

**AN INVESTIGATION INTO THE CAUSES OF SEXUAL HARASSMENT AMONG
TERTIARY INSTITUTIONS IN NIGERIA; A CASE STUDY, UNIVERSITY OF BENIN.**

BY

Happy OKOSUN

EDU2005492

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

MARCH, 2025

**AN INVESTIGATION INTO THE CAUSES OF SEXUAL HARASSMENT AMONG
TERTIARY INSTITUTIONS IN NIGERIA; A CASE STUDY, UNIVERSITY OF BENIN.**

BY

HAPPY OKOSUN

EDU2005492

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION
FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY,
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BEACHOR OF ARTS DEGREE IN EDUCATION [B A (ED.)] ENGLISH AND
LITERATURE.**

MARCH, 2025

CERTIFICATION

We, the undersigned, certify that this project work was carried out by **OKOSUN HAPPY** with matriculation number **EDU2005492** of the Department of Education foundations, Faculty of Education, University of Benin, Benin City, Nigeria and that it is adequate in scope and quality in partial fulfilment for the award of the Degree of Bachelor of Arts education [B A. (Ed.)] in English and Literature.

DR. ISANBOR

Project Supervisor

Date: _____

DR.(MRS) O. I. NYORERE

Project Coordinator

Date: _____

PROF. (MR) R.B DANNER

Head of Department

Date: _____

DEDICATION

I wholeheartedly dedicate this project to God Almighty, whose grace, wisdom, and strength have guided me through this journey. Without His blessings, this work would not have been possible.

ACKNOWLEDGEMENT

The researcher is grateful to God Almighty who has preserved her life and made it possible for her to achieve this academic feat.

Her profound appreciation goes to her Project Supervisor Dr Isanbor for his Fatherly love, guidance, advice, corrections and constructive criticism which significantly contributed to the accomplishment of this project.

Acknowledgement is also due to Prof. R.B. Danner, the Head of Department (HOD), project coordinator Dr. O. I. Nyorere, Dr Austin Aikorogie and other esteemed faculty lecturers of the Department of Educational Foundations, University of Benin, whose dedication to imparting knowledge and values profoundly influenced my days in school and research.

The researcher's deepest gratitude goes to her parents, Mr. and Mrs. OKOSUN for contributing immensely towards her, spiritually, morally, and financially; she wishes to let them know that they are her hope and their love towards her started and is still continuing since her life began which made it possible for her to complete this milestone. To my siblings: Miss Mabel, Miss Glory and Mr John for their love and support. Special appreciation goes to my Pastor for all his prayers.

Lastly, her sincere appreciation goes to the respondents who willingly accepted and completed the research questionnaire that enabled this study to become a reality.

TABLE OF CONTENTS

	PAGE
TITLE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
LIST OF TABLE	xi
CHAPTER ONE: INTRODUCTION	
Background to the study	1
The Statement of the problem	3
Research questions	4
Purpose of the Study	4
Significance of the study	5
Scope/ Delimitation of the Study	5
Definition of Terms	5

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Concept of Sexual Harassment	6
Conceptual Definition of Sexual Harassment	7
Types of Sexual Harassment	8
Forms of Sexual Harassment	8
Perpetrators of Sexual Harassment	11
Dimensions of Sexual Harassment	17
Sexual Harassment in Education	18
Perception of Sexual Harassment	19
Prevalence of Sexual Harassment	20
Sexual Harassment and Abuse of Students by Teachers	25
Culture and Coping with Sexual Harassment	27
Consequences of Sexual Harassment	34
Effects of Sexual Harassment	34
Effects of Sexual Harassment in Education	35
Summary of Reviewed Literature	38

CHAPTER THREE: METHODOLOGY

Design of the study	39
The population of Study	39
Sample and Sampling Techniques	39
Research instruments	39
Validity of instruments	40
Reliability of Instrument	40
Method of Data Collection	40
Method of Data Analysis	40

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results	42
Discussion of Findings	48

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

Summary	51
Conclusion	51
Recommendation	54

REFERENCE	56
------------------	----

APPENDIX	61
-----------------	----

LIST OF TABLETS

TABLE 1: Does sexual harassment have a negative or positive impact on the affected student?

TABLE 2: What effect does sexual harassment have on the academic performance of female students?

TABLE 3: Are female students more sexually harassed than male students in the university?

TABLE 4: Are the measures taken by the university management cogent enough to curb the issues of sexual harassment?

ABSTRACT

This study investigated the causes of sexual harassment among tertiary institutions in Nigeria; a case study, University of Benin. The study's population comprised two hundred (1500) staff in senior secondary schools in Oredo Local Government Area, while the sample was made up of twenty (120). The research employed a descriptive survey and research design and utilised questionnaires for data collection. The question included a Likert scale to assess respondent responses. The collected data were presented in tabular form and analysed using simple percentages. Based on the findings, recommendations and suggestions were made to guide the study.

CHAPTER ONE

INTRODUCTION

Background to the Study

Etymologically, “sexual harassment” came to be in the 1960s as coined by feminists after they contended that the legal system, being male-dominated in many organisations, lacks understanding of how women feel after they have been sexually harassed (Oswald & Wyatt, 2007). According to Wellness (2007), sexual harassment is a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favours and non-verbal or physical conduct of a sexual nature. It can be further explained as educational discrimination consisting of unwelcome verbal or physical conduct directed at a student because of her sex. It can be concluded that anyone who deliberately or repeatedly makes unwelcoming verbal comments, gestures or physical contact of a sexual nature is engaging in sexual harassment. Sexual harassment is described as unwanted sexual advances, requests for sexual favours, and other verbal or physical conducts of a sexual nature, when submission to or rejection, explicitly or implicitly affects a person's employment or education, unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile or offensive working or learning environment (Omonijo, Uche, Nwadiafor & Rotimi, 2013).

The Bureau of Justice Statistics (BJS, 2013) described the effects of sexual harassment in the following ways:

The victims usually suffer the highest personal costs, although the perpetrators and even observers can also be harmed if harassment is allowed to go uncontrolled. Few people who have not experienced it personally understand the distress and even the psychological trauma sexual

harassment can cause. Most women experience it as an insult that undermines their self-confidence and effectiveness. It may also undermine their trust in men and people in authority. In the case of women who were sexually abused as children or as adults, another negative experience can cause serious psychological damage.

The behaviour interferes with work or academic performance because it has created an intimidating, hostile or degrading environment and would have such an effect on a reasonable person of the alleged complainant's status when the conduct is unwelcome and sufficiently severe or pervasive that it deprives that person of benefits of the University's educational environment. Sexual harassment can occur in several ways, such as the victim as well as the harasser can be any gender; the harasser can be anyone - the victim's supervisor, a client, a co-worker, a professor, a fellow student, or a stranger. Behaviour is considered harassing if it interferes with the student's academic experience. The harasser may be unaware that their behaviour is offensive or constitutes sexual harassment, or they may be unaware that their actions could be unlawful. However, the harasser's intent is irrelevant in terms of whether the behaviour constitutes harassment.

According to Okeke (2011), sexual harassment takes many dimensions. It ranges from sexual comments, jokes, gestures, touch and pinches in a sexual way. In all the cases, girls reported more serious and negative impacts on their school performance than boys. These impacts included difficulty concentrating, fear, lowered self-esteem and lower grades. She went further to state that sexual harassment has posed a tremendous challenge to African women both in the workplace and educational setting, and this problem has affected their effectiveness in their various academic fields. In Okeke's submission (2011), female students in Nigerian colleges and universities have unique experiences of sexual harassment from male faculty, staff,

and peers. Though sexual harassment is a global concept that affects virtually women of all races, ages, and colours, Nigerian women experience more elusive types of harassment. In other countries or cultures, sexual harassment is a behaviour that is generally unacceptable in any public setting. Nigerian society does not accept the concept of harassment and so does not perceive harassment as evil or a violation of women's rights. Houreld (2006) found that 80% of women in Nigerian higher education institutions reported sexual harassment as their greatest challenge in the successful completion of their academic goals. Adedokun (2004) and Ejiogu and Onyene (2006) found that about 86% of male faculty and staff in the sampled universities in Nigeria have sexually harassed female students at one point in their teaching career.

Statement of the Problem

The rate at which women are sexually harassed in higher educational institutions in Nigeria has assumed an alarming dimension. The situation is so bad that in Africa as a whole, a vast majority of students have experienced one form of sexual harassment or the other. Sexual harassment has been a challenge at all levels of education and across all academic fields and levels in Africa.

Human Rights Watch (2001) reported that the government and school authorities in Nigeria were found to be silent about the sexual harassment experienced by female students in the country. As a result of this neglect from the government and school officials, many female students have quit schooling and many did not return to school due in part to fear of being harassed again or violated.

The problem therefore is how these sexual advances the female students experience impact their academic performance in the University of Benin. That is why the researcher has

decided to undertake this study to investigate the effects of sexual harassment on the academic performance of female undergraduate students of tertiary institutions in Nigeria, a study of the University of Benin, which formed the background to the study. The study seeks to answer such questions as why sexual harassment? What is the impact of sexual harassment? How does sexual harassment affect the academic performance of female students? What are the measures to check it? What is the way forward?

Research Questions

This study will be guided by the following research questions.

1. Does sexual harassment have a negative or positive impact on the affected student?
2. What effect does sexual harassment have on the academic performance of female students?
3. Are female students more sexually harassed than male students in the university?
4. Are the measures taken by the university management cogent enough to curb the issues of sexual harassment?

Purpose of the Study

Against this background, a study on which this research is based was embarked upon to fully examine sexual harassment prevalence among female students in the University of Benin, the purpose of this study, therefore, is to investigate the causes of sexual harassment among tertiary institution students in the University of Benin. Specifically, the study intends to:

1. find out if sexual harassment has a negative or positive impact on the affected student.
2. investigate the effect of sexual harassment on the academic performance of female students.
3. find out if female students are more sexually harassed than male students in the university.

4. find out if the measures taken by the university management are cogent enough to curb the issues of sexual harassment.

Significance of the Study

The significance of this study is to call for urgent research into the prevalence, and effect of sexual harassment among students of the University of Benin.

It is also hoped that this study will assist the university management in making decisions and looking out for strategic policies towards cracking the ugly trend of sexual harassment among students.

Delimitation of the Study

This is limited to students in the Faculty of Education, University of Benin, Benin City where the researcher hopes to get information from the selected students across year one (100 level) through year four (400 level) students. This is to streamline the survey as it is almost impossible to reach out to all students in the University of Benin.

Definition of Terms

INVESTIGATION: A formal inquiry or systematic study or examination or research into a phenomenon

SEXUAL: relating to the instincts, physiological processes, and activities connected with physical attraction or intimate physical contact between individuals.

HARASSMENT: an aggressive pressure or intimidation

COERCION: the action of making somebody do something that they do not want to do.

CHAPTER TWO

LITERATURE REVIEW

This chapter shall be discussed under the following subheadings:

- Concept of Sexual Harassment
- Conceptual Definition of Sexual Harassment
- Types of Sexual Harassment
- Forms of Sexual Harassment
- Perpetrators of Sexual Harassment
- Sexual Relationships between Students and Teachers
- Dimensions of Sexual Harassment
- Sexual Harassment in Education
- Perception of Sexual Harassment
- Prevalence of Sexual Harassment
- Sexual Harassment and Abuse of Students by Teachers
- Culture and Coping with Sexual Harassment
- Consequences of Sexual Harassment
- Effects of Sexual Harassment, Particularly in Academia, Include:
- Effects of Sexual Harassment in Education
- Summary of Reviewed Literature

Concept of Sexual Harassment

In every human society where there is interaction between opposite sexes, some levels of sexual attraction are expected. When this occurs, mutual interest and reciprocal response define civilised and socially acceptable sexual behaviour. However, the increasing manifestation of social vices of a sexual nature in societies continuously undermines the expected dignity and serenity of human existence, one such is sexual harassment which has continued to attract the attention of researchers and the media as a common phenomenon in all domains of human community including higher educational Institutions. This abnormal anti-social behaviour has been accepted as a norm within higher institutions in Nigeria and overseas. The prevalence of

sexual harassment in higher institutions in Nigeria can be attributed to the poor quality of graduates being produced. Previous studies on this subject have provided various definitions of sexual harassment. (Taiwo et al 2014).

Conceptual Definition of Sexual Harassment

The University of Virginia (2006) defines sexual harassment as unwelcome sexual advances, requests for sexual favours, other verbal or physical conduct, or written communications of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience. Submission to or rejection of such conduct is the basis for employment or academic decisions affecting such individuals. They also defined it as conduct that has the purpose or effect of unreasonably interfering with an individual's work, academic performance, or participation in extracurricular activities, or creating an intimidating, hostile or offensive working or learning environment (U.S. Equal Employment Opportunity Commission, 2002). Sexual harassment is intimidation, bullying or coercion of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favours (Paludi, Michele & Barickman, (2001). For many businesses, preventing sexual harassment, and defending employees from sexual harassment charges have become key goals of legal decision-making. In contrast, many scholars complain that sexual harassment in education remains a "forgotten secret," with educators and administrators refusing to admit the problem exists in their schools or accept their legal and ethical responsibilities to deal with it (Dziech, 2000).

Babylon English dictionary describes sexual harassment as —pestering one due to his/her gender or sexual orientation. (Aluede, Imokhire & Idogho 2011). Sexual harassment is

harassment or unwelcome attention of a sexual nature. It includes a range of mild behavioural transgressions and annoyances to serious abuses, which can even involve forced sexual activity. One of the difficulties in understanding sexual harassment is that it contains a range of behaviour, and it is often difficult for the recipient to describe to themselves, and others, exactly what they are experiencing. Moreover, behaviour and motives vary between individual harassers.

Types of Sexual Harassment

Dzeich et al (2010) have divided harassers into two broad classes: Public harassers are flagrant in their seductive or sexist attitudes towards colleagues, subordinates, students, etc. Private harassers carefully cultivate a restrained and respectable image on the surface, but when alone with their target, their demeanour changes completely.

Langelan (2015) describes three different classes of harassers.

- **Predatory harasser:** This class of harassers gets sexual thrills from humiliating others. This harasser may become involved in sexual extortion, and may frequently harass just to see how targets respond--those who don't resist may even become targets for rape.
- **Dominance harasser:** The most common type, who engages in harassing behavior and sees the act as an ego boost.
- **Strategic or territorial harassers:** This class seeks to maintain privilege in jobs or physical locations, for example, a man's harassing female employees in a predominantly male occupation.

Forms of Sexual Harassment

Sexual abuse, assault, and harassment are so interwoven that one can hardly talk of one without overlapping with the other. Clear operational definitions are difficult to come by,

because the distinctions are often subtle and varied according to the interpretations of the victim, varying cultural perspectives, and differences in males' and females' views of individual occurrences. The application of definitions, even when delineated, is often difficult or impossible because particular cases frequently involve a combination of various actions which cannot be separated. Whatever form these actions take, they usually share a common motivation: to gain and sustain dominance and control over the victim. Sexual harassment, abuse, and assault in Nigeria constitute a major component of violence against women since it is often associated with male dominance. However, a variety of assaults are common among adolescents, peer groups, and adults of either gender (Uwem 2004).

I. Sexual Abuse

Sexual abuse is here defined as someone forcing another to engage in sexual activity, or interfering with someone's sexuality, against his or her will and without his or her consent. Such abuse, which may involve a male and a female or persons of the same gender, may result in or is likely to result in, physical, sexual, or psychological harm or suffering to the victim. Abuse, in private or in a public place, can range from being kissed without one's consent to touching the sex organs to forced sexual intercourse. Sometimes, sexual abuse can occur between an adult and a child or teenager. Most commonly, however, sexual abuse occurs among people with a personal relationship or where they have had such a relationship in the past. While terms such as sexual assault, sexual coercion, and sexual aggression are sometimes used as synonyms for sexual abuse, in Nigeria, sexual abuse includes the following acts: verbal aggression/assault, unwanted physical touch, rape, incest, child prostitution, female genital mutilation (FGM), (Uwem 2004).

II. Unwanted Physical Touching

It is not uncommon in public places such as work and school, especially colleges, for women to experience physical touch with a sexual connotation. This can involve patting the buttocks (bum-patting), open display of sexist images, rubbing of the body, and more- overt molestation. In Nigeria, it is difficult to take these particular types of abuse too far, because they are not viewed with any legal seriousness. Perhaps, one of the reasons for this is that Nigerians are known to be warm and close people, where touching is generally seen as an act of kindness and friendship. However, where it involves an adult male touching the genitalia of a child, particularly of the opposite sex or when a subordinate person is at the mercy of a higher authority to enjoy certain benefits with demands for sexual favours as a prerequisite for such benefits, it is viewed with more seriousness. (Ogunbameru 2006).

III. Verbal Assault

Verbal assault or aggression occurs when words are used to control, dominate, and intimidate the victim by yelling, insulting, speaking unkindly, and name-calling. Other forms of verbal assault involve judging and criticising; discounting what the other says, feels, or thinks, and repeatedly disagreeing with the victim. Verbal assaults can be very psychologically damaging, making the victim feel dehumanised and belittled. This can lead to serious emotional health problems. Verbal abuse also very often leads to physical assaults. Unlike other forms of violence, verbal assaults are not primarily limited to males against women; they are perpetrated by both sexes and in all age groups. (Ogunbameru 2006).

IV. Indecent Assaults

Section 360 of the Criminal Code provides that: —any person who unlawfully and indecently assaults a woman or girl is guilty of a misdemeanour, and is liable to imprisonment for two years. However, according to section 353 of the same Code, this felony is punishable

with three years imprisonment when the victim is a male, rather than two years as in the case of female victims. A fundamental principle of criminal law is that all persons should be equally protected from harm of like degree. It is hard to see any justification for creating different offences with different penalties to cover the same conduct for persons of different sexes. (Uwem 2004).

Perpetrators of Sexual Harassment

- **The Harasser-** Sexual harassment can occur in a variety of circumstances. Often, but not always, the perpetrator is in a position of power or authority over the victim (due to differences in age, or social, political, educational or employment relationships). Forms of harassment relationships include:

The harasser can be anyone, such as a client, a co-worker, a teacher or professor, a student, a friend, or a stranger. While adverse effects on the victim are common, this does not have to be the case for the behaviour to be unlawful. The harasser does not have to be of the opposite sex. The harasser may be completely unaware that his or her behaviour is offensive or constitutes sexual harassment or may be completely unaware that his or her actions could be unlawful. There is usually more than one type of harassing behaviour so a single harasser will often fit more than one category. These are brief summations of each type.

- **Power-player** - Legally termed "quid pro quo" harassment, these harassers insist on sexual favours in exchange for benefits they can dispense because of their positions in hierarchies: getting or keeping a job, favourable grades, recommendations, credentials, projects, promotion, orders, and other types of opportunities.
- **Mother/Father Figure (a.k.a. The Counselor-Helper)** - These harassers will try to create

mentor-like relationships with their targets, all the while masking their sexual intentions with pretences towards personal, professional, or academic attention.

- **One-of-the-gang** - harassment occurs when groups of men or women embarrass others with lewd comments, physical evaluations, or other unwanted sexual attention. Harassers may act individually to belong or impress others, or groups may gang up on a particular target.
- **Third-party sexual harassment** - describes sexual harassment of employees or peers who are not themselves the target of the harassment; this includes groping. Third-party sexual harassment may be either quid pro quo or a hostile environment.
- **Serial Harasser** - Harassers of this type carefully build up an image so that people would find it hard to believe they would do anyone any harm. They plan their approaches carefully and strike in private so that it is their word against that of their victims.
- **Groper** - Whenever the opportunity presents itself, these harassers' eyes and hands begin to wander, engaging in unwanted physical contact that may start innocuous but lead to worse acts of indecency.
- **Opportunist** - Opportunists use physical settings and circumstances, or infrequently occurring opportunities, to mask premeditated or intentional sexual behaviour toward targets. This will often involve changing the environment to minimise the inhibitory effects of the workplace or school or taking advantage of physical tasks to 'accidentally' grope a target.
- **Bully** - In this case, sexual harassment is used to punish the victim for some transgression, such as rejection of the harasser's interest or advances, or making the harasser feel insecure about himself or herself or his or her abilities. The bully uses sexual harassment to put the victim in his or her "proper place."
- **Confidante** - Harassers of this type approach subordinates, or students, as equals or friends,

sharing their own life experiences and difficulties, sharing stories to win admiration and sympathy, and inviting subordinates to share theirs to make them feel valued and trusted.

Soon these relationships move into an intimate domain.

- **Situational Harasser** - Harassing behaviour begins when the perpetrator endures a traumatic event (psychological) or begins to experience very stressful life situations, such as psychological or medical problems, marital problems, or divorce. The harassment stops if the situation changes or the pressures are removed.
- **Pest** - This is the stereotypical "won't take 'no' for an answer" harasser who persists in hounding a target for attention and dates even after persistent rejections. This behaviour is usually misguided, with no malicious intent.
- **Great Gallant** - This mostly verbal harassment involves excessive compliments and personal comments that focus on appearance and gender, and are out of place or embarrassing to the recipient.
- **Intellectual Seducer** - Most often found in educational settings, these harassers will try to use their knowledge and skills as an avenue to gain access to students, or information about students for sexual purposes. They may require students to participate in exercises or "studies" that reveal information about their sexual experiences, preferences, and habits.
- **Incompetent** - These are socially inept individuals who desire the attention of their targets, and who do not reciprocate these feelings. They may display a sense of entitlement, believing their targets should feel flattered by their attentions. When rejected, this harasser may use bullying methods as revenge.
- **Stalking** - There is often a sexual component to stalking, which becomes especially evident if the stalker observes the stalked at all times, including using the restroom.

- **Unintentional** - Acts or comments of a sexual nature, not intended to harass, can constitute sexual harassment if another person feels uncomfortable with such subjects.
- **Psychology and behaviours of teachers who sexually harass students** -Most complaints about teachers' behaviour tend to centre on what is felt to be inappropriate speech in a class or discussion, such as using sexist or sexual references to make a point. However, some teachers can take things to a more extreme degree. Students depend on their teachers' approval for academic success, opportunities, and career success. They will talk about personal issues, such as problems at home, or with boyfriends/girlfriends. Such closeness and intimacy can blur professional boundaries and lead school employees and students to step over the line. Martin writes, "...teachers hold positions of trust." They are expected to design teaching programmes and carry out their teaching duties to help their students develop as mature thinkers. This may involve close working relationships in tutorials or laboratories, individual meetings to discuss projects or essays, and more casual occasions for intellectual give and take. For impressionable young students, the boundaries between intellectual development and personal life may become blurred. In this situation, some academics easily move from intellectual to personal to sexual relationships." (Martin, 2003).

A teacher who harasses a student may be doing so because he or she is experiencing stress from various personal problems or life traumas, such as marital trouble or divorce, a professional crisis, financial difficulties, medical issues, or the death of a spouse or child. Even though the behaviour is unacceptable, it can be a symptom of the effects of such stresses and may stop if the situation changes or the pressures are removed (Prekel, 2009).

Sexual Relationships between Students and Teachers

The most common trend of sexual harassment in higher educational institutions is sexual advances from male lecturers to female students confirming the unequal power relations where the perpetrator occupies a higher and influential position of authority over the victim as affirmed by previous studies. There are also incidences of sexual harassment from male students to female students and some extreme cases of rape where the female student refuses to respond to initial advances. This is also a manifestation of unequal power relations and gender-based violence that impacts negatively on human rights. Some female students who are lazy in their studies sometimes motivate the male lecturers into an unethical relationship to use what they have to get what they want which is a common slogan among such female students who will not attend classes, sit for any form of assessment and would desire to pass their examinations. There has been debate over whether or not sexual interactions and relationships between students and teachers constitute abuse, or if there are benefits that outweigh the risks. In Britain, sexual relationships between students under the age of 18 were not outlawed until 2003 in The Sexual Offences Act (Cristina, 2009).

While a sexual relationship with pupils under the age of 18 is illegal in the U.S., this is not the case in higher education. Jane Gallop (2018) argues that students learn more effectively in a sexually charged atmosphere. In her book, she describes the separate occasions she slept with two male professors on her dissertation committee, and when she first began sleeping with her students as an assistant professor. (Gallop, 2007). In her September 2001 essay in Harper's Magazine, *The Higher Yearning*, academic Cristina Nehring celebrated the educative nature of such sexual relationships: "Teacher-student chemistry is what fires much of the best work that goes in universities, even today" (Gallop, 2007).

However, in recent years, there has been controversy over even consensual sexual interactions between students and teachers within the last decade. Like many, Gallop asserts that the relationship between a teacher and a student is very much like that of a parent and a child. (Gallop, 2007) However, it is this parallel that many say is the reason teacher-pupil sexual contact and relations are immoral because they are too closely akin to incest, and similar long-term damages can result. Some draw parallels with the phenomena of therapist abuse, or priest abuse. (Martin, 1993) of his sexual relationship with Gallop at Cornell, Richard Klein admitted, "For decades I have felt guilt and shame for having performed toward her in a way that was unprofessional, exploitative, and lousy in bed".

Many experts argue that even consensual sexual interactions between students and teachers constitute sexual harassment. The most commonly expressed concern is over whether "mutual consent" can exist in a relationship where such a disparity in power between the people involved. Because of this, more and more schools are adopting policies that forbid amorous relationships between students and professors "in the instructional context" even when they are consenting (Smithson, 2000). Dzeich et al. writes:

"Physical intimacy with students is not and will never be an acceptable behaviour for academicians. It cannot be defended or explained away by evoking fantasies of devoted professors and sophisticated students being denied the right to 'true love.' Where power differentials exist, there can be no 'mutual consent.'" (Dzeich et al., 2000).

In an interview with the Chronicle of Higher Education, a dean at the University of Texas at Austin stated he'd like to crack down on consensual relationships between professors and students. "Wait till she graduates," he tells male professors. "We have a kind of sacred trust to

the students," he explains. "They are coming here to get us to evaluate their abilities and what their future can be. These relationships poison the academic well". Dzeich argues that much damage occurs because of the betrayal by someone that the student trusted and respected. Moreover, seduction attempts which are masked by pretences to academic and personal attention are particularly damaging because the student feels complicit in their abuse (Dzeich, 2000).

Dimensions of Sexual Harassment

In Nigeria, as elsewhere around the world, sexual harassment is commonly perpetrated by men against women. However, a few cases have been reported of Nigerian female executives harassing their subordinates. Also on record are a few cases of sexual harassment by female college students against their male lecturers. Even though it is common knowledge that sexual harassment of females by males occurs in public spaces, such as the workplace, school, market, and street, it is often hard to prove such in a traditional society such as Nigeria, where the behaviour correlates with the society's gender power differentials. (Aluede 2000).

In the workplace, sexual harassment has been manifested in limiting the female to designated sex roles through blackmail or other means. For example, in labour unions, an assertive woman unionist is seen as defiant. This also occurs when women try to move into professional jobs that are believed to be the exclusive preserve of men. In a research work very applicable to the Nigerian situation, Dr. Madeline Heilman of New York University showed a consensus that pretty career women have problems on the job. Heilman found that when an attractive woman is looking for lower-level jobs, her looks could earn her a plus. However, when she is in a managerial position, competing with a good-looking man puts her at a disadvantage. A good-looking man is seen as competent, tough, decisive, and hard-nosed but, an attractive

woman with the same qualifications, background, experience, and recommendation is dismissed as gentle, soft, and indecisive (American Association of University Women, 2006).

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- (a) The victim and the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- (b) The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- (c) The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- (d) Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- (e) The harasser's conduct must be unwelcome. (Adetunji, 2008).

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available. When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis. (Gaba, 2010).

Sexual Harassment in Education

Sexual harassment in education is unwelcome behaviour of a sexual nature that interferes with a student's ability to learn, study, work or participate in school activities. In the U.S., it is a form of discrimination under Title IX of the Education Amendments of 1972. Sexual harassment involves a range of behaviour from mild annoyances to sexual assault and rape (Dzeich, Wright & Weiner, 2000), American Association of University Women, 2006.

The definition of sexual harassment includes harassment by peers and individuals in a position of power relative to the person being harassed. In schools, though sexual harassment initiated by students is most common, it can also be perpetrated by teachers or other school employees and the victim can be a student, a teacher, or other school employee. Sexual harassment of students by teachers or other school employees can cause serious and damaging consequences for the victim (American Association of University Women, 2006). While sexual harassment is legally defined as "unwanted" behaviour, many experts agree that even consensual sexual interactions between students and teachers constitute harassment, because they say, the power differential creates a dynamic in which "mutual consent" is impossible (Dzeich, Wright & Weiner, 2000; (American Association of University Women, 2006).

Perception of Sexual Harassment

Sexual harassment has been described as any unwelcome sexual advances, requests for sexual favours or other physical and expressive behaviour of a sexual nature (Aluede, 2000). It has also been described as repeated and unwelcome sexual comments, looks, or physical contact at workplaces or other places, and is related to not only sexuality but Sexual harassment has been reported in both workplaces and educational institutions (Menon et al., 2009), also uneven power

(Lee, Song and Kim 2011; Chen, Sun, Lan, and Chiu, 2009). It interferes with human rights with a prevalence rate of 13.8% (Kullima, Kawuwa, Audu, Mairiga, Bukar, 2010).

Earlier studies from educational institutions in Nigeria had reported ranging from 67 to 99% on various forms of sexual harassment (Aluede et al., 2011). The Nursing profession has been reported to have the possibility of sexual harassment and sexual discrimination in the medical field because most workers in nursing are still women (Lee et al., 2011). Sexual harassment in the nursing profession was first reported/observed during the Crimean War when drunken non-commissioned officers; and male porters loitering in hospital stairwells made themselves objectionable to student nurses as well as maltreatment by male physicians and surgeons (Kaye, 2006).

Another research conducted in selected tertiary Institutions in Edo State in Nigeria revealed a very high perception of sexual harassment among Students and Teachers of tertiary Institutions in Edo State, Nigeria but the incidence is seldom reported. (Aluede, Imonikhe and Idogho 2011).

This phenomenon has also been documented among nurses irrespective of country or continent (Yuri et al., 2006; Menon et al., 2009). As prevalent as sexual harassment is, most of it goes unreported. Bursik and Geftter (2011) examined how the nature of the harassment can influence how it is perceived by respondents. An open-ended response to a vignette in which a male professor leered at a female student in an elevator demonstrates the distinctions made between types of harassing behavior. While that research demonstrated that either verbal or physical actions might be seen as harassment, other research has found that for many people, physical contact is necessary for them to label an act as harassment. A survey of personnel directors found that while 100% of respondents believed that unwanted physical contact

constituted sexual harassment, only 74% believed that suggestive remarks did so, as well (Wilson and Thompson 2001).

Prevalence of Sexual Harassment

Sexual harassment is common at every stage of education. Verbal and physical harassment begins in elementary school, and 4 out of 5 children experience some form of sexual harassment or bullying. Eight out of 10 will experience this at some point in their school lives, and roughly 25 per cent will experience this often. Boys are more likely to physically harass and bully others, or to be physically bullied themselves. Girls are more likely to use, and experience, verbal and psychological harassment and bullying. Six out of 10 students will experience some form of physical sexual harassment" (American Association of University Women, 2006).

In their 2002 survey on 2,064 students in 8th through 11th grade, the American Association of University Women (AAUW) reported that:

- 83% of girls have been sexually harassed
- 78% of boys have been sexually harassed
- 38% of the students were harassed by teachers or school employees
- 36% of school employees or teachers were harassed by students
- 42% of school employees or teachers had been harassed by each other.

In their study on sexual harassment at colleges and universities, the American Association of University Women claimed that while both men and women were targets of sexual harassment,

"women are disproportionately negatively affected" (American Association of University Women, 2006)

- 62% of female college students and 61% of male college students report having been sexually harassed at their university.
- 66% of college students know someone personally who was harassed.
- 10% or fewer of student sexual harassment victims attempt to report their experiences to a university employee.
- 35% or more of college students who experience sexual harassment do not tell anyone about their experiences.
- 80% of students who experienced sexual harassment report being harassed by another student or former student.
- 39% of students who experienced sexual harassment say the incident or incidents occurred in the dorm. 51% of male college students admit to sexually harassing someone in college, with 22% admitting to harassing someone often or occasionally.

In the "Report Card on Gender Equity," the National Coalition of Women & Girls in Education reported that 30 percent of undergraduate students, and 40 percent of graduate students, have been sexually harassed (NCWGE, 2007).

In a study conducted in Israel in 2003, the study investigated sexual harassment of nurses and nursing students following new legislation against sexual harassment, 90 percent of subjects reported experiencing at least one type of sexual harassment and 30 percent described at least 4 types (Bronner 2003). Research conducted in Lima, Peru, among women to document the prevalence of unwelcome sexual touch or coercion to do something sexual. There was more than fifty percent of responses in the affirmative. (Bronner 2003).

Also, in Japan, a research survey with a self-administered questionnaire was conducted among nurses in 2006 to determine the prevalence and details of sexual harassment of female nurses by patients and nurses' reactions. The proportion of female nurses who have ever been sexually harassed by patients was 55.8 percent. Sexual harassment was prevalent in the hospital environment and some details were serious (Yuri, Keiki & Michiko 2006.)

For example, McKinney (2000) reported that both male and female faculty members (holders of higher organizational power) constitute targets of sexual harassment from students (holders of less organizational power). In other words, faculty males may experience sexual harassment from female students just as faculty females do from male students (Fayankinnu, Nnorom, 2004). Benson (2004) refers to such harassment as contra-power sexual harassment (CPSH) – defined as occurring when the victim has formal power over the abuser'. Studies conducted on CPSH indicate that its prevalence is on the increase. In a survey conducted among 113 male professors and 29 female professors, Carol and Ellis (2009) found that 30% and 24% of male and female professors, respectively, constitute targets of unwanted sexual comments from students as often as four times during an average month. The study also revealed that 27% of the male professors and 10% of the female professors received sexually suggestive looks from students. In another study, involving 188 male and female academics, Mckinney (2000) observed that male academics experience significantly more body language, physical advances, and explicit sexual propositions from students compared to female academics. Similarly, Machen and DeSouza (2000), reported that 53% of male professors experienced at least one sexually harassing behaviour from female students.

CPSH may be a product of informal power acquired through anonymity. In this regard, Benson (2004) argued that anonymity constitutes one among other means through which

students hold power in a relationship whereas, other things being equal, they would have none. For example, students may pass sexist remarks on teaching evaluation forms knowing that teachers' promotions are partly tied to the evaluation, which generates a reversal of power (Rospendo, Richman, & Nawyn, 2008). Given that such students go scot-free, it renders the lecturer vulnerable to preventing a re-occurrence.

In Nigeria, there is a dearth of data on CPSH, particularly as it relates to male staff in Nigerian universities thereby making it difficult to ascertain the actual number of men who may be victims within the university system (Fayankinnu & Nnorom, 2004; Fayankinnu, 2007). These studies (Fayankinnu, 2007; Fayankinnu & Nnorom, 2004) suggest a steady increase in CPSH towards male staff by female students in Nigerian universities.

A likely reason for the steady increase in CPSH towards faculty males may be that some female students want undue advantage over other students which is not possible formally, because of that, they might find a subtle way of getting that by sexually harassing the faculty males who they perceive more vulnerable. These general trends are not without implications for male staff in the workplace, as would be argued below.

CPSH may reduce productivity, produce less job satisfaction and job commitment (Fayankinnu, 2003; Einarsen, Hoel, Zapf & Cooper, 2003; Ayoko, Callan & Hartel, 2003), feelings of loss of control over the body, overwhelming shame/humiliation, recurrent feelings of anger/fear/powerlessness, destruction of gender identity and confusion over sexual orientation (Hardy, 2002; Van, 2003), and potentially influencing their intention to quit the job (Djurkovic, McCormack & Casimir, 2004).

One of the most common reasons reported for sexually harassing behaviour is because the harasser thinks it is funny to do so. In their 2006 study, the American Association of University Women found that this was the most common rationale for harassment by boys—59 percent used it. Less than one-fifth (17%) of those boys who admitted to harassing others say they did so because they wanted a date with the person. ((American Association of University Women, 2006). Other researchers assert that the "I thought it was funny" rationale is a fallacy, and the true reasons align more with that of a need to assert power and induce fear in others—more in line with bullying. These hazing behaviours develop in school; and continue in high school and college, eventually moving into the workplace (Boland, 2002).

In late 2006/early 2007 a study revealed that more than 20% of all boys had been harassed by a female student. In 15% of all cases the girl admitted to sexually harassing the boy and asserted the reasons of "I thought it was funny" and "I'm not doing any harm, it's what he wanted" (AAUW, 2006).

Sexual Harassment and Abuse of Students by Teachers

In their 2002 survey, the AAUW reported that, of students who had been harassed, 38% were harassed by teachers or other school employees. One survey, conducted with psychology students, reports that 10% had sexual interactions with their educators; in turn, 13% of educators reported sexual interaction with their students. In a survey of higher school students, 14% reported that they had engaged in sexual intercourse with a teacher. (Wishnietsky, 2001) A national survey conducted for the American Association of University Women Educational Foundation in 2000 found that roughly 290,000 students experienced some sort of physical sexual abuse by a public school employee between 1991 and 2000. And a major 2004 study

commissioned by the U.S. Department of Education found that nearly 10 percent of U.S. public school students reported having been targeted with sexual attention by school employees. Indeed, one critic has claimed that sexual harassment and abuse by teachers is 100 times more frequent than abuse by priests. Sexual harassment by teachers has been documented in literature. A succinct description of this type of harassment by Sheriff (2010) is presented below:

After her experience as a student with Harold Bloom, Naomi Wolf wrote, "I was spiralling downward; I had gotten a C-, a D, and an F, and was put on academic probation. My confidence was shaken, I failed in my effort to win the Rhodes Scholarship at the end of the term once you have been sexually encroached upon by a professor, your faith in your work corrodes. If the administration knew and did nothing—because the teacher was valuable to them—they had made a conscious calculation about his and our respective futures: It was okay to do nothing because I—and other young women who could be expected to remain silent—would never be worth what someone like Bloom was worth." Of the effects she now struggles with so many years later, she writes, "Keeping bad secrets hurts. Is a one-time sexual encroachment...a major secret or a minor one? Minor, when it comes to a practical effect on my life; I have survived. This is the argument often made against accusers in sexual harassment cases: Look, no big deal, you're fine. My career was fine; my soul was not fine"(Sheriff, 2010).

Research in Nigeria revealed that some Lecturers especially males, typically see themselves as thin gods and as a direct consequence indulge in all sorts of unprofessional acts with impunity fully confident that they will always get away with their misdemeanours at the end of the day (Sheriff, 2010).

There is a myth regarding the extent of the damage caused by women who sexually abuse or harass. In an interview about the rise of sexual abuse by female teachers, Dr. Jeff Brown, a psychologist who treats female sex offenders stated, "There is a double standard The impact they have is significant on their victims and sometimes we don't regard the impact similarly as we do men." Moreover, female teachers who sexually harass or abuse students are consistently given significantly lighter punishments or reprimands than males who engage in the same behaviours. Some are never exposed at all (Sheriff, 2010).

The National Association of Schoolmasters Union of Women Teachers - a British female education union, said that teachers who have sex with pupils over the age of consent should not be placed on the sex offenders register and, that prosecution for statutory rape "is a real anomaly in the law that we are concerned about." This has led to outrage from child protection and parental rights groups (Sheriff, 2010).

It has been argued that the effects of pupil-teacher sexual harassment vary depending on the gender of the student and the harasser. In some states in the U.S., sexual relations between a woman and an underage male did not even constitute statutory rape until the 1970s. Many assert that most boys would be happy to have a teacher show sexual interest in them (Critina, 2012). Others say is short-sighted, and the seriousness of the long-term effects far outweighs any immediate gratification. Experts say sexually victimised boys experience difficulties later in developing age-appropriate relationships and gravitate toward pornography and one-night stands. They are also more likely as adults to suffer depression, anxiety and drug addiction.

Culture and Coping with Sexual Harassment

Coping strategies against and among sexual harassment Africans appear to be culturally inclined. Reports of sexual harassment are seldom made, probably due to the cultural practice that allows the man some degree of freedom as regards sexual dealings over his female counterpart (Ladebo 2001). Also, the African culture, which is so accommodating, friendly and less discriminative, allows for some degree of freedom of interaction between males and females without any suspicion of abusive moves. Unless a person goes to the extent of real physical assault on a person of the opposite sex like touching the genitals of a young child, it is never seen as a serious offence (Mayekiso 2007).

Not much has been done to consider the degree of its prevalence among university students, especially in sub-Saharan Africa where there are policies that address students' sexual harassment problems are rarely made. The Nigerian legal system provides little respite for victims of sexual harassment, unlike developed countries where the legal system is more effective. Reported cases of sexual harassment in Nigerians are treated with levity. This is largely reinforced by cultural practices across sub-Saharan Africa which encourages subtle aggression in negotiating sexual decisions. However, in recent research, coping strategies against sexual harassment among Africans, though poor, with little effect and needing more intervention and organisational/ governmental policies to reinforce its efficacy, have included withdrawal from the place of occurrence, confrontation, avoidance, e.t.c (Ogunbameru 2006) and (Gaba 2010).

Taiwo et al 2014 also reported that over 80% of respondents feel comfortable disclosing their experience of sexual harassment to their trusted friends and respondents rather than parents, school authorities or law enforcement agents. Concerning understanding the structure of sexual harassment coping, researchers have moved away from uni-dimensional conceptualisations—

varying on an assertiveness continuum (e.g., Gruber & Bjorn, 1986)—and increasingly adopted multidimensional frameworks (e.g., Fitzgerald, 1993; Gutek & Koss, 2003; Knapp, Faley, Ekeberg, & Dubois, 2007; Magley, 2009).

In one comprehensive classification, Knapp et al. (2007) proposed a two-by-two typology of coping responses to sexual harassment, based on the premise that these responses vary according to two elements: focus and mode. The focus of coping may be either the self or the harasser (the —initiator). Mode can be supported or non-supported, depending on the amount of outside assistance the target seeks.

	Coping response	Focus of response	Mode of response
1	Avoidance/denial	Self	Not supported
2	Confrontation	Initiator	supported
3	Social coping	Self	supported
4	Advocacy seeking	Initiator	supported

Table 2.1: Typology of Sexual Harassment Coping Responses Summary of Knapp et al. (2007.)

As summarised in Table 1, the juxtaposition of these two dimensions forms four archetypical response strategies for coping with sexual harassment:

- a. Advocacy seeking,
- b. Social coping,
- c. Avoidance/denial,
- d. confrontation/negotiation.

However, this framework by Knapp et al. (2007) has not received empirical examination, in particular with cross-cultural samples. Because of its breadth and generality, this framework was

adopted as a possible etic classification of coping responses, and advance hypotheses regarding these four types of coping strategies.

Advocacy Seeking

Of all potential responses to sexual harassment, advocacy-seeking behaviours through the use of intra-organizational relief mechanisms have received by far the most research attention. Most evidence in the United States suggests that few victims ever file formal sexual harassment complaints or even informally discuss harassment with organisational authorities, largely because of fears of individual or organisational retaliation (Fitzgerald et al., 2008; Fitzgerald, Swan & Fischer, 2005; Gutek & Koss, 2003; Knapp et al. 2007; Near & Miceli, 2005).

In more traditional societies, additional cultural factors may further inhibit advocacy seeking. Traditional gender roles and honour and shame codes reflect asymmetrical standards for women's and men's sexual behaviour. For example, both Hispanic and Turkish cultures regard premarital and extramarital sex as highly inappropriate for women, whereas sex is viewed as a physiological necessity for men (Baird, 2003; Burgos & Perez, 2006; Kayır, 2005; Marin & Gomez, 2005; Pavich, 2006). An old Turkish saying suggests —[sexual liaison] is a stain (dishonour/shame) on her face and henna (a sign of celebration and festivity) on his hand.‖ Such double standards are even evident in the Turkish legal system: Until 1997, Article 440 of the Turkish Penal Code charged a wife with adultery if she engaged in a relationship with a man other than her husband on one single occasion, whereas a charge against a husband required proof that he lived with another woman (Og̃uzman & Dural, 2008).

Research specific to sex-related attitudes, norms, and behaviour in Hispanic cultures suggests that patriarchal standards also prevail in many Hispanic societies. The traditional machista

culture rewards men for early initiation into sexual life, dominance over sexual activities, enjoyment of sex, encounters with numerous sex partners, and extramarital relationships. Women, however, are devalued and stigmatised as *mujeres indecentes* (indecent women) for the same behaviour (Marin & Gomez, 2005; Pavich, 2006). Further illustrating these double standards, traditional Hispanic family members—particularly men—view adolescent daughters' virtue as nearly sacrosanct, confining them to the home or chaperoning them to prevent sexual exploitation. Adolescent boys, however, are encouraged to develop, display, and explore their sexual virility; sexual prowess and the conquest of females are acceptable topics in adolescent boys' conversations (Burgos & Perez, 2006; Espi'n, 2007; Pavich, 2006). Because of these asymmetrical sexual norms, Turkish and Hispanic women may be more likely to accept men's sexual aggressiveness as normal, and thus consider such behaviour less worthy of reporting.

Factors such as fear of blame and damage to personal, family, and professional reputations may further suppress reporting among more traditional women. In many cultures, women tend to receive more blame than men in cases of sexual violence; however, this predisposition appears more likely in traditional, male-dominated societies (e.g., Barkley & Mosher, 2005; Menon & Kanekar, 2002).

In cultures where sexual contact with any man other than the husband—as well as sexual discussions—are very strong taboos for women, women who disclose their sexually inappropriate experiences might disgrace not only themselves but also their entire families (Baird, 2003; Barkley & Mosher, 2005; Marin & Gomez, 2005; Marin, Gomez, & Hearst, 2003). Indeed, in an article in one of the nationally circulated Turkish newspapers, Gu'reli (2008) stated that female teachers experienced frequent sexual harassment but rarely reported it because of concerns about societal blame for the incidents. Similarly, they worried that their husbands

would divorce them if they learned of the harassment. Some Turkish women were interviewed on gender discrimination and sexual harassment in the workplace. The interviewees who had experienced harassment stated that they did not report the incident to anybody out of fear of blame for provoking the incident. When asked how they would respond if their daughters experienced sexual harassment, some of these women also said they would not disclose the incidents to their husbands, who might be highly critical of their daughters. Gu"reli (2008.)

Social Coping

A frequent method of coping with sexual harassment is reliance on social support from colleagues, friends, and family members (e.g., Fitzgerald et al., 2008, 2005; Gutek & Koss, 2003). This is also supported by the study conducted by Stockdale (2006) which revealed that contrary to conventional wisdom, individuals who experienced frequent sexual harassment and who used confrontive coping strategies tended to experience worse job outcomes than others. Furthermore, the use of confronting coping tended to amplify associations between harassment pervasiveness and consequences, especially for men. Researchers have theorised that cultural norms and values influence social-support mobilisation (e.g., Butzel & Ryan, 2007; Keinan, 2007). In particular, they reason that support seeking and benefits should be greater in collectivistic cultures, which emphasise interpersonal orientation, affiliation, and interdependence over independence. Likewise, Triandis (2005) argues that relationships with in-group members are particularly intimate for collectivists and that seeking in-group support is one of the most important coping strategies for collectivists encountering crisis in Turkey, it was

documented that sexually harassed women who did not fear blame often coped by relying on their male support network—fathers, brothers, husbands, relatives or friends of higher status to intervene in the situation and step in as protectors. (Stockdale 2006.)

Avoidance/Denial and Confrontation/Negotiation

According to past Anglo-American research, avoidance/denial and confrontation are among the most and least prevalent responses, respectively, to sexual harassment in the workplace (e.g., Fitzgerald et al., 1988, 1995; Gutek & Koss, 1993). This means that a common strategy for many targets is to avoid the perpetrator or the harassing context if possible (Gruber, 1989; Gutek, 1985). Other low-intervention plans may be more cognitively oriented, comprising denial and minimisation of the seriousness of the situation. In contrast, confrontation/negotiation involves addressing the perpetrator directly—asking or insisting that the offensive behaviour cease.

It was argued that collectivist concerns for harmony, that is, smooth and pleasant interpersonal relationships—might influence women's reliance on these particular coping methods. Collectivists generally disapprove of confrontation, conflict, and even open discussion of —sensitive issues (Triandis, 1995). Individuals in these contexts typically prefer to minimise negative behaviours and keep silent when dissatisfied with another's actions (Marin & Marin, 1991; Pavich, 1986; Triandis, Marin, Lisansky, & Betancourt, 1985).

This high expectation for harmony in interpersonal relations is central to the Hispanic cultural script of *simpatía* (Marin & Marin, 1991). Further, as Ting-Toomey et al. (2001) contended, members of collectivist cultures are concerned not only with saving face but also with giving face. Thus, they avoid direct approach in a conflict situation for fear of embarrassing the other party. At most, they may resort to indirect methods of communicating discontent (Pavich, 2006).

Chan et al. (2009) recently discussed in support of the above, the implications of collectivistic harmony norms on sexual harassment coping.

However, traditional Hispanic and Turkish sex roles discourage such assertiveness in women, instead dictating that women be passive, submissive, dependent, and nurturing (e.g., Barkley & Mosher, 2005; Burgos & Perez, 2006; Levine, 2002; Pavich, 2006). Avoidance and denial may thus be more common among Turkish and Hispanic women, being strategies that allow them to minimise adverse situations and avoid conflict, confrontation, and sexual impropriety.

Perpetrator Power

Previous research on Anglo-American advocacy seeking suggests that women are less likely to report sexually harassing incidents if the harasser is their supervisor or superior (Bingham & Scherer, 2003; Fitzgerald, 2000; Knapp et al., 2007). This relationship may be even stronger among women from high power distance cultures, such as the Turkish and the Hispanic, which emphasise and respect social hierarchy (Hofstede, 2000; Triandis, 2005). Further, traditional Hispanic behaviour reflects *respeto*—a cultural script that prescribes deference to individuals holding positions of higher prestige, recognition, and power in society (Marin 2005; Triandis et al., 2005). In situations involving harassers of high level or status in the organisation, these cultural patterns could further inhibit assertive responses (e.g., advocacy seeking, confrontation) and engender more avoidant coping among women.

Sexual Harassment Frequency

Past Anglo-American research suggests that the likelihood of assertive coping increases as harassment becomes more frequent (Brooks & Perot, 2001; Knapp et al., 2007; Magley, 2009). This finding is consistent with the stress literature on chronic persistent events: as stressful events continue, individuals learn and engage in more active, problem-focused efforts to cope with the ongoing stress (Lazarus & Folkman, 2004).

Consequences of Sexual Harassment

Consequences of sexual harassment can vary depending on the individual, and the severity and duration of the harassment. Often, sexual harassment incidents fall into the category of "merely annoying." However, many situations can, and do, have life-altering effects particularly when they involve severe/chronic abuses, and retaliation against a victim who does not submit to the harassment, or who complains about it openly. Indeed, psychologists and social workers report that severe/chronic sexual harassment can have the same psychological effects as rape or sexual assault. (Koss, 2007) For example, in 2005, Judith Coflin committed suicide after chronic sexual harassment by her bosses and co-workers. (Her family was later awarded 6 million dollars in punitive and compensatory damages.) Backlash and victim-blaming can further aggravate the effects. Moreover, every year, sexual harassment costs hundreds of millions of dollars in lost educational and professional opportunities, mostly for girls and women (Boland, 2010).

Effects of Sexual Harassment, Particularly in Academia, Include:

- Victims may feel powerless to stop the situation. It is common to fear retaliation, for example with grades or recommendations. They fear that their complaints will not be taken seriously, or that they will be perceived as causing trouble.
- Victims often blame themselves and fear that others will also blame them, even though it is

the harassing person's authority or influence that has been misused.

- Victims often change academic plans. They may drop courses, change majors, drop out of school, change residence, avoid advisers, or neglect academic commitments or responsibilities to avoid a harasser.
- Victims often have physical symptoms of stress, such as stomach problems or headaches. They may also become depressed, moody, or irritable without knowing why.
- Victims will often suffer lower self-esteem, self-respect, and self-confidence.
- Victims are often confused about what is happening and/or what can be done about it. (Ogunbameru 2006).

Effects of Sexual Harassment in Education

In their 2006 report, "Drawing the Line" the American Association of University Women found physical and emotional effects of sexual harassment:

- 68% of female students felt very or somewhat upset by sexual harassment they experienced;
- 6% were not at all upset.
- 57% of female students who have been sexually harassed reported feeling self-conscious or embarrassed
- 55% of female students who have been sexually harassed reported feeling angry.
- 32% of female students who have been sexually harassed reported feeling afraid or scared.

The American Association of University Women also found that sexual harassment affects academics and achievement:

"Students experience a wide range of effects from sexual harassment that impact their academics including: have trouble sleeping, loss of appetite, decreased participation in class, avoiding a study group, thinking about changing schools, avoiding the library, changing major, not going to a professor/ teaching assistant's office hours. Students may experience multiple effects or just one. The wide range of experiences lowers the percentage of students who experience any particular effect".

- 16% of female students who have been sexually harassed found it hard to study or pay attention in class.
- 9% of female students dropped a course or skipped a class in response to sexual harassment.
- 27% of female students stay away from particular buildings or places on campus as a result of sexual harassment (AAUW, 2006)

Another study by Taiwo et al (2015) among students in Higher Education Institutions in Osun state of Nigeria has established additional evidence of sexual harassment in higher education institutions in Nigeria. The high level of awareness of the occurrence of sexual harassment did not translate into a change in behaviour for the perpetrators. Many of the cases of sexual harassment go unpunished and the victims are left to deal with the trauma, which stays with many of them for a long period and sometimes relapses into a psychological condition and mental health challenge. This hurts academic achievement and future sexual relationships (Taiwo, Omole and Omole 2014).

Coping Mechanism

Violence against women originates in socio-cultural constructions of gender and power, taking many forms. Although such behaviour unfolds at the individual level, the theory holds

that cultural forces support and perpetuate it (e.g., Burt, 2000; Koss et al., 2004; B. V. Marin & Gomez, 2005). Evidence from the United States suggests that sexual harassment is the most widespread form of violence against women (Fitzgerald & Ormerod, 2003; Fitzgerald & Shullman, 2003; Gutek, 2005; United States Merit Systems Protection Board, 1981, 1988). Recent cross-cultural research also contends that sexual harassment is common in many societies around the world (Barak, 2007). Despite the prevalence and culturally driven nature of this serious social problem, little empirical evidence addresses cultural influences on sexual harassment processes (Wasti & Cortina, 2002).

Victims' response to (i.e., coping) sexually harassing behaviour represents an important component of harassment processes and may be particularly susceptible to cultural influences (Wasti & Cortina, 2002). Social-cognitive psychologists have long theorised that coping varies with context or culture. For example, in their classic conceptualisation of the coping process, Lazarus and Folkman (2004) discuss constraints on coping behaviour: —culturally derived values and beliefs serve as norms that determine when certain behaviours and feelings are appropriate and when they are not . . . even allowing for a wide range of situational and individual differences, culturally derived values, beliefs, and norms operate as important constraints (Lazarus and Folkman 2004). Cross-cultural psychologists have proposed a similar theory, arguing that culture-specific norms could have a powerful effect on coping responses (Cervantes & Castro, 2005). Simply put, —throughout human history, different cultures arrived at preferential ways of dealing with problems (Diaz-Guerrero, 2009). In the article, an investigation of the influence of culture on coping by comparing Turkish, Hispanic-American, and Anglo-American responses to sexual harassment in the workplace was made. Although the Turkish and Hispanic cultures differ in many aspects, such as language and religion, there is also

considerable parallelism in cultural syndromes, such as collectivism, power distance, and patriarchy, that leads to similar expectations regarding harassment coping, which also provide an interesting contrast with the Anglo American context. In the following sections, the investigator presents a typology of coping responses and reviews- relevant- research on Turkish and Hispanic cultural processes (Wasti & Cortina, 2002).

In a research conducted in the southwestern part of Nigeria, of the eight rape victims who were interviewed in-depth, only two had revealed the incident to anyone (Ajuwon 2005), also, Ellsberg, Winkvist and Pena (2001) reported further difficulty, that women are typically more reluctant to discuss sexual harassment or abuse by non-partners than by partners and therefore, special methods are needed to encourage disclosure.

Summary of Reviewed Literature

This chapter reviewed the concept of sexual harassment, conceptual definition of sexual harassment, forms of sexual harassment, types of sexual harassment, effects of sexual abuse, consequences of sexual harassment, with close attention to the academic field, culture and coping with sexual harassment, perceptions of sexual harassment and sexual relationship between students and teachers.

The reviewed literature aimed at bringing to spot the advent of sexual harassment among university student and how it has negatively influenced not just their academics, but most relevant, their mental mind.

The forms and types of sexual harassment were closely discussed as it has by experience developed. The narration of a sexually harassed victim helped to increase the very many influences that being sexually harassed has clothed people with.

It further elucidates the effects alongside the consequences of sexual harassment particularly to the female folks.

It did not fail to mention that to be harassed sexually is not a given to the female gender alone, but that guys are also victims of sexual harassment.

CHAPTER THREE

METHODOLOGY

Research Design

The survey research design was used to gather relevant information from the respondents. The survey research design is the systematic gathering of information from respondents for understanding or predicting some aspect of the behavior of the population. The method was suitable because it enabled the researcher to get specific responses from the respondents and most essentially, to assess the perception of sexual harassment, its prevalence, types, perpetrators, consequences, places of occurrence as well as coping strategies employed against sexual harassment among students of University of Benin, Benin City, Edo State.

Population of the study

The population for this study comprised selected students across 100 level to 400 level students of the Faculty of Education, University of Benin which summed up to one thousand five hundred (1500) students for the survey.

Sample and Sampling Procedure

A sample of 10% of the total population amounting to one hundred and fifty (150) was used for the study. Purposive sampling technique was used for the study. The sample cuts across the various Departments in the Faculty of Education of the University of Benin.

Research Instrument

The instrument that was used for the collecting of data is the Likert questionnaire. It comprised of two sections, sections A and B section A contains the respondents demographic information of the respondents while section B contains the research items with a Strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D) scale was used to was used to collect information from students about their perception of SH, prevalence, types, perpetrators, consequences, places where sexual harassment commonly occur. The questionnaire was titled, "An investigation into the causes of sexual harassment among tertiary institutions in Nigeria; A case study, University of Benin."

Validity of Instrument

The questionnaire was given to the researcher's supervisor and two other experts in the Department for correction before it was administered to the respondents. All necessary observations and suggestions were taken into consideration to effect the necessary correction before the final draft of the instrument was printed and administered

Reliability of the Instrument

The reliability of the instrument was determined using the test, and retest methods. Fifty (50) of the research instruments were administered to a set of respondents who were part of the population of the study but were not part of the sample. The data was analyzed using Pearson's product-moment correlation formula the reliability score of 0.77 was obtained.

Method of Data Collection

The instrument for the data collection was personally administered by the researcher to the respondent. The research explained to the respondents how to indicate their views on each item. Efforts were made to explain the questions to the respondents in a manner that enabled them to respond objectively to the question

Method of Data Analysis

Data were analyzed using simple percentages in order to facilitate the interpretation of the data collected. The sample percentage calculated is carried out as Percentage respondent. The 100 % was adopted because it provides a clear representation of the whole data set, making the analysis

easy to understand. Also, it makes it easier to compare proportions, as it converts raw data into a standardized format.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation and analysis of the results on an investigation into the causes of sexual harassment among tertiary institution students in Nigeria; a case study, university of Benin as a case study obtained through questionnaires. It presents the result obtained from the analysis of data for answering the research questions formulated. The data is presented in tables and are arranged according to research questions.

SECTION A: DEMOGRAPHIC DATA

Table 1: Distribution of Respondent by Sex

	SEX		FREQUENCY	PERCENTAGE
YEARS	MALE		46	40%
	FEMALE		69	60%
12 - 18		38		33%
	TOTAL		115	100%
19 -25		68		59%
26 – 30		9		8%
TOTAL		115		100%

Source: Researcher’s Fieldwork, 2025

Table 1 above shows the gender distribution of the respondents used for this study. 46 respondents which represent 40 percent (40%) of the population are male while the remaining 69 respondents which represent 60 percent (60%) of the population are female.

TABLE 2: Distribution of Respondents by Age

Source: Researcher’s Fieldwork, 2025

Table 2 above shows the age grade of the respondents used for this study. 38 respondents which represent 33% of the population are below between 18 -20 years. 68 respondents which represent 59% of the population are between 21-25years. 9 respondents which represent 8% of the population are between 26-30years.

SECTION B: RESPONSE TO RESEARCH QUESTIONS.

Research Question 1. Does sexual harassment have a negative or positive impact on the affected student?

Table 3: Response to research questions on if sexual harassment have a negative or positive impact on the affected student.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	DECISION
1.	Sexual harassment badly affects the mental health of affected students.	48 (42%)	44 (38%)	11 (10%)	12 (10%)	Agree
2.	Affected students are more likely to isolate themselves socially.	36 (31%)	39 (34%)	18 (16%)	22 (19%)	Agree
3.	Victims of sexual harassment may develop trust issues with peers and faculty.	35 (30%)	45 (40%)	15 (13%)	20 (17%)	Agree
4.	Students who report harassment may experience relief and emotional support.	36 (31%)	42 (37%)	20 (17%)	17 (15%)	Agree
5.	Sexual harassment hinders students' motivation to engage in academic activities.	35 (30%)	40 (35%)	23 (20%)	17 (15%)	Agree

Source: Researcher's Fieldwork, 2025

Table 3 shows the responses of respondents on if sexual harassment have a negative or positive impact on the affected student. From the table, 80% of respondents agreed sexual harassment badly affects the mental health of affected students, while 20% of the respondents disagreed. 65% of respondents also agreed that affected students are more likely to isolate themselves socially, but 35% of the respondents do not agree with the statement. The agreement of 80% of respondents reveals victims of sexual harassment may develop trust issues with peers

and faculty, while the remaining 20% reveals the disagreement of the said statement. That students who report harassment may experience relief and emotional support was agreed to by 68% of the respondents while 32% of the respondent disapproves. 65% of respondents agreed that sexual harassment hinders students' motivation to engage in academic activities, while 35% disagreed.

Research Question 2: What effect does sexual harassment have on the academic performance of female students?

TABLE 4: Response to research questions on what effect sexual harassment has on the academic performance of female students.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	DECISION
6.	Female students who experience sexual harassment often report lower grades.	56 (49%)	41 (36%)	6 (5%)	12 (10%)	Agree
7.	Sexual harassment leads to frequent absenteeism among affected female students.	32 (28%)	52 (45%)	14 (12%)	17 (15%)	Agree
8.	Female victims of sexual harassment are	33	35	25	22	Agree

	less likely to participate in group activities.	(29%)	(30%)	(22%)	(19%)	
9.	Anxiety caused by harassment disrupts concentration during lectures and examinations.	48 (46%)	33 (32%)	18 (17%)	16 (15%)	Agree
10.	Fear of encouraging harassers discourages female students from accessing external resources.	35 (30%)	40 (35%)	13 (10%)	27 (25%)	Agree

Source: Researcher's Fieldwork, 2025

Table 4 reveals the respondents' responses on effect of sexual harassment has on the academic performance of female students. The above table shows that 85% of the respondents agreed to the fact female students who experience sexual harassment often report lower grades, while 15% of the respondents disagreed. Again, 73% of the respondents agreed that students feel that sexual harassment leads to frequent absenteeism among affected female students and 27% of respondent disagreed. The percentage of respondents who agreed that female victims of sexual harassment are less likely to participate in group activities was 59%, while the percentage of respondent who do not agree was 41%. While 78% of respondents agreed that anxiety caused by harassment disrupts concentration during lectures and examinations, 65% of the respondents agreed that the fear of encouraging harassers discourages female students from accessing external resources.

Research Question 3: Are female students more sexually harassed than male students in the university?

Table 5: Response to research questions on if female students more sexually harassed than male students in the university.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	DECISION
-----	-------	--------	-------	-------	--------	----------

11.	Male students underreport cases of sexual harassment due to stigma.	61 (53%)	39 (34%)	15 (13%)	10 (9%)	Agree
12.	Female students are more likely to face harassment from faculty members.	31 (27%)	69 (60%)	7 (6%)	8 (7%)	Agree
13.	Male students who experience harassment are often targeted by peers rather than faculty members.	33 (29%)	30 (26%)	25 (22%)	27 (23%)	Agree
14.	Female students encounter a wider range of harassment, including verbal and physical forms.	31 (27%)	69 (60%)	7 (6%)	8 (7%)	Agree
15.	Cultural norms contributes to the higher vulnerability of female students.	61 (53%)	39 (34%)	15 (13%)	10 (9%)	Agree

Source: Researcher's Fieldwork, 2025

Table 5 shows the respondents' response if female students more sexually harassed than male students in the university. From the table, 92% of the respondents agreed male students underreport cases of sexual harassment due to stigma. On the one hand, 87% of the respondents' responses agreed that female students are more likely to face harassment from faculty members, on the other hand, 55% of the respondents' responses agreed male students who experience harassment are often targeted by peers rather than faculty members. Again, respondents who agreed that female students encounter a wider range of harassment, including verbal and physical forms are above 80 % in the University of Benin. 87% of the respondents agreed cultural norms contributes to the higher vulnerability of female students.

Research Question 4 Are the measures taken by the university management cogent enough to curb the issues of sexual harassment?

Table 6: Response to research questions on the measures taken by the university management cogent enough to curb the issues of sexual harassment.

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	DECISION
16.	Strict enforcement of anti-harassment policies reduces reported cases.	30 (26%)	33 (29%)	26 (23%)	26 (23%)	Agree
17.	Counseling services provided by universities are often inadequate to support victims.	33 (29%)	30 (26%)	25 (22%)	27 (23%)	Agree
18.	Collaboration with law enforcement agencies enhances the effectiveness of university measures.	33 (29%)	35 (30%)	25 (22%)	22 (19%)	Agree
19.	Peer-to-peer education programs significantly reduces incidents of harassment.	35 (30%)	40 (35%)	23 (20%)	17 (15%)	Agree
20.	Regular orientation on sexual harassment awareness improves campus safety.	30 (26%)	33 (29%)	26 (23%)	26 (23%)	Agree

Source: Researcher's Fieldwork, 2025

Table 6 reveals the measures taken by the university management cogent enough to curb the issues of sexual harassment. The above table shows that 55% of respondents agreed that strict enforcement of anti-harassment policies reduces reported cases. Also, 63% of respondents agreed that counseling services provided by universities are often inadequate to support victims. Collaboration with law enforcement agencies enhances the effectiveness of university measures was agreed according respondent by 68%. 75% of respondents agreed students Peer-to-peer education programs significantly reduces incidents of harassment.

63% of the respondents agreed that Regular orientation on sexual harassment awareness improves campus safety. This therefore shows that the university management take cogent steps to curb the issues of sexual harassment.

Discussion of Findings

The research centered on an investigation into the causes of sexual harassment among tertiary institution students in Nigeria; a case study, university of Benin. The study's primary objective was to investigate the causes of sexual harassment among tertiary institution students in Nigeria; a case study, university of Benin. Higher institutions of learning are expected to provide learning and working environments wherein all members of academic communities (students and academic) may pursue their studies, scholarship and work without bias or intimidation. However, the outcomes of this research revealed that sexual harassment has become a disease that has plagued the university community. The research revealed that both genders are victims of sexual harassment. The specter of sexual harassment is inimical to this end. Fortunately, the university community is on her toe to ensure a long-lasting solution to this societal menace.

In research question one, the results showed that sexual harassment has a negative impact on the affected student. the common impact of sexual harassment on students or victims in the higher institution are hatred towards the perpetrator, having feeling of depression over the incident (80.8%), inability to concentrate on study/academic (68.0%), fear of going to where the incident happened(74.8%) and experienced failure in academic (56.6%). As mentioned by the respondents, the degree of effect differs from person to person. The finding is in line with the study of the American Association of University Women [AAUW] (2006) where they reported

physical and emotional effects from sexual harassment on female students: 68% of female students felt very or somewhat upset by sexual harassment they experienced, 6% were not at all upset, 57% of female students who have been sexually harassed reported feeling self-conscious or embarrassed, 55% of female students who have been sexually harassed reported feeling angry and 32% female students who have been sexually harassed reported feeling afraid or scared.

Research question two revealed the effect of sexual harassment on the academic performance of female students. Predominantly more females are the recipients of sexual harassment and the stand at more risk of associated consequences. This is in conformity with other studies, (Rippon, 2000); majority of the respondents cited males to be the most perpetrators of sexual harassment. However, the study also showed that female is perpetrator of sexual harassment although few respondents mentioned this. Rippon (2000) also buttressed this fact as he pointed out that there have also been studies that have reported that males are frequent victims of sexual harassment. In his findings about Sexual Harassment in Nigerian Tertiary Institutions in 2010, Sheriff Garba (2010) also corroborate this report when he commented that some Lecturers in Nigeria especially among the males see themselves as thin gods and as a direct consequence indulge in all sorts of unprofessional acts with impunity fully confident that they will always get away with it at the end of the day.

Research question three revealed that female students are more sexually harassed than male students in the university. Findings from the study show that male and female are being harassed. Both male and female students are harassed, but in different ways. This is supported by Hill and Silva (2005) who reported that more a majority of male and female respondents are equally likely to encounter sexual harassment in their college lives. Important differences between men and women are evident, however, when the types of harassment—as well as reactions to these

experiences—are considered. Female students are more likely to experience sexual harassment that involves physical contact.

Research question four revealed the measures taken by the university management cogent enough to curb the issues of sexual harassment. More than half of the respondents were personally satisfied with way they handle incidence of sexual harassment, many of them still lack essential coping strategies and adequate reporting skills. Also, about one fifth indicated that there is an established body or commission set aside to take care of sexual harassment reports in the school while about one-tenth were satisfied with the ways the established body has been handling sexual harassment incidences. These reports indicate a lapse in the Institutional policy against sexual assaults including sexual harassment in the faculty of Education, University of Benin, Some of the suggestions by which individuals, school authorities and government can better handle sexual harassment in the school environment are through health education, legalization of all cases of sexual harassment, public enlightenment, counselling programme should be made, enactment of a jail term of sexual harassment, policy should be made against sexual harassment, regulation should be made on dressing code and making rules and law which serve as punishment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Sexual harassment has been found to be prevalent among the students of the faculty of Education, University of Benin with the females being the predominant recipients. The act which is of various types occurs at different places within the school environment and it is perpetrated by predominantly male harassers. A number of factors have been identified as predisposing

victims to experiencing sexual harassment. The study revealed that institutions of higher learning still have a lot to do to foster a campus climate that is free from bias and harassment so that all students will have equal opportunity to safety and then excel in higher education. As this research documents, higher institution students experience some type of sexual harassment while at school, ranging from unwanted sexual remarks to forced sexual contact, these experiences cause students, especially female students, to feel upset, uncomfortable, angry, and disappointed in their school experience, some find it difficult to concentrate on their academics or experience academic failure. In response, students avoid places on campus, change their schedules, drop classes or activities, or otherwise change their lives to avoid sexual harassment. Many institutions of higher learning have no policies in place, this makes sexual harassment to continue to have a damaging impact on the educational experiences of many college students.

CONCLUSION

Based on the inferences drawn from the study, issues of sexual harassment at the faculty of Education and the university at large have to be dealt with all determination and sincerity. This may suggest the need for a deliberate policy to address sexual harassment. With a sexual harassment policy that is widely circulated the academic community will be able to understand that the university will not tolerate sexual harassment and know that sexual harassment is illegal and is against policy. They will also know where to get professional help.

In research question one, the results showed that sexual harassment has a negative impact on the affected student. the common impact of sexual harassment on students or victims in the higher institution are hatred towards the perpetrator, having feeling of depression over the incident (80.8%), inability to concentrate on study/academic (68.0%), fear of going to where the

incident happened(74.8%) and experienced failure in academic (56.6%). As mentioned by the respondents, the degree of effect differs from person to person. The finding is in line with the study of the American Association of University Women [AAUW] (2006) where they reported physical and emotional effects from sexual harassment on female students: 68% of female students felt very or somewhat upset by sexual harassment they experienced, 6% were not at all upset, 57% of female students who have been sexually harassed reported feeling self-conscious or embarrassed, 55% of female students who have been sexually harassed reported feeling angry and 32% female students who have been sexually harassed reported feeling afraid or scared.

Research question two revealed the effect of sexual harassment on the academic performance of female students. Predominantly more females are the recipients of sexual harassment and the stand at more risk of associated consequences. This is in conformity with other studies, (Rippon, 2000); majority of the respondents cited males to be the most perpetrators of sexual harassment. However, the study also showed that female is perpetrator of sexual harassment although few respondents mentioned this. Rippon (2000) also buttressed this fact as he pointed out that there have also been studies that have reported that males are frequent victims of sexual harassment. In his findings about Sexual Harassment in Nigerian Tertiary Institutions in 2010, Sheriff Garba (2010) also corroborate this report when he commented that some Lecturers in Nigeria especially among the males see themselves as thin gods and as a direct consequence indulge in all sorts of unprofessional acts with impunity fully confident that they will always get away with it at the end of the day.

Research question three revealed that female students are more sexually harassed than male students in the university. Findings from the study show that male and female are being harassed. Both male and female students are harassed, but in different ways. This is supported by Hill and

Silva (2005) who reported that more a majority of male and female respondents are equally likely to encounter sexual harassment in their college lives. Important differences between men and women are evident, however, when the types of harassment—as well as reactions to these experiences—are considered. Female students are more likely to experience sexual harassment that involves physical contact.

Research question four revealed the measures taken by the university management cogent enough to curb the issues of sexual harassment. More than half of the respondents were personally satisfied with way they handle incidence of sexual harassment, many of them still lack essential coping strategies and adequate reporting skills. Also, about one fifth indicated that there is an established body or commission set aside to take care of sexual harassment reports in the school while about one-tenth were satisfied with the ways the established body has been handling sexual harassment incidences. These reports indicate a lapse in the Institutional policy against sexual assaults including sexual harassment in the faculty of Education, University of Benin, Some of the suggestions by which individuals, school authorities and government can better handle sexual harassment in the school environment are through health education, legalization of all cases of sexual harassment, public enlightenment, counselling programme should be made, enactment of a jail term of sexual harassment, policy should be made against sexual harassment, regulation should be made on dressing code and making rules and law which serve as punishment.

RECOMMENDATIONS

Recommendations made from the study are outlined as follows:

- a. The government should enact national anti-sexual harassment policy by developing and

implement a standardized policy across all tertiary institutions.

- b. The government should establish independent reporting channels by setting up government-monitored helplines and online platforms for students to report harassment.
- c. The government should embark on public awareness campaigns by launching nationwide sensitization programs on sexual harassment and victims' rights.
- d. The University should enact clear anti-sexual harassment policy. Each university should have a documented policy with strict consequences for offenders.
- e. The university should install CCTV cameras in strategic locations to deter misconduct.
- f. The university should educate staff and students on appropriate conduct, consent, and ethical behavior.
- g. The University should take decisive action against lecturers found guilty of harassment.
- h. Lecturers & University Staff should undergo regular training on ethics, gender sensitivity, and appropriate interactions with students.
- i. Lecturers & University Staff should create a supportive environment where students can speak up about harassment.
- j. Students should be educated on their rights and reporting procedures.
- k. Students should be encouraged to establish and strengthen student organizations that address gender-based violence.
- l. Students should be encouraged to support victims and report cases of harassment.

REFERENCES

- Adebanjo F. and Olubiyi K. (2008). *Reforms in Nursing Education: The National Open University of Nigeria experience*. School of Science and Technology, National Open University of Nigeria, Lagos, Nigeria.
- Adetunji, B. (2008). *Experiencing Sexual Harassment*. Journal of Black Psychology, New York. 2(1) 193-198.

- Alan Grieco (1987) *Sexual Harassment as an Occupational Hazard in Nursing*
www.tandfonline.com/doi/abs/10.1207/s15324834basp1704_8. Retrieved, Nov,2014
- Alex Tettey-Enyo, (2011). *Participatory poverty and vulnerability assessment (PPVA), Understanding the regional dynamic of poverty with particular focus on Ghana's Northern, Upper East and Upper West Regions*; UNICEF, Ghana Regional Office, 2011
- Aluede O.O. (2000). *Sexual Harassment of Women Employees in a Nigerian University: Implications for counselors*. Guidance Counsel.15(2):27–32.
- Aluede O., Imokhire J. and Idogho P. (2011). *A Survey of Teachers' and Students' Perception of Sexual Harassment in Tertiary Institutions of Edo State, Nigeria*:
[URL:http://dx.doi.org/105539/ass.v8n1p268](http://dx.doi.org/105539/ass.v8n1p268)
- Aluede, O. O Imonikhe,J, & Idogho, P. (2012). *A Survey of Teachers and Students' Perception of Sexual Harassment in Tertiary Institutions of Edo State, Nigeria*. Journal of Asian Social Science, 8 (1): 268-27.
- Ajuwon, A J., (2005). *Attitudes, Norms and Experiences of Sexual Coercion among Young People in Ibadan, Nigeria; Sex without Consent: Young People in Developing Countries*. Zed Books LTD, 7 Cynbia Street, London N1 9JF, UK & Room 400, 175 Fifth Avenue, New York, NY 100010, U.S.A 2005
- American Association of University Women [AAUW] (2006). —*Drawing the Line: Sexual Harassment on Campus*}, National Conference for College Women Student Leaders' Summit on Sexual harassment, American Association of University Women, Washington D.C., 20036.
- Ayoko, O.B., Callan, V.J. & Hartel, C.E.J. (2003). *Workplace Conflict, Bullying and Counterproductive Behaviours*. Organisational Analysis, 11(4): 283-301.
- Baird.Q.(1993). *Sexual Harassment in the workplace. Internal investigations in the workplace*; Colorado. www.baidquinn.com. Retrieved; Nov, 2011

- Barak. A. (1997). *Reactions to Sexual Harassment changes*. redalycuaemexmx/pdf/284/28438105 pdf Retrieved; Nov, 2011
- Barkley B.H., Mosher E.S. (1995). *Perspectives on Sexual Harassment and social support* .www.isaumich.edu/psych/lilia. Retrieved; Nov, 2011.
- Barton L. and Eichelberger J. (1994). *Sexual Harassment: Assessing the Need for corporate policies in the workplace*. Vol 7, Number 1, Pp 24-28, MCB Press.
- Bennett-Alexander, D. D., & Pincus, L. B. (1985). *Employment law for business*. Chicago IL:
- Benson K. A. (1984) *Sexual harassment in the workplace and Academia: Psychiatric Issue*. <https://books.google.com.ng/books?isbn=088048490X>. Retrieved Nov. 2009
- Betancourt.H.T.(1984). *The complexity of Sexual Harassment coping behavior* www.researchgate.net/publicity/80. Retrieved; Nov,2011
- Bingham S.G (2004).*Sexual Harassment as Discursive*. ISBN 10:027594 5936/ISBN-13978-0275945930. Retrieved; Nov,2013
- Boland, Mary L. (2002) *Sexual Harassment: Your Guide to Legal Action*. Naperville, Illinois: Sphinx Publishing 2002
- Bonnie L, (2009) *Sexual Harassment Definition and Resource Guide*. The office of Associate Counsel & Equal Opportunity Compliance, 319 Piggy Ryan Williams Centre 607-2d74- 3909.
- Bronner G. Perets C. Ehrnfeld M. (2003) *Sexual Harassment of Nurses and Nursing students*. Journal of Advanced Nursing, Tel Aviv Souraski Medical Centre, 6, weizman Street, Tel Aviv, Isreal. Gilab@netvision.net.Treatment 42:637-644.doi: 10.1046/j.1365-2648.2003.02667.
- Brooks L., Perot A.R (1991). *Examining the Sexual Harassment experience of Mexican.Sexual harassment victims as a function of labeling and reporting business*.

Highbeam.com>Business information>business articles>journals.Education
journals>sex roles. A journal of research.

Browne, K. R. (1997). *An evolutionary perspective on Sexual Harassment: Seeking roots in biology rather than ideology*. Journal of Contemporary Legal Issues, 8, 5±77.

Bukirchi K. (2000). *Sexual Harassment at the workplace*. Istambul. Turkey Yasa Yauyin lari
psyonet.apa.org/journals/psp/83/394.

Burgos N.M, Perez Y.I (1986). *Perspective on Sexual Harassment, control over women's bodies*.
Middle East Journal, 51 (1) P51 – 59 Dilek. www.tandfonline.com/doi/pdf/10.1080.

Butzel J.S Ryan R.M (1997). *Perspective on Sexual Harassment and social support*
www.Isaumich.edu/pscy/lila.corti. Retrieved; Nov,2011

Campbell R., & Raja S. (2005). *The Sexual assault and secondary victimization of female with help-seeking experiences with military and Civilian Sexual Systems*. Psychology of women Quan file://A:rape 5.hm.

Carlen Rust Nash (2004). *What teens should know*. books google. Com juvenile notification –
social issues – central. Retrieved; Nov,2011

Caroll, L. and Ellis K. (1989). *Faculty Attitudes towards Sexual Harassment: Survey Results, Survey Process. Initiatives*: Journal of the National Association of Women Deans, Administrators and Counselors, 52: 35-41.

Cash, K. (1997). *Social Epistemology, gender and nursing theory*. International Journal of Nursing Studies, 14, 137-143

Cervantes R.C Castro F.G. (1985). *Coping in context: Social cultural determinants of response to sexual harassment*. Psycnetapaorg/journals/psp/83/394.

Cervantes R.C, Castro F.G (1985). *Social Cultural Determinants of Response to Sexual Harassment* psychnet.apa.org/journals/psp/83/2/394.

- Chan DSK, Tang K.S (1999). *Sexual Harassment; A preliminary analysis of its effects*.
[www.bridgew.edu/Brazil .pdf](http://www.bridgew.edu/Brazil.pdf).
- Chen W, Sun Y, Lan T, Chiu H (2009). *Incidence and risk factors of workplace violence on nursing staffs caring for chronic psychiatric patients in Taiwan*. *Int. J. Environ. Res. Pub. Health* 6:2812-2821.
- Chuang L. and Kleiner B. (1999). *Sexual Harassment in Public Schools*. *Equal Opportunities International*, 18 (2/3/4), 13-171990, Vol.6, No.2, pp. 161-172.
- Corgin J., Fish A. (2009). *Progress of Sexual Harassment Law in India, China and HongKong*.
www.harvardilj.org/wp-content/HILJ-Online_51_Srivastava. Retrieved; Nov,2011.
- Cogin J. and Fish A. (2009). *Sexual harassment – a touchy subject for nurses*. *Journal of Health, Organization and Management* Vol. 23 No. 4, 2009 pp. 442-462 Emerald Group Limited 1477-7266 DOI 10.1108/14777260910979326 Corporate Policies in the Workplace. *Executive Development*, 7(1), 24-28.
- Cortina. Lilia M and Wasti, S. (2012) *Sexual Harassment Indicators: The Socio-Cultural and Cultural Perspectives* [www.uri. edu/iaics/content/2012v21n1/15Rebecca Smer kin](http://www.uri.edu/iaics/content/2012v21n1/15Rebecca%20Smerkin)
- Ting – Toomey (1991). *Invitation or Sexual Harassments*. M/c journal New York; Oxford UP.
[Journal. Media.culturalorg.au/0008/;](http://Journal.Media.culturalorg.au/0008/)
- Trandis H.C (1995). *A culturally sensitive examination of Sexual Harassment experiences –*
grandworksumi.com/32/91/3291645.html.
- The U.S. Equal Employment Opportunity Commission (2002) *The Harasser's conduct must be unwelcome*. The U.S. Equal Employment Opportunity Commission 2002
- University of Zambia. (2006). *HIV and AIDS Policy*. University of Zambia Press, Lusaka, Zambia.
- Uwem R. (2004) *Inhibiting outrage: tactics and counter-tactics in legal cases of Sexual Harassment*. eprints.qut.edu.au/26977/2/26977. Retrieved July 10, 2009

- Walling P. (2011). *How did Nursing Become a Female Profession*. <http://www.the-male-nurse.com/2011/06/how-did-nursing-become-female.html> Retrieved Oct. 10, 2009
- Wasti S. A. & Cortina L. M. (2002). *Coping in Context: Sociocultural Determinants of Responses to Sexual Harassment*. *Journal of Personality and Social*
- Watson D.P (1994). *Subjective Experience of Sexual Harassment*. Humsagepub.com/content/53/8/1081 refs. Retrieved November, 2011.
- Whitmore, R.L. (1983). *Sexual Harassment at UC Davis*. Davis, CA: University of California-Davis. ERIC Document Reproduction Service No.ED 248824.
- Willness, C.R., Steel, P., Kibeom, L. (2007), "*A meta-analysis of the antecedents and consequences of workplace sexual harassment*", *Personnel Psychology*, Vol. 60 pp.127-62.
- Winkvist A. Pena R. (2001). *Violence against women* www.ncbi.nlm.nih.gov/journalist/1 *Epidemiol Community Health* >059 (10),Oct.2005. Retrieved November, 2011.
- Wishnietsky, D. H. (1991). "*Reported and Unreported Teacher-Student Sexual Harassment*." *Journal of Education Research*, 1991, Vol.
- Yuri H, Keiki O, Michiko I (2006). *Sexual Harassment of female nurses by patients in Japan*. *J. Nurs. Sch.* 38(4):400-405.
- Zalk, S R., (1987). "*Men in the academy: a psychological profile of harassment*." in Paludi, Michele A. ed. *Ivory Power: Sexual Harassment On Campus*. Albany, NY, State University of New York Press, 1987

APPENDIX

QUESTIONNAIRE ON

**AN INVESTIGATION INTO THE CAUSES OF SEXUAL HARRASSMENT AMONG
TERTIARY INSTITUTION STUDENTS IN NIGERIA**

Dear Respondent,

This questionnaire seeks to elicit data on an investigation into the causes of sexual harassment among tertiary institution students in Nigeria.

Participation in the study is voluntary and the information you supply would be kept confidential. Please kindly assist in supplying the needed information.

Thank you.

RESEARCHER

SECTION A

DEMOGRAPHIC DATA

Please fill or tick like this () where applicable

1. Age:

S/N	STATEMENT	SA	A	SD	D
RQ1	Does sexual harassment have a negative or positive impact on the affected student?				
01	Sexual harassment badly affects the mental health of affected students.				
02	Affected students are more likely to isolate themselves socially.				
03	Victims of sexual harassment may develop trust issues with peers and faculty.				
04	Students who report harassment may experience relief and emotional support.				
05	Sexual harassment hinders students' motivation to engage in academic activities.				
RQ2	What effect does sexual harassment have on the academic performance of female students?	SA	A	SD	D
06	Female students who experience sexual harassment often report lower grades.				

2. Sex: (1) Male () (2) Female ()
3. Religion: (1) Christianity () (2) Islam () (3) Traditional
4. Level (1) 100 L () (2) 200 L () (3) 300 L () (4) 400 L ()
5. What type of family setting are you from?
 - (1) Monogamy () (2) Polygamy () (3) Divorced parent ()
 - (4) Widowed parent () (5) Others (specify).....

07.	Sexual harassment leads to frequent absenteeism among affected female students.				
08.	Female victims of sexual harassment are less likely to participate in group activities.				
09.	Anxiety caused by harassment disrupts concentration during lectures and examinations.				
10.	Fear of encouraging harassers discourages female students from accessing external resources.				
RQ3	Are female students more sexually harassed than male students in the university?	SA	A	SD	D
11.	Male students underreport cases of sexual harassment due to stigma.				
12.	Female students are more likely to face harassment from faculty members.				
13.	Male students who experience harassment are often targeted by peers rather than faculty members.				
14.	Female students encounter a wider range of harassment, including verbal and physical forms.				
15.	Cultural norms contributes to the higher vulnerability of female students.				
RQ 4	Are the measures taken by the university management cogent enough to curb the issues of sexual harassment?	SA	A	SD	D
16.	Strict enforcement of anti-harassment policies reduces reported cases.				
17.	Counseling services provided by universities are often inadequate to support victims.				
18.	Collaboration with law enforcement agencies enhances the effectiveness				

	of university measures.				
19.	Peer-to-peer education programs significantly reduces incidents of harassment.				
20.	Regular orientation on sexual harassment awareness improves campus safety.				

SECTION B

Instruction: Kindly read each of the following statements carefully and indicate by ticking (✓)

the appropriate column. The alternatives are:

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree