

**SEXUAL HARASSMENT AND ACADEMIC PERFORMANCE
OF FEMALE UNDERGRADUATES**

(A CASE STUDY OF EKITI STATE UNIVERSITY (EKSU))

BY

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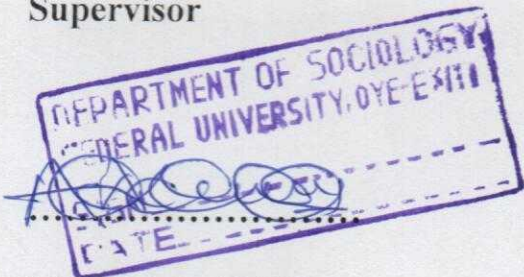
CERTIFICATION

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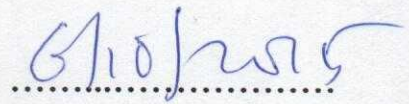
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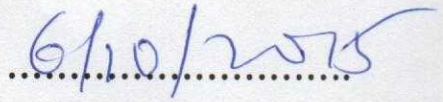


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H.O.D



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DEDICATION

This research work is dedicated to GOD Almighty, the creator of heaven and earth who granted me this great opportunity to be among the chosen and piloted me by his special care to this level of academic attainment. To my father Chief Patrick Arikawe and my wonderful mother Mrs Funke Arikawe who showed me the way of truth and granted me the opportunity to have initial education.

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I am grateful to the eternal God for his grace and favour over me and my family during the course of study and till now. I thank him for enabling me to overcome all trials and problems during the course of study, may his name be praised. (Amen).

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Once again, I will sing of the mercies and grace of the Lord forever in my life all for his favour all throughout my Academic journey, with my mouth will I make known, thy faithfulness to all generations for his awesomeness.

ABSTRACT

This research focus on sexual harassment and academic performance of female undergraduates. (A case study of Ekiti State University (EKSU)).

One major reason sexual harassment studies have attracted limited attention within Africa is the socio-cultural constraints. The African society is organized along a patriarchal system where there is overriding power of men over women within the different spheres of life. The African culture discourages the discussion of sexually related issues in public and women are stigmatized for identifying themselves as being sexually active and aggressive. As a result of the embarrassment within the society, many victims of harassment find it very difficult and highly uncomfortable to report their experience for fear of humiliation.

The objectives of this study is to investigate what constitutes sexual harassment among female undergraduate students, evaluate the knowledge of female undergraduates on sexually harassing behavior and to assess the effect of sexual harassment on the academic performance and well-being of the victims.

For the purpose of this study, a multi-stage random sampling technique was adopted in eliciting information from 200 respondents. A total of 200 questionnaires were administered at Ekiti State University. Data generated from the data collection via questionnaire was manually edited and analyzed quantitatively by using statistical package for social science IBM SPSS20 version software in line with details of both descriptive and inferential statistics.

The major findings from this study disclosed that most of the female undergraduates in Ekiti State University have knowledge about sexual harassment, which means the problem of sexual harassment is common in the institution. I also discover in the study that majority of the female undergraduates has been sexually harassed by their lecturers. More also, I found out that sexual harassment affects the academic performance of the victims and most of them agreed that it affects their well-beings. The result of the hypothesis tested revealed that there is a significant relationship between age and effect of sexual harassment on academic performance as chi-square ($X^2=37.277$, $P=0.002$). The Hypothesis two tested revealed that there is a significant relationship between level and effect on academic performance as chi-square ($X^2=69.44$, $P=0.002$). Also, Hypothesis three revealed that there is significant relationship between religion and effect on academic performance as chi-square ($X^2=34.165$, $P=0.000$). The Hypothesis four tested a significant relationship between place of residence and effect of sexual harassment on academic performance as chi-square ($X^2=39.813$, $P=0.000$).

This study concluded that sexual harassment has a serious implication for students and grave consequences that go beyond the campus community, religion, age and levels of study.

TABLE OF CONTENTS

	Page
Title	
Certification	i
Dedication	ii
Acknowledgement	iii
Abstract	v
Table of contents	vi
CHAPTER ONE	
1.0 Background to the Study	1
1.1 Statement of the Problem	4
1.2 Objectives of the Study	5
1.3 Significance of the Study	6
1.4 Scope and limitations of the Study	7
1.5 Definition of Terms	7

CHAPTER TWO

2.0 Literature review and theoretical frame work	9
2.1 Introduction	9
2.2 Concept of sexual harassment	9
2.3 The theoretical frame work	22

CHAPTER THREE

3.0 Research Methodology	28
3.1 Introduction	28
3.2 Study Area	29
3.3 Research Design	30
3.4 Population of the Study	31
3.5 Sampling Techniques	31
3.6 Data Collection	32
3.7 Data Analysis	32

CHAPTER FOUR

4.0 Data Presentation and Analysis	33
4.1 Background Characteristics of Undergraduates Selected	34
4.2 Percentage Distribution of Respondents' Knowledge of Sexual Harassment on Campus	35
4.2.1 Experience of Sexual Harassment among Undergraduates in EKSU	36
4.3 What Constitute sexual Harassment among Undergraduates	37
4.4 Distribution of Factors that Contribute to Sexual Harassment among Undergraduates	39
4.5 Where Sexual Harassment Often Occur	39
4.6 Implications of Sexual Harassment	40
4.7 Distribution of Frequent Ways of Female Harassment in Nigeria University	42
4.8 Percentage Distribution of Possible Solutions to Combat Sexual Harassment	43

4.9 Test Association between Socio-demographical Characteristics and Effect of Sexual Harassment	43
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CHAPTER FIVE

5.0 Summary, conclusion and recommendations	50
5.1 Summary of findings	50
5.2 Conclusion	54
5.3 Recommendations	55
References	56
Questionnaire	60

CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

Sexual harassment in educational settings is a common problem globally, while it is well addressed in colleges and university campuses in most developed countries of the world through specific policies and mechanism of enforcement. It has been an unfortunate part of educational experience, affecting students, youth and workers' emotional wellbeing and their ability to perform effectively. However, literature reports that sexual harassment has impacted females' self-esteem as well as their academics, social and psychological wellbeing (Ladebo: 2005, Mashingaidze: 2006 and poporich: 2008). The awareness of the impact of sexual harassment on females' existence has led to multiple approaches in the definition of sexual harassment across cultures, ethnicity, race and settings. A study of four Nigerian universities reveals that students identified sexual harassment as being among the stressor hindering academic work in the sample of universities (Ladebo: 2001). This contentious issue came to a prominent position in 2001, when the nation's president, General Olusegun Obasanjo during an official engagement, ridiculed the Nigeria university teachers for being unproductive pleasure seekers who see the female students as sex objects for self-gratification.

Despite the above effort measured by various instruments, sexual harassment means different things to different people. However, before the problem can be addressed, one needs to understand its meaning, nature and scope. Unfortunately, defining sexual harassment is not simple. Defining what is sufficiently severe, persuasive or objectively offensive can be complicated. People disagree on the severity of the problem. What is a laughing matter for one student, maybe offensive to another and traumatic to yet another, especially in a university community whose team has students and staff from diverse backgrounds.

The Nigerian society today and most especially institutions of higher learning have to struggle to deal with many behavioural problems of its youth. Such problems include disobedience, drug offences, assault, insult, stealing, violent demonstrations, examination malpractices and secret cult activities (Nnachi: 2003). Apart from these widely publicized behavioural problems, heterosexual activities are also listed among types of behavioural problems prevalent in Nigerian youth. These are variously named in the literature of sex abuse, sex offence, sexual harassment, sexual misconduct and sexual promiscuity (Nnachi: 2003). The problem of defining sexual harassment is likely to discourage victims from reporting incidents and make it difficult for institutions to draw the line between flirting, playful courtship and sexual harassment. Houreld (2006) found that eighty (80) percent of female in Nigerian higher educational institutions

reported sexual harassment as their greatest challenge in the successful completion of their academic pursuits Adedokun (2004) and Ejiogwu and Onyene (2000) also found that above eighty-six percent (86 %) of male faculty and staff in the sample universities in Nigeria have sexually harassed female students at one point in their career.

To date, the same general principles that apply to sexual harassment in the work place also apply in academic settings. In additions, there is difficulty in drawing the line between sexual harassment and intimate consensual relations (Hutchens: 2003). A review by Hutchens (2003) as well indicated that even though institutions of higher learning have established policies regarding consensual relationship between students and faculty, the area as a matter of law is still considered "gray". In general, sexual harassment of students in colleges and universities "increasingly justified disciplinary actions against a faculty or staff members generally under a charge of unethical conduct" (Cole: 2006).

Therefore, to facilitate a frontal attack on the problem, there is need for some agreement on what constitutes sexual harassment. Thus, this study will focus on the challenges of sexual harassment on female undergraduate academic performance. It is assumed that the victims and potential victims are in good position to provide information on those acts that they have experienced or perceived as constituting sexual harassment. As vicarious witnesses of sexual

harassment, respondents were expected to express their reaction and suggest possible solutions.

1.1 STATEMENT OF THE PROBLEM

There appears, to be a consensus among researchers and observers that traditions, values, and morals are changing rapidly (Naswen: 2001; Ezeh: 2001; Arumala: 2005; Eruesegbefe: 2005). One area of life in which the decline of traditional values is obvious is in the area of sexual harassment. One major problem area in the society has been sexual harassment which occurs in the institutions of higher learning and workplace. One major reason sexual harassment studies have attracted limited attention within Africa is the socio-cultural constraints. The African society is organized along a patriarchal system where there is overriding power of men over women within the different spheres of life. The African culture discourages the discussion of sexually related issues in public and women are stigmatized for identifying themselves as being sexually active and aggressive. As a result of the embarrassment within the society, many victims of harassment find it very difficult and highly uncomfortable to report their experience for fear of humiliation (Noah: 2008).

In a nutshell, it appears that sexual harassment in educational institutions and workplace can be understood and defined in many different ways, making it all

the more complicated to prevent and address the issue. Its definition is problematic, with no consensus as to what constitutes sexual harassment, particularly in Nigeria where little national attention has been paid to the problem. Students are likely to be at a loss when a professor's friendly concern starts to feel like a demand for a sexual relationship that they do not want but are afraid to reject.

Sexual harassment is all too familiar and yet, defies a simple situation, it is therefore expedient to identify and define what constitutes sexual harassment and evolve the definitions from among the targets to sexual harassment in educational institutions. As real and vicarious victims of sexual harassment and as a way of validating their definitions, it is necessary to determine their reaction to the harassing behaviour as defined by them. As real vicarious and potential targets, they were likely to suggest solutions to the problem.

1.2 OBJECTIVES OF THE STUDY

The broad objective of this study is to examine sexual harassment and academic performance of female undergraduates, a case study of Ekiti State University, Ado-Ekiti.

Specifically, the study aims to:

- (1) Investigate what constitutes sexual harassment among female undergraduate students.
- (2) Evaluate the knowledge of female undergraduates on sexually harassing behaviour.
- (3) Investigate the influence of sexual harassment on female undergraduates in Ekiti State University.
- (4) Assess the effect of sexual harassment on the academic performance and well-being of the victims.

1.3 SIGNIFICANCE OF THE STUDY

The study is an attempt to examine how academic performance is influenced by the perceived sexual harassment experienced by female undergraduates in Ekiti State University. It will investigate what constitutes sexual harassment and the knowledge of female undergraduate in an academic field on sexually harassing behaviour. It is apparent that sexual harassment is an act of indiscipline, which had generated and is still generating crisis between students. The study when it is completed will be of benefits firstly to male and female students and lecturers in that they will be able to clearly identify when some behaviour put up by the opposite sex is really meant to be sexually harassed.

More, so proper enlightenment through a research work such as this could in reducing this incidence of sexual harassment in our institution. In other words, the

study hopes to educate students as well as lecturers on evil effect of sexual harassment.

In addition, this study will also create awareness on the need to establish a campus organization, which would be seeing to the affairs of the harassed victims on campus. The study is also significant is that it will enlighten parents on the need for proper moral training and discipline among their children.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

Study is limited in scope in the following ways:

- (a) First, Ekiti State University (ESKU).
- (b) To a time frame of one academic year 2014-2015 session.
- (c) To determine the reliability and validity of the instrument of data collection.
- (d) To determine the effect of sexual harassment on students academic performance.

1.5 DEFINITION OF TERMS

Sexual: Relating to sex, sexuality or sex organs.

Harassment: Behaviour that threatens or torment somebody especially persistently.

Sexual Harassment: Unwanted sexual advances towards somebody e.g touching somebody or making suggestive remarks especially by somebody with authority towards a subordinate.

Sexual harassment can be defined as a verbal or physical behaviour that has a sexual element, is unwelcome and non-reciprocated, intimidate behaviour, which may be considered mild or trivial, can contribute to an offensive or humiliating work environment.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAME WORK

2.1 INTRODUCTION

This section examined previous literature on female undergraduate academics performance and sexual harassment and the theoretical framework that suits the topic of discussion. Researchers have done series of work in relation to sexual harassment as it affects the country.

2.2 CONCEPT OF SEXUAL HARASSMENT

The term sexual harassment has been defined by several scholars. For example, sexual harassment has been described as any planned, intentional, recurring or unwelcome verbal comments, gestures, or physical contacts of sexual nature which is intended to place the recipient or receiver in an uncomfortable, embarrassing and undesired situation (Abe: 2012). Most of the definitions often cited have concentrated exclusively on the male lecturer as the harasser, while the lady is the harassed or victim. The present definition provides an embracing explanation in the sense that it also considers the harassment of lecturers by girls. A cursory look at the key words superior, inferior, advantaged and disadvantaged, overtly and covertly supports the claim that both lecturers and girls can equally harass each other. For instance, this definition has shown that the harasser or the harassed does

not necessarily mean a person occupying an advantaged or superior position. The lady who ordinarily occupies an inferior or disadvantaged position may possess certain privileges or power that can force the lecturer to succumb to her antics. Based on this definition, it is safe to state that a lecturer who uses his superior or advantaged position to verbally or physically pressurize a girl for sexual favor in order to influence her grade is a sexual harasser.

Sandler and Shoop (2007) conceptualize sexual harassment as unwelcome advances, request for sexual favours and other verbal or physical conduct of a sexual nature and submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the person. Such conduct has the purpose or effect of unreasonably interfering with the person's work or academic performance or creating an intimidating hostile or offensive work, learning or social environment. Their definitions include a range of behaviours, from sexual comments, jokes, look to sexual pictures, web-pages, sexual messages, touching, grabs and so on.

Biopa (2007) revealed a high degree of consensus of sexual harassment across respondents' population. Judgment of harassment was most influenced by the nature of the behaviours and intention of the male instructor in the situation. Result also indicated that information about suggestion behaviour on part of the student tried to modify harassment judgment and to introduce disagreement among

respondents as to whether an incident constituted a case of sexual harassment. One of the outcomes of the work at tertiary level was the realization that it is important to understand sexual harassment at the secondary level. This is where most students at tertiary level come from. The experience and knowledge on the nature and practice of the sexual harassment that already existed in tertiary institutions would be transferred to secondary institutions. Research is needed to examine inadequacy of legal and institutional responses to sexual harassment and how these can be corrected and to identify and describe intentions that have provided women with legal or personal redress. In particular as Asquith (2010) agreed during the consultation on violence against women, there is a need to explore how laws specified to sexual harassment interact with other areas of civil law such as freedom of speech and what problems this represents in terms of preventing and redressing the crime of sexual harassment.

Mackinnon (2009) similarly identified two types of *quid pro quo* (something done in exchange) harassment involving an exchange of sex for employment and educational benefits. For the *quid pro quo* to exist, the harassed will have to conform to demands or be asked to engage in some form of sexual behaviour in exchange for employment or promotion. The harasser is an employer, a supervisor or a teacher who has power to punish the victim for non-compliance or to reward for acquiescence. The concept of sexual harassment has been defined by many

scholars, there is still need to investigate students' perception of the problem of sexual harassment and their response to harassing behaviour as a starting point for generating awareness among students, leading to suggestions about institutional arrangements designed to tackle the problem.

Many studies of sexual harassment in the university setting examine the perceptions of undergraduate students; graduate students and faculty while considering the differences between the sexes. These studies typically found that when there were differences, women were more likely than men to rate behaviours as harassing (Kenig and Ryan: 2006; Somers and Godinho: 2002). However, sex differences did not always appear. In general, male and female students were likely to differ in their perceptions of more ambiguous or less severe behaviours, such as verbal harassment (e.g. coarse language, sexual remarks), sexual looks, flirting and non-sexual touching. Although women were most likely than men to view these behaviours as harassing, the majority of both men and women did not define these behaviour as harassment. On the other hand the vast majority of both male and female students agreed those more severe behaviours such as sexual bribery and explicit propositions were harassment. Two studies (Katz 2006: Bursik 2002) conducted on perceptions of sexual harassment found no significant differences between men and women. There were significant main effects for the subject of sex in studies by Jones and Reamlard (2002) and Poporich et al (2008) with female

students being more likely than male students to perceive the behaviours depicted in the scenarios as harassing.

In Jones and Remlard's (2002) study of 210 undergraduate students (94males and 116females) female raters perceived more harassment than male raters and female raters also disapproved of the perpetrator more than male raters. The researchers also inquired about the raters' suggested responses to situations of harassment. Severity of the harassment affected response strategies; raters were more likely to suggest reporting the perpetrator when the harassment was severe rather than moderate. The sex of the rater also affected the suggested response. Females were more likely to suggest reporting the perpetrators, verbally confronting the perpetrator, showing non-verbal discomfort and avoiding the harasser than males. In addition, males were more likely than females to suggest unconditionally complying or conditionally complying with the perpetrator.

The goal of the study by Poporich et al. (2008) was to identify perceptual biases beyond the recognized sex and position differences that may affect perception of an incident as sexual harassment. Subjects in the study were 99 male and 99 female undergraduate students. The result supported the hypothesized sex differences with female raters perceiving the incident to be more negative, more likely to be considered as sexual harassment, and more likely to have an effect on

the victim than did the male subjects. As opposed to the female raters, male raters perceived the incidents as more likely to be based on attraction than on power.

EFFECT OF SEXUAL HARASSMENT

Alabi (2001) says some effects of the effects of sexual harassment include psychological setback and possible contraction of venereal disease, which includes the dreaded acquired immune deficiency syndrome (AIDS). Yahiya (2004) also noted that there seems to be a common factor, which shows sexual harassment as an in disciplinary act involving coercion by a supervisor to intimidate his or her junior into unwanted sexual relations.

Sexual harassment brings about unwanted pregnancy and educational retardation as well as students graduating from the university obtaining grades they do not deserve. According to Sofal (2007) the nation may be deprived of the service of a brilliant student who has been academically frustrated due to sexual harassment and victimization.

The problem of sexual harassment in the continent of Africa has received cold reactions from government and school authorities. Human Right Watch (2001) reported that the government and school authority in South Africa were found to be silent about sexual harassment experienced by female students in the country. As a result of this neglect from the government and school officials many

females have quit schooling and many did not return to school due to fear of being harassed again or violated. Other countries of the continent have acted in the same manner such as Nigeria, Uganda, and Zimbabwe (Edan: 2008; Houreld: 2007; Human Right Watch: 2001; Nwaogwugwu: 2007). Studies found out that educational institution in the continent have no policy initiatives on sexual harassment (Amnesty International Report: 2005; Daily Champion: 2007; Ladebo: 2003).

According to Nwaogwugwu (2007) female students in Nigerian Colleges and universities have unique experiences of sexual harassment from male faculty staff and peers. Though sexual harassment is a global concept that affects virtually women of all races, ages and colours, Nigeria women experience more elusive type of harassment. In other countries or cultures, sexual harassment is a behaviour that is generally unacceptable in any public setting. Nigeria society does not accept the concept of harassment and so does not perceive harassment as evil or a violation of women's right. Nwaogwugwu (2007) also described a practice in colleges and universities popularly called "sorting" where (student males and females) pay their way through examinations either in cash, gifts or sexual gratifications. In this practice, male students were asked to pay money but sexual gratification was the top expectation for female students. These faculty and staff proudly call this practice "inconvenience allowance". As a result students fondly divide faculty into

“sortable” (those who make demand for gratification) and “unsortable” (those who do not). Consequently, female students in Nigerian colleges and universities are raising concerns over the alarming incidents of sexual harassment on campus by male faculty, staff and students. Houreld (2006) found that 80% of women in Nigeria higher educational institutions reported sexual harassment as their greatest challenge in the successful completion of their academic goals. Adedokun (2004); and Ejiogwu and Onyene (2006) found that about 86% of male faculty and staff in the sampled universities in Nigeria have sexually harassed female students at one point in their teaching career. Studies evidently show that Nigeria colleges and universities have more male faculty, staff and students than females (Abati: 2006; Adedokun: 2004; Ejiogwu and Onyene: 2006).

This study proposed that academic field impacts the perceived sexual harassment experienced by female undergraduates. Although empirical studies have confirmed the prevalence of sexual harassment within some academic fields especially natural sciences, it has not yet been verified empirically that academic field is a predictor of sexual harassment. However, certain characteristics peculiar to some academic fields have been identified as predictors of high attrition of women in the field of science and technology. For instance, the 147 page report on the women and work, done by center for work life policy (2008) sponsored by Aiwa, Johnson and Microsoft, Pfizer and Cisco indicated that stereotypical cultures

of science and technology fields were predictors of high women dropout rates in this academic fields. Among the many factors enumerated by this research that lead to high female attrition was sexual harassment from male colleagues.

Whatley and Wasienleski (2001) investigated the incidence of sexual harassment in academic. Three hundred and ninety-seven faculty staff administrators from the office of information technology at val dosta state university, representing a stratified random sample, were sent a research packet via campus mail. The data showed that 20% of the participants had experienced sexual harassment of the 20% reporting they had been sexually harassed, 63% indicated sometimes, 5.2% indicated often, and 5.2% indicated many times. Also, of those indicating that they had been sexually harassed, 90% were female and 10% were male. The ethnicity of the males indicating that they had experienced sexual harassment was 100% white. Whereas, the ethnicity of the female who indicated that they have experience sexual harassment was 88.2% white and 11.8% were Africa American. Of those indicating sexually harassed, 42.1% were staff, 26.3% were faculty, and 26.3% were administrators. The result also indicated that males and female differed in their perception of how to stop sexually harassing behaviour effectively. Specifically, female compared to male respondents favoured more passive actions to arrest the unwanted behaviour. The result also

showed that female compared to male reported more gender harassment and unwanted sexual attention.

Adedokun (2004) studied sexual harassment in one of the universities in the cosmopolitan city of Lagos, Nigeria to determine the presence of sexual harassment in this multi-ethnic university. Data were collected from focus group discussions, interviews, and social mapping of more than 30,000 people. The target groups were male and female from all fields including part-timer students who had spent at least one semester in the sampled university. Academic and non-academic staff, members of student affairs unit, university administrations, students' parents, and guardians were also recruited in this study. Existing document from the university senate and disciplinary committee reports were also reviewed. The discussions and interviews focused on the understanding of gender violence, its occurrence, perceptions, and experiences of sexual harassment, factors promoting and preventing sexual harassment, perception of perpetrators and victims, consequences, and management of sexual harassment. Result showed that sexual harassment is a reality in Nigerian institutions and it is not peculiar to a particular ethnic group or culture. Also, two key findings were reported in this study (a) sexual harassment is a form of gender violence and (b) there is an absence or inadequate policy that addressed sexual harassment in the institution.

Existing documents on sexual harassment from the university senate and disciplinary committee identified six main forms of sexual harassment at the institution, including (a) harassment by male instructors to female students (the most common) (b) male students to female students, (c) male lecturers to female non academic staff, (d) non academic male staff to female students, (e) senior male professors to female academic staff, and (f) male non academic staff to female non academic staff. Female students are most target group for sexual harassment and male faculty members are the main perpetrators as well as male staff. The perpetrators mostly use intimidation, aggression, exploitation, and threat to get to their victims. Four significant drives to sexual harassment were also identified, (a) cost-benefit analysis (sexual remuneration for service rendered) (b) inadequacy in admission system (sexual gratification from incoming freshmen as a guarantee for admission) (c) abuse of power (sexual gratification for job promotion) (d) and status of women (perception of women as sexual objects).

For Aryeetey (2004), majority of the samples, male and female indicated that they would be upset if they experienced any of the sexually harassing behaviours. The reaction of respondents appear normal because to be sexually harassed is humiliating, eroding one's privacy, respect and self-worth, with consequences for one's psychological well-being (Benoraitis 2007). In the case of students, it is also most likely to affect academic work with implications for the

quality of university education in Nigeria. Nigeria does not have official policy or action on the issue of sexual harassment, particularly in educational institutions.

However, the constitution guarantees individual freedom and rights, including human rights, particularly for females which sexual harassment usually challenged. Many other countries like United States, European Union countries, Canada and recently, Ghana have put in place policy statements on the issues. Part of the study therefore, requested respondents to suggest solutions to the problem of sexual harassment.

The Action Aid (2011) study found that girls experience “multiple forms of violence” on a regular basis. Sexual harassment and violence were reported by girls in some states and not in others. The point that: “acceptance of institutionalized forms of sexual violence among trainee teachers helps to explain the prevalence of such violence in schools”. They report that male staff thought that opportunities to obtain sexual favours were a privilege of their position. Corporal punishment is entrenched in school systems and was discussed most by girls in Nigeria. It is often connected to poverty (Action Aid 2011).

The above reviewed studies indicate that sexual harassment is prevalent in higher education institutions across geographical regions, culture, and ethnicity. Sexual harassment significantly impacts students’ social, psychological, emotional,

and academic lives as they struggle with the mental and physical frustration association with such experiences. The manifestations of these unwelcome sexual behaviours take different form and manner in which students perceive and respond to incidents depend on their gender, culture and level of education (Somer & Godinho 2002).

Sexual harassment was found to have a descriptive effect on the general functioning of institutions as the perpetrators (mostly members of faculty) whose responsibilities include inculcating academic and moral knowledge into students, engage in behaviour that are contrary to their job ethics (Ladebo 2003). Absence of workable policy contributed to the nonchalant attitudes of the administrators, staff and faculty who prey on their female students in exchange of grades and admission opportunities. Policy will be established and enforced if the administration has sound moral judgment and are conforming to the accepted standard of conduct designed by the institutions.

Sexual harassment has been identified as key stressor to women's performance individually and collectively (Ladebo 2003). The choice to study or participate in academic and social learning is impeded by the overwhelming experience or perception of harassment and the fear of failing the course.

2.3 THEORETICAL FRAME WORK

Because of the fact that sexual harassment occurs in nearly every society, various theoretical viewpoints have struggled to identify the causes of assaults, as well as effective plans for preventing sexual harassment and treating victims. This study will utilize two main theories of sexual harassment: Feminist theory and Frustration-aggression theory.

FEMINIST THEORY

Feminist are united by the idea that women's position in the society is unequal to that of men, and that society is structured in such a way as to benefit men to the political, social and economic detriment of women. Feminist theory is the extension of Feminism into theoretical discourse and was first propounded in 1972. It aims to understand the nature of gender inequality. It examines women's social roles, experience, interests, and feminist politics in a variety of fields, such as anthropology and sociology, communication, psychoanalysis, economics, literary, education, and philosophy. While generally providing a critique of social relations, much of Feminist theories also focus on analyzing gender inequality and the promotion of women's interests (Lahelma: 2002; Robinson: 2005).

Feminist theory of sexual harassment holds that all men use force as a process of intimidation by which all women are kept in a state of fear. During the

present and past, sexual harassment have hindered women's rights to choice and opportunities, sexually and otherwise, with the findings that one in four women will be victims of forced sexual acts at least once in their lifetime (Koss: 2007). Most feminist believe sexual harassment is motivated by a desire to exert control over women and not out of lust. Since males have constructed a patriarchal society in which men are holders of wealth and power, they engage in behaviours that maintain this control, whether consciously or unconsciously. Physically, men are stronger and have sexual anatomy that makes sexual harassment possible. Men learned that women could be controlled and traumatized by dominating them using sex (Malamuth: 2006; Brownmiller: 2008; Muelenhard, Danoff-Burg, and Powch: 2006). This power struggle is inherent in the matter by which the sexes are socialized. Women are taught to be passive and submissive; men are instructed to be active and dominant. Tenderness, sensitivity, and empathy are encouraged for women and discourage in men, because of this, men are socialized to devalue women and develop masculine self-concepts.

However, Feminists have used different theories to explain these inequalities and have advocated different ways of redressing inequalities, and there are marked geographic and historical variations in the nature of Feminism.

Feminist researchers embrace two key tenets:

- (1) Their research should focus on the condition of women in society, and
- (2) Their research must be grounded in the assumption, that women generally experience subordination.

Historically, Feminist thought and activity can be divided into two waves. The first wave, which began in about 1800 and lasted until the 1930s, was largely concerned with gaining equal rights between women and men. The second wave, which began in the late 1960s, has continued to fight for equality but also developed a range of theories and approaches that stress the difference between women and men and that draw attention to the specific needs of women.

As the topic of this researcher work depicts “sexual harassment and female undergraduates academic performance”. The theory above will be appropriate to explain the phenomena because the dominant power of male is based on their control of female both within the family, labour market and society which create inequality between them. The significance of this theory is such that as long as any society is organized along the patriarchal system, it would tend to condole acts and practices that are discriminatory towards the female gender.

The Feminist theory is adopted to guide the attention of the objective of this study because it provides the basis for the explanation of the abuse and its spill-over effect on the society.

FRUSTRATION-AGGRESSION THEORY

The proponents of this theory are Sigmund Freud (1947), Dollard et.al (1939), Karen Horney (1937-1950). This theory maintains that certain kinds of behaviour are forms of aggression directed towards other people or towards the society, which stem from the frustration or non satisfaction of particular needs or wishes. Aggressive behaviour is a release of the psychic energy that has been utilized by the particular motives is question and thus serves as a ventilation of the frustration. The kind and degree of aggression depends on the amount of frustration which is based on the strength of the obstructed need.

Freud (1947) posits that an emotional disorder comes as a result of deprivation, disappointment and painful upbringing or inadequate formation of personality. He further pointed that this deprivation results to aggression and the need or desire to hurt other with the belief (aggressors of reducing tension and minimizing pain).

Relating this theory to sexual harassment according to Freud, it is that behaviour or action that the harasser passed through during his upbringing. Hence, it is biological determined when we consider the "id" personality, which is the animal nature of men that is being suppressed and depressed for social and moral reasons by the ego and super ego personality.

The fundamental tenet of this theory according to Freud is that all behaviour is purposive and its aim is to maximize pleasure and minimize pain, therefore, sexual harassment is a behaviour that is carried out purposefully with the intention to maximize pain and this affects the academic performance of students. For, instance, a man who is emotionally disturbed when growing up especially in the area of suppressing sexual needs happens to become a lecturer might seize the opportunity to harass the female students sexually this releasing his pent up sexual needs, emotions and frustrations.

In Karen's view under the theory of frustration aggression, which she derived from analytic technique of Freud, which she recognized, and conscious process, and also defense mechanism?

Horney attributed factors that influence personality of culture and interpersonal relationship, which differ from Freud's biological factor supporters of Horney's position are Adler and from both of them agree that personality is a result of the interaction of situational forces of the past, present and future.

Relating Horney's view to sexual harassment the action is therefore as a result of the impact of entire on individual harasser. In other words, sexual harassment is a result of prolonged influence of a specific type of relationship from the environment.

Another principle of Horney's position is that due to the frustration situation of the society, which creates anxiety leading to aggressive behaviour, which she called defensive act employed by an individual to release frustration and vent up anger/emotions. The only difference is Horney's position and that of Freud is that former belief that sexual harassment is learnt from the hostile society, while later belief it is an inborn instinct or desire that is biological in nature.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the method to be used by the researcher in the collection and data analysis.

Methodology is described as very essential in gathering relevant data or information thereby giving effective and reliable representation. It is an important process of carrying out an empirical study. Methodology helps in forming the background in which the procedure and method adapted in carrying out a research are described.

Oluwadare (2005) defined research as a systematic and critical study undertaken to identify and explain a subject matter. Research is a critical tool for scientific inquiry. It is method of solving problem, formulation and solution, seeking the scientist-economist and all other professionals needed to carryout meaningful research from time to time in other to remain current with time and development.

3.2 STUDY AREA

Ekiti State University (EKSU) was established as Obafemi Awolowo University, Ado Ekiti on March 30 1982 by the administration of late chief Micheal Adekunle Ajasin, the first civilian governor of ondo state. The university was located about 12minutes drive from the centre of the city of Ado Ekiti in western Nigeria.

Ekiti State university started off in a modest way from an old catering Rest House in Akure and moved to a temporary site in Ado Ekiti where lectures started soon after with 136 students spread in the faculties of Arts, Science and Social Science while during the 1983/84 session, new courses were established to strengthen the existing faculties and they were Geology, Biology, Chemistry, French, Yoruba studies, Philosophy and so on. Then, the student population was 10,000. However, the faculties in the university have increased from eight (8) as at 2001 to 10 in 2010 with the creation of college of medicine while house the faculty of Basic medical science and faculty of clinical sciences while making use of the Ekiti State Teaching Hospital complex, Ado Ekiti. Today the number of student has tremendously increased in various academic programmes.

In the laid down history of Ekiti State University, in year 2010, there was a change of Government in Ekiti State and the new Government convened a state-

wide education summit in 2011 to consider the best ways to sustain the tertiary education and to find public institutions owned by the Government of Ekiti State. Part of the decision taken at the summit was to merge the three States owned university as a simple public institution.

The Ekiti State Government by law emerged the university of Ado-Ekiti, Nigeria. The university of Education, Ikere-Ekiti and the university of science and technology, Ifaki-Ekiti as a new university and renamed it as Ekiti State university, Ado-ekiti, Nigeria.

Subsequently, the National university commission, Abuja (Nigeria) licensed the university and all the asserts and records of the three university were consolidated, integrated and merge as one institution.

Ekiti State university, Ado-Ekiti as it is known today, was at inception in 1982 a pride to itself as a university in Nigeria that has within a quarter of a century had its name change fortunes. The name was changed Ondo-State university in 1985 and to template university of Ado-Ekiti in November 1999 and to its present name Ekiti State university of Ado-Ekiti in September 2011.

3.3 RESEARCH DESIGN

The research design is a description cross-sectional survey that will be carried among female undergraduate in Ekiti State University (EKSU).

3.4 POPULATION OF THE STUDY

The population for this study will consists of female undergraduate student of Ekiti State University in Ado-Ekiti.

3.5 SAMPLING TECHNIQUES

Sampling is defined as selection as segment of a population of studies in order to make conclusion on findings.

For the purpose of this study, a multi-stage random sampling technique was adopted in eliciting information from 200 respondents. A total of 200 questionnaires were administered with the campus of Ekiti State University.

In adoption of multistage random sampling method for the survey, two stages were used. The first stage involves stratification of the nine faculties in the university into six main strata on the basis of whether there are social sciences, management sciences, Arts, Education, Sciences and Law. At the second stage of sampling, department were selected from each of the six sample faculties at first stage with the help of simple random sampling method.

In doing this, the list of all 200 female undergraduate students was obtained from each of the department to pick the respondents.

3.6 DATA COLLECTION

For the actual collection of data from our respondents, a self-administered questionnaire will be used to collect data. The questionnaire will contain both open ended and closed ended questions.

The letter of information consists of four sections.

Section A Requested information on socio-economic characteristics of the respondents, Section B Will contain information on knowledge about sexual harassment, Section C Constitutes sexual harassment, Section D Academic performance and attitude of sexual harassment and section.

3.7 DATA ANALYSIS

Osula (1972) defined analysis as the ordering and breakdown of data into constituent parts. The knowledge and attitude of the respondents will be quantified and analyzed using appropriate statistics.

Data generated from the data collection via questionnaire will be manually edited and analyzed quantitatively by using statistical package for social science IBM SPSS20 version software in line with details of both descriptive and inferential statistics.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0. INTRODUCTION

This chapter focuses on the presentation and data analysis on sexual harassment and academic performance of female undergraduates.

The analysis of the study was done in line with the research questions raised for this project work. The background characteristics of undergraduates as well as causes, experience and implications of sexual harassment on their academic performance. The selected characteristics were presented in percentage while their questions on sexual harassment were validated using Pearson Chi-square statistical technique at 0.05 level of significance.

4.1 Background Characteristics of Undergraduates Selected

Respondent Background Characteristics	Frequency	Percentage
<u>Age</u>		
below 20	39	19.5
21- 25	136	68.0
26- 30	19	9.5
31-35	6	3.0
Total	200	100.0
Marital Status		
Single	188	94.0
Married	12	6.0
Total	200	100.0
<u>Religion</u>		
Christians	154	77.0
Islam	43	21.5
Traditional	3	1.5
Total	200	100.0
Living With		
Parent	41	20.5
Guardian	20	10.0
Sch mate	76	38.0
Alone	63	31.5
Total	200	100.0
<u>Residence</u>		
Ado-ekiti	103	51.5
Iworoko-ekiti	97	48.5
Total	200	100.0
<u>Ethnic Group</u>		
Yoruba	170	85.0
Igbo	11	5.5
Hausa	12	6.0
Others	7	3.5
Total	200	100.0

The percentage distribution of respondents background characteristics revealed that majority of the respondents are within ages 21-25 years that is (68%) of total respondents, while those below 20 years were (19%) followed by 9.5% from ages 26-30years and 31-35 years were only (3.5%). It was further disclosed in that majority of the respondents were not married that is single (94%) and only (6%) were married. The distribution of religious affiliation disclosed that majority practices Christianity (77%) while (21.5%) were Muslims and (1.5%) were other religion. Most of the undergraduates lived with their school mate (38%) while (31.5%) lived alone, (20.5%) lived with their parents and (10.0%) lived with Guardians. It was discovered that most of the students reside in Ado-Ekiti (51.5%) while (48.5%) resides in Iworoko-Ekiti. The ethnicity of most of the respondents is Yoruba (85%) followed by Hausa (6.0%), Igbo (5.5%) and Others (3.5%).

4. 2: Percentage Distribution of Respondents' knowledge of Sexual Harassments on Campus

Know about Sex Harassment	Frequency	Percent
Yes	175	87.5
No	25	12.5
Total	200	100.0
Sex harassment is a problem	Frequency	Percent
Yes	184	92.0
No	16	8.0
Total	200	100.0

The table revealed that most of the respondents had heard of sexual harassment in their campus; Majority said “Yes” 87.5% while remaining 12.5% said No. this implies that case of sexual harassment is common in the sampled institution. Most of the respondents revealed that sexual harassment is a problem in their campus as (92%) said “Yes” and only (8%) said “No”.

Furthermore, it was discovered that most of the female undergraduates had been sexually harassed before as 60.0% said “Yes” and (40%) said “No”. See table 2b below.

4.2.1: Experience of sexual harassment among Undergraduates in EKSU

Ever Harassed	Frequency	Percent
Yes	121	60.5
No	79	39.5
Total	200	100.0
Harassed by Who	Frequency	Percentage
Course mate	13	10.9
Neighbour	16	13.4
Friends	9	7.6
Lecturer	67	56.3
Stranger	14	11.8
Total	119	100.0
Physical injuries		
Yes	60	39.0
No	94	61.0
Total	154	100.0

The percentage distribution of who has ever been harassed shown that more than half had been harassed by their lecturers (56.3%) while (13.4%) were harassed by neighbor, (11.8%) by Strangers while (10.9%) were harassed by course mate and (7.6%) by friends.

Although most of them do not sustained any physical injuries but more than one-third had physical injuries during the incidence (39.0%) and 61% said "No".

4. 3: What Constitute Sexual Harassment among undergraduates

Seductive Look	Frequency	Percent
Yes	162	81.6
No	38	18.4
Total	200	100.0
Sexual remark		
Yes	154	79.8
No	39	20.2
Total	193	100.0
Touching		
Yes	177	91.2
No	17	8.8
Total	194	100.0
Dating		
Yes	177	91.7
No	16	8.3
Total	193	100.0
Forced Sex		
Yes	165	83.2
No	35	16.8
Total	200	100.0
Rough Handle		
Yes	179	91.8
No	16	8.2
Total	195	100.0

The percentage distribution of what constitute sexual harassment revealed that sexual harassment constitute seductive look, sexual remarks, touching, dating and forced sex. Seductive look was identified to be sexual harassment as most of the respondents said "Yes" (81.6%) while (18.6%) said " No". Sexual remarks was identified to be sexual harassment as most of the respondents said "Yes" (79.8%) while (20.2%) said " No". Touching was identified to be sexual harassment as most of the respondents said "Yes" (91.2%) while (8.8%) said " No". Dating was identified to be sexual harassment as most of the respondents said "Yes" (91.7%) while (8.3%) said " No". Forced sex was identified to be sexual harassment as most of the respondents said "Yes" (83.2%) while (16.8%) said " No".

Rough handle was identified to be sexual harassment as most of the respondents said "Yes" (91.8%) while (8.2%) said "No".

4.4: Distribution of Factors that contribute to sexual harassment among undergraduates

Indecent dressing opposite sex	Frequency	Percentages
Strongly Disagree	5	2.5
Disagree	8	4.0
not sure	8	4.0
Agreed	81	40.9
Strongly Agree	96	48.5
Total	198	100.0

In the opinion of the respondents, it was discovered that indecent dressing contribute to sexual harassment among undergraduates as most of the respondents strongly agree (48.5%), Agree (40.9%) while those who disagree and strongly disagreed were (4.0%) and (2.5%) respectively.

4.5: Where Sexual harassment often occur

Harassment Often Occur	Frequency	Valid Percent
Classroom	25	12.8
Lecturer Office	42	21.5
Social Event	87	44.6
Bus	10	5.1
Others	31	15.9
Total	195	100.0

It was further discovered that most of the sexual harassment often occur in social events (44.6%) and office of lecturers while few cases occurred in classrooms (12.8%), inside bus (5.1%) and other places (15.9%).

4.6: Implications of sexual harassments

Sex Harassment Affect Academic Performance	Frequency	Percent
Yes	163	81.5
No	37	18.5
Total	200	100.0
Sex Harassment And Well Being	Frequency	Valid Percent
Yes	174	89.2
No	21	10.8
Total	195	100.0
Has Anybody Involved	Frequency	Valid Percent
Yes	136	69.0
No	61	31.0
Total	197	100.0
Effect Of Sex Harassment	Frequency	Percentage
Destabilization	79	40.9
Fail Exam	45	23.3
Additional Semester	30	15.5
Late Entry To Labour Market	7	3.6
Too Much Of Stress	32	16.6
Total	193	100.0

The implications of sexual harassment revealed that most of the consequences of sexual harassments were destabilization, examination failure, additional semester, late entry to labour market and unbearable stress on the part of the students to mention but few. The study revealed that most of the respondents agree that Sex harassment affects academic performance of victim students as (81.5%) said "Yes" while the remaining (18.5%) said "No". The study revealed that most of the respondents agreed that Sex harassment affects well-being of victim students as (89.2%) said "Yes" while the remaining (10.8%) said "No". The study exposed that most of the respondents agree that Sex harassment affects academic performance of victim in different ways as most of them disclosed causes destabilization (40.9%), examination failures (23.3%), additional semester(s) (15.5%), late entry to labour market (3.6%) and too much stress on the part of candidate (16.6%)".

4.7: Distribution of frequent way of female harassment in Nigerian University

Frequent way of female harassment	Frequency	Percent
Sexual teasing	38	19.0
Pressure for dates	61	30.5
Letters/phone call	12	6.0
Sexually gesture	26	13.0
Pressure for sexual favour	26	13.0
Attempted rape or assault	37	18.5
Total	200	100.0
causes of often sexual harassment in Nigerian university	Frequency	Percent
Not paying attention by the authority	78	39.0
Majority didn't see it as problem	43	21.5
Children of those in power are not affected	33	16.5
Govt is less concern	46	23.0
Total	200	100.0

The percentage distribution of frequent ways of sexual harassment in Nigerian universities exposed that pressure for dates take the lead (30.5%), followed by sexual teasing (19.0%), attempted rape or assault (18.5%) , sexually gesture (13%) pressure for sexual favour (13%) and phone call (6%).

It was also disclosed that the menace of sexual harassment continued to expands because majority of students paid no attention to the authority(39.0%), the

government is less concern (23%), majority didn't see it as a problem(21.5%), children of those in power are not affected(16.5%).

4.8: Percentage Distribution of Possible solutions to combat sexual harassment among undergraduates

Possible Solution	Frequency	Valid Percent
Severe Punishment	55	29.6
Banned in all school	17	9.1
Dressing code	26	14.0
Set up sex Education	19	10.2
Other measures	69	37.1
Total	186	100.0

The percentage distribution of possible solutions to combat sexual harassment among undergraduates disclosed that severe punishment on the culprit, indecent dressing should be banned in higher institutions, constitutional body should be set up to address dress code, institution to adopt sex education and other measures.

4.9 TEST ASSOCIATION BETWEEN SOCIO-DEMOGRAPHIC CHARACTERISTICS AND EFFECT OF SEXUAL HARASSMENT

This study further validate the relationship between the socio-demographic variables (such as age, level, marital status, religion, place of residence and ever

experience sexual harassment) and dependents variable (effects of sexual harassment).

4.10.1: Bivariate Analysis on Socio-demographic characteristics:

Age and Effect of Sex Harassment

Age Of Respondent	Effect of Sex Harassment						Pearson Chi-Square
	Destabilization	Fail Exam	Additional Semester	Late Entry To Labour Market	Too Much Of Stress	Total	
Below 20	9	14	8	0	8	39	X ² =37.277 12 p=0.0002
	23.1%	35.9%	20.5%	0.0%	20.5%	100.0%	
21- 25	48	29	22	6	24	129	
	37.2%	22.5%	17.1%	4.7%	18.6%	100.0%	
26- 30	17	2	0	0	0	19	
	89.5%	10.5%	0.0%	0.0%	0.0%	100.0%	
31-35	5	0	0	1	0	6	
	83.3%	0.0%	0.0%	16.7%	0.0%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between age of respondents and effect of sexual harassment revealed that there is a significant relationship between age and effect of sexual harassment on academic performance as chi-square (X²=37.277,

P=0.0002). We therefore conclude that age can influence the effect of sexual harassment on academic performance.

**4.10.2: Bivariate Analysis on Socio-demographic characteristics:
Level and Effect of Sex Harassment**

Educational level	Effect of Sex Harassment					Total	Pearson Chi-Square
	Destabilization	fail exam	additional semester	late entry to labour market	too much of stress		
100	7	11	8	0	21	47	X ² =69.468 ^a df=16 p=0.000
	14.9%	23.4%	17.0%	0.0%	44.7%	100.0%	
200	10	14	6	0	8	38	
	26.3%	36.8%	15.8%	0.0%	21.1%	100.0%	
300	43	12	11	6	3	75	
	57.3%	16.0%	14.7%	8.0%	4.0%	100.0%	
400	15	7	5	0	0	27	
	55.6%	25.9%	18.5%	0.0%	0.0%	100.0%	
Others	4	1	0	1	0	6	
	66.7%	16.7%	0.0%	16.7%	0.0%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between candidate level and effect of sexual harassment revealed that there is a significant relationship between level and effect on academic performance as chi-square (X²=69.44, P=0.0002). We therefore

conclude that level of candidate can influence the effect of sexual harassment on academic performance.

4.10.3: Bivariate Analysis on Socio-demographic characteristics:

Marital Status and Effect of Sex Harassment

marital status	Effect of Sex Harassment					Total	Pearson Chi-Square
	destabilization	fail exam	additional semester	late entry to labour market	too much of stress		
Single	70	43	30	6	32	181	X ² =8.76
	38.7%	23.8%	16.6%	3.3%	17.7%	100.0%	3 ^a df=4
married	9	2	0	1	0	12	p=0.067
	75.0%	16.7%	0.0%	8.3%	0.0%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between marital of respondents and effect of sexual harassment revealed that there is no significant relationship between marital status

and effect on academic performance as chi-square ($X^2=8.763$, $P=0.067$). We therefore conclude that marital status cannot influence aftermath of sexual harassment on academic performance such as destabilization, exam failure, too much of stress and the likes.

Respondent religion	Effect of Sex Harassment					Total	Pearson Chi-Square
	destabilization	fail exam	additional semester	late entry to labour market	too much of stress		
Xtian	62	32	14	7	32	147	$X^2=34.165^a$
	42.2%	21.8%	9.5%	4.8%	21.8%	100.0%	8
Islam	14	13	16	0	0	43	$p=0.000$
	32.6%	30.2%	37.2%	0.0%	0.0%	100.0%	
Traditional	3	0	0	0	0	3	
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between religion of respondents and effect of sexual harassment revealed that there is significant relationship between religion and effect on academic performance as chi-square ($X^2=34.165$, $P=0.000$). We therefore conclude that religion can influence the effect of sexual harassment on academic performance such as destabilization, exam failure, too much of stress and the likes.

Residence	Effect of Sex Harassment						Pearson Chi-Square
	Destabilization	Fail Exam	Additional Semester	Late Entry To Labour Market	Too Much Of Stress	Total	
Ado-Ekiti	38	23	9	1	32	103	39.813 ^a
	36.9%	22.3%	8.7%	1.0%	31.1%	100.0%	4
Iworoko-Ekiti	41	22	21	6	0	90	P=0.000
	45.6%	24.4%	23.3%	6.7%	0.0%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between residence of respondents and effect of sex harassment revealed that there is significant relationship between place of residence and effect of sexual harassment on academic performance as chi-square ($X^2=39.813$, $P=0.000$). We therefore conclude that residence can influence effect of sexual harassment on academic performance such as destabilization, exam failure, too much of stress and the likes.

Everly Harassed	Effect Of Sex Harassment					Total	Pearson Chi-Square
	Destabilizatio	Fail Exam	Additional Semester	Late Entry To Labour Market	Too Much Of Stress		
Yes	41	24	27	4	20	116	X ² =14.362 ^a
	35.3%	20.7%	23.3%	3.4%	17.2%	100.0%	4
No	38	21	3	3	12	77	p=0.006
	49.4%	27.3%	3.9%	3.9%	15.6%	100.0%	
Total	79	45	30	7	32	193	
	40.9%	23.3%	15.5%	3.6%	16.6%	100.0%	

The test of relationships between ever experience sexual harassment and effect of sexual harassment revealed that there is significant relationship between ever experience sexual harassment and effect on academic performance as chi-square ($X^2=14.365$, $P=0.006$). We therefore conclude that ever experience sexual harassment can influence effect of sexual harassment on academic performance such as destabilization, exam failure, too much of stress and the likes.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This is the last section of the study and it consists of summary, conclusion and recommendations made by the researcher.

5.1 SUMMARY OF FINDINGS

The major findings from the study disclosed that most of the undergraduates in the sampled population lived with their school mate (38%) while (31.5%) lived alone, (20.5%) lived with their parents and (10.0%) lived with Guardians. It was discovered that most of the students reside in Ado-Ekiti (51.5%) while (48.5%) resides in Iworoko-Ekiti. The ethnicity of most of the respondents is Yoruba (85%) followed by Hausa (6.0%), Igbo (5.5%) and Others (3.5%).

The table revealed that most of the respondents had heard of sexual harassment in their campus; Majority said "Yes" 87.5% while remaining 12.5% said No. this implies that case of sexual harassment is common in the sampled institution. Most of the respondents revealed that sexual harassment is a problem in their campus as (92%) said "Yes" and only (8%) said "No".

Furthermore, it was discovered that most of the female undergraduates had been sexually harassed before as 60.0% said "Yes" and (40%) said "No". The percentage distribution of who has ever been harassed shown that more than half

had been harassed by their lecturers (56.3%) while (13.4%) were harassed by neighbor, (11.8%) by Strangers while (10.9%) were harassed by course mate and (7.6%) by friends. Although most of them do not sustained any physical injuries but more than one-third had physical injuries during the incidence (39.0%) and 61% said "No".

The percentage distribution of what constitute sexual harassment revealed that sexual harassment constitute seductive look, sexual remarks, touching, dating and forced sex. Seductive look was identified to be sexual harassment as most of the respondents said "Yes" (81.6%) while (18.6%) said "No". Sexual remarks was identified to be sexual harassment as most of the respondents said "Yes" (79.8%) while (20.2%) said "No". Touching was identified to be sexual harassment as most of the respondents said "Yes" (91.2%) while (8.8%) said "No". Dating was identified to be sexual harassment as most of the respondents said "Yes" (91.7%) while (8.3%) said "No". Forced sex was identified to be sexual harassment as most of the respondents said "Yes" (83.2%) while (16.8%) said "No". Rough handle was identified to be sexual harassment as most of the respondents said "Yes" (91.8%) while (8.2%) said "No". It was further discovered that most of the sexual harassment often occur in social events (44.6%) and office of lecturers while few cases occurred in classrooms (12.8%), inside bus (5.1%) and other places (15.9%).

The implications of sexual harassment revealed that most of the consequences of sexual harassments were destabilization, examination failure, additional semester, late entry to labour market and unbearable stress on the part of the students to mention but few. The study revealed that most of the respondents agree that Sex harassment affects academic performance of victim students as (81.5%) said "Yes" while the remaining (18.5%) said "No". The study revealed that most of the respondents agreed that Sex harassment affects well-being of victim students as (89.2%) said "Yes" while the remaining (10.8%) said "No". The study exposed that most of the respondents agree that Sex harassment affects academic performance of victim in different ways as most of them disclosed causes destabilization (40.9%), examination failures (23.3%), additional semester(s) (15.5%), late entry to labour market (3.6%) and too much stress on the part of candidate (16.6%)".

It was also disclosed that the menace of sexual harassment continued to expands because majority of students paid no attention to the authority(39.0%), the government is less concern (23%), majority didn't see it as a problem(21.5%), children of those in power are not affected(16.5%). The percentage distribution of possible solutions to combat sexual harassment among undergraduates disclosed that severe punishment on the culprit, indecent dressing should be banned in higher

institutions, constitutional body should be set up to address dressing code, institution to adopt sex education and other measures.

The test of relationships between age of respondents and effect of sexual harassment revealed that there is a significant relationship between age and effect of sexual harassment on academic performance as chi-square ($X^2=37.277$, $P=0.0002$). We therefore conclude that age can influence the effect of sexual harassment on academic performance. The test of relationships between candidate level and effect of sexual harassment revealed that there is a significant relationship between level and effect on academic performance as chi-square ($X^2=69.44$, $P=0.0002$). We therefore conclude that level of candidate can influence the effect of sexual harassment on academic performance. The test of relationships between marital of respondents and effect of sexual harassment revealed that there is no significant relationship between marital status and effect on academic performance as chi-square ($X^2=8.763$, $P=0.067$). We therefore conclude that marital status cannot influence aftermath of sexual harassment on academic performance such as destabilization, exam failure, too much of stress and the likes.

5.2 CONCLUSION

The study work focused on the sexual harassment and academic performance of female undergraduates among selected university students in Ekiti State University.

The study assumed that sexual harassment appears to be part of the educational experience of some students should be better understood from student's perspectives, and therefore solution to it should also include student's input, as indicated in the previous study. Attitude and knowledge of sexual harassment among respondents in terms of the various questions given included unwelcome and unwanted/sexual advances which could be physical and verbal. Many of them had experienced it in different forms and felt insulted, violated, humiliated and angry.

Based on this study findings, sexual harassment will have a significant relationship for educational level and should therefore be dealt with by the school authorities with a clear cut policy.

Sexual harassment on campus as mentioned or study in earlier chapter has serious implication for students and grave consequences that go beyond the campus community. Attitudes and behaviours that are established in universities will find their ways into all aspects of society from workplace to family life.

5.3 RECOMMENDATIONS

Since the problem of sexual harassment is persisting every day in all institutions across the globe, this study therefore recommends the following towards reducing the problem of sexual harassment nation-wide.

Government should enact strong laws of violent against sexual abuse in order to find a way to reduce the prevalence of sexual harassment in all tertiary institutions across the nation.

There should be creation of awareness, public anti-harassment campaigns and sensitization, to draw attention to the abuse of women's right by such acts. The Student Affairs Department should be strengthened for the job experienced and well-trained counselors should be available in the right number to educate train and counselors should be available in the right number to educate train and counsel students on sexual harassment issues.

Dress code should be introduced in higher institution of learning to reduce provocative dressing among female students in Nigeria and the victims should be bold enough to report cases of any sexual harassment to the appropriate authority. The victims should be bold enough to report cases of any form of sexual harassment to the appropriate authority.

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FEDERAL UNIVERSITY OYE-EKITI
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIOLOGY

Dear Respondent,

The questionnaire is designed to seek for information from you on **SEXUAL HARASSMENT AND ACADEMIC PERFORMANCE OF FEMALE UNDERGRADUATES**. Your name is not required, rather you're honest and your open responses are needed. There is no right or wrong answer. All information given is assured utmost confidentiality and will be used only for the research purposes.

Thanks for your co-operation.

SECTION A

Please kindly tick () in support or (x) against in the appropriate column to indicate your answers.

1. **AGE:** (a) Below 20years [] (b) 21 – 25 years [] (c) 26-30 years []
(d) 31-and above []
2. **Educational Level:** (a) 100 [] (b) 200 [] (c) 300 [] (d) 400 []

- (e) others []
3. **Marital status:** (a) Single [] (b) Married []
4. **Religion:** (a) Christianity [] (b) Islamic [] (c) Traditional []
5. **Reside With:** (a) Parent [] (b) Guardian [] (c) School Mate []
- (e) Alone []
6. **Residence:** (a) Ado-Ekiti [] (b) Iworoko Ekiti []
7. **Ethnic Group:** (a) Yoruba [] (b) Igbo [] (c) Hausa [] (d) Others []

SECTION B

8. **Do you have knowledge about sexual harassment?**
- (a) Yes [] (b) No []
9. **Do you agree that sexual harassment is a problem?**
- (a) Yes [] (b) No []
10. **Have you ever been harassed?**
- (a) Yes [] (b) No []
11. **If yes, by who?** (a) Your course mate [] (b) Your neighbor []
- (c) Relative [] (d) Friends [] (e) Lecturer [] (f) Stranger []
12. **Did you experience any physical injuries as a result of the attack?**

(a) Yes [] (b) No []

SECTION C

13. What do you think constitute sexual harassment?

- | | |
|---|----------------|
| (a) Leering or seductive look | Yes [] No [] |
| (b) Sexual remark and teasing | Yes [] No [] |
| (c) Touching | Yes [] No [] |
| (d) Repeated pressure for dating | Yes [] No [] |
| (e) Repeat pressure for a personal relationship | Yes [] No [] |
| (f) Forced sex | Yes [] No [] |
| (g) Rough handle | Yes [] No [] |

14. Indecent dressing contributes mostly to the sexual harassment of female from the opposite sex? Strongly Agree [] Agree [] Not sure []
Disagree [] Strongly Disagree []

15. In your experience sexual harassment is usually done by who?

Individual [] Group [] Both []

16. In what setting did sexual harassment often occur? You can tick more than one option? Classroom [] Lecturer's Office [] Social Events []
In the bus [] Other specify.....

SECTION D

17. Do sexual harassment of students in institution has any relationship with academic performance? Yes [] No []

18. Do sexual harassment of students in institution has any relationship with their well being? Yes [] No []

19. Have you been sexually harassed before? Yes [] No []

20. if yes, how?

21. Do you know anybody that has been sexually harassed before?

Yes [] No []

22. What are the effects of sexual harassment on education performance?

Destabilizes the victims []

May not pass examinations []

May spend longer semesters at school []

There is set back in entering the labor market []

Some girls may decide to forgo schooling when the stress is too much []

23. Which type is frequently used to harass females in educational institutions?

- Sexual teasing, jokes, remarks or gesture []
- Pressure for dates []
- Letters, phone calls, or material of a sexual nature []
- Sexually suggestive looks or gestures []
- Deliberate touching, brushes up against, leaning over, cornering, or pinching []
- Pressure for sexual favours []
- Actual or attempted rape or assault []

24. What do you think is responsible for the persistent of sexual harassment in Nigeria institution?

- The tertiary authorities are not paying adequate concern to the social problem []
- Sexual harassment is not seen by majority as problem []
- It is not affecting the children of those who control power []
- The government is less concerned about the problem []

25. In your own opinion, what do you think is the solution?

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