

**THE SEXUAL HARASSMENT OF UNEMPLOYED AND TEMPORARY P1
EDUCATORS BY HIGH SCHOOL PRINCIPALS AND CHAIRMEN OF SCHOOL
GOVERNING BODIES IN THE LOWER UMFOLOZI DISTRICT.**

By

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**Dissertation submitted in partial compliance with the requirements for the
Master's Degree in Technology: Education (Management) at the Durban Institute
of Technology**

**The researcher wants to extend his sincere words of gratitude to his supervisor,
Mrs. J.J. Prosser, for her assistance, commitment and dedicated support**

DECLARATIONS

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of complete references.

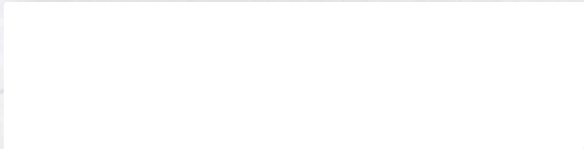

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DEDICATION

To my wife, Nobayeni Maria Nxumalo, for her continuous support morally, financially, emotionally and spiritually and my two sons, Lethukuthula and Phakamani, for their encouragement.

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I give praise to Almighty God who gave me strength, patience, dedication and power to survive and to succeed during the difficult times.

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Khokhi Zulu who helped me with the typing.

God Bless you for everything you have done for me.

T. I. Nxumalo

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ABSTRACT

This study deals with sexual harassment in the Lower Umfolozi District. The researcher investigated speculation that there was sexual harassment in the Lower Umfolozi District. The researcher discovered that there was sexual harassment of P1 temporary and unemployed educators in the Lower Umfolozi District.

Sexual harassment is a bad act which is not needed by principals, educators, school governing body members and other stakeholders in the Lower Umfolozi District. The researcher feels that there should be policies that will deal with sexual harassment in the Lower Umfolozi District.

Sexual harassment is about unwanted sexual advances, sexual comments, looks and other actions that are related to sex. Sexual harassment is against the law, the Educators' Employment Act, Act 76 of 1998 and other legislation. It is perceived as an unfair labour practice and any person that is found doing it should be charged for misconduct.

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LIST OF ABBREVIATIONS

- | | | | |
|----|---------|---|---|
| 1. | SACE | - | South African Council of Educators. |
| 2. | EOC | - | Employment Opportunity Commission. |
| 3. | WASH | - | Women Against Sexual Harassment. |
| 4. | SADTU | - | South African Democratic Teachers' Union. |
| 5. | COSATU | - | Congress of South African Trade Unions. |
| 6. | DISSC | - | Discipline Safety and Security Committee. |
| 7. | KZN DEC | - | KwaZulu-Natal Department of Education and Culture |
| 8. | HIV | - | Human Immunodeficiency Virus |
| 9. | NATU | - | National African Teachers' Union |

CHAPTER ONE

1.1 INTRODUCTION

The researcher heard principals talking about sexual harassment in the Lower Umfolozi District. Principals complained that some of their colleagues sexually harass P1 temporary educators before they recommend them for permanent appointment in the Lower Umfolozi District. Principals also complained about the sexual harassment of unemployed educators before they are appointed by high school principals and the chairmen of school governing bodies in the Lower Umfolozi District. Educators at their meetings often talk about sexual harassment in the Lower Umfolozi District, as do members of the South African Democratic Teachers' Union (SADTU) and the National African Teachers' Union (NATU) at their meetings. Principals are recommended by school governing body members and appointed by the KwaZulu-Natal Department of Education and Culture. School governing body chairpersons are nominated and elected by parents. Principals and school governing body chairpersons are bearers of authority, therefore no one expects them to harass educators.

The District Manager warned principals to stop sexual harassment in the Lower Umfolozi District because they would find themselves facing punitive measures from the KwaZulu-Natal Department of Education and Culture. Sexual harassment is the biggest problem in the workplace. It affects the performance of P1 temporary educators and unemployed educators are also affected by sexual harassment in the Lower Umfolozi District.

The sexual harassment of unemployed and temporary P1 educators by high school principals and chairmen of school governing bodies in the Lower Umfolozi District has been a problem for a very long time. The Lower Umfolozi District is the largest district in the Empangeni Region. It has both rural and urban schools and attracts many educators because the Empangeni Region is next to the city of Richards Bay. The researcher is the principal of one of the high schools in the Lower Umfolozi District. The researcher has served as principal in this district for ten years. He has had several complaints from unemployed and temporary P1 educators that they are being sexually harassed by principals and chairmen of school governing bodies of high schools.

1.2 THE STRUCTURE OF THE LOWER UMFOLOZI DISTRICT AND THE EMPANGENI REGION

The Lower Umfolozi District is located in the Empangeni Region, which is one of eight regions in the KwaZulu-Natal Department of Education and Culture (KZNDEC). The Lower Umfolozi District has 237 schools. There are rural and urban schools with 3, 000 educators and 120,023 learners, according to the KwaZulu-Natal Department of Education and Culture statistics for 2002. The Empangeni Region has 840 schools and the Lower Umfolozi District is the biggest district in the Empangeni Region. The Lower Umfolozi District has 8 circuits. The Lower Umfolozi District has 80 high schools ranging from Grades Eight to Twelve.

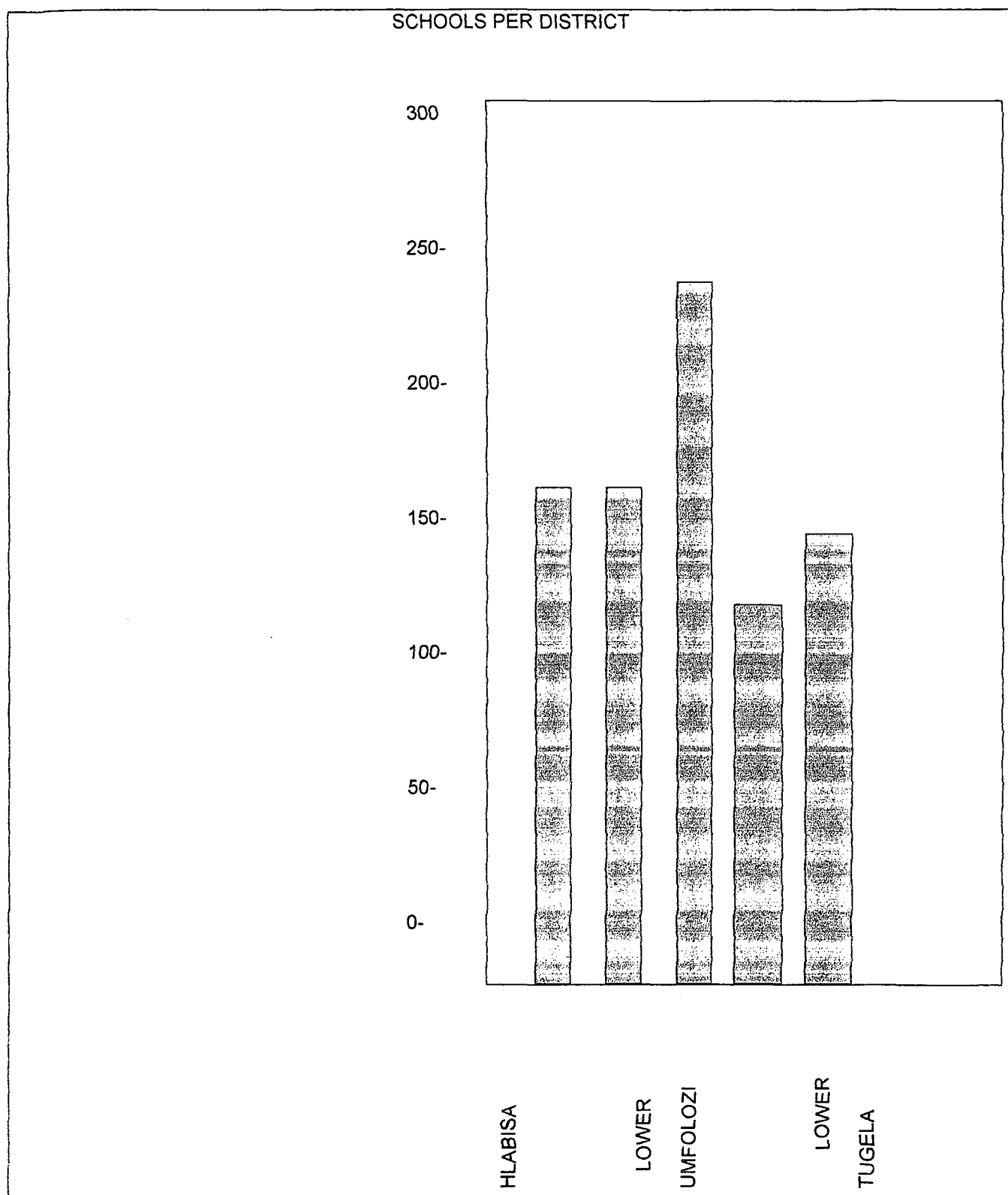


Fig 1.1 THE STRUCTURE OF EMPANGENI REGION WITH ITS FIVE DISTRICTS.

Origin of this: information brochure for 2002 from KwaZulu-Natal
Department of Education and Culture – Empangeni Region

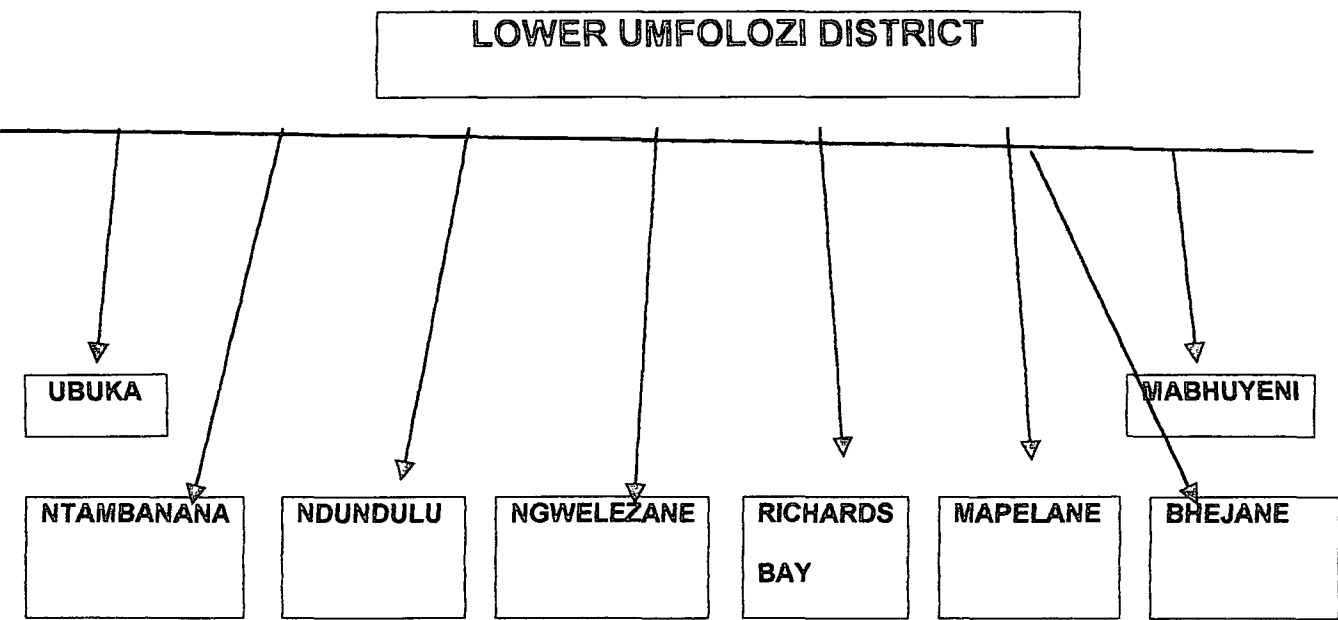


Fig 1.2 THE LOWER UMFOLOZI DISTRICT WITH ITS EIGHT CIRCUITS.

Origin of this: this sketch has been designed by the researcher using his experience and knowledge about the Lower Umfolozi District.

1.3 THE CONCEPT: SEXUAL HARASSMENT

Shaw (1998:6) points out that sexual harassment is bothering someone in a sexual way. Sexual harassment is defined as deliberate sexual behaviour that is not asked for and not returned (Shaw, 1998:6). It can be physical (such as touching someone in a sexual way), verbal (such as making unwelcome comments about someone’s appearance) or non-verbal (such as flushing - rush of emotion or mooning at something desirable but unattainable) (Fowler *et al.* 1991:454 and 768). Principals and chairmen of school governing bodies may use all or some of these forms of sexual harassment.

Webb (1991:25) writes that the most common definition of sexual harassment is deliberate repeated sexual or sex-based behaviour that is not welcome, not asked for and to which there is not a favourable response. Principals and school governing body chairpersons who sexually harass P1 temporary educators do so deliberately, because they know that these people do need permanent appointments and they are thus vulnerable.

Collin (1995:86) writes that sexual harassment is the unwelcome directing of sexual remarks, looks or advances, usually at a woman, in the workplace. Principals and school governing body chairmen who sexually harass temporary and unemployed P1 educators are fond of this unwelcome directing of sexual remarks, looks or advances.

Fowler *et al.* (1991:537) writes that to "harass" means to trouble and annoy continually or repeatedly. Sexual harassment may be sexual coercion, physical harassment, sexual bribery, blackmail or favouritism. A key part of sexual harassment is that it is one sided and unwelcome. Sexual harassment, is not romance or friendship, in which feelings are shared by two people (Bouchard, 1997: 22).

Houghton-James (1995:12) and Michael (1997:6) write that there are two types of sexual harassment. The first is *quid pro quo* which means unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature when submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such an individual. It is alleged that unemployed P1 temporary educators who respond positively to sexual advances are given posts by high school principals and school governing body chairpersons in the Lower Umfolozi District. The second type is *hostile environment* which means unwelcome sexual advances, requests for favour and other verbal physical conduct of a sexual nature, when such a conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Michael (1997:7) points out that sexual harassment includes, but is not limited to the following: *verbal harassment*, such as epithets, derogatory comments or slurs; *physical harassment*, such as assault, impeding or blocking movement or any physical interference with normal work or movement; *visual forms of harassment*, such as derogatory posters, cartoons or drawings, demand for sexual favours or unwanted sexual advances, which are based on employment benefits for an exchange of sexual favours.

Tamminen (1994:3) points out three types of sexual harassment, namely, sexual bribery, sexual blackmail and sexual favouritism. Sandler and Shoop (1997:4-5) say that sexual harassment refers to the unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature. They further point out the following characteristics of sexual harassment: the behaviour is unwanted or unwelcome, the behaviour is sexual or related to the sex or gender of a person, the behaviour occurs in the context of a relationship where one person has more formal power than the other (i.e. supervisor and employee or a faculty member and a student) or more informal power (i.e. one peer over another).

Kitzinger and Thomas (1997:34) point out that sexual harassment, most broadly defined, refers to the unwanted imposition of sexual requirements in the context of a relationship of unequal power. They further point out that sexual harassment is any unsolicited and unwelcome sexual advance, request for sexual favours, sexual comment or physical contact when such a contact has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidatory, hostile or offensive working or academic environment. Collier (1995:2) points out that the most widely used definition of sexual harassment is that given by Michael Rubenstein: "...unwanted conduct of a sexual nature or conduct based on sex which is offensive to the recipient."

O' Donohue (1997:1) writes that sexual harassment is a problem that has a long past and short history. O' Donohue (1997:9) gives the behavioural definitions of sexual harassment and five general categories covering a wide spectrum of behaviours from sexist comments to rape as identified by Till (1980). The categories include sexist remarks and behaviour, inappropriate and offensive, but essentially sanction-free sexual advances, the solicitation of sexual activity or other sex-related behaviour by promise of reward, coercion of sexual activity by threat of punishment and instances of sexual crimes and misdemeanors, including rape and sexual assault.

As Houghton-James (1995:12) and Michael (1997:6) write, Dobrich and Dranoff (2000:191) also point out that Federal Law in the United States of America also identifies two forms of sexual harassment: the first is *quid pro quo* sexual harassment, the second form is "hostile environment". *Quid pro quo* is also called "supervisor sexual harassment" (Dobrich and Dranoff, 2000:Ibid). An employee who is subjected to a hostile work environment must show that the harassing conduct would not occur but for the employee's gender, the harassing conduct is severe or pervasive (a reasonable person would judge it so) and that it alters the conditions of employment.

1.4 MOTIVATION FOR THE RESEARCH

The researcher wanted to find out whether sexual harassment does exist or not in the Lower Umfolozi District and to determine the level of sexual harassment. The researcher wanted to know exactly who sexually harasses female teachers, whether these are high school principals or school governing body chairmen or both principals and chairmen.

The researcher wanted to find out whether there are cases of sexual harassment that have been reported; whether there are principals or chairmen who have been charged or suspended for sexual harassment; whether there are pending cases of sexual harassment; what are the motives for sexual harassment; to whom are cases of sexual harassment reported - to teacher unions, police, superintendents of education, management or to the South African Council of Educators (SACE) – and what strategies can be used to stop sexual harassment in the Lower Umfolozi District

1.5 THE METHODOLOGY OF THIS RESEARCH

The researcher used qualitative research methodology in order to achieve an in depth understanding of the problem, which is sexual harassment of P1 temporary educators and unemployed educators in the Lower Umfolozi District. Prinsloo, Vorster and Sibaya (1996:287) point out that qualitative research is field focused. Qualitative research is also an insider's perspective of the problem and as the researcher is a principal in the Lower Umfolozi District, he was able to observe, perceive and interpret the situation. The research method chosen included the researcher's observations, a literature review and questionnaires. The literature review formed the basis for theoretical knowledge and evaluation. The questionnaire was used as a means to collect data from high school principals, school governing body chairpersons, P1 temporary educators and unemployed educators. The researcher gave the respondents sufficient time to respond to the questionnaire.

As qualitative research is field focused, the researcher observed, interviewed and questioned high school principal, chairmen, P1 temporary and unemployed educators in the Lower Umfolozi District. Fodoly (1996:128) writes that open ended questions should be given to the respondents in qualitative research. The researcher gave open-ended questions to high school principals so that they could respond fully with regard to issues related to sexual harassment in the Lower Umfolozi District. The researcher also decided to use structured questions to P1 temporary and unemployed educators and school governing body chairmen as this would be easier for them.

Ludtke (1975:87) points out that participant observation is to be understood primarily as a method for discovering fact. Heiman (1997:20) points out that researchers usually conduct descriptive studies in natural "fields" or settings, not in the laboratory. Field study is part of qualitative research. The researcher observed principals, school governing body chairmen, P1 temporary and unemployed educators in their natural setting, that is in the schools where they teach, work and exercise authority.

The researcher got extensive and intensive knowledge from the literature review, articles related to sexual harassment, theses and dissertations on sexual harassment, journals, newspapers, the internet, the Constitution of the Republic of South Africa Act 108 of 1996, the Labour Relations Act of 1995, the National Education Policy Act 27 of 1996, the South African Schools Act No 84 of 1996 and the Employment of Educators Act 76 of 1998.

1.6 CONCLUSION

Sexual harassment by principals and chairmen of school governing bodies of unemployed and P1 temporary educators should be given serious attention in the Lower Umfolozi District. Quality education cannot be expected if sexual harassment is not addressed properly. Sexual harassment can lower the morale of temporary educators and unemployed educators as both feel unprotected and discriminated against.

Women who “blow the whistle” have usually put up with harassment for a long time before they go public. Women who are sexually harassed should not keep quiet but must expose their tormentors because they will be more frustrated if they keep quiet and sexual harassment continues. Temporary P1 educators usually keep quiet when they are sexually harassed, because they feel that they may not be recommended for permanent appointment. Unemployed educators usually keep quiet when they are sexually harassed because they feel that they may not be appointed if they expose the harassment.

1.7 SUMMARY

This Chapter indicated various definitions of sexual harassment, outlined the researcher's motivation for the study and the methodology used. Sexual harassment is a broad concept that is defined by different writers in different ways. These definitions have common factors, namely, that sexual harassment is about unwanted sexual advances and it affects the performance of women in the work place. Some supervisors misuse their power and victimise educators, who are desperate for work. Chapter Two will analyse sexual harassment in the workplace, in depth.

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CHAPTER TWO

2.1 INTRODUCTION

This Chapter aims at analysing sexual harassment as perceived by different writers. Authors define sexual harassment in different ways. Defining sexual harassment is usually easier than actually recognising it when it occurs, because it varies from situation to situation and from person to person. Unemployed and temporary P1 educators should be able to distinguish between instances of behaviour that are appropriate, inappropriate and illegal.

Some specific examples of inappropriate or illegal behaviour according to Webb (1991:42) are the following: negative or offensive comments, jokes, or suggestions about an employee's gender or sexuality; obscene or lewd sexual comments, jokes, suggestions or innuendoes; slang, names, or labels, such as "honey", "sweetie", "boy," "girl" that others find offensive; talking about or calling attention to an employee's body or sexual characteristics in a negative or embarrassing way; laughing at, ignoring or not taking seriously employees, who experience sexual harassment; blaming the victims of sexual harassment for causing the problem; continuing certain behaviour after a co-worker has objected to that behaviour; displaying nude or sexual pictures, cartoons or calendars on company or organisation property.

Webb (1991:44) writes that there should be a sexual harassment policy. All high schools in the Lower Umfolozi District should have a policy that will “convey consistent messages” that: sexual harassment will not be tolerated because its presence is damaging to all employees and to the organisational climate.

Complainants should be protected and employees encouraged to come forward to confidentially discuss situations which make them uncomfortable and to learn about their options. Those found guilty of harassment should be disciplined as should all those who have violated workplace policies regarding their position or job performance.

Webb (1991:41) gives the legal definition of sexual harassment: sexual harassment is a form of sex discrimination and is an “unlawful employment practice”. Unwelcome sexual advances, requests for sexual favours and verbal or physical conduct constitute sexual harassment when they are part of a manager’s or supervisor’s decision to hire or fire. Principals, for example who recommend P1 temporary educators, who have complied with their sexual demands, for permanent appointments and reject those P1 temporary educators who refuse to comply are guilty of sexual harassment, as are those who only employ unemployed educators who comply with their sexual demands. When employment decisions, such as pay, promotion, or job assignment, are made in return for sexual favours, this is sexual harassment.

School governing body chairmen, for example, who recommend the appointment of P1 temporary educators who comply with their sexual demands or unemployed educators who respond positively to their sexual demands, are guilty of sexual harassment. Such principals and school governing body chairmen interfere with an employee's work performance and create an intimidating, hostile or offensive work environment.

2.2 IN DEPTH ANALYSIS OF SEXUAL HARASSMENT AS SOME WRITERS DESCRIBE IT.

Oakes (1997:295) points out that sexual harassment is, most often, experienced by women at work and probably best handled by telling the harasser firmly that the attention is unwelcome and if it does not cease, will be reported. A complaint, stating only the facts, should be made to a senior official or to the employer. If matters do not improve, laying a charge of assault, indecent assault or *crimen injuria* should be seriously considered. In education departments and schools sexual harassment incidents should be reported to the superintendents of education management, district managers or the regional senior manager. If the harassers do not stop, these cases should be reported to the police or to the KwaZulu-Natal Department of Education and Culture at Ulundi. Brant and Yun (1994:149) write that sexual harassment is, by its very definition, offensive and unwelcome. It is conduct or behaviour characterised by unwanted sexual advances made in the context of a relationship of unequal power or authority.

The victims of sexual harassment are usually women who are subjected to verbal comments of a sexual nature, touching and request for sexual favours. The perpetrators of sexual harassment are usually men who, by virtue of their superior positions or authority, are able to threaten the victim (or at least make her feel threatened) with the loss of her job or interfere with her performance on that job by intimidation and the creation of a hostile work environment.

Shaw (1998:7) writes that sexual harassment is a form of sex discrimination (also known as gender bias). Gender bias occurs when an individual is denied opportunities, privileges, or rewards because of his or her gender. Examples of gender bias include refusing to hire a person for a job or excluding a student from a certain class on the basis of gender. Unfortunately, sexual harassment, like other forms of discrimination and bias, is very common in our society. Unemployed educators are not given posts by principals and the school governing body chairperson if they do not want to comply with sexual demands: this is a form of discrimination.

Houghton - James (1995:5) points out that many writers started very late to talk about sexual harassment, unlike concerning references to rape and domestic violence. The important feature of sexual harassment according to Houghton - James (1995:33) is the fact that it is unwanted by the recipient.

Brant and Yun (1994:151) are two feminists who have offered a wide definition of sexual harassment, as a challenge to workplace definitions. They argue that all sexual harassment behaviours are linked by the way they are represented as unwanted and unsought intrusion by men into women's feelings. Brant and Yun (1994:152) say that a woman, as a social being, is always in subordination to a man. He has the power to harass only because he also has the power to hold out benefits in return or to make the woman feel intimidated. There is an assumption that is made by Brant and Yun that women are already unequal in the workplace before sexual harassment even starts. Brant and Yun (1994:154) write that sexual harassment affects women: the consequences of sexual harassment are nervousness, depression, emotional instability, discontent, fear, anger and inability to concentrate.

Shaw (1998:5) writes that sexual harassment occurs in almost every profession and at every level, from secretary to corporate executive and it is not limited to the workplace. It happens in schools, on the streets and even at home. Shaw (1998:6) points out that women, who do not come forward because of fear of losing their jobs and their privacy, feel humiliated, degraded and helpless. Moreover, Shaw (*ibid*) points out that sexual harassment is not seen as a compliment: it is any kind of unwanted and unreturned sexual attention. Shaw (1998:7) also points out that other behaviours may be considered sexual harassment.

These are the following: sexual teasing, jokes, remarks or gestures; pressure for dates; letters, phone calls or material of a sexual nature; deliberate touching, brushing up against, leaning over, cornering, or pinching; pressure for sexual favours; being forced to kiss someone; being called gay or lesbian; being spied on while showering or dressing at school; attempted rape or sexual assault. P1 temporary and unemployed educators may be experiencing all or some of the above behaviours from principals and school governing body chairmen in the Lower Umfolozi District.

Bouchard (1997: 21) writes that any unwanted or inappropriate sexual attention is sexual harassment. This includes touching, looks, comments, or gestures. Sexual harassment usually happens in situations where one person (the harasser) has more power or authority than another person (the victim). Wilkinson (1992:1) writes that sexual harassment pollutes working situations and can have a devastating effect upon health, confidence, morale and performance. The anxiety and stress produced by sexual harassment may compel teachers affected to take time off work due to sickness; stress may cause them to absent themselves regularly and come late to work. Learners also suffer because of this behaviour.

Houghton - James (1995:15) describes sexual harassment as a situation where men view women workers as sexual objects rather than employees undertaking a specific task. P1 temporary educators are employed because there is a need for them in the institution and as employees must be treated with dignity and respect. Unemployed educators expect principals and school governing body chairpersons to sympathize with them because they are unemployed, rather than harassing them and making their lives more miserable. Houghton - James (1995:16) also points out that central to sexual harassment is the fact that a perpetrator's behaviour enables him to treat the victim as being in a subordinate position. The subordination is on a gender level, but may also have an economic dimension in the workplace: victims' working conditions are affected whether a perpetrator seeks sexual gratification or gender power.

Principals and school governing body chairpersons who harass unemployed and temporary P1 educators in the Lower Umfolozi District misuse their powers. It is time that their actions are taken seriously because they have no right to victimise other people.

2.3 WHO ARE THE HARASSERS?

2.3.1 The Bully

Bouchard (1997:27) points out that bullies need victims and are good at finding them. They pick on the people who are weaker; they pick on people who, they think, will not defend themselves.

2.3.2 The Egotist

Bouchard (1997:28) points out that a person who will do anything to have his own way, is an egotist. An egotist thinks he is always right and will oppose anyone who gets between him and what he wants. Principals and chairmen who harass educators think that they have a right to harass staff.

2.3.3 The Fantasist

Bouchard (1997:28) points out that this type does not relate to others in a "real" way: his behaviour is like play acting.

2.3.4 The Sadist

Bouchard (1997:29) points out that sadists like to cause other people pain: it gives them pleasure. They may have been abused as children. They have learnt that power can be used to hurt and embarrass people. Sexual harassment may be a way for them to hurt their victims in the way in which they were hurt. Sadists are sick. They can be very dangerous. Bouchard (1997:29) points out that bullies, egotists, fantasists and sadists often find protection in the workplace. Some principals and chairmen of school governing bodies who harass educators in the Lower Umfolozi District, may fall into any one of the categories that have been mentioned.

2.4 WHO ARE THE VICTIMS?

2.4.1 The Martyr

Bouchard (1997:34) points out that this type of person is always willing to give a little more than is necessary. Harassers know that they can treat the martyr badly but never hear complaints. This person exposes her weakness by telling the harasser that she is prepared to do anything in order to secure her position or get employment.

2.4.2 The Show-off

According to Bouchard (1997:34) this person tries hard to get attention, even if the attention is bad. Harassers abuse a show-off because this person is also unlikely to report the abusive behaviour. She feels honoured if she is sexually touched by her supervisor.

2.4.3 The Outcast

Bouchard (1997:34) points out that this person is probably very shy and self-conscious. It may be very hard for the outcast to make friends. The harasser knows that this person is an easy victim because she has no one to turn to for help.

Agonito (1993:144) writes that dealing with sexual harassment on the job is a monumental problem for women. Something should be done to solve this problem. Passive tolerance reinforces the objectionable behaviour because the harasser can easily interpret it to mean that the victim does not object. Unemployed and temporary P1 educators must not be passive when principals and school governing body chairmen harass them. They must tell the harassers that they do not want to be harassed and point out clearly all those actions that they do not like. Sexual harassment is found in all places where they are human beings. The Empangeni Region is not the only place that is affected by sexual harassment but is a common problem especially in the high school in the Lower Umfolozi District which is part of the Empangeni Region.

2.5 SEXUAL HARASSMENT AS THE LAW SEES IT.

The South African Schools' Act No. 84 of 1996 Section 11 (L) stipulates that criminal and oppressive behaviour such as rape and gender based sexual harassment are some of the offences that may lead to suspension.

Section 14 of the South African Schools' Act No. 84 of 1996 also points out serious misconduct. Serious misconduct, according to the South African Schools' Act, includes offences which according to the law must be investigated by the police and referred, if necessary, to the courts. Sexual harassment is a serious misconduct which must be investigated by the police. The South African Council of Educators' Act No. 31 of 2000, Section 6(6.4) stipulates that an educator should promote gender equality and refrain from sexual harassment (physical or otherwise) towards colleagues.

The South African Council of Educators wants to promote good conduct between the educator and his or her colleagues. The principal is not expected to be involved in sexual harassment of his colleagues, whether they are P1 temporary educators or unemployed educators. The Labour Relations Act No. 66 of 1995 section 5(1) stipulates that no person may discriminate against an employee for exercising any right conferred by this Act. Section 5 of this Act gives clarity to all educators about the protection of employees and persons seeking employment. Therefore, P1 temporary educators and unemployed educators should also be protected.

Sandler and Shoop (1997:24) write that sexual harassment is any unwelcome behaviour of a sexual nature that interferes with a person's work or education and further point out that sexual harassment is against the law. Sandler and Shoop (1997:25) also write that most sexual harassment cases have been decided on the Employment Opportunity Commission's (EOC) guidelines.

Under these guidelines, unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature, is sexual harassment if any of the following is true: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such an individual; any purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

The Constitution of the Republic of South Africa, Act 108 of 1996, 2 (10) stipulates that everyone has inherent dignity and the right to have their dignity respected and protected. Principals and school governing body chairmen, who sexually harass others, do not respect and protect the dignity of other human beings. The Constitution of the Republic of South Africa, 1996, Act No. 108 of 1996: Chapter 2:23(1) stipulates that everyone has the right to fair labour practices. This implies that P1 temporary educators should be treated fairly by principals and chairmen of the school governing body.

Sexual harassment has been perceived by the researcher as a form of unfair labour practice for both P1 temporary educators and unemployed educators in the Lower Umfolozi District. Unemployed educators should be given a fair treatment because they are human beings and their dignity must be respected by not harassing them when they are looking for employment in the Lower Umfolozi District.

Kitzinger and Thomas (1997:4) write that sexual harassment is regarded as sex discrimination in employment. Collier (1995:99) writes that trade unions have long campaigned to raise awareness about sexual harassment in the workplace. She further points out that the Trade Union Congress produced a guide on sexual harassment in 1983, stressing the importance of trade unions taking an active role in tackling it as a workplace issue.

Collier (1995:101) identifies points to be recognised by trade unions with regard to sexual harassment. Trade unions should acknowledge the fact that sexual harassment is a legitimate trade union issue because it affects working conditions, health and safety at work and the rights of women and men to equal treatment; further, trade unions should recognise that their members have a right to work in an environment free from sexual harassment; trade unions should not tolerate sexual harassment within the union itself (at meetings and conferences.); unions should support harassed members; sexual harassment complaints should be dealt with sensitively and in confidence; individual union members found guilty of sexual harassment should face disciplinary action.

Collier (1995:106) writes that there are other agencies such as Women Against Sexual Harassment (WASH), a registered charity, which offers free and confidential support and advice nationwide to anyone sexually harassed at work and which publicises the serious nature of sexual harassment. Teacher unions such as the South African Democratic Teachers' Union (SADTU), which works hand in hand with the Congress of South African Trade Unions (COSATU), should ensure that they deal with sexual harassment in the workplace.

The Employment of Educators' Act No. 76 of 1998, 17 (1) (b) stipulates that an educator must be dismissed if he or she is found guilty of committing an act of sexual assault on a learner student or other employee, because this is serious misconduct. Principals, who are known for sexual harassment, should be dismissed because they cause other employees to under-perform.

The Employment of Educators' Act (Act.No.76 of 1998: 17) (1) (g) stipulates that an educator is guilty of misconduct if he / she behaves in a disgraceful, improper or unbecoming manner, or, while on duty, is discourteous to any person or, commits sexual or any other form of harassment. Principals, who harass educators, should be charged for misconduct in terms of the Employment of Educators' Act. The Employment Equity Act No. 55 of 1998, section 6 (1) stipulates that no person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability religion, Human Immunodeficiency Virus (HIV) status, conscience, belief, political opinion, culture, language and birth. Sexual harassment is a form of discrimination: harassers should, therefore, be charged for misconduct.

Oakes (1997: 294) points out that in terms of Common Law everyone has the right to go about his or her lawful business without being subjected to bullying, threats or intimidation. Principals and chairmen of school governing bodies who harass unemployed and temporary P1 educators violate the rights of other human beings. Sexual harassment is a threat to peace, progress, discipline and stability at work. Educators who are harassed feel threatened or intimidated and their performance is severely affected. Good human relations are affected by sexual harassment. The unemployed educators find it very difficult to apply to schools that are known for sexual harassment and such schools end up losing quality educators who can contribute positively to quality education.

2.6 WHY IS SEXUAL HARASSMENT UNACCEPTABLE IN SCHOOLS

Women experience a disadvantage when they are sexually harassed according to Houghton-James (1995:34). He further argues that he perceives sexual harassment as conduct that affects the dignity of women at work. P1 temporary educators, who are sexually harassed, will lose self-confidence, feel demotivated and they will not do their best at work. Harassers do not feel free because they know that what are doing, is not right, they are also perceived as people who do not respect their jobs and are irresponsible, because they misuse their power or authority.

Sexual harassment leads to stress. Gross (2000:69) defines stress as a bodily response by saying that it is a pattern of negative physiological states and psychological responses occurring in situations in which people perceive threats to their well-being, they may be unable to meet. Principals and chairmen of governing bodies misuse their power and authority by harassing P1 temporary educators and unemployed educators in the Lower Umfolozi District. They destroy the culture of teaching and learning in school. They do not promote democratic principles such as freedom of expression, freedom of choice and equality. P1 temporary educators, who remained silent when they were harassed, were recommended for appointment and those who "blew the whistle" suffered hostility and ended up losing their jobs. Unemployed educators were not employed if they refused to comply with sexual demands.

2.7 CONCLUSION

Sexual harassment is not acceptable in schools because it destroys the morale of educators because they cannot tolerate sexual harassment. Principals and chairmen of the school governing body must respect educators so that the goals and objectives of schools can be achieved.

Unemployed and temporary P1 educators experience sexual harassment in different ways in the Lower Umfolozi District. They are vulnerable to sexual harassment because of the financial situation in which they find themselves and also due to the high rate of unemployment that is found in South Africa. Principals and school governing body chairmen misuse their position of trust and victimise people who render a wonderful service to the community.

2.8 SUMMARY

Different writers point out that sexual harassment has been a problem for many years and it is illegal. Sexual harassment is a problem in the workplace and it is not needed in the school because it affects the performance of educators. Quality education cannot be expected where sexual harassment prevails. The goals and the objectives of the school cannot be achieved where there is sexual harassment because educators will be frustrated and they will not do their best at work. Chapter Three will deal with the perceptions of principals, P1 temporary educators, unemployed educators and chairmen of school governing bodies regarding sexual harassment in the Lower Umfolozi District. Questionnaires will be used to collect data.

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CHAPTER THREE

3.1 INTRODUCTION

The researcher set out to investigate whether there was sexual harassment in the Lower Umfolozi District; what the level of sexual harassment was; who the harassers were; what were the perceptions of principals, P1 temporary educators, chairmen of school governing bodies and unemployed educators regarding sexual harassment in the Lower Umfolozi District.

The researcher used his own observation of the situation and a questionnaire to collect data from the respondents. Random sampling was used in choosing respondents. A questionnaire was given to eight high school principals, seven P1 temporary educators, six unemployed educators and three school governing body chairmen.

This Chapter aimed to discover the following: whether unemployed and P1 temporary educators in the Lower Umfolozi District were sexually harassed by principals and chairmen of school governing bodies; whether sexual harassment did affect the performance of educators; whether sexual harassment of educators did contribute to poor Grade12 results.

The information gained would to have had reliability and validity. Mulder (1987:215) writes that validity refers to the degree to which a test succeeds in measuring what it has set out to measure. In this project this was the sexual harassment of P1 temporary and unemployed educators by high school principals and school governing body chairmen in the Lower Umfolozi District. Reliability refers to the repeatability of a testee's score on the same test on different occasions or on different tests with equivalent items or under different examination conditions.

3.2 THE CIRCUMSTANCES UNDER WHICH THE QUESTIONNAIRE WAS ADMINISTERED

The researcher gave questionnaires to high school principals, P1 temporary educators, school governing body chairmen and unemployed educators in the Lower Umfolozi District. The researcher aimed at getting the views of all the respondents about sexual harassment in the Lower Umfolozi District. Respondents came from both urban and rural schools because the Lower Umfolozi District has both rural and urban schools.

All the respondents appear in the following annexures;

- * Annexure A - Responses from eight high school principals.
- * Annexure B - Responses from seven P1 temporary educators.
- * Annexure C - Responses from six unemployed educators.
- * Annexure D - Responses from three school governing body chairmen.

3.3 THE RESULTS OF THE QUESTIONNAIRE

All responses were collected and tabulated for easy reference. The raw scores were converted to percentages. The researcher chose principals who had more than two years teaching experience in high schools in the Lower Umfolozi District. He chose P1 temporary educators who had served for more than one year, unemployed educators who had not worked for more than five months and chairmen who had served as school governing body members for more than three years. All respondents were older than 25 years. Both males and females were used in the collection of data.

3.4 RESPONSES TO ANNEXURES

3.4.1 ANNEXURE A - WAS COMPLETED BY HIGH SCHOOL PRINCIPALS IN THE LOWER UMFOLOZI DISTRICT.

Principals were given fourteen open – ended questions

Eight principals were interviewed.

Responses were obtained from principals who had occupied their positions in the Lower Umfolozi District for more than five years. Respondents came from urban and rural schools. Questionnaires were given to both male and female high school principals. Some of the principals who responded were active in both the South African Democratic Teachers' Union and the National African Teachers' Union; some were also active in the Lower Umfolozi District Cultural Committee. There were fourteen questions about sexual harassment in the Lower Umfolozi District.

Analysis of the data from principals' responses to Question 1 to 14 of

Annexure A

1. 100% of the principals agreed that there was sexual harassment in the Lower Umfolozi District. One of the principals pointed out that the National Departmental Policy was against sexual harassment in schools. One principal stressed that principals, who were responsible for sexual harassment, felt that they were independent and immune from punishment. Sexual harassment was perceived as a shocking behaviour by several principals. The perception of two principals was that this behaviour should be discouraged and the Department should set up measures to help the victims.

Agonito (1993:145) writes that sexual harassment, generally, refers to any differential treatment that persistently annoys, troubles, or hurts an individual or group. Sexual harassment affects human relations at school and team work is not possible where sexual harassment prevails. Agonito further argues that sexual harassment in the workplace is perceived as violation of a person's human rights.

Four principals stated that sexual harassment was an issue that was discussed by many people in the Lower Umfolozi District. Two principals confirmed that even married people do become victims of the harassers. It was the perception of all principals that sexual harassment should be eradicated in the Lower Umfolozi District. One principal confirmed that the harassers were aware that they were doing something that was wrong.

2. 100% of the principals agreed that some high school principals in the Lower Umfolozi District sexually harass P1 temporary educators. Two principals pointed out that not only high school principals were known for sexual harassment but there were some primary school principals who were also known for sexual harassment in the Lower Umfolozi District. Eight principals stated that P1 temporary educators were victims of sexual harassment because they were unprotected. It was the feeling of three principals that culprits should be jailed because they gave the KwaZulu-Natal Department of Education and Culture a bad image. Five principals emphasised that not all high schools were known for sexual harassment and stressed that this behaviour should be condemned because it undermined the education system. Three principals stated that teachers' unions warned their members to guard against sexual harassment. One principal stated that P1 temporary educators responded to this sexual harassment as a positive gesture in exchange for job opportunities received.
3. 38% of the principals agreed that there were some school governing body chairmen who were involved in this sexual harassment scandal. Wilkinson (1997:1) writes that sexual harassment pollutes the working environment and can have a devastating effect upon the health, confidence, morale and productivity of employees.

Sexual harassment is frequently the cause of staff taking sick leave or resigning from their posts (Wilkinson 1997:2). 68% of the principals stated that it was very rare that educators were sexually harassed by school governing body chairmen but, if such things happened that offending chairmen should be removed from the governing body and charged by the police.

4. It was the feeling of five principals that sexual harassment was an abuse of power caused by the lack of integrity and leaders lacking leadership skills. Two principals revealed that the "sick sadist" exploited desperate educators. Bouchard (1997:33) points out that most cases of sexual harassment happen to women who are harassed by men. Women who have a low self esteem, may respond positively to the harassers because they want to please them. One principal felt that sexual harassment was caused by an uncontrollable desire for sex. Three principals felt that people were greedy when it came to sexual matters and failed to control themselves. Two principals felt that sexual harassment was caused by the change in culture, norms and social values. Five principals pointed out that the new modern employment procedures contributed to sexual harassment as well as the high rate of unemployment on the part of P1 temporary educators and degeneration of morals on the part of principals and school governing body chairmen. One principal felt that women complied because they wanted favours.

5. 75% of the principals agreed that sexual harassment has been in the Lower Umfolozi District for a long time, but one principal pointed out that he was against the idea of singling out the Lower Umfolozi District since the whole KwaZulu-Natal Department of Education and Culture was full of sexual harassment. Collier (1995:1-2) writes that sexual harassment in itself is not new, women have been harassed at work ever since they worked alongside men. 12,5% did not know exactly how long sexual harassment has been a problem in the Lower Umfolozi District. 12,5% stated that it was only speculation that sexual harassment had been in the Lower Umfolozi District for a long time but, after research one could confirm that sexual harassment had been in the Lower Umfolozi District for a very long time.
6. 100% of the principals agreed that sexual harassment had a negative impact on the Lower Umfolozi District because it showed that principals were not responsible. It was the feeling of respondents that sexual harassment in the Lower Umfolozi District spoiled the image of all principals. Two principals felt that sexual harassment had a negative impact on work and the teaching profession.

7. 100% of the principals felt that sexual harassment could be prevented by empowering females so that they knew their rights. O' Donohue (1997:288) writes that educational reforms, large-scale and continuous information campaigns and individual and small-group training of both men and women will combat sexual harassment in the work place. It was also the feeling of 100% of the principals that the KwaZulu-Natal Department of Education and Culture should establish independent structures for hiring unemployed educators. The principals, together with school governing body chairmen and other school governing body members, should not be responsible for interviewing P1 temporary educators.
8. 100% of the principals agreed that sexual harassment could lower the morale of educators in the Lower Umfolozi District. Teaching and learning could also be affected.
9. 100% of the principals agreed that sexual harassment would affect the standard of education and would also affect human relations.
10. 100% of the principals agreed that sexual harassment would affect the tone and discipline of the school.

11. 37,5% of the principals confirmed that principals and the school governing body chairmen sexually harass P1 temporary educators and unemployed educators due to ignorance. They pointed out that harassers misuse their power and authority. 62,5% principals denied that principals and the school governing body chairmen sexually harass educators due to ignorance. They felt that the harassers lacked discipline.

12. 25% of the principals denied that harassers are provoked by the victims. 75% agreed that harassers might be provoked by the victims at times. They pointed out that sexual harassment is caused by the weakness of human nature. Some respondents felt that poverty and unemployment might cause the victims to behave in a way that would attract principals and the school governing body chairmen.

13. 62,5% of the principals showed that tension that was brought about by the way in which educators were appointed could aggravate the situation with regard to sexual harassment. 37,5% respondents disagreed that tension contributes to sexual harassment. The employment procedure that is used these days is perceived as a contributory factor to sexual harassment.

14. 100% of the principals showed that sexual harassment could affect Grade 12 results. Educators who were sexually harassed, contributed negatively to learning and teaching. Shaw (1998:19) writes that sexual harassment affects everyone, not just its victims. Effectiveness and efficiency cannot be expected in a school where sexual harassment prevails. There cannot be cooperation, respect, discipline, harmony and coordination in school activities. Principals also felt that the principals who were harassers would not supervise their educators. Respondents had a feeling that not only sexual harassment affected Grade 12 results, but so did laziness and poor guidance from both the principal and his educators. Principals responses also showed that anything bad happening at school does affect Grade 12 results and results in other grades.

ANNEXURE B

In order to obtain simplified results, "Agree" and "Yes" were paired to form column 1; "No" and "Disagree" to form column 2 and "Not Sure" and "Don't Know" to form column 3 for TABLE 3-1

3.4.2 Responses from three school governing body chairmen.

Their responses were analyzed from question 4 to 9

Question Number	Yes	No	Not Sure
4	-	3	-
5	-	3	-
6	-	3	-
7	-	3	-
8	3	-	
9	1	1	1

RESPONSES FROM THREE SCHOOL GOVERNING BODY CHAIRMEN.

TABLE 3-1

1. 100% of the school governing body chairmen agreed that cases of sexual harassment should be reported to the police.
2. 67% of the school governing body chairmen felt that victims must tell harassers to stop sexual harassment. 33% respondents were not sure.
3. 100% of the school governing body chairmen disagreed that there has sexual harassment of P1 temporary educators in the Lower Umfolozi District.

100% of the school governing body chairmen disagreed that there was sexual harassment of unemployed educators in the Lower Umfolozi District.

100% of the respondents were not aware of principals who sexually harassed P1 temporary educators. 100% of the respondents were not aware of chairmen who sexually harassed P1 temporary educators.

4. All school governing body chairmen agreed that harassers should be arrested.
5. 33% of the school governing body chairmen agreed that cases of sexual harassment were reported. 33% of the school governing body chairmen disagreed that cases of sexual harassment were reported.
33% of the school governing body chairmen were not sure whether cases of sexual harassment were reported. _____

ANNEXURE C

3.4.3 Responses from P1 temporary educators

Questionnaire was given to seven P1 temporary educators.

Responses from P1 temporary educators.

1. Age: those who were between 25 to 30 years - = 14,3%
30 to 35 years = 71,4%
35 to 40 years = 14,3%

2. QUALIFICATIONS OF SEVEN P1 TEMPORARY EDUCATORS

Relative Education Qualifications Value	12= 28,6%
Relative Education Qualifications Value	13= 42,8%
Relative Education Qualifications Value	14= 28,6%

More than 71% P1 temporary educators who were interviewed did meet the minimum requirements for appointment by the KwaZulu-Natal Department of Education and Culture.

3. Teaching experience in years

One to two years experience	= 14,3%
Two to three years experience	= 14,3%
Three to four years experience	= 28,5%
Four to five years experience	= 28,5%
Five to ten years experience	= 14,3%

Seven P1 temporary educators responded.

Percentages in this table 3.2 refer to seven P1 temporary educators that were interviewed

Question Number	Agree/yes	Disagree/No	Don't know/not sure
4.	2	-	5
5	1	6	-
6.	2	1	4
7.	-	2	5
8.	2	2	3
9.	2	-	5
10.	4	-	3
11.	4	-	3

RESPONSES BY P1 TEMPORARY EDUCATORS

TABLE 3.2

Analysis of data from P1 temporary educators

4. 29% of the P1 temporary educators agreed that there was sexual harassment in the Lower Umfolozi District. 71% of the P1 temporary educators were not sure whether there was sexual harassment or not in the Lower Umfolozi District.

5. 14% of the P1 temporary educators agreed that they had experienced sexual harassment in the Lower Umfolozi District. 86% of the P1 temporary educators disagreed that they had experienced sexual harassment in the Lower Umfolozi District.

6. 29% of the P1 temporary educators agreed that P1 temporary educators were sexually harassed by their principals; 14% disagreed that P1 temporary educators were sexually harassed by their principals. 57% of the respondents were not sure whether P1 temporary educators were sexually harassed by their principals or not.
7. 29% of the P1 temporary educators disagreed that P1 temporary educators were harassed by the school governing body chairpersons. 71% of the respondents were not sure whether P1 temporary educators were harassed by the school governing body chairpersons or not.
8. 29% of the P1 temporary educators agreed that P1 temporary educators were sexually harassed by principals. 29% disagreed that P1 temporary educators were sexually harassed by principals. 42% of the P1 temporary educators were not sure whether P1 temporary educators were sexually harassed by principals or not.
9. 29% of the P1 temporary educators agreed that P1 temporary educators were harassed by school governing body chairmen; 29% of the respondents disagreed that P1 temporary educators were sexually harassed by school governing body chairmen. 42% of the respondents were not sure whether P1 temporary educators were sexually harassed by the school governing body chairmen or not.

10. 57% of the P1 temporary educators agreed that sexual harassment was caused by the abuse of power. 43% of the respondents were not sure whether sexual harassment has caused by the abuse of power or not.
11. 57% of the P1 temporary educators agreed that educators who comply with sexual demands easily got employment. 43% of the respondents were not sure.

3.4.4 Questionnaire was given to six unemployed educators. 6=100%

Percentages in this table 3.3 refer to six unemployed educators that were interviewed.

1. Age: those who were between

20 to 30 years	= 17%
30 to 35 years	= 83%

2. Academic qualifications of six unemployed educators

Relative Education Qualification Value	13=83%
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Relative Education Qualification Value	14=17%
--	--------

100% unemployed educators who were interviewed did meet the minimum requirements for appointments by the KwaZulu-Natal Department of Education and Culture.

3. Teachings experience in years

Two to three years experience = 50%

One to two years experience = 33%

Zero to one year experience =17%.

Six unemployed educators were interviewed. 6=100%

Question Number	Agree/yes	Disagree/No	Don't know/not sure
4.	-	1	5
5	2	1	3
6.	-	4	2
7.	5	1	-
8.	2	4	-
9.	4	1	1
10.	4	1	1

RESPONSES FROM SIX UNEMPLOYED EDUCATORS

TABLE 3.3

**ANALYSIS OF ANNEXURE D – Responses from unemployed
educators**

4. 83% of the unemployed educators were not sure whether there was sexual harassment in the to Lower Umfolozi District or not. 17% of the respondents disagreed that there was sexual harassment in the Lower Umfolozi District.

5. 33% of the unemployed educators agreed that sexual harassment was caused by the misuse of power. 17% of the respondents disagreed that sexual harassment was caused by the misuse of power. 50% respondents did not know the real cause of sexual harassment.
6. 67% of the unemployed educators disagreed that sexual harassment was caused by poverty. 33% of the respondents did not know whether sexual harassment was caused by poverty or not.
7. 83% of the respondents agreed that harassers should be warned. 17% of the respondents said that they should not be warned.
8. 33% of the unemployed educators agreed that P1 temporary educators and unemployed educators provoked chairmen and principals to sexually harass them. 67% of the respondents said that P1 temporary educators did not provoke principals and chairmen of the school governing bodies.

3.5 THE RESEACHER'S FINDINGS

3.5.1 ANALYSIS OF ANNEXURE A. RESPONSES FROM HIGH SCHOOL PRINCIPALS

High school principals who were interviewed agreed that there was sexual harassment in the Lower Umfolozi District: this was illustrated by their 100% response to Questions 1 of Annexure A. The researcher discovered that the type of sexual harassment found in the Lower Umfolozi District is called *quid pro quo*. Sandler and Shoop (1997:278) point out that *quid pro quo* is characterised as a bargain proposed either implicitly or explicitly by the harasser to the victim: if the victim will surrender her or his body in the way that is requested by the harasser, the victim can have something she or he wants (or lose something she or he wants if non-compliant).

Principals wanted sexual harassment to be eradicated in the Lower Umfolozi District. There was a need for proper leaders in the Lower Umfolozi District and not leaders who would sexually harass educators. Principals felt that the harassers should be jailed. Principals did not like sexual harassment in their district. Sexual harassment had been in the Lower Umfolozi District for many years and this was demonstrated by 75% response to Question 5 of Annexure A. Sexual harassment was perceived as a threat in the work place and to the teaching profession. Strategies were needed to prevent sexual harassment in the Lower Umfolozi District. Sexual harassment did lower the morale of educators in the Lower Umfolozi District.

This was demonstrated by 100% response to Question 8 of Annexure A. Sexual harassment affected the whole school climate. This was supported by 100% response to Question 9 of Annexure A. Sexual harassment affected the tone and discipline of the school and this was confirmed by 100% response to Question 10 of Annexure A.

3.5.2 ANALYSIS OF ANNEXURE B

RESPONSES FROM SCHOOL GOVERNING BODY CHAIRMEN

School governing body chairmen were not aware of sexual harassment that took place in the Lower Umfolozi District. This was demonstrated by their 100% response to Questions 4,5,6 & 7 of Annexure B. School governing body chairmen knew that cases of sexual harassment should be reported to the police. This was demonstrated by their 100% response to Question 10 of Annexure B. School governing body chairmen felt that the victims should tell the harassers to stop harassing them: this was demonstrated by their response to Question 11 of Annexure B.

3.5.3 ANALYSIS OF ANNEXURE C

RESPONSES FROM P1 TEMPORARY EDUCATORS

P1 temporary educators confirmed that there was sexual harassment in the Lower Umfolozi District. This was demonstrated by their 29% response to Question 4 of Annexure C. Some victims did not report cases of sexual harassment in the Lower Umfolozi District, according to the 71% response to Question 4 of Annexure C. There were victims of sexual harassment in the Lower Umfolozi District. This was confirmed by 29% response to Question 6 of Annexure C. Principals did harass P1 temporary educators. This was confirmed by 29% response to Question 6 and 8 of Annexure C. P1 temporary educators were not aware of school governing body chairmen who sexually harass them. This was demonstrated by their 29% response to Question 7 of Annexure C. School governing body chairpersons did harass P1 temporary educators. This was demonstrated by 29% response to Question 9 of Annexure C. Unemployed educators who responded positively to sexual harassment were employed. This was confirmed by 57% response to Question 11 of Annexure C. Kitzinger and Thomas (1997:147) point out that data from other research studies indicate that one of the main ways by which men tend to explain the sexual harassment of women and girls is by claiming that this kind of behaviour is expected of them as a demonstration of their masculinity.

3.5.4 ANALYSIS OF ANNEXURE D.

RESPONSES FROM UNEMPLOYED EDUCATORS

Unemployed educators who were interviewed were not aware that there was sexual harassment in the Lower Umfolozi District. That was demonstrated by their negative responses to Questions 4, 5 and 7 of Annexure D. 83% of the unemployed educators agreed that harassers should be warned. 33% of the unemployed educators agreed that P1 temporary educators and unemployed educators were sexually harassed by their principals. 67% of the respondents disagreed that P1 temporary educators were sexually harassed by principals and school governing body chairmen.

3.6 CONCLUSION

Principals, P1 temporary educators, school governing body chairmen and unemployed educators were willing to respond to questionnaires on sexual harassment in the Lower Umfolozi District. Many were keen to give information. Respondents were given enough time to respond to the questionnaires. Some respondents informed the researcher that they felt relief after they had expressed their feelings about sexual harassment. Sexual harassment was perceived as bad behaviour by principals, P1 temporary educators, unemployed educators and school governing body chairmen in the Lower Umfolozi District.

3.7 SUMMARY

The researcher used the qualitative research method as it was the best method to collect information on sexual harassment. Data was collected from high school principals, P1 temporary educators, unemployed educators and school governing body chairmen. Respondents were given full information about the purpose of this research project. A literature survey and observation supplemented the information collected through interviews where open-ended and structured questions were given to respondents.

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CHAPTER FOUR

4.1 INTRODUCTION

With regard to sexual harassment in the Lower Umfolozi District the researcher offered strategies which could be used to prevent or eradicate it. His recommendations were based on the literature review he undertook, his own observations and experience as a principal and discussions with experts in the field. These recommendations are offered to assist school management teams, educators, superintendents of education management, school governing body members and other stakeholders in schools, such as parents, learners and community members so that sexual harassment can be eradicated in the Lower Umfolozi District.

4.2 RECOMMENDATIONS

4.2.1 School management and educators.

Women who are sexually harassed must "blow the whistle". Morris (1994:67) points out that women who "blow the whistle" have usually put up with harassment for a long time, before they "go public". P1 temporary educators and unemployed educators, who are harassed, must tell the harassers that they must stop it.

Psychologists and social workers should organise workshops for all women in the Lower Umfolozi District to talk about sexual harassment and its effects, such as stress, in the workplace. Gross (2000:69) defines stress as a bodily response by saying that it is a pattern of negative physiological states and psychological responses which appears in situations when people perceive threats to their well being. Sexual harassment does cause stress to P1 temporary and unemployed educators in the Lower Umfolozi District.

Anselmi (1998:702) writes that theories of stress have been used as a basis for understanding "phenomena" crimes ranging from rape to sexual harassment and domestic violence. Principals and school governing body chairmen, who harass P1 temporary educators and unemployed educators, cause stress to their victims. They feel unsafe, threatened, unprotected, unfairly treated and discriminated against. Principals and school governing body chairmen, who sexually harass P1 temporary educators and unemployed educators, also change the behaviour of their victims. Sexual harassment produces negative effects on victims and the stressors also do not feel free psychologically because they know that their behaviour is totally unacceptable (Kerr, 1982:21).

All victims should get counselling from psychologists and social workers. Agonito (1993:149) points out three things that victims should not do: they should not blame themselves for what happened: the harasser is to blame, not victims; they should not delay in acting: not only is the harassment likely to continue and even escalate if they wait, there is a time limit on legal action; they should not keep the problem to themselves: it is likely that others have been victimised by the same person.

They should not choose their course of action based on the harasser's needs and reputation and must give him opportunity to stop by saying "no".

The District Manager and Circuit Managers, principals, school governing bodies, educators and unions should formulate a policy regarding sexual harassment in the Lower Umfolozi District. There should be action plans to eradicate sexual harassment and these should include: management support, complaining and reporting procedures and counselling training. Management should protect all educators against sexual harassment.

4.2.2 PREVENTING SEXUAL HARASSMENT

In the Lower Umfolozi District the criteria that are to be used when recommending P1 temporary educators for permanent appointing unemployed educators must be clearly indicated so as to eliminate corruption. Training opportunities for employees with regard to sexual harassment should equally be made available to all employees. It would be difficult for principals and chairmen to sexually harass employees with more information about sexual harassment. Dobrich and Dranoff (2000: 118) point out that a sexual harassment policy is not enough to make the victim feel sufficiently protected. All harassers should be disciplined so as to prevent actual harassment.

The Lower Umfolozi District should make sure that all schools have Discipline Safety and Security Committees (DSSC). These committees should handle cases of sexual harassment in all schools in the Lower Umfolozi District. Also principals and chairmen should not work alone when recommending educators for permanent appointment or senior positions, such as deputy principals or heads of departments. There should be a selection committee which should make recommendations when people are appointed either in temporary or permanent positions.

4.2.3 PROCEDURES FOR COMPLAINING

4.2.3.1 Reporting cases

A complaint procedure is a critical part of the prevention strategy. This involves reporting harassers to the police, senior departmental officials and the teacher unions. Employees should be provided with a mechanism for complaining about sexual harassment (Tamminen, 1994:32).

Educators should know how to report cases of sexual harassment and how to expose the harassers. P1 temporary educators and unemployed educators may experience sexual harassment but fail to report those cases because they do not know how and to whom such cases can be reported. It helps if the policy concerning sexual harassment is known to all employees because they can help one another in cases of sexual harassment (Tamminen, 1994:32).

4.2.3.3 How complaints are handled?

Complainants and alleged harassers should be interviewed. An investigation should be conducted by the police or departmental officials. Complaints should be resolved in a proper manner as soon as possible. It should be indicated how long it could take to get the solution and what could be the possible outcomes for example harassers could be subject to discipline that might end up to the dismissal of the principal and the school governing body chairmen.

4.3 CONCLUSION

Sexual harassment which does exist should be eradicated in the Lower Umfolozi District. Many principals, educators and parents have said that it affects the culture of teaching and learning. In this dissertation the researcher has maintained that teamwork is impossible in schools where sexual harassment prevails. Educators, who were once affected by sexual harassment, were eager to share the experiences and educators told the researcher that they felt relieved after they had expressed their feelings about sexual harassment. The researcher also observed that some P1 temporary educators and unemployed educators did not want to talk about sexual harassment because they thought that it would jeopardise their positions in schools and preferred to respond by saying "don't know" or "not sure". The researcher also heard about principals who had been charged for sexual harassment after investigation and disciplinary hearings, but parents and learners protected them and felt that they are being victimised by female educators. Sexual harassment affects the dignity and integrity of both the harasser and the victim. Therefore, it must be eliminated in the Lower Umfolozi District.

4.4 SUMMARY

Sexual harassment does prevail in the Lower Umfolozi District. This was confirmed by high school principals who were interviewed, P1 temporary educators, unemployed educators and school governing body chairmen. People do not like sexual harassment in the Lower Umfolozi District. Sexual harassment leads to stress, victims become frustrated and do not perform well in their jobs. To speak out is the best remedy for stopping sexual harassment. It is better to prevent sexual harassment than to deal with symptoms after it has occurred. (Tamminen, 1994:32). Sexual harassment is against the democratic principles of South Africa's Constitution Act No. 108 of 1996, The South African Schools' Act, Act No. 84 of 1996; the Employment of Educators' Act No. 76 of 1998, Labour Relations Act of 1995 and many other laws as well as the South African Council for Educators' Code of Conduct.

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QUESTIONNAIRES

ANNEXURE A

Questions to be answered by high school principals in the Lower Umfolozi District.

1. The District Manager spoke about cases of sexual harassment in the Lower Umfolozi District. What is your comment?

2. It is alleged that high school principals in the Lower Umfolozi District harass P1 temporary educators sexually before recommending them for permanent appointment. What is your response?

3. Chairmen of school governing bodies are said to be involved also in this sexual harassment scandal. What do you say?

4. What do you think are the main causes of sexual harassment?

5. It is alleged that sexual harassment has been in the Lower Umfolozi District for a long time. Your comment?

6. Sexual harassment has a negative impact on the image of our District. What do you say?

7. How do you think sexual harassment can be prevented?
-
-
8. Sexual harassment can contribute to the low morale of educators in the Lower Umfolozi District. What do you say?
-
-
9. Sexual harassment does affect the school climate. Your response?
-
-
10. Sexual harassment does affect the tone and discipline of the school. Your comment?
11. Principals and chairmen harass people due to ignorance. Comment (s)
-
-
12. Harassers are provoked by the victims. What is your comment?
-
-
13. Tension that is brought about by transformation does aggravate the situation with regard to sexual harassment. What do you say?
-
-
14. Sexual harassment does affect Grade 12 results. Your comments?
-
-

7. How do you think sexual harassment can be prevented?
-
-
8. Sexual harassment can contribute to the low morale of educators in the Lower Umfolozi District. What do you say?
-
-
9. Sexual harassment does affect the school climate. Your response?
-
-
10. Sexual harassment does affect the tone and discipline of the school. Your comment?
11. Principals and chairmen harass people due to ignorance. Comment (s)
-
-
12. Harassers are provoked by the victims. What is your comment?
-
-
13. Tension that is brought about by transformation does aggravate the situation with regard to sexual harassment. What do you say?
-
-
14. Sexual harassment does affect Grade 12 results. Your comments?
-
-

9. Harassers should be warned

Yes	No
1	2

10. P1 temporary educators and unemployed educators provoke chairmen and principals to sexually harass them.

Yes	No
1	2

ANNEXURE C

1. QUESTIONS TO BE ANSWERED BY P1 TEMPORARY EDUCATORS

Age in years

25-30	30-35	35-40	40-50
1	2	3	4

2. Qualifications

REQV 10	REQV 11	REQV 12	REQV 13	REQV 14	REQV 15	REQV 16	REQV 17
1	2	3	4	5	6	7	8

3. Teaching experience in years

1-2	2-3	3-4	4-5	5-10	10-20
1	2	3	4	5	6

4. Is there any sexual harassment in the Lower Umfolozi District?

Yes	No	I don't know
1	2	3

5. Have you ever experienced sexual harassment?

Yes	No
1	2

6. P1 Educators are sexually harassed by their principals

Agree	Disagree	Don't Know
1	2	3

7. P1 educators are sexually harassed by school governing body chairmen

Agree	Disagree	Don't Know
1	2	3

8. Cases of sexual harassment are reported

Agree	Disagree	Not Sure
1	2	3

9. Cases of sexual harassment should be reported to the

Police	Superintendents	Teacher Unions	School governing body
1	2	3	4

10. Victims must tell harassers to stop sexual harassment

Agree	Disagree	Not sure
1	2	3

ANNEXURE D

Questions to be answered by the unemployed educators.

1. Age in years

25-30	30-35	35-40	40-50
1	2	3	4

2. Qualifications

REQV10	REQV11	REQV12	REQV13	REQV14	REQV15	REQV16	REQV17
1	2	3	4	5	6	7	8

3. Teaching experience in years

0-1	1-2	2-3	3-5	5-10
1	2	3	4	5

4. Are you aware of the sexual harassment of unemployed educators in the Lower Umfolozi District?

Yes	No	Not Sure
1	2	3

5. Sexual harassment is caused by misuse of authority

Agree	Disagree	Don't Know
1	2	3

6. Sexual harassment is caused by poverty

Agree	Disagree	Not Sure
1	2	3

7. Unemployed educators are harassed by principals

Agree	Disagree	Don't Know
1	2	3

8. Unemployed educators are harassed by school governing body chairmen

Agree	Disagree	No Sure
1	2	3

9. Sexual harassment is caused by abuse of power

Agree	Disagree	Not Sure
1	2	3

10. Educators who comply with sexual demands easily get employment

Agree	Disagree	Not sure
1	2	3