

**Sexual Harassment: The Prevalent and Insidious Phenomenon
among Student Teachers on Teaching Practice in Zimbabwe**Davison Zireva¹ and Alfred Henry Makura²¹*Morgenster Teachers College, Theory of Education Dept, P.O. Morgenster,
Masvingo, Zimbabwe*²*University of Fort Hare, Teaching and Learning Centre, Private Bag X1314,
Alice, South Africa***KEYWORDS** Sexual Harassment, Student, Teachers, Teaching Practice, Zimbabwe

ABSTRACT Research shows that the sexual harassment of student teachers on teaching practice is a prevalent and seemingly insidious phenomenon. The Zimbabwean student teachers, regardless of their sex, are victims of sexual harassment but are generally reluctant to formally report the sexual harassment being perpetrated against them. The aim of the study was to explain the sexual harassment phenomenon as experienced and expressed by the victims who are the student teachers on teaching practice in Zimbabwe. The focus was on the phenomenon's prevalence and insidiousness. The study adopted a quantitative methodology. A sample of 127 student teachers, then fresh from a teaching practice phase of their teacher education course mainly in selected Zimbabwean rural schools, was asked to complete a questionnaire about their sexual harassment experiences during teaching practice. Chi-square tests were used to test hypotheses and in answering research questions on the prevalence and insidiousness of sexual harassment among the student teachers. Results showed that student teachers regardless of their sexes experienced sexual harassment of various forms from their superordinates but are generally reluctant to formally report the acts. The acts of harassment range from subtle or non-physical forms such as lustful stares that make the victim uncomfortable and to comply with the assertive acts that are the abuse of professional status. The study implores institutions to sensitise victims of their legal obligations in such cases.