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Finally, I would like to express my profound gratitude to the Managing Editor of the journal who has helped tremendously in the processing of the articles of this volume. I would also thank all the members of the Editorial Board for their ready cooperation and willingness to assist at all times. It requires such cooperation and assistance to sustain a learned journal like UNADJOE. It is hoped that the next issue of the journal will be promptly published.

Professor I. O. AKINDUTIRE
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A SURVEY OF PREVALENCE OF SEXUAL HARASSMENT IN KWARA STATE COLLEGE OF EDUCATION ILORIN: IMPLICATIONS FOR TEACHER EDUCATION PROGRAMME

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ABSTRACT

This study sought to determine the prevalence of sexual harassment in Kwara State College of Education Ilorin. Only 168 students volunteered to participate in the study. A questionnaire designed by the investigator was the main instrument used for data gathering in the study. Simple frequency count and percentage computation were the descriptive statistical methods employed in data analysis in the study. Findings from the study revealed that sexual harassment is widespread in the college and that female students are the major victims of sexual harassment in the college. The study equally revealed that peer sexual harassment predominates in the college, while sexual bribery is a common practice among male lecturers. The investigator called for the inclusion of gender issue into teacher education programme and formulation of code of conduct for all members of the college community.

Introduction

Background to the Study

Gender inequality is not a recent phenomenon in human society. It arose from socio-cultural practices developed over many centuries. It is rooted in the family, which is a basic socio-cultural system worldwide. Historically the family evolved concurrently along the three epochs witnessed by mankind, namely savagery, barbarism and civilization. The predominant marriage system during each of the epochs are Group marriage, Pairing family, and Monogamy respectively. It was group marriage that gave rise to mother-right family. Gender inequality became

prominent at this stage in favor of the female. This situation remained until the advent of the monogamy family system in the current civilization epoch. The evolution of monogamy reversed gender inequality in favor of the male. (Bello, 2002: Progress Publisher, 1997). In the view of Engels (1891) as reported by Progress publisher (1997), the overthrow of mother – right was the historic defeat of the female sex.

Today gender inequality in favor of male permeates every facets of the society including the field of education. Under representation and achievement of female in the education industry are manifestations of gender inequality in education and the society in general. Sexual harassment is a major element in gender inequality in the field of education and other facets of the society. Indeed research has shown that over 99% of victims of sexual harassment are female according to American Psychological Association. In view of the fact that growth, progress and sustainable development in all facets of human society requires the full participation of both male and female, it is imperative that sexual harassment and all other elements of gender inequality such as discrimination against women should be eradicated.

Concept of Sexual Harassment: Sexual harassment can be conceived as any unwanted action of sexual nature that makes the victim to feel humiliated, offended, intimidated, and uncomfortable. It includes unwelcome conducts such as: (1) indecent remarks/comments/jokes (2) touching/hugging and kissing (3) questions about ones sex life (4) demand for sexual pleasure (5) attempted rape/rape (6) display of pornography/sexual explicit picture/ posters (7) unnecessary familiarity (8) staring or leering (9) sexual message/ emails and (10) sexual conducts that create hostile working environment, etc. (Equal Opportunity Commission, (2002); Human Rights and Equal Opportunity Commission, (2004); Ontario Human Rights Commission, (2004). Sexual harassment is a socio-cultural phenomenon occurring in schools, working places, homes, and corridors among other places worldwide. According to the Equal Opportunity Commission (2002) in reality sexual harassment is a form of sex discrimination and it's against the law. In the view of Ndagunnu (2002) sexual harassment is an attempt to lure or coerce the opposite sex into sexual relationship. It is important to differentiate between sexual harassment and lawful sexual relationship. Sexual harassment should not be confused with mutual, consensual and reciprocal sexual interactions of romantic relationship. Only sexual conducts that are not invited or requested for and considered to be offensive or undesirable by the victim, should be classified as sexual harassment. Indeed Stein and Sjostrom

(1994) described sexual harassment as the, 'order cousin of bullying' (p9).

Sexual harassment is widespread and can be devastating. For instance, nine justices of the Supreme Court of the United State unanimously rejected President Bill Clinton's petition to defer until after he left office a sexual harassment suit brought against him by former Arkansas state worker Baula Corbin Jones. (Microsoft Encarta Encyclopedia 2003). Indeed sexual harassment cut across social, religion, race, and national frontiers. It has nothing to do with provocative dress, for victim vary in age, type of dress, physical appearance, as well as behavior. The only thing that is common according to the American Psychological Association is that over 99% of the victims are female. The American psychological Association further noted that women rarely make report even when they have justifiable reasons and less than 1% of complaints are false. The association identified five types of sexual harassment:- (a) *Gender harassment*: this is in form of generalized statements and conducts which are sexist in nature and intended to insult or degrade the female. It is the most common type of sexual harassment. (b) *seductive behavior*: this refers to any unwanted and offensive sexual advances, such as unwelcome persistent sexual invitations. (c) *Sexual Coercion*: this takes the form of coercive sexual actions and other sexual behavior by threat of punishment, such as award of poor examination grade, withholding examination grade, and threat of termination of appointment. (d) *Sexual Bribery*: this involves asking for sexual activities by promise of reward overtly or covertly. Example includes trading examination grade for sex. (e) *Sexual imposition*: this is gross sexual imposition like forceful kissing, touching and sexual assault.

Prevalence of Sexual Harassment: Sexual harassment is a universal social crime perpetrated mostly against female in many facets of the society. Researches have shown that it is widespread in educational institutions, work places homes and even in the military setting. For instance, online focus of 11th September 1997, reported that sexual harassment exist throughout the US Army across rank, gender, race and religion. Similarly the Human Rights and Equal opportunity Commission (HREOC) in year 2003 reported that sexual harassment is common in Australian workplace. The office of Civil Rights in the US department of education equally noted in 1997 that sexual harassment is a major problem in education at all levels, including elementary, Secondary, colleges and universities. Greetje (2003) noted that sexual harassment perpetrated

by teachers is less than peer sexual harassment in American Schools. Sexual harassment is damaging to the psychological health, social and physical well-being as well as vocational development of its victims according to the American Psychological Association report. The association identified four major reactions to sexual harassment as follows; (i) Psychological reactions like, depression, shock, anger, fear, insecurity, shame, low self-esteem, guilt and isolation; (ii) Physiological reactions such as, headache, lethargy, sleep disturbance sexual problem, etc, (iii) Career related effects like decrease job satisfaction, loss of job / promotion, drop in academic / work performance due to stress. It is therefore imperative to conduct studies on sexual harassment in educational institutions in Nigeria in view of the negative consequences of sexual harassment on individual students, standard of education and the nation in general. This is the task under taken in this study as part of efforts to eliminate all factors responsible for gender in balance in education in the nation.

Purpose of the Study: This study sought to determine the prevalence, and management of sexual harassment in Kwara State College of Education, Ilorin. And consequently offer appropriate solutions towards elimination of sexual harassment in the institution.

Research Questions: The study attempted to provide answers to the under listed questions in order to achieve its stated purpose.

1. Is sexual harassment a common practice in Kwara State College of Education Ilorin?
2. Who are the perpetrators of sexual harassment in Kwara State College of Education, Ilorin?
3. Who are the major victims of sexual harassment in Kwara State College of Education, Ilorin?
4. What are the reactions of the victims of sexual harassment?

State of the Problem

Gender inequality in education is a major cog in the wheel of growth, progress and sustainable development in all nations, in view of the fact that education is the only potent weapon to achieve progress and sustainable development worldwide. It is only the full participation of both gender in all-human endeavors that can guarantee peace, growth and progress in the world as rightly observed by the United Nations (1973). It is therefore, necessary to eliminate all factors responsible for gender

inequality in education., among which is sexual harassment. This is the problem addressed in this study as part of ways to enhance gender balance in education.

Methodology

The descriptive survey method was adopted in conducting this study. The target population of the study was the entire students in Kwara State College of Education Ilorin. However, only 168 students that volunteered to participate in the study were selected as the representative sample of the target population. The volunteered students consist of only 13 male students and 155 female students.

The main instrument used for data gathering in the study was a questionnaire designed by the investigator. The questionnaire consisted of 25 item divided into four sections. Section 'A' sought for general information such as sex, department/school and course level. The students were not required to indicate their names or matriculation numbers for anonymity sake. Section 'B' contained items designed to identify students' experiences of unwelcome sexual conducts/ actions (sexual harassment) in the college. Section 'C' contained items that sought for students' reaction to sexual harassment, while Section 'D' contained items that focused on students' opinion on sexual harassment. The draft copy of the questionnaire was shown to two professional colleagues for content/ face validation. The reliability coefficient of the instrument was determined using the test retest method and found to be 0.62. All the 25 items in the questionnaire were close-end questions. The researcher together with two non-academic staff, and one ex-female student administered the questionnaire to the students that volunteered to participate in the study. The questionnaire was administered to students in lecture rooms, male and female hostels as well as the library. A total of 500 copies of the questionnaire were produced but volunteered students completed only 168 copies.

Results

The data gathered in the study were subjected to simple descriptive statistical analysis using frequency count and percentage computation. The analysis was carried out in the line with the research questions posed in the study. The results were as presented in the table below.

Table 1: Prevalence of Sexual Harassment in Kwara State College of Education Ilorin

Gender	Number of volunteered students	No of sexually harassed students	Percentage of sexually harassed student	No of students NOT sexually harassed	Percentage of students NOT sexually harassed
Male	13	4	30	9	70
Female	155	143	92.25	12	7.7
Total	168	147	87.5	21	12.5

It is obvious from table 1 above that sexual harassment is most probably widespread in Kwara State College of Education Ilorin in view of the fact that majority (87.5%) of the students that took part in the study first research question raised in this study. Only 30% of the male students were sexually harassed compared with as many as 92.25% of female students. The result is consistent with the view of Human Rights and Equal Opportunity Commission (2004) among other similar organizations.

Table 2: Sexual Harassment Experienced by the Students

S/N	Sexual harassment conduct experienced by student	Perpetrators of sexual harassment in the college campus and relative frequencies of their conducts					
		Male lecturers	Female lecturers	Male students	Female students	Male non-academic staff	Female non-academic staff
1.	Unwelcome touching/kissing/hugging	25	5	35	20	15	0
2.	Sexual comments/Jokes	12	5	30	19	13	0
3.	Staring/leering in sexual manner	14	0	32	17	19	0
4.	Unwanted invitation for sexual pleasure	59	0	46	13	4	0
5.	Unwelcome request for sex	43	0	46	15	18	0
6.	Unnecessary familiarity with sexual intents	17	0	48	5	25	1
7.	Showing of phonographs	9	0	74	16	20	2
8.	Questions about sex life	5	9	33	60	7	1
9.	Insults/taunts based on sex	15	4	15	8	7	0
10.	Attempted rape/rape	32	0	69	0	16	0
11.	Unwanted sexually explicit letters/email message	14	0	59	0	4	2

As indicated in table 2, students experienced a wide range of unwelcome sexual conducts that constitute sexual harassment. The showing of sexually explicit pictures (phonographs) by male student is the most widespread. This is closely followed by attempted rape/rape by male students and receiving unwanted sexually explicit letters/e-mail SMS messages from male students. Unwelcome questions about individual private sex life are widely perpetrated by female students. They equally engage in sexual comments/jokes. Unwanted invitations to go out for sexual pleasure and insults or taunts based on sex are mostly perpetrated by male lecturers. The incidences of attempted rape/rape, unwelcome request for sex as well as unwanted touching/hugging and kissing are equally high among the male lecturers. Staring in a sexual manner, unnecessary familiarity with sexual intents. And showing of pornographic material are the common sexual harassment actions perpetrated by male non-academic staff. Students rarely encounter sexual harassment from female lecturers and non-academic staff as shown on the table. Summarily, the table clearly indicated that male students, followed by male lecturers are the major perpetrators of sexual harassment in Kwara State College of education Ilorin. These findings provide answer to the second research question posed in this study. The result is equally in accord accordance with the findings of Greetje (2003) cited early in this study.

Table 3: Victims of sexual harassment as perceived by the students

Group	Male lecturers	Female lecturers	Male students	Female students	Male non-academic staff	Female non-academic staff
Frequency	7	2	28	127	4	0
Percentage	4	1.1	16.6	75.5	2.3	0

It is obvious from table 3 that most students (75.5%) were of the view that female students are the major victims of sexual harassment in the college, followed by male students. This result provides answer to research question 3 raised in this study. The result is in accord with the findings in similar studies such as the American Psychological Association report and that of Newswise (2004), which indicated that male adolescents/ students are increasing in becoming victims of sexual harassment.

Table 4: Reactions of Students to Sexual harassment

S/N	Reactions	Frequencies	Percentage
1.	Kept the sexual harassment secrete because of:-	126	85.7
(a)	Fear of the negative consequences	17	11.5
(b)	Ignorance of where to file complaint	61	41.4
(c)	Other victims of sexual harassment never reports their case	50	34
(d)	Lack of trust in college authority on matters like sexual harassment	18	12.2
(e)	Fear of been laughed at by other students	33	22.4
(f)	Sexual harassment is not a serious matter	14	9.5
(g)	It is just a "college fun"/usual campus daily happenings.	114	77.5
2.	Reported the sexual harassment to:-		
(a)	College authority/HOD/Dean	21	14.4
(b)	My parents/guidance	12	8.1
3.	Felt sad/offended/humiliated/frustrated/intimidated	82	55.7
	Discussed the harassment with friends	99	67.3

Table 4 revealed that four in every five students (85.7%) that experienced sexual harassment never file any complaint, due to variety of reasons. Majority of the students (77.5%) considered sexual harassment to be a "campus fun" and usual daily happenings, hence they failed to report the criminal conduct. Almost half of the student (41.4%) were ignorant of where to file complaint on sexual harassment only 14.2% of the students claimed that they reported the harassment to the college authority, while just 8.1% reported to their parents.

Majority of the students (55.7%) that experienced sexual harassment in the college claimed that they felt sad/offended/humiliated/intimidated and frustrated. Most of the victims (67.3%) discussed the harassment with their friends as indicated in table 4. It is obvious from above that the reactions of the victims of sexual harassment in the college varies from keeping the incidence as secrete to discussing it with friends. Emotionally most of the victims felt sad, intimidated, and offended. However a large percentage of the victims considered sexual harassment

as just a campus "happening/fun". These findings provide answer to the fourth research question raised in this study. The emotional reactions of the victims are generally consistent with the findings of the American psychological Association.

Discussion

Major findings in this study clearly indicated that sexual harassment is widespread and considered to be just a college fun/ usual daily campus happening by many students. This finding is not entirely astounding in view of the general sexual misconducts in the society. The daily increase in number of HIV/AIDS cases in the society is to some extent an indication of widespread sexual misconducts in the society. One of the implications of sexual harassment is the likelihood of increase in the spread of HIV/AIDS among the students, in view of the fact that incidence of attempted rape/rape is very high in the college. HIV/AIDS could certainly put to rest all aspirations and hopes of individual students, lecturers, and the education industry if allowed to become widespread in the college.

Findings in this study revealed that peer sexual harassment is more common than sexual harassment perpetrated by male lecturers and male non-academic staff. This is not unconnected with the fact that students interact with each other more frequently than they do with other members of the college community. Peer sexual harassment can certainly result into violence among the students, and consequently disrupt the college academic programme. The involvement of male lecturers in sexual harassment as perpetrators is the most disturbing findings in this study. As teacher educator, lecturers in sexual harassment as perpetrators is the most disturbing findings in this study. As teacher educators, lecturers in colleges of education occupy special position in the education industry that is charge with the responsibility of manpower development for the nation. Trading marks for sexual pleasure does not only destroy teacher-student relationship that is sine qua non to effective teaching and meaningful learning, it equally lowers the standard/ quality of education in the nation. It is a subtle way of destroying the manpower development efforts of the nation, thereby slowing down growth, progress and sustainable development in nation. Trading marks for sex by male lecturers is sexual bribery, hence it should be considered as a criminal offence, it is indeed a betrayer of trust repose in the teaching profession by the society.

The major victims of sexual harassment in Kwara State College of Education Ilorin identified in this study are the female students. This is a reflection of the oppressive conducts of male gender over the female gender worldwide. As revealed in the study, majority of the victims felt emotionally disturbed and frustrated. This situation can certainly result in withdrawal of some female students from the college and bring an end to their efforts informal education, thereby widening the enrolment gap between male and female in education. Emotionally disturbed students would certainly find it difficult to perform excellently well in academic activities. Hence sexually harassed female students would find it difficult to perform well in the college. In general it is obvious that sexual harassment do significantly contribute to poor academic achievement of the female. This implies that sexual harassment of female is a cog in the process of developing the female potential needed to ensure the rapid development of the society. The under representation of female in high positions in the society could be adduced to sexual harassment among other factors. Findings in this study indicated that most of the victims of sexual harassment failed to report to the authority due to lack of trust in the authority on matters of sexual harassment. This may not be unconnected with the fact that male dominates the college high positions. Hence, female students that were harassed by male lecturers may be afraid of possible solidarity among the male in high position with male lecturer. This situation may be a major factor responsible for the daily occurrence of sexual harassment in the college, which misled many students to consider sexual harassment to be just a usual campus happenings/fun. This situation could degenerate to the extent that sexual harassment would become an acceptable culture in the college. This would further reduce the enrolment and achievement of female in education since they are the major victims of sexual harassment.

Findings in this study revealed that male non-academic staffs are insignificant perpetrators of sexual harassment in the college compared with male students and male lecturers. This may be due to the relatively low level of daily interactions between students and non-academic staff in the college. It however suggests that male lecturers abused the relative superior authority they have over students compared to male non-academic staff. Therefore, power relation appears to play a significant role in sexual harassment. This is evidence in the results of this study, which revealed that incidences of female lecturers as perpetrators of sexual harassment are higher than for female non-academic staff.

One of the major results in this study indicated that male students and male lecturers are also victims of sexual harassment in the college. This is in accord with the recent report in the Newswise (2004, March), that males and adolescents are becoming victims of sexual harassment. This situation is part of the dynamic changes in social cultural phenomenon, especially the influence of the sexually permissive culture of America and European societies. It is equally a signal that sexual harassment is becoming a very deep-rooted social crime/cultural practice in many societies.

Implications for Teacher Education Programme

Teachers education programme is the bedrocks of manpower development and cultural revolution Teachers are indispensable component of education enterprise charged with the responsibility of manpower development and Cultural Revolution. The existence of sexual harassment in teacher education institution could significantly erode the capability of the institution to discharge its responsibilities and justify its existence. It is therefore imperative for teacher education programme to find ways to effectively use education as a potent tool to remove undersirable cultural practices like sexual harassment from the society rather than to be a venue for perpetrating such practice. This calls for inclusion of gender issues such as sexual harassment, gender in balance, equality and analysis as a core course in teacher education programme. This would significantly raise the level of awareness and knowledge of gender discrimination and the negative consequences of the dominant and oppressive roles of male gender in the society. It would equally provide enabling environment for the all development of the female gender, which will enhance their contributions to progress and sustainable development in the society on equal footing with the male gender. In general the curriculum of teacher education programme must be gender sensitive in other to bring about the much needed development and contributions of female gender in the society on the same level with the male gender.

Conclusions And Recommendations

In view of the major findings in this study it can be concluded that ;(a) Sexual harassment is widespread in Kwara State College of Education Ilorin. (b) Female student are the major victims of sexual harassment in the college. (c) Peer sexual harassment is a predominant form of

harassment perpetrated by male students against female students in the college. (d) sexual bribery is the predominant form of sexual harassment perpetrated by male lecturers against female students in the college. (e) Most victims of sexual harassment do not file complaints to the college authority even though they felt sad and offended.

The following recommendations would help to eliminate sexual harassment in the college if properly implemented. (1) Professional code of conduct for all categories of staff and students in colleges of education should be formulated and enforced. This would help to remove sexual bribery perpetrated by male lecturers and non-academic staff against female students among other vices. (2) gender issue as a core course should integrated into teacher curriculum should be made to be gender sensitive to help eliminate sexual harassment against female and other forms of gender inequality. (3) Functional counseling service should be available in colleges of education to help victims of sexual harassment and prevent harassment. (4) Lecturers must be made to make available marked examination scripts and marking scheme to the students and allow students to raise critical questions on their scripts in the lecture room. This will help to reduce the practice of sexual bribery by male lecturers and female students. (5) there must be regular orientation programme for all students on gender issues in the college to help sensitize students to the consequences of sexual harassment among other social vices in the college. (6) there is need to formulate clear guidelines for students to file complaints to the college authority when the need arises. Such guidelines must be simple to follow and given wide publicity among the student body. This will encourage victims of sexual harassment and other vices in the college to seek for justices rather than keep the crime against them as a personal secrete. This will help to reduce lots of social vices in the college including sexual harassment (7) Women organizations in the college such as Women In Colleges of Education (WACE) need to take up the challenges posed by sexual harassment of female education. They need to provide support for victims of sexual harassment especially female students, when seeking for justice. They have to champion the fight against all factors responsible for gender in balance in education.

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