studies International Forum*, 29(6), 543-551.
- [15]. Muhammad, N. I., Lee, K., & Chan, F. B. (2007). Factors influencing sexual harassment in Malaysian workplace. *Asian Academy of Management Journal*, 1-5.

- [16]. Muoghalu, C. O., & Olaoye, R. I. (2016). Perception of sexual harassment among students of Obafemi Awolowo University Ile Ife, Nigeria. *The Nigerian Journal of Sociology and Anthropology*, 14(2), 140-152.
- [17]. Norman, D., Aikins, M., & Binka, F. N. (2013). Sexual harassment in public medical schools in Ghana. *Ghana Medical Journal*, 47(3), 128-136.
- [18]. Ortiz-Diaz, S. M. (2018). The impacts of religious discrimination towards anxiety in diverse populations. *Walden University Scholar Works*.
- [19]. Oyedunni, S. (2013). Experience of sexual harassment and coping strategies among students of the school of nursing of a tertiary hospital in Southwest Nigeria. *International Journal of Midwifery*, 5, 70-75.
- [20]. Parker, K. (2018). Gender discrimination more common for women in mostly male workplaces. Retrieved February 22, 2019, from Pew Research Centre: <https://pewresearch.org/facttank/2018/03/07/women-in-majority-male-workplaces-report-higher-rates-of-gender-discrimination/>
- [21]. Pearlin, L. (1989). The sociological study of stress. *Journal of Health & Social Behaviour*, 30, 241-256.
- [22]. Qayyum, S., UIHaq, M. H., Rafiq, H., Yasin, F., & Ahmed, A. (2021). Harassment: Causes, effects, and solutions. Retrieved from <https://www.researchgate.net/publication/348133434-Harassment-Causes-Effects-Solutions>
- [23]. Sigal, J. (2005). Cross-cultural reactions to academic sexual harassment: Effects of individualist versus collectivist culture and gender of participants. *Sex Roles*, 52(3), 202-215.
- [24]. Taiwo, M. O., Omole, O. C., & Omole, O. E. (2014). Sexual harassment and psychological consequence among students in higher education institutions in Osun State, Nigeria. *International Journal of Applied Psychology*, 4(1), 13-18.
- [25]. Watts, L. K., Wagner, J., Velasquez, B., & Behrens, P. I. (2017). Cyberbullying in higher education: A literature review. *Computers in Human Behaviour*, 69, 268-274.