



Sexual Harassment among Female Students and Its Effects on Their Education: A Case of Universities in Arusha Region

Tano Said

Matron; Mtitaa Secondary School,
P.O Box 2921- Dodoma-Bahi. District.
Email: mwatanos@gmail.com

Dr. Paul Raphael Kitula

St. Augustine University of Tanzania (SAUT), Arusha.
P.OBox 12385 - Arusha, Tanzania.
Email: kitula07@gmail.com

Abstract: This study examined sexual harassment among university female students regardless of various strategies applied against it. The objectives were to determine factors influencing sexual harassment among female students in universities and to examine strategies adopted to mitigate sexual harassment in universities. Gender and Power theory grounded this study. Mixed methods approach and descriptive survey design were used to gather data. Four universities were randomly selected. The targeted population was 510 respondents with 102 sample size which included 78 female students, 16 academic staffs selected randomly while 4 student leaders and 4 deans of students were purposively selected. Quantitative data were collected using questionnaires while qualitative data through interview guides. Research experts & supervisor validated the instruments. Reliability was determined in pilot study and Cronbach alpha coefficient was found to correlate at $r = 0.75$. Quantitative data were analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data were analyzed thematically. The study revealed poor awareness on sexual harassment, student's indiscipline, dress code, internet use, unsafe hostels, university culture, public transport and part time jobs as factors influencing sexual harassment among female students. The findings indicated measures against sexual harassment such as enactment of anti-sexual harassment policy, the use of website reporting platform and research center, educative programs, dress code, gender desk and code of ethics. The study recommends for introduction of gender based education from primary schools to university, which will necessitate war against sexual harassment in education setting.

Keywords: Sexual, Harassment, Students, Female, Universities

How to cite this work (APA):

Tano, S. & Kitula, P. R. (2022). Sexual Harassment among Female Students and Its Effects on Their Education: A Case of Universities in Arusha Region. *Journal of Research Innovation and Implications in Education*, 6(3), 451 – 460.

1. Introduction

Sexual harassment (SH) has been a matter of concern among national and international organizations since the 1970s. For instance, the United Nations in 2008 declared that violence against women in all countries, cultures and communities to be neither acceptable nor tolerable (Garcia-Moreno et al., 2013). According to Cantor et al., (2015), sexual harassment is any conduct of sexual nature that offends the person to whom the action is done. Such

actions may include touching, teasing, sexually suggestive comments, request for sex, insults and bullying (Bondestam et al., 2020; Landin et al., 2020). Moreover, unwelcome sex advances, request for sex favors and other verbal or physical contact of sexual nature constitute sexual harassment (Klein & Martin, 2019). In addition Wamoyi et al., (2021) considered unwilling touching of someone else's breasts and buttocks, hugging and teasing as sexual harassment.

SH is often experienced in the workplaces or in educational settings and women are more likely to experience it than men (Wamoyi et al., 2021). In working places; research done in Vietnam by Chu et al., (2021) revealed in 2013 and 2014, 48% of female journalists had experienced some form of SH at work, also a review in the United States of America (USA) indicated that more than 80% of female doctors at one medical college reported to have experienced SH. Similar findings from Sri Lanka pointed that despite an increase in male nurses and nursing studies, female nurses are more prone to be sexually harassed than male nurses (Somani et al., 2015; Spector et al., 2014). Another different study by Landin et al., (2020) in Tanzania observed that among 133 female participants, 10.5% of them had experienced SH at workplace, compared to male participants which was 7.8%. This indicated that between 19 of those reported being sexually harassed, 14 were women. With this regards, the findings pin pointing that the problem is serious even at work in various countries regardless of their economic status.

Likewise in Tanzania, the University of Dar es Salaam launched the UDSM Anti-sexual Harassment policy in 2006 and reviewed it in 2018, (UDSM, 2018: Kavishe, 2021) indicated that until 2018, the policy facilitated to victims of SH to report the incidents to the university administration and file cases against the perpetrators. The policy also led to solution to some reported cases while others were kept pending, UDSM (2018), the same university provided knowledge and education to students, emphasized on awareness regarding to human rights as a method of dealing with SH on campus (Kavishe, 2021).

Regardless of the adopted measures, the problems still exist in various Tanzanian Universities at high rates and with new forms. Unfortunately, sexual harassment is unlikely to be eliminated in the near future unless critical measures are taken to address the problem. Therefore this study was conducted to find out the reasons for existence of SH among female students in universities, regardless the allocated strategies.

1.1 Research Questions

- i. What are the influencing factors for sexual harassment among female students in universities in Arusha Region?
- ii. What are the strategies adopted to mitigate sexual harassment in universities in Arusha Region?

2. Literature Review

2.1 Theoretical Framework

This study was framed by Gender and Power Theory pioneered by Connell (1987). The mentioned theory lay its focus on social and structural issues surrounding women in terms of distribution of power and gender-specific norms within interaction of heterosexual relationships

(Connell, 1987). Connell's theory consists of three interdependent structures such as sexual division of power, sexual division of labor, and the structure of the Psychoanalysis. The three social structures are originated from historical and socio-political forces of a society where by they put much emphasis on segregation of power and roles between genders in accord with social norms of a particular society (Wamoyi et al., 2021).

The theory explained itself with a wide range on how society can be a lead influence to inequalities and gender based violence with the consideration of those entities that act as a guide of a particular society. It provided more useful information that once a society decide to focus and make use of them it will be so easy to avoid those gender related problems and challenges. In regard with this new study the theory enabled investigation on how power is used by men which influence their sexual; behaviors, for example the way some male academic staffs and administrator used their position on demanding for sexual relationships with female students. Not only to them but also to male students who also used their power treating female students in bad ways. The theory enabled the researcher to find out those society's social norms that have an influence to gender inequalities in almost all spheres of life, resulting to gender violence inform of sexual harassment. In addition, the theory was useful to find out to what extent the presence of these social mechanisms result to female students to experience harassment from males in different forms including sexually.

2.2 Empirical Literature

2.2.1 Factors for Sexual Harassment among Female Students in Universities

SH incidents are prevailing day after day due to various external and internal factors that necessitate its occurrence. A study conducted by Kempinska & Rudenko (2021) on SH in the Academic Space as a Social and Pedagogical Problem identified that in America the institutional culture in universities contributes much to sexual harassment practices. The study was very useful in identifying in details those kind of organization culture which influence SH practices, including downplaying SH. The findings from this study revealed that in most organizations SH was not treated as a serious problem. There is a culture of silence towards the incidents. In addition, sexual harassment was also treated quite indulgently as a demonstration of male strength in the institutions.

A field survey was done in Vietnam by Chu et al., (2021) on Female Students' Awareness in SH Prevention. The study was conducted to find out how female students were aware of SH practices, factors for its occurrence and measures attributed to its preventions. On data collection

the researchers used questionnaires for female students and interview guides for lecturers. The instruments successfully helped the researchers to obtain the required data concerning factors for sexual harassment as well as awareness regarding SH prevention, unsafe hostels, and little knowledge about the new living environment in the city, part time job and public transport.

A study by Obiozor & Osuala (2018) on Control Strategies for SH of Female Learners in Tertiary Institution in Nigeria revealed that in middle east, factors like search for education and certification, greed, economic hardship, positivism in science and lack of respect for oneself are the root cause for this ill problem. The findings added that learner's desire for urban lifestyle made them to practice things such as displaying themselves openly, dress indecently and immodestly with skimpy dresses that show tummies and breast.

A different research by Beninger (2013) on combating sexual violence in schools in sub-Saharan Africa: legal strategies under regional and international human rights law discovered that in Ghana and Zimbabwe SH is flourishing due to poverty; therefore students struggle to pay university fees and other living expenses. The study was of importance on identifying various legal procedures to follow on dealing with SH in education institutions.

Research conducted by Oni et al., (2019) in South Africa over SH and victimization of students: A case study of a higher education institution in South Africa was kin on identifying factors for SH. These are university's social structure, alcohol and substance abuse, absence and ineffective implementation of policy on SH and failure of victims to report the incidence. With this study data was collected from students of both genders living in university campuses and taking courses from certificate to post graduate level of education.

In Tanzania, a qualitative study done by Wamoyi et al., (2021) on Male and Female Conceptualizations of SH indicated social norms and gender power as the influence of SH among adolescents in secondary schools. The study assisted on knowing to what extent this group was aware of SH practices and their encounter to it. The study found that in universities SH among female students was sometimes influenced by absence of projects which educate males on how to value and respect women, faking life, peer influence, adolescent behavior and threats from the harassers.

2.2.3 Adopted Measures against Sexual Harassment among Female Students in Universities

Various measures have been applied globally in combating sexual harassment in higher learning institutions. A study conducted in France by Carrington et al., (2021) on SH in the Academic Space as a Social and Pedagogical Problem reported the presence of national

policy on gender-based violence in academia. The study reported that together on July 2019 over 95% of public universities in France created special advisory services within their institutions. The efforts didn't end there, the government enacted law against SH in universities which indicated a penalty of 1 year imprisonment and a fine equivalent to 15,000 Euros to a person who practices harassment. Same researchers also reported that Ireland and Israel launched a national policy on gender-based violence in educational institutions, including universities. The findings added that the government of Poland set up a penal code that would guide the victims. Also Sweden, Iceland, and Israel organized activities such as conferences, seminars, workshops and meetings in fighting sexual violence in the academic environment.

Another study was conducted by Hamada et al., (2020) on Fighting SH on Campus in Africa. This was an action research which examined the differences and similarities between three Egyptian universities (BeniSuef, Alexandria, and Fayoum) in fighting SH within their respective campuses. The study indicated measures taken by those universities towards managing SH in universities. For instance, in December 2016, BeniSuef established Ant sexual harassment unit and adopted an anti-sexual harassment and violence policy with the task of receiving SH and violence complaints, transfer complaints to the anti-harassment committee (the committee secretly investigates the complaints and recommends any punitive measures).The unit also assisted victims of harassment and protected the complainant; together they implemented training and raising awareness programs. Similarly, in Alexandria University the professors were engaged in training, campaigns and workshops organized by different non-governmental organizations (NGOs) towards addressing SH. The university also launched anti-sexual harassment unit in September 2017. In addition, Fayoum University established sexual harassment unit with the support from university administration and its president unit provided trainings to students, psychological and legal support to victims of sexual harassment.

3. Methodology

Mixed methods approach and descriptive survey design were used to gather data (Creswell, 2014). Four universities were involved in this study whereby the study used simple random sampling technique to select the universities. The targeted population for this study was 510 respondents with 102 sample size which included 78 female students, 4 student leaders, 16 academic staff and 4 deans of students. Female students & academic staff were selected using simple random sampling (enabled every individual to have an equal chance to participate in the study) while student leaders and deans of student were purposively selected. Quantitative data were collected using questionnaires while qualitative data was collected through interview guides. Research supervisor & experts

from the department validated the instruments (Okendo, et al., 2020). Reliability was determined in pilot study and Cronbach alpha coefficient was found to correlate at $r = 0.75$. Quantitative data were analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies, percentages and histogram. Qualitative data were analyzed thematically alongside research questions.

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 Factors Influencing Sexual Harassment among Female Students in Universities

The study aimed at finding out factors influencing SH among female students in public and private universities in Arusha region. Data were collected from female students, student's government leaders, dean of students and academic staff. In their questionnaire, female students and student government leaders were provided with ten factors for sexual harassment and requested to indicate the rate of contribution for each factor. Their responses were presented in table 1.

Table 1: Responses to Factors Influencing Sexual Harassment among Female Students in Universities

Responses	Major		Minor		No effect	
	f	%	F	%	f	%
1. Poor awareness on sexual harassment	6	7.8	7	9.2	5	6.5
2. Student's indiscipline	15	19.7	2	2.6	6	7.8
3. Normalization of sexual harassment in dress code	4	5.2	18	23.6	3	3.9
4. Little knowledge on new city life	10	13.1	4	5.2	6	7.8
5. Internet use	19	25	2	2.6	4	5.2
6. Social Norms	5	6.5	9	11.8	7	9.2
7. Unsafe hostels	12	15.7	5	6.5	1	1.3
8. University culture	3	3.9	8	10.5	23	30.2
9. Public transport	1	1.3	11	14.4	1	1.3
10 Part time job	1	1.3	10	13.1	20	26.3

Source: (Field data, 2022) KEY: "f" Frequency " %" Percentage

Tables 1 revealed that Internet use majorly contributes towards SH at the rate of 19 (25%). Spending a lot of time on internet among female university students influences sexual harassment towards them. The agreement of the majority support that spending much time on internet lead to sexual harassment practices towards the users in universities. This study agrees with Arafa et al., (2017), who identified internet use as a major cause of online SH in Egyptian universities. The agreement between the two studies signifies that internet use is a contributing factor to SH in universities.

Another finding from table 1 show responses about student indiscipline, where by 15(19.7%) indicated that it is a major contributing factor towards SH. The researcher established that student's indiscipline has direct association with occurrence SH among female students in universities. This includes dressing codes, the way they talk and the way they walk mostly influence and stimulate men's desire for sexual intercourse. The study correlate

with Obiozor & Osuala (2018) who identified students' lack of respect in Nigerian universities as contributing towards SH of female students. The two findings correlation implies that students' indiscipline has much influence on SH directed to girls in the universities.

Furthermore, table 1 pointed out unsafe hostels as another cause of SH. In other words, unsafe hostels cause sexual harassment among female students in university. The hostels are not insulated from outsiders hence people can access them at will. Insecurity and low level of technologies in different hostels as well as scraping of hostels association has resulted in SH like raping, among the female students in universities. The findings are in agreement with Chu et al., (2021), who indicate unsafe hostel, to some extent, contribute to sexual harassment practices in Vietnamese universities. The two findings being in agreement indicated that unsafe hostels are the root cause for SH practices targeting female students in the universities.

Also, from table 1, little knowledge about new city life was identified as a contributing factor towards SH. The result from the study shows that respondents appreciated city life particularly to female students coming from the village as an improvement to social status in their life. Apparently, this new environment was mentioned as a factor contributing to SH among female students in universities. Most of female students come from rural areas knowing less about urban environment, so the failure to adapt to the new environment affect them, and cause some to face sexual harassment practices. The findings are in agreement with Obiozor & Osuala(2018) who indicate learner's desire for urban lifestyle contributed to sexual harassment practices in Nigerian universities. The agreement between the two studies implies that little knowledge on new city life facilitates female students to face sexual harassment behaviors.

Table 1 show that poor awareness on sexual harassment is a factor for SH. The findings imply that many female students are not aware of what steps to follow so as to avoid the repeatedly incidence of sexual harassment. The study relates with Chu et al., (2021) who indicated the same factor in universities in Hanoi-Vietnam. The two studies agree that Poor students' awareness on sexual harassment practices and steps to follow on victims' side is a facilitator to the existing problem.

Data in table 1 also show that the respondents identified social norms/customs like unequal treatment between sexes at home which gives power to men through which they exercise it by practicing gender based violence like sexual harassment against women. This study is compatible with Gender and Power theory of Connell (1987), on how power is used by men to influence their sexual behaviors, for example some males who used their power treating females in bad ways. Power given to male gender as a social norm makes them to be more powerful than women, thus influencing their behaviors and actions. The agreement between the theory and the findings in the current study is a clear testimony that social norms sometimes influence SH among female students in the universities.

In addition, with regards to the theme factors influencing sexual harassment among female students in universities, during the interview with academic staff and dean of students one respondent revealed that;

There are different factors contributing to SH. The factors are categorized in terms of financial problems, social norms, luxurious life, laziness, culture, and power, lack of gender education, relationships, conflicts, mob psychology and lack of sensitization programme (Personal interview with dean of students from university 'A', April 20, 2022.

The study discovered that female students who came from families with low level of income were more likely to encounter SH during their study time due to financial

challenges, a situation that led to sexual harassers to take advantage of student needs. One of the academic staff explained that:

...there is a period when the boom ends completely and the girl still requires personal needs. So in a situation like this, a girl may finds herself getting into an environment that exposes her to sexual abuse just to meet her needs... she will tolerate everything from male counterparts to get her needs you know people are coming from families with different economic status (Personal interview with an academic staff from university 'B' on April 21, 2022).

Furthermore, some of respondents mentioned that social norms contribute to sexual harassment among female students in universities. One academic staff remarked that:

In most cases, Africans are guided by some traditional norms in our societies that in one way or the other put women in disadvantageous group that required them to be submissive to men's needs, orders, and request!" (Personal interview with academic staff from university 'C' on April 22, 2022).

Another results from some respondents revealed that sexual harassment among university female students was influenced by the need to live a luxury life by some female students. The students themselves are determined to live such kind of life they cannot afford, which leads them to experience harassments from those men who provide for their expenses.

Apart from that, a respondent pointed out that;

Some female students are generally lazy and they rely on male students to help them in assignments, presentations and to pass examinations. You may find one does not participate fully in group assignment or even sometimes the same person does not do test, so her fellow male students help her and demand sexual favors for them to include her in the work already done(Personal interview with dean of students from university 'C', April 22, 2022).

Additionally, results from this study show other respondents indicated university culture as a cause of sexual harassment practices in universities. The society and university culture make harassment practices to increase, for instance culture of holding the perpetrator instead of exposing them to the public, firing or stop continuation of their studies. The culture of not making perpetrators responsible for their action in both the society and university should be discouraged. Also university culture of not taking sexual harassment practices seriously influences its continuous occurrence.

Moreover, power was identified to be a source of sexual harassment practices. Power vested on academic staff and administrator influenced their sexual behaviors in universities. The findings are in agreements with Gender and Power theory by Connell (1987) which support segregation of power and roles between genders in accordance with social norms of a particular society whereby according to the theory men are equipped with more power over women in all spheres of life. Therefore, it is that power vested on them by the society which enables them to influence women sexually.

Furthermore, lack of educative projects which target to educate men on how to value and respect women was identified as a factors influencing SH. The absence of these projects makes it easy for males to conduct inappropriate behaviors including harassing females because they do not see their worth and have not been taught how to behave respectful towards them. In this regard, one among the deans summarized that:

The absence of projects that educate males on how to value and respect women tends to be the reasons why men keep harassing women in different ways (Personal interview with the academic staff from university 'C', April 22, 2022).

The findings are in agreement with Bodestam & Lundqvist (2020) who revealed that education and trainings are necessary for fighting sexual harassment in European universities.

4.2 Strategies Adopted in Mitigating Sexual Harassment in Universities

The other objective aimed at examining various strategies adopted to mitigate sexual harassment in universities. In their questionnaire, female students and student government leaders were provided with ten forms of strategies and requested to indicate those which were applicable in their institutions. Their responses are presented in table 2.

Table 2: Responses on Strategies Adopted to Mitigate Sexual Harassment in Universities

s/no	Responses	More applicable		Less applicable		Not applicable	
		F	%	f	%	f	%
1.	Reporting the incident	2	2.6	8	10.5	1	1.3
2.	Ant-sexual harassment policy	17	22.3	1	1.3	0	0
3.	Seminars	5	6.5	14	18.4	5	6.5
4.	Workshops	7	9.2	16	21.0	4	5.2
5.	Conferences	11	14.4	5	6.5	6	7.8
6.	Legal support	12	15.7	4	5.2	7	9.2
7.	Training	4	5.2	12	15.7	8	10.5
8.	Raising awareness programs	14	18.4	11	14.4	2	2.6
9.	Campaigns	3	3.9	2	2.6	11	14.4
10.	Imprisonment or penalty payments	1	1.3	3	3.9	32	42.1

Source: (Field data, 2022) KEY: "F" Frequency " %" Percentage

Table 2 show the indication level of agreement among the respondents on strategies adopted to mitigate SH among female students in the universities.

From table 2, it can be noted that enactment of Ant-sexual harassment Policy was ranked first 17(22.3%), followed by raising awareness programs at 18.4%, Legal support at 15.7% and conferences at 14.4%. Findings indicate that there is need for policies to be formulated to curb sexual harassment among female students in universities. The study findings are in agreement with Bondenstam & Lundqvist (2020) who indicated that policy is a measure in dealing with sexual harassment practices in European universities.

From the findings, the government and other education stakeholders should take into consideration the

establishment of different awareness programs like clubs in universities to facilitate the provision of awareness and self-determination among female students. The findings relate to Hamada et al., (2020) who identified the implementation of trainings and awareness program in Egyptian universities as a good means in overcoming SH in universities. The finding is supported by Kempinska & Rudenko (2021) who indicated the agreement among universities to apply legal procedures in overcoming sexual harassment in universities in France.

Also, the findings revealed that orientation programmes were applied in some universities. The method was applied at the beginning of each academic year to both new comers and the continuing students which seemed to be one among the useful strategy adopted by those

institutions in combating SH. One of the deans declared that:

...there is a tendency of conducting orientation programme which includes both new comers and continuing students...the students are told different things....for example university life and issues of harassment (Personal interview with the dean of students from university 'C', April 22, 2022).

The findings are in agreement with Gender and Power Theory pioneered by Connell (1990) which emphasizes on the society's social norms that have an influence in gender inequalities in almost all spheres of life, resulting to gender violence in a form of sexual harassment. The agreement between the two studies indicates that orientation programmes are essential for eradicating sexual harassment in universities.

While visiting another university, the researcher also observed dressing code as captured in figure 1. This is displayed by the entry point of the university as a strategy to mitigate SH. Another dean from one of the institutions commented that:

There is a dress code which guide students of both genders on how they are supposed to dress around the campus, including in classes...but there are those female students once they pass at the entrance they are in proper dresses but deliberately they carry with them other indecent dresses in their bags which they later put on after passing the gate (Personal interview with the dean of students from university 'C', April 22, 2022).



Figure 1: A guide to Dressing Code

Source: (Field data, 2022)

According to the data obtained in this research many respondents from universities accepted that dress code was a well thought strategy to stop sexual harassment behaviors in their campuses. The finding is supported by Obiozor & Osuala (2018) who revealed presence of dress code policy in Makerere University, which banned mini dresses and indecent attire by female learners since they had been blamed for everything such as AIDs, rape and sexual harassment. The compatibility of the two studies imply that dress code is an effective strategy against sexual harassment in universities.

On other hand, suggestion box is another means applicable in mitigating sexual harassment among university female students. The suggestion box made available in the researched institution enabled students to put their suggestions, complains, advices and opinions about institutions' activities, how they are taught, treated as well

as social and sexual affairs. The academic staff elaborated that:

There is a suggestion box that students use to give their opinions, proposal, advice, complaints..., everything related to education and everything else (Personal interview with the academic staff from university 'D', April 29, 2022).

Guidance and counselling is another strategy used by the universities in dealing with sexual harassment through which both students and staffs sometimes attend sessions at the time they are in need of the service including sexual issues. A satisfactory number of the interviewees indicated that this strategy has been used by their institutions in fighting harassment practices among female students. The findings are concurring with Obiozor & Osuala (2018) who recommended counseling centres in

universities in Nigeria to be equipped with well-trained counsellor who deals with sexual harassment victims too. In addition, the findings from this study reveal that gender desk was an effective means of combating sexual harassment practices in and outside university campuses. One of the academic staff agreed that:

... Yes there is this gender desk working through the gender desk club where female students discuss and present their issues...for example the abuse they are subjected to (Personal interview with an academic staff from university 'A', April 27, 2022)

This study is in agreement with Bondestam & Lundqvist (2020) who indicated the application of case management tool like gender desk in fighting harassment behaviors in European universities. The study argued that gender desk is a productive strategy of handling sexual harassment in universities.

Results from the current study indicated that students were supplied with confidential reporting system regarding all forms of harassments, including sexual ones in their universities as a strategy used to combat sexual harassment among female students in university as well. An academic staff confirmed that;

Here at our institution ...the university website has confidential platforms which allow students to report any form of gender violence and harassment targeted at female students (Personal interview with the academic staff from university 'D', April 29, 2022).

Therefore, reporting is another means of fighting sexual harassments since it reveals the harassers with their behavior. The findings again concur with Kavishe (2021) who revealed that sexual harassment cases were filed and reported which necessitated some to be solved while others were kept pending at the university of Dar es salaam. The concurrence of these studies indicates that reporting is an efficient means that leads to elimination of sexual harassment behaviors in the universities.

The study is also in agreement with Makhafola et al., (2021) who pointed the presence of code of ethics to staffs in Nigerian universities. The agreement between the two imply that code of conduct and ethic is a good controlling means which attempt to end all the harassment practices in an organization towards female students in higher learning institutions.

Apart from that, the use of research center was also the effective technique used by some of the institutions to fight against sexual harassment in their compound. One of the academic staff commented that:

In this university there is what is known as National women's research and documentation center which is hosted here responsible for researching on women and gender issues (Personal interview with the

academic staff from university 'C', April 22, 2022).

The technique was applied in a way that various dialogues are conducted by female students through which they raise gender issues that are taken into consideration and researched by the national women's research and documentation center. Thereafter, feedback is given in terms of recommendations and solutions towards the issues pointed out. The findings are in accord with the feminist theory which was pioneered with the works of Mary Wollstonecraft (1759–1797), the feminist are against all forms of discriminations, misuse of power and favoritism due to gender difference. Likewise the main target of the mentioned research center was to deal with gender based issues affecting female students in both spheres of life at university campus. Therefore, the agreement between the two reveals that the technique was appropriate and effective.

5. Conclusion and Recommendation

5.1 Conclusions

The respondents indicated financial problems, relationships conflicts, public transport, poor awareness among female students, student's indiscipline, social norms, unsafe hostels, internet use and little knowledge about the new living environment in the city. Others are truancy, laziness in accomplishing assignment as well as status and need for recognition as the major factors for sexual harassments among female students.

Majority of respondents who participated in the study from the four institutions revealed that their institutions applied strategies like university platform, provision of education, guidance and counseling, suggestion box, dress code, enacting strict laws, raising awareness programs, ant-sexual harassment policy, legal support, conference and orientation programs in fighting sexual harassments among female students. The same respondents added that it is hard to eliminate sexual harassments among university female students because some factors for its occurrence originate from the victims themselves. For instance, they do not cooperate fully on addressing the issue, greed, looking for status and fame, their dressing style and how present themselves in the public as well as personal interest.

5.2 Recommendations

1. Parents, guardians and community must ensure proper parental care and upbringing of female students to be good examples that may in one-way or another prevent their children from adopting harassment behaviors originating from themselves simply because once children witness the practices at home the incidents affects child's mentality and morals to adulthood.

2. Finally, the individual person to accomplish fully personal duties, the academic staffs and administrators should academically raise both students equally and make them responsible in their action regarding the stipulated laws and regulations. Students on their side should perform their academic responsibilities accurately, behave morally and cooperate fully once sexual harassment accusations are made.

References

- Arafa. A. E et al., (2018). Cyber Sexual Harassment: A Cross-Sectional Survey Over Female University Students in Upper Egypt., *International Journal of Community Medicine and Public Health*, 5(1).
- Beninger, R. (2013). *Assessing the Reliability and Validity of Expert Interview*. <http://doi.org/10.1177/146511650504835>
- Bondestam, F., and Lundqvist, M. (2020). Sexual harassment in higher education—a systematic review. *European Journal of Higher Education*, 10(4), 397-419.
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Rockville, MD: Westat.
- Carrington et al., (2021). Opinion: Use science to stop sexual harassment in higher education. *Proceedings of the National Academy of Sciences*, 117(37), 22614–22618. <https://doi.org/10.1073/pnas.2016164117>.
- Chu, Y., Vu, N. and Thanh, H. (2021). Female Students' Awareness in Sexual Harassment Prevention: *International Journal of Multidisciplinary Research and Analysis Issn (print): 2643-9840, ISSN (online): 2643-9875 Volume 04 Issue 07 July 2021 DOI: 10.47191/ijmra/v4-i7-08, Impact Factor: 6.072 Page No. - 918-923*
- Connell. (1987). *Gender and Power*. Stanford University Press.
- Connell. (1990). The state, Gender, and Sexual Politics: Theory and appraisal. *Theory and Society*, 19(5), 507–544.
- Creswell, J.W. (2014). *Research Design: Qualitative and Mixed Methods Approaches*. (2ed). California Sage Publication Inc.246pp.
- Garcia Moreno, C. et al., (2013). *Global And Regional Estimates of Violence against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence*. World Health Organization.
- Hamada, A. et al., (2020). *Fighting Sexual Harassment on Campus: How Local Contexts of Different Universities Affect the Dynamics and Outcome of these Efforts*, UK
- Kavishe, M.A (2021). *Exploring the Experience of Cyber stalking among Female Students in Tanzanian : A Case Study of the University of Dar es salaam*.
- Kempińska, U and Rudenko, M (2021). Sexual Harassment in the Academic Space as a Social and Pedagogical Problem: *Scientific practice, Modern and classical research methods, Volume 2. DOI 10.36074/logos-26.02.2021.v2.29*
- Klein, L.B & Martin, S. (2019). Sexual Harassment of College and University Students: A Systematic Review. *Article reuse guidelines: sage pub. Com/journals-permissions DOI: 10.1177/1524838019881731; journals.sagepub.com/home/tva*
- Landin, et al., (2020). *Sexual Harassment in Clinical Practice-A Cross- Sectional Study among Nurses and Nursing Students in Sub-Saharan Africa*
- Makhafola et al., (2021). Corruption as abuse of power: sexual violence in educational institutions. In Sweeney, G, Despota, K. and Lindner, S. (Eds). Transparency International, global corruption report: *Education*. Abingdon, Oxen: Routledge. (Makhafola, et al., 2021).
- Obiozor, Ogechi R. and Osuala, Linda N. (2018). Control Strategies for Sexual Harassment of Female Learners in Tertiary Institutions in Nigeria: *International journal of educational benchmark (ijeb), eissn: 2489-0170pISSN:2489-4162 University of Uyo. Vol. 11(1) 2018*
- Okendo, E.O; Atoni, R. and Kitula, P.R (2020). *Fundamentals of Educational Research*. Nairobi:Rinny.
- Oni, H.T; Tshitangano, T.G and Akinsola H.A. *Sexual harassment and victimization of students: a case study of a higher education institution in South*

Africa. Afri Health Sci. 2019; 19(1). 1478-1485.
[https:// dx.doi. org/10.4314/ ahs. v19i1.21](https://dx.doi.org/10.4314/ahs.v19i1.21)

Spector et al., (2019). Perception and Tolerance of Sexual Harassment: An Examination of Feminist Identity, Sexism, and Gender Roles in a Sample of Chinese Working Women. *Psychology of Women Quarterly*, 33(2), 215–233.
<https://doi.org/10.1177/0361684320903683>

Somani, R., Karmaliani, R., McFarlane, J., Asad, N., and Hirani, S. (2015). Sexual harassment towards nurses in Pakistan: Are we safe? *International Journal of Nursing Education*, 7(2), 286- 289.

UDSM. (2018). *University of Dar es Salaam Anti-Sexual Harassment Policy*.

Wamoyi, J et al., (2021). Male and Female Conceptualizations of Sexual Harassment in Tanzania: *The Role of Consent, Male Power and Social Norms Article reuse guidelines: sage pub. Com / Journals-permissions*