



SEXUAL VIOLENCE IN NIGERIAN TERTIARY EDUCATION INSTITUTIONS: CAUSES, CASES, RISK FACTORS, EFFECTIVE MANAGEMENT AND COPING STRATEGIES FOR THOSE TRAUMATIZED

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Abstract

Incidences of sexual violence in Nigerian tertiary education institutions is on a high rampage. Most of the female students who were sexually violated and raped by their fellow students and lecturers usually keep quiet at times because of the fear of stigmatization and the trauma in which they undergo. Scholarly literature and national reports have shown clear evidences of rape, molestation and sexual violence committed especially against female students within campuses of the Nigerian tertiary education institutions and in most cases leading to dropout from studying and death. The Nigerian tertiary institutions are well known as citadel of learning which train responsible and disciplined individuals for effective contributions towards national development, therefore, must neither condole any form of sexual violence, molestation nor harassment of any sort against any individual. However, there certain factors that poses a high risk, also responsible for sexual violence among students which needs to be addressed. Discussions in the paper therefore have been made to examine sexual violence in Nigerian tertiary education institutions looking at the causes, cases, risk factors, effective management and coping strategies for those traumatized. Some concepts were defined in the paper. Also discussed in the paper were the causes of sexual violence, cases reported and the risk factors from sexual violence. Effective management and coping strategies for those traumatized which could be used in order to curb and control sexual violence

in the Nigerian tertiary institutions were further discussed to conclude the paper.

Keywords: *Sexual Violence, Nigerian Tertiary Institutions, Causes, Cases, Risk Factor, Effective Management, Coping Strategies, Those Traumatized*

Introduction

Sexual violence committed especially against women is considered as a crime and an evil act in Nigeria. This evil act which is punishable by any Court of Law and equally an abominable offence, condemned by God, including in the various Nigerian culture and institutions is well known to also exist in the Nigerian tertiary education institutions. The act of sexual violence has been described by Balogun, Ahmed, Iyekolo and Ayorinde as an act of sexual nature committed without consent of the other party (82). Sexual violence is a generic term that is defined as any involuntary sexual act in which a person is threatened, coerced, or forced to engage, or any sexual touching of a person who has not consented. This includes rape (such as forced vaginal, anal or oral penetration), inappropriate touching, forced kissing, child sexual abuse, or the torture of the victim in a sexual manner. Sexual violence is a gender-based issue and a violent crime against both the individual and the society (Balogun, Ahmed, Iyekolo and Ayorinde 82-83). Onoyase in his study cited various definitions of sexual violence from different authors perspectives. Akinade cited by Onoyase defined sexual violence as an unacceptable concept that involves an aggression against another person's body or psyche using sex as a weapon. It occurs in diverse places such as home, school and work place. He stressed that in view of the peculiar nature of lecturer-student relationship in tertiary education in Nigeria, some degree of sexual harassment maybe exhibited (77). Morley and Lussier also cited in Onoyase work commented that, sexual violence mostly against females is a global problem, that has permeated the fabrics of higher education institutions and many work places where human beings interact. Sexual violence in the higher education institutions is not limited to Africa alone but extends to the European countries as well (77). Ogunbameru cited in Onoyase noted that one of the factors responsible for sexual violence in Nigerian tertiary education to include, indecent dressing pattern among female students. Ogunbameru further asserted that the female

students dress in this manner to entice male lecturers. Abubakar, Mohammed, Bala, Abdulkarim and Mohammed cited in Onoyase as well, equally maintained that a factor speculated as favouring sexual violence in institutions of higher learning is indecent dressing by females which exposes their sexual body parts (such as breast, navel and buttocks) through tight and transparent wears. All these factors and many more has been responsible for the various forms of sexual violence against young women in the tertiary institutions (Onoyase 77). There several forms of sexual violence committed against women in the society and in the Nigerian tertiary education institutions as well.

Haarr, citing instances of sexual violence observed that two of the most common and universal forms of violence against women are intimate partner violence and sexual violence. Intimate partner violence by a current or former male partner or spouse is a serious, but preventable form of violence that affects millions of women worldwide. The violence can be emotional, economic, psychological or physical, including sexual abuse and murder. In countries where reliable, large-scale studies have been conducted, between 10 percent and 71 percent of women report they have been physically or sexually abused, or both, by an intimate partner (WHO). Intimate partner violence is so deeply embedded in many cultures and societies that millions of women consider it an inevitable part of life and marriage. Many battered women suffer in silence because they fear retribution and negative repercussions and stigmatization for speaking out. Sexual violence includes harassment, assault and rape. It is a common misperception that women are at greater risk of sexual violence from strangers; in reality, women are most likely to experience sexual violence from men they are intimate with or know. During times of war and armed conflict, rape and sexual violence perpetrated upon women are systematically used as a tactic of war by militaries and enemy groups to further their political objectives (Haarr 55). Therefore, it is very disheartening that young girls and women still pass through the immoral act of sexual violence and assault in the Nigerian tertiary education institutions. The extent of increase in sexual violence and assault in the Nigerian tertiary institutions remains a great disappointment and embarrassment to both the nation and humanity. The incessant immoral act continues to damage the good image and integrity of Nigerian tertiary education institutions abroad. The act of this nature, on the other hand, poses great danger to the life of students and needs to be addressed immediately. Sexual violence

with all its compounding risk factors has been a cankerworm that is eating deep into the management of the Nigerian tertiary institutions. It is prevalent in the tertiary education institutions and equally seen as a global common social problem in educational settings. While it is well addressed in college and university campuses in most developed countries of the world through specific policies, management strategies and mechanisms of enforcement, it remains a taboo topic in African colleges and universities particularly in Nigeria (Balogun, Ahmed, Iyekolo and Ayorinde 82). The Nigerian tertiary education institutions are very important academic higher institutions of learning with highly enlightened individuals which much not condole any form of sexual violence showcased to be an evil, taboo and act of molestation against the women folk. Again, the tertiary education institutions are institutions with high repute and integrity, as such, various forms of sexual discrimination, violence and assault must not be condoned, but abolished from the system. Whereby, the problem of sexual violence is allowed and neglected to become prevalent in the Nigerian tertiary institutions, this will scare young girls and women from seeking admissions into the various tertiary education institution which has consequences on national development. A lot of literature has proven that women that have gone any form of sexual violence do not have the will power and zeal to contribute towards national development. This is so because of the psychological trauma, emotional instability and imbalances coupled which health problems inflicted as a result of the sexual violence. The problem of sexual violence needs to be properly addressed and eradicated totally in the Nigerian tertiary institutions. If these culprits are allowed to go scot-free from these terrible acts, they would not only commit this crime within the tertiary institutions but take it beyond the institutions into the main society.

The culprits of sexual violence should not go unpunished in the Nigerian tertiary institutions. Failure to do so by education stakeholders and the Nigerian government would risk the chances of damaging and destroying the image, integrity and reputation of the tertiary education institutions in the country. Rubiano-Matulevich attested that eliminating all forms of violence at work and in education is not only the right thing to do from a human and labour rights perspective, but it also is the smart thing to do for employers and educational institutions in terms of improving academic performances and achievements, workplace efficiency and productivity. Equally important is the fact that sexual

violence which encourages other forms of harassments is one of the leading causes of high turnover and absenteeism at school and work (2). From the foregoing discussion therefore, the issues concerning sexual violence in Nigerian tertiary education institutions looking at the causes, cases, risk factors, effective management and coping strategies for those traumatized, which is the main thrust of the paper, have been extensively discussed in various sections in the paper. Section one is an outlook of some key definition of concepts, like the concept of sexual violence, which also discussed people involved in sexual violence in the Nigerian tertiary education institutions and types of sexual violence occasioned in the Nigerian tertiary education institutions. The concept of the Nigerian tertiary education institutions was also disclosed in the paper together with the goals of Nigerian tertiary education institutions, and several reasons why individuals' gain admissions into tertiary institutions. These reasons, has warranted it necessary and important for Nigerian tertiary education institutions to be made conducive for students' learning and safety in order to be free from all sorts of sexual violence, assault, harassment, sexual victimization and intimidation. Section two of the paper discussed the causes of sexual violence in the Nigerian tertiary education institutions. Also discussed under section three of the paper were some cases of sexual violence reported in the tertiary education institutions and society beyond. The risk factors involved from sexual violence acts in the Nigerian tertiary education institutions were further discussed in section four, while the effective management and coping strategies for traumatized victims of sexual violence in Nigerian tertiary education institutions, discussed under section five, was used to conclude the paper. Conclusion was finally drawn on the paper and references attached in the last sections of the paper.

Definition of Concepts

Concept of Sexual Violence

Sexual violence is an evil act mostly committed against females and young girls within the Nigerian society including the Nigerian tertiary institutions. Sexual violence has equally been well defined by several scholars and authorities. Rubiano-Matulevich described sexual violence as any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any

setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part, or object (2). This immoral act as further disclosed by the University of Michigan cited in Rubiano-Matulevich involves any form unwelcomed advances, requests for sexual favours, verbal and physical conduct of sexual nature of assault or harassment which comes in form or as a result when;

- i. The conduct is made as a term or condition of an individual's employment, education, living environment or participation in a University community.
- ii. The acceptance or refusal of such conduct is used as the basis or a factor in decisions affecting an individual's employment, education, living environment, or participation in a University community.
- iii. The conduct unreasonably impacts on an individual's employment or academic performance or creates an intimidating, hostile or offensive environment for that individual's employment, education, living environment, or participation in a University community (Rubiano-Matulevich 1).

Haarr noted that sexual violence against women is a serious human rights violation and a public health problem of global proportions. The Declaration on the Elimination of Violence against Women cited in Haarr, adopted by the United Nations General Assembly in 1993, defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life" (Haarr 54). The loveisrespect.org sees sexual violence as an assault against any individual. To them, sexual violence is an abuse which refers to any action that pressures or coerces someone to do something sexually they don't want to do. It can also refer to behaviour that impacts a person's ability to control their sexual activity or the circumstances in which sexual activity occurs, including oral sex, rape or restricting access to birth control and condoms. Some examples of these sexual violence and abuse are: unwanted kissing or touching, unwanted rough or violent sexual activity, rape or attempted rape, refusing to use condoms or restricting someone's access to birth control, keeping someone from protecting themselves from sexually transmitted infections (STIs), sexual contact with someone who is very drunk, drugged, unconscious or otherwise unable to give a clear and informed "yes" or "no", and threatening or pressuring someone into unwanted sexual activity (no page

number n.p). The Rape, Abuse and Incest National Network cited in Egbegi, Ajah and Onyejebu defined sexual violence as unwanted sexual contact that stops short of rape or attempted rape. This includes sexual touching and fondling. Sexual violence can be defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work (2). Adeleke, Olowookere, Hassan, Komolafe, and Asekun-Olarinmoye cited in noted that sexual violence encompasses a wide range of activities ranging from rape to physically less intrusive sexual contacts, whether attempted or completed. It involves lack of consent; the use of physical force, coercion, deception or threat; and/or the involvement of a victim that is asleep, unconscious, under aged, mentally incapacitated or physically impaired as a result of voluntary or involuntary alcohol or drug consumption (Home Office cited in Egbegi, Ajah and Onyejebu 2). The National Center for Victims of Crime states also cited in Egbegi, Ajah and Onyejebu noted that sexual violence takes many forms including attacks such as rape or attempted rape, as well as any unwanted sexual contact or threats. Usually, sexual violence occurs when someone touches any part of another person's body in a sexual way, even though clothes, without that person's consent. Sexual violence in the Nigerian tertiary institutions is an abominable act committed by insiders, that is, people in the institutions and this have further been disclosed in the next section.

People involved in Sexual Violence in the Nigerian Tertiary Education Institutions

The perpetrators of sexual violence in the Nigerian tertiary education institutions include: academic staff, non-academic staff and students against their fellow students as well. Outside the institutions, this immoral act is perpetrated and inflicted on students by strangers, neighbours, close friends, relatives and parents (guardians, foster & step parents) in most cases. Agbonna cited in Balogun, Ahmed, Iyekolo and Ayorinde stated that female victims are much more likely to be violated and assaulted by an acquaintance (such as a friend or co-worker), a dating partner, an ex-boyfriend or an intimate partner than by a complete stranger (83). According to Onoyase, sex in exchange for

grades which is a form of sexual violence are found in tertiary institutions in Nigeria, where some male lecturers believe they could perpetuate this evil act as they wish (78). Onoyase quoting Adedokun noted that male academic staff were likely to be the main perpetrators of sexual violence in tertiary education institutions. Continuing Onoyase stated that other perpetrators include non-academic male staff who oversee administration, registration, record keeping, examination and students' disciplinary committees (Onoyase 77). Nwadiani cited in Onoyase reporting in the 12th convocation ceremony lecture of the Delta State University, Abraka Nigeria, stated that sexual violence of female students by lecturers have become a common practice in some universities in Nigeria. He cited the recent cases of Obafemi Awolowo University, Ile –Ife and Ambrose Ali University Ekpoma where two male professors demanded sex from two female students in exchange for marks. Nwadiani cited in Onoyase further noted that this new but dangerous development in Nigerian universities may have turned some of these institutions to prostitution/commercialization sex centres (Onoyase 78). Odu and Babalola study of (2009) cited in Onoyase showed that male lecturers in the four tertiary institutions use good grades as a bait to seduce female students into having sexual relationship with them. The finding equally revealed 83.3 percent of the university administrators in the four institutions used their position as a threat to have sexual relationship with the female students. The finding also indicated that male academic staff were most sexual harassers and violated with 96 percent, university administrators' 3 percent while male non –academic staff, 1 percent (Onoyase 78).

Types of Sexual Violence Occasioned in the Nigerian Tertiary Education Institutions

Before discussing the types of sexual violence occasioned or prevalent in the Nigerian tertiary education institutions, there is also the need to look into various sexual violence committed against women generally in the society. Haarr's report showed that there are various forms of violence against women and girls which are related to marriage - child marriage, forced arranged marriages, bride kidnapping, and dowry-related deaths and violence. Child marriage and forced marriages are common in Africa countries including Nigeria, South and Central Asia, and the Middle East. South Asia reportedly has some of the highest rates of child marriages in the world. In South Asia,

young women are murdered or driven to suicide as a result of continuous harassment and torture by husbands and in-laws trying to extort more dowry from the bride and her family. In other parts of the world, such as Central Asia, the Caucasus region and parts of Africa, women are at risk of bride kidnappings or marriage by capture, in which a man abducts the woman he wishes to marry. Honour killings - the killing of females by male relatives to restore family honour — are deeply rooted in some cultures where women are considered the property of male relatives and are responsible for upholding family honour. This is the case particularly in the Middle East, South Asia and Africa countries. Honour killings have even occurred in immigrant communities in Europe and North America. A woman can be killed for talking to a male who is not a relative, consensual sexual relations outside of marriage, being raped, refusing to marry the man of her family's choice, disrespecting her husband or seeking a divorce (Haarr 56). Finally, trafficking of women and girls for sexual exploitation, marriage, domestic servitude and labour is another form of violence against women. Women are deceived and coerced by traffickers who promise jobs and the opportunity for a better life. Parents sell their daughters for small sums of money or promises of remittances for the child's labour. Traffickers often target poor and vulnerable communities, but young women seeking to study or work abroad can also be at risk. Trafficking is a modern-day form of slavery that affects millions of women and girls worldwide (Haarr 56-57). Mezie-Okoye and Alamina confirmed in their work that various forms of sexual violence can occur in the university setting among undergraduates and they include rape (by strangers or in dating relationships), unwanted sexual advances, sexual harassment, demanding sex in return for favours, sexual abuse of mentally or physically disabled people, and fondling or grabbing of sensitive parts (80). Egbegi, Ajah and Onyejebu says that sexual violence acts include but are not limited to:

- i. Putting a penis, object or other parts of the body into someone mouth, anus or vagina.
- ii. Being forced to give or receive oral sex -putting a penis into someone mouth.
- iii. Being forced to masturbate or forced to watch someone masturbate.
- iv. Unwanted sexual touching -on private parts of the body.
- v. Sexual harassment -making inappropriate sexual comments.
- vi. Voyeurism - someone exposes themselves to you.

viii. Making someone watch a sexual act or pornography (2).

From all the above discussions, the most common sexual violence in the Nigerian tertiary institutions are rape, forceful sex, human trafficking and sex in exchange for grades, among many others.

Concept of Nigerian Tertiary Education Institutions

Education is an instrument for society's development. It is an important instrument for national development which include socio-economic, cultural, political and religious development. The Nigerian education system is structured according to different levels of Early Childhood Care and Development Education (ECCDE) for children of 0-4years; Basic Education for children aged 5-15 years; Post-Basic Education of 3 years for students in Senior secondary schools and Technical Colleges; and Tertiary Education provided in the colleges of education, polytechnics and universities for adults (Federal Republic of Nigeria, FRN vii). The tertiary education which is the main focus of this paper offers educational programmes for human empowerment and enlightenment. The Nigerian tertiary institutions which are also known as higher education are important citadel of higher learning established for the training of manpower in the society. According to the Federal Republic of Nigeria, the Nigerian tertiary education institutions is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teacher's Institutes (NTI) (39). Audu, Lukman and Mohammed, contends that the tertiary education is a weapon with which national development could be attained through inculcation of right attitudes and social interaction towards addressing the intricacy of national disintegration. To this end, tertiary education institutions of learning hold a sensitive key to formation and transformation of our nationhood. When tertiary education is generally considered as a mechanism for development; the tertiary education teaches learners to be transformative agents in order to sustain the development. In lieu of this, tertiary education is a functional tool in achieving national transformation in Nigeria

supposedly if individuals are well-safeguarded and their activities equally monitored towards blending and interfacing local wisdom with global knowledge, values and skills, which will equip students to become a citizen of this country as well as a citizen of the global village (1).

The Nigerian tertiary institutions have been set up with various goals and they are;

- a. Contribute to national development through high level manpower training;
- b. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians;
- c. Provide high quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
- d. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
- e. Promote and encourage scholarship, entrepreneurship and community services;
- f. Forge and cement national unity; and
- g. Promote national and international understanding and interaction (39-40).

Achievement of the above goals warrants that the Nigerian tertiary institutions produces comfortable and conducive atmosphere for learning which makes people want to actualize higher goals by attending any tertiary education institution. Furthermore, individuals in the society might have several reasons of gaining admissions into the tertiary education institutions. There are several reasons why people go to tertiary institutions as identified by Okey-Kalu. These include:

a. Learning from People's Experiences: This is actually very necessary. When an individual goes to a tertiary institution, she will be exposed to both the mistakes and success of others. This means that the individual will have the opportunity of discovering and avoiding wrong decision makings. In other words, the individual will learn how to try out new paths towards success.

b. Deeper Knowledge of the Individual Field of Study: Of course, the individual will have an intense study into her area of specialization.

c. Acquisition of Academic Certificates: A lot of people will say that there is nothing in a higher school certificate. But that is not true because someone that has a post-secondary school certificate can easily fall back on it when she needs to change his source of income. For example, if someone that is self-employed encounters some challenges in her business, she may decide to find a paid job with her certificate until she could sort herself out.

d. Greater Advantage in Job Hunt: People that have higher or tertiary education certificates have added advantages when it comes to getting competitive jobs, especially if they have experience, desired skills and professional certificates.

e. Better Status in the Society: Since Nigerian society respects knowledge; the easiest way to showcase one's own knowledge is by obtaining certificates. In fact, in Nigeria, the higher an individual's certificate is, the greater the respect in the society will be.

f. You are an Authority: If one happens not to study a course in the university or any other school of higher learning, people will not really trust the person's ideas and judgements on related matters. By studying at a particular field of study that gives the individual an edge to discuss issues pertaining to the field than anyone else who did not study in that field.

g. Healthier Self-Esteem: Attending a tertiary education institution helps to boost an individual's self-esteem. With a tertiary education certificate this will boost an individual's status in the society, not because they want to look for a corporate job or use the knowledge they gathered.

Given the importance of tertiary education towards society, it is therefore important to make the learning conducive by handling or quenching all the causes of sexual violence committed against women in these institutions.

Causes of Sexual Violence in the Nigerian Tertiary Education Institutions

Certain factors are responsible for sexual violence committed among females in the Nigerian tertiary institutions. The causes of sexual violence were discovered in Mezie-Okoye and Alamina study. The study found out that most of the victims had their first experience of sexual violence in their first year of study; 124(64.3%) when they were in 100 level, 46(23.8%) in 200 level, 13(6.7%) in

300 level and 10(5.2%) in 400 level. Circumstances leading to abuse were; visiting 61(34.7%), 52 (26.9%) attended a party/social gathering prior to victimization, 30(15.6%) were sleeping, 23(11.9%) were drunk and 21(10.9%) were drugged. Also, previous victimization and consensual sexual activity were found to be associated with sexual violence. Up to 98 (56.0%) of them were in a consensual sexual relationship and 86(44.6%) reported having had a variety of health problems that were related to the sexual assault ranging from depression 39(45.4%) to pregnancy/pregnancy related problems 13(15.1%) (Taiwo, Omole and Omole 82). Of the 193 respondents that have been sexually violated, 6(3.1%) and 12(6.2%) reported to the school authority and to the law enforcement agency respectively, 107(55.5%) told a friend 67(34.7%) sought the services of the health centre and 1(0.5%) visited a psychologist (Mezie-Okoye and Alamina 82). Taiwo, Omole and Omole observed that quite a number of factors have been enumerated as motivation for perpetuation of sexual violence to include in the tertiary institutions and they include: cultism, gangsterism, lust, pursuit of happiness, lack of norm of morality, lack of conscience, pursuit of pleasure, lack of temperance, passion, habit, value, personality disorder, inferiority complex, immaturity, cheapness, abuse of power, and suffering from demonology. In addition, indecent dressing pattern among female students who almost go naked in their appearance can also be driving factors for continued incidence of sexual violence. Many female students are so morally bankrupt that they rely absolutely on their womanhood for high grades without due preparation (Taiwo, Omole and Omole 14). Taiwo, Omole and Omole went further to confirm in their study that the most common trend and causes of sexual violence in the higher educational institutions is sexual advances from male lecturers to female students confirming the unequal power relations where the perpetrator occupies a higher and influential position of authority over the victim and uses such position to perpetrate the act of sexual violence. There are also incidences of sexual violence from male students to female students and some extreme cases of rape where the female student refuses to respond to initial advances. This is also a manifestation of unequal power relation and a gender-based violence that impacts negatively on human rights. Some female students who are lazy in their studies sometimes motivate the male lecturers into an unethical relationship with a view to ‘use what they have to get what they want’, which is a common slogan among such female

students who will not attend classes, sit for any form of assessment and would desire to pass their examinations. Poverty has also been implicated as the major reason for many females yielding to sexual advances even when they are dissatisfied with such actions. This also has a direct link with influence of bad friends who motivates them to engage in unholy actions in order to belong to a particular social class their parents cannot afford. Most female students from poor background who have not developed clear values and future goals are particular target of negative peer influence. Another main reason for a continued perpetuation of sexual violence is the weak system of redress in the higher education institutions. Many victims are not confident to report incidences due to lack of confidence in the institutional structures. There is no hope that perpetrators will be punished and victims will get justice. However, victims are willing to report to trusted friends, school security and school counsellor. This justifies the need for Higher education institution to provide functional counseling and restorative therapy within the school system in order to provide prompt attention to cases of sexual violence (Taiwo, Omole and Omole 17).

Cases of Sexual Violence Reported

Balogun, Ahmed, Iyekolo and Ayorinde reporting the cases of sexual violence against young women and girls in the society said that an estimated 300,000 women are raped and 3.7 million are confronted with unwanted sexual activity annually, the actual magnitude of female sexual assault world over is unknown because it is one of the offences not often reported (83). In a study of hospital emergency room treatments for rape, Balogun, Ahmed, Iyekolo and Ayorinde further stated that the male victims as a group sustained more physical trauma, were more likely to have been a victim of multiple assaults from multiple assailants, and were more likely to have been held captive longer (83). Rubiano-Matulevich observed that the cases of sexual violence can be more prevalent in fields of study and jobs where there is an unequal sex ratio and large power differentials between women and men. Reporting further, Rubiano-Matulevich said that in Nigeria, 70 percent of female graduates from a sample of tertiary institutions reported having been sexually assaulted and harassed, with the main perpetrators being classmates and lecturers (2). The effects experienced by victims were depression and perceived insecurity on campus. A survey administered to 385 female graduate students from Ethiopia found that 78.2

percent of the respondents had experienced physical, 90.4 percent had experienced verbal, and 80 percent had experienced nonverbal form of sexual harassment and violence, respectively (Rubiano-Matulevich 2). The 2018 World Bank Group's Women, Business and the Law data shows that in 59 countries, there are no laws on sexual harassment in the workplace. In 123 countries, there are no laws on sexual harassment in education. In Africa, and Nigeria inclusive (not until recently) 36 of the 47 countries with data do not have laws penalizing sexual harassment and violence in this area. Sexual violence at work and in education is often ignored and unreported, due to myriad sensitivities in many parts of the world. Common reasons for not reporting include: (a) believing that the behaviour was not serious, (b) thinking it is easier to keep quiet or quit rather than face the discomfort of confrontation, and (c) an inability to prove the claim with evidence. It is critical to recognize that sexual assault and sexual violence are different to other types of student misconduct, such as plagiarism. As such, tertiary education institutions should adopt policies to address them (Rubiano-Matulevich 3). Mezie-Okoye and Alamina opined that sexual violence has been reported as the fastest growing crime in many parts of the world, the actual prevalence of sexual violence is unknown as a result of gross underreporting. However, studies have shown that one in four women may have experienced sexual violence by an intimate partner and up to a third of adolescent girls report their experience as being forced. At least one in five women has been sexually abused by a man at some time in her life (79). A study carried out in Southern Nigeria (University of Calabar) and cited by showed that 51.7% of female undergraduates had suffered one form of sexual violence or another⁷. This figure is higher than what was obtained in two studies from Northern Nigeria (13.8%, 22.2%). The prevalence is generally high in Africa and varied between 16% in Cameroun, 23% in Sierra Leone, 34.4% in Ethiopia, 49% in Ghana to 65.6% in Zimbabwe, and 67% in Botswana (Mezie-Okoye and Alamina 79).

Ado, Anthonia and Babagana cited in Egbegi, Ajah and Onyejebu opined that the act of sexual violence which may include rape, forced vaginal, anal or oral penetration, forced sexual intercourse, inappropriate touching, forced kissing, child sexual abuse, or the torture of the victim in a sexual manner is a gender-based issue and a violent crime against both the individual and the society. They further said that an estimated 300,000 women are raped and 3.7 million are

confronted with unwanted sexual activity annually, the actual magnitude of female sexual assault globally is unknown because it is one of the offences not often reported (Egbegi, Ajah and Onyejebu 2). Egbegi, Ajah and Onyejebu further asserted that Information Nigeria in 2012 reported that about 2000 female students of Cross River University of Technology came out to protest over alleged sexual assault, molestation, extortion of female students by staff of the institution. They forged ahead to the Government House to register their grievance with some placards carrying inscriptions such as enough of sexual assault of female students, female molestation, e.t.c. Expectedly, the effects of this violence on victims are so severe to the extent that they may lead to the lack of concentration on academic activities, truancy, unwanted pregnancy, decreased functionality and participation in group activities (2). Given all the above cases cited, this shows that the incidences of sexual violence permeate the Nigerian tertiary education institutions. Hence, the need to identify the risk factors from sexual violence in the institutions.

The Risk Factors Involved from Sexual Violence in the Nigerian Tertiary Education Institutions

There are many risk factors or negative consequences sustained from sexual violence against women and young girls in the tertiary institutions. According to Balogun, Ahmed, Iyekolo and Ayorinde the immediate consequences for the woman may include unwanted pregnancy or a sexually transmitted disease. The long-term effects are depression, other mental health disorders and suicide. Outside of law, the term rape ("an assault by a person involving sexual intercourse with another person without that person's consent") is often used interchangeably with sexual assault, a closely related (but in most jurisdictions technically distinct) form of assault typically including rape and other forms of non-consensual sexual activity (83). Studies as further cited in Balogun, Ahmed, Iyekolo and Ayorinde, have equally shown that the psychological damage is often particularly severe when sexual assault and violence is committed by parents against children due to the incestuous nature of the assault. Sexual intercourse between a child or adolescent and a related adult has been identified as the most widespread form of child sexual abuse with a huge capacity for damage to a child. Moreover, the student affected by this assault finds it difficult to report the issue to appropriate authorities because of the fear

of stigmatization. The effects of the assault on student are so severe to the extent that they may lead to the lack of concentration on academic activities, truancy, unwanted pregnancy, decreased functionality and participation in group activities. This immoral act may make the future of the victim looks grim, ominous and unsafe unless the laws against sexual assault are strictly enforced by all those saddled with the enforcement responsibilities (Aluedo cited in Balogun, Ahmed, Iyekolo and Ayorinde 83). Mezie-Okoye and Alamina indicated that the predisposing factors of sexual violence include young age, alcohol consumption, drug use, previous experience of rape or sexual abuse, multiple sexual partners and poverty. Previous studies have shown that university women are at greater risk of sexual assault than women of comparable age in the general population. Sexual violence impacts greatly on the physical, social and mental health of the victims. Physical injury with attendant reproductive consequences could result. Other possible consequences and risk factors include depression, anxiety, social isolation, loss of self-esteem, distrust of others, substance abuse and post-traumatic stress disorder.

The problem of sexual violence has remained unaddressed in the tertiary educational institutions. It prevents students from attaining their maximum intellectual, emotional and educational potentials. It is a psychological threat to a conducive learning environment in the Nigerian tertiary education institutions (80). Underwood, Stewart and Castellanos say that there are many risk factors from sexual violence encounter. Survivors of sexual abuse may experience single or multiple incidents impacting physical, behavioural, cognitive, or emotional functioning. In general, adolescents experience higher rates of victimization than adult victims and subsequently, after a traumatic experience, females are more likely to develop psychological disorders. Females who are sexually abused have a heightened risk of developing posttraumatic stress disorder but this disorder does not encompass all symptoms experienced in sexually traumatized survivors. Additional symptoms can include low self-esteem, feelings of guilt, and depression. The risk of developing chronic disorders such as borderline personality and dissociative identity disorder also increases after being sexually traumatized (Murray cited in Underwood, Stewart and Castellanos 403). Adolescents are at a greater risk for developing all of these problems. Underwood, Stewart and Castellanos further explained that research reveals that many of these females are suffering much at the hands of

perpetrators. According to a national survey by Tjaden and Thoennes in 2000 cited in the works of Underwood, Stewart and Castellanos, 32.4% of female sexual assault cases were between the ages of 14 and 17. An analysis of sexual assault crimes reported to law enforcement between 1991 through 1996 revealed that juveniles (under the age of 18 at the time of assault) formed the majority of victims with high rates of forcible fondling (84%), forcible sodomy (79%), and sexual assault with an object (75%) (Snyder cited in Underwood, Stewart and Castellanos 404). Other forms of sexual abuse indicated by Underwood, Stewart and Castellanos existing throughout the literature includes unforced verbal manipulation, being asked to pose in sexually positions or undress provocatively, fondling the perpetrator's genitals, oral manipulation. Snyder's report cited by Underwood, Stewart and Castellanos also indicated that the risk of sexual victimization peaks dramatically between the ages of 10 to 14-years-old and recedes by 20 years of age. Female adolescents develop during a critical time where sexual abuse is likely to occur and carries grave consequences. Developmentally, during the adolescent years, females focus on issues of socialization, self-consciousness, pubertal changes, social peer competence, identity, self-concept, and sexuality. Therefore, the introduction of traumatic life changes (i.e., sexual assault and violence) during the adolescent period increases likelihood of developing emotional and behavioural disturbances (Compas, Howell, Phares, Williams and Giunta; Siegel and Brown; Simmons and Blyth; Simmons, Blyth, Van Cleave and Bush; Simmons, Burgeson, Carlton-Ford and Blyth cited in Underwood, Stewart and Castellanos 404).

In addition, the introduction of inappropriate or premature sexuality experiences may teach adolescents to fulfill non-sexual needs with sexual action. This may cause promiscuousness or socially-inappropriate sexualized behaviour which is exhibited later in their lifetime as adults in the tertiary education institutions. This developmental disruption can lead to females feeling stigmatized, powerless and betrayed while simultaneously manifesting itself in a variety of clinical issues (Underwood, Stewart and Castellanos 404). Sexual violence with its abuses further has profound effects on the female experience. The developing sense of self is altered and adulthood mental health is fundamentally compromised. The range of potential disorders and symptoms that may develop due to sexual abuse include depression, anxiety, aggression, dissociation, poor

self-concept, flashbacks, compulsions, and a sense of loss. Although the symptoms or disorders vary based on individual characteristics, studies indicate that there are some prevalent issues highly correlated with sexual abuse. Substance abuse has been documented throughout literature as a reoccurring theme with sexually traumatized female adolescents. Kilpatrick, Edmunds and Seymour cited in Underwood, Stewart and Castellanos work reported that female rape victims had higher rates of substance abuse than non-victims. This study also reported specific substances, such as marijuana and cocaine, can increase the chance of abuse in females who have been raped. Substance abuse may be introduced to female's adolescents by the perpetrator or can be used as a coping mechanism, which perpetuates the chemical abuse cycle throughout the female's lifespan. Additionally, in some cases substance abuse is introduced by parents (Donohue, Romono and Hill) the literature and child protective services reveal that child abuse and neglect are related to parental substance abuse (Underwood, Stewart and Castellanos 404). However, girls experience more intrusive thoughts, hyper arousal, sexual anxiety, personal vulnerability, perceiving the world as a dangerous place, and lower levels of eroticism. Another prevalent issue amongst survivors is suicidality. Underwood, Stewart and Castellanos stated that physical abuse and violent sexual abuse are risk factors for suicide, and are greater risk factors than verbal abuse and molestation. Consequently, it is also important for counsellors to assess for suicidal ideation when working with this population and to integrate it into the treatment plan (Underwood, Stewart and Castellanos 404). This predisposition and these risk factors suggest a population that prevention programmes can target for sexual abuse and suicide. Treating any risk of perpetration is a priority and child protection issues need to be addressed early in therapy. Sessions cannot be kept confidential when involving youth who are at risk for being abused (Underwood, Stewart and Castellanos 405). Taiwo, Omole and Omole observed that sexual violence is often associated with assault, bullying, coercion, discrimination, favouritism; exploitation and intimidation as vices that play out in the sexual encounter leaving the victims with long-term pains that devastate their psychological well-being. Incidence of sexual violence is not always reported and perpetrators are allowed to go free. This could be responsible for the unchecked reoccurrence of the behaviour deficit. Sexually violated individuals can suffer through a number of psychological effects

ranging from irritation and frustration to anxiety, stress, and trauma. Depending on the situation, a victim can experience anything from mild annoyance to extreme psychological damage, while the impact on a victim's career and life may be significant and also leave them in ruins. There are many physical and psychological reactions in response to discriminatory experiences.

These include gastrointestinal disorders, jaw tightening, teeth grinding, dizziness, nausea, diarrhea, tics, muscle spasms, fatigue, dyspepsia, neck pain, back pain, pulse changes, headaches, weight loss, weight gain, increased perspiration, cold feet and hands, loss of appetite, binge eating, decreased libido, delayed recovery from illness, sleep disruption, increased respiratory or urinary tract infections, recurrences of chronic illnesses, ulcers, irritable bowel syndrome, migraines, eczema and urticarial (14). Other psychological symptoms of sexual violence further identified by Taiwo, Omole and Omole could be persistent sadness, negative outlook, irritability, mood swings, impulsivity, emotional flooding, anxiety, fears of loss of control, excessive guilt and shame, escape fantasies, compulsive thoughts, rage episodes, obsessional fears, crying spells, persistent anger and fear, decreased self-esteem, self-doubt, diminished self-confidence, decreased concentration, feelings of humiliation, helplessness, vulnerability and alienation. Psychiatric disorders reported have included anxiety disorders, post-traumatic stress disorder, acute stress disorder, dissociation disorders, somatization disorders, sleep disorders, sexual dysfunction disorders, psychoactive substance abuse disorders, depressive disorders and adjustment disorders (14). General stress process model posits that the frequency and severity of harassment are key predictors of mental health and well-being and that personal vulnerability moderates the association between harassment and its' negative outcomes. Sexual violence undermines the integrity of the academic environment, and it prevents its victims from achieving their full potentials. Citing instance, Taiwo, Omole and Omole observed that graduates with certificates obtained through favours or sexual consent are not worth the certificates they have been conferred. This is clearly demonstrated in the performance of the half-baked graduates produced into the labour market in recent times. Many seasoned lecturers and researchers in whom much resources of the nation have been expended have been lost and their careers terminated through cases of sexual violence. The image of those involved in sexual violence and those of their family members are often

tarnished within the immediate environment. In most cases the consequences for female victims can be reflected in psychological pains, revulsion, or hatred towards the harasser or other men, victims often feel cheap, dirty and vulnerable. In the same vein, sexual violence can threaten a student's physical and emotional well-being, influence how well a student performs in school, and make it difficult for the student to achieve her career goals. In addition, the memory hardly fades away rather; it continues to trigger a feeling of depression that can make the victim develop a withdrawal syndrome particularly from men with long-term impact on decision to be married. The impact of sexual violence on a student's educational progress and attainment of future goals can be significant and should not be underestimated. As a result of sexual violence, a student may have trouble in learning or drop out of school, lose trust in school officials, become isolated, nurse constant fear for personal safety and have low self-esteem which may prevent the student from achieving her maximum potential (Taiwo, Omole and Omole 14). By extension, sexual violence negatively impacts on the national productivity and economic development due to poorly skilled employees who creates problems for the labour market. It has been observed that those who have been violated before may react more negatively to harassment than first-time targets because past experience diminishes one's ability to cope (Taiwo, Omole and Omole 15). However, since the victims of sexual violence in the Nigerian tertiary education institutions are heavily traumatized, there is need for effective management which serve as a coping strategy for traumatized victims of sexual violence and assault in the institutions.

Effective Management and Coping Strategies for Traumatized Victims of Sexual Violence in Nigerian Tertiary Education Institutions

The high rampage and prevalence of sexual violence in the Nigerian tertiary education institutions have warranted the need for effective management which tends to serve as a coping strategy for the traumatized victims of sexual violence in the institutions. Besides, management can be defined Igbiniedion as the mobilization and organization of all human and material resources in a particular system for the achievement of identified objectives in the system (2). Management is also the guidance, leadership and control of the efforts of a group of people towards some common objectives. It involves the ability to

forecast, to plan, to organize, to command, and control activities of others. It involves working with others to effectively achieve organized objectives by efficiently using limited resources in a changing environment (Igbinedion 2). Effective management of sexual violence in the Nigerian tertiary education institutions will therefore, entail that the programmes and materials are appropriately planned, well-designed, coordinated, organized, documented and budgeted for in order to curb the prevalence of sexual violence in the Nigerian tertiary education institutions. Coping strategies as described in this paper includes the application of modalities and different frameworks that will assist in sustaining the victims of sexual violence and save them from trauma. According to Taylor, coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of strategies to combat most stressful events like sexual violence (n.p). Being traumatized on the other hand, means that the victims of sexual violence entail one suffering from trauma have been sexually violated or assaulted. Trauma is therefore, used to refer both to negative events that produce distress and to the distress itself. Technically, trauma refers only to the event, not the reaction, and should be reserved for major events that are psychologically over-whelming for an individual. According to Levine the term ‘trauma’ originates from the Greek trauma (“wound”). This term can be interpreted in the context of both physical and psychic wounding. The result of a painful event, physical or mental, causing immediate damage to the body or shock to the mind. Psychological traumas include emotional shocks that have an enduring effect on the personality, such as rejection, sexual abuse or violence, among others. Physical or psychic injury stressful or shocking (sic), that may be the original cause of some emotional or mental disorder. Some such events early in life may be the foundations for adult neuroses or psychoses (47). Traumatized victims of sexual violence suffer emotional distress something leading to mental disorder or imbalance. All these definitions demand for policy makers, management, leadership of various tertiary institutions including other stakeholders to efficiently work hard

towards mapping out effective coping strategies in order to sustain those traumatized victims of sexual violence.

From all the foregoing discussions, evidences from reports and several studies showcase that every year millions of women require medical attention as a result of violence. Victims suffer trauma, disfigurement, disability and death. Physical and mental health problems often continue long after the violence ends. Some women commit suicide to escape the violence in their lives after being traumatized for a long time. Such situation needs to be properly be effectively addressed and managed using viable coping strategies. Haarr made a remark that across the globe, women are addressing violence in different ways, including awareness-raising campaigns, crisis centers and shelters for female victims, victim support services (medical care, counseling and legal services) and demanding enhanced criminal justice responses and laws that effectively protect female victims of violence and punish offenders. Violence against women is preventable, it requires the political will of governments, collaboration with international and civil society organizations and legal and civil action in all sectors of society (Haarr 57). Lusiku citing Namegabe who is from the Republic of Congo that fought against violence against women in the country says the violence against women could be stopped through several means such as creating “listening clubs” where abused women may share their stories. This medium will allow women and girls who have been raped and tortured to break their silence and speak about their horrific experiences (59). Another medium is by establishing community radios and on-site radio broadcasts, where people would hear firsthand information of the tragic stories of these women violated on local radio (Lusiku 59). Another medium is by launching campaign. In 2007, despite odds against success, Namegabe organized a campaign in Bukavu she called “Break the Silence: Media Against Sexual Violence.” This campaign which was also expanded to international audience was universally well-received among peace-loving women, who value the physical integrity of human beings (Lusiku 60). Another medium as indicated by Namegabe as identified by Lusiku is creating awareness. Namegabe continued to raise awareness about the plight of Congolese women and encouraged female victims of sexual violence to break their silence, because there is power in truth (Lusiku 61). The loveisrespect.org identified two coping strategies that will help those traumatized through sexual violence.

These two strategies include reporting first to the school authority or any law enforcement agency such as the police. Reporting What Happened to the Police serves as evidence that an evil act has been committed, and this will make the individual to have a stronger case if she does not alter or destroy any evidence. This means that the victim does not need to shower, wash her hair or body, comb her hair or change her clothes, even if that is hard to do. If the victim nervous about going to the police station, it may help to bring a friend with her. The next thing, is to go to an emergency room or health clinic for observations. It is very important for the victim to seek health care as soon as she can after being assaulted or violated. She will be treated for any injuries and offered medications to help prevent pregnancy and STIs as well (loveisrespect.org). Underwood, Stewart and Castellanos says some counselling therapies such as gender group therapy, Art therapy, Feminine Group Therapy Model, Family therapy and Eye Movement Desensitization and Reprocessing, Mode Deactivation therapy, Dialectical Behavioral therapy, and Psychophysiological Trauma work, should be made available for sexual violated women.

Using Welldon reports of 1993, Underwood, Stewart and Castellanos observed that in the gender group atmosphere counselling therapy, sexual violence victims are able to replace secrecy and isolation with disclosure and belonging. Lindon and Nourse cited in Underwood, Stewart and Castellanos found that a group approach for treating sexually abused adolescent females emphasizing three main constructs. These constructs include skills training, psychotherapeutic interventions such as the empty chair, and an educational piece involving the female sexual anatomy. Self-reports indicated this treatment was effective and the girls demonstrated an increase in positive feelings about themselves (Underwood, Stewart and Castellanos 405). A feminine group model that is body-focused has been used to facilitate healing in adult survivors from sexual violence. The model utilized Integrative Body Psychotherapy which is an approach that addresses cognitive, emotional, physical, and spiritual elements. Relaxation exercises, visualization and other techniques were used as well. However, currently there is no research testing the efficacy of this model with adolescents. Both the control group and the treatment group received individual therapy in this study and both showed improvements on various psychological constructs. However, the treatment group, showed statistically

significant improvements on both depression and anxiety levels (Underwood, Stewart and Castellanos 405-406).

Rubiano-Matulevich using some steps gave comprehensive explanations on several effective management strategies for curbing sexual violence in Nigerian tertiary education institutions and they are;

1. Implementation of Anti-Sexual Harassment and Violence Policy:

Rubiano-Matulevich noted that the first, crucially important step is to institute a clearly defined, strongly worded, and readily accessible anti-sexual harassment and violence policy. This is a clear statement from a tertiary educational institution's leadership that sexual assault and sexual harassment are unacceptable. The policy should apply to activities that are: Conducted on campus or in an institution's facility; Conducted as part of deployment on institutional business or as a representative of the institution (such as field research and exchanges); and Affiliated with the institution, such as student groups. Having a policy in place is a necessary but not sufficient condition. Good practices suggest to either have a stand-alone policy or embed the policy in the codes of conduct for students and staff with the characteristics—not exhaustive—to the right. It is important to clarify that the policy might not apply when a report is made about someone that is external to the institution and that—in such cases—there are limits on any sanctions an institution can impose on that person. That said, those affected by incidents that occur beyond official business, including intimate partner violence (IPV), could seek support from services and duty bearers within the community the institution operates in like police, health services, and other formal and informal organizations providing support to survivors (3). Furthermore, Rubiano-Matulevich attested that the policy and procedure for reporting complaints must be publicly and readily available and translated into the native languages of students and staff. The policy should be constantly socialized to act as a reminder and to inform new personnel and students. This can include providing highly visible information on the institution's homepage; in student common areas or bathrooms; through newsletters; through course/unit outlines. Good practice also includes making them available on mobile phone apps and social media. Institutions should review their policies at regular intervals (4). The institutional policy of this anti-sexual harassment and violence must also include certain code of conducts for staff and students in the tertiary institutions.

2. Establishment of Institutional Code of Conduct Alongside with the Institutional Policy: Rubiano-Matulevich mentioned that the institutional code of conduct (for all students and affiliated personnel, including on campus vendors) clarifies an institution’s mission, values and principles linking them to the highest standards of ethics and morals. The code of conduct should define the types of unacceptable behavior and indicate how seriously different acts will be treated—this is particularly important in relation to sexual misconduct as different acts arising from the same type of behavior should be treated differently. For example, the act of forcefully kissing another on the lips is likely to be regarded as a serious discipline offense whereas the act of lightly kissing another on the back of a hand is likely to be regarded as a less serious disciplinary offense. This requires adapting the code to specific contexts. Examples of unacceptable behaviour listed below are not exhaustive and the institution can bring action in relation to other unacceptable behaviour. At the same time, multiple or repeated incidents of misconduct might be more serious than a single act of misconduct and previous findings should be taken into consideration when determining the sanctions to be imposed. The code should also include definitions of any terms which might need to be interpreted to prevent any misunderstanding. (4). The unacceptable behaviour has been represented by Rubiano-Matulevich in Table 1 (4).

Table 1: Examples of Unacceptable Behaviours and Sanctions

	Unacceptable Behaviour	Sanctions
Sexual Misconduct	<ul style="list-style-type: none"> • Sexual intercourse or engaging in sexual act without consent • Attempting to engage in sexual intercourse or sexual act without consent • Sharing private sexual materials of another person without consent • Kissing without consent • Touching inappropriately without consent • Inappropriately showing sexual organs to another person 	<ul style="list-style-type: none"> •Expulsion • Suspension/exclusion • Restrictions/conditions • Formal warning • Mandatory training session • Written or verbal apology

	<ul style="list-style-type: none"> • Repeatedly following another person without good reason • Making unwanted remarks of a sexual nature 	
Abusive Behaviour	<ul style="list-style-type: none"> • Threats to hurt another person • Abusive comments relating to an individual's sex, race, pregnancy, maternity, gender, disability • Acting in an intimidating and hostile manner 	<ul style="list-style-type: none"> • Expulsion • Suspension/exclusion • Restrictions/conditions

(Source: Adopted from Rubiano-Matulevich, Eliana. *A Guidance Note for Preventing, Reporting and Responding to Sexual Assault and Sexual Harassment in Tertiary Education Institutions*. Online Document Published by World Bank Group, pp. 4. Web. 24 Aug. 2020. www.pubdocs.worldban.org/en/39715825064307/guidancenote-final-pdf.)

3. Development of a Complaints Mechanisms: The next crucial step as indicated by Rubiano-Matulevich is to establish a fair, accessible and transparent complaints mechanism that ensures confidentiality and security while reporting an incident. It is recommended that institutions appoint at least one counsellor (or a team if resources are available) to be the single point of contact to whom all formal reports of sexual assault or sexual harassment are made. The counsellor must be situated outside of the management structure at the institution and report directly to the President or Director of the institution. It is important to ensure that the counsellor is aware of ethical and safety guidelines, has access to referral services, and has access to a space where confidentiality and privacy can be respected to handle all complaints. This

person should be trained to respond to trauma situations especially for the sexually abused and violated. Students and staff should be offered multiple ways to make a formal report of sexual assault, violence or sexual harassment. Safety apps and online reporting are some of the methods by which students and staff should be able to make a formal report. However, there should always be an option for people to make a formal report in person. At a minimum, they should be provided with the name of a point of contact, a phone number and an email through which they can file a formal complaint. This information must be included in the student handbook and on the institution's website. Whichever method a student/staff chooses to make a formal report, an acknowledgment that the report has been received and information about next steps should be given as soon as possible. Failure to acknowledge a report in a timely way can be re-traumatizing for the person making the report. Cases involving sexual violence should be referred to health centers within 72 hours of the incident, which is the critical period to prevent unwanted pregnancies and sexually transmitted infections, such as HIV. It is also the timeframe when survivors most need psychological care and support (5). Regardless of the reporting mechanism, students and staff should be provided with information on support services at all points of the formal reporting process. For those survivors who do seek help, the process should be driven by their preferences, as they are most familiar with the circumstances and level of comfort with the available options, such as proceeding with prosecution. This, according to Rubiano-Matulevich, is called a survivor-centered approach. As previously mentioned, the principle of confidentiality should prevail, with the utmost consideration for her safety and security. The survivor-centered approach aims to create a supportive environment in which the survivor's rights are respected and in which she is treated with dignity and respect. Institutions might not always have the specific expertise to provide the support required to these sensitive issues. However, it is expected that they will be able to guide students/staff through the available options and refer them to specialist advice and support in an empathetic non-judgmental manner. Experts recommend that tertiary education institutions partner with local specialist support services including NGOs and charities. Institutions should also establish and maintain strong links with the local police and national health services in order to develop and maintain a partnership to prevent and respond to harassment and abuse (Rubiano-Matulevich 5).

A system of remediation which involves defining consequences and measures that are tailored to the nature of the case must be established during complaints. Once the policy, complaints procedure, remediation measures, and trainings have been developed and implemented, institutions should regularly monitor them to enhance effectiveness. Rubiano-Matulevich strongly recommend that institutions maintain detailed and confidential records of all reports—even those that do not go through the full complaints process—to monitor their anti-sexual harassment efforts and to take action in case of repeated offenses in spite of a reprimand, warning or other measure. It is important to record the numbers of complaints by department, gender, outcomes, and remedies. This means that any patterns across departments can be analyzed, and the need for additional training or awareness raising identified. Such records will enable new decisions to be made effectively and allow for previous decisions to be reconsidered and reviewed when appropriate (Rubiano-Matulevich 6).

4. Educating and Awareness Creation as a Preventive Strategy: Rubiano-Matulevich further opined the next step is to educate and raise awareness among students and staff at all levels on how to recognize, prevent, and respond to sexual harassment. Tertiary education institutions might consider the integration of sexual harassment content into the organization's core trainings, including orientation programmes, so students and staff are aware upon entry. Trainings should include information on the complaints procedure and details about who to contact if a complaint needs to be made. To increase awareness, good practices suggest strategies such as posting harassment policies and resources in accessible locations such as the intranet, email communications, and messages in cafeterias or bathrooms. Modules on the prevention of sexual harassment and gender discrimination should be included in staff training (Rubiano-Matulevich 7). Other promising strategies indicated by Rubiano-Matulevich includes; employing edutainment approaches and improving women safety in the tertiary education institutions. To employ edutainment approaches as further observed by Rubiano-Matulevich will aid to promote changes in attitudes and behaviour among students, including radio, TV or online awareness campaigns through social media platforms such as Twitter, Watsapp, Facebook, Instagram, YouTube, Zoom, Videoconferencing, Teleconferencing, Audioconferencing, among others. This is a cost-effective and powerful strategy for changing norms and behaviors that can be adapted for

use in tertiary education institutions. To further improve on women's safety at the tertiary education institutions; this could entail hiring more female staff and increasing female participation among students in tertiary education institutions with high percentages of male staff, beefing up school security using manual and technology appliances, and/or providing in-service gender sensitivity training to professors, staff, and students. Considerations should also be made as to where and how institutions are built as they can impact the overall security of students (Rubiano-Matulevich 8).

From all these detailed discussions, in summary, the effective management and coping strategies for those traumatized victims of sexual violence will include but are not limited to the following:

1. Implementation of institutional sexual violence and harassment policy.
2. Use of other institutional based programmes conducted through orientation, conferences and workshops for academic staff, non-academic staff and students, in order to control sexual violence in the Nigerian tertiary education institutions.
3. Establishment of effective guidance and counselling services that will make use of the various therapies.
4. Creating awareness through institutional community radio, television programmes, school magazine and the different social media platforms on cases of sexual violence in the institutions.
5. Running “**STOP SEXUAL VIOLENCE**” campaigns and setting up clubs, e.g, listening clubs in the tertiary education institutions as a way of checkmating sexual violence in the campuses.
6. Establishment of sanction, strict punishment for offenders.
7. Involving other stakeholders like the government and different law enforcement agencies into the management of the sexual violence cases in the institutions.
8. Effective programmes monitoring and supervision to curb and improve on sexual violence in the institutions.
9. Development of new code of conduct in order to prevent and control sexual violence in the sexual violence.
10. Establishment of a system of remediation.
11. Tertiary education institutions creating effective partnerships with local specialist support services including NGOs and charities.

12. Improving health facilities in order to aid efficient check-up for victims of sexual violence.

Conclusion

The prevalence of sexual violence coupled several incidences have warranted that effective management and coping strategies be established in order to sustain traumatized victims of sexual violence in the tertiary education institutions. So far, the paper discussed extensively issues surrounding sexual violence in Nigerian tertiary education institutions looking at the causes, cases, risk factors, effective management and coping strategies for those traumatized. Now is the right time to curb and stop sexual violence in the Nigerian tertiary education institutions for sustainability and rebuilding the glory of the institutions.

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