

PATRIARCHAL DOMINANCE AND SEXUAL RIGHTS VIOLATION IN A NIGERIAN UNIVERSITY

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ABSTRACT

Sexuality manifests diversely among persons and across places. It remains a misunderstood phenomenon in Nigeria where university students are sometimes compelled to have sex principally due to gender power imbalances. This situation fuels different deviant sexual behaviour such as rape, sexual assault and sexual harassment. Unfortunately, many female students suffer in resisting male dominance. Thus, this study examined patriarchal dominance and sexual rights violation in a Nigerian university. Quantitative and qualitative data were collected. The former involved 800 male and female undergraduate students randomly selected from eight hostels around the University of Ibadan, Nigeria; while the latter included 16 in-depth interviews and four focus group discussions. Respondents generally displayed high (60%) awareness of sexual rights violation but they recorded low rate (27.5%) of personal experience. The female displayed higher awareness of sexual violence (70% vs 50%). Academic performance measured by the Grade Point Average (GPA) was found to be significantly associated with knowledge of sexual violence ($p < 0.005$). Furthermore, number of sexual partners and timing of the most recent sexual intercourse were found to be significantly connected with awareness and experience of sexual violence. Both awareness (70%) and experience (50%) of sexual violence tend to increase with the number of sexual partners. Different forms of sexual violence were mentioned but verbal assaults and sexual harassment occurred more frequently. All the respondents did not report their knowledge of sexual violence to the university authorities. Thus, empowerment of students is needed to safeguard their sexuality and career.

Keywords: Campus, Gender, Rights, Sexuality, Violence

Introduction

Sexuality is a fact of life and its manifestations vary among persons and across places. The Nigerian university system attracts persons aged at least 16 years and provides them with opportunities including expression of their sexual desires. However, in the process of expressing sexual desires, conflicts of interests may erupt and snowball into sexual violence within or outside campus interaction. Sexual violence is a process by which a person is compelled to have sex against resistance and it is a construct within the social context of unacceptable sexual behaviour (Banyard, Moynihan & Plante, 2007; Goode 2005; Chasteen, 2001). It includes different deviant sexual behaviour such as rape, sexual assault and sexual harassment (Bergen, Edleson & Renzetti, 2005; Goode 2005; Erulkar 2004). Unfortunately, the destructive power of sexual violence targets young people many of who spend youthful time at schools and practice sex outside marriage (UNFPA, 2007; Ruiz-Perez et al 2006; FMH, 2002).

A life time sexual violence incidence rates of over 50% and academic year prevalence rates of over 20% for college women had been reported (Banyard, Plante & Moynihan, 2005). Studies show that young men and women experience forced sexual relationships worldwide (Kuate-Defo 2004; Jcjeebhoy & Bott, 2003; Jewkes & Abrahams, 2002). What is the extent of sexual violence in Nigeria? What are the forces fuelling it and how do university students cope with the violence? These questions and the urgent need to mitigate the impact of patriarchal dominance and sexual violence in Nigerian universities motivated this study.

Unexpectedly, sexual violence has been widely neglected in research worldwide and especially in developing countries, despite its deleterious consequences (Gage 2005; Kuate-Defo, 2004; Ajuwon, Akin-Jimoh, Olley & Akintola, 2001).

This study attempted to fill the gap through an exploratory research on patriarchal dominance and sexual rights violation in a Nigerian university. This study was guided by the assumption that placing sexuality at the centre of analyses was of significant importance in sociological research (Heaphy, 2007). The epidemiology of nonconsensual sex, which is often associated with gender and economic power differentials, deserves attention, given its considerable developmental importance. In all societies, there is overwhelming evidence that gender power differentials tend to play an important role in heterosexual relationships and that men and women experience sexual violence in the context of power imbalance (Jcjeebhoy & Bott, 2003; Jewkes & Abrahams, 2002). In many societies, culture of silence surrounds sex and dictates that “good” women should be passive in sexual interactions (UNAIDS, 2005).

Official silence seems to surround the problem of sexual violence in Nigeria where discourses on sexuality inscribe power and superiority on men to the embodiment of women’s inferiority and lack of autonomy (Isherwood, 2004; Izugbara, 2004; Pearce, 2001). Exposure to sexual violence has exacerbated negative health outcomes such as unwanted pregnancy, abortions and sexually transmitted infections worldwide (Naved & Persson, 2005; Sprecher, 2000;

Acierno et al, 2001). These outcomes could partly explain why women are more likely than men to die of preventable diseases. Although women are less likely than men to die of violent crimes, they largely suffer from sexual violence as one in every three women has been beaten, coerced into sex or otherwise abused during her lifetime (Ajuwon et al, 2001; Brown et al 2001). Scholarly interest in sexual coercion flourished in the 1990s. Evidence continues to accumulate that adolescents fall victims of sexual coercion (Erikson & Rapkin, 1991; Jordan, Price, Telljohann & Chesney, 1998).

Sexual violence cuts across lines of income, class, culture and residence but economic factors compound the vulnerability of lower classes women (Amadiume, 2006). Some forms appear more prevalent than others. For instance sexual harassment is a daily feature of human interactions in public places such as neighbourhoods, public transport, workplaces, schools, clubs, and hospitals (Lloyd, 2005). Against the foregoing background, this study examined how patriarchal dominance and sexual violence played out at the University of Ibadan, a pace setter for over 100 universities in Nigeria. Results of this study would expand world sexuality scholarship and contribute towards mitigating the menace of sexual violence. Next sections covered the study setting followed by literature review, while methodology and findings were discussed to guide the conclusions and recommendations.

THE STUDY SETTING

The study was conducted at the University of Ibadan, the first university established in Nigeria in 1948. The institution is located

in Ibadan, one of the most populous cities in Africa (Soyinka-Airewele, 2005). Ibadan is the capital city of Oyo State (one of the 36 states that make up Nigeria). The heterogeneous structure of the institution makes it attractive to people from diverse ethnic backgrounds. There are 13 faculties and 2 institutes in the University. Each faculty is truncated into departments. The students population is 17,891 (11,695 undergraduate students and 6,195 postgraduate students), while that of staff is 4,648 (1,156 academic staff and 3,492 non-academic staff) (University of Ibadan, 2006). The majority of undergraduate students are in their late teens and early twenties given the 16-17 years lower age limit for admission into most Nigerian higher institutions. Most of them live in university hostels or rented apartments around the institution.

These arrangements weaken parental control and supervision of students' activities (Arowojolu, Ilesanmi, Roberts & Okunola, 2002). Similarly, ranging from assistant lecturers to professors, the academic staff cut across different grade levels (61 Assistant Lecturers, 499 Lecturers I and II, 292 Senior Lecturers and 304 Professors) (University of Ibadan, 2006). The demographic profiles of the university showed that the majority of its population were young people. Therefore, the setting of this study provided a fertile ground for an exploratory research on patriarchal dominance and sexual violence. The setting of the university conveyed an authoritative social polarisation between campus and society. The university constitutes an arena of intimidation with various powers centres influencing young people's decisions (Soyinka-Airewele, 2005). A major factor in the power calculus is the

primacy of men and immense economic importance of universities in Nigeria.

LITERATURE REVIEW ON SEXUAL VIOLENCE

Many young people were subjected to sexual violence but generally underreported their experience. Many women's first sexual experience was forced on them (Moore, 2005; Chasteen, 2001). Perpetrators of sexual violence were usually males, who dated more frequently (Byers & Eno, 1991), began sexual activity at an early age (Malamuth et al, 1995) and had high number of sexual partners especially in uncommitted dating relationships (Lalumiére & Quinsey, 1996). A study in Cape Town, South Africa showed that 72% of pregnant young women and 60% of non-pregnant reported experiencing coerced sex (Llyod, 2005). A similar study in Lima, Peru found that 41% of young women experienced coerced sex (Jcjeebhoy & Bott, 2003). A multi-country study found that in Bangladesh 22% of female respondents in cities as against 11% of those in the provinces experienced sexual violence after the age of 15 by someone other than their partner while in Brazil 24.5% of female respondents in the city and 15.9% in the provinces reported sexual violence (WHO, 2005). Another study showed that sexual violence was pervasive in South Asia including Nepal, India, Bangladesh and Pakistan where young people reported experiences of coercion.

Studies showed that sexual violence as prevalent in schools, hence private sexualities were at play in public realms (Weeks, Heaphy & Donovan, 2001). Research in Nepal and Papua New Guinea demonstrated women's fear of being sexually harassed by male peers

and teachers in schools (Dunne, 2006). In one Kenyan study, nearly two thirds of women who reported non-consensual sex named a teacher as the culprit (Erulkar, 2004). In Nigeria, studies on sexual violence largely focused on sexual harassment. Okoro and Osawerem (2005)'s study of sexual harassment among out-of-school teenagers in Benin City of Nigeria found that 83% young women and 62% young men had experienced one or more forms of sexual harassment.

Another study (Denga & Denga, 2004) on sexual harassment in Nigerian universities showed that though sexual harassment was condemned by the law governing universities in Nigeria, it had increasingly become noticeable in various institutions in the country. The virulence involves academic and non-academic staff of universities. Cases of male students violating women and isolated cases of female lecturers propositioning their male students were reported (Denga & Denga, 2004). Sexual harassment involving lecturers and female students is common but the most serious form of sexual harassment is perpetrated against female students by male students. Sexual harassment has become pervasive in Nigerian universities. The situation was summarised thus:

The framing of sexual exploitation [...] ignores the way power and sex are used [...] to strategically disempower individuals, in the very arena in which their vulnerabilities are institutionally mandated, and in which they are attempting to re-inscribe their past and recreate their future (Soyinka-Airewele, 2005: 121).

The prevalence of sexual violence has been attributed to several factors such as male power, gender norms, late marriage and silence. Power disparity results in women often lacking the confidence to protect themselves from sexual exploitation (Jewkes & Abrahams, 2002). Thus, sexual abuse is often tolerated due to power differentials in sexual relationships. The fragmentation of women and patriarchal dominance readily explain the puzzle of the sexual subservience of women in modern society where men have become the main proponents of different means of control (Amadiume, 2006). The perverted gender norms in some societies condition victims of sexual violence to condone it. The United Nations' Commission on the Status of Women showed renewed interest in the elimination of discrimination and violence against women in 2007 at its 51st session (UNFPA 2007). However, silence on experience of sexual violence has aggravated the problem as herein described:

Young people therefore live within a highly paradoxical situation of prohibition, silence, sexual exploitation, pragmatic action and denial (Ahlberg, Jylkas & Krantz, 2001: 27).

A qualitative study in sub-Saharan Africa (Burkina Faso, Ghana, Mali and Uganda) showed different views about sexual violence. In addition to the influence of drug, alcohol and partner violence, the study established the links between young women receiving money or gifts and vulnerability to rape (Amuyunzu-Nyamongo, Bidlecom, Ouedraogo & Woog, 2005). The consequences of sexual violence are numerous. Sexual violence affects the health,

dignity, security and autonomy of victims leaving them with physical and psychological scars and undermining their development by making it difficult for them to concentrate on their studies, destroying their confidence in the educational system and putting them at risks.

In fact, sexual violence can be situated within the broader scope of gender based violence, which has been noted as a major international public health and human right issue. As shown by Odimegwu, Okemgbo and Ayila (2010), little is known about its frequency, sub-cultural variations and correlates in Nigeria. It is believed that a significant progress would be made if communities and individuals are aware of the social, human right and reproductive health consequences of forms of gender-based violence.

MATERIALS AND METHODS

Both secondary and primary data were gathered for the study. The secondary data included published empirical studies related to patriarchy and sexual violence, while the primary data was derived from the survey of 800 male and female undergraduate students randomly selected from eight hostels selected within and outside the University of Ibadan, a federal university in southwestern Nigeria. The fact that the university admits students from the existing 36 states of the country makes it highly heterogeneous. The choice of this institution is based on its heterogeneity, accessibility to the researcher and its recognition as a pacesetter for all higher institutions in Nigeria. Following 16 in-depth interviews and four focus group discussion involving 36 undergraduate students, a structured

questionnaire was designed and distributed to a random sample of 800 students in eight hostels selected both within and outside the institution. The sample respondents were selected from each hostel following a two-stage stratified cluster sampling design. At the first stage, a random sample of clusters of halls of residence within and outside the campus was selected. In the second stage, the blocks and floors of residence were listed and randomly selected. An initial pilot study was performed before a final questionnaire was developed.

The questionnaire included close and open-ended questions addressing the students' demographic characteristics, knowledge and experience of sexual violence as well as strategies for preventing the violence. A biographical approach to the semi-structured interview schedule and the use of grounded questions (Wilmot, 2007) enabled sexual violence to be examined within the context of the respondents' understanding in a patriarchal environment. Different aspects of respondents' encounter with sexual violence were explored in the interviews. These include forms of sexual violence (for example, verbal assault, physical assault, and sexual harassment), whether any case of sexual violence was reported, to whom the report was made and actions taken after the report.

In conformity with the social sciences research ethical principles, the purpose of the study was communicated to the respondents for obtaining their consent and assent. Eight research assistants were employed for the study among the University of Ibadan students to gain entry to the study cite and provide insiders' accounts of the problem under investigation. Their understanding of

campus idioms encouraged respondents to freely express their opinions. The atmosphere of the interview was so relaxed that the respondents freely narrated their sexual experiences without fear of intimidation. All the 800 respondents filled in the structured questionnaire administered by eight student research assistants in different hostels depending on the preferences of the respondents and the importance of conducting a survey in a natural setting (Johnson, 2002; Eder & Fingerson, 2002). The data were processed using the SPSS software while the results were presented in univariate and bivariate forms through percentages and Chi-square tests to establish relationship among core variables.

FINDINGS AND DISCUSSIONS

Table 1 captures the key characteristics of 800 respondents and their knowledge of sexual violence. The majority (72.5%) had attained higher level of study but few (24.1%) disclosed personal experience of sexual abuse with high (62.1%) awareness of students' susceptibility to sexual abuse on campus. The respondents generally displayed high awareness of sexual violence but they recorded low rate of personal experience. Academic performance measured by the Grade Point Average (GPA) was found to be significantly associated with knowledge of sexual violence. Those within upper second class and first class categories had high (80% and 50%) knowledge of sexual violence while their counterparts within lower second class downward had high (41.2%) experience and higher (63.6%) awareness of sexual violence. The ages of many (60%) ranged from 21 to 25 years and the highest (37.5%) proportion of sexual violence experience was found in

this age category as against the highest (77.8%) awareness found among those aged 26-30 years. Surprisingly, though equal proportion of men and women participated in the study more men (35%) than women (20%) reported personal experience of sexual violence while more women (70%) than men (50%) displayed higher awareness of sexual violence.

This finding throws up gender factor in denial and disclosure of intimate sexual experience. Women tend to talk more about other people's experience while men have tendency to exaggerate their own experience. Unlike several studies that reported only women's experience of sexual violence (Dunne, 2006; Llyod 2005; WHO 2005; Okoro & Osawemen, 2005; Erulkar, 2004; Jcjeebhoy & Bott, 2003), this study reports the experiences of both men and women. All the men and women in the study were not married but they displayed high (60%) awareness with low (27.5%) experience of sexual violence. This finding has implications for understanding violence in young people's exposure to pre-marital sex. Considering the contradictions in awareness and experience, this finding resonates and transcends Moore's (2005) report that many women's first sexual experience was forced on them. In this case, many women's first and subsequent sexual experience was forced on them. It was also reported that women violated men's sexual rights. Samples of narratives of men's experience of sexual violence include the following:

Yes! Yes oh! Why Not! Women can force sex on men. They can force us to do something that they want. But you have to understand women strategies before you can believe [...] For example, women may not talk but they can use body language or hold you or touch you until your body start to react somehow. (Male FGD)

A male discussant noted:

I can boldly say that women have harassed me sexually...There is this woman (name withheld) in the compound where I stay. Her husband is in abroad and she has only one child in boarding school. Anytime she is around she would call me and gist about different things. Now one day, alarm blew. She called me to her room to help her check her TV that the thing was not working. But I plugged the TV and it worked but she said I should wait and watch if it will not trip off. I can't tell you what she did next but she harassed me sexually till I lost control. (Male IDI)

Furthermore, ethnic groups, number of sexual partners and timing of the most recent sexual intercourse were found to be significantly connected with awareness and experience of sexual violence as can be seen in Table 1. Both awareness (70%) and experience (50%) of sexual violence tend to increase with the number of sexual partners.

Table 1: Respondents' Characteristics and Knowledge of Sexual Violence

| Characteristics | Respondents (%) | Knowledge of Sexual Violence | | | |
|------------------------------------|-----------------|--|--------|-------------------------------------|--------|
| | | Heard Students Mention They Were Sexually Abused | | Personally Experienced Sexual Abuse | |
| | | Yes (%) | No (%) | Yes (%) | No (%) |
| Level of Study * | | | | | |
| 100-300 | 220 (27.5) | 54.5 | 45.5 | 36.4 | 63.6 |
| ≥400 | 580 (72.5) | 62.1 | 37.9 | 24.1 | 75.9 |
| Grade Points Average (GPA) * | | | | | |
| ≥ 6.0 | 40 (5) | 50 | 50 | 0 | 100 |
| 4.5-5.9 | 200 (25) | 80 | 20 | 20 | 80 |
| 2.5-4.4 | 340 (42.5) | 47.1 | 52.9 | 41.2 | 58.8 |
| < 2.5 | 220 (27.5) | 63.6 | 36.4 | 18.2 | 81.8 |
| Sex * | | | | | |
| Male | 400 (50) | 50 | 50 | 35 | 65 |
| Female | 400 (50) | 70 | 30 | 20 | 80 |
| Age (Years) | | | | | |
| 16-20 | 140 (17.5) | 42.9 | 57.1 | 14.3 | 5.7 |
| 21-25 | 480 (60) | 58.3 | 41.7 | 37.5 | 62.5 |
| 26-30 | 180 (22.5) | 77.8 | 22.2 | 11.1 | 88.9 |
| Ethnic Group * | | | | | |
| Hausa | 20 (2.5) | 0 | 100 | 0 | 100 |
| Igbo | 200 (25) | 70 | 30 | 20 | 80 |
| Yoruba | 480 (60) | 62.5 | 37.5 | 33.3 | 66.7 |
| Other | 100 (12.5) | 40 | 60 | 20 | 80 |
| Marital Status | | | | | |
| Never Married | 800 (100) | 60 | 40 | 27.5 | 72.5 |
| Sexual Partners * | | | | | |
| 0 | 220 (27.5) | 63.6 | 36.4 | 27.3 | 72.7 |
| 1 | 380 (47.5) | 52.6 | 47.4 | 15.8 | 84.2 |
| ≥ 2 | 200 (25) | 70 | 30 | 50 | 50 |
| The Most Recent Sexual Intercourse | | | | | |
| None | 220 (27.5) | 63.6 | 36.4 | 27.3 | 72.7 |
| Days | 40 (5) | 50 | 50 | 50 | 50 |
| Weeks | 220 (27.5) | 45.5 | 54.5 | 27.3 | 72.7 |
| Months | 200 (25) | 80 | 20 | 30 | 70 |
| No Response | 120 (15) | 50 | 50 | 16.7 | 83.3 |

* Significant at P < 0.05.

Table 2 depicts the interplay of respondents' characteristics and forms of sexual violence, which ranged from verbal assaults to physical assaults, sexual harassment and rape. The majority (72.5%) of the respondents in higher level of study mentioned awareness of physical assaults (20.7%), while those (27.5%) in lower level of study in the university mentioned awareness of sexual harassment and rape (27.3%, 18.2%). The respondents with high GPA (30%) mentioned physical assaults, sexual harassment and rape (50%, 30%, and 30%) while their counterparts with low GPA (70%) mentioned sexual harassment, physical assault and rape (29.3%, 26.8%, and 26.8%). Equal proportion

(50%) of male and female equally mentioned sexual harassment and rape (20% each). Similarly, different age groups and ethnic groups as well as various sexual partners mentioned different forms of sexual violence but sexual harassment occurred more frequently among the groups. This finding is in tandem with Denga & Denga (2004)'s conclusion that sexual harassment cuts across continents, nations and cultures in basic and peculiar forms. However, the governing councils of the Nigerian Universities do not condone sexual harassment or other forms of sexual violence. Thus, the university structure can be utilised to address the problem.

Table 2: Respondents' Characteristics and Forms of Sexual Violence

| Characteristics | Respondents (%) | Sexual Violence Mentioned | | | | |
|-----------------------------|-----------------|---------------------------|----------------------|-----------------------|----------|--------|
| | | Verbal Assault (%) | Physical Assault (%) | Sexual Harassment (%) | Rape (%) | NR (%) |
| Level of Study | | | | | | |
| 100-300 | 220 (27.5) | 9.1 | 0 | 27.3 | 18.2 | 45.5 |
| ≥400 | 580 (72.5) | 13.8 | 20.7 | 13.8 | 13.8 | 37.9 |
| Grade Points Average | | | | | | |
| ≥ 6.0 | 40 (5) | 0 | 50 | 0 | 0 | 50 |
| 4.5-5.9 | 200 (25) | 10 | 10 | 30 | 30 | 20 |
| 2.5-4.4 | 340 (42.5) | 11.8 | 11.8 | 11.8 | 11.8 | 52.9 |
| < 2.5 | 220 (27.5) | 12.5 | 15 | 17.5 | 15 | 40 |
| Sex | | | | | | |
| Male | 400 (50) | 10 | 15 | 15 | 10 | 50 |
| Female | 400 (50) | 15 | 15 | 20 | 20 | 30 |
| Age (Years) | | | | | | |
| 16-20 | 140 (17.5) | 14.3 | 0 | 14.3 | 14.3 | 57.1 |
| 21-25 | 480 (60) | 4.2 | 20.8 | 12.5 | 20.8 | 41.7 |
| 26-30 | 180 (22.5) | 33.3 | 11.1 | 33.3 | 0 | 22.2 |
| Ethnic Group | | | | | | |
| Hausa | 20 (2.5) | 0 | 0 | 0 | 0 | 100 |
| Igbo | 200 (25) | 10 | 10 | 30 | 20 | 30 |
| Yoruba | 480 (60) | 12.5 | 16.7 | 16.7 | 16.7 | 37.5 |
| Other | 100 (12.5) | 20 | 20 | 0 | 0 | 60 |
| Marital Status | | | | | | |
| Never Married | 800 (100) | 12.5 | 15 | 17.5 | 15 | 40 |
| Sexual Partners | | | | | | |
| 0 | 220 (27.5) | 18.2 | 0 | 27.3 | 18.2 | 36.4 |
| 1 | 380 (47.5) | 10.5 | 21.1 | 15.8 | 5.3 | 47.4 |
| ≥ 2 | 200 (25) | 10 | 20 | 10 | 30 | 30 |
| Recent Intercourse | | | | | | |
| Never | 220 (27.5) | 18.2 | 0 | 27.3 | 18.2 | 36.4 |
| Days | 40 (5) | 0 | 0 | 0 | 50 | 50 |
| Weeks | 220 (27.5) | 0 | 27.3 | 9.1 | 9.1 | 54.5 |
| Months | 200 (25) | 30 | 10 | 20 | 20 | 20 |
| No Response | 120 (15) | 0 | 33.3 | 16.7 | 0 | 50 |

Table 3 set out the respondents' experience on issues associated with sexual violence in the university. The scores of the issues showed a very high level (79%) of awareness of patriarchal dominance and high (60%) incidence of sexual violence, which was either attempted or acted. It was however surprising that almost all respondents did not report their knowledge of sexual violence to the university authorities. Their undesirable silence can be attributed to patriarchal dominance. This finding resonates with Soyinka-Airewele's (2005) assertion many students whose sexual rights were violated were averse to the possibility of mediated confrontation with the perpetrators of sexual violence due to fear of intimidation or academic failure.

Similarly, earlier studies on sexuality (Byers & Eno, 1991) painted compelling and vivid pictures of patriarchal terrorism. In contrast, studies on women's sexual coercion revealed that fewer women were sexually coercive, and when women were sexually coercive they used less forceful techniques (Christopher, Madura & Weaver, 1998). Thus, it can be deduced that forced sex in any relationship constitutes a problem and a dark side to sexuality. The use of force is a clear index of sexual aggression. The respondents' awareness about the prevalence of sexual rights violation was high but they reported relatively low rate of personal experience of different forms of sexual violence.

Table 3: Respondents' Experience on Issues Associated with Sexual Violence

| Issues Associated with Sexual Violence | Experience | |
|--|------------|--------|
| | Yes (%) | No (%) |
| Awareness of patriarchal dominance | 79 | 21 |
| Ever heard of sexual abuse | 60 | 40 |
| Experienced sexual abuse | 27.5 | 72.5 |
| Body rubbed without consent | 52.5 | 47.5 |
| Kissed without consent | 45 | 55 |
| Sexual organ touched without consent | 22.7 | 77.5 |
| Privacy invaded without consent | 37.5 | 62.5 |
| Sexed without consent | 10 | 90 |
| Insulted for refusal to have sex | 40 | 60 |
| Ever heard that sex was forced on a student | 75 | 25 |
| Experienced forced sex | 22.5 | 77.5 |
| Ever heard that students were raped | 60 | 40 |
| Tricked to have sex | 22.5 | 77.5 |
| Threatened to have sex | 12.5 | 87.5 |
| Pressurised to have sex | 42.5 | 57.5 |
| Locked up to have sex | 22.5 | 77.5 |
| Physically forced to have sex | 12.5 | 87.5 |
| Experienced rape | 2.5 | 97.5 |
| Report of unwanted sexual experience | 0 | 100 |
| Awareness of university policy on sexual behaviour | 62.5 | 37.5 |
| Ever taken action to prevent sexual abuse | 75 | 25 |

Table 4 covers the respondents' understanding of the factors influencing unwanted sexual experience. The rate of unwanted sexual experience was higher among the respondents with lower levels of study as 72.7% of them had unwanted sexual experience at least three times in three months. Frequency of exposure to unwanted sexual experience was influenced by several factors such as levels of study, academic performance, gender, age and number of sexual partners but the proportion reduced with knowledge of sexual violence and awareness of the university policy that regulates sexual behaviour on campus. For

instance, among the female, 60% were subjected to unwanted sexual experience for at least three times in three months (Table 4). The female were more likely to suffer from unwanted sexual experience than their male counterparts who were less likely to be repeatedly subjected to unwanted sexual experience. In terms of the forms of sexual violence experienced and their prevalence, verbal assaults occurred most frequently with 66.6% followed by sexual harassment with 50%. This finding implies that those that experienced verbal assaults and sexual harassment were frequently abused.

Table 4: Factors Influencing Unwanted Sexual Experience

| Selected Variables | N (%) | Unwanted Sexual Experience in the Last Three Months | | |
|--|------------|---|----------------|--------------|
| | | None (%) | Once-Twice (%) | ≥ Thrice (%) |
| Level of Study | | | | |
| 100-300 | 220 (27.5) | 0 | 27.3 | 72.7 |
| ≥400 | 580 (72.5) | 27.6 | 27.6 | 44.8 |
| Grade Points Average | | | | |
| ≥ 6.0 | 40 (5) | 0 | 50 | 50 |
| 4.5-5.9 | 200 (25) | 40 | 30 | 30 |
| 2.5-4.4 | 340 (42.5) | 17.6 | 29.4 | 52.9 |
| < 2.5 | 220 (27.5) | 9.1 | 18.2 | 72.7 |
| Sex | | | | |
| Male | 400 (50) | 20 | 35 | 45 |
| Female | 400 (50) | 20 | 20 | 60 |
| Age (Years) | | | | |
| 16-20 | 140 (17.5) | 28.6 | 0 | 71.4 |
| 21-25 | 480 (60) | 20.8 | 37.5 | 41.7 |
| 26-30 | 180 (22.5) | 11.1 | 22.2 | 66.7 |
| Sexual Partners | | | | |
| 0 | 220 (27.5) | 18.2 | 18.2 | 63.6 |
| 1 | 380 (47.5) | 21.1 | 31.6 | 47.4 |
| ≥ 2 | 200 (25) | 20 | 30 | 50 |
| Students' mention of sexual abuse | | | | |
| Yes | 480 (60) | 25 | 25 | 50 |
| No | 320 (40) | 12.5 | 31.3 | 56.3 |
| Experience of sexual abuse | | | | |
| Yes | 220(27.5) | 9.1 | 36.4 | 54.5 |
| No | 580(72.5) | 24.1 | 24.1 | 51.7 |
| Sex of the sexually abused | | | | |
| No Response | 320 (40) | 12.5 | 31.3 | 56.3 |
| Female | 480 (60) | 25 | 25 | 50 |
| Form of sexual violence experienced | | | | |
| No Response | 580 (72.5) | 24.1 | 24.1 | 51.7 |
| Verbal Assaults | 120 (15) | 16.7 | 16.7 | 66.7 |
| Physical Assaults | 20 (2.5) | 0 | 100 | 0 |
| Sexual Harassment | 80 (10) | 0 | 50 | 50 |
| Major cause of sexual violence | | | | |
| Improper Dressing | 300 (37.5) | 33.3 | 20 | 46.7 |
| Immorality | 120 (15) | 0 | 33.3 | 66.7 |
| Power | 160 (20) | 0 | 12.5 | 87.5 |
| Other | 220 (27.5) | 27.3 | 45.5 | 27.3 |
| Action taken against unwanted sex | | | | |
| Quitting | 340 (42.5) | 17.6 | 41.2 | 41.2 |
| Shouting | 220 (27.5) | 9.1 | 27.3 | 63.6 |
| Fighting | 100 (12.5) | 20 | 0 | 80 |
| Caution/Talking | 140 (17.5) | 42.9 | 14.3 | 42.9 |
| University policy on sexual behaviour | | | | |
| Yes | 500 (62.5) | 16 | 32 | 52 |
| No | 300 (37.5) | 26.7 | 20 | 53.3 |
| University decision on sexual violence | | | | |
| Encourage | 80 (10) | 25 | 0 | 75 |
| Discourage | 640 (80) | 18.8 | 31.3 | 50 |
| Don't Know | 80 (10) | 25 | 25 | 50 |

CONCLUSION

This study focused on sexual violence in a Nigerian university. It has provided robust findings and scientific basis for the necessity of reintroducing sexual policy to universities in Nigeria. As demonstrated in this study, respondents recognised different issues associated with sexual violence as priorities and viewed addressing them as necessary for promoting career development among university students. This study shows a predominance of verbal assaults and sexual harassment in the study area. The awareness of sexual harassment was highest compared to assaults and rape, while the experiences of verbal assaults were mostly frequent. In agreement with findings of this study, reports in literature have shown that sexual harassment is pervasive in Nigerian universities. The popularity of sexual harassment and verbal assaults indicates a need for concerted awareness on all forms of sexual violence to facilitate pragmatic actions and reliable strategies for their prevention.

Students in universities would require more physical and emotional protection against sexual violence. Different forces fuel the prevalence of sexual violence and a holistic attempt is required to confront them. The forces fuelling sexual violence remain despite the university policy that protects students. This drives home the importance of bridging the gaps between students and university authorities towards collective efforts in mitigating the menace of sexual violence. The University of Ibadan has a policy encouraging students to report any form of sexual violence. As a manifestation of the policy, the University of Ibadan inaugurated students and staff disciplinary committees charged with the responsibilities

of investigating and recommending sanctions against reported cases of indiscipline including sexual violence.

However, much of students' complaints pertaining to sexual violence have not been lodged largely due to patriarchal dominance. Although the majority had adequate knowledge of the university policy that promotes protection of students against sexual violence many including those that experienced sexual violence have not reported their experience. Thus, many students are yet to explore the university regulations on sexual behaviour to seek redress against sexual violence. A major issue that came up during the survey is the uncertainty about the university position on having sexual relationships in the university. By implication, the university policy including the disciplinary committees may not yield fruitful results until students are sure of their sexual and career safety after reporting.

Apart from patriarchal dominance, other factors that hinder students from utilising the university capacity to ensure sexual safety should be identified and evacuated. These factors may include misconceptions and misinformation. Therefore it is essential to revisit the university regulation on sexual behaviour and make it less patriarchal, and its provisions clearer to students. The misconceptions by some students that reporting sexual violence would lead them into trouble should be corrected. In this regard, the university and the Nigerian government can ensure sexual safety and promote career development in higher institutions if they collectively agree to put the lives and career of young women at the centre of their priorities.

Furthermore, students help centers can help students to overcome the fear or problems of sexual violence through enlightenment, counselling and intervention that can positively transform students and empower them to resist sexual violence. Above all, the solution to the menace of sexual violence must include a radical approach that will re-equip young men and

women with positive thinking and understanding. The advancement in information and communication technologies (ICT) can be explored as a means of empowering students. The study has shown the need to provide students with opportunities to electronically report cases of sexual abuse to designated authorities.

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