

Sexual Harassment Bill and The Missing Link Between Lecturers and Students: Implications for Job Security of Educators

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Abstract: The study aimed to establish the missing link between lecturers and students on the sexual harassment bill considered by the Senate (the apex law making body of Nigeria) and the implications for job security of lecturers(educators) in the nation. This was prompted by the level of moral decadence among students and the vulnerability of male lecturers who are regularly emotionally, psychologically and physically sexually harassed yet, are seen as sexual harassers as the bill is literally directed against them without considering students as accomplices. The study adopted a descriptive design; it was guided by two research questions and two null hypotheses. The population of the study comprised all lecturers and students of tertiary institutions in Delta State, Nigeria while the sample size consisted of 600 respondents (200 lecturers, 400 students) accidentally selected from four purposively selected institutions (two state universities, one federal college of education, and one state polytechnic). The instrument for data collection was a researcher's self-developed questionnaire with a 4-point rating scale. It was validated by two experts while the reliability was established through a trial test. The split-half method of test was used and the data collected were tested for consistency with the Cronbach Alpha formula at 0.05 level of significance and a consistency value of 0.81 was achieved and the instrument was adjudged reliable. 600 copies of the instrument were administered to the respondents while 571 copies representing 95% of the total number were returned. Descriptive and inferential statistics of mean score and standard deviation were used for analysis while t-test was used for the test of the hypotheses. Findings in the study reveal among other things that, the sexual harassment bill considered by the Nigerian senate was a welcome development but negatively skewed against lecturers as lecturers could be victims of sexual harassment by default and could be wrongly targeted and used against by perceived enemies. The study recommended among other things that, considering the status of tertiary institutions in the nation and sex as a universal activity, when making laws on such activities, a representative of all the stakeholder should be incorporated from the very beginning to avoid perceived or possible oversights.

I. INTRODUCTION

Globally, educational institutions remain the muster point for other institutions in society. It is the only institution that brings together all categories of people, in one form or another, together for the purpose of values transmission for the transformation of social life and the environment for meaningful living. It accommodates all sexes with varied interest and skills, discipline and professions and prepare them to fit into various facets of human endeavours. Education

provides society with economic, political, selection, cultural and manifest functions (Okoh, cited in Morrison, Onyema, Igwe & Ogadi, 2017). However, education institutions are not challenges free because man himself is an embodiment of problems; economic, political, religious, cultural, environmental, health and sexual problems among others. God created man and biologically endowed him with sexual organs and urge. For decorum, societies provide norms to regulate the excesses of man and ensure social control in sexual matters. A breach of the norms is referred to as sexual harassment.

Sexual harassment refers to repetitive unwanted sexual advances (Stein, 2019). Sindhu, (2017) and Kayode (2015) described sexual harassment as any unwelcome sexual advances, requests for sexual favours or other physical and expressive behaviour of a sexual nature. Citing Ladebo, (2003) Kayode explained further that it is sexual harassment when the advances (i) is made either explicitly or implicitly a term or condition of an individual's employment, academic success and any other right, or (ii) submission to or rejection of such by an individual is used as a basis for academic, employment and other decisions affecting the individual or (iii) if such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or of creating an intimidating hostile or offensive environment. According to Cosentino and Banerjee (2017); Taiwo, Omole and Omole (2014)), such unwelcome sexual advances could include unwanted and unwelcomed words, deeds, actions, gestures, symbols, or behaviours of a sexual nature that make the target feel uncomfortable. In recent times, the advances have become so dynamic to include, dressing patterns, cash and other material gifts, exposure of sensitive parts of the body, objects, pictures, posters and pinups, derogatory comments, jokes and demands as well physical, unwanted touching and coerced kissing among others. These manifest regularly in institutions of higher learning and cost many (students, lecturers, parents, institution management) life, opportunities and have caused pains untold to many. As parts of efforts to curb such incidence, governments and institutions come up with policies that serve as guide to sexual behaviours in educational institutions. For instance, the University of Ibadan, developed a Sexual Harassment Policy in 2012 (University of Ibadan, 2012). In 2019, University of Port Harcourt unveiled ground rules in policy document on sexual harassment (PM News, 2019.

Interestingly, in 2016, the Federal Republic of Nigeria came up with; The Sexual Harassment in Tertiary Educational Institutions Prohibition Bill, 2016; otherwise known as the Sexual Harassment Act 2016 (Legalnaija, 2016). The document is a welcome development to the body of law in Nigeria. The Bill, according to the document, comes to rescue students in Nigerian educational institutions who are victims of sexual harassment from preying lecturers, teachers and educators who use their position to sexually exploit students. Ironically, many lecturers, teachers and educators are victims of sexual harassment from students who intimidate lecturers with sexting, dressing nude, revealing sensitive parts of their body for sexual attraction, posting of pictures, visiting lecturers in their offices at odd times and intimidating such victims differently including threat to life. For instance, Munyuki (2016) remarked that, researches conducted on sexual harassment in tertiary institutions are usually focused on male lecturers harassing female students to the near neglect of “contrapower harassment.” Contrapower harassment is a situation whereby, a person with less formal power harasses someone with greater formal power. For example, when a female student sexually harasses a male lecturer or a male student sexually harasses a female lecturer.

Female students, in some cases deliberately sexually harass lecturers, who become the real victims of emotional, psychological and sensational rape; but thereafter accused as the assailants Cha (nd) acknowledged that aside other forms of harassment students give to lecturers (female students against male lecturers and male students against female lecturers) sexual harassment is one serious embarrassment, that for fear of stigmatization, the victims remain silent and bury their heads in shame. Sindhu, (2017) asserted that, although men are considerably less threatened than women are by behaviours that women have found harassing; men find sexual coercion the most threatening form of harassment; men as well as women (students and other less superior persons) sexually harass men; and men identify behaviours as harassing that have not been identified for women.

Bolaji (2019) and Shane (2009) corroborated that that, despite the authority of teachers in the teacher-student relationship, teachers are subjected to objectionable sexual behaviours by students who refuse to face their studies, attend parties to the neglect of their studies but desire good grades.” Over the past twenty years, studies have revealed a variety of instances in which students have sexually harassed teachers. In most cases of student-on-teacher sexual harassment, the victims are more of female teachers, nonetheless, male teachers suffer harassment and bear it in pains through the sexual behaviour of their harassers; many of these behaviours directed towards teachers have included the grabbing of teachers and “unwanted sexual comments and obscene remarks which Shane (2009) tagged, “sexual hassling.” Because the victims of contrapower harassment do not make their cases public, policies and decisions taken on such issues are usually negatively skewed against lecturers, perhaps because of their statuses as human developers and nation builders. But could

that be a reason why contrapower sexual harassment should not be given adequate attention considering the fact that the students are the future leaders and nation builders of tomorrow?

Following series of “sex for marks/grades” cases in the universities, especially the incidence at Obafemi Awolowo University, Ibadan in 2018, published by the CNN that sparked up the social media and public space of Nigeria prompted the Nigerian Senate to revisit the sexual harassment Bill of 2016 and passed it into a law in 2021. The bill, however, did not consider Contrapower sexual harassment which could place vulnerable lecturers, (male and female) at risk of losing their jobs and truncating their career future. The bill focused on male lecturers as the only gladiators of sexual harassment to outright neglect of female students who like the biblical Delilah, seduced the lust driven victims turned “alleged perpetrators” of sexual crime. For instance, the bill defined sexual harassment to include;

- i. Sexual intercourse between an educator and a student where the student is below the age of 18years or is an imbecile or of generally low mental capacity or physically challenged.
- ii. any unwelcome sexual attention from an educator who knows or ought reasonably to know that such attention is unwelcome to the student; or
- iii. any unwelcome implicit or explicit behaviour, suggestions, messages or remarks of a sexual nature that have effect of offending, intimidating or humiliating the student or a related person in circumstances which a reasonable person having regard to all the circumstances would have anticipated that the student or such related person would be offended, intimidated or humiliated;
- iv. any implied or expressed promise of reward by an educator to a student or related person for complying with a sexually oriented request or demand; or
- v. any implied or expressed threat of reprisal or actual reprisal from an educator to a student or related person for refusal to comply with a sexually oriented request or demand (Legalnaija, 2016)

Astonishedly, the bill did not in any clause consider female or male students as possible perpetrators of such crimes against lecturers. Does it mean that, if teachers are sexually harassed then they bear the pains and the shame unnoticed but if they commit the same crime they pay dearly for it? Or still; Does it mean students, male and female, do not engage in such crimes? Contrarily, Stein (2019) unequivocally stated that; male and female, teachers/lecturers and students are victims and are also involved in sexual harassment behaviour. To support the claim, Stein, cited American Association of

University Women Foundation (AAUWF) with figures as follows;

Table 1:- Types of sexual harassment experienced in institutions;

Types of Sexual Harassment Experienced:	Girls	Boys
sexual comments about parts of your body; what type of sex you would be good at; your clothing; or your looks	67%	26%
Unwanted touching, pinching or grabbing	65%	32%
Suggestive sexual gestures or looks, such as howling, whistling, or suggestive lip licking	53%	13%
leaned over; cornered, or blocked from moving; or followed too closely in a sexual way	47%	10%
been told unwanted offensive sexual jokes	40%	17%
been the victim of sexual rumors spread about (you)	37%	18%
had your bra snapped	49%	NA

The figures show the types of sexual harassment experienced in institutions and those involved. The figures show that female students harass others including lecturers. Would they (girls) be treated as innocent?

Table 2: sexual harassers in educational institutions;

Who the harassers are:	Girls	Boys
a member of the opposite sex acting alone	81%	57%
a group of members of the opposite sex	57%	35%
a mixed group of males and female	11%	13%
a single member of the same sex	10%	25%
a group of members of the same sex	3%	14%

Table 2 shows that the harassers are both male and female who could also sexually harass lecturers and still mortgage the lecturers' career and social image. This calls for immediate attention. There seems to be premeditated injustice against teachers and educators who, people out there, including the lawmakers, could be nursing old socio-political or politico-religious grievances over trivial issues. Otherwise, a sensitive bill of this nature should be all inclusive to create a balance. More to worry is that there seems to be no bill of this nature in other social institutions in the society. For instance, the law makers engage in sexual excesses without any special sexual bill guiding them. What kind of immunity covers them in the same society? It is on this background that this study was conducted.

Purpose of the study

The general purpose of the study is to determine the perception of lecturers and students on the scope of the sexual harassment bill in Nigeria and the implications to lecturers. Specifically, the study sought to find out:

1. the perception of lecturers (educators) on the sexual harassment bill in Nigerian Schools
2. the perception of students on the sexual harassment bill in Nigeria Schools

3. the implications of the sexual harassment bill on social/academic activities in tertiary institutions in Nigeria.

Research Questions

The following research questions guided the study'

1. How do lecturers and students perceive the sexual harassment bill considered by the National Assembly?
2. What are the implications of the sexual harassment bill on the social/academic activities in tertiary institutions in Nigeria?

Research hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level of significance in the course of the study:

H₀₁ There is no significant difference in the perception of lecturers and students on the skewed nature of sexual harassment bill in Nigeria tertiary institutions

H₀₂ There is no significant difference in the perception of lecturers and students on the implications of the sexual harassment bill in Nigeria tertiary institutions.

II. METHOD

the study adopted descriptive survey design. The design was considered appropriate since the study aimed to establish a missing link between students and lecturers in relation to the sexual harassment bill and tertiary institutions' social and academic activities. The study was conducted in tertiary institutions in Delta State. All lecturers and students in tertiary institutions constituted the population. Federal college of Education (Technical), Asaba, Delta State University, Abraka, Delta State University of Science and Technology Ozoro and Delta State Polytechnic Ogwashi-Uku were purposively selected for the study. 100 students and 50 lecturers (male and female) were selected from each institution giving a total number of 600 respondents. The accidental sampling technique was used for the selection of actual respondents. The instrument for data collection was a structured questionnaire developed by the researcher. It was a 34-item questionnaire with a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by two experts in Educational Psychology and Educational Foundations, Federal College of Education (technical), Asaba, Delta State. To establish the reliability of the instrument, a pilot test was conducted on 20 students and 10 lecturers of Delta State University Agbor. The split-half method of test was used and the data collected were tested for consistency with the Cronbach Alpha formula at 0.05 level of significance. A consistency value of 0.81 was achieved and the instrument was adjudged reliable due to the high level of significance. 600 copies of the instrument were administered in the various institutions and to the people accidentally selected for the study. From the 600 copies, 571 copies representing 95% of the total number were returned valid and used for the analysis. Descriptive and inferential

statistics of mean score and standard deviation were used for analysis while t-test was used for the test of the hypotheses.

III. RESULTS

Research Question 1: How do lecturers perceive the sexual harassment bill considered by the National Assembly?

Table 3: Mean and Standard Deviation of Respondents Responses on the Perception of Lecturers and Students on the Sexual Harassment Bill Considered by Senate

S/N	Item	Lecturers			Students		
		X	SD	Decision	x	SD	Decision
	For me, the sexual harassment bill considered by Nigeria national Assembly;						
1	Is an unnecessary attack on lecturers	2.02	1.07	Disagree	2.11	1.06	Disagree
2	Is a welcome development	3.01	1.07	Agree	2.84	1.09	Agree
3	Is good but inconsistent	3.03	1.15	Agree	3.16	1.05	Agree
4	Is good but failed to consider students as possible culprits	3.38	0.82	Agree	3.17	0.99	Agree
5	Is considered out of jealousy by the law makers who want to protect their sexual interest	2.58	1.29	Agree	2.19	1.10	Disagree
6	Presents lecturers as situational victims of service to the nation	3.24	0.93	Agree	3.09	1.17	Agree
7	Is a slight on lecturers as politicians squander their ill-gotten money on campuses without any law against them	2.20	1.08	Disagree	3.08	1.13	Agree
8	Is timely and worthwhile	3.06	1.16	Agree	3.11	1.07	Agree
9	Is good but should cut across every government and private institutions/organisations	3.34	0.93	Agree	2.91	1.06	Agree
10	Is good but not balanced as students could sexually harass lecturers	3.35	0.88	Agree	2.06	1.11	Disagree
11	Is bad because it does not consider male lecturers as possible victims	3.12	0.95	Agree	2.11	1.06	Disagree
12	Is bad because, mutual sex among adults is part of human society	1.90	1.09	Disagree	2.93	1.06	Agree
13	Is bad because, it will hinder healthy marriages between lecturers and students	2.13	1.01	Disagree	2.97	1.16	Agree
14	Is good because it will checkmate the sexual excesses of lecturers	2.86	1.05	Agree	3.01	1.15	Agree
15	Is a breach on the educational institutions' modus operandi	3.16	1.08	Agree	2.58	1.18	Agree
16	Is bad because it will hamper healthy communication process	3.11	1.11	Agree	2.30	1.10	Disagree
17	Is bad because it is too harsh for education system as interaction is primary in the school system	2.86	1.19	Agree	2.33	1.13	Disagree
	Grand Mean/SD	2.84	1.05	Agree	2.70	1.09	Agree

Table 3 revealed that respondents (lecturers) agreed with item 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 15, 16, and 17 as the mean scores for these items were significantly higher than 2.50 benchmark for acceptance of a mean value as agreed or disagree. The mean scores for the items range between 2.58 and 3.38. However, lecturers disagreed with item 1, 7, 12 and 13 as the mean values were significantly less than 2.50 benchmark for acceptance as agreed or disagreed. It also revealed a grand mean of 2.84 with a standard deviation of 1.05. The grand mean was also significantly higher than 2.50.

On the other hand, students agreed with items 2, 3, 4, 6, 7, 8, 9, 12, 13, 14 and 15 as the mean scores were significantly higher than 2.50 benchmark. The scores for the items ranged

between 2.58 and 3.16. Nonetheless, students disagree with item 1, 5, 10, 11, 16 and 17 as the mean values were significantly less than 2.50. the grand mean for students' respondents was 2.70 with a standard deviation of 1.09. The table showed that, both lecturers and students agreed that the bill was a welcome development but negatively skewed against lecturers as lecturers could be victims of sexual harassment and could be wrongly targeted and used against by enemies. They also agreed that the bill is good but inconsistent, failed to consider students as possible culprits, presented lecturers as situational victims in service to the nation, and failed to cut across every government and private institutions/organisations. Both groups also agreed that, the bill is bad because, mutual sex among adults is part of human

society and it is a breach on the educational institutions' modus operandi. However, they varied on the bill as a product of jealousy by politicians against lecturers, the possibility of the bill hampering healthy communication process in schools and being too harsh for education system.

Research Question 2: What are the implications of the sexual harassment bill on the social/academic activities in tertiary institutions in Nigeria?

Table 3: Frequency Distribution, Mean Scores and Standard Deviation of Respondents' Responses on the Implications of the Sexual harassment Bill on Social/Academic Activities in Tertiary Institutions in Nigeria.

S/N	Item	Lecturers			Students		
		X	SD	Decision	x	SD	Decision
	The sexual harassment bill in tertiary institutions in Nigeria;						
18	Will enhance academic activities as sorting will be eradicated	2.28	1.11	Disagree	2.39	1.11	Disagree
19	Will promote healthy social interactions among students and lecturers	2.39	1.07	Disagree	2.20	1.12	Disagree
20	Will foster the security of the girl child in schools	2.32	1.09	Disagree	2.21	1.02	Disagree
21	Will make lecturers to be objective in decision making without undue influence from the opposite sex	2.29	1.14	Disagree	2.18	1.12	Disagree
22	Will enhance social freedom of both lecturers and students	2.35	1.03	Disagree	2.87	1.04	Agree
23	Will make both lecturers and students to be hostile in campuses	2.28	1.14	Disagree	2.03	1.11	Disagree
24	Will promote high moral standard	2.91	1.09	Agree	2.12	1.04	Disagree
25	Will reduce cases of dropout of female students due to pregnancies	2.05	1.06	Disagree	2.09	1.07	Disagree
26	Will increase cases of dropout of female students due to failures as sex for grades would be curbed	2.18	1.03	Disagree	2.92	1.06	Agree
27	Will curb indecent dressing in institutions	2.26	1.10	Disagree	2.96	1.14	Agree
28	Will lead to the suspension of many lecturers due to false alarm	3.18	0.88	Agree	2.79	1.16	Agree
29	Will result in witch-hunting of lecturers by perceived enemies	3.03	0.99	Agree	3.03	1.01	Agree
30	Will make lecturers not to help students financially again as it could be misinterpreted	2.85	1.24	Agree	2.86	1.05	Agree
31	Will tell hard on students who are usually sustained by lecturers academically	3.09	1.04	Agree	3.08	1.02	Agree
32	Will make students drop out of school for restriction in financial gratification from lecturers	2.99	1.01	Agree	2.99	1.17	Agree
33	Will not make any difference as mutual consent is usually established in every relationship	3.22	0.92	Agree	2.87	1.04	Agree
34	Is dead on arrival as both lecturers and students see it as a breach of privacy	3.14	1.13	Agree	2.92	1.06	Agree
	Grand Mean/SD	2.63	1.06	Agree	2.61	1.07	Agree

Table 2 revealed that respondents Teachers, were in agreement with items 24, 28, 29, 30, 31, 32, 33 and 34 but disagreed with items 18, 19, 20, 21, 22, 23, 25, 26 and 27. The mean score for the agreed items ranged between 2.85 and 3.22 and were all significantly higher than 2.50 criterion value while the mean scores for the disagreed items ranged between 2.05 and 2.39; values that were significantly less than 2.50 criterion value. The grand mean and standard deviation of the responses were 2.63 and 1.06 respectively. The responses indicated that the sexual harassment bill if duly implemented will promote high moral standard but will lead to the

suspension of many lecturers due to false alarm, result in witch-hunting of lecturers by perceived enemies, make lecturers not to help students financially again as it could be misinterpreted, tell hard on students who are usually sustained by lecturers academically, make students drop out of school for restriction in financial gratification from lecturers, and will not make any difference as mutual consent is usually established in every relationship. Consequently, it is dead on arrival as both lecturers and students see it as a breach of privacy. Lecturers also disagreed that, the sexual harassment bill, if fully implemented will enhance academic activities as

sorting will be eradicated, promote healthy social interactions among students and lecturers, foster the security of the girl child in schools, make lecturers to be objective in decision making without undue influence from the opposite sex, enhance social freedom of both lecturers and students, make both lecturers and students to be hostile in campuses, reduce cases of dropout of female students due to pregnancies, increase cases of dropout of female students due to failures as sex for grades would be curbed, and curb indecent dressing in institutions.

On the other hand, Table 2 also revealed that, respondents (students) agreed with items 22, 26, 27, 28, 29, 30, 31, 32, 33 and 34 but disagreed with items 18,19,20, 21, 24, and 25. The mean score for the agreed responses ranged between 2.79 and 3.08, values that were significantly higher than 2.50 criterion value. The mean values for the disagreed responses ranged between 2.03 and 2.39 and were all significantly less than 2.50 benchmark for determination of agreement or disagreement. The grand mean and standard deviation of the responses were 2.61 and 1.07 respectively. The result indicated that, students agreed that, the sexual harassment bill if implemented, will not enhance moral standard but will lead to the suspension of many lecturers due to false alarm, result in witch-hunting of lecturers by perceived enemies, make lecturers not to help students financially again as it could be misinterpreted, tell hard on students who are usually sustained

by lecturers academically, increase cases of school dropout of school for restriction in financial gratification from lecturers, enhance social freedom of both lecturers and students, curb indecent dressing among students in institutions and will not make any difference as mutual consent is usually established in every relationship. Consequently, it is dead on arrival as both lecturers and students see it as a breach of privacy. Nonetheless, it also indicated that, students did not believe that the sexual harassment bill, if dully implemented, will enhance academic activities as sorting will be eradicated, promote healthy social interactions among students and lecturers, foster the security of the girl child in schools, make lecturers to be objective in decision making without undue influence from the opposite sex, make both lecturers and students to be hostile in campuses, reduce cases of dropout of female students due to pregnancies, and increase cases of dropout of female students due to failures as sex for grades would be curbed.

Hypothesis

The hypotheses were tested based on the sum of the mean scores of each item for both groups.

H0₁ There is no significant difference in the perception of lecturers and students on the skewed nature of sexual harassment bill in Nigeria tertiary institutions

Table 5: t-test of difference on the perception of lecturers and students on the skewed nature of sexual harassment bill in Nigeria tertiary institutions

Category	Σf	x	SD	Standard Error	DF	T-Cal	T-Crit	Decision
Lecturers	48.62	2.86	0.53	1.05	92.52	1.10	1.90	Accepted
Students	45.9	2.70	0.47					

$\alpha = 0.05$

Table 3 showed that the sum of the total mean scores for lecturers and students were 48.62 and 45.9 respectively. The grand mean scores for both groups were 2.86 and 2.70 respectively. It showed standard deviations of 0.53 and 0.47 respectively. It also revealed a standard error of 1.05, degree of freedom of 92.52 and calculated value of 1.10. However, the critical value was revealed to 1.90 (approximately 2.0). The rule guiding the test of hypothesis using t-test states that; where the calculated value is higher than the critical value the hypothesis should be rejected but where the calculated value

is less than the critical value, the hypothesis should be accepted. From the figures in the table, the critical value (2.0) is significantly higher than the calculated value (1.10). By virtue of the established rule guiding the test, hypothesis one was accepted. It implied that the mean rating of lecturers and students on their perception on the sexual harassment bill did not significantly differ.

H0₂: There is no significant difference in the perception of lecturers and students on the implications of the sexual harassment bill in Nigeria tertiary institutions.

Table 6: t-test of difference on the perception of lecturers and students on the skewed nature of sexual harassment bill in Nigeria tertiary institutions

Category	Σf	x	SD	Standard Error	DF	t-cal	t-crit	Decision
Lecturers	44.71	2.63	0.51	1.007	87.08	0.042	1.94	Accepted
Students	44.37	2.61	0.49					

$\alpha = 0.05$

Table 5 showed that the sum of the total mean scores for lecturers and students were 44.71 and 44.37 respectively. The grand mean scores for both groups were 2.63 and 2.61 respectively. It showed standard deviations of 0.51 and 0.49 respectively. It also revealed a standard error of 1.007, degree

of freedom of 87.08 and calculated value of 0.042. However, the critical value was revealed to 1.94 (approximately 2.04). Based on the established rule guiding the test of hypothesis using t-test and for the fact that the critical value (2.04) is significantly higher than the calculated value (0.042),

hypothesis two was accepted. It implied that the mean rating of lecturers and students on their implications of the sexual harassment bill did not significantly differ.

V. DISCUSSION OF RESULTS

Finding in the study revealed that the sexual harassment bill considered by the Nigerian senate was a welcome development but negatively skewed against lecturers as lecturers could be victims of sexual harassment by default and could be wrongly targeted and used against by perceived enemies. It also revealed that the bill is good but inconsistent, failed to consider students as possible culprits and presented lecturers as situational victims in their service to the nation; it also failed to cut across every government and private institutions/organisations. This finding aligned with the findings of Munyuki (2016) who remarked that, sexual harassment in tertiary institutions is usually focused on male lecturers harassing female students to the near neglect of "contrapower harassment. It also complemented the findings of Berdahl, Magley and Waldo (1996) who unequivocally asserted that, although men are considerably less threatened than women, but women are by behaviours also found harassing men; as men find sexual coercion the most threatening form of harassment and that men as well as women (students and other less superior persons) sexually harass men but are unnoticed.

Finding further revealed that, the sexual harassment bill is bad because, mutual sex among adults is part of human society and it is a breach on the educational institutions' *modus operandi*. This finding corroborated with the findings of Benson (1984) who acknowledged that aside other forms of harassment students give to lecturers (female students against male lecturers and male students against female lecturers) sexual harassment is one serious embarrassment, that for fear of stigmatization, the victims (lecturers inclusive) remain silent and bury their heads in shame. It also aligns with Munyuki (2016) finding who established that, sexual harassment in tertiary institutions is usually focused on male lecturers harassing female students to the near neglect of "contrapower harassment.

It also revealed a mixed perception on the bill by lecturers and students as a product of jealousy by politicians against lecturers, the possibility of the bill hampering healthy communication process in schools and being too harsh for education system. This findings of Critina, (2012); Taiwo, Omole and Omole (2014)) who corroborated that, sexual harassment include; unwelcome sexual advances, unwanted and unwelcomed words, deeds, actions, gestures, symbols, or behaviours of a sexual nature that make the target (which could be students or lecturers) feel uncomfortable, therefore not targeted at a particular group.

Again, finding from the study revealed that, the sexual harassment bill if duly implemented will promote high moral standard; but could lead to victimization of some lecturers due to false alarm resulting from witch-hunting by perceived

enemies. It could also make lecturers refrain from helping students financially as such gesture could be misinterpreted; a reaction that could tell hard on students who are usually sustained by lecturers academically and make students drop out of school for restriction in financial gratification from lecturers. It also revealed that; the bill, if implemented will not make any difference as mutual consent is usually established in every relationship. This finding is in agreement with the findings of Bolaji (2019) and Shane (2009) who corroborated that, despite the authority of teachers in the teacher-student relationship, teachers are subjected to objectionable sexual behaviours by students who refuse to face their studies, attend parties to the neglect of their studies but desire good grades; a step that could be used against the lecturers if objected or otherwise.

The finding further revealed that, the bill, if fully implemented, will not enhance academic activities nor curb/eradicate sorting let alone promote healthy social interactions among students and lecturers. It will not in itself foster the security of the girl child in schools as there could be many other predators other than the lecturers. It will not make lecturers to be objective in decision making, avoid undue influence from the opposite sex or enhance social freedom of both lecturers and students. This finding agrees with the position of Shane (2009) who emphasized that, sexual harassment is sustain in institutions of learning because it is a two-way affair which sometimes involves contrapower sexual harassment which is oftentimes not given attention.

VI. CONCLUSION

Educational institutions are miniature society characterized with different human activities including sexual relationships; but designed to transmit cultural practices that are accepted as ideal. Mutual sexual relation with adult individuals of the opposite sexes is accepted as an ideal practice. By implication, sexuality should entail mutual consent without any form of intimidation or coercion. Any attempt that negates mutual consent is seen as sexual harassment and should be avoided or averted with full force. However, any attempt to stem the cases of sexual harassments designed to favour a group due to sentimental attachments and bias, could be counterproductive. Therefore, a law that is designed to stall such development should be comprehensive and all-inclusive since the educational institutions do not exist in a vacuum and also sustained by the society. If lecturers are guided by a law on how to relate with students, the same law should guide all other individuals and professionals in their endeavours. This, if done, would foster a harmonious and stable society.

VII. RECOMMENDATIONS

Based on the findings from the study, the following recommendations were made;

1. Considering the status of tertiary institutions in the nation and sex as a universal activity, when making laws on such activities, a representative of all the

- stakeholder should be incorporated from the very beginning to avoid perceived or possible oversights.
2. The sexual harassment bill considered by Nigeria should be revisited and amended to involve all arms of human endeavour (public and private) so that lecturers should not feel witch-hunted and jealous by other members of the society as people from all walks of life are potential victims of sexual harassment in one form or another.
 3. If the law must be fully implemented, provision for fair hearing should be integrated in the bill to checkmate possible victimization of vulnerable and defenseless lecturers and students and possible interplay of contrapower.

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