

# Sexual Harassment as Corrupt Practices among Some Staff of Public Tertiary Educational Institutions in Lagos, Nigeria

*Dosunmu, S.A., PhD & Adesope, John Adekunle*

## Abstract

*Sexual harassment is a serious phenomenon in the public tertiary educational institutions. The essence of this paper is to find out the phenomenon of sexual harassment as corrupt practices among members of staff in public tertiary educational institutions in Lagos State, Nigeria. The population for this study comprises all staff of the selected public tertiary educational institutions in Lagos State Nigeria while the study adopted a descriptive survey design and the multi-stage random sampling procedure. The questionnaires was also used to elicit information from the participants. The study concluded that the victims of sexual harassment are women (female students). Sexual harassment is worrisome and it is a corrupt practice in public tertiary educational institutions. More studies are required to unravel the phenomenon of sexual harassment as a corrupt practice among staff. In view of the destructive nature of this practice, recommendations were provided*

*Keywords: phenomenon, sexual harassment, corrupt practices, tertiary educational institution*

## Introduction

Sexual harassment is complex, not always unidirectional, played down by all concerned, unreported and considered a serious moral and social problem in tertiary educational institutions which can be linked to the root of corrupt practices. Some even believed that it is a common practice by staff of public tertiary educational institutions. However, negative or unhealthy interpersonal relationship among male staff and student of opposite sex tends to produce excessive affection leading to sexual exploitation. For the purpose of this study, sexual harassment as corrupt practices are behaviours by staff in public tertiary educational institutions who engaged in an illegal act for personal benefit while rendering services. Sexual harassment are not particular to the lecturers alone but also to the non-teaching staff. However, corrupt practices in today's Nigeria are like a contagious disease that is fast spreading from one generation to the other, which is capable of destroying dignity of the nation. This practice is existing at every level of the educational system (Kingsley, 2021). Tertiary educational institutions is being shaken today by reports of sexual scandal. This con-

servatism is being shaken to the core by *sexual harassment* that include both present-day accusations and revelations from the past; some of which refer to decades-old abuse (Ararat, 2019). Therefore, in this context, sexual harassment arises, when the harasser, usually a male staff member, employs his position to extort or secure unlawful sexual relationship from female students (Omonijo, Uche, Nwadiafor, & Rotimi, 2013). They further said that no reason could be used to justify sexual harassment in man's society. Opong, (1995); Irtwange, and (2004) pined that female dressing and attitudes increase their vulnerability to sexual harassment. And it is common knowledge in our tertiary institutions of learning, moral excellence is no longer encouraging especially with regards to campus prostitution, sexual harassment and gratification, as well as cultism and bribery from the supposed mentors and tutors (Imonikhe & Idogho, 2011). They further said that one imagines a situation where these lecturers have turned the educational system to a goldmine, demanding sexual gratification before they award pass marks to graduate their victims who are mostly females.

### **Statement of the Problem**

One of the major challenges confronting public tertiary educational institutions is the issue of sexual harassment as corrupt practices which has become a problem that has eating deep into ethic of higher education in the country. Sexual harassment is considered as a phenomenon and it is one of the greatest obstacles confronting our educational system in Nigeria. It seems the problem of sexual harassment has remained unaddressed in public tertiary educational institutions with all seriousness. Sexual harassment is very high in public tertiary educational institutions which call for preventive action. Some staff demanding sex to favours some female student in one way or the other and due to the culture of silence among the victims in our campuses, there is very little reporting of such incidents on sexual harassment. However, sexual harassment has serious effects on its victims and this require adequate assistance to help them heal. The extent at which this problem is aggravating in public tertiary educational institutions is endemic. It is a silent disease that is seriously affecting academic excellence in our tertiary educational institutions in Nigeria.

### **Purpose of the study**

This study aims to:

1. Examine issues of sexual harassment between staff and female students in public tertiary institutions in Lagos State, Nigeria.

## Research Questions

To achieve the purpose of this finding, the following research questions this study aimed at answer these questions:

- i. Do female students seduce male staff in public tertiary educational institutions in Lagos State Nigeria?
- ii. Who are the major culprits of sexual harassments in public tertiary educational institutions in Lagos State?

## Conceptual and Theoretical Framework

Quite a number of scholars' explanation on sexual harassment from different perspective and this concept is not easy to define and the interpretation of this menace depends on the context. The Equal Employment Opportunity Commission (1980) of the United State, as cited in Olugbenga (2003) gave guidelines for instance, define sexual harassment as follows: Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- i. submission to such conduct is made either explicit or implicit a term or condition of an individual's employment,
- ii. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, etc

Contrary to the above submission, many staff are victims of sexual harassment especially from female students or co-staff who intimidate lecturers with sexting, dressing nude, revealing sensitive parts of their body for sexual attraction, posting of pictures, visiting lecturers in their offices at odd times and intimidating such victims differently including threat to life.

Sexual harassment simply refers to the unwanted imposition of sexual requirements in the context of a relationship of unequal power (MacKinnon, 1979; cited in Janice, 2015). Sexual harassment in public tertiary educational institutions seem to be less reported. This phenomenon is gradually affecting critical space in public tertiary educational institutions. The findings of Agbedo (2014), Taiwo, Omole and Omole (2014) as cited in Romina and Enamiroro (2020) reported that sexual harassment is a common crime in higher education institutions. In academia, victims of sexual harassment in most cases have been female students; though to a lesser extent male students or staff also experience harassment but under reported. They agreed that sexual harassment has permeated the fabrics of many workplaces such as public tertiary educational institutions where male and female workers have reasons to interact. Suleiman (2017) believed that sexual harassment is common deviant practice in most of

the public tertiary educational institutions in Nigeria which is not limited to a particular culture or religion. The selected theory for this paper is Social learning and this explain changes that likely to take place as result of corrupt practices in public tertiary educational institutions in Nigeria with focuses on sexual harassment and this aim to enhance understanding of the readers. Hence, Social learning theory was propounded by Albert Bandura (1925). He believed that the learner plays a prominent role in cognitively selecting, organizing, and transforming stimuli from the environment in which he / she is found. He added that people learn behaviour by direct experience and by observing others. In social learning theory, the move is from internal causes to external ones. When people observe and imitate the behaviour of others, this is called modelling. Omokhodion, Nwokeocha and Pemede (2015) believed that individuals tend to adopt human models whose lifestyles and actions they use as guide in their own lives. However, people learn by watching the events of the environment. The basic postulate of this theory is that, behaviour results from a continuous interaction between significant factors. Also, Idealistic theory based on the proposition that it is people's ideas that influence their culture, behaviour, organization of their society; therefore, this theory explains corrupt practices in terms of some selfish ideas, which are prevalent in the value system of the society (Anazodo, et al., 2012 cited in Seniwoliba & Boahene 2015).

### **Review of Literature**

Ogunbameru (2006) in Oluwatosin (2020) agreed that sexual harassment is any abnormal sexual overtures, proposals, approaches, moves by any individual occupying a superior, inferior, advantaged, disadvantaged position to seek sexual favours (either overtly or covertly) which makes a submission or rejection explicitly or implicitly a basis for the enhancement of academic performance. Sexual harassment surfaced in public tertiary educational institutions and the frequency of complaints has been enormous over the years, sexual harassment in public tertiary educational institutions seem to be ignored by policy makers and this is to infer that sexual harassment can lead to fallout of school among harassed students especially the female one.

From a study conducted by Adedokun (2005) in Oluwatosin (2020) on sexual harassment in Lagos State University, a combination of lack of academic integrity, as well as wrong perception of female students' mode of dressing were identified as major factors that contribute to sexual harassment in the university. Another study found gender stereotype, oppression of women, the patriarchal construct of manhood, communal pressure to secrecy, as well as the lack of specific policies that addresses the problem of sexual harassment as some of the age-long factors that contribute to the prevalence of the menace in Nigeri-

an universities (Okoroafor, et al, 2014; in Oluwatosin, 2020). Therefore, sexual harassment is defined as unwanted sexual advances or remarks typically in the workplace, professional or social setting.

It is an abuse in schools and unwanted sexual advances, forceful activity, and contact remarks both written and oral and gestures (Yetunde, 2019). She further argued that Sexual exploitation and harassment of students by teachers and administrators are reflections of corrupt education systems. Sharma (2013) added that sexual harassment in education includes:

- i. inappropriate sexualized comments or gestures;
- ii. unwanted physical contact such as touching, pinching or groping through to threats of exam failure; or
- iii. Sexual assault and rape. Sexual harassment, could, also include sexual favours in exchange for good grades or preferential treatment in class. The perpetrators can be students, lecturers/teachers or administrative staff.

Also, Oluwatosin (2020) maintain that sexual harassment is not just a violation of human dignity and equality guaranteed to human beings in every civilised social system, it is also a violation of right to life and peaceful existence guaranteed by the Constitution of the Federal Republic of Nigeria (Chapter 4 of the Constitution of the Federal Republic of Nigeria, 1999 as amended).

### Forms of Sexual Harassment

In the opinion of Mohd et al. (2007) as cited in Omonijo, Uche, Nwadiafor and Rotimi (2013) identified some forms of sexual harassment among scholars which specified as follows:

- i. Verbal (like: offensive or suggestive remarks)
- ii. Nonverbal or gestural (like: leering or ogling with suggestive overtures)
- iii. Visual (like: showing pornographic materials)
- iv. Psychological (like: unwanted social invitations)
- v. Physical harassment (like: inappropriate touching)

On this ugly situation Lagos State University published its policy on sexual harassment (2019), statig clearly in *Section 2.2 and 2.2.1* the circumstances in which sexual harassment can occur and the effect of sexual harassment in a variety of circumstances includes but are not limited to the following:

- i. An old man /woman harassing younger women/men, seniors harassing juniors: the victim does not have to be of the opposite sex;

- ii. The perpetrator can be a victim's manager, lecturer, a student, supervisor, a supervisor in another department, a co-worker, fellow student, an agent of the employer, a non-employee such as a supplier, contractor or any service provider, client or customer;
- iii. Where there is inequality of power between a victim and the perpetrator that strongly suggests that the victim engages sexual relation out of fear,
- iv. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct; and
- v. Sexual harassment is unlawful not only during working/teaching/learning hours but also in any university related context including conferences, work functions, sports, university trips and parties but also off the university as long as it involves students, staff and faculty.

Factors contributing to sexual harassment as form of corrupt practices in public tertiary educational institutions include the following:

- i. The culture of silence.
- ii. The desperation of student to pass
- iii. Wearing of provocative dresses among the female students.
- iv. Lack of reporting system or institutional structure.
- v. Peer group influence or advice, etc.

### **Effects of Sexual Harassment**

- i. Loss of confidence and self-esteem;
- ii. Phobia and panic reactions;
- iii. Sleep disturbances and nightmares;
- iv. Depression, anxiety and shock;
- v. Anger, fear, frustration irritability;
- vi. Insecurity, embarrassment, feelings of betrayal;
- vii. Guilt, self-blame, isolation;
- viii. Sexual problems;
- ix. Withdrawal from work or school;
- x. Absenteeism and
- xi. Decreased job satisfaction. (Lagos State University: Policy on Sexual Harassment, 2019)

To corroborate these aforementioned effects of sexual harassment on the victims, the academic breakthrough of victims of sexual harassment in any public tertiary educational institutions is also affected by the following factors:

- i. The student who rejects the offered may be victimized academically.
- ii. It should be noted that a victim could be impregnated and the man responsible may deny ever having an affair with her.
- iii. It can lead reduce morale among female students in any course of studies.
- iv. Abandonment of academic pursuit among victimized female students can setting.
- v. It brings Lustful desire and Lack of conscience,
- vi. It promote moral bankruptcy, etc.

Also, it can also lead to any of the following: contracting sexually transmitted infections and unwanted pregnancies; lack of concentration in studies, it can lead to poor academic performance; poor image; increased alcohol consumption; smoking; and dependence on drugs, etc (Davidson & Fielden, 1999).

## Methodology

The focus of the paper is on the phenomenon of sexual harassment as a form of corrupt practices by staff in public tertiary educational institutions. In respect to the purpose of this study, the study adopted a descriptive survey design. This design was considered appropriate because, it enables the researcher to generate data through the standardized collection procedures. Quantitative and qualitative method of data collection were used for the study. The population for this study comprises all staff in public tertiary educational institutions in Lagos State, Nigeria. A multi-stage sampling procedure were used in carrying out this study and stratified procedure was used in selection of public tertiary educational institutions in Lagos State. Six public tertiary educational institutions were selected for this study which includes Lagos State University, Ojo, Yaba Tech, Adeniran Ogunsanya College of Education, Oto-Ijanikin (now, University of Education) University of Lagos, Lagos State Polytechnic, Ikorodu (now University of Science and Technology) and Federal College of Education (technical) Akoka with the total sample size of 676. Instrumentation: the questionnaire was used for collecting necessary data for the study with the titled: *Corrupt Practices Questionnaire (CPQ)* and in-depth interview were developed to elicit information from participants. This was self-designed instrument aimed at determining the likely factors that can suggest behavioural change

among staff in public tertiary educational institutions in Lagos State, Nigeria as a result of corrupt practices. A questionnaire was designed for staff in order to elicit data from them with a four-point rating scale or scoring pattern and following options Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, Strongly Disagreed (D) = 1

The validity of the instrument was carried out through the specialist in measurement and evaluation and it was critically examined the instrument in terms of relevance or appropriate of the content and clarity of the statement on the suitability of the instrument.

The reliability instrument was determined through the response from the participants. Participants were given the instrument after seeking their understanding of the subject matter. The response was collated thereafter. Procedure for data analysis: This study adopted the quantitative approaches for data analysis and the data was analysed using descriptive statistical tool comprising frequencies, percentage and the mean score. In accordance with the principle of research ethical considerations, all research participants were duly informed about the purpose of this study before the commencement of the study. Anonymity and confidentiality of all research participants were highly maintained and the protection of their privacy was ensured.

### Results and Discussion of findings

- i. Do female students seduce male staff in public tertiary institutions in Lagos State Nigeria?

In the process of answering this question, on how Female Students seduce Male Staff in pubic tertiary institutions in Lagos State Nigeria, responses of the participants were collated on items 1, 2, 3, 4, 5 and 6 arrive at Table one.

### Results

**Table 1: Reponses on how female students seduce male staff in public tertiary educational institutions in Lagos**

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
1.	Some lecturers identify some ladies in their class that are ready to give in for sex to gain marks.	274	40.5	241	35.6	64	9.5	97	14.4	3.02

S/N	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
2.	Some staff/students sometimes repeatedly attempt to make a date which is unwanted with staff/students of opposite sex.	214	31.8	268	39.6	97	14.3	97	14.3	2.89
3.	Some staff/students sometimes send sexual-related emails or messages through online social networks.	209	30.9	193	28.6	172	25.4	102	15.1	2.75
4.	Some staff/students do engage in teasing or making Remarks relating to sexual issues.	300	44.4	241	35.7	81	11.9	54	8.0	3.16
5.	Staff/students do wear sexually suggestive looks and gestures before staff/students of the opposite sex.	236	34.9	263	38.9	118	17.5	59	8.7	3
6.	Staff/students display visual materials of a sexual nature, as photos, posters, pamphlets/online materials.	161	23.8	145	21.4	215	31.8	155	23.0	2.46
Mean		232.3		225.2		124.5		94		2.88

Table 1 shows the responses of participant on how female students seduce male staff in public tertiary institutions in Lagos state, Nigeria, in this Table, the highest frequency was 300 (44.4%) strongly agreed by participants while 81 (11.9%) disagreed with a mean score of ( $\bar{x}$  =3.16) revealed that some staff/students do engage in teasing or making remarks relating to sexual issues. It further indicated the next frequency which is 274 (40.5%) strongly agreed by participants and 64 (9.5%) disagreed with a mean score of ( $\bar{x}$  =3.02). Also, some lecturers identify some ladies in their class that are ready to give in for sex to gain marks followed by staff/students do wear sexually suggestive looks and gestures before staff/students of opposite sex with the frequency of 236 (34.9%), 118 (17.5%) and this showed the mean score of ( $\bar{x}$  =3) indicated strongly agreed and disagreed of the participants' while the least frequency of the Table 1 revealed staff/students display visual materials of a sexual nature, as photos, posters, pamphlets/online

materials. It shows the frequency of 161(23.8%), 215 (31.8%) with the mean score of ( $\bar{x}$  =2.46) respectively on strongly agreed and disagreed by the participants.

2. Who are the major culprits of sexual harassments in pubic tertiary educational institutions in Lagos State Nigeria?

In answering this question, on culprits of sexual harassments in pubic tertiary educational institutions in Lagos State Nigeria, responses of the participants were gathered on itms 7, 8, 9, 10, at Table Two.

**Table 2: Culprits of sexual harassments in pubic tertiary educational institutions in Lagos**

	Items	SA	%	A	%	D	%	SD	%	$\bar{X}$
7.	Some staff/students mount pressure on staff/students of opposite sex for sex	278	41.1	231	34.2	99	14.6	68	10.1	3.06
8.	Some staff/students at times touch, lean or deliberately pinch staff/students of opposite sex.	246	36.4	273	40.4	84	12.4	73	10.8	3.02
9.	Some staff/students sometimes make sexual-related phone calls.	267	39.5	251	37.1	79	11.7	79	11.7	3.04
10.	Staff/students do make obscene/sexual jokes demeaning a gender.	241	35.7	262	38.7	84	12.4	89	13.2	2.96
Mean		258		254.3		86.5		77.3		3.02

The culprits of sexual harassments in pubic tertiary educational institutions in Lagos State Nigeria in Table 2 revealed the major culprits of sexual harassments in pubic tertiary educational institutions by participants' responses and this shows the highest frequency of 278 (41.1%), 99 (14.6%) the mean score was ( $\bar{x}$  =3.06) on some staff/students mount pressure on staff/Students of opposite sex for sex. Also, the next frequency was 267 (39.5%) strongly agreed with the item both strongly disagreed and disagreed and the same Table shows statistical frequencies of 11.7 (79%) with a mean score of ( $\bar{x}$  =3.04) which revealed that some staff/students sometimes make sexual-related phone calls followed by the frequency of 246 (36.4%) strongly agreed and 84 (12.4%) strongly disagreed with a mean score of ( $\bar{x}$  =3.02) on the item which says that some staff/students at times touch, lean or deliberately pinch staff/students of opposite sex, while the

least frequency was 241 (35.7%), 89 (13.2%) respectively which shows strongly agreed and disagreed by participants with a mean score of ( $\bar{x}=2.96$ ) on the item in Table 9 that says staff/students do make obscene/sexual jokes demeaning a gender.

### Discussion of findings

In considering the research question five, do female students seduce male staff in public tertiary educational institutions in Lagos State Nigeria? Table 1 statistically shows responses of participants on how female students seduce male staff in public tertiary educational institutions in Lagos state, Nigeria, in this Table, the highest frequency was 300 (44.4%), 81 (11.9%) with a mean score ( $\bar{x} = 3.16$ ) revealed that some staff/female students do engage in teasing or making remarks relating to sexual issues. It further indicated the next frequency which was 274 (40.5%), 64 (9.5%) with a mean score of ( $\bar{x} = 3.02$ ) on some lecturers identify some ladies in their class that are ready to give in for sex to gain marks followed by staff/students do wear sexually suggestive looks and gestures before staff/students of opposite sex with the frequency of 236 (34.9%), 118 (17.5%) and this showed the mean score of ( $\bar{x} = 3$ ) indicated strongly agreed and disagreed of the participants' while the least frequency of the Table 1 revealed staff/students display visual materials of a sexual nature, as photos, posters, pamphlets/online materials. It shows the frequency of 161(23.8%), 215 (31.8%) with the mean score of ( $\bar{x} = 2.46$ ) respectively on strongly agreed and disagreed by the participants. The qualitative finding (interview) for this study corroborates quantitative results, which go thus:

- Question:               What other corrupt practice do students partake in?
- Response:               After examination, students go to meet lecturers to get familiar with them especially the female one... After some weeks one of the students (lady) told me that the lecturer is disturbing her. I told her you are the cause of it. The lecturer told her... You will fail the course, if you did not yield to my biddings..... and that is attitude of notice me is one major cause of sexual harassment which is form of corrupt practices in public tertiary *educational institution*.

The research question six on who are the major culprits of sexual harassments in public tertiary institutions in Lagos State Nigeria, the findings revealed sexual harassments in public tertiary institutions in Lagos State Nigeria in Table 2 it was shows statistically the major culprits of sexual harassments in public tertiary educational institutions by participants' responses revealed the highest frequency of 278 (41.1%), 99 (14.6%) the mean score was ( $\bar{x} = 3.06$ ) on how

some staff/students mount pressure on staff/students of opposite sex for sex. Also, the next frequency was 267 (39.5%) strongly agreed with the item both disagreed and disagreed and the same Table shows statistical frequencies of 11.7 (79%) with a mean score of ( $\bar{x} = 3.04$ ) which revealed that some staff/students sometimes make sexual-related phone calls followed by the frequency of 246 (36.4%) strongly agreed and 84 (12.4%) disagreed with a mean score of ( $\bar{x} = 3.02$ ) on the item which says that some staff/students at times touch, lean or deliberately pinch staff/students of opposite sex, while the least frequency was 241 (35.7%), 89 (13.2%) respectively which shows strongly agreed and strongly disagreed by participants with a mean score of ( $\bar{x} = 2.96$ ) on the item in Table 2 that says Staff/Students do make obscene/sexual jokes demeaning a gender. The following interaction below was recorded during an interview under qualitative research findings and it corroborate the findings on research question two which go thus:

Question: What do you think are the ways of perpetrating sexual harassment in public tertiary educational institutions?

Response: One way is that lecturers can say they have marked 800 scripts within 24 hours. A girl last week was saying she got 20 out of 25 marks. This is not possible within 24 hours. In this school (name withheld), one lecturer can sleep with 6 students at a time (here, you hear of 2 some, 3 some, 6 some). Lecturer asking students if they know blow job... and if they cannot do it, they will fail.

Question: What is your own view on perpetration of sexual harassment in public tertiary educational institutions?

Response: A lecturer in Art can date or have sexual intimacy with a medical student. Such cannot be academically inclined; other factors must have come in which may not necessarily be academic. But a lecturer in Engineering can date a student in his department which can be for grade, a lecturer of the age bracket 25-30yrs in a department (who may be a bachelor) can date a student in his department which can lead to marriage, which is allowed.

Question: Sexual harassment is common among lecturers than non-academic (teaching) staff. Why?

Response: The lecturer has what the student wants which non-teaching staff does not have, students who are bound to fail a course and pay another school fees to come back to take a course. They can go to any length.

Question: If sexual harassment is common among male lecturers? What of female lecturers?

Response: Most female lecturers don't really engage in this considering the huge age gap between them and their students.

Question: In your own view, female lecturers don't harass male student sexually, explain?

Response: That is very hard for me to believe, I am typically African man

Question: Are there any cases of sexual harassment in this campus?

Response: Hmm.... There are cases of sexual harassment, but students need to speak out, because I think there are people that are not speaking out.

#### Another participant was interviewed:

Question: We do hear of sexual harassment between male lecturer and female students, what of sexual harassment between male students and female lecturers?

Response: Laugh ..... not common, if I can remember vividly is like I heard a case of female lecturer slept with male student sometimes ago, I cannot say is not happen, may be coded. To solve this menace, government need to establish strong institution and strengthen them in other to put an end to all forms of corrupt practices across public tertiary institutions.

Question: Is there any way for both male and female students to report if they are facing any forms of sexual harassment in this campus?

Response: There is, but students do not really know of their existence

On sexual harassment, this finding above considered the study of Yetunde (2019) who sees sexual harassment as an abuse in tertiary educational institutions and as unwanted sexual advances, forceful activity, and contact remarks both written and oral and gestures. She further argued that sexual exploitation and harassment of students by staff and administrators are reflections of corrupt education systems. What are the effects of these menace?

The effects of sexual harassment, includes: Loss of confidence and self-esteem; phobia and panic reactions; sleep disturbances and nightmares; depression, anxiety and shock; anger, fear, frustration irritability; insecurity, embarrassment, feelings of betrayal; guilt, self-blame, isolation; sexual problems; withdrawal from work or school; absenteeism and decreased job satisfaction. (Lagos State University: Policy on Sexual Harassment, 2019).

The findings of Aghedo (2014), Taiwo, Omole and Omole (2014) as cited in Romina and Enamiroro (2020) reported that sexual harassment is a common crime in higher education institutions. In academia, victims of sexual harassment in most cases have been female students; though to a lesser extent male students or staff also experience harassment but under reported. To this submission, female students seem to suffer the most because it is alleged that some male staff (i.e lecturer) expect female students to sleep with them, in addition

to pay for grades and pay for arrange hotel accommodations so that the unprincipled staff can have sex with them (that is, sexually transmitted marks STM).

### **Conclusion**

In this findings, the victims of sexual harassment are women (female students). Sexual harassment is worrisome and it is corrupt practices in public tertiary educational institutions complex phenomenon. More studies are required to unravel phenomenon of sexual harassment as one of forms of corrupt practices among staff. Hence, public tertiary educational institution in Lagos State, Nigeria should take its rightful position to look into sexual harassment among other. This study has x-rayed on sexual harassment, it is one of the endemic academic corrupt practices which is affecting the standard of public tertiary educational institutions. The study revealed that some staff/female students do engage in teasing or making remarks relating to sexual issues. Sometimes the male staff demand sex from the female students and this is affecting students' morale to read and some believed that good grade is no more by merit. It is significant with serious attention and appropriate control measures.

### **Recommendations**

In view of the destructive nature of this menace, in this study, the following recommendations are made for adoption in the Nigerian context:

- i. Counsellors in the public tertiary educational institutions should organise seminars/symposia and workshops in enlightening the academic community on good moral and ethical standards that help to prevent any forms of academic corrupt practices especially based on sexual harassment.
- ii. Through seminar for staff and students, there should be emphasis on moral values as well as ethical behavioural standards in order to promote academic and family values which used to be the pride of any nation.
- iii. Public tertiary educational institutions that already have codes of conduct ought to ensure compliance and to allay the fears of students' victimization when they report such incidences.
- iv. To expose perpetrators of corrupt practices in public tertiary educational institutions in Nigeria, a culture of whistle-blowing should be encouraged with appropriate protection for whistleblowers.
- v. The Federal and State government should establish Ethics and Campus Anti-corruption commissions across public educational tertiary institutions as a mechanism to checkmate and address issues of sexual harassment.

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