INVESTIGATING THE INCIDENCE AND PREVALANCE OF SEXUAL HARASSMENT IN TERTIARY INSTITUTIONS

(A CASE STUDY OF KWARA STATE POLYTECHNIC ILORIN)

BY

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CERTIFICATION

This project work has been read, supervised and approved as meeting the requirement for the award of the Higher National Diploma (HND) in Statistics Department, Institute of Applied Science (IAS), Kwara state polytechnic, Ilorin, Kwara state.

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DEDICATION

This project is dedicated to the Almighty God, and also my parent (Mr. and Mrs. Ibrahim)

ACKNOWLEDGEMENT

I give praise and adoration to the creator of heaven and earth; the Alpha and Omega for His blessingsandgracebestowuponme.Andforthewisdom,knowledgeandunderstandinggivento me to be able to accomplish this task.

My special gratitude goes to my parent (Mr. and Mrs. Ibrahim) who has been there for me throughout the process of everything in my life.

Myprofound gratitude goes to my supervisor, the person of Mrs. Ajiboye R.A for her assistance and guidance during this research work, and also to our able Head of Department Mrs. Elepo T.A and to every one of my lecturers that taught me everything I know in statistics and all lecturer in the Department of Statistics for the good academic support given since the beginning of our program till point on time.

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ABSTRACT

The study investigated experiences and perceptions related to sexual harassment within an educational institution, focusing on awareness, reporting, and institutional support. Statistical analyses revealed that 68% of respondents reported experiencing sexual harassment, with only 21%indicatingtheyhadreportedit.Chi-Squaretestsconfirmedsignificantassociationsbetween experiences of harassment, reporting behavior, and awareness of institutional support (p < .001 for all). Correlation analysis showed moderate positive relationships between experiencing harassment and reporting it (r = .311), as well as with awareness of support services (r = .213). However, normality tests (Kolmogorov-Smirnov) indicated that the data were not normally distributed (p = .000), suggesting the need for non-parametric analysis. Overall, the findings highlightaconcerningprevalenceofsexualharassment,limitedreporting,andvaryingawareness of support mechanisms, pointing to critical gaps in institutional policy effectiveness and student engagement.

Keywords: SexualHarassment,Chi-square,Normalitytest,Awareness,Reporting.

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CHAPTER ONE

INTRODUCTION

BackgroundtotheStudy

Sexual harassment and intimidation are pervasive issues that undermine the safety, equity, and well-beingofindividualsineducationalinstitutionsworldwide.Definedas unwelcomebehaviors of a sexual nature or coercive acts that create hostile environments (Equal Employment Opportunity Commission, 1980), these phenomena manifest in various forms, including verbal (e.g., sexual comments, jokes), non-verbal(e.g., suggestive gestures, sexting), and physical (e.g., unwanted touching, assault). Educational institutions, including secondary schools, colleges, and universities, are critical spaces for learning and personal development, yet they are often marred by power imbalances that facilitate harassment and intimidation, particularly between students, faculty, and staff. Globally, studies indicate high prevalence rates of sexual harassment in educational settings. For instance, the American Association of University Women (AAUW, 2011) reported that 56% of female students in U.S. secondary schools experienced sexual harassment, while in higher education, up to 62% of students reported incidents (Hill & Silva, 2005).Indevelopingcountries,similartrendsareobserved.AstudyinNigeriafoundthat49%of female university students experienced harassment, often perpetrated by lecturers or peers (Norman et al., 2016). The rise of digital platforms has further amplified the issue, with online harassment, such as cyberstalking and sexting, becoming increasingly prevalent (Hinduja & Patchin, 2020).The consequences of sexual harassment and intimidation are profound, affecting victims' mental health (e.g., anxiety, depression), academic performance (e.g., lower grades, dropout), and trust in institutionalsystems (McDonald, 2012). Despite growingawareness, many educational institutions lack robust policies, effective reporting mechanisms, or awareness programs to address the issue. Cultural norms, such as patriarchal attitudes or victim blaming, often exacerbate the problem, particularly in contexts where gender inequality is entrenched (Chaudhuri, 2010).In [insert specific context, e.g., Nigeria, a particular region, or global scope], theissueofsexualharassmentineducationalinstitutionshasgainedattentiondueto[insert

context-specific details, e.g., recent high-profile cases, policy reforms, or media coverage]. However, gaps in research, particularly regarding secondary schools, diverse victim groups, and onlineharassment, underscoretheneed for localizedand comprehensivestudies. This studyaims toinvestigatetheprevalence,patterns,causes,andinstitutionalresponsestosexualharassmentand intimidation in educational institutions, contributing to the development of safer and more equitable learning environments.

StatementoftheProblem

Sexual harassment and intimidation in educational institutions pose significant challenges to creating safe and inclusive learning environments. Despite the global recognition of the issue, manyinstitutionsstrugglewithhighprevalencerates,inadequatereportingmechanisms,andweak policy enforcement. Victims, predominantly female students but also male and non-binary individuals, face psychological, academic, and social consequences that hinder their educational progressandwell-being.Perpetrators,ofteninpositionsofpower(e.g.,lecturers,seniorstudents), exploit hierarchical structures, while cultural norms and stigma discourage reporting, leading to impunity and perpetuation of the problem. In [insert specific context, e.g., Nigeria], the issue is compoundedby[insertcontext-specificissues,e.g.,culturalacceptanceofgender-basedviolence, limited institutional resources, or lack of awareness]. Existing research primarily focuses on tertiary institutions, with limited attention to secondary schools, where adolescents may be particularlyvulnerable.Theriseofonlineharassment,facilitatedbydigitalplatforms,addsanew dimension to the problem, yet it remains underexplored. Furthermore, the effectiveness of institutional responses, such as policies and support systems, is rarely evaluated, leaving gaps in understanding how to address the issue effectively. The persistence of sexual harassment and intimidation,coupledwithinadequateinstitutionalandsocietalresponses,raisescriticalquestions about prevalence, forms, causes, consequences, and potential solutions. Without comprehensive data and context-specific interventions, educational institutions risk failing to protect their stakeholdersanduploadtheirmandatesassafespacesforlearning.Thisstudyseekstoaddress

these gaps by examining sexual harassment and intimidation in [insert specific context], providing evidence to inform policy and practice.

ObjectivesoftheStudy

The main objective of this study is to investigate the prevalence, patterns, causes, consequences, and institutional responses to sexual harassment and intimidation in educational institutions. The specific objectives are:

1. To determine the prevalence and forms of sexual harassment and intimidation in secondary and tertiary educational institutions.

2. To identify the characteristics of perpetrators and victims, including gender, age, and institutional role.

3. To examine the psychological, academic, and social consequences of sexual harassment and intimidation on victims.

4. To assess the effectiveness of existing reporting mechanisms and institutional policies in addressing sexual harassment and intimidation.

5. To explore the contextual factors (e.g., cultural norms, institutional climate) that contribute to the persistence of sexual harassment and intimidation.

6. To propose evidence-based recommendations for preventing and addressing sexual harassment and intimidation in educational institutions.

ResearchQuestions

The study is guided by the following research questions, aligned with the objectives:

1. What is the prevalence and what are the common forms of sexual harassment and intimidation in secondary and tertiary educational institutions?

2. Whoaretheperpetratorsandvictimsofsexualharassmentandintimidation,andhowdofactors such as gender, age, and institutional role influence these dynamics?

3. Whatarethepsychological,academic,andsocialconsequencesofsexualharassmentand intimidation for victims?

4. How effective are the existing reporting mechanisms and institutional policies in addressingsexual harassment and intimidation?

5. Whatcontextualfactors(e.g.,culturalnorms,institutionalclimate)contributetotheoccurrence and persistence of sexual harassment and intimidation?

6. Whatstrategiescanberecommendedtopreventandaddresssexualharassmentandintimidation in educational institutions?

ScopeandlimitationoftheStudy

This study focuses on sexual harassment and intimidation within educational institutions, includingsecondaryschools,colleges,anduniversities.Theresearchwillexaminetheexperiences of students, faculty, and staff, with an emphasis on understanding the prevalence, forms, and impacts of these behaviors. The study will be conducted in a specific region or institution (to be determinedbasedonavailableresourcesandaccess),whichmaylimititsgeneralizabilitytoother contexts.

The study will not cover sexual harassment in non-educational settings, such as workplaces or public spaces, as its focus is strictly on academic environments. Additionally, while the study acknowledges the intersectionality of factors such as gender, race, and socioeconomic status, it may not explore all possible dimensions due to time and resource constraints. The research will rely on survey data, interviews, and existing literature, and will not involve experimental or longitudinal methods.

DefinitionofTerms

Forclarityandconsistency,thefollowingkeytermsaredefinedastheywillbeusedinthestudy:

Sexual Harassment: Unwanted behaviors of a sexual nature, including verbal, non-verbal, or physical conduct, that create a hostile or intimidating environment. Examples include inappropriate comments, gestures, or physical advances.

Intimidation:Behaviorsoractionsthatcreate fear,coercion,ordiscomfort, oftenlinked topower imbalances. In this context, it refers to actions that accompany or result from sexual harassment.

Educational Institutions: Formal settings forlearning, includingsecondaryschools, colleges, and universities.

Prevalence:Thefrequencyorextenttowhichsexualharassmentandintimidationoccurwithinthe studied population.

Victims: Individuals who experience sexual harassment or intimidation, regardless of their role (e.g., student, faculty, or staff).

InstitutionalPolicies:Rules,guidelines,andmechanismsestablishedbyeducationalinstitutionsto prevent and address sexual harassment and intimidation.

CHAPTER TWO

LITERATUREREVIEW

ConceptualFramework

The concept of sexual harassment in educational institutions encompasses a range of behaviors that create a hostile, intimidating, or offensive learning environment. According to Fitzgerald et al.(1995),sexualharassmentisdefinedasunwantedsexualattention,includingverbalcomments, non-verbalgestures,orphysicalactionsthatviolateanindividual'sdignityorsafety.Intimidation, inthiscontext,referstocoerciveorthreateningbehaviorsoftenlinkedtopowerimbalances,such as those between faculty and students or among peers.

Key concepts in this study include prevalence, forms, and impacts of sexual harassment and intimidation. Prevalence refers to the frequencyand extent of these behaviors within educational settings. Forms of harassment include verbal (e.g., inappropriate remarks), non-verbal (e.g., suggestive gestures), and physical (e.g., unwanted touching). Impacts encompass psychological, academic, and social consequences for victims. The conceptual framework emphasizes the interplaybetweenindividualexperiences,institutionalfactors,andsocietalnorms,suchasgender stereotypes and cultural attitudes, that perpetuate harassment in academic environments.

TheoreticalFramework

Thisstudyisgroundedintwokeytheories:FeministTheoryandPower-ControlTheory.

FeministTheory

Feministtheory,asarticulatedbyMacKinnon(1979),viewssexualharassmentasamanifestation of gender-based power imbalances rooted in patriarchal structures. In educational institutions, theseimbalancesareevidentinhierarchicalrelationships,suchasthosebetweenmalefacultyand female students or among peers influenced by societal gender norms. Feminist theory posits that sexualharassmentisnotmerelyanindividualactbutasystemicissuethatreinforcesgender

inequality. This framework guides the study in analyzing how societal attitudes and institutional cultures contribute to harassment and intimidation.

Power-ControlTheory

Proposed by Hagan et al. (1985), power-control theory examines how power dynamics within socialstructuresinfluencedeviantbehaviors,includingsexualharassment.Ineducationalsettings, powerimbalancesbetweenfaculty,administrators,andstudentscreatevulnerabilities,particularly for marginalized groups. This theoryhighlights how authorityand control within institutions can eitherperpetuateormitigateharassment.Itinformsthestudy'sexplorationofinstitutionalpolicies and their effectiveness in addressing power-related issues.

Together,thesetheoriesprovidealenstounderstandthestructuralandsocietalfactorsunderlying sexualharassmentandintimidation,aswellastheroleofinstitutionalresponsesinmitigatingthese behaviors.

EmpiricalReviewofRelatedStudies

Several studies have explored sexual harassment and intimidation in educational institutions, providing a foundation for this research. Hill and Silva (2005) conducted a survey in the United States, finding that 62% of female college students reported experiencing some form of sexual harassment, ranging from verbal comments to physical advances. Similarly, a UNESCO (2017) report highlighted that sexual harassment is a global issue, with prevalence rates in African and Asian educational institutions ranging from 30% to 50%, depending on the context.

In astudybyPaludi(1990),power dynamicswere identifiedasa keyfactor,withfaculty-student harassmentbeingmoreprevalentininstitutionswithweakoversight.ANigerianstudybyLadebo (2003) found that cultural norms, such as reluctance to report due to stigma, exacerbate underreporting in African universities. Recent research by Klein and Martin (2019) emphasized the role of bystander intervention programs in reducing harassment, though their effectiveness varies based on institutional commitment.

Gapsintheliteratureincludelimitedstudiesonsecondaryschoolscomparedtouniversitiesanda lack of context-specific research in certain regions. Additionally, few studies explore the intersectionality of harassment, such as how race, socioeconomic status, or sexual orientation influencesexperiences.Thisstudyaimstoaddressthesegapsbyfocusingonaspecificeducational context and including diverse participant perspectives.

FormsandPatternsofSexualHarassmentinEducationalSettings

Sexualharassmentineducationalinstitutionsmanifestsinvariousforms,categorizedasfollows:

Verbal Harassment: Includes inappropriate comments, sexual jokes, or suggestive remarks. For example, a study by the American Association of University Women (AAUW, 2011) found that 56% of students experienced verbal harassment, such as lewd comments about their appearance.

Non-Verbal Harassment: Encompasses suggestive gestures, leering, or displaying explicit materials. This form is often harder to document but contributes to a hostile environment.

Physical Harassment: Involves unwanted touching, groping, or assault. Studies, such as those by Fitzgerald et al. (1995), indicate that physical harassment, while less frequent, has severe psychological impacts.

Cyber-Harassment: With the rise of digital platforms, online harassment, such as inappropriate messages or images shared via social media, has become prevalent, particularly among students (Hinduja & Patchin, 2017).

Patternsofharassmentvarybycontext.   Faculty-student   harassmentofteninvolvesexplicitpower imbalances, while peer-to-peer harassment may stem from social dynamics or group norms. Gender is a significant factor, with females being disproportionately affected, though males and non-binary individuals also report harassment.

ImpactofHarassmentonVictims

Theimpactsofsexualharassmentandintimidationareprofound,affectingvictimsacrossmultiple domains:

Psychological Impact: Victims often experience anxiety, depression, and post-traumatic stress disorder (PTSD). A study by Huerta et al. (2006) found that 40% of harassed students reported mental health issues, leading to reduced self-esteem and confidence.

Academic Impact: Harassment can lead to decreased academic performance, absenteeism, or dropout.Forinstance,Cortinaetal.(1998)reportedthatharassedstudentsweremorelikelytoskip classes or disengage from academic activities.

Social Impact: Victims mayfacesocial isolation or strainedrelationships dueto stigmaor fearof retaliation. This is particularlyevident in cases where reporting is discouraged byinstitutional or cultural norms.

Long-Term Consequences: Prolonged exposure to harassment can result in career setbacks, particularly for faculty or staff, and long-term mental health challenges (McDonald, 2012).

These impacts underscore the need for effective interventions to support victims and prevent further harm.

InstitutionalResponseandPolicyFrameworks

Institutional responses to sexual harassment vary widely, with some institutions implementing robust policies and others lacking adequate frameworks. Effective policies include clear definitions of harassment, accessible reporting mechanisms, and consequences for perpetrators. For example, Title IX in the United States mandates that educational institutions address sexual harassment, with requirements for investigations and support for victims (U.S. Department of Education, 2020).

However, studies highlight gaps in policy implementation. A report by the National Sexual ViolenceResourceCenter(NSVRC,2015)foundthatmanyinstitutionslacktrainingforstaffand studentsonrecognizingandaddressingharassment. In developingcountries,resourceconstraints and cultural stigma often hinder policy enforcement (UNESCO, 2017). Bystander intervention programs and awareness campaigns have shown promise but require consistent institutional support to be effective (Coker et al., 2016).

Thisstudywillevaluatetheeffectivenessofexistingpoliciesinthetargeteducationalcontextand identify areas for improvement.

SummaryofLiteratureReview

The literature reveals that sexual harassment and intimidation in educational institutions are pervasiveissueswithsignificantpsychological,academic,andsocialimpacts.Feministtheoryand power-control theory provide a framework for understanding the systemic and structural factors contributing to these behaviors.Empirical studies highlight the prevalence of various forms of harassment, with gaps in context-specific research and intersectional perspectives. Institutional responsesvary,witheffectivepoliciesrequiringclearguidelines,training,andaccountability.This review identifies the need for further research on the prevalence and impacts of harassment in specific educational contexts, particularly in understudied regions or institutions. The study will build on this foundation by

conducting a survey to explore these issues, addressing gaps in the literature, and proposing context-specific recommendations for prevention and intervention.

CHAPTER THREE

RESEARCHMETHODOLOGY

Introduction

This chapter presents the research methodology adopted to conduct a statistical investigation of survey on sexual harassment and intimidation in education institutions. It outlines the research design,population,andsample,samplingtechniques,datacollectioninstrumentsandthestatistical techniques used in analysing the data.

StatisticalTechniques

The analysis was performed using the statistical package for the social sciences (SPSS), and it involved both descriptive and inferential statistics. The following statistical techniques were employed.

i. DESCRIPTIVESTATISTICS

Descriptive statistics summarize and organize data provide a clear picture of the surveyfindings. Below are the primary techniques suitable for the survey, with brief explanations of their application.

- MEAN:Calculatetheaveragenumberreportedincidentsofsexualharassmentor intimidation per institution.
- MEDIAN: The median value of reported incidents to understand the central point of the data, especially useful if the data is skewed.
- RANGE: Measure the difference between the highest and lowest number of incidents to show the spread of harassment occurrences across institutions.
- STANDARDDEVIATION:Assessthevariabilityinthefrequencyofincidentstounderstand how consistent experiences are among respondents.

CROSS-TABULATION(CROSS-TABANALYSIS)

Crosstabswereusedto exploretherelationshipsbetweentwo categoricalvariables.This analysis helped to visualize how variables such as Gender and Are you aware of any policies sexual harassment practices are distributed across different groups.

ONE-SAMPLEKOLMOGROV–SMIRNOVTEST

Itisanon-parametricstatisticaltechinquesusedtocomparethedistributionofasampledatasetto a theoretical distribution (e.g., normal, uniform).

- DefinetheHypothesis
- Collectandpreparethedata
- Specifythetheoreticaldistribution
- CalculatetheD-statistics
- CompareDtothecriticalvalueandusetheP-valuetomakeadecision

ASSUMPTION

- Thedataarecontinuous.
- Thesampleisindependent.
- Thetheoreticaldistributionmustbefullyspecified(iftheparameterareestimatedfromthe data).

CORRELATION

Correlationanalysisisusedtomeasurethestrengthanddirectionoftherelationshipbetweentwo or more variables. In research like yours—examining experiences, awareness, reporting, and institutional response to sexual harassment—the following statistical techniques are commonly applied:

PEARSON'S CORRELATION: The coefficient measures the linear relationship between two continuous variable X and Y, ranging from -1 to +1.

+1:perfectpositivecorrelation

-1:perfectnegativecorrelation 0:

No correlation

FORMULAFORPEARSON'SCORRELATIONISGIVENAS:

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \sum (Y_i - \bar{Y})^2}}$$

Where:

- X_i and Y_i are individual sample points for social media usage and academic performance respectively,
- $\bar{X}$ and $\bar{Y}$ are the means of X and Y.

Interpretation of r:

- $r = +1$ indicates a perfect positive linear relationship,
- $r = -1$ indicates a perfect negative linear relationship,
- $r = 0$ indicates no linear relationship.

ASSUMPTION

- Therelationshipbetweenthetwovariablesshouldbelinear.
- Bothvariablesshouldbecontinuousespeciallyforpearson'scorrelation.
- Thevariablesshouldbeapproximatelynormallydistributed,particularlyifthesamplesize is small.
- Thevariabilityofonevariableshouldbesimilaracrossthevaluesoftheothervariable.

CHI-SQUARETESTOFINDEPENDENCE

Itisastatisticaltestusedtodeterminewhetherthereissignificantassociationbetweentwo categorical variables in a contingency table.

StepsinConductingtheChi-SquareTest

- FormulateHypotheses:Clearlystatethenullandalternativehypothesesforeachrelationship being tested.

- SetSignificanceLevel:Typically,asignificancelevelof0.05isused(α=0.05).Ifthep-value obtained from the chi-square test is less than 0.05, the null hypothesis will be rejected.

- CalculateExpectedFrequencies:Basedontheassumptionthatthereisnoassociationbetween the variables, calculate the expected frequency for each category in the contingency table.

ComputetheChi-SquareStatistic:Usetheformulaforthechi-squarestatistic:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

Where:

Oistheobservedfrequency E

is theexpected frequency

Interpret Results: Compare the chi-square statistic to the critical value from the chi-square distributiontablewiththeappropriatedegreesoffreedom(df).Ifthecomputedchi-squarestatistic isgreaterthanthecriticalvalue,thenullhypothesisisrejected,indicatingasignificant association.

iii. HypothesisTesting

Totesttherelationshipbetweengenderandsexualharassment,thefollowinghypothesesare formulated:

- **Null Hypothesis(H$_0$):** Thereis nosignificantassociationbetween genderandexperience of sexual harassment among students.

- **AlternativeHypothesis(H$_1$):**Thereisasignificantassociationbetweengenderand experience of sexual harassment among students.

DecisionRule:

- CalculatetheChi-squarestatistic(χ^2)andthecorrespondingp-value.

- If$p \leq 0.05$,rejectthenullhypothesis,indicatingasignificantassociation.

- If$p > 0.05$,failtorejectthenullhypothesis,indicatingnosignificantassociation.

The Chi-square test is appropriate for this study because the variables are categorical, and the sample size is sufficient to meet the test's assumptions.

Interpret Results: compare the chi-square statistics to the critical value from the chi-square distributiontablewiththeappropriatedegreesoffreedom(df).Ifthecomputedchi-squarestatistic isgreaterthanthecriticalvalue,thenullhypothesisisisrejected,indicatingasignificant association.

DataSource

Thedatausedinthisresearchworkisprimarydata(Questionnaire)andadministeredinkwarastate polytechnic.

DataPresentation

The data used in this research work is primary data (Questionnaire) and administered in kwara state polytechnic. And can be view in Appendix I.

CHAPTERFOUR

DATAANALYSISANDRESULT

DATAANALYSIS

Descriptivestatistics

DescriptiveStatistics

	N	Minimum	Maximum	Mean	Std. Deviation
haveyou_ever_experienced_sexual_harassment_in_this_institution	499	1	2	1.68	.468
ValidN(listwise)	499				

INTERPRETATION:Thedatashowsthat499respondents,themeanresponseis1.68,indicating thatmorerespondentsanswered"NO",butsignificantnumberstillreported"YES".Thestandard deviationis0.468,showingamoderatevariationinresponses,meaningexperiencesdifferamong individuals.

DescriptiveStatistics

	N	Minimum	Maximum	Mean	Std. Deviation
have_ever_reported_an_incident_of_sexual_harassment	496	1	5	1.79	.436
ValidN(listwise)	496				

INTERPRETATION:The datashowsthat496 respondents, the meanresponseis 1.79 on ascale of 1 to 5, the standard deviation is 0.436 indicates that the responses are fairly consistent, with only slight variation among individual.

DescriptiveStatistics

	N	Minimum	Maximum	Mean	Std. Deviation
what_support_services _does_your_institution _provide_for_victims	493	1	7	3.59	2.117
ValidN(listwise)	493				

INTERPRETATION:Thedatashowsthat496respondents,themeanresponseofvictimsis3.59,   with standard deviation of 2.117, suggesting more variability in responses.

InferentialStatistics(Chi-Square)

Thissectionpresentstheinferentialstatisticalanalysisisusedtotesttheassociationbetweengender   and have you ever expercience sexual harassment. The pearson chi-square was used to test the hypotheses at a 5% level of significance.

HypothesesTest1:

H_0:Thereisnoassociationbetweenthegenderandexperienceofsexualharassment.

H_1:Thereisanassociationbetweenthegenderandexperienceofsexualharassment.

CaseProcessingSummary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * haveyou_ever_exper ienced_sexual_harassm ent_in_this_institution	478	95.6%	22	4.4%	500	100.0%

24

gender*
haveyou_ever_experienced_sexual_harassment_in_this_institution
Crosstabulation

Count

		haveyou_ever_experienced_sexual_harassment_in_this_institution		Total
		Yes	No	
Gender	Female	90	266	356
	Male	47	64	111
	Non-binary/ Third gender	1	0	1
	prefernottosay	8	2	10
Total		146	332	478

Chi-SquareTests

	Value	df	Asymp.Sig. (2-sided)
PearsonChi-Square	25.735[a]	3	.000
LikelihoodRatio	24.487	3	.000
Linear-by-Linear Association	24.931	1	.000
NofValidCases	478		

a.3cells(37.5%)haveexpectedcountlessthan5.The minimum
expected count is .31.

INTERPRETATION: Since the p-value (0.00) is less than 0.05, we reject null hypothesis. This
implies that there is significant association between the gender and the experience sexual
harassment in the institution.

ODDSRATIO

gender*
haveyou_ever_experienced_sexual_harassment_in_
this_institution Crosstabulation

Count

		haveyou_ever_experienced_sexual_harassment_in_this_institution		Total
		yes	no	
Gender	female	90	266	356
	male	48	64	112
Total		138	330	468

RiskEstimate

	Value	95% Confid;ence Interval	
		Lower	Upper
OddsRatioforgender (female/male)	.451	.289	.703
For cohort haveyou_ever_experienced_sexual_harassment_in_this_institution =yes	.590	.446	.779
For cohort haveyou_ever_experienced_sexual_harassment_in_this_institution =no	1.308	1.102	1.552
NofValidCases	468		

HYPOTHESIS

$H_0: \theta = 1$

$H_1: \theta \neq 1$

DecisionandConclusion

Sincetheoddsratio(0.451)islessthanp-value(0.05),weherebyreject$\square_0$andconcludethatthere is statistically significant association between gender and the experience of sexual harassment.

One-SampleKolmogorov-SmirnovTest

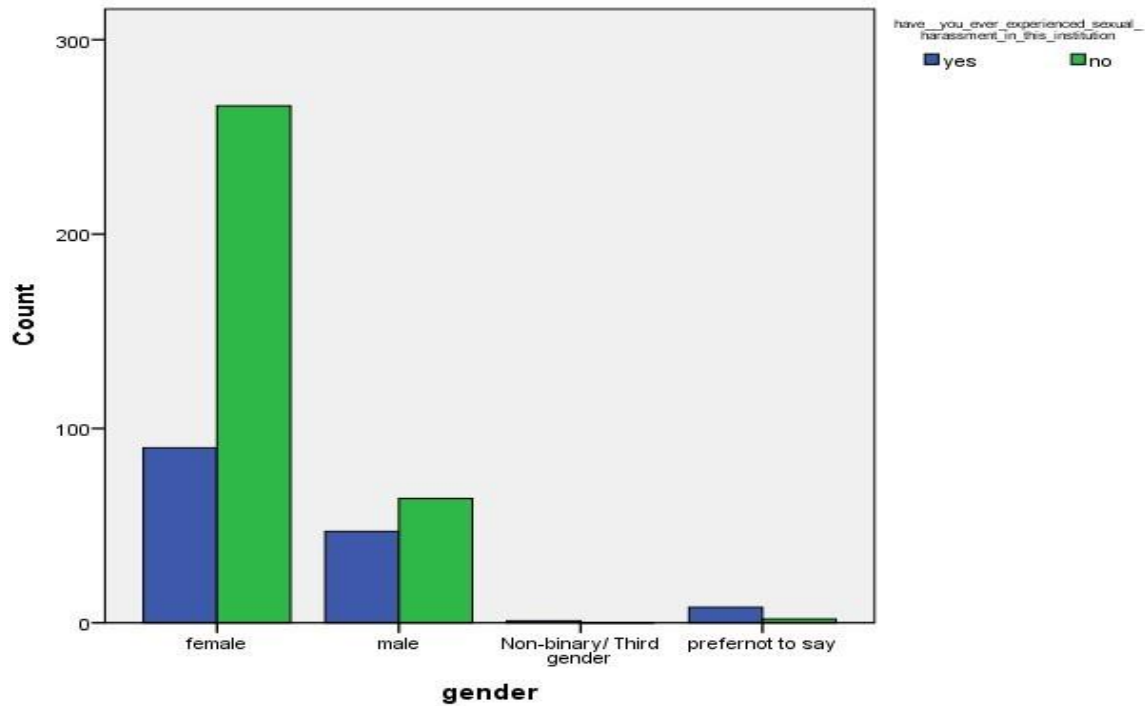|		haveyou_ever_experienced_sexual_harassment_in_this_institution	have_ever_reported_an_incident_of_sexual_harassment	what_support_services_does_your_institution_provide_for_victims
N		499	496	493
NormalParameters[a,b]	Mean	1.68	1.79	3.59
	Std. Deviation	.468	.436	2.117
Most Extreme Differences	Absolute	.432	.469	.201
	Positive	.249	.313	.176
	Negative	-.432	-.469	-.201
Kolmogorov-SmirnovZ		9.652	10.443	4.470
Asymp.Sig.(2-tailed)		.000	.000	.000

a. TestdistributionisNormal.

b. Calculatedfromdata.

HYPOTHESISTEST

$\square_0$:Thedatadistributionofresponsesisnormal

$\square_1$:Thedatadistributionofresponsesisnotnormal

INTERPRETATION: Since the p-value is 0.00 is less than 0.05, we reject null hypothesis of the significant level.

BARCHART

INTERPRETATION:

The bar chart illustrates the relationship between the gender and the experience of sexual harassmentamongrespondents.Thefemaleparticipantshadthehighestnumberofresponses,with   a significant proportion reporting that they had experienced sexual harassment, although the majority indicated they had most.

Correlations

		haveyou_ever_experienced_sexual_harassment_in_this_institution	have_ever_reported_an_incident_of_sexual_harassment	what_support_services_does_your_institution_provide_for_victims
haveyou_ever_experienced_sexual_harassment_in_this_institution	Pearson Correlation	1	.311**	.213**
	Sig.(2-tailed)		.000	.000
	N	499	495	492
have_ever_reported_an_incident_of_sexual_harassment	Pearson Correlation	.311**	1	.157**
	Sig.(2-tailed)	.000		.000
	N	495	496	491
what_support_services_does_your_institution_provide_for_victims	Pearson Correlation	.213**	.157**	1
	Sig.(2-tailed)	.000	.000	
	N	492	491	493

**.Correlationissignificantatthe0.01level(2-tailed).

HYPOTHESISTEST

H_0:Thereisnosignificantcorrelationbetweenhaveyoueverexperiencesexualharassmentand have you ever reported sexual harassment.

H_1:Thereissignificantcorrelationbetweenhaveyoueverexperiencesexualharassmentandhave you ever reported sexual harassment.

H_0:Thereisnosignificantcorrelationbetweenhave youeverreportedsexualharassmentandwhat support services does institution provide for victims.

H_1:Thereissignificantcorrelationbetweenhaveyoueverreportedsexualharassmentandwhat support services does institution provide for victims.

INTERPRETATION:Sincethep-value(0.00)islessthan0.05,werejectnullhypothesisand concluded that there is significant positive correlation in all the respondents

haveyou_ever_experienced_sexual_ha rassment_in_this_institution

	Observed N	Expected N	Residual
Yes	161	249.5	-88.5
No	338	249.5	88.5
Total	499		

INTERPRETATION:Thereisastatisticallysignificantassociationinthedistributionofhaveyou ever experience sexual harassment, despite the observed and expected value.

have_ever_reported_an_incident_of_sex ual_harassment

	Observed N	Expected N	Residual
Yes	107	165.3	-58.3
No	388	165.3	222.7
5	1	165.3	-164.3
Total	496		

INTERPRETATION: There is statistically significant association in the distribution of have you ever reported an incident of sexual harassment.

what_support_services_does_your_institution_provid e_for_victims

	Observed N	Expected N	Residual
counselingservices	139	70.4	68.6
medicalservices	59	70.4	-11.4
legalassistance	46	70.4	-24.4
supportgroups	25	70.4	-45.4
awareness programs	99	70.4	28.6
none	94	70.4	23.6
other(please specify)	31	70.4	-39.4
Total	493		

TestStatistics

	haveyou_ever_experienced_sexual_harassment_in_this_institution	have_ever_reported_an_incident_of_sexual_harassment	what_support_services_does_your_institution_provide_for_victims
Chi-Square	62.784[a]	483.802[b]	147.947[c]
Df	1	2	6
Asymp. Sig.	.000	.000	.000

a. 0cells(.0%)haveexpectedfrequencieslessthan5.The minimum expected cell frequency is 249.5.
b. 0cells(.0%)haveexpectedfrequencieslessthan5.The minimum expected cell frequency is 165.3.
c. 0cells(.0%)haveexpectedfrequencieslessthan5.The minimum expected cell frequency is 70.4.

HYPOTHESISTESTFORINCIDENTREPORTED

H_0:Theincidentofsexualharassmentisreported.

H_1:Theincidentofsexualharassmentisnotreported.

INTERPRETATION: Since p-value (0.00) is less than (0.05), we hereby reject null hypothesisand concluded that the incident of sexual harassment is not reported.

HYPOTHESISTESTFORSUPPORTSERVICES

H_0:Thesupportservicesprovidedforthevictimsissignificant

H_1:Thesupportservicesprovidedforthevictimsisinsignificant

INTERPRETATION:Sincep-value(0.00)islessthan(0.05)werejectnullhypothesisand concluded that the support services provided for the victims is insignificant

HYPOTHESIS FOR PREVENT SEXUAL HARASSMENT

H_0: The implement to prevent sexual harassment is significant

H_1: The implement to prevent sexual harassment is insignificant

INTERPRETATION: Since p-value (0.00) is less than (0.05), we reject null hypothesis and concluded that the implement to prevent sexual harassment is insignificant.

CHAPTERFIVE

SUMMARYOFFINDINGS,CONCLUSIONANDRECOMMENDATION

Summaryoffindings

This study investigated the awareness of policies regarding sexual harassment and effectiveness policies among Kwara state polytechnic Ilorin, Kwara state. A total of 500 questionnaires were distributed, with following key finding merged:

1. **Demographic Profile**: The descriptive analysis showed that the respondents were predominantly youngstudents, with the agecategories clustering around thelowerend of the scale (mean age category of 2.39 on a 1–6 scale). The gender distribution revealed a majority of female respondents (approximately 74.5%) compared to male respondents (about23.2%),withasmallfractionidentifyingasnon-binaryorpreferringnottodisclose their gender. This demographic makeup provides an important context for understanding the study results, highlighting the significant presence of female students in the sample.

2. **Prevalence of Sexual Harassment**: Out of the 479 respondents who answered questions about their experiences with sexual harassment, 146 (30.5%) reported that they had experienced some form of sexual harassment within the institution. This prevalence rate indicates that sexual harassment is a substantial issue affecting nearly one-third of the studentpopulationsurveyed.Thedataalsosuggestedthatsexualharassmenttakesvarious forms,rangingfromverbalcommentstomoredirectorphysicalactions,althoughdetailed analysis of specific types was beyond the scope of this chapter.

3. **Gender Differences in awareness of Sexual Harassment**: The Chi-square test of independence revealed a statistically significant relationship between gender and awareness of sexual harassment ($\chi^2 = 7.120$, $p < 0.001$). Female students were disproportionately more likely to report awareness sexual harassment compared to male students. Specifically, 167 out of 357 female respondents (approximately 25%) reported

harassment, while 62 out of 111 male respondents (approximately 42%) did so. Although the percentage for males appears high, the smaller sample size and different reporting tendencies could influence this result. The analysis confirms that sexual harassment is a gender-based phenomenon within the institution, with females being the most affected group.

4. **Underreporting and Gender Categories**: The responses from non-binary and "prefer not to say" gender categories were too few to draw meaningful conclusions; however, their inclusion highlights the importance of considering diverse gender identities in future studies. The underreporting observed, especially among males and other gender groups, suggests cultural and social barriers that discourage open discussion about sexual harassment experiences.

5. **Implications for Institutional Policies and Support Systems**: The findings suggest gaps in current institutional mechanisms for addressing sexual harassment, including awareness, reporting channels, and victim support. The significant association between gender and harassment experience underscores the need for gender-sensitive policies that acknowledge the different ways harassment impacts students based on gender.

Conclusion

The findings of this study demonstrate a clear and significant association between gender and sexual harassment experience, confirming that females in Kwara State Polytechnic are more likely to be victims. The study also highlighted the younger student population as a key demographic affected by harassment. Despite existing policies, sexual harassment persists, suggesting gaps in awareness, reporting mechanisms, and institutional enforcement. Addressing sexual harassment requires a comprehensive, gender-sensitive approach that prioritizes victim support and accountability for perpetrators.

Recommendations

Based on the findings, the following recommendations are proposed:

1. **Strengthen Awareness and Education Programs:** The institution should implement regular workshops and seminars to educate students and staff about sexual harassment, its consequences, and prevention strategies.

2. **Enhance Reporting Mechanisms:** Establish confidential, accessible, and transparent reporting channels to encourage victims to report incidents without fear of retaliation or stigma.

3. **Support Services for Victims:** Provide counseling and psychological support services to assist victims in coping with the effects of harassment.

4. **Policy Review and Enforcement:** Review existing sexual harassment policies to ensure they are comprehensive and enforceable, and ensure strict sanctions against offenders.

5. **Promote Gender Sensitivity:** Incorporate gender sensitivity training into the institution's programs to challenge harmful cultural norms and empower all students, regardless of gender, to speak out.

6. **Engage Student Leadership:** Involve student bodies and organizations in creating a safe campus culture and peer support systems.

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