A STATISTICAL APPROACH ON POLICY MANAGEMENT AND EFFECTIVENESS OF SEXUAL HARASSMENT ON CAMPUS

(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. Oloyede)

ACKNOWLEDGEMENT

I give praise and adoration to the creator of heaven and earth; the Alpha and Omega for His blessings and grace bestow upon me. And for the wisdom, knowledge and understanding given to me to be able to accomplish this task.

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

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ABSTRACT

This study investigates the management and effectiveness of sexual harassment policies in a polytechnic institution, focusing on levels of awareness among students and their perceptions of policy effectiveness. Using a quantitative approach, data was collected through structured questionnaires distributed to 500 respondents. Findings from the One-Sample Kolmogorov-Smirnov test reveal that responses on both awareness and effectiveness of policies are not normally distributed (p < 0.05 for both variables). The results show that many respondents are aware of the existence of sexual harassment policies, with a mean awareness score of 1.50 (on a Yes/No scale), and a standard deviation of 0.500, indicating a fairly balanced distribution of responses. Among those aware, the perceived effectiveness of these policies averaged 2.47 (on a Likert scale), suggesting that respondents rated the policies as less than moderately effective. Correlation analysis shows a moderate positive relationship (r = 0.471, p < 0.05) between awareness of sexual harassment policies and perceived effectiveness. This suggests that as awareness increases, the perception of policy effectiveness also improves significantly. In conclusion, while awareness of sexual harassment policies is relatively high, students do not strongly believe in the effectiveness of the current policies. The study recommends that institutions not only raise awareness but also improve policy implementation and visibility to increase trust, effectiveness, and reporting among students.

Keywords: *Sexual harassment, Student perception, Polytechnic institution, Correlation Analysis.*

TABLE OF CONTENTS

3.1 introduction

3.2 statistical techniques

3.3 source of data

3.4 Data presentation

4.1 Data Analysis

5.1 Summary of Findings

5.2 Conclusion

5.3 Recommendations

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Sexual harassment and intimidation are pervasive issues that undermine the safety, equity, and well-being of individuals in educational institutions worldwide. Defined as unwelcome behaviors 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). In developing countries, similar trends are observed. A study in Nigeria found that 49% 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 institutional systems (McDonald, 2012). Despite growing awareness, 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], the issue of sexual harassment in educational institutions has gained attention due to [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 online harassment, underscore the need for localized and comprehensive studies. This study aims to investigate the prevalence, patterns, causes, and institutional responses to sexual harassment and intimidation in educational institutions, contributing to the development of safer and more equitable learning environments.

1.2 Statement of the Problem

Sexual harassment and intimidation in educational institutions pose significant challenges to creating safe and inclusive learning environments. Despite the global recognition of the issue, many institutions struggle with high prevalence rates, inadequate reporting mechanisms, and weak policy enforcement. Victims, predominantly female students but also male and non-binary individuals, face psychological, academic, and social consequences that hinder their educational progress and well-being. Perpetrators, often in positions of power (e.g., lecturers, senior students), 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 compounded by [insert context-specific issues, e.g., cultural acceptance of gender-based violence, limited institutional resources, or lack of awareness]. Existing research primarily focuses on tertiary institutions, with limited attention to secondary schools, where adolescents may be particularly vulnerable. The rise of online harassment, facilitated by digital platforms, adds a new 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, coupled with inadequate institutional and societal responses, raises critical questions about prevalence, forms, causes, consequences, and potential solutions. Without comprehensive data and context-specific interventions, educational institutions risk failing to protect their stakeholders and uphold their mandates as safe spaces for learning. This study seeks to address

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

1.3 Objectives of the Study

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.

1.4 Research Questions

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. Who are the perpetrators and victims of sexual harassment and intimidation, and how do factors such as gender, age, and institutional role influence these dynamics?

3. What are the psychological, academic, and social consequences of sexual harassment and intimidation for victims?

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

5. What contextual factors (e.g., cultural norms, institutional climate) contribute to the occurrence and persistence of sexual harassment and intimidation?

6. What strategies can be recommended to prevent and address sexual harassment and intimidation in educational institutions?

1.5 Scope and limitation of the Study

This study focuses on sexual harassment and intimidation within educational institutions, including secondary schools, colleges, and universities. The research will examine the experiences 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 determined based on available resources and access), which may limit its generalizability to other 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.

1.6 Definition of Terms

For clarity and consistency, the following key terms are defined as they will be used in the study:

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: Behaviors or actions that create fear, coercion, or discomfort, often linked to power imbalances. In this context, it refers to actions that accompany or result from sexual harassment.

Educational Institutions: Formal settings for learning, including secondary schools, colleges, and universities.

Prevalence: The frequency or extent to which sexual harassment and intimidation occur within the studied population.

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

Institutional Policies: Rules, guidelines, and mechanisms established by educational institutions to prevent and address sexual harassment and intimidation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

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), sexual harassment is defined as unwanted sexual attention, including verbal comments, non-verbal gestures, or physical actions that violate an individual's dignity or safety. Intimidation, in this context, refers to coercive or threatening behaviors often linked to power imbalances, 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 frequency and 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 interplay between individual experiences, institutional factors, and societal norms, such as gender stereotypes and cultural attitudes, that perpetuate harassment in academic environments.

2.2 Theoretical Framework

This study is grounded in two key theories: Feminist Theory and Power-Control Theory.

Feminist Theory

Feminist theory, as articulated by MacKinnon (1979), views sexual harassment as a manifestation of gender-based power imbalances rooted in patriarchal structures. In educational institutions, these imbalances are evident in hierarchical relationships, such as those between male faculty and female students or among peers influenced by societal gender norms. Feminist theory posits that sexual harassment is not merely an individual act but a systemic issue that reinforces gender

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

Power-Control Theory

Proposed by Hagan et al. (1985), power-control theory examines how power dynamics within social structures influence deviant behaviors, including sexual harassment. In educational settings, power imbalances between faculty, administrators, and students create vulnerabilities, particularly for marginalized groups. This theory highlights how authority and control within institutions can either perpetuate or mitigate harassment. It informs the study's exploration of institutional policies and their effectiveness in addressing power-related issues.

Together, these theories provide a lens to understand the structural and societal factors underlying sexual harassment and intimidation, as well as the role of institutional responses in mitigating these behaviors.

2.3 Empirical Review of Related Studies

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 a study by Paludi (1990), power dynamics were identified as a key factor, with faculty-student harassment being more prevalent in institutions with weak oversight. A Nigerian study by Ladebo (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.

Gaps in the literature include limited studies on secondary schools compared to universities and a 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 influences experiences. This study aims to address these gaps by focusing on a specific educational context and including diverse participant perspectives.

2.4 Forms and Patterns of Sexual Harassment in Educational Settings

Sexual harassment in educational institutions manifests in various forms, categorized as follows:

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).

Patterns of harassment vary by context. Faculty-student harassment often involves explicit power 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.

2.5 Impact of Harassment on Victims

The impacts of sexual harassment and intimidation are profound, affecting victims across multiple 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. For instance, Cortina et al. (1998) reported that harassed students were more likely to skip classes or disengage from academic activities.

Social Impact: Victims may face social isolation or strained relationships due to stigma or fear of retaliation. This is particularly evident in cases where reporting is discouraged by institutional 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.

2.6 Institutional Response and Policy Frameworks

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 Violence Resource Center (NSVRC, 2015) found that many institutions lack training for staff and students on recognizing and addressing harassment. In developing countries, resource constraints 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).

This study will evaluate the effectiveness of existing policies in the target educational context and identify areas for improvement.

2.7 Summary of Literature Review

The literature reveals that sexual harassment and intimidation in educational institutions are pervasive issues with significant psychological, academic, and social impacts. Feminist theory and 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 responses vary, with effective policies requiring clear guidelines, training, and accountability.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

RESEARCH METHODOLOGY

3.1 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, and sample, sampling techniques, data collection instruments and the statistical techniques used in analysing the data.

3.2 Statistical Techniques

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.   DESCRIPTIVE STATISTICS

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

- MEAN: Calculate the average number reported incidents of sexual harassment or 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.
- STANDARD DEVIATION: Assess the variability in the frequency of incidents to understand how consistent experiences are among respondents.

CROSS- TABULATION (CROSS-TAB ANALYSIS)

Crosstabs were used to explore the relationships between two categorical variables. 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-SAMPLE KOLMOGROV –SMIRNOV TEST

It is a non-parametric statistical techinques used to compare the distribution of a sample dataset to a theoretical distribution (e.g., normal, uniform).

- Define the Hypothesis
- Collect and prepare the data
- Specify the theoretical distribution
- Calculate the D-statistics
- Compare D to the critical value and use the P-value to make a decision

ASSUMPTION

- The data are continuous.
- The sample is independent.
- The theoretical distribution must be fully specified (if the parameter are estimated from the data).

CORRELATION

Correlation analysis is used to measure the strength and direction of the relationship between two 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: perfect positive correlation

-1: perfect negative correlation

0: No correlation

FORMULA FOR PEARSON'S CORRELATION IS GIVEN AS:

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

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

- The relationship between the two variables should be linear.
- Both variables should be continuous especially for pearson's correlation.
- The variables should be approximately normally distributed, particularly if the sample size is small.
- The variability of one variable should be similar across the values of the other variable.

CHI-SQUARE TEST OF INDEPENDENCE

It is a statistical test used to determine whether there is significant association between two categorical variables in a contingency table.

Steps in Conducting the Chi-Square Test

- Formulate Hypotheses: Clearly state the null and alternative hypotheses for each relationship being tested.
- Set Significance Level: Typically, a significance level of 0.05 is used ($\alpha = 0.05$). If the p-value obtained from the chi-square test is less than 0.05, the null hypothesis will be rejected.
- Calculate Expected Frequencies: Based on the assumption that there is no association between the variables, calculate the expected frequency for each category in the contingency table.

Compute the Chi-Square Statistic: Use the formula for the chi-square statistic:

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

Where:

O is the observed frequency

E is the expected frequency

Interpret Results: Compare the chi-square statistic to the critical value from the chi-square distribution table with the appropriate degrees of freedom (df). If the computed chi-square statistic is greater than the critical value, the null hypothesis is rejected, indicating a significant association.

iii. Hypothesis Testing

To test the relationship between gender and sexual harassment, the following hypotheses are formulated:

- **Null Hypothesis (H_0):** There is no significant association between gender and experience of sexual harassment among students.

- **Alternative Hypothesis (H_1):** There is a significant association between gender and experience of sexual harassment among students.

Decision Rule:

- Calculate the Chi-square statistic (χ^2) and the corresponding p-value.

- If $p \leq 0.05$, reject the null hypothesis, indicating a significant association.

- If $p > 0.05$, fail to reject the null hypothesis, indicating no significant association.

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 distribution table with the appropriate degrees of freedom (df). If the computed chi-square statistic is greater than the critical value, the null hypothesis is rejected, indicating a significant association.

3.3 Data Source

The data used in this research work is primary data (Questionnaire)and administered in kwara state polytechnic.

3.4 Data Presentation

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

CHAPTER FOUR

DATA ANALYSIS AND RESULT

4.1   DATA ANALYSIS

Descriptive statistics

Are you aware of any policies regarding sexual harassment

	N	Minimum	Maximum	Mean	Std. Deviation
are_you_aware_of_any _policies_regarding_se xual_harassment	499	1	2	1.50	.500
Valid N (listwise)	499				

Interpretation: The data shows 499 respondents were surveyed on sexual harassment policy awareness, the mean of 1.50 indicates moderate awareness, and a standard deviation 0.500 suggests consistent responses, with most spilt between unaware and aware.

If ,yes how effective do you think these policies are

	N	Minimum	Maximum	Mean	Std. Deviation
if_yes_how_effective_ do_you_think_these_p olicies_are	455	1	5	2.47	1.098
Valid N (listwise)	455				

Interpretation: The data shows 455 respondents rated the effectiveness of sexual harassment policies on the scale from 1 to 5. The mean of 2.47 suggests moderate effectiveness, while the standard deviation of 1.098 indicates varied opinions among respondents.

Inferential Statistics (Chi-Square)

This section presents the inferential statistical analysis used to test the association between gender and are you aware of any policies regarding sexual harassment. The pearson chi-square was used to test the hypotheses at a 5% level of significance.

Hypotheses Test 1:

H_0: There is no association between the gender and awareness of sexual harassment.

H_1 : There is an association between the gender and awareness of sexual harassment.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender * have__you_ever_experienced_sexual_harassment_in_this_institution	478	95.6%	22	4.4%	500	100.0%

gender * have__you_ever_experienced_sexual_harassment_in_this_institution
Crosstabulation

Count

		have__you_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
	prefernot to say	8	2	10
Total		146	332	478

24

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.735[a]	3	.000
Likelihood Ratio	24.487	3	.000
Linear-by-Linear Association	24.931	1	.000
N of Valid Cases	478		

a. 3 cells (37.5%) have expected count less than 5. 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.

ODDS RATIO

gender * have__you_ever_experienced_sexual_harassment_in_this_instit ution Crosstabulation

Count

		have__you_ever_experienced_sexual_harassment_in_this_institution		Total
		yes	no	
gender	female	90	266	356
	male	48	64	112
Total		138	330	468

Risk Estimate

	Value	95% Confid;ence Interval	
		Lower	Upper
Odds Ratio for gender (female / male)	.451	.289	.703
For cohort have__you_ever_experienc ed_sexual_harassment_in_t his_institution = yes	.590	.446	.779
For cohort have__you_ever_experienc ed_sexual_harassment_in_t his_institution = no	1.308	1.102	1.552
N of Valid Cases	468		

HYPOTHESIS

$H_0: \theta = 1$

$H_1: \theta \neq 1$

Decision and Conclusion

Since the odds ratio (0.451) is less than p-value (0.05), we hereby reject H_0 and conclude that there is statistically significant association between gender and the experience of sexual harassment.

One-Sample Kolmogorov-Smirnov Test

		are_you_awa re_of_any_p olicies_regar ding_sexual_ harassment	if_yes_how_ effective_do _you_think_t hese_policies _are
N		499	455
Normal Parameters[a,b]	Mean	1.50	2.47
	Std. Deviation	.500	1.098
Most Extreme Differences	Absolute	.343	.188
	Positive	.343	.163
	Negative	-.340	-.188

Kolmogorov-Smirnov Z	7.654	4.005
Asymp. Sig. (2-tailed)	.000	.000

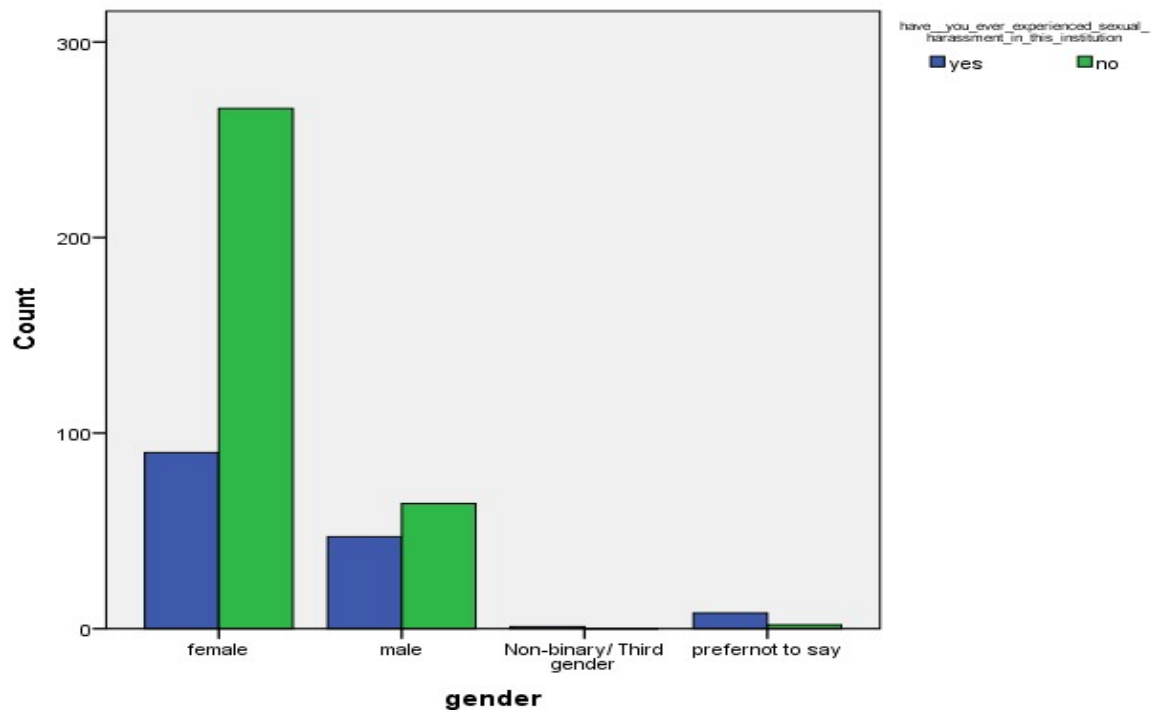a. Test distribution is Normal.
b. Calculated from data.

Hypothesis Test

H_0 : The data follows a normal distribution.

H_1 : The data do not follow a normal distribution.

Interpretation: Since the p-value is (0.000) is less than 0.05, we reject the null hypothesis for both variables.

BAR CHART

INTERPRETATION:

The bar chart illustrates the relationship between the gender and the experience of sexual harassment among respondents. The female participants had the highest number of responses, with a significant proportion reporting that they had experienced sexual harassment, although the majority indicated they had most.

Correlations

		are_you_aware_of_any_policies_regarding_sexual_harassment	if_yes_how_effective_do_you_think_these_policies_are
are_you_aware_of_any_policies_regarding_sexual_harassment	Pearson Correlation	1	.471[**]
	Sig. (2-tailed)		.000
	N	499	455
if_yes_how_effective_do_you_think_these_policies_are	Pearson Correlation	.471[**]	1
	Sig. (2-tailed)	.000	
	N	455	455

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis Test

H_0 : There is no correlation between the awareness of sexual harassment policies and the effectiveness policies.

H_1 :There is a correlation between the awareness of sexual harassment policies and the effectiveness policies.

INTERPRETATION: Since the p-value is 0.000 is greater than 0.05, we reject null hypothesis and conclude there is a statistically significant positive correlation.

are_you_aware_of_any_policies_regarding_sexual_harassment

	Observed N	Expected N	Residual
Yes	251	249.5	1.5
No	248	249.5	-1.5
Total	499		

INTERPRETATION: There is a statistically significant association in the distribution of awareness of sexual harassment policies, despite the observed and expected value.

if_yes_how_effective_do_you_think_these_policies_are

	Observed N	Expected N	Residual
very effective	113	91.0	22.0
Effective	114	91.0	23.0
Neutral	138	91.0	47.0
Ineffective	83	91.0	-8.0
very ineffective	7	91.0	-84.0
Total	455		

INTERPRETATION: There is a statistically significant association in the distribution of awareness of sexual harassment policies and the effectiveness policies.

Test Statistic

	are_you_aware_of_any_policies_regarding_sexual_harassment	if_yes_how_effective_do_you_think_these_policies_are
Chi-Square	.018[a]	113.648[b]
Df	1	4
Asymp. Sig.	.893	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 249.5.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 91.0.

HYPOTHESIS TEST FOR AWARENESS

H_0: There is an association between the awareness of policies regarding sexual harassment.

H_1: There is no association between the awareness of policies regarding sexual harassment.

INTERPRETATION: Since p-value (0.893) is greater than 0.05, we fail to reject null hypothesis. There is no statistically significant association.

HYPOTHESIS FOR EFFECTIVENESS

H_0 : policies regarding sexual harassment is effectiveness.

H_1 : Policies regarding sexual harassment is not effectiveness.

INTERPRETATION: Since p-value (0.000) is less than 0.05, so we reject null hypothesis. There is a statistically significant association.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of findings

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 young students, with the age categories clustering around the lower end 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 (about 23.2%), with a small fraction identifying as non-binary or preferring not to disclose 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 student population surveyed. The data also suggested that sexual harassment takes various forms, ranging from verbal comments to more direct or physical actions, although detailed 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 (χ^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.

5.2 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.

5.3 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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