

Sex-For-Marks Scandals in South-East Nigeria Institutions of Higher Learning, Female Students Victim and the War against Sexual Harassment

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Sex-For-Marks Scandals in South-East Nigeria Institutions of Higher Learning, Female Students Victim and the War against Sexual Harassment

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Abstract

A number of studies have examined sexual harassment as it affects women and girls however; there are gaps in information in view of the magnitude of the incidence of sexual harassment in different parts of the world. The present study, inspired by the issue of sex-for-mark scandals in Nigerian institutions of higher learning, investigated the incidence of sexual harassment between female students and male staffs] across the institutions of higher learning in south east Nigeria. Guided by the Tripartite Model of sexual harassment and male dominance theory, the study adopted cross sectional survey involving 1200 female undergraduates (17+). Among the findings of the study, voluntary report of sexual harassment is correlated with perceived receptivity of the institution in handling sexual harassment of female students by male staff and female students (B=2.455, OR=11.644), secondary school gender (B=1.396, OR=4.041), source of sex education (B=.777, OR=2.176), availability of place to report sexual harassment in the institution (B=.509, OR=1.664), and religion of the students (B=.353, OR=1.423)p<.05. Similarly, willingness to report sexual harassment is positively correlated with perceived receptivity of the institution in handling sexual harassment of

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female students by male staff (B=1.205, OR=3.337), source of sex education (B=.264, OR=1.303), sex education (B=.289, OR=1.336) and sexual harassment experience (B=.465, OR=1.592) $p < .05$. Of the 61.5% who have been sexually harassed only 10.4% made attempt in reporting the matter.

Keywords: sexual harassment, sexual gratification, sex education, male domination, institutional receptivity.

1. Introduction

Sexual relationship and sexual gratification, which had been part of hedonistic inward value of man across history, had been set in framework among humanity in view of humanistic development and civilization (Ford, Beach, 1951). While man on the evolutionary scale continues to adjust from primitivism to advanced civilization, sexual relationship and sexual gratification will continue to be subject to the stage of socioeconomic development of the society in question. Thus, the utility value of sexual relationship and gratification on individual and group levels will continue to be shaped by the extent of civilization of each historical epoch (Cobb, 2014; Evans-Pritchard, 1970).

From the pages of anthropological and sociological literatures, there are instances of differences in dimensions of achieving sexual gratification among different societies (Evans-Pritchard, 1970; Ford, Beach, 1951; Haralambos, Holborn, 2008; Kinsey, Pomeroy, Martin 1948; Kottak, Kozaitis, 2003; Rathus, Nevid, Fichner-Rathus, 2000; Schieffelin, 1976; Wallby, 1990). On the evolutionary trajectory for human society (simple to complex social system), some societies have moved from free-for-all sexual intercourse and gratification to more distinct classification of the rules for sexual relationship and sexual gratification (Børge et al, 2019; Ford, Beach, 1951; Kinsey, Pomeroy, Martin 1948). Equally, while in the current historical epoch (21st century) some societies are moving out from the traditional definitional framework of sexual relationship (basically focused on physical contact of two opposite sex), some societies on the basis of socio-economic and political development have advanced to the postmodern definitional framework of sexual relationship and sexual gratification to include physical and non-physical communications aimed at achieving sexual gratification (Børge et al., 2019; Cobb, 2014).

The postmodern definitional framework of sexual relationship and sexual gratification has brought to the fore, the unseen vulnerability of female folks and the untapped human right exercise among millions of helpless women across the globe (Cobb, 2014; Education Pakistan, 2011; Numhauser-Henning, Laulom, 2012). Furthermore, the postmodern definitional framework of sexual relationship and gratification has invented the phenomenon of sexual

harassment, which has taken over the stage of micro interpretation of illicit sexual activities in the current historical epoch (Kocsis, 2017; Steenkamp, 2010).

Violence against women especially sexual harassment has become one of the globally disturbing phenomenon (Peterman, Palermo, Bredenkamp, 2011; Ziaei, Naved, Ekstrom, 2012). This can be observed across the developed as well as developing nations (WHO, 2015). While in most developed nations efforts are being made to gather information about the incidence of sexual harassment, in most of the developing or low income countries, the phenomenon receives rather a cold attention either as a result of poor data gathering techniques, or deliberate avoidance of the matter due to oppressive regime or dominant cultural tendencies among the population (WHO, 2015). Sexual harassment is captured under violence against women by the World Health Organization, involving sexual violence by intimate partner as well as non partner. Sexual harassment as recognized in this study and for empirical specification has been defined by a number of scholars. According to Alaude (2000), sexual harassment is unsolicited, unwelcome and unreciprocated sexual overture from a person to elicit unwanted sexual relations from another person. According to Fitzgerald and Swan (1997), sexual harassment is formally defined as unwanted sex-related behaviours that are appraised by the recipient as offensive and that exceed one's coping resources or threaten one's well-being. This includes unwelcome verbal and non-verbal sexual behaviours, as well as undesired physical behaviours that the target finds difficult to cope with or to handle.

In a more complex and detailed manner, Børge et al. (2019:2), using Norwegian legal framework in line with some observed various dimensions of sexual harassment, defined sexual harassment to include "verbal harassment (sexual expressions and suggestions, comments about body, appearance or private life); non-verbal harassment (close eye or body movements; viewing sexual images (including digital); indecent exposure); and physical harassment: unwanted touching, hugging or kissing; rape attempt; rape".

World over, the issue of sexual harassment has been observed in the current historical epoch as one of the threat to the existence of women anywhere in the world. Although the issue is not given proper coverage as one of the violence faced by women in some parts of the world, the available statistics has shown that the incidence of sexual harassment is on the increase in different parts of the world (WHO, 2015). For instance, according to the joint study involving World Health Organization, London School of Hygiene and Tropical Medicine, and South African Medical Research Council (2015), the available statistics showed that virtually every part of the world has evidence of incidents of sexual harassment against women showing a tremendous increase on the incidence of the phenomenon irrespective of scanty reports

from women in different parts of the globe. According to the comprehensive report as compiled by World Health Organization from different regions of the globe, worldwide, almost one third (30%) of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partner while in some regions, 38% of women have experienced intimate partner violence; globally, 7% of women have been sexually assaulted by someone other than a partner.

For some decades now, sexual harassment has been a phenomenon of interest across the globe with earlier observation in the United States of America and European nations (Betts, Newman, 1982; Dziech, Weiner, 1990; Farley, 1978). In recent times, the phenomenon had become an issue of policy and intellectual interests among the developing nations such as Nigeria (Ekore, 2012; Gaba, 2010; Ogunbameru, 2006; Taiwo, Omole, Omole, 2014). Sexual harassment has appeared in different settings in different dimensions (Gruber, 1992; Kocsis, 2017; Steenkamp, Nortje & Gouws, 2010). While the incidence of sexual harassment has been recorded in certain settings such as work places (Aluede, 2000; Fitzgerald, Drasgow et al., 1997), hospital settings (Madison, Hamlin, Hoffman, 2002; Meadus, 2000), much has been reported from academic institution setting (Dhlomo et al., 2012; Fedina, Holmes, Backes, 2018; Kheswa, 2014; Turchik, Hassija, 2014).

Although there are relatively few studies on sexual harassment among the developing nations such as South Africa, Zimbabwe, Ethiopia, Nigeria and more, the incidence of sexual harassment especially in the institutions of higher learning has reached alarming rate in most developing nations as more than 120 million women and girls have faced sexual harassment/violence of different degrees in African nations and middle east nations (Adedokun, 2004; Dhlomo et al., 2012; Jones, Boocock, Underhill-Sem, 2013; Joubert, van Wyk, Rothmann, 2011; Norman, Aikins, Binka, 2014; Ogbonnaya, Ogbonnaya, Emma-Echiegu, 2011; The World's Women, 2015; Tora, 2013). Equally, among a number of studies recorded in some developed nations, sexual harassment has been enormous (Børge et al., 2019; Borleffs, 2008; WHO, 2015). For instance, the comprehensive survey carried out by the World Health Organization in 2015 showed the evidence of prevalence of sexual harassment/violence among the developed nations such as Americas (29.8%), Europe (25.4%), Western Pacific (24.6%), and South-east Asia (37.7%). Even though the incidence of sexual harassment, violence and abuse have been seen from the scratch in the developing nations such as Nigeria (Agazue, 2021; Akin-Odanye, 2018; Ekpenyong, Udisi, 2016; Kunnuji, Esiet, 2015; Manyike et al., 2015), the available evidence from the documentation by World Health Organization showed that, African nations (of which Nigeria is one of them) and the Middle Eastern countries were ranking high on sexual violence against women and girls

(Africa-36.6%, Middle East-37.0%) (WHO, 2015). While lack of comprehensive and regular data update on sexual harassment can be blamed for the unnoticeable thriving of sexual harassment in the developing nations such as Nigeria, lack of clear definition of the concept of sexual harassment in the public domain also contribute to poor data update. This is as a result of the fact that in some developing nations such as Nigeria, South Africa, Ethiopia, Zimbabwe and host of other nations in Africa, the concept of sexual harassment other than the “categorical concept of rape”, is yet to gain entrance into legal framework and definition at the public policy level. However, as a phenomenon worthy of empirical investigation, sexual harassment has provoked the initiation of a bill, targeting inordinate sexual advances towards the female students by the male staffs of the institution of higher learning in Nigeria.

In view of the implication of gender balance to sex researches and quality/quantity of research in the area, sexual harassment has been elaborated to include both male and female victims. In the present study, the focus was narrowed to the female potential victims owing to the dimensions of the incidence in the developing nations, and the geographical context of the study. Researchers have given attention to sexual harassment in some developing nations including south-eastern Nigeria, with focus on the occurrence of the incidence and possibly dimensions of its occurrence (Eze, 2013; Ogbonnaya, Ogbonnaya, Emma-Echiegu, 2011). However, the extent of report of the incidence and factors surrounding the decision to or not to report the incidence among the female potential victims in the institutions of higher learning among developing nations such as Nigeria [south eastern Nigeria] is yet to receive scholarly attention.

The patriarchal system dominant in the southeast Nigeria cannot be exonerated from the challenges of sexual harassment among the students and staffs of the institution of higher learning as well as the decision to report or not to report the incidence. Patriarchal system, which in its holistic manifestation, affects every facet of the society (Merry, 2009; Siegel, 2013; Walby, 1990), plays a major role in determining whether the women will confront the issue of sexually related offence or not in different contexts (Bartholini, 2020). While the women under the atmosphere of patriarchy are limited in terms of what constitute sexual harassment and the acceptable manner in reporting them (Mackinnon, 2006), the auto-reproductive nature of the society in form of socialisation has made the women the enemies of their own interest (Okafor, 2020). In several societies such as can be found in southeast Nigeria, women train their daughters to condole the act of sexual harassment either in ignorance or deliberately to maintain the status quo. According to Giddens (1977) and Bourdieu (1998), the social system has no life

of its own, but is made alive by the actions and inactions that constitute the activities of men in the system. In the case of sexual harassment and courage of reporting and confronting same in most developing societies such as southeast Nigeria, the training and environmental circumstances mostly influenced by the mothers/women, determine to a large extent, the possibility of the young ones especially the undergraduate females, confronting the problem as a right abuse. While the social patriarchy dominant in the developing societies such as southeast Nigeria has conditioned women to live in mental slavery, it has become a generational reoccurrence, sustained by the centrifuge of gender inequality powered by social patriarchy.

The need for a scholarly investigation of sexual harassment and other circumstances surrounding it on campuses across southeast Nigeria cannot be overemphasized in view of the recent phenomenon of sex-for-mark scandals rocking the institutions of higher learning in Nigeria. The study specifically focused on the undergraduate female students of the higher institutions of learning in the south eastern Nigeria. Considering the difficulty in isolating those with direct experience of sexual harassment, the study collected data from the “potential victims” of sexual harassment from various institutions of higher learning in southeast Nigeria. In view of the aforementioned interest of this study, it is formulated to answer the following questions.

- i. How informed are the female potential victims of sexual harassment on standard sex education involving sexual right and sexual harassment?
- ii. To what extent are female victims of sexual harassment willing to report sexual harassment to the appropriate authorities?
- iii. What are the predicting factors to the willingness of female victims of sexual harassment to confront sexual harassment [between male staff and female student] among the potential victims?
- iv. What are other trusted authorities/channels available for victims of sexual harassment to report their victimization / or file a complaint /report the perpetrator
- v. What are the predicting factors to the willingness to report sexual harassment to the appropriate authorities among the potential female victims?

2. Theoretical framework (Tripartite Model of sexual harassment & Male dominance theory)

Sexual harassment as one of the social phenomenon and of course, social problem, has been put in perspective in theoretical framing. This is as result of the salient nature of the phenomenon although it was made silent by the men-

dominated social system especially in the developing nations such as Nigeria. Fitzgerald, Swan and Magley (1997) identify three behavioral dimensions regarding sexual harassment: gender harassment, unwanted sexual attention, and sexual coercion. These dimensions show stability across time, culture, and institutional sector (Burn, 2019; Holland, Cortina, 2016).

Gender harassment according to these dimension classifications refers to crude sexual verbal and nonverbal behaviors conveying insulting, hostile, and degrading attitudes about one's gender, gender identity, or sexual orientation. Obscene sexual gestures, flashing, displaying sexual images or objects at work, and e-mailing or texting sexual images to a peer or co-worker are all forms of gender harassment. Sexist or heterosexist language, jokes, or comments also fall under this heading (Burn, 2019). Unwanted sexual attention on the other hand includes making suggestive or positive and negative comments about a person's body, leering and catcalling, spreading sexual rumours about a person, and electronically sharing sexualized images of a person (Burn, 2019; Fitzgerald et al., 1997). Unwanted sexual touching, such as grabbing, pinching, groping, intentionally brushing up against another in a sexual way, is also considered unwanted sexual attention (Burn, 2019). Blocking another's path or following a person in a sexual way; unsolicited, unwelcome, and unreciprocated sexual advances such as repeated requests for a kiss, a date, or sex; and attempted or completed rape are all indices of unwanted sexual attention.

Sexual coercion—known legally as quid pro quo sexual harassment—refers to requiring sexual contact or sexual favors as a condition of receiving rewards or benefits such as employment, a promotion, favorable work conditions, assistance, or a good performance evaluation or grade (Burn, 2019). Although sexual coercion appears to be the most serious and least common form of sexual harassment, less intense but more frequent forms of sexual harassment may create ongoing stress and trauma detrimental to well-being (Sojo, Wood, Genat, 2016; Thurston et al., 2017).

Women subordination experience has been validated consciously and unconsciously both in the developing and developed societies (Atanga, Ellece, Litosseliti, Sunderland, 2012; Nobuhle Ndimande-Hlongwa, Leonce, Rushubirwa, 2014; Stockard, Johnson, 1979). In the social structure, women have been underlined as subordinate and inherently subject to men in the language, family and social responsibilities, internal order of responsibility and response to social issues in the training and upbringing of the female members of the society (Cubelli, et al., 2011; Giddens, 1979; Stockard, Johnson, 1979; Tichenor, 2005). Male dominated social system is designed to subjugate the women and project them as second-class members of the social system. However, scholars like Giddens (1979), Haralambos and Holborn (2008), have

maintained that such system is the social creation of men order than natural occurrence of human relationship.

The domination of men in the society is not without challenges to the harmony and peaceful existence of the society. Among other things, the privacy of women and right to freedom in such societies where men dominate are “auto-suspended” owing to the fact that decency in behaviour and moral standard among men are always fluctuating such that hedonistic attitude can lure men into violating the rights of others especially the women. Following an empirical approach to this understanding, Sanday (1981) in one of the groundbreaking studies on women sexual abuse, discovered some elements of men domination in the incidents of rape and other sexual abuse against women where they occurred. Among the 95 band and tribal societies that she studied, where the occurrence of sexual abuse was recorded, there was some level of correlation between women social status and the incidence of sexual harassment.

While in most cases, women are to a larger extent vulnerable to sexual harassment (Fasting, Brackenridge, Sundgot-Borgen, 2003; Turchik, Hassija, 2014), they are unfortunately in the minority in reporting the incidents of sexual harassment at least, at their immediate area of jurisdiction such as work place, school environment and host communities (Knap et al., 1997). Equally, while in some cases this is attributed to oppressive system against the women (Breclin, Ullman, 2005, Copenhaver, Grauerholz, 1991), the understanding and definitional issues surrounding the incidence of sexual harassment has sometimes appeared as a barrier to such move (Steenkamp, 2010).

There are evidences of differences in the incidence of sexual harassment between the developed and developing nations (Fedina, Holmes, Backes, 2018). While in some cases there are more reported cases from the developed world (courtesy of increased research into the area), than the developing nations (WHO, 2015), there appear to be incoherent documentations of sexual harassment due to socio-cultural indices surrounding the matter among the developing nations (Steenkamp, 2010). However, the Tripartite Model of sexual harassment captures the undeniable nature of sexual harassment whether in the context of culture, institution or occupation. Sexual harassment may not be appropriately captured in all languages as to give the gruesome picture of what it represents in the context of human relationship but, it is observed by both males and females in its totality as socially unacceptable in the context of social contract but ignored in the context of domination by the male members of the society. For instance, sexual harassment in context and content of social interaction is seen as obscure but, seen from the angle of female indecent appearance such that whenever such took place it receives little or no attention from the male dominated system. This also goes a long way to show how the

scanty information and policy acknowledgement of sexual harassment are perpetuated by the ego of men who dominated the society especially, among the developing nations.

The nature of research, the focus and underlying theoretical construct sometimes, have revealed the reasons for the differences in research documentation on sexual harassment between the developing nations and the developed nations. For instance, most researches in the developed nations have displayed the advancement in women freedom encapsulated in the legal definition of sexual harassment (Borge et al., 2019; Burn, 2019), while in some cases, the public reaction to the issue of sexual harassment, informed by the threshold of civilization has informed certain studies in the developed nations. On the contrary, most studies in the developing nations as can be found in Nigeria, reporting on sexual harassment fall into the category of crude understanding of mere rape or attempted rape although the captions may appear with elements of sexual harassment in its comprehensive definition (Agazue, 2021; Akin-Odanye, 2018; Ekpenyong, Udisi, 2016; Kunnuji, Esiet, 2015; Manyike et al., 2015). This can be seen in the way some studies either limited themselves to the crude definition of sexual assault or borrow from some scholars but indicating the lacking of such substance in the domestic legal framework of sexual harassment (Eze, 2013; Steenkamp, 2010). Of paramount interest here is the revealing of the two conceptual issues of the theoretical framework of this study [Tripartite Model of sexual harassment and male dominance].

While the male dominance, which is still at its crude stage in the developing nations, has dampened the understanding of sexual harassment in its comprehensive definition in view of the domestic legal framework, the female victims and the potential victims have been put at fix in interpreting and courageously reporting the incidence of sexual harassment in its objective appearance. Due to the patriarchal structures from the family to the community circle and to the public institutions such as work environment, education and other similar institutional settings, the female folks are living a contradictory life in the context of where, when and what they do as members of the social system especially in the developing nations of which Nigeria is included. What women do in the family setting as it involves the up bring of the female child in the patriarchal system contradict their aspiration for generational freedom from male dominated system especially when it comes to sex education. While culture, religion, self denial overshadow the women perception of giving their female wards sex education ostensibly to maintain the status quo set by men, when and where such is carried out becomes a subject to where the male dominated system allowed for such and when the system deemed it right. For instance, most religious institutions within this part of the world still attached

some sacredness to sex education such that it cannot be raised in the setting let alone exposing the young females to such; this trickles down to the family structures of the members, who in turn exercise such understanding in their families and possibly any public and private institution such as education, that is under their control.

More importantly, the patriarchal networks and structures surrounding the women in their public and private lives reduce them to substrates to the male domination philosophy, which the by-product is family, context and circumstantial vulnerabilities (Bartholini, 2020). The three pronged vulnerability as indicated by Bartholini are in themselves, the products of inalienable proximity to sexual harassment at the family circle (one of the recent development in Nigeria), work environment, educational environment as well as the outer space of community and social life. The case of proximity to sexual assault/harassment as it involves the female students in the southeast Nigeria is a complicated one due to lack of legal and social framework to confront the matter. At worst observing and reacting publicly earns in most cases, reprimand from the public with much argument in the direction of the supposed indecency on the side of the female victim. A number of sexual harassment cases originating from different institutions of higher learning in southeast Nigeria have ended with warning to the female victims to learn to dress properly and avoid exposure to unsuspecting faculty members or at worst, the parents and the victim find a way to settle the matter out of public scene. Meanwhile, the female students are constantly in proximity to the male faculty members by the inalienable student-faculty member relationship, which the faculty members have the upper hands in control of it.

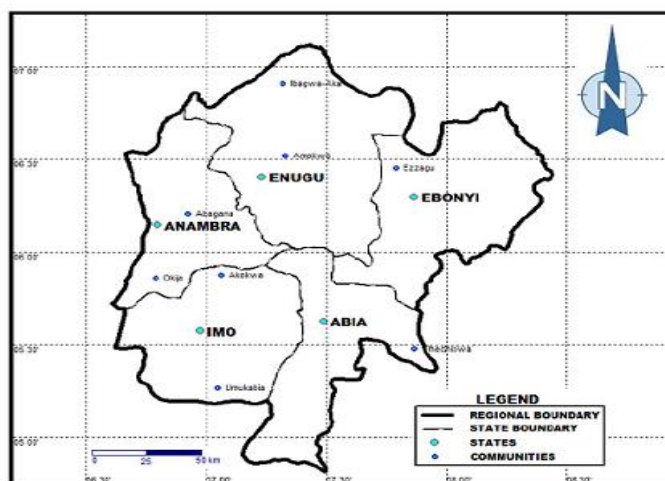
3. Methodology

The study involved the female students of federal, state and private sponsored institutions of higher learning, located in the five states of South East Nigeria. Among the states are Enugu (Coordinates: [6°30'N 7°30'E](#); ISO 3166: NG-EN); Ebonyi (Coordinates: [6°15'N 8°05'E](#); ISO 3166: NG-EB); Anambra (Coordinates: [6°20'N 7°00'E](#); ISO 3166: NG-AN); Abia (Coordinates: [5°25'N 7°30'E](#); ISO 3166: NG-AB) and Imo (Coordinates: [5°29'N 7°2'E](#); ISO 3166: NG-IM).

Undergraduate females from 17 years and above were selected from eight institutions (two universities [federal/state], two polytechnics [federal/state], two colleges [federal/state]) and two private institutions [university and polytechnics] using inclusive criteria such as institutions that are in full session within the period (month) of the study, faith-based institutions and institutions

with history of sexual abuse of the female students. The criteria were classified after pilot study. From each of the institutions, 150 respondents were selected using modified random sampling techniques. The age category in the study (17+) was chosen to specifically accommodate the minimum age requirement for admission into the higher institutions of learning in Nigeria by the National University Commission (NUC) and the Universal Tertiary Matriculation Examination (UTME). In view of the theoretical framework of the study, the phenomenon of interest in the study, and other logistics, the study utilized cross-sectional survey design. This equally helped for easy data gathering and analysis.

FIGURE 1. The magnified map of Southeast Nigeria showing the states located in the region.



Due to the nature of the phenomenon of interest in the study (sexual harassment and ability of the female victims to report to the appropriate authorities), and the challenges of isolating the affected students (sexually abused) among the general students, the study was designed to capture information from the potential victims of sexual harassment. By implication, the study involved all the female undergraduate students in the selected institutions, in the sampling frame.

The socioeconomic indices and substantive issues to the study were captured in the questionnaire. Among the variables in the study, sex education was captured in ordinal scale of three categories such as “no sex education”, “moderate sex education” and “high sex education”. The categorizing of sex education incorporated the everyday experience among the population in the

region such as how the object of sex is seen and handled among the population. For instance, sex education, where they are obtainable in the schools, are treated with the right of the females such that they are informed about the indices of sexual harassment; this is also obtainable sometimes from radio and television programs. As such, what was classified as high sex education here is sex education obtained in the school setting and similar avenues while, moderate sex education here stood for sex education in the informal setting such as from the parents and peers. Willingness to fight sexual harassment or rather voluntary exposure of sexual harassment is captured on nominal scale in this study as the boldness to confront the issue of sexual harassment by the potential victims with every opportunity at their disposal. Willingness to report sexual harassment in this study is captured by such indices as reporting to the parents, appropriate authorities such as the school authority, law enforcement agencies and appropriate organizations specializing in human right abuse if the need be. This is anchored on the fact that students' graduation from the higher institution of learning in this part of the world is hanging on the decisions of the staffs of the institution especially the faculty members. In most cases, the faculty members and other staff of the institution can be maintaining a network as colleagues, which imply the protection of each other against the students who may likely raise a case capable of destroying one's career. In such situation, there is a secrete collaboration against the students especially the female ones such that, sexual harassment and abuse can be condoned by the staffs against the students' outcry. In such a situation, many students do view the issue of reporting any staff at all as a death trap to their academic journey and by implication decides to shy away from reporting their experiences. Nonetheless, the key variable of the study, which is sexual harassment, was captured as the indices of unwanted sexual advances, whether virtual or actual from the male staff of these institutions towards the female students. Specifically, sexual harassment in the study was treated as objective sexual harassment, which included the on-the-spot experiences of the students such as sexual advances by the faculty members and admin officers, trapping the students using official protocols for sexual activity, luring students to some spots for sexual favours, using students' friendship networks as a proxy for trapping students for sexual favour. Apart from the fact that some female students can willingly offer to sleep with the officials in the higher institution of learning for reasons best known to them, there are numerous strategies most male staffs employ to directly or indirectly trap the female students for sexual favours in this part of the world. These constitutes unwanted sexual advances since they are usually applied to students who are in proximity to the institutional staff by circumstances beyond their control such as being undergraduate student, being a student of a particular department, faculty/college and institution, and being compelled by the

institutional order to doing certain courses under certain faculty officers until they graduate. Although they do such covertly and in extreme cases overtly, these strategies are known by the students save for few female students who may not be familiar with the environment especially the newly admitted. Where the challenge lies, which informed this study, is the circumstances surrounding the students' courage in reporting this situation whenever they observed such. The questionnaires were self-administered with some guidance from the research assistants where the respondents requested for assistance. The data collected were coded and analyzed using Social Science Statically Package (SPSS version 23) while descriptive and inferential statistics such as percentages and Logistic Regression were used in evaluating the substantive issues of the study.

4. Presentation of the findings

The table 1 below is the display of the socio-demographic characteristics of the students who participated in the study. According to the table, majority of the respondents (71.1%) are in the age bracket of 17-22 years, 27.8% are in the age bracket of 23-28 years while, one percent are in the age bracket of 29 years and above. According to the categorization of the years, which the respondents have spent in the higher institution, majority of the respondents (38.4%) have spent two years in the higher institution, 23.3% have spent three years in the higher institution, 18.7% have spent only one year in the higher institution, 13.9% have spent four years in the higher institution while, about five percent have spent more than four years in the higher institution. According to the spread of the religion affiliation of the respondents, 62.8% of the respondents are Christians, 31.4% are Muslims while about five percent indicated to be non-religion adherents.

On the background check of the gender environment of their high school days, majority of the respondents (58.2%) attended high schools where the gender was mixed. That is, high schools where both males and females were studying together. Meanwhile, 41.9% attended girls-only school. That is, schools where only girls were admitted. According to the table above, a significant percentage of the respondents (15.1%) indicated that they have no sex education, 60.6% are of the view that they have moderate sex education while 24.3% are of the view that they have above moderate sex education. Only 27% of the respondents received sex education in the classroom, 34.8% received their sex education from the parents while 24.3% received sex education from their peers. Majority of the respondents (47.7%) indicated that their parents are extremely religious, 36.2% see their parents as moderately religious while, 16.2% see their parents as non-religious.

TABLE 1. *Socio-demographic information of the study participants.*

Items	N	%
*Age		
17-22	853	71.1
23-28	334	27.8
29 and above	13	1.1
*Years in higher institution	Frequency	
1 year	224	18.7
2 years	461	38.4
3 years	280	23.3
4 years	167	13.9
More than 4 years	68	5.7
*Religion affiliation	Frequency	
Christianity	754	62.8
Islam	377	31.4
No religion	69	5.8
*Gender status of the secondary school attended (Girls only or Boys and Girls)	Frequency	(%)
Boys and girls	698	58.2
Girls only	488	41.9
*Sex education	Frequency	(%)
No sex education	181	15.1
Moderate sex education	727	60.6
High sex education	292	24.3
*Source of sex education	Frequency	(%)
From peers	278	23.2
From parents	417	34.8
In the classroom	324	27.0
Not applicable	181	15.1
*Parents' religiosity status	Frequency	(%)
Non religious	194	16.2
Moderately religious	434	36.2
Extremely religious	572	47.7
Total	1200	100.0

The table 2 below is the distribution of the respondents on the substantive issues of the study. According to the distribution on the awareness of the recent sexual scandal cases and public reactions, 76.7% of the respondents are aware while 23.3% are not aware. By awareness of recent sexual scandal cases, the study specifically focused on the recent phenomenon of sex-for-mark in the institutions of higher learning in Nigeria, which appeared on the public scene this of recent.

TABLE 2. *Other variables of interest to the study.*

Items	Frequency	Percentage (%)
*Awareness of recent sexual scandal incidents and public reactions	920	76.7
Yes		
No	280	23.3
*Perceived objectivity of academic institution towards sexual harassment cases	Frequency	(%)
Objective	557	46.4
Not objective	643	53.6
*Availability of the appropriate authority to report sexual harassment	Frequency	(%)
Yes	348	29.0
No	852	71.0
*Willingness to report sexual harassment to appropriate authority	Frequency	(%)
Yes	767	63.9
No	433	36.1
*Preferred avenue for reporting sexual harassment	Frequency	(%)
Peers	391	32.6
Parents	783	65.3
School authority	26	2.2
*voluntary exposure of sexual harassment	Frequency	(%)
Yes	962	80.2
No	238	19.8
*Experience of sexual harassment	Frequency	(%)
Yes	738	61.5
No	462	38.5
*If yes, did you report the incident	Frequency	(%)
Yes	125	10.4
No	613	51.1
Not applicable	462	38.5
Total	1200	100.0

According to the distribution on perceived objectivity of the academic institutions towards sexual harassment cases, majority of the respondents (53.6%) did not believe their institutions are objective in handling sexual harassment cases between the students and the staffs of higher institutions of learning in the face of perceived power difference while, about 46% perceived their institutions to be objective in handling sexual harassment cases involving students and staffs. Only 29% of the respondents have appropriate channels for reporting sexual harassment cases while 71% indicated that there are no

known appropriate channels to report sexual harassment cases in their institutions.

On the willingness to report sexual harassment involving students and staff in the higher institution of learning to the school authority, 63.9% of the respondents are willing to report sexual harassment involving students and staff in their institutions while 36.1% are not willing to report sexual harassment cases involving students and staff of the institution. According to the distribution on the preferred place to report sexual harassment involving students and staffs, only 2.2% of the respondents indicated the willingness to report to the school authority, 65.3% preferred reporting to their parents while, 32.6% preferred reporting to their peers.

On the voluntary exposure of sexual harassment, 80.2% are willing to voluntarily expose sexual harassment involving students and staffs in their institution while, 19.8% are not willing to fight sexual harassment involving students and staffs in their institution. More than 60% of the respondents have been sexually harassed in one way or the other by the staffs of their institution while, only 38.5% indicated that they have not been sexually harassed before now, by the staffs of their institution. Among the respondents who indicated that they have been sexually harassed by the staffs of their institutions, only 10.4% have reported the matter somewhere while more than 50% have not reported to any known authority in their institutions.

The table 3 below presented the binary logistic regression on willingness to fight sexual harassment involving female students and the staffs of higher institutions. The collected data were coded to follow the binary logistic regression default. The overall strength of the model in explaining willingness to fight sexual harassment according to the pseudo R^2 (Cox & Snell R^2 and Nagelkerke R^2) is between 36.7% and 52.4%.

In their order of contribution to the explanatory power of the model, there are variables that contributed to the explanation of fighting sexual harassment both in the positive as well as in the negative directions. These factors, with their odd ratios (Exp. B) quite indicated the relevance of the factors included in the model. In the positive direction, which in this context points to the likelihood of participating in confronting sexual harassment perpetrated by male staffs against female students, the following factors/variables sprang up: perceived objectivity of the institution in handling sexual harassment involving male staff and female students (B.2.455, OR.11.644), secondary school gender (B.1.396, OR.4.041), source of sex education (B.777, OR.2.176), availability of place to report sexual harassment in the institution (B.509, OR.1.664), and religion affiliation of the students (B.353, OR.1.423). In the negative direction, which indicates the likelihood of dissociation from fighting sexual harassment involving male staffs and female students in the higher institution of learning,

we have, experience of sexual harassment (B.-1.130, OR.323), sex education (B.-1.010, OR.364), age (B.-.556, OR.574), years in higher institution (B.-.172, OR.842), awareness of sexual scandal cases (B.-.870, .419) and preferred confidant (B.-.738, OR.478).

TABLE 3. *Logistic Regression on voluntary exposure of sexual harassment and other variables.*

		B	S.E.	Wald	Df	Sig.	Exp(B)
Willingness to Fight	Age	-.556	.218	6.517	1	.011	.574
sexual harassment	Years in higher institution	-.172	.100	2.967	1	.085	.842
	Religion	.353	.113	9.789	1	.002	1.423
	Sec. Sch. Gender (mixed or only girls)	1.396	.191	53.420	1	.000	4.041
	Sex education	-1.010	.181	31.062	1	.000	.364
	Source of sex education	.777	.130	35.581	1	.000	2.176
	Religiosity status of the parents	.202	.132	2.347	1	.125	1.224
	Awareness sex scandal cases	-.870	.273	10.155	1	.001	.419
	Perceived objectivity of the institution	2.455	.232	111.53	1	.000	11.644
	Availability of place to report harassment	.509	.263	3.741	1	.053	1.664
	Preferred confidant	-.738	.175	17.803	1	.000	.478
	Experience of sexual harassment	-1.130	.244	21.544	1	.000	.323
	Constant	-4.223	.908	21.614	1	.000	.015

N= 1200 Overall Percentage classified = 84.8%; Goodness of fit test = .243; χ^2 Value = 373.1 (df12); Cox & Snell R² = 36.7; Nagelkerke R² = 52.4

Although willingness to fight sexual harassment can be quite different from involvement and taking a step to fighting sexual harassment, the present context and the study participants points to some other spurious relationship of factors. Perceived objectivity of the institution of higher learning may have triggered the bitterness against the treatment given to observed sexual harassment victims but not the commitment to confront the situation as an individual or joining any group who are out for the fight. For instance, about 63% of the respondents indicated the willingness to report sexual harassment to appropriate authorities however, among the 61% of the respondents who indicated that they have been sexually harassed, only 10.4% made any attempt to report the matter to the appropriate authorities in the institution. Equally, about 65% of the respondents preferred to report sexual harassment experience in the school to their parents while, only 2.2% preferred reporting the matter to the school authority. Due to the men dominated higher institutions of learning in Nigeria, matters related to sexual harassment have reduced to the problem with the females such that sexual harassment panels in schools do nothing than to blame the female folks

for the incidents. As such, the confounders on the regression table and that of the substantive issues of the study can be clarified, looking at the direction of the willingness to fight sexual harassment here, which is in the line of concealed bitterness among the students other than a calculated reaction being channelled through appropriate direction.

Secondary/high school gender as a factor in the favour of fight against sexual harassment surfaced as by product of the class for itself in the Marxian concept of social class as it has to do with higher school students. While the seclusion of the female students especially, among the students who studied in the girls-only high schools, prompted the consciousness to confront sexual harassment as a common enemy to them, the way of implementation of such consciousness still faced with serious setback in the men dominated institutions of higher learning in Nigeria. Owing to the manner of sexual education accessible to these ones, they are already trapped in a system that discourages revolutionary move against gender-based violence. A significant percentage of the respondents (15.1%) indicated that they have no sex education, 60.6% are of the view that they have moderate sex education while 24.3% are of the view that they have above moderate sex education. Only 27% of the respondents received sex education in the classroom, 34.8% received their sex education from the parents while 24.3% received sex education from their peers. These pointed to the porous nature of the kinds of information these students were exposed to from their families to the high school and the implication of such to their willingness to fight sexual harassment.

The levels of information on ethics of sexual relationship as well as sexual right and what constitutes sexual harassment among the students were already a problem as each of the avenues of information has its own complication as it relates with deliberate move to exposing sexual harassment. Sexual education in its objective appearance includes information empowering the potential victims of sexual harassment against such (Kocsis, 2017) however, even in the classroom teaching in the Nigerian context, such idea is de-emphasized or over-emphasized in certain contexts. While in the classroom such is de-emphasized to make the students believe that sexual harassment is only a product of temptation from the female folks, in the family context, it is over-emphasized by making the female ones extremely hateful towards the issue of sex without any clarifications especially among the religious extremist parents. While the high school gender in this context can trigger the consciousness to voluntarily exposure of sexual harassment, the enduring circumstances among these students are already stumbling blocks to achieve this as they lack the capacity, knowledge and well-thought-of strategies by others to confront the situation. As a matter of fact, sexual harassment experience, which surfaced counteracting the voluntary exposure of sexual harassment, points to the fact that even though

the consciousness to expose sexual harassment exist among these students, face-to-face confrontation with the issue becomes another thing as the environment breeds gender-based bias and fear among the female folks. Again, this proved the fact that the perceived receptivity of the higher institution of learning in handling sexual harassment, surfacing as a factor to voluntary exposure of sexual harassment was simply a concealed bitterness among the students and not really the possibility of a level playing ground to confront sexual harassment among the female students. Equally, experience of sexual harassment here pointed to the fact that instead of confronting the problem by the victims, they preferred wallowing in self-hatred and bitterness in isolation. A situation, which information processing theory pointed out as the degenerating factor to the victims of sexual harassment (Beck, 1976). As was discussed above, source of sex education determines the quality of sex education one has and by implication, the action and inaction in the face of sexual harassment.

Due to the limited definitional framework for sexual harassment in Nigeria, what is obtainable as sex education simply limits the female folks to self-blame game. As such, sex education currently, from the family to the school, especially the high schools, cannot build a formidable force against sexual harassment such that, the female folks continue to see any step in the direction of confronting sexual harassment as unfortunate attempt. While the society at large as dominated by men has made it abomination for someone to be raped especially, the victim, the already corrupted sex education curricula in the family and that of the educational system simply compound the problem by obscuring the minds of the female folks against any foreseen attempt to confront sexual harassment.

The issue of age and years spent in school among the respondent, negating the willingness to voluntarily expose sexual harassment speak volume than the surface statistical significance. Majority of the respondents (71.1%) are in the age bracket of 17-22 years while, majority of the respondents were equally in the early stage of their studies. It reveals the fact that the younger generation in Nigeria at least, are yet to catch up with the global pace of feminism and human right. Globally, sexual education and human right especially among the females championed mostly by feminists have grown to activate the mind of the youth against sexual harassment such that the female folks in different parts of the world (mostly developed nations) raise and champion anti-sexual harassment organizations. However, as it appears in the current dispensation, the youth who ought to be at the forefront for such are missing in action in this part of the world courtesy of the men dominated system and corrupted sexual education among the young fellows.

The above situation goes for the observation of sexual scandals as well as the preferred confidant for reporting sexual harassment among the students. While the interpretation of the sexual scandals observed among the institutions of higher learning appeared to be fraudulent in terms of how schools handled them, the preferred confidants for reporting sexual harassment, which is majorly the parents and peers among the students, is simply a weakness towards confronting sexual harassment among the students. On a number of occasions, reporting sexual harassment to the school authority has resulted to further victimization against the victims due to invisible networks of the domination of men in the institution of higher learning. In some cases, after dissolving the panel of inquiries and counselling the student to concentrate on their academic, such student victims have been subjected to unnecessary suffering including denying them of graduation via another source or department, simply because the person who committed the crime has networks of colleagues who work to protect his public image. These are some of the observations by the female students, triggering the fear of confronting sexual harassment. This can be further clarified by the fact that 76.7% of the students indicated to have been aware of the sex-for-marks scandals, which has recently rocked the institutions of higher learning in Nigeria. Equally, the preferred confidants in reporting sexual harassment among the students (65.3% preferred reporting to their parents while, 32.6% preferred reporting to their peers), is another tragedy to the move to confront sexual harassment in the institutions of her learning. While the general corruption in Nigerian system has made average citizen believe that they can't confront any anomaly in the system, the institutions of higher learning simply appear as sacred cow in corruption investigation, resist every form of interference from the outside and operate as demy god over the students due to circumstantial proximity. This system with all this appearance is dominated by men and by implication creates the impression in all direction that any attempt to tent the image of the staff is as good as one playing with her future. As such, the parents and peers of these students can only make them weak towards fighting sexual harassment by advising them against it.

The table4 below presented the binary logistic regression on willingness to report sexual harassment involving female students and the staffs of higher institutions. The overall strength of the model in explaining willingness to report sexual harassment involving students and staffs according to the pseudo R^2 (Cox & Snell R^2 and Nagelkerke R^2) is between 43.2% and 61.8%.

TABLE 4. *Logistic Regression on willingness to report sexual harassment and other variables*

		B	S.E.	Wald	Df	Sig.	Exp(B)
Willingness to report sexual harassment 1 ^a	Age	-.332	.175	3.597	1	.058	.718
	Years in higher institution	.041	.074	.301	1	.583	1.042
	Religion	.044	.103	.181	1	.671	1.045
	Sec. Sch. Gender (mixed or only girls)	.055	.148	.137	1	.712	1.056
	Sex education	.289	.138	4.372	1	.037	1.336
	Source of sex education	.264	.098	7.335	1	.007	1.303
	Religiosity of the parents	.200	.108	3.456	1	.063	1.222
	Awareness of sex scandal cases	-.423	.208	4.135	1	.042	.655
	Perceived objectivity of the institution	1.205	.165	53.597	1	.000	3.337
	Availability of place to report sexual harassment	-.030	.186	.025	1	.874	.971
	Preferred confidant	-1.128	.143	62.128	1	.000	.324
	Sexual harassment	.465	.171	7.379	1	.007	1.592
	Willingness to fight sexual harassment	1.097	.191	33.130	1	.000	2.995
	Constant	-3.428	.735	21.782	1	.000	.032

N= 1200; Overall Percentage classified = 76.7%; Goodness of fit test = .234; $\chi^2 = 317.0$ (df13); Cox & Snell $R^2 = 43.2$; Nagel kerke $R^2 = 61.8$

In their order of contribution to the explanatory power of the model, the included variables that contributed to the explanation of reporting sexual harassment appeared both in the positive as well as in the negative directions. These with their odd ratios (Exp. B) quite indicated the relevance of the factors included in the model. In the positive direction, which in this context points to the likelihood of volunteering to report sexual harassment involving female students and male staffs, the following factors/variables surfaced: perceived objectivity of the institution in handling sexual harassment involving male staff and female students (B.1.205, OR.3.337), source of sex education (B.264, OR.1.303), sex education (B.289, OR.1.336), sexual harassment experience (B.465, OR.1.592) and willingness to fight sexual harassment (B.1.097, OR.2.995). In the negative direction, which indicates the likelihood of avoidance of reporting sexual harassment involving male staffs and female students in the higher institution of learning, we have, awareness of sexual harassment scandal cases (B-.423, OR.655), and preferred confidant (B-1.128, OR.324).

The indicators for willingness to report sexual harassment are quite commendable at the surface as they link to other variables expected as anti-sexual harassment indicators. However, these indicators equally appeared as

confounders compared to their relationship with other variables. Perceived objectivity as a factor to reporting sexual harassment brings about more than one interpretation of the students' disposition towards sexual harassment. From the available evidence connecting perceived institutional objectivity and reporting of sexual harassment, the weight is more on the informal setting as 53.7% did not believe that their institutions of higher learning were objective enough to handle sexual harassment involving students and staff, while 65.3% preferred reporting sexual harassment to their parents and, 32.6% preferred reporting to their peers. What this points to, is that while there is a willingness to report sexual harassment, this willingness is rather on the platform of informal discussion, which invariably, cannot contribute to fight against sexual harassment. This is not unconnected to the fact that majority of the students received their sex education via informal processes. This also goes for the experience of sexual harassment among the students.

Meanwhile, awareness of sexual scandal cases in the institutions of higher learning rather, carries a discouragement towards fight against sexual harassment among the students owing to the fact that observations so far simply displayed among the students the difficulty and near-impossibility of confronting men's pleasures in the men-dominated system. Equally, preferred confidants in reporting sexual harassment are challenges to willingness to report sexual harassment. This is in view of the fact that the concept of sex and the circumstances surrounding sex continue to appear sacred among the population and also, the issue of fear of being victimized and seen as indecent, which easily spread on the informal setting of sex education.

5. Discussion of the findings

The problem of sexual harassment over the years has penetrated every aspect of the society especially, on the platform of formal organizations (Aikins, Binka, 2014; Aluede, 2000; Jones, Boocock, Underhill-Sem, 2013; Norman, Tora, 2013;). The domination of the society by men has triggered a number of social problems of which sexual harassment is among them (Breclin, Ullman, 2005, Copenhagen, Grauerholz, 1991), from the microcosm of family setting, to the macrocosm of the societal setting, the platforms are dominated to the detriment of the female folks. This has reflected on the upbringing and empowerment accessible to the female members of the society especially, the younger generation who have been made vulnerable to the inordinate ambitions of men.

This study out of curiosity of the lingering issue of sexual harassment in the Nigerian institutions of higher learning, set out to understand the prevalent

perception about sexual harassment among the potential victims (female undergraduates). Among other factors considered as playing role in the understanding and approach to sexual harassment among the potential victims, the study set out to understand the extent of enlightenment on sex education among the study participants. According to the findings, a significant percentage of the respondents (15.1%) indicated that they have no sex education, 60.6% are of the view that they have moderate sex education while 24.3% are of the view that they have above moderate sex education. Only 27% of the respondents received sex education in the classroom, 34.8% received their sex education from the parents while 24.3% received their sex education from their peers. The finding here points to the extent of backwardness and lack of uniformity in the implementation of education curricular among our high schools where sex education was expected to have prepared the youth against sexual exploitation in the higher institutions and beyond. Both the 15.1% of the study respondents without sex education and the huge chunk of the respondents (59.1%) who obtained sex education from their peers and parents revealed how vulnerable the society has made these youth to the problem of sexual abuse. According to Kocsis (2017), the society via the educational institutions owed the girls the responsibilities of enlightenment against sexual abuse in view of the fact that educational institutions have the capacity to teach sex education with properly guided procedure. Equally, sex education in the school context carries the proper enlightenment, warning about sexual abuse and balanced view about human sexuality, which will fortify the female folks against unsolicited sexual advances. By implication, it appears as a failure by the society towards the young female folks, the inability to braze them against the phenomenon of sexual harassment at this level. This of course, point to the disadvantageous side of the male domination in the society towards the female folks. For instance, while at every stage, from the family to the academic institutions, the males are orientated and re-orientated to appear as domineering fellow towards the female folks due to patriarchal structure, the female folks are indirectly subdued to this orientation by being quietly denied of the proper information about sex and their rights towards the male folks.

Even though it appeared to be helpful for the parents and peers to serve as alternative to educational institutions in enlightening the young girls on sex education, there are equally some expected fallout in such a situation as the information on sex from the peers may be in the negative direction with some harmful effects (Breclin& Ullman, 2005). One of the problems with sexual education from the peers is the fact that they are done in an unguided manner, which may be making the girls vulnerable to the issue of sexual harassment. For instance, some female folks approach sex education from the angle of material values for sex, which in this part of the world with poverty, can make the novice

vulnerable to self-abuse in the hands of men. The problem is compounded by the fact that the peers teaching these ones sex education may themselves, be product of “ad hoc sex education”, which in itself, is based on assumption and uncoordinated experiences. While somewhere in Europe and America somebody may be teaching others based on sound information on sex education, in Nigerian context, such may turn out to be misinformation about sex hinging on how to manipulate men to make something out of sexual encounter. Similarly, parents providing sex education, which can be solely for the purpose of abstinence has been found unhealthy to proper enlightenment and self-protection from abuse among the young girls (Ekore, 2012). As a matter of concern from the findings, more than 40% of the study respondents indicated that their parents were extremely religious. By implication, a good number of the respondents by random categorization must have been educated on sexual matter by extremely religious parents who only concentrate on creating cognitive dissonance among the girls towards sexual matters. The problem with religious extremism and perception about sexual harassment is found within the angle of poor orientation and the labelling of sex as taboo among the youth (Kocsis, 2017). While the memory of these girls processes the sex information from the parents as anti-sexual orientation, they employ the strength to avoid opposite sex instead of the knowledge of the intricacies of relating with opposite sex and resisting unsolicited sexual advances. In this situation, many parents have misguided their female folks especially in the African context of religion and culture, such that the young girls become victim of sexual abuse while hiding from their parents and living in ignorance of their right to resist sexual harassment. Nonetheless, these are the by-products of men domination in the family as well as the society informed by patriarchy, making circumstances surrounding the females’ freedom and enlightenment constantly obscured. While the cultural and religious settings appear to be anti-feminine in this part of the world, men domination of the system uses these ostensibly to keep the female folks in ignorance and fear such that, they become perpetually dominated and relegated to the background.

From the findings of the study, 80.2% of the respondents are willing to report sexual harassment involving female students and male staffs of their institutions. However, this encouraging statistical indication in the direction of confronting sexual harassment is fraught with some spurious factors. For instance, majority of the participants (65.3%) indicated that they prefer reporting sexual harassment to their peers while, a mere 2.2% indicated that they prefer to report sexual harassment involving female students and male staffs of their institutions to the school authority.

Reporting sexual harassment to the peers and the parents is as good as not reporting them in the context of Nigerian higher institutions of learning. This

is due to the fact that the parents and the peers will end up in advising the victim to avoid the problem of the corrupt system in the higher institutions of learning. But, reporting to the school authority with the experience based on proper understanding of the students' sexual right will definitely add some strength to the move against sexual harassment. However, among other things, avoiding reporting to the school authority by sexual harassment victims is part of the outcome of unbalanced sexual education, among many of these girls, which focus on the negative attitude towards sex related issues. This has equally created the problem of students becoming vulnerable to sexual harassment without coming out to report to the appropriate authorities at least, for documentation sake. For instance, out of the 61.5% who indicated that they have been sexually harassed, only 10.4% have reported the matter before now. Also, the fear and terror, which corruption and patriarchal system have brought upon the female folks, has equally created the wrong perception that sexual harassment cannot be talked about especially when it involves the staff and female student in the institution of higher learning.

The willingness to fight sexual harassment involving female students and male staffs in the institutions of higher learning remains a serious factor in the effort to eliminate sexual harassment in the institutions of higher learning and perhaps generally in Nigeria. As a matter of interest, this is one of the major variables included in this study for evaluation in connection with the collected data. From the findings of the study, there are a good number of factors associated with the willingness to fight sexual harassment involving female students and male staffs of the institutions of higher learning. These factors as they appeared in the regression model applied in this study were evaluated in two directions such as the positive as well as the negative directions. In the positive direction, which in this context points to the likelihood of participating in confronting sexual harassment involving male staffs against female students, perceived objectivity of the institution in handling sexual harassment, secondary school gender, source of sex education, availability of place to report sexual harassment in the institution, and religion affiliation of the students.

Although the study is breaking into a new ground of assessing the would-be victims of sexual harassment, there are elements of corroboration with some earlier findings here. For instance, source of sex education as a positive factor in the fight against sexual harassment has reaffirmed the theoretical proposition by Backhouse and Cohen (1978), who postulated that rape and sexual harassment, which is facilitated by male dominance in the society, can be controlled by empowering the women via sex education. This theoretical proposition has been confirmed equally by other researchers outside the south east Nigeria such as Watkins, (2000) and Aluede, (2000). Similarly, the perceived objectivity of the institution in question on the matters of sexual harassment

involving the female students and the male staffs of the institution, points to the assumption and fear about involvement in controversial issues such as sexual harassment. This is part of the theoretical proposition by Beck (1976) and Ellis (1977). According to the commonality of the theoretical assumptions, anxiety and fears are the products of past experience, observation or extrapolation from past events. As it applies to the finding here, willingness to fight sexual harassment among the students is somehow attached to what has been observed about the system in handling sexual harassment involving staffs and students. In the negative direction which indicates the likelihood of dissociation from fighting sexual harassment involving male staffs and female students in the higher institution of learning, experience of sexual harassment, sex education, age, years in higher institution, awareness of sexual scandal cases and preferred confidant were all factors of interest.

6. Conclusion

Sexual harassment involving the female students and the male staffs of the institutions of higher learning in Nigeria, has become a popular discuss at least, in the recent times when such has started catching the attention of the general public in a new dimension. Although it has appeared to be promoted by the prevailing corruption in the system and the patriarchal structure, which has found its way into the administration of the institutions of higher learning; caution need to be taken as there are more to the vulnerability of the female students to sexual abuse than we can envisage from the surface. As a matter of fact, the expected implication of the recent publicising of sexual scandals in the institutions of higher learning to the potential student victims is still in doubt. This study was designed to investigate the phenomenon of sexual harassment involving female students and male staffs with special focus on the potential victims (female undergraduates), holding as dependent variables willingness to fight sexual harassment involving students and staffs, and willingness to report sexual harassment involving female students and male staffs. Among other things, the study has established that the willingness to fight sexual harassment involving female students and male staffs is dependent on the following factors: perceived objectivity of the institution in handling sexual harassment involving male staff and female students, secondary school gender (this is whether the high school they attended was girls-only secondary school or boys and girls studying in the same secondary school), source of sex education, availability of place to report sexual harassment in the institution and religion affiliation of the students. Similarly, willingness to report sexual harassment involving the female students and male staffs is dependent on perceived objectivity of the institution

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in handling sexual harassment involving male staff and female students, source of sex education, sex education, sexual harassment experience, and willingness to fight sexual harassment. For the sake of policy extraction from the study, there is a need for comprehensive sex education in the primary and post-primary schools with a focus on sexual right and empowerment of the young girls against sexual abuse; formal establishment and orientation of the female students on the appropriate place to report sexual abuse in the institutions of higher learning in the region is indispensable and, reported cases of sexual harassment involving female students and male staffs should be given careful attention especially by the female staffs in these institutions to save the victims from victimization and unnecessary fears.

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