

Sexual Harasment Of The Adolescent Boy: The Role Of School And Other Stakeholders

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Abstract

Sexual harassment of boys is real and common but under-reported, under-recognized and under-managed. Sexual harassment of the opposite sex which is girls has been widely studied, leading to awareness of the risk factors, prevalence, and protection. Unfortunately, there have been relatively fewer studies done on boys, leading to inadequate knowledge about the facts relating to this problem.

The study for that matter investigates the extent to which sexual harassment of the adolescent boy is infiltrating the society and the roles of the stakeholders; especially the school pertaining to the problem at hand, and find out who can take up the responsibility to protect the in-school adolescent boy. Twenty-two learners from the Police Depot Basic School in Accra, four teachers and three Parents were also engaged. The outcomes showed that there are guidance and counseling coordinators, parents, medical officers, human right activists, the media, religious leaders, social workers amongst others as responsible stakeholders in the protection and education of the girl child but none of them takes up same responsibility in respect of the adolescent boy.

Instead, they rather consider them as the perpetrators and make them fear reporting their predicaments. The school has also failed them as they do not know exactly who should take up the responsibility of protecting the adolescent boy. The study came out with the conclusion that the role of education and protection of the adolescent boy is a shared responsibility for both teachers and the media including all the other stakeholders in the creation of awareness, protection, and remedy to the challenge.

Keywords: Under-reported, under-recognized, under-managed, harassment, prevalence, infiltrating, perpetrators, predicament, exploitation, sexual orientation, unwanted advance, masculinity.

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I. Introduction

Background to study

In the view of Fitzgerald and Cortina, Sexual harassment can happen to both genders, it can be physical, verbal or virtual (Fitzgerald & Cortina, 2018). It falls under bullying because the perpetrator in this case may have the power to persist, while the victim seems helpless.

In the context of school environment, sexual harassment becomes unwanted behaviour if it interferes with the individual's right to receive an equal educational opportunity. It is a form of sex discrimination that is prohibited by Title IX, a federal law establishing civil rights in education that addresses issues of sex discrimination and, by judicial precedent.

Sweden happened to be the first country in the world to encompass sex education in their curricular by having a hand book for teachers to educate learners in 1957. Now the Discriminatory Act (2008: 567) which entirely forbids Harassment, in any form whether on religious, gender, ethnicity, age or whatever basis that violates the dignity of the individual. In 2020, they brought into force the National Strategy for Sexual and Reproductive Health and Rights (SRHR) where it was clearly stated that Everyone has the right to freedom from discrimination, including harassment and sexual harassment, as well as violence or oppression (Global Education Monitoring Report, 2023).

Sexual harassment behaviours are behaviours that can interfere with one's educational opportunity ranging from words (written or spoken) and gestures to unwanted physical contact. Some of the behaviours may also be criminal acts like: assault and rape, attempted or completed and child sexual abuse (Stein, 1999). Sexual harassment can occur in a variety of circumstances, including but not limited to the following: conduct directed

by a person at another person of the same or opposite gender; the deliberate, repeated making of unsolicited gestures or comments of a sexual nature; the deliberate repeated display of offensive sexually graphic materials which is not necessary for business purposes; or deliberate verbal or physical conduct of a sexual nature, whether or not repeated, that is sufficiently severe to interfere substantially with an employee's work performance or to create an intimidating, hostile or offensive work environment or an institution.

Literature says that some boys are often harassed but they are afraid of consequences of being ridiculed or seen as unable to defend themselves, or even perceived as a weaker sex compared to girls (John-Henry, A. 2008).

Objectives and scope of the Study

The main objective of the study is to investigate the extent to which sexual harassment of the adolescent boy exist, and to find out what the various stakeholders are doing to curtail it.

The specific objectives are to:

1. Explore the extent of harassment facing the adolescent boy
 - a. To what extent is the adolescent boy harassed sexually? And whose duty is it to ensure that they are protected?
2. Investigate whose responsibility, it is to protect the adolescent boy from harassment
 - a. What is the responsibility of the school and other stakeholders pertaining to sexual harassment issues about the adolescent boy?
3. Examine whether the adolescent boy knows his rights and can defend himself
 - a. Are there any means by which the adolescent boy can be protected from harassment?
4. Help the major stakeholders design policies that focus more attention on the protection of the adolescent boy and not just the girl.
 - a. Who are the pivots of sexual harassment education being done by the school and other stakeholders?

Importance and relevance of the research

It is anticipated that the study will un-earth the extent to which the adolescent boys are being harassed in the Ghanaian society, provide possible solutions to the boy child and all other individuals who may fall prey to perpetrators of this kind of crimes. It will also help the stakeholders to unravel their responsibilities towards the adolescent and design adequate tactics that they can use to protect the adolescent of all gender and help them to identify redress modes that are available to them individually and as a group. To assist the victims to find avenues through which they can defend themselves. The policy makers in education will also get appropriate measure to use in designing rules and regulations for the protection of the adolescent. Finally, it will add up to knowledge in the field of study.

II. Literature Review

Smit and Plessis believe that Sexual harassment is a serious problem for learners at all educational levels. Learners from Basic, secondary schools, Technical and Vocational schools, Apprenticeships, Training Colleges or Tertiary Institutions can be victims of sexual harassment at any time (Smit & Plessis, 2011). Though smit and his friend made extensive study, they did not consider the roles of stakeholders, it is imperative to delve into this aspect since the challenge persists.

In a study done by Benerl, he found out Instances where a respondent alleged complained to the regional director about the opposite sex of such misconduct and abuse of position, and he did not take it seriously. Rather he asked astonishing questions like: "how can that be", "is it not men that rather pay for it? And that was all (Bernel, 2010). To disabuse the minds of some of the masses from thinking that boys are rather the perpetrators and not victims, further research is necessary to fill that gap.

According to Lipson, learners do crack sexual jokes to entice the teachers consistently to give in to their sexual desires (Lipson, 2014). The research needs a deeper investigation because this act does not seem to pertain in most parts of the world and just like the adolescent boys' predicament, it is imperative to revisit the study, looking at both the adolescent boy and the stakeholders to substantiate the claim and seek possible solutions to it.

In the research conducted by Shane and Richard, they postulated that teachers are mostly not protected against student harassment; though the teacher is deemed to have a reverent power and for that matter falls under the class of perpetrators and not a victim, they discovered that the opposite is happening ((Shane, Richard. 2009). In their paper, they recommended that the law courts should champion the protection of the teachers in connection with Title VII and IX sexual harassment in employment Law, they however failed to consider the in school adolescent boy.

Dumisa et al, postulated that teacher who experience sexual harassment feels embarrassed, develop

fear and anger, forcing them to evade school, and recommended that government ought to protect teachers and develop policy regarding sexual harassment in schools. However, we see more teachers having power and authority to defend themselves than the learners as stated in Smit et al, it is imperative to propose a protective plan without leaving out the learners, specifically the adolescent boy (Dumisa et al, 2020).

Sexual Exploitation

A person who is in a position of trust or authority over a young person who is 16 or 17 years old (for example, a teacher, religious leader, baby-sitter or doctor) whom the young person is dependent upon, cannot touch any part of the body of the young person for a sexual purpose or invite that young person to touch them, for a sexual purpose UN Commission on Human Rights (E/CN.4/1997/47) Legislative Summary of Bill C-54: Protecting Children from Sexual Predators UN Commission on Human Rights (E/CN.4/1997/47).

Harassment by Homosexuals

Paul Krampah the Public Relations officer of the Ghana Education Service in an interview with X Fm. 95.1 has reiterated that the Ministry's HIV/AIDS secretariat has trained Teachers who in turn act as facilitators to educate students on the menace of Homosexuality and its adverse consequences including HIV/AID and other sexually.

In a related story by Razam, (2004), the Pakistan Minister of state for religious affairs reported that 2,000 complaints of sexual harassment by clerics in religious schools had been registered in 2003. The boys who offer various services to the clerics in the school simply were taking advantage of them due to the attachment they had with those they so much trusted. Similarly, Burton, (2005) carried out research in Malawi on violence in schools and at home. The results proved that boys experienced significant levels of sexual violence; ranging from forced penetrative sex, non-penetrative sex, anal sex or forced touching of the genitalia or breast. People traditionally obey the person with this power solely based on their position or title rather than the person specifically as a leader. Therefore, this type of power can easily be lost if the leader does not have his position or title anymore. People in authority may depend on their position to demand sexual favours from their subordinates, however, as soon as they left the position, the truth may be revealed.

According to the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana police service; more teenage boys in the country's junior high are becoming victims. Many of these young boys and their families are reluctant to report such cases to the police and these have serious implication for the health of the adolescent boy, it is therefore necessary for pragmatic steps to be taken to encourage the adolescent boy to boldly report cases of harassment before it gets out of hand. By so doing, most of the perpetrators would not take it as a joke.

Physical harassment

The Sexual Harassment Act, (Act, 2021) stated that, physical harassment is the entire physical unwelcome advance ranging from unwanted touching; groping or the invasion of personal space to sexual assault, or indecent exposure. If an adolescent boy is touched by whomever indecently, or sexually assaulted in any way that makes him uncomfortable, then harassment has taken place.

Verbal harassment

The Coomaraswamy, Radhika Report (1997), also looks at verbal harassment as unwanted personal comments or sexual slurs, belittling, suggestive lewd or abusive remarks, explicit 'jokes' or innuendo, and compromising invitations, including demands for sexual favours. In this vein the adolescent who is faced with any of the above, is sexually harassed and should not conceal it but seek immediate redress. Kamau and others believe that sexual harassment will make learners and other sufferers to evade school and become timid in the classroom, leading to low performance, and sometimes they drop out of school. (Kamau et al, 2014).

Non-verbal harassment

This include; suggestive looks, leering, explicit gestures, sending sexually explicit emails or the display of pornographic material on university equipment or premises. These distinctions help to show a victim which type of harassment he has been involved in. If a teacher or any care giver invites an adolescent to watch pornography with them, or sends a love message into their mobile phones; it constitutes harassment which needs immediate redress.

The researcher depended heavily on the power theory which includes the following

Coercive Power

French and Raven stated that, this type of power is usually used by superiors over their subordinates, teachers, relations and others more powerful than their victims take advantage of them.

Coercive power is the power to force others to do something against their will. It could be physical although other threats may be used. It is the power of dictators, despots and bullies, as stated by French and Raven, (1990). If a parent or guardian makes sexual advance on a child and he refuses, he can deny him his transportation to school and make him walk. A teacher may coerce a student who refuses to compromise on sex by failing him in an examination. Coercion can result in physical harm, although its principal goal is compliance. Demonstrations of harm are often used to illustrate what will happen if compliance is denied.

Dotsey A. (2011) reported the case of an assistant lecturer of Takoradi Poly Technique who lured some female students into Lesbianism and was fired by the institution. A female teacher is said to be in the habit of enticing most students into sex. And on this occasion, she asked another student who turned down her request. As a result, she failed her in the quizzes that followed. The student devised a means through which she got evidence; presented it to the school authorities upon which the lecturer was dismissed. This is a clear issue of coercion in a Ghanaian school where the teacher thinks her position can be used to get things done her own way.

Reward power as a tool.

Reward power is the ability to give other people what they want, and hence ask them to do things in exchange for another. It can also be used to punish, when they are withheld. The point is; do this and you will get that, under this circumstance, the individual in question is vulnerable and for that matter likely to give in to the request without options. Most adolescents fall victims this way because they need help and have to depend on one particular care-giver.

Expert power as a tool

Harassers use expert power to take advantage of the adolescent boy; some individuals who specialize in a field that others lack, making those individuals experts, capitalize on their strength and use this power to gain something that might otherwise not be given. Expert power is used by Trainers and teachers when they refuse to impart knowledge as a means to blackmail their victims to comply. French and Raven, (1990) use the agitation for higher remunerations as a good example. The situation whereby a teacher or care-giver seduces an adolescent boy into sexual activity is a clear indication of using expert power to pressurize an individual. He may be unwilling to give in to such an advance against his will, yet cannot resist it; as a result, the perpetrators get what they want.

Reverent power as a tool

It is the power of charisma and fame and is wielded by all celebrities as well as more local social leaders. In wanting to be like these people, we stand near them, hoping some of the charisma will be extended to us. Those with referent power can also use it for intimidation. One of the things we fear most is social exclusion, once there is a treat from a social leader, to obey an order and prevent being shunned by others in the group, compliance is paramount (Hinkin & Schriesheim, 1989). Therefore, if an individual is faced with the choice of being isolated and giving in to a sexual advance by a close relation, it is very probable that he will give in than to face isolation.

Legitimate power as a tool

This is the ability to administer to another certain feelings of obligation or the notion of responsibility. "Rewarding and Punishing subordinates is generally seen as a legitimate part of the formal or appointed leadership role and most managerial positions in work organizations carry with them, some degree of expected reward and punishment (Bass, 1990). This is where those that the adolescent depends on compel them to accept their sexual advances just because they owe them some amount of allegiance.

Over the years, the courts have used the above definition to define two distinct forms of illegal sexual harassment. We cannot lose sight of the fact that sexual harassment often occurs in the context of a relationship; where one person has more formal power than the other. Take for example, a supervisor over an employee or a faculty member over a student or more informal power such as one peer over the other. Sexual harassment "strikes at the heart of an individual's economic self-sufficiency, disrupting their earning capacity by forcing them out of the workplace or school.

III. Methodology

Introduction

This chapter dwells on the research methodology adopted for the research. The topics include: The research design, The population, sampling procedure, data collection instruments, and ethical issues were also considered in this chapter.

Research Design

The research design adopted is a case study design whereby qualitative methods were used to explore the issue of sexual harassment among adolescence boys in nature. The purpose of the study is to investigate the extent to which sexual harassment among adolescent boys can be managed by stakeholders. Questionnaires were also used to obtain information from teachers. According to Kwabia (2006), a case study design requires the researcher to be directly involved in the activities of the institution and its members. The case study design is fairly exhaustive in studying a social group or an institution because it looks at "why, how and what" questions of the institution.

The Population

The population of my study encompasses students, teachers, and other stakeholders of the Police Depot Junior High School. The study target population is solely the male students between the ages of 12 and 19. Teachers and Parents outside are involved in the study to gather their diverse opinions on the issue as they may have more to say about their adolescent boys. Sampling Procedure and Sample Size Considering the sensitive nature of the problem, the purposive sampling technique was deemed appropriate. In this case, the researcher selects the respondents who can give valuable information. According to Judd, Smith and Kidder (1991), the assumption is that, with good judgments and appropriate strategies, one can handpick the participants to be included and thus develop satisfactory samples in relation to the needs of a particular research. The researcher selected male students between the ages of twelve to nineteen (12-19) from both Depot 1 and 2 JHS in Accra. The purpose was to make sure that those selected are adolescents and specifically boys only. The researcher interviewed eleven (11) boys from each school to get a total of twenty (22) and administered questionnaire to four (4) teachers and three (3) parents were also made to answer questionnaire. This brings my total sample size to twenty-nine (29).

Data Collection Instrument

An essential point that needed consideration before selecting the data collecting instrument was the research problem. The researcher was mindful of the type of people that constituted my sample, the nature of the problem as well as their psychology. As stated by Twumasi, (2001). The use of more than one data collection instrument was to enhance research consistencies for further probing. In the case of the students, participant observation was used with explorative interview guide technique to interview them so as to allay their fears and also encourage them to boldly speak out their minds. Since most case studies are about human affairs, interview must constitute an essential source of case study evidence. Questionnaire was administered to both Parents and Teachers on a Face-to-Face basis to guarantee a hundred percent collection of the questionnaire.

Ethical Issue

Notwithstanding the fact that qualitative issues cannot be value free, it must be ethically conducted and ethically concerned. David & Resnik were of the view that, ethical issues serve the aim of educational study and apply to those involved in research management. (David & Resnik, 2015) The researcher was aware of the ethical issues surrounding such socio-moral activities and ensured that, no information went out to public domain. All participants were assured of confidentiality. As a counselor; the researcher counseled the individuals involved before taking the information to prepare them emotionally to avoid traumatizing any of them. The researcher used participant observation with explorative interview guide technique for the students and administered questionnaire to the Parents and Teachers bearing in mind the sensitive nature of the topic. The researcher had prepared the students psychologically by establishing a good rapport with them and encouraged them that the responses given are strictly confidential and not capable of generating any problem in future, thus why the researcher had to interview them myself and answered questions that might be bothering them. The researcher administered questionnaires to the parents who do not have much time to talk to me and therefore had to do so at their own free time and handed them over for analysis. In respect of the teachers, most of them were aware of this kind of exercise and did not give me much problem; their responses helped me to unveil a lot of mysteries about the problem.

IV. Analysis And Presentation Of Data

Introduction

This chapter is mainly based on the primary data obtained through questionnaire and interviews. The data presentation comprises the responses from the interview conducted on the children and questionnaire given to both parents and teachers.

Biographical Background

Table 1
Age Distribution of Respondents

AGE	NO. OF LEARNERS	PERCENTAGE
12-13	5	22.7%
14-15	7	31.8%
16-17	6	27.3%
18-19	4	18.2%
TOTAL	22	100%

Source: Field Survey 2023

From the table above, it implies that out of the 22 students interviewed, 5 of them representing 22.7% were between the ages of 12 to 13years, while 7 of them representing 31.8% were between the ages of 14 to 15years. Furthermore, 6 students representing 27.3% were between ages 16-17years and 4 of them representing 18.2% were between ages 18 to 19years.

Table 2
Number of Learners in a Class

CLASS	NO. OF LEARNERS	PERCENTAGE
JHS. 1	6	27.3%
JHS. 2	7	31.8%
JHS. 3	9	40.9%
TOTAL	22	100%

Source: Field Survey 2023

Out of 22 students, 6 of them constituting 27.3% were in JHS.1 whilst 7 of them constituting 31.8% were in JHS.2 and 9 students constituting 40.9% were in JHS.3. This is aimed at determining the level at which students are likely to be abused. This will show which one among the three classes has the tendency of being sexually harassed. Responses from figure 1 and 2 below show that 9 out of 22 students representing 40.9% are attached to their fathers and 13 out of 22 representing 59.9% are attached to their mothers. For that matter trusted them more. As the figure shows, most students confide in their mothers and would be more comfortable discussing issues of mutual consent with them than their fathers.

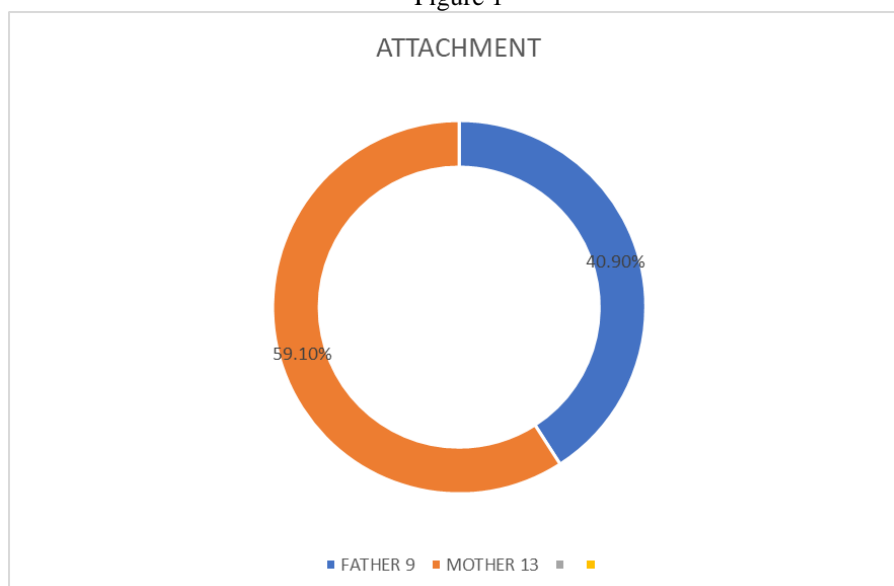
One respondent said:

“As for Daddy, he is hardly seen; sometimes you hear him talk to Mum; we only see him on Sundays and he doesn't have time to chat with any of us”

(Student AA, dated 2 August, 2023)

Attachment to Parents

Figure 1



Source: Field Survey 2023

Table 3

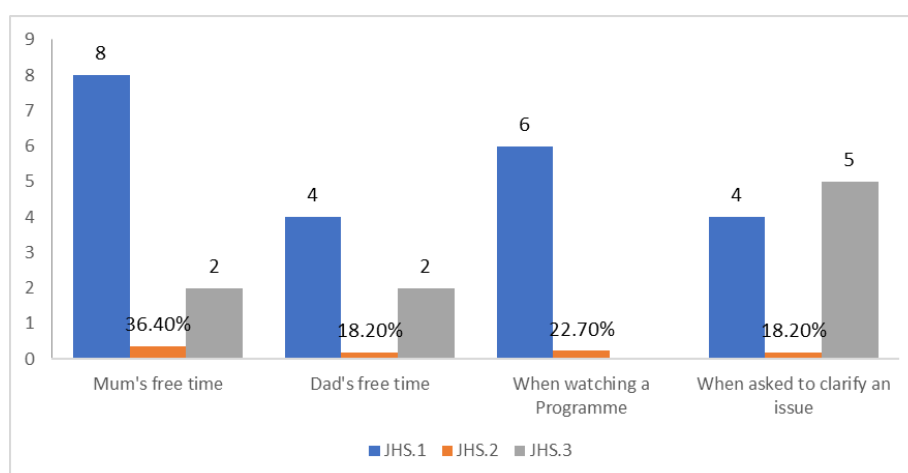
PARAMETERS	FREQUENCY	PERCENTAGE
Police Nurse	5	22.7%
Guidance and Counselors	4	18.2%
Social Workers	4	18.2%
Pastors and Other Relations	9	40.9%
TOTAL	22	100%

Source: Field Survey 2023

When asked about those who gave them advice on sexual matters, 6 respondents representing 27.3% say personnel from the police hospital came to counsel them on HIV/AIDS, 5 said social workers representing 40.9%, 4 of them representing 18.2% said guidance and counseling coordinators spoke to them about boy-girl relationship, another 9 said pastors and other relations representing 40.9% do tell them not to indulge in sexual activities.

LEVEL OF COMMUNICATION

Level of communication between parents and the adolescent



Source: Field Survey 2023

Figure: 2

The data indicates that 8 out of 22 constituting 36.4%; communicate with their mothers more, majority are in JHS land 3, only 4 representing 18.2% mentioned their fathers, 6 representing 22.7% communicate during programmers they all watch together whereas 4 said when there is an issue for clarification. The information is graphically represented, to show how parents relate to their wads at home and at which level most of them do so. This is a sign that, most parents particularly the fathers do not have enough time to communicate with their wads. As male children, their fathers would have been in a better position to educate the adolescent boys; sometimes, with their own experience. On the reverse, they seem not to be available until the boys are in crisis.

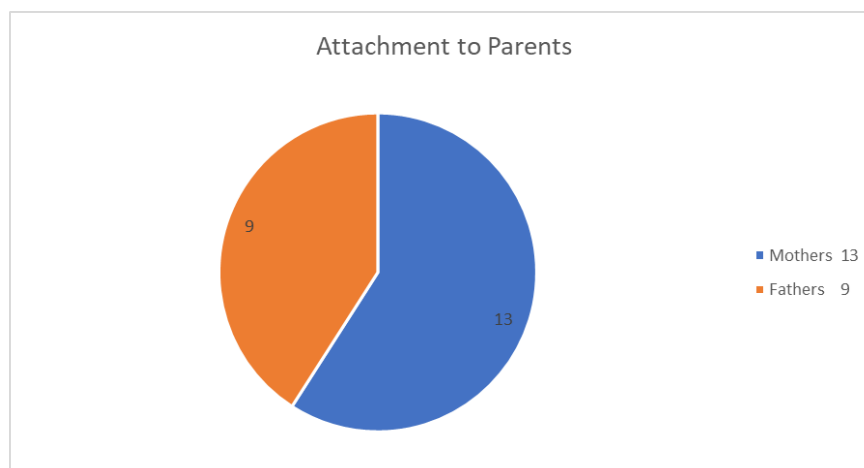


Figure 2

The data shows that 13 boys are more attached to their mothers while 9 of them are closer to their fathers. More boys than girls are attached to their mothers than the fathers, so they are able to confide in the mothers. When it comes to the fathers, because they hardly talk to the boys, the understanding is a bit difficult; equally they would prefer to report such cases to the mothers who sometime conceal it thinking they are protecting their sons from the men who are seldom more aggressive.

Table 4

Unwanted Comments

COMMENTS ABOUT	FREQUENCY	PERCENTAGE
Legs, Eyes or Buttocks	10	45.5%
Structure	5	22.7%
Attitude Towards Others	7	31.8%
Total	22	100%

Source: Field Survey 2023

In reply to comments passed about respondents, 10 of them representing 45.5 % said they have heard others talk about their Legs, eyes and Buttocks. 5 of them representing 22.7% mentioned structure while 7 constituting 31.8% said they complain about their attitude towards others. This means that majority of the respondents were verbally harassed through various means.

A respondent said:

"He looked at me and said my shape is nicer than that of a female and I could not say anything to him"
(Student AB, dated 6th Oct, 2023)

Table 5

Teacher-student relationship

PARAMETER	Agreed	Disagree	Indifferent	Total
Teachers counsel learners	18	1	3	22
Boys going to teacher's homes	16	4	2	22
Teachers' hug/ touch learners	6	12	4	22
Teachers call learners names	14	7	1	22
Learners report unwanted touch	2	15	5	22
Learners receive love messages	17	4	1	22
Percentage	55%	33%	12%	100%

Source: Field Survey 2023

From the table and the figure above, 55% of the respondents agree that teachers do send boys to their homes. They run errands for some teachers who sometimes call them names Attitude towards others 7 31.8 Total 22 100 Comments about Frequency Percentage Legs, eyes or Buttocks 10 45.5 Structure 5 22.7 Attitude towards others 7 31.8 Total 22 100and send them love messages through various means. According to the responses, such things do happen, but learners do not report them for fear of intimidation. However, 33% percent disagree that teachers hug, or touch learners; rather, they maintained that teachers do give them advice on how to protect themselves. 12% of the respondents were indifferent.

One of them said:

"When it happened to him, he could not attend school for three days. He said "but for God, I would have dropped out of school!"

(Student AC, dated 15 September, 2023)

Table 6

Dates and Digital harassment

TYPES	FREQUENCY	PERCENTAGE
Dates	8	36.4%
Online messages	14	63.6%
Total	22	100%

Source: Field Survey 2023

Asked whether they have ever been dated, 8 out of 22 representing 36.4% said they were actually dated by both males and females. In response to Dates and online messages 14 out of 22 representing 63.6 revealed that they receive messages from their own peers, teachers, relatives and others not well known to them. The perpetrators get angry when their dates are refused by the adolescent boys around them.

One of the participants answered:

"Yes, I remember when she sent a text that we should go for a party at 8 pm and I replied that my Mum will be angry so I didn't go. The next day, she didn't answer my greetings" (Student AD, Dated 15 September, 2011).

Table 7
Unwanted Physical Contact

Comments about	Frequency	Percentage
Penetration	1	4.6%
Touch of a sensitive part	6	27.3%
Fondling the buttocks	3	13.6%
Nothing like that	12	54.5%
Total	22	100%

Source: Field Survey 2023

In a bid to know whether anyone has ever touched a sensitive part of the body, 6 of them representing 27.4% mentioned various parts. Two said their organs were touched; one of whom said he felt cheated and so much embarrassed that, the whole day he could not concentrate. Also, he said it was as though everyone knows about his predicament, so he stayed at home for some days before going to school. 3 boys representing 13.6% said their buttocks were fondled, 1 student constituting 4.6% said an uncle who tried to penetrate his anus ended up using his mouth. 16 respondents representing 54.5% did not experience any unwanted physical contact.

According to him:

"I nearly suffocated when my uncle asked me to open my mouth and pushed his organ into it and I bit it, sleep was difficult for me, for a long period of time; each time I closed my eyes it was as though someone wants to pounce on me"

(Student AE, dated 21st September, 2011)

As he told his story, his head was down and I encouraged him that, he took a bold decision.

Who Can Defend You Most?

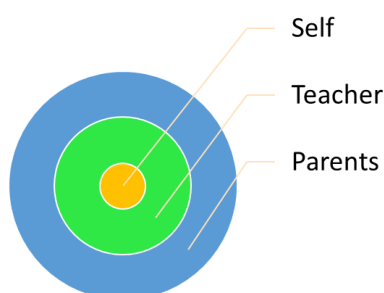


Figure 3

When the respondents were asked whom, they think can defend them most, 5 of them representing 22.7% said they can defend themselves, 7 representing 31.8% said their parents while 10 of them representing 45.5% said their teachers. A further explanation given by those who said they can do it themselves was that they are boys who ought not to be seen as cowards. Those who said Parents emphasized that since they gave birth to them it is their sole responsibility to protect them. Most of them believed their teachers are in the best position to protect them.

Perpetrators at Various Settings

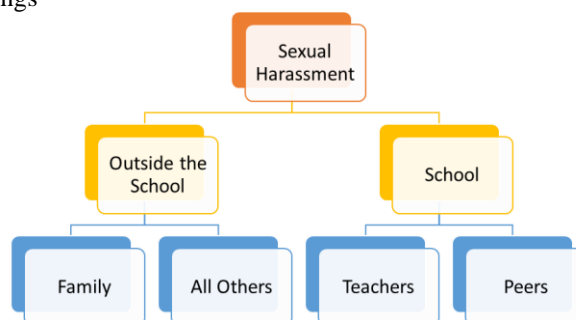


Figure 4

When asked which categories of people harass them outside the school environment, Respondents indicate that family members, opinion leaders, strangers and all kinds of people do. At the school teachers and their own peers perpetrate such crimes against them, they also explained that some young policemen befriend them only to start making sexual advances towards them.

One of them said:

"He kept on giving me money and presents then one day he demanded I kiss him; he gave me a hug that nearly suffocated me; since then, I've been dodging him"

Avenues of Redress Pertaining to how to seek redress, only a few of them seems to know that, when people in authority try to harass them, they must report and not keep mute over it. Concerning defense, most of them claim they can defend themselves. Asked what should be done to the perpetrators, they unanimously suggested punishment but could not actually prescribe any form of punishment. They all believed that stringent measures should be taken against perpetrators to avoid occurrence of such things.

Who Offered You Advice?

Table 8

Parameters	Once	Twice	Frequency	Percentage
VCT	22	9	41	93.2%
GES	3	0	3	6.8%

Source: Field Survey 2023

In response to those who offered advice, 22 of the respondents also stated that, personnel from the voluntary counseling and testing (VCT) unit of the Police hospital came to talk to them once. 19 respondents said they came twice to encourage them to seek redress from Domestic violence and victims support unit: (DOVVSU) any time someone makes unwanted sexual advance on them. They stressed that they should be bold and not be afraid of intimidation because it is their right to be treated with dignity.

Communication with Children

Table 9

Questions	Often	Sometimes	Only Once	Never	I Can't Tell
Issues concerning sex	0	1	2	0	0
Wads' Relationship with Others	2	0	0	0	1
Complaints about Harassment	0	0	1	0	2
Social Vices	1	2	0	0	0
Total	3	3	3	0	3

Source: Field Survey 2023

In relation to how parents communicate with their wads, 1 respondent said he sometimes discuss issues concerning sex with his child; 2 said they did so only once. About their relationship with others, I parent said her advice is often about the types of friend boys should keep, her fears are that talking about sex may drive him into the act so she would rather not introduce him to it, while another said he does it sometimes, I parent said he could not remember. Asked whether they receive complaints about sexual advances, respondent said only once, 2 others said they could not tell, A respondent said she is always advising her son against social vices and 2 others said they also do so sometimes. This indicates that only a minimal number of parents like discussing issues concerning sex with their adolescent boys.

Instances of Education

Table 10

Parameters	YES	NO	TOTAL
TV as a Means	2	1	3
Ability to Defend	3	0	3
Persistent Calls	1	2	3
Frequency	6	3	9
Percentage	66.7%	33.3%	100%

Source: Field Survey 2023

The above data shows that two (2) of the respondents use TV programmes to educate their male children, again they all believe that the adolescent boys can defend themselves. One of the respondents said his son does receive persistent calls, while two (2) of them deny such experience. There was one respondent who also indicate he does not use TV as an opportunity to educate his son. It implies that 66.7% of the respondents have the chance to do some form of education occasionally, yet others constituting 33.3% do not see the need.

A further probe led to the revelation that parents feel the boy child is not as vulnerable as the girl; naturally they are bold and always try to handle their own affairs.

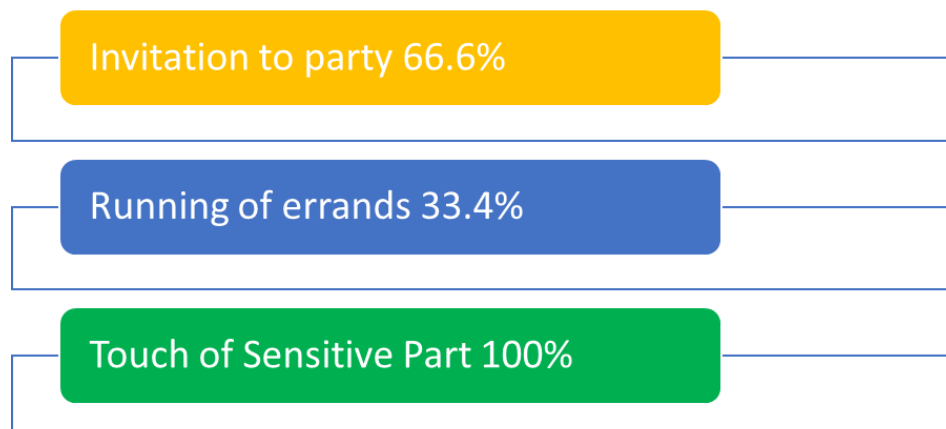


Figure 5

The figure above shows that 2 out of the 3 respondents constituting 66.6% of the respondents would be surprised if their boys come back from school to say that their teachers took them to a party. Concerning parts of their body, all the 3 respondents constituting 100% said they would be surprised to hear that teacher or anybody at all touch a sensitive part of their wad's body, while parent representing 33.4%, said he would be surprised if they complain about other adults comments on their physical body looking very attractive.

Observation at Home

Table 11

Parameters	Looks Moody	Shared tears	Refused to Talk	total
Frequency	2	1	1	4
percentage	50%	25%	25%	100%

Source: Field Survey 2023

Pertaining to observations at home, I parent said he would not know unless the child talks to her, the other 2 indicated that, once the boy looks moody, they would know that he has a problem. However, I respondent was quick to add that, he does not stay at home as much as his wife therefore, she is the only one who could actually observe the mood of his son, he explained that the nature of his work is such that; he sometimes gets home when the son is asleep. A parent also confirmed that her boy tried to tell her something and later withdrew. According to her, she queried him yet, he denied having any problem. The other respondents indicated that they have not had any experience like that with their boys. This confirms that most parents do not adequately take responsibility for championing the course of boys who fall victim to sexual harassment.

Again, another respondent claimed his child woke up from sleep twice in tears and when questioned, he failed to disclose what actually caused it. A persistent request to know what it was all about yielded no results. Asked whether there was an incident in which a boy shared tears without any provocation, 1 of them affirmed it but was quick to say that, he sat him down and advised him to be courageous and face whatever problem it is like a man. Further explanations imply that parents do not think the adolescent boy needs anyone to defend them

Can You Blame Your Child if a Female Teacher...?

Table 12

Parameters	Yes	No	Total
Is fond of him	0	3	3
1Seduces him	1	2	3
He accused him	0	3	3
Frequency	1	8	9
Percentage	11.1%	88.8%	100%

Source: Field Survey 2023

The above data shows that none of the respondents will blame the adolescent boy for being close to a female teacher. 2 of the respondents indicated that they would not blame the adolescent boy if a teacher seduces

him; however, a parent explained that he can blame his boy if he fails to use his discretion. To him, it is the duty of boys to be skeptical about teachers who behave in such manners. Meanwhile, all three Frequency 2 1 1 4 Percentage 50% 25% 25% 100% Parameters him Is fond of Seduces him Was accused him by Frequency Percentage Yes 0 e No 3 2 0 11.1% Total 3 3 3 8 88.8% 3 9 100% respondents indicated that, they would not blame a child who reports such cases. To them, it is one way by which each child can defend themselves. Concerning what should be done to the perpetrators, all the respondents agreed that they should be punished, some suggested long-term sentence with hard labour while one said they should be banished from the society.

The Classroom Situation

Table 13

Parameters	Frequency	Percentage
Failed to Participate	1	25%
Special attention	2	50%
Reprimanded ones	0	0%
Dull Recalcitrant ones	3	100%

Source: Field Survey 2023

In response to whether there is any occasion on which any student refuse to actively to actively participate in class, I teacher answered in the affirmative. 2 respondents constituting 50% said they give special attention to some students in their class because they do not have the same talents. I constituting 25% of them said some students are very serviceable and it's just natural to give them more attention than others, to him, such attitudes are involuntary. Regarding whether they reprimand dull students, all three teachers constituting said they do not because it is against the ethics of their profession. Again, all the respondents say they reprimand recalcitrant students and even punish them as and when the need arise.

Parents	Teachers	Social workers	HR Activists	Friends
2	3	1	2	0
50%	75%	25%	50%	0

Source: Field survey 2011

When parents were asked to say whose responsibility, it is to guide the adolescent on how to prevent sexual harassment, 2 of them said parents, I said social workers while all three representing 100% felt that teachers are the right people to guide the adolescent. However, none of the respondents believed that a friend is the right person to guide the adolescent. Relationship with children Asked whether there is anything wrong with a female teacher embracing a male student, 2 of them say they see nothing wrong unless it is done in a romantic way. One said he does not approve it as it could result in misinterpretation. In relation to sending any boy to the house, 2 of them disagree while respondent said it depends on the situational set up, if the female teacher is alone no but where there are many people around fine. He was of the view that, the child could be accused of any crime or forced into anything for which he cannot produce a witness.

Conditions in the Classroom

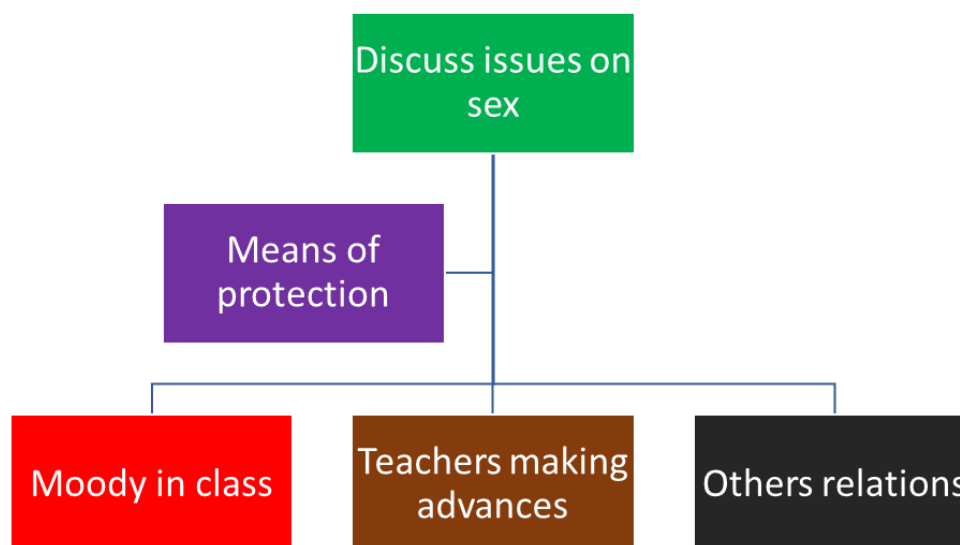


Figure 6

Respondents were asked whether they discuss issues on sex in the classroom, 2 of them said they do so when an issue pertaining to that arises, they advised students on it, but it is not a regular affair. 1 of them also said she talks about it during her lesson yet was quick enough to say that it is not stipulated in the syllabus. For this reason, it cannot be taught in details as a subject. Pertaining to their mood in the classroom, all three respondents said it does happen but as soon as they realize it; the individual is invited for questioning and immediate solution is found to the problem. Where the matter needs going home, the student is taken home for remedy. Asked whether teachers as well make sexual advances on them, none seems to have any idea, they made it clear that, where a higher authority is accused of sexual advances; it is beyond the teacher, as such the disciplinary committee is made to handle those matters.

Which Gender Needs Protected Most

In relation to which of the genders should be protected, two respondents said the girl child is more at risk. The reason according to them was that they carry pregnancy and can drop out of school but the boys are likely to continue their education even after impregnating someone's daughter. One was however quick to say that, both of them need protection because the boys though may not be pregnant, can possibly contract sexually transmitted infections. Another said: girls have become the center of attraction because no boy has ever reported any issue of sexual harassment, yet almost every fortnight there is a case of sexual harassment of girls. This she said makes the whole nation eager to defend the girls only at the peril of boys whose situation could be worse; therefore, to her boys need protection.

V. Discussion

Introduction

The rationale for conducting this research was to examine the extent to which sexual harassment is infiltrating the society by studying students of the police depot cluster of schools. It went ahead to see what the stakeholders are doing about the problem of sexual harassment of the adolescent boy. Also, to create greater awareness of the problem since boys seem to be neglected and widely considered to be perpetrators rather than victims. It involves discussion of the findings, drawn conclusions and made possible suggestions hearing in mind the objectives of the study (see page 9), the research questions (see page 10) recommendations are also made to help the policy makers plan towards the protection of the adolescent boy and get all the stakeholders involved in championing the course of educating and training the adolescent boys to come out boldly to speak about their predicament and seek redress instead of keeping issues of harassment to themselves and suffering silently.

Summary of major findings

The role of parents

Revelations of the study from the raw data (table 3); shows that, most Parents do not see counseling as part of the socialization process. 36.4% of the respondent communicate with their mothers more, majority communicate during programmes they all watch together; whereas others do so when there is an issue for clarification. Sex education in particular is seen by parents as an introduction to promiscuity, even to mention the sex organs by their names, they would rather coin a word. The Fathers seem to have done very little about it; while the mother's advice the adolescent when they begin Junior High School, probably because those are the crucial stages that adolescents face much difficulty. At the final year, they start having more problems again, so the mothers have to counsel them. However, the men who are expected to be with their male children; do very little or nothing at all to help them, hoping that the mothers will do it. The mothers similarly, expect the school to take up the responsibility while the school also looks up to parents. (Table 10) Other members of the society like: Human right activists, the Media, the Church, Social Workers, and Doctors among others also feel the school and parents are closer to the adolescent and can do it better. This is where conflict of roles arises among all the stakeholders. As a result, most of the adolescents are left without anyone to confide in. The secondary data attributed the problem to lack of parental control and inaction on the part of teachers as one of the major factors. (Amuzu, 2000) and this has been confirmed by the raw data available. Additionally, the data collected from parents signified that some of them have less time for their children.

It is imperative for Parents and teachers to counsel the adolescents on sexual activities and its dangers. This is because boys unlike girls are more prone to attack by perpetrators just because the perpetrators know that most people would hardly believe them when they accused anyone of harassing them. The information gathered from the secondary data also confirms that, boys face various forms of harassment from members of the public these days and the perpetrators include, Teachers, pastors, politicians and even policemen who are expected to protect the adolescent. (See page 28 to 31) Again the raw data collected stipulates that; various forms of sexual harassment are still ongoing in the schools, homes and anywhere that human activity takes place. (See the data on page 15) The data on unwanted physical contact shows that 22.7% of those interviewed

suffered various forms of harassment, while 4.7% suffered actual violence. Woefully, not all harassment cases are reported for fear of been mocked at, looked down upon, or that a victim may not be taken seriously for this matter many conceal it until someone else detects it.

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