

Sexual Violence Against Female Students in Polytechnics in South-West Nigeria

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Abstract

Sexual violence against women is a social vice that affects females in diverse forms across clime, race and religion. This manifests through sexual assault, rape, sexual harassment, incest, sexual exploitation, stalking and cyber stalking. Out of all these, sexual assault, rape and sexual harassment of female students by male lecturers are common in the tertiary institutions. There is no doubt that sexual violence is indeed a global problem, but it becomes worrisome when lecturers now demand sex from their female students in return for good grades in their courses. This educational epidemic erodes academic integrity and dignity, thus making certification an exercise in falsehood. This study investigated the causes of sexual violence against female students by male lecturers in polytechnics, the consequences of the act on the victims as well as the polytechnic system; and how the horrid act can be controlled in South-West Nigeria. The six states that make up this axis are: Oyo, Osun, Ondo, Ogun, Lagos and Ekiti. The sampled population comprised 1800 female students and 900 adults-both male and female, selected from 17 Federal, State and Private Polytechnics in the six states. The purposive sampling technique was used to select the female students, the adults as well as the polytechnics that participated in the study. The responses were collated and analysed using simple frequencies and percentages because the study was a descriptive survey research. The study revealed that sexual violence against female students was a reality in polytechnics in South-West Nigeria. The male lecturers who indulged in the act did so mainly, to exercise their power and authority over the female students. To control the callous act, some punitive and preventive measures were recommended. These will enable all members of the various academic communities to perceive sexual violence as an inhuman act which every sane person should avoid.

Keywords: Violence, Sexual violence, Female students, Consequences and Control.

1. Background to the Study

Sexual violence is a vice that is gradually eroding the integrity and dignity of academic personnel in our tertiary institutions. It is highly prevalent and has become an issue of great concern to all stakeholders in education-parents, government, management of educational institutions, corporate bodies and non-governmental organizations. Hardly will a week pass without one of such incidents being published in the newspapers or posted on the internet. Sexual violence, according to World Health Organization(2002)

Is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances or acts to traffic or otherwise directed against a person's sexuality using coercion, by any person regardless of their relation to the victim in any setting, including but not limited to home and work.

This definition implies that sexual violence occurs when consent is not willingly given by the victim. It affects men, women and children. Anyone can be a victim or perpetrator- regardless of age, gender, sexual orientation, race, socio economic background and religion (Missouri Coalition against Domestic and Sexual Violence, 1980). Despite the fact that sexual violence is a global social problem, its prevalence in the tertiary institutions nowadays, is highly shocking. For instance, Okakwu, E. (2015) posted an article on this. The article is reproduced below:

1.1 Nigerian Feminists Raise Alarm on Increasing Rape Cases on Campuses

A group, the Nigerian Feminist Forum [NFF], has cried out over the increasing cases of rape in tertiary institutions across the country. "The Nigerian Feminist Forum (NFF) is dismayed and alarmed by what appears to be an overwhelming rise in reported cases of sexual assault and rape of female university students by male members of the academic staff and students across university campuses in Nigeria," the group said via a statement by one of its officials, Geraldyn Ezeakile.

The group therefore called for immediate action to end the menace. The statement called attention to recent cases of rape on campuses but noted that there were several other cases that were unreported because victims feared stigmatisation.

"For instance in the last week of August 2015, Professor Cyril Ndifon, Dean of the Faculty of Law University of Calabar was alleged to have sexually assaulted a 20 year old, 400 level law student from the same university," the group noted. "On or about July 23 2015, Dr. Akin Baruwa, a lecturer with the University of Lagos, allegedly raped an 18 year old female admission seeker."

university governing bodies and school authorities concerning sexual harassment, sexual assault and rape. “Student handbooks and codes of conduct for staff and students are generally ‘silent’ on this and do not adequately address issues of violence against women,” the statement said “Sexual assaults are hardly mentioned during orientation for first year students neither are there any dedicated channels of redress or support for students who experience this form of violence while on campus...” (Premium Times, September 13, 2015.)

The Polytechnic also has its share of sexual violence. Below is another report posted online by Alagbe,J.(2016) . Part of the report is reproduced below:

1.2 School Where Prostitutes Assist Male Students to Get Marks

There is only one option for the female students to get an A grade in their courses — sleep with the male lecturer taking the course or refuse to do so and keep failing. It’s either sex or no marks. For a male student, because he is sexually unattractive to the lecturer, the only way to bail out himself is to hire a lady who will sleep with the concerned lecturer on his behalf in order to pass the course. Sexual harassment, especially of the female students by male lecturers, is perhaps not a new thing in tertiary institutions in Nigeria and globally, with many people tagging it as the “greatest education epidemic” ever known. But in Auchi Polytechnic, Auchi, Edo State, one of the first four federal polytechnics established in the country -- in 1963 —frustrated students told our correspondent the extent some randy male lecturers go before they could pass them in their courses. The better ones among the lecturers give us the option of paying by cash for the course or finding a lady who will sleep with them on our behalf before we can pass. Passing a course costs us between N10,000 and N20,000”...., (The Punch April 9, 2016)

1.3 Sexual Violence against Female Students in Tertiary Institutions in Nigeria

Violence against women can be described as any act that results in or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life (WHO, 2016). There are five forms: physical violence, sexual violence, psychological violence, socio-economic violence and harmful traditional practices against women (WHO, 2002). Sexual violence is perpetrated in diverse forms, but only rape, sexual assault and sexual harassment of female students shall be closely examined in this study. Rape is a forced sexual intercourse between a male and a female who has not consented regardless of his relationship with her. Sexual harassment ,on the other hand “is an unwelcome sexual advancement when it creates a hostile learning or working environment or when it makes individuals feel, either explicitly or implicitly that their employment or academic progress will be affected if they submit or reject such advances” (Ogunbameru,2006:15). Sexual assault is another form of sexual violence which occurs when someone touches any part of another person’s body in a sexually suggestive manner, even though the clothes are on, without that person’s consent.

In Nigeria, sexual violence against female students is an academic menace that is a concern to all and sundry. This is because “every family in Nigeria has a victim. It could be your wife when she was younger or your daughter, your sister or even a niece who has gone through the tertiary education system at one point or the other” (Omo-Agege, 2017).It is disheartening to realize that sexual violence can occur at this level of the educational ladder, which constitutes a distinctive class of its own. It is a community of adults and the right place for people of both sexes, diverse ethnic groups and nations to meet, fall in love and even get married. As a community of adults, sexual consent can be given or withdrawn at will or even purchased and sold in extreme cases. It is absurd for male lecturers to attach academic success or failure of female students to sexual gratification. Sexual violence is indeed a vice that affects the women negatively in all aspects and sets the nation backwards in its attempt to become a viable nation (Shehu, 2014).

1.4 A Panoramic Survey of Sexual Violence against Female Students in Three Selected Countries

Sexual violence is a prevalent social vice in Colleges and Universities in America. Joachim (2014) describes it as a ‘dark cloud hanging over the campuses’ which is yet to be adequately dealt with by the various institutions. This assertion is corroborated by The National Institute of Justice’s report that 19% of college women and 6.1% of college men had experienced rape or attempted rape since entering the college (National Institute of Justice, 2016). Also, Joachim (2014), in a study titled “Rampant Sexual Violence Against Women and Rape on College Campuses Across America” reports that 1 in 5 women is sexually assaulted while studying at America’s colleges and universities; and that 1 in 4 college women had survived rape or attempted rape since age 14. Also, in another report Glenn (2014) states that 1 in 5 women and 1 in 16 men are sexually assaulted in college, and that 90% of college students who experience sexual violence never report it. This shameful act is so rampant that the Obama administration, in 2014 had to set up “The White House Taskforce to Protect Students from Sexual Assault”.

India is another country that has recorded several incidents of sexual violence against women. Out of the various forms of sexual violence, rape is the commonest in this country. This inhuman act received both

international and national condemnation through series of protests in the year 2012 when a 23 year old medical student –Jyoti Singh died after being gang raped by five men in a bus in New Delhi (Borde, 2017). India’s case is particularly alarming because “rape, sexual assault, physical and verbal abuse have strong roots in India culture” (Livne, 2015). According to her, these are patriarchy, dowry and poverty. Patriarchy is a social system in which the man who is the head of the family holds unquestionable power over women, children, property and finance. Simply put, it is a system that places men above women. The patriarch owns everything and can use it as he likes. The situation in India is even pathetic because the female is perceived as a financial loss since the male holds financial power. After the 2012 incident of gang rape, the Secretary of “All India Progressive Women’s Association” ,Kavita Krishnan made a speech which challenged both the patriarchal system and the government’s complicity on issues relating to violence against women. In the speech titled “Freedom without Fear”, she blamed the government for its’ misguided attempts to blame victims for the nation’s high rates of rapes, and for not protecting women. She stated further that women have a right to freedom without fear and that they require protection and respect (Livne, 2015). Since then, more protests have been held challenging this women oppressive culture-patriarchy

Related to this is payment of dowry. Dowry is a marriage custom in India where the family of a bride gives cash and or goods to the family of the groom as an accompaniment to their giving away a bride. This custom makes parents to see females as financial loss to them. This custom, which encourages oppression and violence against women, was, prohibited in 1961 in the act titled “India’s Dowry Prohibition Act” (Ministry of Women and Child Development, 2017). However, the custom persisted, and in 2001, National Crime Records Bureau of India recorded 8,618 female deaths related to dowry conflict.

Poverty in the homestead is another factor which exposes women to violence of all forms. Most of the women are not educated and as such, they have no access to good health facilities and jobs; thus they are financially dependent on the men. This financial dependency energises patriarchy and the women are oppressed further in every aspect of their life. It is in the light of this that Kaltra and Bhugura (2013) observe that sexual violence against women in India is perpetrated as elements of control, power, domination and humiliation. They assert further that “If a woman resists sexual intercourse, it may be perceived as a direct threat by men, to their masculinity, triggering a crisis of male identity and contribution to sexual violence, as it seen as a way of resolving the crisis”. Thus, women who try to escape or put up resistance may end up being severely wounded or killed.

This stance is corroborated by respondents’ answers to the question: “Why do Men Rape Women”, posed by Drennan (2017) in a survey conducted for The Telegraph, India. Some of the reasons are: unbridled sexual desire, sexual frustration, urge to control, challenge to established patriarchy, rejection by women and lack of willingness to accept women who challenges the balance of power. Other causes are: lack of punishment for rapists, admiration of rapists by other men, and lack of fear of police, law and judgement by rapists (News 18, 2014).

In this setting therefore, it is not a surprise that sexual violence against female students is a prevalent social vice in the country’s higher institutions. Sexual violence is even recognized as a gender neutral crime since male students are also harassed (Ashok, 2016). This academic illness came into the limelight in 2007 when two male students from Ramjas College lodged a complaint of sexual harassment against a college teacher. From May 2016, “The University Grants Commission’s Prevention, Prohibition and Redressal of Sexual Harassment Regulations” has made it possible for male students to file cases of sexual harassment against men, women and transgender. This regulation provides the opportunity for student victims to lodge their complaints within 3 months of the offence, and with a proviso that this may be extended in extreme cases such as illness. Universities and colleges who violate the regulations are to be punished-this may be by having their fund reduced or other penalties. Further, students who violate the regulations are to be suspended while teachers and other staff are to be penalised according to their institutions’ rules (Daniel, 2016). There is no doubt that if the regulations are sincerely implemented, sexual violence against female students will be reduced drastically, and academic sanity will be restored to the various institutions.

Ghana is the third country where sexual violence is endemic. Below is a statistical data provided by Gender Studies and Human Right Documentation Centre, Ghana (2017):

- ❖ 27% of women have been sexually assaulted in their lifetime
- ❖ 1 in 3 women had been fondled or touched against their will
- ❖ For 2 in 10 women their first experience of sex was against their will
- ❖ 2 in 5 women are harassed or coerced when they refuse their partners sex
- ❖ 3 in 10 women are forced by their male partners to have sex
- ❖ 7% of women had been forced to touch a man’s private parts
- ❖ 6% of women had been threatened by a school-teacher or principal that their schooling would suffer if they did not have sex
- ❖ 4% of women had been threatened with demands for sex before offered a job or having a favour done

- ❖ Studies indicate that women, who are at most risk of sexual violence in all its forms, are between the ages of 10-18 years.

Ellum (2013) reports that Domestic Violence Victim Support Unit of Ghana Police recorded 12,706 cases of violence and sexual violence in 2010 out of which 954 cases went to court, and this led to only 118 convictions. Sexual violence in the country is not only experienced by able bodied women and girls, disabled women and girls are also sexually violated (Opoku et al, 2016). Also, sexual violence is experienced by female students in both secondary and tertiary levels of education in the country. Apart from the traditional form of sexual harassment in which a person in position of authority harasses a subordinate; there is contra power sexual harassment. This is a form of sexual harassment in which a subordinate harasses a person in position of authority (Norman et al, 2013). This form is highly prevalent in public medical schools in Ghana.

The root causes of sexual violence in this country are patriarchy, social inequalities and gender stereotyping (Ellum, 2013). As rife as the vice is, it is grossly underreported. The reason for this is that both domestic and sexual violence are considered private problems which should not be addressed by criminal justice system with fear of reprisal by perpetrators (Campbell, 2016).

An important contribution of the Ghanaian government towards the stoppage of this inhuman act is through the Domestic Violence Victims Support Unit (DOVVSU). This is a department within Ghana Police service that is saddled with the responsibility of protecting and promoting the welfare of women and children. This is done by preventing and prosecuting crimes committed against them. This Unit, which now has 87 offices across the country, has, in essence, brought into the limelight an issue which was earlier considered private (Canada Immigration and Refugee Board, 2006). Further, DOVVSU, partners with non-governmental organizations in the country to organize seminars and workshops at the grassroots level to educate men, women and children about sexual violence. These efforts will no doubt help to make the society a sexually safe environment for girls and women.

2. Theoretical Framework

This study is based on two theories of rape- the Biological and the Commoditization theories. The Biological theory, according to Thornhill (1999), states that there is no gene that causes men to rape, but that there is the existence of a predisposition to rape, possibly, as a result of evolution. It is therefore possible that men who rape do so mainly for the purpose of creation. Corroborating this, Barash (1980:20) asserts that “if a man rapes a woman, then it may be because he is maximizing his chances of spreading his genes among as many females as possible. If the female is not willing to assist him in this task, she is simply taken by force”. The second theory is the Commoditization theory which states that rape is a crime of property in which sex is a commodity which is stolen from a woman by a rapist (Baker, 1997). This implies that a woman is perceived as a sex object who should always be available for the pleasure of the man whether she likes it or not.

Related to these two theories is patriarchy which is firmly rooted in West African culture. Patriarchy is a form of social organization in which a male (the Patriarch) acts as the head of the family, household, holding power over female and children. In such a society, men as husbands and fathers tend to rule with unchallenged authority the lives of women and children (Akin-Alade, 2009). The implication of this is that the patriarchal nature of the society encourages violence against women and children to a certain extent. The fact that there are men who will never harm women and children, no matter the circumstance, implies that patriarchy is not the only cause of sexual violence against women and girls.

3. Statement of the Problem

Sexual violence, an act that erodes academic dignity and integrity, is a reality in our tertiary institutions. This academic epidemic, as presented in the two reports above, cannot be out rightly described as an act that is motivated by uncontrollable sexual desire; it seems to be an act that is motivated by the need to assert power, control and to humiliate. It is in the light of this that this study is set to investigate the causes, consequences and control of sexual violence against female students in polytechnics in South-West Nigeria.

4. Research Questions

Specifically, the study sought answers to the following questions:

1. What are the causes of sexual violence against female students in polytechnics in South-West Nigeria?
2. What are the consequences of sexual violence against female students in South-West Nigeria?
3. What are the effects of sexual violence on Polytechnic education?
4. How can sexual violence be controlled in Polytechnics in South –West Nigeria?

5. Aim and Objectives of the Study

The aim of the study was to identify the causes, consequences and control of sexual violence against female students in Polytechnics in South-West Nigeria. The objectives of the study were to:

1. Identify the causes of sexual violence against female students in Polytechnics in South-West Nigeria.
2. Examine the consequences of sexual violence on female students in Polytechnics in South-West Nigeria.
3. Identify the effects of sexual violence on Polytechnic education.
4. Examine possible control measures for sexual violence against female students in Polytechnics in South-West Nigeria.

6. Significance of the Study

In 2006 and 2007, both Ogunbameru and Dosunmu respectively conducted researches on sexual harassment in universities in Nigeria and concluded that it was a reality. Also, the two posts by Premium Times(2015) and The Punch (2016) reproduced earlier in this paper confirmed the existence of this academic menace in tertiary institutions in Nigeria. This research is thus essential because the focus is on the Polytechnic arm of the tertiary institution in South-West Nigeria. As such, the findings of this study should be of great benefits to owners of Polytechnics since it will confirm the existence or not of sexual violence in both public and private polytechnics and the factors responsible for it. The study should further assist the management of the various polytechnics to put in place the right facility to assist victims and checkmate sexual violence in their campuses. Furthermore, Academic Staff Union of Polytechnics (ASUP) should also benefit as the findings of this study will enable members to conduct themselves as people of integrity and dignity, thus making certification in the Polytechnics a credible exercise. Apart from this, the findings should enable the society to perceive sexual violence as an inhuman act which every man of dignity should avoid; and that victims of sexual violence deserve sympathy and not stigmatization. Further, the findings should embolden female victims of sexual violence to speak out, despite societal stigmatization, so that they can get justice and necessary rehabilitation assistance. Finally, the government should benefit from the findings of the study as it will highlight the various preventive measures needed to get rid of this academic menace in the Polytechnic system.

7. Scope of the Study

The focus of this study was sexual violence against female students in Polytechnics in South-West Nigeria. The South-West Nigeria is made up of six states: Oyo, Osun, Ondo, Ogun, Lagos and Ekiti. The institutions used were Public –Federal and State, and Private Polytechnics in the six states. The study focused sexual violence of female students in both Ordinary and Higher National Diploma levels in the various Polytechnics. Also, adult staff –male and female, of the various polytechnics were involved to identify the causes, consequences and control of sexual violence in the Polytechnic arm of the tertiary institution in South-West Nigeria.

8. Research Design, Population and Sampling Technique

The study was a descriptive survey research, and as such, two sets of questionnaire were used to collect data from the targeted population. The study population comprised all female students and adults- male and female members of the academic communities in Federal, State and Private Polytechnics in the six south-western states of Nigeria. The states are: Oyo, Osun, Ogun, Ondo, Lagos and Ekiti. It was out of these study population that the sampled population was selected. The sampled population was limited to female students and adults who were willing to complete and return the questionnaire to the researchers and their assistants at the point of administration. The purposive sampling technique was used to select the female students, the adults as well as the polytechnics that participated in the study. The choice of this sampling technique was based on the fact that there is a culture of silence surrounding sexual violence, thus only willing female students and other members of the chosen academic communities who agreed to participate after being approached, were given either of the two sets of the Questionnaire.

9. Instrumentation

The only instrument used to collect data for this study was the questionnaire. Two sets of questionnaire, which were designed by the researchers, were used (Appendix A and B) The first type was titled “Female Polytechnic Students’ Experience of Sexual Violence”. The second type of questionnaire titled “Causes, Consequences and Control of Sexual Violence” was designed for adults, both male and female members of the academic communities to ascertain their awareness of sexual violence against female students in their institutions. The two sets of questionnaire were administered by the three researchers with three research assistants.

10. Data Analysis and Discussion

The data collected from the two sets of questionnaire were analysed using simple percentages and frequencies:

$$\text{The Percentage} = \frac{\text{NR}}{\text{TNR}} \times 100$$

Where NR = Number of Respondents and TNR = Total Number of Respondents

Table 1: Summary of the Data Collected

Item	Number Distributed	Number Returned	%	Number Selected for analysis	%
Female students' Questionnaire (A)	2,160	1,960	91	1,800	92
Adults' Questionnaire (B)	1,080	910	84	900	99

Also, the respondents were classified according to ownership of the institutions. Both Federal and State Polytechnics were classified as 'Public, while Privately-owned Polytechnics were classified as 'Private'. Table 2 below presents this data:

Table 2: Respondents' classification into Ownership of Institutions

Ownership of institutions	No. of Respondents			
	Female students	%	Adults	%
Private	604	34	319	36
Public	1196	66	581	64
Total	1800	100	900	100

Table 3: Female Students' Experience of Sexual Violence

Ownership of Institutions	Female Students who had experienced Sexual Violence	Female Students who did not experience Sexual Violence	Total Number of Female Students
Private	201 (11%)	403 (22%)	604 (33%)
Public	481 (27%)	715 (40%)	1196 (67%)
Total	682 (38%)	1118 (62%)	1800 (100%)

From Table 3 above, it can be observed that out of the 604 female student respondents from Private Polytechnics, 201 respondents (11%) had experienced one form of sexual violence or another, while 403 respondents (22%) did not experience any form of sexual violence. Further, it can be observed that 481(27%) female student respondents from the public polytechnics had experienced sexual violence while 715 (40%) female student respondents did not experience it. This finding confirms the existence of sexual violence against female students in Polytechnics in South –West Nigeria. This revelation is quite shocking despite the fact that the number of the female students who have had such experience from both Private and Public Polytechnics 682 (38%) is small, if compared with those who have not had such an experience 1118 (62%). The fact that it even occurred at all, erodes academic dignity which lecturers are associated with.

The next section is the reportage of the act. Out of the 682 (35%) female students who had experienced sexual violence, only 41 (6%) claimed that they reported the act to their respective Heads of Departments, 102(15%) reported to their friends, 64 (9%) reported to their parents, while 31 (5%) reported to their guardians. The remaining 444 (65%) female respondents did not report the act at all. This data is presented in Table 4.

Table 4: Identity of the Person Sexual Violence was reported to:

Person Reported to	Frequency	%
The Rector	Nil	Nil
The Deputy Rector	Nil	Nil
The Registrar	Nil	Nil
Dean, Student Affairs	Nil	Nil
Dean of a Faculty	Nil	Nil
The Head of Department	41	6%
The Faculty Officer	Nil	Nil
A Male Lecturer	Nil	Nil
A Female Lecturer	Nil	Nil
Parents	64	9%
Guardian	31	5%
Friend	102	15%
Total	682	35%

The above table shows that sexual violence in Polytechnics is an act that is grossly underreported, especially to Management of Institutions such as, The Rector, The Deputy Rector, Deans, and Registrar etc who are in position to control the reproachful act.

The remaining 444 female respondents (65%) gave reasons for their non-reportage of the act. Table 5 presents this.

Table 5a: Reasons why Sexual Violence was not reported:

Reasons	Frequency	%
Avoid shame to the Lecturer	45	10
Avoid shame to the victim	55	12
The Victim enjoyed it	Nil	Nil
The Victim did not want to fail the Lecturer's course	125	28
The Victim liked the Lecturer	Nil	Nil
The Victim did not want to die	Nil	Nil
The Victim did not know the appropriate person to report to	73	16
The Victim did not want trouble from the Lecturer and his other Lecturer friends.	30	7
Total	444	65

Table 5a above shows that 45 female victims (10%) kept mute about the act because they did not want the male lecturers to be humiliated, 55 (12%) did not want themselves to be ridiculed, while 125 (28%) did not report because they did not want to fail the lecturer's course. Likewise, 73 (16%) of the female respondents did not report because they did not know the appropriate person to report such an incident to. The remaining 30 respondents (7%) did not report because they did not want trouble from the lecturer and other lecturers who are his friends.

The decisions of the female victims not to report the act may have emerged out of the impression the society has about sexual violence. This is because in our society, the female victims are often blamed for the act. Excuses such as dressing in a sexually provocative manner, seeking undue favour and maintaining undue closeness to the male lecturers are often given (Ogunbameru, 2006). However, the fact remains that rape, sexual assault and harassment are the fault of the perpetrators. This is especially shocking in the Polytechnics where both the lecturers and the students are matured. They can give or withdraw sexual consent as they like depending on the circumstances. The fact that male lecturers commit this act with impunity is a betrayal of academic trust. Sexual violence is thriving because of the culture of silence that is maintained about the act. If the act is to be deterred, victims must be encouraged to speak out and be protected from intimidation by the perpetrators and their sympathizers.

Finally, worthy of mentioning is item (g) which asked the female students to state any other reasons why they did not report the act. Apart from picking one of the 6 items listed in the section, 33 (%) female students commented that they did not report the act because they were convinced that they will not get justice (the Institution will not take any action). This number, though negligible cannot be ignored. The implication of this is that the female students did not have the required trust in the Management of their various institutions to punish the erring lecturers and to help them get over the trauma associated with the horrid act. This may even be one of the reasons for the prevalence of the act in the various Polytechnics that participated in the study. This data is presented in Table 5b.

Table 5b: Additional Reasons

The Institution will not take action	Number of Respondents	%
Private	5	1
Public	28	6
Total	33	7
Grand Total	444	100

Table 6: Causes of Sexual Violence

A.	Causes of Sexual Violence	Agreed	%	Disagreed	%
	Sexual violence is committed by Male Lectures to:				
1.	Relieve momentary sexual urge	399	44	501	56
2.	Trade marks for sexual pleasure	441	49	459	51
3.	Exercise power	561	62	339	38
4.	Derive fun	180	20	720	80

The above table shows that 399 respondents (44%) agreed that sexual violence is committed by male lecturers to relieve momentary sexual urge while 501 (56%) disagreed. This implies that such male lecturers perceive female students as objects which they can use as they like because of the quantum of authority they have over them- marks. Related to this is the item which states that the lecturers concerned used the opportunity to trade marks for sexual pleasure. This reason had 459 (51%) agreed responses and 441 (49%) disagreed responses.

In essence, the lecturers who indulged in sexual violence did so mainly because they controlled the female students' academic success. If they refused, they risked failing, and if they agreed they had the opportunity to pass excellently. Thus, the ability to pass or fail is not based on excellent or poor academic performance but on sexual gratification. This is a betrayal of academic trust. Further, the third item which states that sexual violence

is committed by some lecturers to exercise power recorded 561 (62%) agreed responses and 339 (38%) disagreed responses. The interpretation of this is that sexual violence is committed by the lecturers to show that they have power over the female students' academic success. This finding corroborates Ogunfowokan & Fajemilehin's (2015) assertion that sexual violence is perpetrated by men mainly as a result of an aggressive desire to dominate the victims rather than an attempt to achieve sexual fulfillment.

The last item which states that sexual violence is committed by some lecturers just to derive fun had 720 (80%) disagreed responses and 180 (20%) agreed responses. What this implies is that the perpetrators of sexual violence –such lecturers, indulged in the act just for the fun of it. This is a dangerous game which has devastating consequences on the female victims. Any of the other reasons earlier examined could account for the occurrence of the act.

Table 7: Consequences of Sexual Violence

B	Consequences of Sexual Violence	Agreed	%	Disagreed	%
	The female student can :				
5.	Be physically injured	601	67	299	33
6.	Contract sexually transmitted infections	680	76	220	24
7.	Become pregnant	679	75	221	25
8.	Be psychologically traumatized	802	89	98	11
9.	Be socially stigmatized	702	78	198	22
10.	Die in the process	702	78	198	22

From Table 7, it can be observed that 601 (67%) respondents agreed that a female student who is a victim of sexual violence can be physically injured, while 299(33%) disagreed. It is important to state that most victims of sexual violence sustain various degrees of physical injuries such as bruises on the face, neck, hands and genitals. The possibility of them developing complicated health issues like vaginal bleeding and chronic pelvic pain is even high.

Another item is the victim contracting sexually transmitted infections such as gonorrhoea, syphilis and the dreaded HIV/AIDS. This item had 680 (76%) agreed responses while it had 220 (24%) disagreed responses. Related to this is the item on unwanted pregnancy especially when it is a forced sexual act-rape. This item had 679 (75%) agreed responses and 221(25 %) disagreed responses respectively. Rape pregnancy as well becoming infected with sexually transmitted infections is a reality. This is because the sexual encounter was not planned for, thus there wouldn't be provisions for pregnancy preventing and sexually transmitted infections' measures. If abortion is not possible, the baby can be killed or abandoned at birth. It is not surprising then to note that both infanticide and child abandonment are still common occurrence in this region of Nigeria.

Another item is the psychological trauma of the act on the female victim. 802 (89%) respondents agreed that the female victim of sexual violence is always psychologically traumatized while 98(11%) respondents disagreed. Sexual violence is a horrid act which affects the entire being of the victim. It is a violation of the right of a woman (Ezeilo, 2011) and an invasion of her privacy (Ijitona, 2014). As such, it has a life long lasting devastating consequences on the victim and her family members. In some extreme cases, victims of sexual violence may commit suicide (Ogunbameru, 2006). Likewise, the item on social stigma of the horrid act recorded 702 (78%) agreed responses and 198(22%) disagreed responses. This implies that in South-West Nigeria, victims of sexual violence are socially stigmatized while the perpetrators are not, thus suggesting that the act is the fault of the victims. Whatever the reasons may be for the occurrence of the act, the fault of sexual violence is that of the perpetrators (Ogunbameru, 2006, Ezeilo, 2011). It should be asserted then that victims of sexual violence deserve empathy while the perpetrators deserve severe punishment, both from the government and the institutions they work for. The fact that the victims are the ones who are usually socially stigmatized could be one of the reasons why the act is still thriving.

The last item on this unit states that the female victims of sexual violence can die in the process. 702 (78%) of the respondents agreed while 198 (22%) disagreed. A fact that must be stated is that rape, sexual assault and harassment can lead to the death of the victim. It can occur from the victims attempt to struggle and escape, raping a victim to death or the perpetrator's attempt to conceal the act. A rape victim can even commit suicide if not courageous enough to speak out in order to get therapeutic services such as medical and counselling. This finding corroborates newspapers and online reports where bodies of sexually violated females have been found in uncompleted building, bus stop, and classroom and even by the road side.

Table 9: Effects on Polytechnic Education

C.	Effects on Polytechnic Education	Agreed	%	Disagreed	%
	Sexual violence can lead to:				
11.	Loss of interest in acquiring polytechnic education	780	87	120	13
12.	Production of half baked female graduates	599	67	301	33
13.	Reduction in female enrolment	742	82	158	18
14.	Certification – an exercise in falsehood	731	81	169	19

The table above presents the effect of sexual violence against female students on Polytechnic education. The first statement states that sexual violence can cause the female student to lose interest in acquiring Polytechnic education. This statement had 780 (87%) agreed responses and 120(13%) disagreed responses. An indisputable fact is that female enrolment in Polytechnic education in Nigeria is very low. Ojerinde (2015) presented a statistical data of application of female students into Polytechnics in Nigeria from 2010-2014, and it can be observed that this has been consistently low. The polytechnic curriculum is designed in such a way that both students and lecturers need to interact closely for practical work in studios and experimentation in laboratories, even at odd hours. These efforts may not be fruitful where female students stand the risk of being sexually molested at any point in time.

The alternative is the choice of a course in other tiers of the higher education where such close interaction between lecturer and student is not required. The incident of sexual violence will only make this situation worse; this is because female victims of sexual violence will share their experiences with their friends, siblings and relatives. Invariably, this will lead to reduction in the number of female students seeking admission into Polytechnics. This item had 742 (82%) agreed responses and 158 (18%) disagreed responses. This could be one of the yet to be identified reasons responsible for the low female enrolment in Polytechnic education. This is not however denying the existence of sexual violence in the other arms of the tertiary institution.

The second item which states that sexual violence can lead to the production of half baked female graduates had 599 (67%) agreed responses and 301 (33%) disagreed responses. This implies that academic assessment activities such as marking of examination scripts, assignments, tests and practical work would not be objectively done. The resultant effect is that the female students who have benefited from granting sexual pleasures to the male lecturers will end possessing certificates which they will not be able to defend. However, this is not denying the fact that for some reasons, half baked male graduates are also produced in the Polytechnics and other tiers of the tertiary institutions. The overriding effect of subjective assessment of academic activities is that certification becomes an exercise in falsehood.731 (81%) respondents agreed while 169(19%) disagreed. This overwhelming agreed response validates the claim that sexual violence erodes academic dignity and integrity. It is thus essential that the Management of the various Polytechnics should not just punish erring lecturers, but put in place preventive measures to checkmate this ugly trend.

Table 8: Control of Sexual Violence

This aspect of the study is made up of both punitive and preventive measures. The section contains 9 items: 15-19 (Punitive) and 20-23 (Preventive).

D	Control of Sexual Violence	Agreed	%	Disagreed	%
	Sexual Violence can be controlled by:				
15.	Demoting the Lecturer	601	67	299	33
16.	Outright dismissal of the Lecturer from the Polytechnic system	702	78	198	22
17.	Blacklisting the Lecturer by the ASUP so that he does not get a lecturing job in another Polytechnic	804	89	96	11
18.	Sentencing the lecturer to five years imprisonment	511	57	389	43
19.	Payment of #5 million naira as fine for the act	290	32	610	68
20.	Organizing enlightenment talk by the ASUP with Institutional Management on Lecturer –Student relationship	711	79	189	21
21.	Providing a Female Friendly-centre on Campus	852	95	48	5
22.	Encouraging formation of students and staff club that will organize anti – sexual violence rallies	821	91	79	9
23.	Making complaint procedure known to students	821	91	79	9

The table above shows that 601 (67%) responses agreed that a lecturer who perpetrates sexual violence should be demoted while 299 (33%) disagreed. Also, 702(78%) respondents agreed that erring lecturers should be dismissed out rightly from the Polytechnic system, while 198(22%) disagreed. Further, 804 (89%) respondents supported the idea that Academic Staff Union of Polytechnics (ASUP), should blacklist the erring lecturer so that he does not get a lecturing job in other Polytechnics. Also, 511 (57%) of the respondents agreed that the erring lecturer should be sentenced to five years imprisonment, while 389 (43%) disagreed. It can be observed that the four punitive measures mentioned above received an overwhelming number of agreed

responses. The implication of this is that punishment can serve as a deterrent factor to would-be perpetrators of sexual violence. This view then supports the fact that victims of sexual violence should speak out. There is no doubt that justice can only be provided when victims are bold enough to cry out, despite the fact that the society stigmatizes them.

The fifth punishment is that which states that a lecturer who indulges in any form of sexual violence should be made to pay a fine of #5 million. This punitive measure received 610 (68%) disagreed responses and 290(32%) agreed responses. This implies that the respondents rejected this option of fine bill which the Senate in Nigeria passed on the 27th of October 2016 (Umoru H. & Erunke, J.2016). One of the reasons for this great number of disagreed responses could be that the payment of this fine may not serve as deterrent factor, thus the ignoble act may continue. Five million naira is a huge sum, but a lecturer can easily raise it either through loans from, banks, co-operative societies and even donations from family members and friends. Such fine will not even be given to the victim, and even if given, no amount of monetary compensation can erase the effect of the horrid act from the mind and life of the victim. The best option is that all needed facilities should be put in place in polytechnics to safeguard the female students from experiencing this humiliating act.

The remaining four items on the control segment are on preventive measures. This aspect is highly essential because prevention is actually better than cure. The reason is that sexual violence, in whatever form, is an act that robs the female victim of human dignity, and leaves her with guilty and humiliation that no amount of punishment can restore. Thus, the act is better prevented than the perpetrator being punished. The first item on the preventive measures is that the Academic Staff Union of Polytechnics (ASUP) should organize enlightenment talk with Institutional Management on student-lecturer relationship. 711 respondents (79%) agreed while 189(21%) respondents disagreed. The implication of this is that such enlightenment talk will serve as an eye opener to lecturers on how to relate with their students-both male and female, and with greater emphasis on their relationship with female students. Areas to focus include academic freedom, code of conducts for Academic Staff, Lecturer and student relationship, Sexual violence and punishment, Examination Ethics and Disciplinary Issues etc .All these topics and more will prepare a solid foundation for the lecturers' duties and relationship.

The second item states that a Female-Friendly-Centre should be provided on campus to assist female students. 852(95%) respondents agreed while 48(5%) respondents disagreed. In essence, it implies that Female-Friendly-Centre is actually needed in the Polytechnics. This is not a completely new idea since all the Polytechnics have Guidance and Counselling Units. This Centre should be located within this Unit and should be headed by an amiable woman who could be a nurse, a sociologist, psychologist or any other related courses. The centre should be publicised while female students should be encouraged to go there and share their intimate experiences with the female officers. The centres should be well-equipped to provide medical services, psychological and spiritual counselling services for female students only.

The third item states that both staff and students should be encouraged to form a club that will organize anti-sexual violence rallies. 821 (91%) respondents agreed while 79 (9%) respondents disagreed. The essence of this voluntary joint staff and students' club is to organize talks, symposia, and rallies that will create awareness on the evil effect of rape, sexual assault and harassment at regular intervals. This regular anti- sexual violence rally is essential to create the awareness in the mind of both the staff and the students that sexual violence is an inhuman act and that anybody- lecturer, non-teaching staff and student- who indulges in it is an animal.

11. Conclusion

From the above discussion, it can be observed that sexual violence against female students is an academic epidemic, not just in Nigeria, but in some other countries of the world. This academic vice is a violation of the freedom and basic human rights of the victims .It is an academic humiliating act which erodes academic dignity and integrity which lecturers and higher institutions are associated with. It is therefore important that all necessary preventive and punitive measures are strengthened or put in place to ensure that academic campuses become a safe place for the female students. This will in turn make the award of academic certificates a credible exercise.

12. Recommendations

In the light of the above findings, the following recommendations were made:

1. Sexual violence against female students is a criminal act and an act which erodes academic dignity when perpetrated by lecturers, thus a lecturer who indulges in the act should be dismissed from the Polytechnic system and his dismissal should be publicized. This will serve as deterrent to other male lecturers and will restore the female students' confidence and trust in the Management of their various institutions to provide justice and succour.
2. The female students should be encouraged to speak out anytime they suffer any form of sexual violence-rape, sexual harassment or sexual assault.

3. Students and staff should be encouraged to combine forces to organise anti –sexual violence rallies to create the awareness in the mind of both students and staff that sexual violence is a demeaning act which every civilized male should avoid completely. The men, both staff and students, should be encouraged to be at the fore front while female staff and students should perform supportive roles.
4. Female-Friendly-Centres should be provided in the various campuses to render medical and counselling services as well as psychological healing assistance to female victims of sexual violence.
5. The Rectors of Polytechnics, under the umbrella of Council of Heads of Polytechnics and Colleges of Technology in Nigeria (COHEADS), should identify sexual violence against female students in their institutions as a problem which must be collectively handled. Therefore, the Codes of Conduct for staff and Student’s Handbook should be jointly reviewed and be made to contain policy statements that will explicitly state what constitutes sexual violence and award stiff punishments to offenders. Also, since information is power, newly admitted students should be enlightened on sexual violence, complaint procedure and their relationship with staff, during the mandatory orientation programme.
6. The Federal Government should publicize the newly passed bill to outlaw sexual harassment on campuses and its enforcement. There must not be a sacred cow, either on the part of staff or management of the various institutions.
7. Finally, Women in Technical Education (WITED) should assert her relevance in the various institutions by organizing regular seminars and workshops for students of both sexes on relationship and academic ethics, gender equality, sexual violence etc. WITED should see sexual violence against a female student as sexual violence against all females, both staff and students

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