



Modalities for mitigating sexual harassment: towards sex education for effective human development

**Monday S. Adiaha^{1,*}, Ndifon Mary², Grace I. Udom³, Momoh I. Anabe³,
David U. Ocheje⁴ and Saminu Auwalu⁴**

¹Directorate of Continuing Education, Federal Capital Territory College of Education, Zuba-Abuja/
Department of Agronomy (Crop and Soil Science), Faculty of Agriculture and Forestry,
Cross River University of Technology, Nigeria

²School of Education, Federal Capital Territory College of Education, Zuba-Abuja, Nigeria

³Department of Curriculum and Instruction, School of Education,
Federal Capital Territory College of Education, Zuba-Abuja, Nigeria

⁴Department of Educational Foundations, Federal Capital Territory College of Education,
Zuba-Abuja, Nigeria

*E-mail address: mondaysadiaha@gmail.com

ABSTRACT

Modalities for mitigating Sexual Harassment has been surveyed. The effect of sexual harassment on the victims has been proven negative through literature findings, with consequences like health effect including psychological effect been a drawback, acting like a barrier to the ideal development of an individual. Avoidance of pornographic materials such as movies and book has been pointed-out as one of the measures to be used in mitigating sexual harassment, as this is one of the fuelling factors leading to increasing cases of sexual harassment. Active involvement of mass media has also been pointed-out as yet another remedy for reduction of cases of sexual harassment, with the view that the media covers a large population of people including those living in the rural area where access to school and information is limited. Inclusion of Sex Education into the Nation's curriculum has been identified as a factor to mitigate the rise in the manse of sexual harassment. Proper dressing (avoiding sensitive body parts revealing clothing) has also been pointed out as a measure to cut-down the rise in cases of sexual harassment. Self-control/alertness to identify and avoid been sexually harass

as been viewed as one of the modalities to be used in the reduction of the act. Conscience building through moral teachings has also been pointed to as a factor to be employed in the mitigation of sexual harassment. Behaviour modelling/effective Guidance and Counselling is one of the factors agreed to be used in the remedy of the rise in act of sexual harassment, this has been proven effective/productive, with the respondents view on its role in conscience building, advice and giving direction to the individual concern. Proper discipline of culprit is another factor identified as a remedy to the rise in cases of sexual harassment, with participants' views, that this will serve as a guide to prevent others from indulging in the act. Result of the finding presents a view that for sexual harassment mitigation to be effective/productive factors pin-pointed out in this study should be view and implemented in the study area and its environs.

Keywords: Sex Education, Mitigation, Sexual harassment, Human development, Ideal society

1. INTRODUCTION (Background of the Study)

Humanity has always faced one challenges or the other in the course of her existence. Sexual harassment is one of the problems pressing and hindering effective/productive human development. Over the world, especially in areas where effective sex education is lacking, cases of sexual harassment recorded has been on the increase. Findings of NVAWPRC (2010); Adiaha et al. (2017) viewed sexual harassment (SH) as unwanted and unwelcome behaviour of a sexual nature interfering with the ideal development of an individual concern. Cases of sexual harassment recorded in Nigeria has been on the increase since the last 2 decades, with occurrence at school, work place, at home including places such as cafeteria (Adiaha et al., 2017). Different forms of sexual harassment such as been told unwanted offensive sexual jokes including sexual comments about parts of the victims body had been identified (Adiaha et al., 2017). This acts today are increasingly been fuel by the delinquent behaviour of youth and adolescents, posing serious problems that cut across health, economic, societal, religious including financial cost, acting like a barrier to the development of the country. Research of Owuamanam (1982) as cited by Ojo and Fasubaa (2005) presented kissing, breast/genital fondling including sexual intercourse as act displayed by Adolescents including youth even in the open, presenting an avenue where sexual desire (instinct) is aggravated, thereby leading the individual who indulge in it to develop and possibly practice sexual harassment, where the other party's concern is not seek.

Today, sexual permissiveness has been characterized with social life of adolescents with high rate of pregnancies been recorded (Ojo and Fasubaa, 2005), with cases of other life threatening complications been on record (Fasuba, 1995). Studies conducted in Cote D'Ivoire, Malawi, South Africa, Tanzania, Zimbabwe and Nigeria have confirmed young women of early ages, especially in their teens having high rate of seroprevalence rate (Verkiyl, 1995; Briggs, 1995; Abdool Karim et al., (1992). Findings of Diepold and Young (1979) reported masturbation including homosexual contact as sexual act been displayed by adolescents. Oral contact is yet another sexual act perpetuated by adolescent, youth including adults (Alzae, 1978; Soyinka, 1979).

Survey of Fafunwa (1974); Baker and Rich (1992) presented a view that traditional informal education to prepare adolescent for life been a positive impact for responsible behavior, thereby acting like a support to guide the individual against irresponsible sexual life

including sexual harassment. Bledsoe and Cohen (1993) stressed that during this period, adolescents have little opportunity for full sexual expression until maturity in (behaviour and age) set in. Barbara et al. (1999); Grindal (1982) findings also supports the view, stating that Elders in traditional settings were actively concern about young people participation in sexual activities, regarding such activities as a track that could lead the individual concern towards becoming weak, lazy, barren including been impotent.

Ministry of Education, New Zealand Government (2011) viewed Sex/Sexuality education as a positive education towards sexual development, stating that Sex Education encompasses learning about physical development, including sexual and reproductive knowledge, gender identity, relationships, friendships including social issues. It sits within the broader area of relationship education, which also includes social and emotional learning (SEL), and violence prevention education. Research literature findings states Sex/sexuality education young people learn about themselves and develop knowledge and skills that will help them to interact in positive, respectful, and supportive ways with others. Through learning about sexuality students also come to understand about the social and cultural influences that shape the way society views gender and sexuality (Ministry of Education, New Zealand Government, 2011).

Sex Education (SE) has been view by scholars to involve the education of an individual or group of individuals about sexual life, it involves the education about responsible sexual life, presenting outcomes of wrong responsible sexual behaviour so as to create an ideal conscience in an individual learner.

2. STATEMENT OF THE PROBLEM

Cases of sexual harassment have been reported here-and-there around the globe, with areas with inadequate or lack of sex education experiencing the most toxic scenarios, presenting the need for aggressive sexual education to conscientize or at least guide especially the adolescents and the youth. Nigeria, as other parts of the world have experience several cases of sexual harassment, causing huge health, emotional including financial harm to the individual been victimized. Several research findings has proven the act of sexual harassment as negative, as a drawback to the life of an individual who is a victim, and is even worse especially in areas with less legislative protection on the act. Adiaha et al. (2017) findings indicated sexual harassment occurring in school, at home, including workplace and even worse in local areas where the level of information about sexual life is low or lacking. Research findings of Reuben (1999); Phiri (2000); Yayha-Othman (2000); Adedokun (2005); Shumba and Matina (2002); Muasya (2014); Menon et al. (2009); Adiaha et al. (2017) presented sexual harassment occurring in schools, and been a draw-back to the victims, causing one problem or the other, forcing the victim to live abnormal life: live in shame, fear for the opposite sex, been isolated, having poor performance in school, having mental health functions (depression, psychological trauma including attempted suicide), stigmatisation including death. Several cases of sexual harassment like rape with cases of STDs, HIV/AIDS as its resultant effect is a pointer to inadequate or possibly lack of sex education to both the culprits and the victims. Here it may be possible that the victim or the culprit must have had some level of sex education but could not following the guides outline as a strategy to avoid being a culprit or a victim. Although sexual instinct varies among individual, but consistent

education on sexual issue will at least reawaken the conscience of the learner or create fear of indulging in sexual harassment and thereby reduce the act.

2. 1. Purpose of the Study

1. Seeking an avenue where sexual harassment can be control by presenting modalities to be used as a guide against occurrence of the act
2. Seeks to present the role of sex education as a first remedy to avoidance and conscientization of individual against indulging in sexual harassment.

3. METHODOLOGY

The study undertook an arithmetic means. The method was chosen because it is the method that suit and could interpret the study. The main focus is on the modalities to be adopted against the rise in cases of sexual harassment in Nigeria. The data for this study were collected from selected secondary school, parents and teachers/lectures in Obubra Local Government Area of Cross River State, Nigeria. Research findings literature was also used to validate the outcome of the respondents view. The reason for the sample is to obtain authentic, impartial, valid and holistic information on the modalities to be used in controlling or possibly eradicate the act of sexual harassment

The technique of the interview is both open-ended and structured. The interview questions took care of student, teacher, parent and administrators. About 200 people were reached. Data recording during the interview include note making and tape-recording. Random sampling technique was used in drawing the sample study. A total number of about 100 questionnaires were ultimately processed and used.

Questioners were administered on modalities to be used in-other to cut-down the menace of sexual harassment in the society, and the role of sex education. The face and content validity of the research instrument were determined by expert in the field of measurement and evaluation at Cross River University of Technology, Nigeria. The questionnaire was drawn on a 2 point likert scale ranging from Agreed to Disagreed.

4. RESULT AND DISCUSSION

4. 1. Administration of Research Instrument

The research instrument was administered to individual respondents. The school and homes of the respondents were visited twice a week every Tuesday and Friday for six weeks. One hundred (100) Questionnaires administered were returned and used for this study.

Table 1 summarizes respondents view on the modalities for mitigating sexual harassment in our society. Avoidance of pornographic materials such as movies and books have been identified as one of the modalities for mitigating sexual harassment presenting a figure at 95% for respondent who agreed, which stands over 5% for the disagreed. Proper dressing (avoiding sensitive body part revealing dresses) has been pointed to as yet another factor to be employed in mitigating the menses of sexual harassment, with 80% of the respondents agreeing, however, 20% of the respondents disagreed to this view. Self-control/alertness to identify and avoid sexual harassment has been viewed by the respondent

as a factor in mitigating harassment of a sexual nature with 65% of the respondent agreeing to this view, however it was observed that 35% of the respondents disagreed. 70% of the participants pointed out the need for aggressive sex education in both rural and urban areas as a panacea for sexual harassment, presenting a view that effective sex education is lacking, however, 30% was recorded for the disagreed respondents. Conscience building through moral teaching at home, school including churches was also agreed as one of the remedy for mitigating sexual harassment, however 75% agreement to this view was recorded with 25% disagreeing.

This view agrees with the report of Fields and Boesser (2002) stating non-traditional method of controlling indiscipline among youth and adolescents with views that an individual can learn from experiences of others including their own experiences, with the aim of making informed logical choices/changes. Research of Kamii (1984) as cited by Deaukee (2010) confirms that this model works towards self-determined responsible behaviour reflecting concern for the good of oneself and others. This approach however, strives to equip an individual with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour.

Table 1. Modalities for mitigating Sexual Harassment

S/N	Factor	% of Responses	
		Agreed	Disagreed
1.	Avoidance of pornographic materials such as movies and books	95.00	5.00
2.	Proper dressing (avoiding sensitive body part revealing dresses)	80.00	20.00
3.	Self-control/alertness to identify and avoid sexual harassment	65.00	35.00
4.	The need for aggressive sex education in both rural and urban areas	70.00	30.00
5.	Conscience building through moral teaching at home, in church and school	75.00	25.00
6.	Behaviour modelling/effective guidance and counselling at schools, work places, including at home	70.00	30.00
7.	Proper monitoring of adolescents, youth and adult	65.00	35.00
8.	Proper discipline of culprit	90.00	10.00
9.	Inclusion of sex education in schools curriculum including religious teachings	55.00	45.00
10.	Intensive mass media involvement in sex education: This is to enable information about sexuality to get to a wide audience even in the remote areas of the country	80.00	20.00

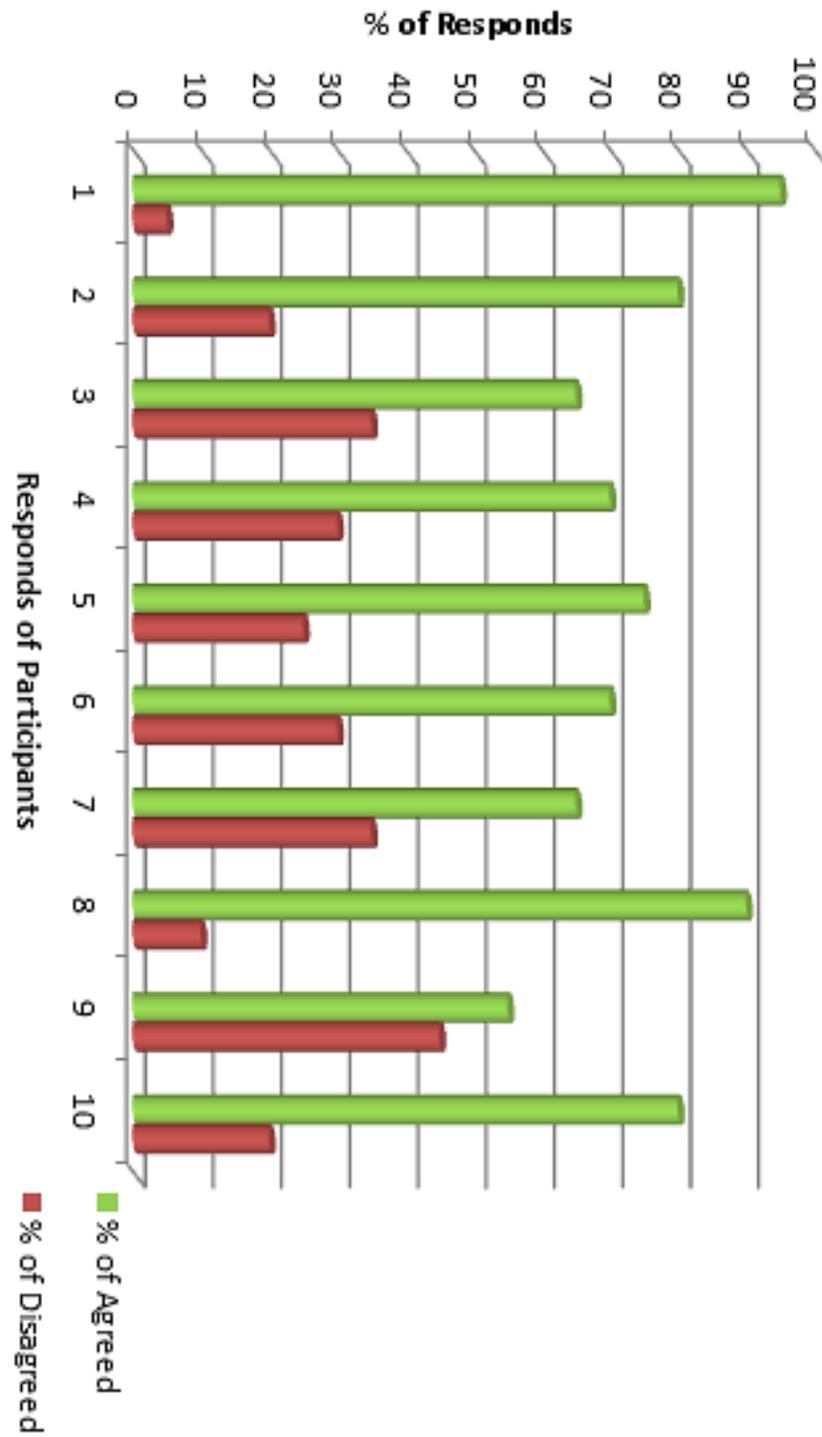


Figure 1. Respondent view on the modalities for mitigation of Sexual Harassment

Behaviour modelling/effective guidance and counselling at school, work places including at home was agreed with 70% of the respondents stating that this is one way of mitigating sexual harassment, however, 30% of the participants disagreed with the view. This view agrees with the work of Davis-Johnson (2000), where the researcher stresses the need for educators to model their behaviours for positive imitation, here positive self-concepts and respect for others can be achieved, this view is also shared by Field and Fields (2006) who claims that teacher and parental examples are productive methods of guidance.

Proper discipline of culprit was agreed by 90% of the respondents as one of the modalities to mitigate SH, this stands above 10% who disagreed, hence this finding confirms the research findings of Curwin and Mendler (1994) as cited by Deaukee (2010) stating effective discipline approach as one of the measures in reducing in-disciplinary acts including sexual harassment. Proper monitoring of Adolescents, youth and adult has also been identified as a factor to be used in reducing/eliminating sexual harassment; with 65% of the participants agreeing to the view, however 35% of the participants disagreed with the view, stating that monitoring will not be effective.

This view is in line with the method of reducing in-disciplinary act In Adolescent including adult, where Deaukee (2010) stated clear guidance/rules including monitoring of an individual as a guide for conscientized character and attitude formation. 90% of the participants agreed to the view of including sex education in school curriculum, stating that if sex education is taught like a subject, the individual learner will be familiar with strategies, forms and types including places where SH can occur, this view was disagreed with 10%, here it must be stated although the respondents was positive in the inclusion of sex education in school curriculum, however the respondents pointed out, that sex education may not evenly and effectively be included into religious teachings. This finding agrees with the work of Ojo and Fasubaa (2005) where the researcher stated the need for aggressive sexuality and family life education in reducing immoral/wrong sexual behaviour found in our society.

Mass media involvement in sex education has also been identified as a factor for mitigating sexual harassment with 80% of the respondent agreeing, which stands over the disagreed of 20%, however, this view agrees with the research findings of Ojo and Fasubaa (2005) where the researcher stated immoral sexual act been recorded in both urban and rural areas, presenting a view that through the media sex and family life education, wrong conception and attitude of individuals can be corrected and this will serve as one way of mitigating the rise of sexual harassment.

4. 2. Imparting Sex Education to Youngsters

Literature view adapted from Onlymyhealth (2011) presents the under-listed points as a support in the need for Sex Education:

- Introducing sex education in school curriculum. This might be implemented in private and government schools with a carefully knitted syllabus covering all the aspects of sex education for youth.
- Various risky behaviours among youth, such as forced sex, indulging in pornography, physical abuse can lead to early pregnancies. This should form the vital part of the curriculum helping the youth to understand the unethical and inhuman aspect of such behaviours.

- It should also provide the knowledge of contraceptives and the difference between various contraception methods, such as morning pills, contraceptives, condoms and finally abortion. This should also include the time duration for taking these precautions. Many girls from varied age groups do not have access to this information and give birth to stillborn babies or even encounter death.
- Colleges and schools can hold debates and discussions on the importance of sex education and sensitise teachers and students.
- A major section of the our society lives below the poverty line, therefore, in order to attract the attention of this social stratum, alternate methods of education must be approached. Film screenings and visual media showing the intensity of STDs and life-taking diseases are a few suggestions. Apart from that, free health camps should also be set up that supply condoms and regular health check-ups for the underprivileged.
- Make the youth understand, through intensive training programmes, the importance of self-worth. Random sexual acts can cause irreparable damage to the human body. Every individual should learn to understand the worth of life.
- Another important point within sex education is to teach the youth about personal hygiene.
- The youth must not allow the generation gap they have with their parents come in the way. Consultation with parents, guardians or trusted authorities can be the best way to put one's anxieties to rest.
- Prejudice and biases prevent one from understanding the importance of sex education. Every youth should undertake this venture as a responsibility and not just as curriculum.

5. CONCLUSIONS

Modalities for mitigating sexual harassment has been identified, hence result of this survey conclude that:

- 1) For reduction or possible elimination of sexual harassment, pornographic materials such as books and movies should be avoided.
- 2) The need for self-control through moral/value teachings/building is encourage as this could serve as a guide in the minds of an individual against sexual harassment.
- 3) Behaviour modelling has been figured-out as of the factors to be used in mitigating cases of sexual harassment.
- 4) Proper discipline of culprit of sexual harassment has been identified, as this will discourage others from indulging in the act.
- 5) Inclusion of sex education in school curriculum has been pointed-out as yet another critical factor to be used in mitigating the rise ins sexual harassment, as the learners will at least be taught in all levels of education about their sexual rights, life and responsibilities.

- 6) Again, mass media active involvement in the education of a wide range of audience has been pin-pointed as a factor to reduce/if possible eliminate cases/rise of sexual harassment in our society.
- 7) Proper upbringing with effective conscience building has been agree as a factor for mitigating the rise in cases been recorded of sexual harassment. This will create at least the inner-core to the individual concern against indulging in the act of sexual harassment.

6. RECOMMENDATIONS

Findings of this survey presents sexual harassment as negative against an ideal human development, hence, presenting a view that this act is capable of dragging the society towards ruin. The need for stakeholders, parents, school administrators including non-governmental organisations and religious bodies to look into the identified factors is recommended, as these factors, at-least could be used as an avenue to formulate policies or implement existing policies, all with the aim of reducing or eradicating the act of sexual harassment, in other to create an ideal and balance society for effective productive human development.

References

- [1] Adedokun, O. A. Sexual Harassment in Nigerian Educational Settings: Preliminary Notes from a Qualitative Assessment of Lagos State University. *Sexuality in Africa Magazine*, 2(4) (2005) 11-13.
- [2] Ojo, O. D. and Fasubaa, O. B. (2005). Adolescent Sexuality and Family Life Education in South Western Nigeria: Responses from Focus Group Discussion. *J. Soc. Sci.* 10(2), 111-118.
- [3] Onlymyhealth (2011). *Sex Education for Youngsters. Publication of Resource-House of Health Information and Medical updates on Healthy Life ideas, India.*
- [4] Owuamanam, D. O. (1982). Sexual Activity of School-going Adolescents in Nigeria. *Adolescents*, 17(65), 81-87.
- [5] Phiril, D. M. (2000). Gender and Academic Freedom in Malawi, In: Sall, E. (Ed.), *Women in Academia, Gender and Academic Freedom*, Pp. 28-34. Dakar: CODESRIA, Senegal.
- [6] Reuben, J. (1999). Dealing with Sexual Harassment in Tertiary Institutions. The Tanzania Case, Thematic Workshop 2, Concept Paper, 4th General Assembly, Forum for African Women Educationalist, 21st – 32rd July 1999, Nairobi, Kenya.
- [7] Fasubaa, B. O. (1995). Post-Abortion Contraception in Southern Nigeria. A paper Presented at the International Conference in Abortion in Amsterdam, Netherlands.
- [8] Verkiyl, D. A. A. (1995). Practising Obstetrics and Gynaecology in Areas with High Prevalence of HIV Infection. *Lancet*, 346 (8970), 293-296

- [9] Abdool Karaim, Q., Abdool Karaim, S. S. and Preston-Whyte. (1992). Teachers seeking condoms at Family Planning Services: A provider's Perspective. *South African Medical Journal*, 82(5), 360-362.
- [10] Depold, J. and Young, R. D. (1979), Empirical Studies of Adolescents Sexual Behaviour: A Critical Review. *Adolescent*, 6(53), 45-64.
- [11] Alzae, H. (1978). Sexual Behaviour of Columbia Female University Students. *Archives of Sexual Behaviour*, 7(1), 43-53.
- [12] Soyinka, F. (1979). Sexual Behaviour among University Students in Nigeria. *Archives of Sexual Behaviour*, 8(1), 15-26.
- [13] Baker, G. K and Rich, S. (1992). Influence on Adolescent Sexuality in Nigeria and Kenya. Findings from recent focus-group discussions. *Studies in Family Planning*, 233: 199-210.
- [14] Bledsoe, C. H. and Cohen, B. (1993). Social Dynamics of Adolescents Fertility in Sub-Saharan Africa. Washington, D.C.: National Academy Press.
- [15] Barbara, S. M., Daniel, B., Wesley, H. C. and Binka, P. (1999). The Changing Nature of Adolescence in the Kassena-Nankana District of Northern Ghana. *Studies in Family Planning*, 30(2): 95-111.
- [16] Shumba, A. and Matina. A. E. M (2002) . Sexual Harassment of College Students by Lecturers in Zimbabwe. *Sex Education*, 2(1), 45-59.
- [17] Muasya, J. N. (2014). Effect of Sexual Harassment in Women Student's Access to Opportunities and Facilities: A Case Study of the University of Nairobi, Kenya. *Global Journal of Interdisciplinary Social Sciences* 3(4), 83-90.
- [18] Menon, A., Shila L. N., Ngoma, M. P., Siziya, S., Ndubani, P., Musepa, M., Malungo, J., Munglula, B., Mwela, M. and Serpell, R. (2009). University Students' Perspective of Sexual Harassment; A Case Study of the University of Zambia. *Medical Journal of Zambia*, 36(2), 45-51
- [19] Louise F. Fitzgerald , Michele J. Gelfand & Fritz Drasgow. Measuring Sexual Harassment: Theoretical and Psychometric Advances. *Basic and Applied Social Psychology* Volume 17, 1995 - Issue 4, 425-445
- [20] Jennifer M. Wolff, Kathleen M. Rospenda, Anthony S. Colaneri. (2017) Sexual Harassment, Psychological Distress, and Problematic Drinking Behavior Among College Students: An Examination of Reciprocal Causal Relations. *The Journal of Sex Research* 54: 3, pages 362-373.
- [21] Jessica S. Schnoll, Jennifer Connolly, Wendy J. Josephson, Debra Pepler, Emily Simkins-Strong. (2015) Same- and Cross-Gender Sexual Harassment Victimization in Middle School: A Developmental-Contextual Perspective. *Journal of School Violence* 14: 2, pages 196-216.
- [22] Victoria-Aurora Ferrer-Pérez, Esperanza Bosch-Fiol. (2014) The perception of sexual harassment at university / La percepción del acoso sexual en el ámbito universitario. *Revista de Psicología Social* 29: 3, pages 462-501.

- [23] Berenike Waubert de Puiseau, Janin Roessel. (2013) Exploring sexual harassment and related attitudes in Beninese high schools: a field study. *Psychology, Crime & Law* 19: 8, pages 707-726.
- [24] Afroditi Pina, Theresa A. Gannon. (2012) An overview of the literature on antecedents, perceptions and behavioural consequences of sexual harassment. *Journal of Sexual Aggression* 18: 2, pages 209-232.
- [25] Ivy K. Ho, Khanh T. Dinh, Sarah A. Bellefontaine, Amanda L. Irving. (2012) Sexual Harassment and Posttraumatic Stress Symptoms among Asian and White Women. *Journal of Aggression, Maltreatment & Trauma* 21:1, pages 95-113.
- [26] Maureen Murdoch, John B. Pryor, Joan M. Griffin, Diane Cowper Ripley, Gary D. Gackstetter, Melissa A. Polusny, James S. Hodges. (2011) Unreliability and Error in the Military's "Gold Standard" Measure of Sexual Harassment by Education and Gender. *Journal of Trauma & Dissociation* 12: 3, pages 216-231.
- [27] Claudia Espinoza, George Cunningham. (2011) Relationships Among Sexual Harassment, Gender, and Diversity Culture in High School Athletics. *Journal for the Study of Sports and Athletes in Education* 5: 1, pages 85-104.
- [28] Stans de Haas, Greetje Timmerman. (2010) Sexual harassment in the context of double male dominance. *European Journal of Work and Organizational Psychology* 19: 6, pages 717-734.

(Received 26 August 2017; accepted 11 September 2017)