

THE EFFECT OF SEXUAL ABUSE IN THE SOCIETY

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CERTIFICATION

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DEDICATION

I dedicate this project to God Almighty and my dear parents, **Mr & Mrs EHIKIOYA**

Glory be to God

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ABSTRACT

This study explores the prevalence, underlying factors of sexual harassment and its prevention in the University and workplaces in Nigeria. The main objective is to ascertain whether psychosocial factors are perceived as correlates of sexual harassment by university undergraduates.

Sexual harassment like any negative job antecedents is one of the workplace vices which organizations attempt to checkmate in order to create conducive atmosphere for employees to thrive. In Nigeria, lack of legislative efforts and enforcement of extant laws have increased vulnerability.

Considering the outcomes of sexual harassment of female workers and students, it is recommended that organizational climate in education sector be protected by legislative enablement to create a gender free environment for thriving of both males and females especially females who are the common victims of sexual harassment in this part of the world while prosecuting reported cases.

The psychosocial factors influencing sexual harassment of students include financial insufficiency, moral deficit, lust and a weak system of redress. Result showed that occurrence of sexual harassment tended to be directed more towards females than males; and females were more negatively affected than males. The study identified awareness, propriety in dress and punishment for offences as necessary institutional responses to prevent sexual harassment. It is recommended that awareness-raising programs for students, lecturers and all university staff be incorporated into the programs of universities to encourage effective institutional responses towards addressing sexual harassment.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Sexuality is part of human life and existence. Ideally, sexual relationship should be mutual and between two adults, who consented without any form of coercion (Haruna et al., 2016). When a sexual activity is as a result of intimidation of any sort, it becomes worrisome and an Infringement to the individual's human right (Ramakrishnan, 2019) and this intimidation into unsolicited sexual activity usually puts the victim at a disadvantaged position for lack of consent (Cassino & Besen-Cassino, 2019). Shaw et al. (2018) contended that in the workplace, sexual abuse is a serious crime with grievous cost to the victims, co-workers and the organization. This attribute makes sexual harassment in the workplace a much talked about organizational vice outside inherent job factors. In Nigeria, the organizational climate may not have aided harassment-free workplace due many industry related problems which are not unconnected to institutional corruption (Ezeh & Etodike, 2016), uncontrolled abusive relationship between superiors and their subordinates in most public organizations (Ezeh et al., 2018), high levels of incivility among workers (Etodike & Ezeh, 2017) and most importantly the prevailing organizational climate (Joe-Akune et al., 2018) in Nigerian higher institutions. Many female workers die in silence than report sexual harassment for the fear of losing their jobs due to the growing unemployment rate in Nigeria (Etodike et al., 2018) and this reduces workers involvement in the work (Joe-Akunne, 2018) and reduces organizational effectiveness (Shaw et al., 2018) due to the emotional, financial and social cost of sexual harassment (Haruna et al., 2016). In most cases, sexual harassment creates job insecurity among victims as an outcome of leader-member relationship or member-member relationship (Ezeh et al., 2017).

The problem of sexual abuse has received the attention of scholars from a variety of life domains (see Branderburg, 1982; Gutek, 1993; De Coster *et al.*, 1999; Prentice and Carranza, 2002; Schultz, 2003; Maass *et al.*, 2003; Berdahl, 2007; Dobbin and Kelly, 2007; Dobbin, 2009; Menon *et al.*, 2011), because the scourge seems to be an issue of immorality that has no regard for individual status, religious affiliation, wealth, education Gowen, (2001), or development of countries across the globe. However, the quest for modernity, which Dikecligil, (1998) views as a paradigm that surrounds democracy in politics, capitalism in economy, positivism in science etc, seems to have influenced its escalation in underdeveloped societies through acculturation. Modernity began with the enlightenment and it symbolizes separation from the past and requires a process that usually goes from traditional to modern (Aysu, 2006). Ideas inherent in capitalist economy prompted women to abandon their traditional roles in the family for equal competition with men in work settings (Kofi, 2010). Prior acculturation, however, roles of women in the society were limited to their husband homes. They were doing well in home keeping, caring for the children and the aged (Anugwom *et al.*, 2010). The confined roles of women at that point in time must have prevented traditional societies from experiencing serious problems of sexual abuse. Upon their engagement in work organisations, women are not only condemned for lack of wisdom, knowledge and competence needed to run any organisation successfully by men; they are equally not regarded as equal partners and serious workers. Instead, they are being considered as objects for sexual gratification (Hartmann, 1981; Kofi, 2010).

Defining Sexual Abuse

Sexual abuse 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.

Sexual Abuse in Academia

In the period when Nigeria's universities were in their nascent stage, there was nothing like prostitution, cohabitation and sexual harassment of male lecturers on female students. In fact, in the not too distant past, precisely in the 70's, even the students dating practice was a harmless one. Adesanya and Kuye (2007) pointed out that in the 70's, the Students dating practice was just to meet, read and disperse. But, today sex has penetrated into the universities with Lecturers and others mentioned as perpetrators In fact, Right from the 90's, talks about sexual harassment begun to be mentioned. The Commission on the review of Higher Education in Nigeria (CRHEN, 1991) revealed that the phenomenon of sexual harassment has assumed a critical dimension in Nigeria's Higher Education Institution. Also, a lot of Researches conducted have pointed the existence of sexual harassment in Tertiary Institution, Okonkwo Ibe (2003) have confirmed the prevalence of sexual harassment in their studies. Alhassan and Ebhota (2015) reported a number of cases of sexual harassment by Lecturers to their female students. The Desert Harald Newspapers (2014) reported the case of a Lecturer who raped an admission seeker in a study room. In fact at a point in time, it even became a subject of ridiculing lecturers by leaders and newspaper columnists Ladebo (2003) stated that the former head of state General Olusegun Obasanjo during an official engagement ridiculed the Nigerian universities lecturers as unproductive pleasure seekers that see their female students as object of sex. In actual fact, sexual harassment by lecturers on female students has crept into tertiary institutions and has been

escalating continuously. Alhassan & Ebhota (2015) stated that the problem of sexual harassment in the universities is spiking in spite of the awareness about it.

Many studies conducted on sexual harassment are on universities. A lot has not been done on Colleges of Education and as they are tertiary Institutions, issues of sexual harassment therefore should not be relied on hearsays. Thus, in this study an attempt will be made to investigate the female students on the forms, causes and consequences of sexual harassment and whether they report cases of sexual harassment. It is amazing and disturbing that this occurs in academia, saddled with the responsibility of molding and filtering ground for building virile future leaders (Jega, 2013). Although its escalation in the public & private sector might not be a surprise to well-meaning Nigerians, bearing in mind the high level of indiscipline and rottenness prevailing in the Nigerian society, but its occurrence and prevalence in the Public & Private Institutions founded on godly doctrines calls for a scholarly attention.

Sexual Abuse in Workplaces

One of the first comprehensive studies of sexual abuse in the workplace was conducted in 1980 by the U.S. Merit Systems Protection Board using a sample of 10,644 women (Fitzgerald, Shullman, et al., 1988). Results indicated 42 percent of the women had been the recipients of overt sexual harassment during the previous 24 months. Numerous other researchers have contended that the U.S. Merit Systems Protection Board results may have actually been an underestimate with a more accurate assessment ranging up to 90 percent (Fitzgerald, Shullman, et. al., 1988; Gruber, 1992; Terpstra & Baker, 1987).

While sexual harassment of women may occur more frequently in the workplace than in academia, it does not appear to be limited to specific occupational settings, age groups, salary

ranges, or ethnicity (Truax, 1989; Webb,1994).According to Webb (1994), evidence "shows that no area of business or industry, public or private, is immune"(p.225).

1.2 Statement of problem

The purpose of this research is to investigate sexual abuse in the society particularly the University and workplaces. In fact, an avid reader of newspaper can after some few days or month come across a reported case of sexual abuse in one institution or another. Due to its frequent occurrence, parents and the general public have become worried over what work places, and universities have become these days of u-turning from their primary responsibilities of imparting knowledge and morality. And in almost all cases, it is the male lecturers that harass or abuse the female students and employers on their employees. But, then due to the secret nature of sex and the shame attached to it, not much has been known about the nature, form and causes of sexual abuse going on in different institutions and places of work. In this research, an attempt will be made to find out from female students and workers being the victims, the forms and causes and consequences of sexual harassment.

1.3 Objectives of the study

To determine the forms of sexual abuse

1. The causes of sexual abuse
2. To find out the number of reported cases
3. To offer solutions or way out to reduce or eradicate cases of sexual abuse or harassment
4. To determine forms of sexual abuse

1.4 Significance of the study

1. It will help in dispelling the rumour about the existence or non-existence of sexual harassment/abuse by proving it or disproving it.
2. It will help in exposing the forms of abuse
3. It will reveal its causes
4. It will expose its consequences
5. It will add to the body of knowledge on researches on sexual abuse/harassment
6. The prevalence of sexual abuse among female workers and students in higher institutions of learning and places of work.

1.5 Scope and limitation of the study

This study investigated sexual abuse of lecturers/employers on female in the higher institution of learning and places of work. The study limits itself to selected places of works and higher institutions in Edo State in order to pursue the study within the available time. The following conditions may have affected the outcome of the present study:

1. The sample was not random,
2. All subjects were from institution located in a metropolitan Benin City, Edo State.
3. All information was self-reported, and
4. Subjects may be over-exposed to survey instruments as a result of the university's quality assurance methods (end of course and end of program surveys) and a required research component for graduate and undergraduate students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Historical concept of sexual abuse in Nigeria

Sexual abuse, a pervasive societal issue, has roots embedded in Nigeria's historical context. This discourse aims to unravel the historical dimensions of sexual abuse in Nigeria, shedding light on the socio-cultural factors that have influenced its prevalence. The exploration will span pre-colonial, colonial, and post-colonial eras, providing insights into the evolution of perceptions, reporting mechanisms, and societal responses to sexual abuse

Pre-Colonial Era:

In pre-colonial Nigeria, traditional norms and communal living played a crucial role in shaping interpersonal relationships. However, scant historical records make it challenging to quantify the extent of sexual abuse during this period. Oral traditions and folklore suggest that certain practices may have perpetuated abuse, underscoring the need to examine these narratives critically.

Colonial Influence:

The colonial era introduced significant changes to Nigerian society, impacting power structures and social norms. European values often clashed with indigenous beliefs, creating a complex environment. The imposition of colonial legal systems and the disruption of traditional societal structures influenced the reporting and acknowledgment of sexual abuse cases.

Historical references such as colonial-era documents and missionary accounts provide valuable insights into this transformative period.

Post-Colonial Dynamics:

Following independence, Nigeria witnessed social and political changes that influenced attitudes towards sexual abuse. Rapid urbanization, educational advancements, and globalization brought both opportunities and challenges. A growing awareness of human rights and gender equality has gradually shifted societal perspectives on sexual abuse. Contemporary literature, legal documents, and media reports offer a lens into the evolving nature of sexual abuse in post-colonial Nigeria.

Socio-Cultural Factors:

Throughout these historical periods, socio-cultural factors have played a pivotal role in shaping perceptions of sexual abuse. Traditional gender roles, stigmatization, and the influence of religious beliefs have impacted reporting mechanisms and the treatment of survivors. Exploring these factors is essential for understanding the nuances surrounding sexual abuse in Nigeria.

2.2 Meaning of sexual abuse

Sexual abuse has been defined in various ways. Aluede (2000) defined it as any form of unsolicited, unwelcomed and unreciprocated sexual overture from a person to elicit unwanted sexual relations from another. Wilness (2007) refer to it as a form of Gender discrimination that involves unwelcomed verbal or physical conduct of sexual nature.

Sexual harassment is an organizational vice with unpalatable organizational outcomes including ineffectiveness, indifference, low job involvement and general poor citizenship behavior towards the organizational members and the organization. Serious incidences of sexual harassment may be precursors to tarnishing organizational image, their integrity and the confidence of the public towards such organizations. It also leads to loss of job on the part of the employees and emotional trauma when it is constantly experienced by a hapless employee without being addressed. In some cases, it may lead to organizational anticlimax. These negative antecedents affect the job, the employees as well as the employers and the organization in whole and thus; make sexual harassment a contentious issue in the organization.

2.3 Forms of sexual abuse

There are different Forms of sexual abuse. Akpan (2017) related this forms to include sexual touching, winking of the eyes, physical advances, sexual propositions, sexual coercion , rape, sexual remarks, obscene cartoons, comments about a man/woman's sexuality, extended glares, firm sexual handshake, lewd comments, vulgarity, stalking, quid pro quo/sexual bribery, sexual provocation (i.e. arousing sexual urge in males by predisposing them to sexually harass females).

What constitutes sexual abuse has provoked studies among scholars. In the view of Mohd *et al.* (2007), forms of sexual abuse are comprehensively specified in the Code of Practice as follows:

- i. Verbal (e.g. offensive or suggestive remarks)
- ii. Non-verbal or gestural (e.g. leering or ogling with suggestive overtones)
- iii. Visual (e.g. showing pornographic materials)

- iv. Psychological (e.g. unwanted social invitations)
- v. Physical harassment (e.g. inappropriate touching)

These are minor forms of sexual harassment because it ignores threat of job-related consequences for non-compliance. This crucial point, among others is located in the view of (Stanko, 1988). According to him, the following behaviours are regarded as sexual harassment (sexual teasing, jokes, comments or questions); unwanted pressures for sexual favour or date; unwanted touching or pinching; with implied threats of job-related consequences for non-cooperation; physical assault; sexual assault; rape. The striking aspect of Stanko, (1988) view is unwanted pressure for sex with implied threats of job-related implications. It brings to bear threats of many male lecturers on female students, who fail to comply with sexual harassment in Nigerian tertiary institutions. Nevertheless, Stanko, (1988) view ignores unmerited benefits that go with sexual harassments for those who comply with the proposal. This flaw in knowledge makes the idea of Fitzgerald *et al.*, (1995) crucial to this discourse. According to them, forms of sexual harassment include unwanted sexual attention such as touching, hugging, stroking and demanding a date; sexual coercion, which relates to sexual advances with the promise of job-related benefits; and gender harassment, which refers to those verbal and non-verbal behaviours (such as jokes, taunts, gestures, and exhibition of pornographic materials).

Dwelling on Fitzgerald *et al.*, (1995), sexual harassment does not only involve threat on jobs or academic performances, it equally goes with benefits, if complied with. However, it is necessary to state here that threat only goes with non-compliance while benefits go with compliance. Female students, who refused to comply with sexual harassment, more often than not are victimized either with poor grade or failure. The worth of such students is often denied

and jeopardized. Female students, who complied with the proposition usually, enjoy unmerited benefits to the detriment of others. Lecturers can use their positions to offer students privileges in various forms in exchange for sexual favours (Ramsaroop, 2007). These favours include, securing high marks that the victim cannot defend, seeing question papers and marking scheme prior examinations etc. These benefits usually place female students, who subscribed to sexual harassment above their classmates, who are more brilliant than them. However, when the proposal for sexual harassment is rejected it leads to a hostile working environment. In such milieus, victims find it difficult to relate freely in the organization. (Gruber, 1992; Welsh, 1999) see forms of sexual harassment not only in that direction but also in areas of derogatory sexist remarks, hostile environments (produced by sexually oriented objects, pictures, comments, and gestures), solicitation, touching, quid pro quo arrangements, and even forced sexual contact with grave consequences for work life. Although the view of (Gruber, 1992; Welsh, 1999) combines benefits arrangements and implications of job-related threat in their forms of sexual harassment, but the view ignores modern means of communication and spousal abuse within academia in accounting for the scourge. These include the use of mobile phone and other media formats etc. These flaws in knowledge are rooted in the (University of Ibadan Sexual Harassment Policy, 1999). The policy claims that such acts could include but not limited to outright demands, ogling, indecent comments and unnecessary bodily contact which could lead to psychological or physical unsolicited sexual relationships; unwanted suggestive looks, phone calls or use of other multimedia format and comments intended to lure a person into a sexual relationship; spousal abuse where one or both partners are members of the University community.

In another development, what constitutes sexual harassment in work organisations could be gender perceived. Men and women often view sexual harassment differently (Lunenborg,

2010). Therefore, what women consider as harassment may not be regarded as harassment by men, but women are more likely to label behaviours as harassment than men (Konrad and Gutek, 1986 cited by Ladebo, 2003). Women tend to perceive a broader range of behaviors as sexual harassment than do men (Lunenburg, 2010). This is because evidences from the literature show that women experience sexual abuse more than men.

2.4 Causes of sexual abuse

There are several causes of sexual abuse in Nigeria Tertiary Institutions and places of work as pointed out by scholars. They include:

- i. Indecent dressing: When a female students dress indecently that can make them to be sexually attractive to randy lecturers Okpara (2005) Stated that ladies can attract men by easily wearing sexy or transparent dresses. Alhassan & Ebahota (2015) related the view of one parent as saying that the reason why most girls face sexual harassment from lecturers is due to their provocative dressing.
- ii. Laziness: Some female Students are very lazy. They don't read. And as result become weak student academically. So when a Lecturer with an evil intention found out that a female student is academically weak as pointed out by Okoroafa, Umoh and Ofiama (2014) it becomes an easy means for him to get her by threatening her with failure.
- iii. Familiarization with Lecturers: Some female students try to get familiarized with their lecturers as that draws them sympathy and assistance from lecturers. Agbonna (2008) stated that a female Student is likely to be assaulted by an acquaintance. So, as a female Student draw herself to a Lecturer through visiting his Office, a lecturer with evil Intention can easily harass her.

- iv. Other causes as pointed out by Scholars include faulty vetting process, misuse of authority and general moral decadence in the society etc.

Ogunmosunle (2012) noted that sexual abuse occurred in the working environment resulting from the inferior job positions and job roles occupy by women. More so, resulting from the above, women tend to crave to improve their position since sex discrimination forces women into inferior job positions and low-paying jobs sexual harassment helps to keep them there.

Poverty is also one of the causes of sexual harassment because most victims crave for financial or material favour from their superior without the intent of being harassed however; the harassers do take advantage of them by asking them for sexual favour. Sexual harassment in the workplace can also be caused by dependency and reliance on co-workers for support and teamwork, reliance on superior officers for career advancement and job placement, abuse of authority by the supervisor, workplace bullying, poor management, job instability, job insecurity, low pay package, social problem such as divorce, low level of prosecution of culprit and provocative dressing by women in the work place (Adkins, 1995).

2.5 Cases of sexual abuse

2.5.1 Sexual harassment in tertiary institution

Sexual Harassment by male Lecturers to female Students is no doubt happening in tertiary Institution as it has been reported at different times by different Newspapers. The Daily Trust Newspaper (2016) reported the sack of (13) Lecturers over sexual Harassment offences. The Desert Herald Newspaper (2015) reported the case of a Lecturer who raped an admission seeker inside a Study room Alhassan & Ebahota (2015) reported three cases of sexual

Harassment of Lecturers to female Students. By these cases, it could be seen that sexual harassment is happening in tertiary Institutions.

2.5.2 Sexual harassment in workplaces

Workplace sexual harassment against female workers is not only unethical but it is also globally condemned. This is because sexual harassment against female workers has many consequences and negative effects on both the victim and organization where it occurs (Akinfala & Tunde, 2017). Ideally, workplace environment, especially higher institutions, should be structured in such a way that will portray conduciveness and free from any form of threats to foster maximum commitment upon which quality performance leverages and thrives. Employees' performance is critical to the survival and optimization of any organization, higher institutions inclusive. Deductively, one can assert that the work performance of female workers in higher institutions is germane towards the survival and progress of the institution and should not be jeopardized through sexual harassment.

Research has shown that generally, sexual harassment against women has many consequences ranging from negative effects on the woman as an individual to their work productivity (Idris et al., 2016). Similarly, Lindquist and McKay (2018) reported decreased job satisfaction, organizational commitment, productivity, and increased work attrition among their respondents on consequences of sexual harassment. According to the study carried out in the legal sector, Aina-Pelemo et al. (2019) found that low performance, psychological and health challenges are among the consequences of sexual harassment against female workers. No wonder, Idris et al. (2016) found that most female employees in some selected organizations in Kogi State, Nigeria perceived sexual harassment as highly embarrassing, offensive while some

perceive it as normal and solicited for. Empirical evidence also revealed prevalence of sexual harassment against female teachers in primary and secondary schools in Idah local government, Kogi State (Idri et al, 2016). In another study conducted with banking sector, Akinfala and Tunde (2017) revealed that the rate of sexual harassment against female workers is high in banking sector in Nigeria. Similarly, Amos (2016) found that women in the police sector also experience sexual harassment in their workplace especially when it comes to the matter of posting to duty posts. Aligning to the above findings, Adetutu and Iseoluwa (2020) confirmed the prevalence of sexual harassment in workplaces in Nigeria pointing out the banking, medical, police, and legal sectors.

2.7 Existing preventive measures

In order to curb the menace of sexual harassment against the female gender in Nigeria higher institutions, a bill was passed in 2016 to prohibit sexual harassment in Tertiary Educations which stipulated a 5 year jail term without an option of fine for culprits of sexual harassment (Adetutu & Iseoluwa, 2020). Similarly, the Nigerian Senate passed a bill on sexual harassment against the female (Adebayo, 2020). Despite these and other like measures taken to curb the ugly act, Bello (2020) observed that sexual harassment against the females still persist in work places in Nigeria. In the glaring empirical evidence of sexual harassment against female workers in many sectors in Nigeria, there is no documentation of cases of sexual harassment against female workers in higher institutions in Nigeria. This gap in literature prompted this study. The findings of the study should provide empirical documentation for future researches on similar study. This study, therefore, sought to examine the prevalence, forms, and perception and consequences of

sexual harassment against female workers and students in higher institution of learning in Nigeria and to further provide the way forward in preventing the canker from further spread.

CHAPTER THREE

EFFECTS OF SEXUAL ABUSE

The causes of sexual harassment are supported by various theories. Theory of motivation by Abraham Maslow postulates that before an individual attains growth needs (e.g. self-actualization), the deficiency needs must firstly be met (e.g. physiological, safety and security needs) (Nicholas, 2008; Swartz, de la Rey, Duncan, Townsend & O'Neill, 2011).

However, if the female students' financial background is below poverty-line, chances of engaging in transactional sex are high (Luke, Goldberg, Mberu & Zulu, 2011). This group of students may find themselves in compromising situation of abandoning condom use because their economic survival depends on sexual barter, thus social –exchange theory. As for the lesbians (women whose sexual orientation centres around erotic, emotional and social connectedness to people of the same gender) it is socio-cultural theory that contributes to their sexual harassment because of stereotypic dimensions and gender constructs that women cannot be sexually attracted to other women (Swarr & Nagar, 2004). Following Douglas and Wildavsky's (1983) argument of cultural risk theory (group and grid), uncivilised men expect women to be submissive and act according to evolution, whereby they are expected to be pregnant and not being intimately involved with other women.

According to Campbell, Cabral and Dworkin (2009), sexual harassment can be devastating and most sexual harassments have nothing to do with flirtation or sincere sexual or social interest. Rather it is offensive, often frightening and insulting to women. Women are often forced to leave universities to avoid sexual harassment and some individuals might experience serious psychological, social, educational and emotional –related problems. Sexual harassment does not happen because women dress provocatively or initiate sexual activity in the hope of

getting promoted or advancing their careers. Victims of sexual harassment vary in physical appearance, type of dress and behaviour.

Sexual harassment makes universities a dangerous place to be for female students. Even though Nigerian female students have better access to universities than many of their counterparts in other sub-Saharan African states, they are confronted with levels of sexual harassment in universities that impede their access to education on equal terms with male students.

Some of the effect of sexual abuse and harassment could be seen in the following subheadings:

3.1 Impact on mental health

In the school system, there are implicit and explicit coercive sexual behaviour that are used to control, influence or affect the educational opportunities, grades, and / or learning environment of a student. These include withholding or threatening to withhold grades earned or deserved, submitting or threatening to submit an underserved performance evaluation, denying or threatening to deny a scholarship recommendation or college application. Thus, experiencing sexual harassment can have negative effects on a victim's psychological and physical health (Gutek & Koss, 1993; Gutek, 1993; Schneider, Swan & Fitzgerald, 1997). Problematic reactions include anger, reduced self-esteem, loss of confidence, depression, anxiety, psychological trauma and powerlessness on the part of the victims. Victims may also have difficulty in their personal relationships and in sexual adjustment (loss of desire, for example). Sexual harassment can also lead to any of the following: contracting sexually transmitted infections and unwanted pregnancies; lack of concentration in studies, thereby leading to poor academic performance; poor image; failure to achieve the institutions' objectives of producing wholesome graduates for

the Nigerian society; increased alcohol consumption; smoking; and dependence on drugs (Davidson & Fielden, 1999).

Sexual harassment can also produce fallout on the jobs. For females who are harassed, it may lead them to become less productive, less satisfied with their jobs and less committed to their work compared to those who do not experience sexual harassment.

Studies on sexual harassment of students have established that sexual harassment is a pervasive and persistent form of violence experienced often on a daily basis by the majority of females. The range of sexual harassment reported within school setting is extensive. In all the cases, girls reported more serious and negative impacts on their school performance than the boys. These impacts included difficulty in concentration, fear, ill at ease, lowered self-esteem and lower grades. A similar study of four Nigerian universities revealed that students identified sexual harassment as being among the stressors hindering academic work (Ladebo, 2001).

Too often, sexual harassment is viewed by students, lecturers, staff and parents as just part of life. Denial, dismissal and minimization have all been used by the public to mask the reality (Fadipe & Oluchukwu, 1999; Kopels & Dupper, 1999). Cases of sexual harassment are not often reported for fear of victimization and stigmatisation.

3.2 Educational effects

In July 2010, the global community was hit by news and pictorial reports on the Internet of a case of sexual harassment involving a male professor in Ambrose Ali University Ekpoma, Edo State, Nigeria and a female student from the institution. The initial reaction of the state government was to request for a probe of the incident

In August, 2011, a similar incident, and now more horrendous, was perpetrated in Abia State University involving five male students, and the victim, a female student. The perpetrators

were reported to have conducted a video coverage of the incident and circulated the same round the university campus. It later found its way to the Internet.

The initial reaction of the school authorities was to deny the existence of such students in the institution, but later insisted that the reported violence and ‘brutal violation’ took place outside the school campus.

According to Quaiocoe-Duco (2010), sexual harassment has a destabilising effect on the education of female students. The academic performance of the female students suffers. The female students find it very hard to concentrate on their work. Some even lose interest in studying and transfer to new universities or simply leave school as a result of hopelessness and pregnancy if they had unsafe sex with their perpetrators. Cementing these experiences is Astin’s theory of student involvement, which states that sexually harassed students may display avoidance behaviour which includes the environment that promotes such behaviour (Okeke, 2011). In this way, academic growth may be impeded and contribute to low self-esteem and low self-efficacy (Schwartz, 2000). Silva and Hill (2005) explained that social workers and therapists working with sexually harassed female students report that, some students encounter problems in their courses hence they are not able to finish their degree.

Sexual abuse in workplaces and higher institutions of learning can result in the loss of educational opportunities for survivors. Survivors may be forced to abandon their educational or career aspirations altogether due to the impact of abuse on their mental health and well-being (Adelabu, 2019). This loss of potential talent and contribution represents a significant loss not only for the individual survivor but also for society as a whole.

The educational impact of sexual abuse is further compounded by inadequate institutional responses and support services. Higher institutions of learning and workplaces often lack the

resources, policies, and trained personnel necessary to address the needs of survivors effectively (Okonkwo & Okeke, 2018). This can leave survivors feeling unsupported and isolated, exacerbating the educational effects of abuse. Many survivors struggle to cope with the trauma of abuse while simultaneously navigating the demands of academic life, leading them to withdraw from their studies (Ajayi & Olley, 2017). Dropout rates among survivors of sexual abuse are often higher than those of their peers, perpetuating cycles of disadvantage and marginalization. The trauma and psychological distress resulting from abuse can impair concentration, memory, and cognitive functioning, making it difficult for survivors to engage effectively in their studies (Ajala, 2019). This can lead to decreased academic performance, missed classes, and ultimately, delayed or interrupted education.

In workplaces, sexual abuse can hinder career development and advancement opportunities for survivors. Survivors may experience difficulties focusing on their work, meeting job requirements, or collaborating with colleagues due to the psychological effects of abuse (Ogunfowokan et al., 2018). Additionally, survivors may avoid seeking promotions or opportunities for fear of encountering further abuse or harassment.

3.3 Psychological effects

According to Campbell et al., (2009) cognitively, victims tend to form negative stereotypes in their minds about males and begin to ruminate and constantly check to see if there is anything that caused the male students or lecturers to sexually harass them and end up developing dissociative identity disorder (Comer, 2013). Individuals with dissociative identity disorder are preoccupied with constant checking of one's self in the mirror to an extent that their day to day functioning becomes grossly affected and experience aloofness and neuroticism

because they are demotivated (Nolen-Hoeksema, 2008). This de-motivation can cause withdrawal and gradually develops into depression.

Various scholars postulate that sexual harassment can be very traumatic to the individual, female students can develop a phobia for men and may experience an intense anxiety, mood swings, become melancholic in the presence of men and prefer to stay inside the house (Bennett, Gouws, Kritzing, Hames & Tidimane, 2007; Comer, 2013; Ryckman, 2008; Nolen-Hoeksema, 2008). Silva and Hill (2005) elucidate that sexual assault is one of sexual harassment that causes victims to suffer severe or chronic effects, the same psychological effects such as rape. Victims become targets of retaliation, backlash or victim blaming after the incident of sexual assault. Indeed the treatment of the female victims during investigation can be ruthless and it can add further damage to the victim's psyche life.

Some Psychological Effects of Sexual Abuse on female students includes;

- i. Post-Traumatic Stress Disorder (PTSD): Survivors of sexual abuse often experience symptoms of PTSD, including intrusive memories, flashbacks, nightmares, and hyper vigilance (Ajala, 2019). These symptoms can significantly impair the survivor's ability to concentrate, retain information, and engage effectively in academic activities.
- ii. Depression and Anxiety: Sexual abuse survivors are at increased risk of developing depression and anxiety disorders (Adebayo et al., 2020). Feelings of shame, guilt, and worthlessness stemming from the abuse can exacerbate these symptoms, leading to social withdrawal, decreased motivation, and impaired functioning in academic settings.

- iii. **Low Self-Esteem and Self-Blame:** Survivors of sexual abuse often struggle with low self-esteem and self-blame, viewing themselves as damaged or unworthy of love and support (Adelabu, 2019). These negative self-perceptions can undermine the survivor's confidence, assertiveness, and ability to advocate for themselves in academic environments.
- iv. **Trust Issues and Relationship Difficulties:** Sexual abuse can erode trust in others and lead to difficulties forming and maintaining healthy relationships (Ogunfowokan et al., 2018). Survivors may struggle to trust professors, peers, or authority figures, fearing further betrayal or exploitation. This can isolate the survivor and hinder their ability to seek support or assistance.
- v. **Substance Abuse and Maladaptive Coping:** Many survivors of sexual abuse turn to substance abuse or other maladaptive coping mechanisms as a means of numbing their pain or escaping from traumatic memories (Okonkwo & Okeke, 2018). Substance abuse can exacerbate existing mental health issues and interfere with academic performance, further perpetuating a cycle of distress and dysfunction.

3.4 Social effects

Quist-Arcton (2003) asserts that there is a list of environmental changes that might occur to sexually harassed victims. Should the people know about the harassment, the victim might wonder who knows and what they are thinking about the case. Also, the victim might overhear conversations from other students around her about her case and she might become the subject of gossip and derogatory information and speculations. As a result the judgments by all who know the victim, either negative or positive can create a huge burden to carry through the university

environment (George, 2001). Franklin (2006), states that the victim can become publicly sexualised a walking icon of misplaced amorous attention. From this, Macneela and Bredin (2010) hypothesize that there could be immersion in alcohol consumption as a form of escapism which could aggravate their academic performance.

Some Social Effects of Sexual Abuse on female students includes;

- i. **Stigmatization and Victim Blaming:** One of the most significant social effects of sexual abuse in Nigerian higher institutions of learning is the pervasive stigmatization and victim blaming experienced by survivors. Cultural norms and societal attitudes often place the burden of shame and responsibility on the victim rather than holding perpetrators accountable (Adelabu, 2019). Survivors may fear judgment and ostracization from their peers, faculty members, and the broader community, leading to feelings of isolation and alienation.
- ii. **Erosion of Trust and Safety:** Sexual abuse undermines trust and safety within higher institutions of learning, creating a climate of fear and mistrust among students, faculty, and staff. Survivors may struggle to trust authority figures or seek help from institutional support services due to concerns about confidentiality, reprisal, or lack of empathy (Ogunfowokan et al., 2018). This erosion of trust can impede the reporting and resolution of sexual abuse cases, perpetuating cycles of silence and impunity.
- iii. **Disruption of Academic Community:** The social effects of sexual abuse extend beyond individual survivors to disrupt the entire academic community. Incidents of sexual abuse can create divisions and tensions among students,

faculty, and staff, undermining the sense of cohesion and belonging within the institution (Ajayi & Olley, 2017). Additionally, the prevalence of sexual abuse can tarnish the reputation of the institution, affecting its ability to attract and retain students and faculty members.

- iv. **Gender Dynamics and Power Imbalances:** Sexual abuse in Nigerian higher institutions of learning often reflects broader gender dynamics and power imbalances within society. Male perpetrators may exploit their positions of authority or privilege to coerce, manipulate, or intimidate female victims (Okonkwo & Okeke, 2018). This perpetuates inequalities and reinforces harmful stereotypes about gender roles and relationships, contributing to a culture of violence and domination.
- v. **Impact on Relationships and Social Interaction:** The social effects of sexual abuse extend beyond the immediate survivor to impact relationships and social interaction within the educational community. Survivors may experience difficulties forming and maintaining healthy relationships, both romantic and platonic, as they grapple with the emotional aftermath of abuse (Ajala, 2019). Additionally, friends, classmates, and colleagues of survivors may struggle to provide adequate support or navigate their own feelings of guilt and helplessness.
- vi. **Advocacy and Awareness:** Despite the pervasive social effects of sexual abuse in Nigerian higher institutions of learning, there is growing recognition of the need for advocacy and awareness initiatives to address these issues. Student-led movements, grassroots organizations, and institutional policies are

working to challenge societal attitudes, promote survivor-centered support services, and hold perpetrators accountable (Adelabu, 2019). By amplifying the voices of survivors and fostering a culture of respect and consent, these efforts seek to create safer, more inclusive educational environments for all individuals.

3.5 Emotional effects

Due to the psychological, social and educational effects, the female victims may develop emotional problems as well. Female victims of sexual harassment become vulnerable and tend to experience an intense anger towards their perpetrators or all males around them (Ryckman, 2008). Feelings of anger are all typical of acute phase of the posttraumatic stress disorder. Anger is usually a central feature of a survivor's response to trauma. This anger could provide victims with an increased energy to persist when dealing with the fact that they had been subjected to sexual harassment even they have no strength to carry on (Schultz & Schultz, 2013). According to Balick (2004), 68% of the female students who had been sexually harassed felt very upset about the sexual harassment they experienced, 55% felt embarrassed and 32% felt afraid and scared. To cope with stress, female students may be extroverts and promote risky sexual behaviour to enhance positive moods (Wiebe, Drew & Croom, 2010) while in the process apply defence-mechanism such as denial (Comer 2013; Nolen- Hoeksema, 2008)

Dastile (2004), also comments on the lack of trust in the university in general which develops as a result of harassment. In most cases the victim and the perpetrator are usually acquainted with each other which can lead to lack of trust because the victim could have been dependent on the perpetrator. Victims might have seen the perpetrator as a role model. There is

distrust to those who sincerely want to help them and hatred for the male perpetrators because of betrayal or violated trust.

The victims avoid certain places that might remind them of the incidence. A particular place or event may suddenly re-create aspects of harassment thus resulting in emotional reactions. Emotional responses following incidences of sexual harassment could also depend on the victim's history of sexual abuse. Sexual harassment could revive wounds from the victim's past such as prior incidents of rape or incest. In countries such as Ghana, Awusabo- Asare (1993), found that HIV will spread as female students are in concurrent sexual relationships with men who are traditionally granted sexual freedom.

3.6 Effects on victims and society

Generally, victims of sexual abuse suffer significant psychological effects, including anxiety, depression, headaches, sleep disorders, weight loss or gain, nausea, lowered self-esteem and sexual dysfunction. In relation to work, they experience job-related costs as well: from job loss, decreased morale, decreased job satisfaction to irreparable damage to interpersonal relationships at work. In the higher education setting, it can effect students indirectly and intensify the campus atmosphere for students, teachers and other workers. There are always physical and psychological distress associated with sexual harassment leading to a tense and unproductive working and learning environment. There are several consequences of sexual harassments. Okorie 2014 Stated that it contributes to academic set back as it leads to poor academic performance.

Sexual harassment is an immoral act that has serious implications not only on the harassers, but also on perpetrators, managers, organisations and government at large. Considering its effects on a female victim, it undermines her physical and psychological state of mind (Fitzgerald *et al.*, 1988). Such a person may be subjected to serious forms of stress, fatigue and depression. Adding to that effect is the tendency for a third party observer to dismiss the report of sexual harassment as if it never happened (Fitzgerald *et al.*, 1995). More often than not,

such an allegation is neglected or treated with levity; whereas the state of mind of the woman would have been wounded. In term of work relations of victims, furthermore, harassers may experience strained work relations and become generally unsatisfied with their jobs (Dey *et al.*, 1996). Such workers may equally display emotional distress, which manifests in symptoms ranging from anxiety to depression, irritability, anger and insomnia.

Through sexual abuse, it should be noted that a woman could be impregnated and the man responsible may deny ever having an affair with her. When the baby is born, he or she becomes fatherless. Such a child is regarded as a bastard. More often than not, children in this category are untrained and uncared for. Many of them have been linked which social vices in the society (Omonijo *et al.*, 2013a)

Ideas of the above scholars focused mainly on the negative effects of sexual harassment on the victims in work settings, implications of the scourge on members of staff caught in the act are clearly omitted. In organisations that operate legal rules and regulations against sexual harassment, the career of the harassers could be destroyed. More often than not, such persons are best brains in their field of endeavors. They are often sacked from work permanently or suspended for a definite period. These individuals and their households may be exposed to economic and financial trauma till they are able to secure another job. Moreover, past studies revealed that family relations of the affected members of staff are jeopardized (Ragins and Scandura, 1995; Gutek and Koss, 1993). Their wives may think that their husbands are cheating on them and opt for separation or divorce, which could be regarded as double tragedy for such men. Besides, when parents are separated or divorced, it affects children upbringing. Most children from broken homes are often associated with social-ills prevailing in the society (Berlin, 2004).

Similarly, the career of Managers who represent organisations, where sexual harassment strives could be tarnished. This is evident in developed nations, where the aggrieved victims are permitted to sue the manager and organisation for damages. In such societies, managers are strictly liable for sexual harassment under Title VII of the Civil Rights Act of 1964 (Lunenburg, 2010). If employees are being sexually harassed in an organisation and such behaviour is discovered, both the manager and the organisation can be held liable for damages. The

Sociological implication is that the manager has failed in managing the organisation properly (Omonijo, *et al.*, 2013b), because they have a legal responsibility and an ethical obligation to protect their employees from a hostile work environment (Lunenburg, 2010). Hence its prevalence in that organisation is an indication of manager's failure to carry out their duties effectively. Sexual harassment as reasoned by Roumell and Danlene (1999) may not have taken place if managers are around to observe it and take appropriate action on time. Similarly, employers of labour, who may not be regarded as managers this time around but owners of the organisations, where sexual harassment takes place can be held responsible for failing to prevent their employees from creating an intolerable environment for other employees. Their inability to take pro-active (prevention) and reactive (investigation) against sexual harassment could make them liable (Rycroft *et al.*, 2005).

CHAPTER FOUR

IMPLICATIONS OF THE STUDY

Colleges and universities strive to provide educational, cultural, and social opportunities for their students, and all students have an equal right to access the campus environments where these opportunities are offered. Safe, supportive environments can reduce opportunities for sexual harassment. Most efforts in colleges and universities to address sexual violence have focused on conducting climate surveys; engaging in short-term education efforts, including online training, incoming student orientation, and developing campaigns such as “It’s On Us”; and changing the behavior of potential victims, such as teaching self-defense or suggesting campus “buddy systems.” These efforts focused largely on individuals’ knowledge and skills and on effective institutional responses. These strategies will not, in isolation, change the social conditions that sanction or reject violence and sexual harassment against female. Preventing sexual abuse/harassment requires a comprehensive approach that takes into account multiple determinants—including individual, peer, community, environmental, and policy elements—to achieve not only reductions in victimization rates but also reductions in perpetration opportunities and behaviors. In order to create safe, supportive environments for all people on campus, sexual abuse prevention programs must consider how the campus environment impacts violence perpetration in the first place. This is especially true for the safety of marginalized and disenfranchised people on campus who may be particularly susceptible to experiencing sexual harassment.

The following are strategies for combating sexual abuse/harassment against female in workplaces and higher institution of learning;

4.1 Promote Social Norms that Protect Against Sexual Harassment

Promoting social norms that protect against sexual harassment of females in campuses and workplaces is essential for fostering safe and respectful environments where everyone can thrive. This endeavor requires a multifaceted approach that addresses both individual attitudes and broader societal norms.

Education plays a pivotal role in challenging and reshaping societal attitudes towards sexual harassment. Providing comprehensive training and awareness programs in educational institutions and workplaces can empower individuals to recognize, prevent, and report instances of harassment. By fostering a culture of zero tolerance for harassment and promoting bystander intervention, educational institutions and workplaces can create environments where perpetrators are held accountable for their actions.

The following are strategies for promoting social norms of victims of sexual abuse/harassment against female in workplaces and higher institution of learning;

- i. Bystander training is an evidence-based approach to preventing sexual assault on college campuses. These programs are useful because they engage both men and women as potential witnesses to behaviors that can increase risks for violence and train them to safely intervene or speak out against social norms that support violence. Providing bystander skills training for students, faculty, staff, and administrators is an important part of any comprehensive prevention plan. Campuses could also implement media campaigns that model appropriate student behavior and conduct, like bystander skills and consent.

- ii. Mobilizing men and boys is an approach that could be tailored to fit a campus setting. Prevention efforts can engage male coaches, sports teams, and fraternity men to learn positive, healthy norms about masculinity to prevent perpetration and learn how to support survivors in their community

4.2 Create Protective Environments

Creating protective environments against sexual harassment of females in campuses and workplaces is paramount to ensuring the safety, dignity, and well-being of individuals. Such environments require a multifaceted approach that involves proactive measures at various levels, including policy development, awareness raising, and support mechanisms.

The following are strategies for creating protective environment for victims of sexual abuse/harassment against female in workplaces and higher institution of learning;

- i. Enact a policy that includes prevention messages in new and transfer student orientations and on campus tours is one opportunity to start the prevention conversation. Keep the conversations on campus going by including prevention messages in classroom trainings, social norms campaigns, and events throughout the school year
- ii. Have strong student codes of conduct widely available in student handbooks. Student leaders, administrators, faculty, and staff should reinforce these codes of conduct by modeling the appropriate behavior. School leadership should consistently and fairly enforce the student code of conduct.

- iii. Sexual assault policies and reporting procedures should be easy to find and navigate on a college or university website.
- iv. Policies that reduce access to alcohol on campus and in surrounding communities may be useful for reducing rates of sexual assault. Although alcohol use does not cause sexual violence, excessive use can increase the risk for perpetration or victimization. For example, colleges can work with partners and advocates in the community to limit the number of alcohol outlets adjacent to campus or to increase enforcement of laws to reduce underage drinking and over-service. Or, campuses can enact dry campus policies as to not allow any alcohol to be consumed on a campus and therefore decrease binge drinking. Colleges may institute drug and/or alcohol amnesty for sexual violence victims or bystanders to decrease barriers for students to come forward and report sexual violence.

4.3 Support Victims/Survivors to Lessen Harms

Supporting victims and survivors of sexual abuse in campuses and workplaces is paramount to mitigating the profound and enduring impacts of such traumatic experiences. In Nigeria, as in many parts of the world, addressing this issue requires a multi-faceted approach that involves both institutional and community-level interventions.

The following are strategies for supporting victims of sexual abuse/harassment against female in workplaces and higher institution of learning;

- i. Campus staff and faculty should be trained on trauma-informed response and campus policy and practices to compassionately and effectively handle disclosures when they

- occur. Faculty and staff should be prepared to provide a list of resources available to students and make appropriate referrals to counseling centers and advocacy centers, student wellness, and campus or community law enforcement.
- ii. Survivors of sexual violence who seek help or intervention from their college or university should encounter a system that provides coordinated, confidential support and addresses their needs in a non-judgmental environment. Students should be made to feel confident and safe in reporting policies and accessing available resources.
 - iii. Perpetrators should be held accountable. This means making the student conduct process and consequences transparent to students. It also means ensuring that faculty, staff, students, and campus law enforcement are knowledgeable about sexual harassment policies and the adjudication process. There is also the option to hold perpetrators accountable through the local criminal justice process, separate from campus procedures.
 - iv. Beyond institutional responses, community support networks play a crucial role in providing holistic care and assistance to victims/survivors. This may involve connecting individuals with local support groups, advocacy organizations, or legal services that specialize in addressing sexual violence. Additionally, fostering a culture of empathy and solidarity within communities can help combat victim-blaming attitudes and provide much-needed validation and validation to survivors.

4.4 Provide Opportunities to Empower and Support Girls and Women

Empowering and supporting girls and women to combat sexual harassment in campuses and workplaces is not just a moral imperative but also a strategic investment in creating safer and more inclusive environments. Providing opportunities for empowerment encompasses various initiatives aimed at enhancing awareness, building resilience, fostering leadership, and promoting accountability.

Creating safe spaces for dialogue and support is essential for survivors of sexual harassment. Establishing peer support networks, counseling services and confidential reporting mechanisms enables individuals to share their experiences, access resources, and receive validation without fear of judgment or retaliation. Additionally, engaging men and boys as allies in the fight against sexual harassment is crucial for shifting societal attitudes and promoting positive masculinity.

The following are strategies for Providing Opportunities to Empower and Support Girls and Women of sexual abuse/harassment against female in workplaces and higher institution of learning;

- i. Leadership programs for women on campus that build confidence and leadership skills can mean better education outcomes while in school and better employment outcomes after college. This may contribute to women being more engaged in their community and in politics. Sorority women could implement programs to emphasize strong voices and leadership skills to change gender and social norms in Greek Life that may contribute to sexual violence.

- ii. Women's Centers and Departments of Women's and Gender Studies are places that promote gender equity on campus, provide women with leadership opportunities in order to reach their full potential, and a safe space to learn and research sexual violence prevention efforts. The presence of women's center programming and gender studies courses on campus promote awareness of social constructs like social justice, gender, race, economic status, sexual orientation, and women's health.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 Summary

This project was undertaken to find out the forms, causes and the consequences of sexual abuse and harassment in the society. It also aimed at finding out the number of cases reported. The research confirmed in its finding the existence of sexual harassment and it also found out that the number of cases reported for being harassed was very negligible. This very much confirmed the fact of underreporting of cases of sexual harassment as established by previous researchers. The forms of sexual harassment found include direct looking into the eyes, sexual touching jokes, remarks and teasing, seductive looks, direct request for sex and invitation to date. It further revealed the places used by the randy lecturers to include their offices, hotels and quest room. Some of the consequences of sexual harassment of female students as confirmed in this research include unwanted pregnancy, abortion, dropping out of School, lack of concentration in studies that leads to poor academic performance, poor image of the institution, feeling of guilt, stigmatization, contacting diseases (STDS and STIS), change of course to avoid the intimidation of lecturers and loss of respect to the Lecture.

In this study, the factors that were found as leading to sexual harassment include indecent dressing, familiarity with lecturers, and decline in morality, drug abuse and laziness of the female students to Study. The Study by Olatunji, Iyekola, Ayorinde and Samuel (2013) corroborated this finding of decline in cultural values, alcohol and drug consumption. While Taiwo (2014) Study agreed to indecent dressing. The study by Agbonna (2008) agreed to familiarity by stating that female students can easily be assaulted through acquaintance. The Study also revealed the factors responsible for harassment to include failure to report cases of sexual harassment, desire to fulfill lust, freedom that allows students to behave the way they like, lecturers poor perceptions of their role and peer pressure sexual harassment also do come with some consequences. This study found some of these consequences to be unwanted pregnancy, Abortion, Dropping out of school, lack of concentration in studies leading to poor academic performance, poor image of the Institutions, loss of respect for lectures, change of course to avoid intimidation, contacting of sexually transmitted diseases and feeling of guilt and stigmatization. Some of these findings are in line with other studies. Okeke (2011) found out that

sexual harassment can lead to poor participation in academic activities. Olatunji et. al (2013) revealed that sexual assault can lead to lack of concentration in study and thereby lead to poor academic performance Ekorie (2013) related that students that were assaulted were found to be dropping courses regularly, leave school or seek for transfer.

With regard to the reporting of sexual harassment cases this study found that only few cases of sexual harassment were reported by the female students as only 8% of the total number of respondents reported it. This is because of the fact that sexual harassment are rarely reported due to the shame associated with sex in our society. This very reason make sexual harassment to suffer from underreporting as confirmed by previous researchers by (Omonijo et al 2013), (Okoro and Osaweman 2005). Then, Akpan (2017) asserted the reason for underreporting to be due to the shame that surrounds sexual issues. But this study found very interesting the responses of the female students that confirmed justices meted out to them in all the cases reported. Lastly, the effect of underreporting of sexual harassment has made the cases of sexual harassment to be viewed as of low occurrence. But in spite of the underreporting problem, some scholars finding do confirmed its rising. e.g (Alhassan and Ebhota 2015) finally, this study has recommended some measures against this menace such as the use of decent dressing, launching of enlightenment campaign against it and full implementation of punishment.

5.2 Recommendation

The students, workers and parents recommended the following as a means of fighting the scourge of sexual abuse and harassment in the society as follows:

- I. Mounting of Enlightenment campaign on sexual harassment and its consequences.
- II. Counseling, units to be reawakened on this issue and to be trained to deal with it.
- III. Religious leaders to be made to preach against all forms of sexual immoralities.
- IV. Clubs and societies to sensitize their members on the issue of sexual harassment
- V. Religious lesson that teach morality to be included in general studies course.
- VI. The school Authority to ensure the use of dress code and punish for non-compliance.
- VII. Lecturers to act as teachers, parents and counselors
- VIII. Disciplinary action to be strictly enforced to the perpetrators
- IX. Security units to be well equipped so as to ensure proper and quick response.

5.3 Conclusion

This study concludes that sexual abuse and harassment exists in the society particularly places of learning and work places. And, it does have consequences that inhibit female educational pursuit and often time affected their physical and psychology Health. The study also viewed the case of few reporting of cases of sexual harassment to be in line with previous researchers that confirmed its underreporting due to the shame associated with it or that sexual harassment case is only a problem that is over bloated beyond its actual happening. Finally the students recommended some ways of fighting the scourge of sexual harassment such as decent dressing, Enlightenment campaign, implementation of punishment etc. and lastly it suggested further studies in the area in other institutions.

Through the findings of this study, it was concluded that there is prevalence of sexual abuse against female workers in the society. Sexual harassment against the female workers takes many forms ranging from gender harassment, unwanted sexual attention to sexual coercion, and of course, the victims perceive the hideous act as embarrassing, offensive with only a few considering it as normal, solicited and indifferent. The victims agreed that sexual harassment affects them negatively except for their work performance. Finally, the victims agreed that sexual abuse and harassment can be prevented through among others, prosecuting the culprits no matter their ranks in the institution.

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