

Managing Sexual Victimization Rates of Female Undergraduates in Nigeria: A Study of Delta State University, Abraka

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Abstract

This study empirically examines the rate of sexual victimization of female undergraduates in Nigeria by obtaining evidence from the Delta State University, Abraka – Nigeria. Given this, the effort was made to specifically examine the perception of female lecturers and undergraduate students on the prevailing rate of acts of sexual victimization within Nigerian universities and establish whether acts of sexual harassment, rape and stalking significantly influence the academic activities and outcomes of victims of sexual victimization. Primary data were obtained through interviews and the questionnaire which was specifically constructed for this study. Items in the questionnaire were pre-tested and its reliability was established using the Cronbach alpha test which produced a reliability coefficient of 0.87. The study's data were analysed by selected measures of central tendency (mean, standard deviation) and the formulated hypotheses were tested using relevant regression technique and the Analysis of Variance (ANOVA) test. Findings suggest that while campuses of Nigerian Universities have not been free from cases of sexual

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harassment involving lecturers and students, the rates of sexual harassment, rape and stalking have not been on the increase in recent time. Recommendations were thus made based on the study's findings.

Keywords: School Grades, Sexual Harassment, Victimization, Reportage, Female

Students, Physical Assault

JEL Classification: I23, I29, K42, Z18

1. Introduction

Victimization of female university students in universities globally and Nigeria in particular, has been a long-standing issue. However, prior researches have focused more on the victimization of females within the context of the family (cohabitation or marriage) than on female students within the environment of higher educational institutions (Lehrer, Lehrer, Lehrer & Oyazun, 2007). Research evidence suggests that women on college campuses are at greater risk of victimization especially in the form of rape and other forms of sexual assault than other women in the general public. On their part, Oni, Tshitangano & Akinsola (2019) report that both male and female students on campus are experiencing different forms of sexual harassment; although, studies like Dambazau (2011) and Erhumse (2019), posit that victims of sexual harassment and rape are mostly females. Specifically, Erhumse (2019), observes that the issue of who sexually victimizes who is still undefined though in every such case, the female students are usually found to be the victims while their

male counterparts are mostly found to be the perpetrators.

Akpotor (2013), posits that victims of sexual harassment are sometimes reluctant to report cases of victimization. Such reluctance could be attributed to a lack of trust for lecturers as a result of the presumed imbalance of power between students and lecturers (female students and lecturers in particular). Again, low reportage of victimization of female students could be ascribed to the fear of retaliation from other students, fear of secondary victimization, fear of being blamed for harassment, and lack of belief in the success of the complaint mechanism (Erhumse, 2019). As observed by Oni (2019), sexual harassment in recent time has been described and identified as an illness disease of learning institutions and has become an obscure principal public health problem in most institutions and organisations. It has also been shown to be one of the main stressors which often form a threat to the performance of organisations or academic institutions (Ladebo & Shopeju, 2004). It is on this note that this study sets out to examine the perception of female academics and those of undergraduate students on the rates of sexual victimization of female undergraduates within the campuses of universities in Nigeria with a specific focus on the Delta State University, Abraka. Efforts have also been made to assess the link between the rate of sexual victimization of female students in tertiary institutions and their academic outcomes in recent times.

1.1 Problem Statement

Empirical evidence across the globe reveal the prevalence of some forms of victimization of female students in higher education institutions which include universities in America, Chile, other Latin American Countries, and Africa (Oni, et al 2019, Ogbonnaya, Ogbonnaya & Emma Echiega, 2011; Smit & Du Plessis, 2011; Steenkamp, 2010). In the United States, a study at Brown University with a sample of 234 students revealed incidences of 6% attempted rape and 3.5% rape cases (Omoroghomwan & Obire, 2019; Nasta, Shah, Shoma, Richman, Quittels, Allsworth & Boardman 2005). Also, using samples that varied from very large national samples to small isolated samples of single universities or colleges, prevalence rates of sexual victimization of female students were discovered to range from 15% to 75% in the US (Gross, Winslet, Roberts, & Gohm, 2006; Lehrer et al, 2007).

Borufka (2010), reports that the Charles University research team conducted a study and found that over three-quarters of Czech University students have at some points been victims of sexual harassment. Also, in the United Kingdom, Weale (2014), found that the National Union of Students (NUS) had indicated that sexual harassment and "*lad culture*" (i.e. behaviours and attitudes that belittle, humiliate, joke and tend to encourage rape and sexual assault) is prevalent and has increased on campuses of universities in the U.K. Furthermore, according to Weale (2014), the general opinion of NUS is that more than a third of women were

reportedly subjected to unwelcome advances such as touching and inappropriate groping.

Notwithstanding, in China, a study conducted at the Chinese University of Hong Kong among undergraduate female students, reported 1.4% of rape cases (Omoroghomwan & Obire, 2019; So-Kum Tang, Critelli & Porter, 1995) and in Australia, according to Olle (2004), data available suggests that up to a third of girls report forced sexual initiation which includes sexual assault and harassment involving demands for school grades. Similarly, in a study involving a sample of 221 women from the higher American University of Beirut, University of Antonine and Beirut Arab University, research evidence indicates that approximately 18% of women were harassed by their professors within university campuses (Lynch, 2013).

Noteworthy, research evidence on harassments and the high prevalence of sexual victimization of female students on university campuses has not exempted Africa. Specifically, studies have reported high incidences of sexual victimization in countries like Egypt, Malawi, Uganda, Ethiopia and Nigeria (Phiri, Senu, Nankhuni & Madise, 1994; Yohannes, 2007; Kulima, Audu, Mariga & Bukar 2010; Smit & Du Plessis, 2011; Agardh, Odberg-Petterson & Ostergren 2011; Ogbonnaya et al, 2011; Joseph, 2015). Evidence of high rates of victimization of female university students in Nigeria includes a study conducted among female students of four tertiary institutions namely Obafemi Awolowo University (OAU),

Ladoke Akintola University of Technology (LAUTECH), Osun State College of Education (COLLEGE), and Osun State College of Technology (OSCOTECH) in Osun State. The study reported a prevalence of sexual harassment/victimization ranging from 16/3% in OSCOTECH to 28.9% in O.A.U. (Ogbonnaya et al, 2011). The study also concluded that sexual victimization is a common crime against women and undergraduates in Osun State. In another study by Owoaje and Olusola-Taiwo, (2009-2010), results revealed that 69.8% of the female respondents had been sexually harassed by male classmates and lecturers in several tertiary institutions in Nigeria, among whom 48.2% experienced physical sexual harassment, while 32.2% had requests to be involved in sexual acts in exchange for favours. Again, Okeke (2011) provides empirical evidence on sexual victimization of women undergraduates in the Anambra State of Nigeria which revealed that 64% of the participants had been touched inappropriately by a faculty member, 71% had experienced inappropriate gestures directed to them and 80% inappropriate jokes told in front of them.

Research outcomes have attributed the high rates of victimization in Nigerian universities to several factors which include indecent and provocative dressing among youths especially female students, attitudes to drug abuse, school grades and cultism (Asiyai & Oghuvbu, 2020; Omoroghomwan & Obire, 2019; Onoyase, 2019; Ogbonnaya et al, 2011). It is therefore believed that tertiary institutions (which includes universities) in Nigeria are

breeding grounds for criminal victimization which involves sexual victimization such as sexual assaults/harassment and rape, and these acts have become worrisome with serious problematic implications. Ifedili & Ifedili (2011) had also observed and condemned the increasingly high rates of incidences of victimization in Nigerian universities which they described as not ethical and criminal. While we observe that most of the prior Nigerian studies have focused more on the prevailing trend and rates of sexual victimization of students, nothing has been said on the perception of stakeholders on the link between acts of sexual victimization and the academic activities and outcomes of victims of sexual harassment.

Given the aforesaid, this study investigated the perception of lecturers and students on the rate of sexual victimization of female students in the Delta State University Abraka, South-South Nigeria. Specifically, this study focused on sexual harassment, rape and stalking since scrutiny of prior studies suggests that there seems to be a dearth of research on stalking as a form of victimization of female students in Nigerian Universities.

Additionally, while we agree that there have been concerns by prior studies on sexual victimization of female students in Nigeria and beyond; efforts have been made to distinguish this study from prior studies by also analysing the perception of female lecturers and undergraduate students on whether the present trend of acts of sexual victimization (sexual harassment, rape and stalking) affects the

academic activities and outcomes (examination grades, continuous assessment scores, involvement in practical classes/lecture attendance) of female undergraduates in Nigeria.

2. Conceptual Review and Hypotheses Development

2.1 Concept of Victimization and Victimization Rates

The concept "*victimization*" has been used by various scholars and crime records to imply the process that results in the emergence of a crime victim. Prior studies have reiterated that victimization means the process of becoming a victim of crime or behaviour that makes an individual become a victim of crime (Morgan, 2016; Osobosa, 1995; Bureau of Justice and Statistics U.S., 2020). Wikipedia defined victimization as the process of being victimised or becoming a victim of the action of singling someone out for harmful or unfair treatment. For personal crimes, the number of victimization is equal to the number of victims involved (Wikipedia). The University of the Pacific Victim Advocacy Programme defines a victim as someone who suffers direct or threatened physical, emotional or financial harm as a result of an act by someone else.

The term victim is further defined as any person who has suffered a personal injury, death, loss of or injury to personal or real property, because of crime, irrespective of whether the perpetrator is arrested or otherwise and regardless of the familial relationship between the offender and the victim (Declaration of the Basic Principles of Justice of Crime and Abuse of Power, 1985). Thus, to qualify as a victim of

crime, a person must have suffered loss or injury in psychological, emotional, economic, physical or social terms. According to Thunberg (2020), few young victims receive professional and psychological support while a greater percentage of them receive support from their family and friends.

Victimization rates, on the other hand, refer to the number of victimization per unit population or some other base and they are used instead of total numbers because they are more comparable (Omoroghomwan & Obire, 2019; Bohm & Harley, 1998). Also, calculating victimization in rates helps scholars to show changes in the population that are related to changes in the amount of crime or changes in the actual prevalence of crime if any. (Adler, Mueller, Laufer, 1994). Victimization rates can be both positively and irregularly related to the real risk of crime but they may not be very exact (Balkin, 1979).

2.1.1 Sexual Harassment

Generally, forms or patterns of victimization that have been identified by previous studies are numerous and include Rape/Attempted Rape; Sexual Misdemeanour; Sexual Touching; Sexual Harassment; Assault/Battery; Stalking; dating/Relationship Violence; Theft; Threat of Harm and Bullying (Victim Advocacy Program, 2018; Dambazau 2011; Hart, 2008). According to Ogbonnaya et al. (2011), sexual harassment and related behaviours can range from the slightly mild to those that are extreme. While the extreme ones include subtle pressure for sexual activity, sexual physical assault and "outright demand for sexual favours accompanied

by implied or overt threats concerning one's grades, the fairly mild forms include unnecessary touching and pinching, sexist remarks, leering or ogling and verbal abuse" (Ogbonnaya et al, 2011, p. 56). Again, sexual harassment has been defined as any unwelcome sexual conduct or behaviour that creates an intimidating, hostile or offensive working or educational environment (Sharma, 2013, Victim Advocacy Program). In this study therefore, we examined the perception of female lecturers and undergraduate students on whether acts of sexual harassment have significant effect on the academic performance of female undergraduates in Nigeria. In this light, we hypothesize thus:

H₀₁: There is no significant difference on the perception of female lecturers and students on the current level of sexual harassment on campuses of Nigerian universities and its influence on the academic outcomes of female undergraduates in Nigeria.

2.1.2 Concepts of Rape and Stalking

Rape has been conceptualised as a form of sexual assault that usually involves sexual intercourse or other forms of sexual penetration which is carried out against a person without his/her consent (Wikipedia Petrak & Hedge 2003). Rape/sexual assault (including both aggravated and simple assaults) was identified by Hart (2003), as violent and criminal acts. Hart (2003) further maintained that simple assault also includes attempted assaults without a weapon. The act of rape may occur by physical force or threat of force, coercion or abuse of authority and includes date rape, gang rape or statutory rape. Most explanations of rape insist that lack of

consent is a key to the definition of rape. Bastow (2020) and Wikipedia defines consent as affirmative and informed approval that indicates freely given agreement to sexual activity. According to Bastow (2020), although rape was in the far past considered to be caused by uncontrolled sexual longing, it is however, in recent times seen as unreasonable and uncontrollable exercise of power over victim.

On the other hand, the Policy Statement on Sexual Assault, Domestic Violence, Dating Violence, and Stalking issued by the Delta State University Abraka (2020), refers to sexual assault as "any sexual act perpetuated upon a person without his/her consent where, the assailant uses physical force, threat, coercion or intimidation to overpower or control the survivor..." (Delta State University Abraka, Policy Statement, p.2). It further defines stalking as a course of behaviour directed at a specific person and a 'stalker' as anyone who makes a credible threat and who knows or should know that such behaviour would cause a reasonable person to fear for his/her own safety or safety of another person (Delta State University Abraka, Policy Statement, p.3). The policy further states that such an individual is guilty of the crime of stalking. Victim Advocacy Program of the University of the Pacific defines stalking as the wilful and malicious act of following of a person or harassing a person, thereby instilling sufficient fear in him/her for his/her personal or family safety. Also Victim Advocacy Programme and Destil (2006) posit that methods of stalking include the use of notes, mail, gifts, communication technology such as voicemail, text messages, internet and social networking sites – i.e. cyber-stalking – to harass or convey a threat. In this study therefore, efforts have been made to examine the perception of female lecturers and undergraduate students on

the rate of acts of rape and stalking and their influence on the academic performance of female undergraduate students in Nigeria. On this note, we hypothesize as follows:

H₀₂: There is no significant difference on the perception of female lecturers and students on the rate of rape and its influence on the academic outcomes of female undergraduates in Nigeria.

H₀₃: There is no significant difference on the perception of female lecturers and students on the rate of stalking and its influence on the academic outcomes of female undergraduates in Nigeria.

2.2 Theoretical Framework

Different scholars have explained victimization/victimization rates of female students in universities with theoretical models like the socio-cultural model and the organisational model (Sharma 2013, Fitzgerald & Weitzman, 1990). Proponents of the Socio-cultural model posits that sexual victimizations of female students is an enforcement of gender role inequalities in the social system; while the proponents of the organisational model have argued that power relations and structures in organisations are responsible for the occurrence of high rates of female students sexual victimization in universities. Other schools of thought have argued that sexual victimization of female students occur as a result of natural outcomes of the aggressive sexual instincts of men. This study however adopts the organisational model and incorporates the concept and practice of patriarchy: that is, both male

and females have internalised gender socialisation processes of society from childhood to adulthood, thereby positioning the female/woman as a subordinate to the male/man. Thus harassers are seen to be usually in superior positions than the harassed and they have valuable assets that will benefit the harassed. Such assets include good grades, money and material gifts. The harassers usually may be male university administrators, male lecturers or male students (Till, 1980; Akpotor, 2013).

3.0 Methods

3.1 Research Design, Data and Sampling Procedure

This study adopted the cross sectional survey design and specifically elicited responses through the self structured questionnaire that was designed in line with the study's objectives and variables of interest. Additionally, interviews were conducted to get further insights on the responses from the participants. For the purpose of analysis and discussion therefore, this study relies on primary data that were obtained from the interview, alongside responses obtained through the administration of the questionnaire to a sample of 158 randomly selected respondents. The respondents comprised of female lecturers and students drawn from across six (6) faculties of the main campus of the Delta State University, Abraka. The sample spread across the selected faculties is as presented in Table 1.

Table 1: Sample Spread of The Study

S/N	Faculties	Lecturers	Students	Total
1	Arts	6	20	26
2	Basic Medical Science	5	20	25
3	Education	10	20	30
4	Pharmacy	6	20	26
5	Science	6	20	26
6	Social Sciences	5	20	25
TOTAL		38	120	158
PERCENTAGE		24.05%	75.95%	100%

Source: Fieldwork, 2020.

As indicated in Table 1, a total of 38 female lecturers, representing about 24.05% of the total sample and 120 female students, representing approximately 75.95% of the total sample took part in this study. The responses to the items in the questionnaire which were designed using the 4-point Likert rating scale is analysed and presented in the following section of this report.

3.2 Measurement of Variables and Reliability Testing

The questionnaire designed for this study consists of items that measured the various variables of primary interest. These variables include measures of the independent variables (sexual harassment, rape and stalking) and measures of the dependent variable – academic outcomes and activities (examination grades, CA

scores, involvement in practical classes, assignment and lecture attendance). By apparently operationalizing these variables, each variable was deliberately collapsed into observable dimensions that permitted the design of a measurement index. Additionally, to ensure that items in the questionnaire were free from ambiguity and were clearly understood by participants, Sekaran (2000) recommended the conduct of a pilot study. In this regard, a pilot study was therefore conducted using a sample of 25 participants consisting of 8 female lecturers and 17 female students drawn from 2 faculties of the Federal University of Petroleum Resources, Warri, Delta State. Responses from this pilot study were tested by means of the Cronbach's alpha reliability test and Table 2 presents the outcome for the reliability test.

Table 2: Results For Reliability Test

Variable	Ave Interim Cov.	Items in Scale	Alpha Value	Remarks
Sexual Harassment	0.39583	4	0.8162	Reliable
Rape	0.17056	3	0.7779	Reliable
Stalking	0.05667	3	0.6800	Reliable
Students' Academic Outcome	0.06333	4	0.6080	Reliable
Overall	0.05943	14	0.7238	Reliable

Source: Fieldwork, 2020

An indication from Table 2 is that Alpha values ranged from approximately 0.60 to 0.81. The overall Alpha value was 0.7238. Impliedly, the research instrument

meets the minimum requirement and is adjudged as being reliable since the values obtained were in all cases above the minimum threshold of 0.50 (Gay & Airasian, 2003).

3.3 Method of Data Analysis

This study combines both descriptive and inferential statistical techniques for the purpose of analysing the data obtained from the fieldwork. Relevant measures of central tendencies (mean and standard deviation) were deployed to analyse each questionnaire item while the regression technique was the basis of testing the study's hypotheses. Since the research instrument was designed using the four point Likert scale rating, our decision/remarks in the first part of our analysis was reached using the arithmetic mean derived as stated hereunder:

$$\text{Average Point (4-Point Scaling)} = \frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

Based on the above, our remarks for each questionnaire item is based on the following categorization

3.50 – 4.00	<i>Strongly Agree</i>
2.50 – 3.49	<i>Agree</i>
1.50 – 2.49	<i>Disagree</i>
0.00 – 1.49	<i>Strongly Disagree</i>

3.3.1 Model Specification

The composite model of the study is given as:

$$\text{Students' Academic Outcomes} = f(\text{Sexual Victimization Rates})$$

eq. 1

Based on the composite model above, the study's hypotheses were subsequently tested based on the following models:

Model 1

$$ACADOUTCOME = f(SHarass)$$

eq.2

$$ACADOUTCOME = \alpha_0 + \beta_1 SHarass + \mu_t$$

eq.3

Model 2

$$ACADOUTCOME = f(Rape)$$

eq.4

$$ACADOUTCOME = \alpha_0 + \beta_1 Rape + \mu_t$$

eq.5

Model 3

$$ACADOUTCOME = f(Stalking)$$

eq.6

$$ACADOUTCOME = \alpha_0 + \beta_1 Stalking + \mu_t$$

eq.7

Variable Description

<i>ACADOUTCOME</i>	=	Academic Outcomes of Female Students
<i>SHarass</i>	=	Sexual Harassment
<i>Rape</i>	=	Rape of Female Students
<i>Stalking</i>	=	Stalking of Female Students by Lecturers
$\alpha_0, \beta_0, \beta_1, \beta_2$	=	Regression coefficients of the model
μ_t	=	Error term

4.0 Results and Discussion

This section presents the results of the analyses of the primary data that was gathered for this study.

4.1 Analysis of Questionnaire Items on Sexual Victimization Rate

4.1.1 Sexual Harassment

Table 3: Rate of Sexual Harassment on University Campuses

S/N	Questionnaire Items	Obs.	Mean	Std. Dev	Remarks
SH1.	Majority of the female students on campus are regularly assaulted by lecturers	158	1.61	0.68	Disagree
SH 2	On semester basis, the rate of sexual assault on female students is on the increase	158	1.62	0.65	Disagree
SH 3	Some male lecturers are fond of making inappropriate jokes and gestures to female students	158	1.67	0.73	Disagree
SH 4	Female students are often coerced into subtle pressure for sexual activities by their lecturers	158	1.55	0.69	Disagree
SH 5	Campuses of Nigerian Universities are absolutely free from cases of sexual harassment involving lecturers and students	158	1.72	0.67	Disagree

Source: Fieldwork, 2020

Table 3 presents the average responses for the questionnaire items designed to elicit information on the rate of sexual harassment of female students within university campuses, by further analysing the level of involvement of lecturers. Notably, the value recorded for the respective standard deviation for all the questionnaire items in this regards ranged from 0.65 to 0.73; thus implying that majority of the respondents had similar views which were basically skewed towards the overall mean response.

Explicitly, the mean responses obtained for all 5 items were below 2.50 suggesting that the general view of the respondents is that even though campuses of Nigerian universities are not absolutely free from acts of sexual harassments, the rate of sexual harassment of female students and the level of lecturers' involvement is not on the increase. This means that acts of sexual harassment of female students within the campuses of universities in Nigeria have reduced over the years.

4.1.2 Rape

Table 4: Rate of Rape Within University Campuses

S/N	Questionnaire Items	Obs.	Mean	Std. Dev	Remarks
R1.	Lecturers involvement in sexual physical assault and rape of their female students is becoming alarming	158	1.45	0.5116	Strongly Disagree
R2.	Students, especially victims are not afraid of reporting cases of rape within Nigerian Universities	158	1.41	0.5064	Strongly Disagree
R3.	Over the years, universities and their respective management have not taken strict measures to curb the menace of rape within campuses.	158	1.37	0.4965	Strongly Disagree

Source: Fieldwork, 2020

Table 4 presents the mean response and the standard deviations for the questionnaire items designed to elicit information on lecturers' involvement and the rate of rate within university campuses in south-south Nigeria. With the results above, it is evident that the values obtained with respect to the standard deviation

ranged from 0.4965 (see questionnaire item R3.) to 0.5116 (see questionnaire item R1.). Since the values for the standard deviation for each of the questionnaire item is low, it means that the generality of responses were not too far from the overall mean response.

Nonetheless, with a mean score of 1.45 for questionnaire item R1 and a

standard deviation of 0.5116, the implication is that majority of the respondents strongly disagreed with the idea that lecturers' involvement in sexual physical assault and rape of their female students is becoming alarming. Also with respect to item R2, the mean score of 1.41 is an indication that majority of the respondents strongly disagreed with the opinion that students are not afraid of reporting cases of rape within Nigerian Universities. This means that victims of rape are sometimes afraid of reporting their ordeal, possibly for fear of further victimization or even stigmatization. Finally on the issue of rape, we observed that by obtaining a mean score of 1.37 with a

corresponding standard deviation of 0.4965, majority of the respondents strongly disagreed with the arguments that over time, universities and their respective management have not taken strict measures to curb the menace of rape within campuses.

Given the aforesaid, it is obvious that most of the participants that took part in this study supports the view that the menace of rape and physical assault on female students have been on a downward trend due to the steps taken by several universities to apparently curb such acts.

4.1.3 Stalking

Table 5: Rate of Stalking Within University Campuses

S/N	Questionnaire Items	Obs.	Mean	Std. Dev	Remarks
ST1.	There are known cases of lecturers that are regularly involved in sending unsolicited romantic pictures and messages to female students	158	1.67	0.4714	Disagree
ST2.	Lecturers are involved in outright demand for sexual favours through repeated voice mails and text messages	158	1.35	0.5182	Strongly Disagree
ST3.	The rate at which lecturers are stalking female students is increasing on campus	158	1.34	0.4758	Strongly Disagree

Source: Fieldwork, 2020

From the mean responses presented in Table 5, it is evident that a sizeable number of the respondents (majority) disagreed with the arguments that lecturers are regularly involved in sending unsolicited romantic pictures and messages to female students. Additionally, majority of the respondents strongly disagreed with the idea that the rate of stalking by

lecturers through outright demand for sexual favours has been on the increase in recent times. The above position is obvious from the mean responses of 1.67, 1.35 and 1.34 for questionnaire items ST1, St2 and ST3 respectively.

4.2 Test of Hypotheses and Discussion

4.2.1 Test of Hypotheses I

Table 6: Model Summary for Test of Hypothesis 1

Source	SS	Df	MS	F	Prob > F	Decision
Between Groups	1.35485233	1	1.35485233	7.56	0.0067	Reject
Within Groups	27.966666	156	.1792735			
Total	29.3215183	157	.186761263			
Obs	158					
Bartlett's Test - Chi2(1)	4.7467					
Prob>Chi2(1)	0.029					

Source: Fieldwork, 2020

Table 6 presents the results for the test of Hypothesis 1 of this study. From the

results presented, the Bartlett's test produced a chi2(1) of 4.7467 with a corresponding probability value (p-value)

of 0.029. This means that at 5% level of significance, the responses analysed in respect of the test of hypothesis 1 exhibits signs of equal variances (no heterogeneity) across the two categories of respondents. Impliedly, the data collated for responses for sexual harassment are homogenous and can be sufficiently relied upon for the test of the specified hypothesis. Additionally, with the result of the F_{cal} for the overall model ($F_{cal} = 7.56$) and its corresponding probability value (p-value = 0.0067), the null hypothesis which states that there is no significant difference on the perception of female lecturers and students on the current level of sexual harassment on campuses of Nigerian universities and its influence on the academic outcomes of female undergraduates in Nigeria, is rejected.

Further insight on this result was obtained from the interview conducted. Accordingly, the female lecturers interviewed maintained that following the entrenchment of discipline in academics and the institution of checks and control measures in the conduct of examinations and in grading students' examination scripts, cases of male lecturers harassing female students have become alien to the campuses of universities in Nigeria and Delta State University in particular. However, the opinion expressed by some interviewed students seems to be different from the views of the interviewed

lecturers. Specifically, some students mentioned that cases of sexual harassment abound but there may be no official statements on such acts since victims of sexual harassment were either threatened by their prey or sometimes rewarded with good grades and monetary compensations for them to remain silent on such matters. On whether the menace of sexual harassment is increasing, or has increased over the years, the general view of the respondents interviewed (lecturers and students) is that the recent efforts of university management targeted at curbing the menace of sexual harassment on the campuses of Nigerian Universities may have yielded positive results to the extent that such cases are not rampant as it was in years past. Notwithstanding, a few students reiterated that some of their friends and colleagues are silent victims of sexual harassment and for one reason or the other, may not be able to make such reports public.

Based on the aforementioned, we therefore conclude that there is a significant difference on the perception of female lecturers and students on the current level of sexual harassment on campuses of Nigerian universities and its influence on the academic outcomes of female undergraduates in Nigeria

4.2.2 Test of Hypotheses II

Table 7: Model Summary for Test of Hypothesis II

Source	SS	df	MS	F	Prob > F	Decision
Between Groups	2.68987053	1	2.68987053	25.44	0.0000	Reject
Within Groups	16.4950453	156	0.10573747			
Total	19.1849158	157	0.122196916			
Obs	158					
Bartlett's Test – Chi2(1)	8.8161					
Prob>Chi2(1)	0.003					

Source: Fieldwork, 2020

The result relating to the test of Hypothesis II is presented in Table 7. As

indicated, the Bartlett's test produced a chi2(1) of 8.8161 with a corresponding probability value (p-value) of 0.003. This means that at 5% level of significance, the

responses analysed in respect of the test of hypothesis II exhibits signs of equal variances with little or no trace of heterogeneity across the two categories of respondents. This however justifies the usability of the data collated from the responses on rape as a form of sexual victimization of female students in Nigerian Universities. Note that as indicated in Table 7, the computed value of F (F_{cal}) for the overall model of 25.44 is greater than the table value (F_{crit}) of 3.84. The probability value obtained is 0.0000, thereby signifying that we reject the null hypothesis which states that there is no significant difference on the perception of female lecturers and students on the rate of rape and its influence on the academic outcomes of female undergraduates in Nigeria. Surprisingly, insights from the interview conducted indicated that while the female lecturers believed that prevailing sanctions within campuses have drastically eliminated acts of rape of

female students by lecturers, the opinion expressed by some interviewed students seems to differ. Specifically, some students averred that there are lecturers who rape students and the culminating effect on the students' academic outcome is obvious on situations where victims find it difficult to attend lectures or partake in practical classes of such lecturers. On the issue of reportage, while the female lecturers maintained that they have not heard of any case of rape in recent time, some students pointed that victims of rape find it difficult to report for fear of further victimization and possible stigmatization.

Given the above, our conclusion is that there is a significant difference on the perception of female lecturers and students on the rate of rape and its influence on the academic outcomes of female undergraduates in Nigeria.

4.2.3 Test of Hypotheses III

Table 8: Model Summary for Test of Hypothesis III

Source	SS	df	MS	F	Prob > F	Decision
Between Groups	1.10265487	3	0.367551624	2.04	0.1107	Accept
Within Groups	27.7581046	154	0.180247433			
Total	28.8607595	157	0.183826494			
Obs	158					
Bartlett's Test – Chi2(1)	7.1882					
Prob>Chi2(1)	0.066					

Source: Fieldwork, 2020

Table 8 presents result relating to the test of Hypothesis III of this study. A careful analysis of the result in Table 8 reveals that the computed value of F (F_{cal}) for the overall model of 2.04 is less than the table value (F_{crit}) of 3.84. The probability value obtained is 0.1107, thereby signifying that we accept the null hypothesis which states that there is no significant difference on the perception of female lecturers and students on the rate of stalking and its influence on the academic outcomes of female undergraduates in

Nigeria. Insights from the interview conducted indicated that majority of the respondents (lecturers and students) noted that acts of stalking female students through voice mails, chats and text messages was not too common among lecturers. On whether male lecturers do send unsolicited romantic messages to female students with promises of awarding good grades thereafter, the general view of the respondents (lecturers and students) is that stalking of female students by male lecturers has not been common within campuses of Nigerian Universities.

Given the above, our conclusion is that there is no significant difference on the perception of female lecturers and students on the rate of stalking and its influence on the academic outcomes of female undergraduates in Nigeria.

5.0 Conclusion and Recommendations

Acts of victimization of university students in tertiary institutions have been a global and long standing issue. Prior research evidence suggests that female students within campuses of tertiary institutions seem to be at greater risk of victimization than their male counterpart. While the issue of who sexually victimizes who remains undefined within the campuses of universities, on the issue of victimization generally, evidence from the bulk of prior studies suggests that female students are mostly found to be the victims with their respective male lecturers as perpetrators.

Given the above concern, studies in and out of Nigeria have attempted to examine the concept of victimization of students in tertiary institutions and research outcomes have attributed the high rates of victimization to factors like indecent/provocative dressing among female students, quest for high school grades, cultism, amongst others. Notwithstanding, the concern of most prior studies in this area of discourse has been more on the prevailing trend and rates of sexual victimization of students, with little or no concern on the perception of stakeholders on the link between acts of sexual victimization and the academic activities and outcomes of victims of sexual harassment. This study therefore sets out to examine the perception of female lecturers and students on the rate of sexual victimization of female students in the Delta State University Abraka, South-South Nigeria by specifically analysing the perception of female lecturers and students

on whether acts of sexual harassment, rape and stalking may significantly affect the academic activities and outcomes (examination grades, continuous assessment scores, involvement in practical classes/lecture attendance) of female undergraduates in Nigeria. Research hypotheses were specifically developed given the study's specific focus and these hypotheses were tested by means of relevant inferential statistics. Prior to the test of hypotheses, the items in the self structured questionnaire were analyzed using descriptive statistical tools. Overall, this study found that while campuses of Nigerian Universities have not been absolutely free from cases of sexual harassment involving lecturers and students, the rates of sexual harassment, rape and stalking have not been on the increase in recent time.

Based on the study's findings and conclusion, the following recommendations have been made:

1. Nigerian universities and their management should continue to take and maintain the strict measures and actions that seem to be abating the increasing trend of female students' sexual victimization and rape on the campuses and still put in more efforts.
2. Perpetrators of sexual harassment when caught and/or found guilty, should be dealt with promptly and decisively and such cases should be made public (both within the University community and beyond its walls), to serve deterrence to both the offender and the public.
3. To encourage reportage and overcome the existing dark figure of victimisation, attractive and meaningful

rewards that can undermine the desire for and promise of pass/good grades or the fear of threats should be given to students who report sexual harassment attempts. Also, the most adequate protection/security should be effectively provided for such students as well as actual victims who report their victimization.

4. The universities and their management should create greater awareness and publicity on stalking in particular as it may be the hidden link to other criminal victimisations such as kidnapping, robbery, cultist activities and ritual killings, though not directly linked to sexual victimization in this study.

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