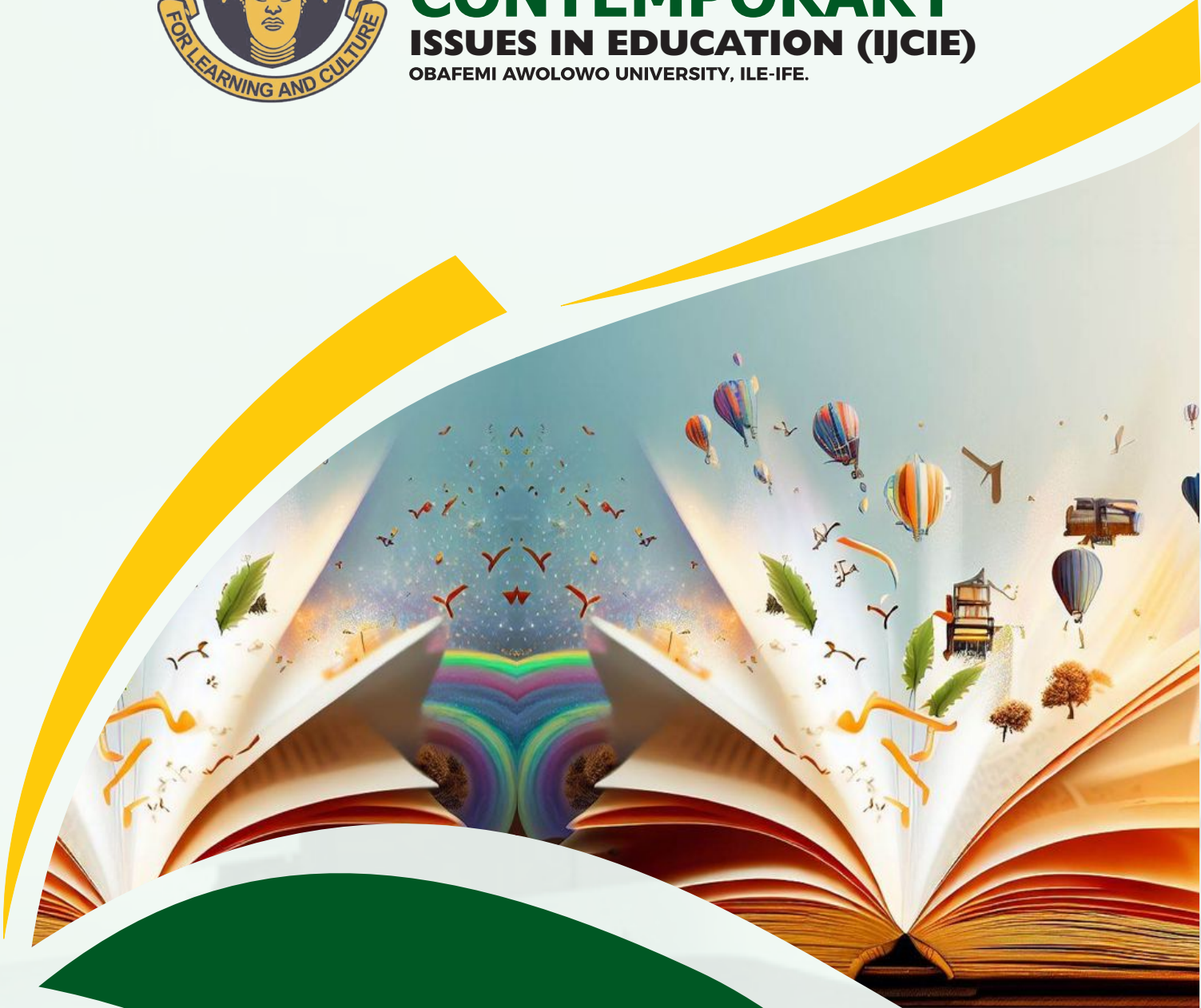




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SOCIO-ECONOMIC FACTORS AS DETERMINANTS OF SEXUAL COERCION AMONG MALE AND FEMALE STUDENTS IN OSUN STATE TERTIARY INSTITUTIONS, NIGERIA

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Abstract

This study specifically examined the socio-economic factors on sexual coercion among male and female students. Sexual coercion is when one is being forced or compulsorily pressured into sexual activities. And there are socio-economic factors which may serve as determinants of this act (sexual coercion) among students leading to lack of confidence in oneself (insecurity). Descriptive survey research design was used. Three tertiary institutions were selected for this study. A total of 300 females and 200 males students from each institution were used making a total of 500 respondents using simple random sampling technique. Self-designed questionnaire used was validated by experts and found reliable with test re-test process at correlation coefficient of 0.85. Three trained research assistants helped in the administration of the questionnaire. Findings showed that female respondents were sexually coerced. Male students did sexually coerce the females. Some socio (indecent dressing and exposure to pornography) and economic (poverty, hunger, parental occupation status, and parental income) were most common factors that determined sexual coercion among the female respondents. It was recommended that tertiary authorities should eradicate the act of sexual coercion through creating awareness programmes on sexual coercion among students for decrease or total eradication.

Keywords: Socio-economic Factors, Determinants, Sexual Coercion, Students, Tertiary Institutions

Introduction

Sexual coercion is an undesirable sexual action which happens when one is being deceived, tortured or enforced to get someone to agree to sexual activities. It is seen as the action of forcing one into any sexual activity against the

will of individual through cultural expectations or economic activity, forcefulness, intimidations, verbal insistence, deception etc. (Ybarra et al, 2012; Maharaj & Munthre, 2007; Erulkar, 2004). Sexual coercion is often common among students in school systems. Socio-economic factors have also been attributed to the causes of sexual coercion. Such factors may be poverty, hunger, parental occupation, parental income, indecent dressing, parental education, and exposure to pornography. The increasing manifestation of some social immoralities in higher institutions has been a concern particularly in Nigeria which has been affecting the quality of graduates being produced over time (Gaba, 2010).

Sexual coercion has been increasing in the tertiary institutions due to many actions displayed by the students. These actions could be indecent dressing; exposures to pornography among others. In developing countries like Nigeria, poverty has been seen to be a key reason for many females adhering to sexual advances even when they are not delighted with it (Ogunbameru, 2006; Taiwo, et al, 2014). Sexual assault and forms of sexually coercive behaviour showed a health risk to many young women in Canada; however, women with disabilities may be affected with increased rates of sexual coercion due to preconception, discrimination, and typecasting (Ontario Women's Directorate, 2013). Sexual coercion has a direct influence on later risk behaviours. Undesirable sexual action is usually associated with an increased sadness of engaging in transactional sex or having multiple sexual partners which can lead to sexually transmitted infections (Moore et al., 2007; Soomar et al, 2009; Agardh, et al, 2011).

The mechanisms used by perpetrators (the sexual coercionists) that target individuals may be used differentially depending on forms of disability of the female students or females

generally (Scherer et al., 2016). According to the study conducted by Stermac et al., (2018), it was revealed that women with disabilities were involved in greater rates of sexually coercive behaviours of completed acts of intercourse, oral sex among others compared to women without disabilities. Undesirable sexual behaviours that make other people feel painful and unhappy can be in the form of verbal, non-verbal, physical annoyance and sexual coercion, which is considered as risky form of sexual provocation (Comer, 2013).

According to Agi and Ayeowwueke (2018), greatest forms of sexual coercion are seen among female students. According to a study carried out by Gaba (2010), the condition of living among the parents of these female students will not significantly influence their experiences of sexual coercion and that Sexual harassment has that threatened consequences on the education of female students' and these consequences are more deleterious to females than their male counterparts. Oli (2017) stated that sexy and seductive exposes the glare of male students. Anku et al., (2018) affirmed that most male students get tempered by the dressing of the female students which have the possibility of leading to immoral lifestyles in campus. Dean (2018) indicated the fact that when women dress provocatively, it can cause a powerful sexual arousal response in a man that can be stimulated beyond the limits of his self-control.

In a study conducted by Mokgatle and Menoe (2014), a sexual coercion prevalence of 27% and a sexual coercion reoccurrence of 29 % from age 14 were found. Female students who reside on campus are twice as likely to be a victim of attempted verbal coercion (Scherer, Snyder & Fisher 2016). In South Africa, the culture of sex is still male dominated and seen as the obligation of the woman and the right of the man (Ybarra et al., 2012). Sexual coercion is the act of compelling another individual through force, intimidations, verbal persistence, deception, cultural expectations or economic activity in any sexual actions against the will of one self (Ybarra et al., 2012; Maharaj and Munthre, 2007; Erulkar, 2004).

In a study conducted by Odufuye and Ajuwon (2020), experience of Sexual Coercion showed that more females than male students

experienced sexual coercion and those who reported current experience of coercion were within the age wide range of 20-24 years and were found to be significant in respect to experience of sexual coercion. Further result showed that the most common form of coercion was being forced to kiss, as against the wish, unwanted touches of breast or backside and insisting on having sex. Among unholy manner of dressing can result to venereal diseases/infections lying, poor academic performance and prostitution (Okafor and Uwalaka 2021). Other types include reduced output of male lecturers, distraction, cultism, loss of integrity and poor academic performance (Olorunda 2022).

There are incidences of sexual harassment from male students to female students, and in some extreme cases, female student refuses to respond to male advances (Taiwo et al., 2014; Aditi et al., 2016). In South Africa and other African countries, the responsibility of the woman and the right of the man is discussed but the culture of sex in male is still more discussed (Ybarra et al., 2012).

Statement of the Problem

Sexual coercion has been in the practice for quite some time where young and old engage in sexuality indiscriminately, particularly with students in tertiary institutions. Students in tertiary institutions have been facing sexual coercion in school. The particular reasons why this has not been identified in the study area is not known. Therefore, there is dearth in the research of socio-economic factors that serves as determinants of influencing sexual coercion among male and female students in Osun State; hence this study

Purpose of the study

The purpose of this study was to assess socio-economic factors as determinants of sexual coercion among male and female students in Osun State Tertiary Institutions, Nigeria.

The main objectives of this study are to:

- a) determine the occurrence level of sexually coerced among female and male respondents in tertiary institutions in Osun State, Nigeria
- b) identify the social factors that are

common among male and female respondents that serve as determinants of sexual coercion in the study area:

- c) ascertain the economic factors that are common among male and female respondents that serve as determinants of sexual coercion in the study area:

Research Questions

- 1) What are the occurrence level of sexually coerced among female and male respondents in tertiary institutions in Osun State, Nigeria?
- 2) What are the social factors that are common among male and female respondents that serve as determinants of sexual coercion in the study area?
- 3) What are the economic factors that are common among the male and female respondents that serve as determinants of sexual coercion in the study area?

Methodology

The study adopted the descriptive survey research design. The population for the study was

3 tertiary institutions in Osun State tertiary institutions. The population used for the study was 500 respondents (300 females and 200 males) using multistage sampling procedure for selection. A simple random sampling technique was used to select the sample for the study. A constructed questionnaire of four-point Likert-rating scale titled "Socio-economic factors as determinants of sexual coercion" titled SEFDSC was used for the study. The instrument was validated by experts and subjected to reliability test of test re-test method using Cronbach alpha formula for consistency and with coefficient of 0.86 which showed that the instrument was reliable for the study. The questionnaire was confined to two sections. Section A was on bio-data of the respondents, while section B elicited information from the all-designed research objectives. The researcher employed 3 well trained research assistants to help in the administration of the questionnaire. The questionnaire was duly filled and returned on the spot. The analysis of the data was done using appropriate simple percentages.

Results

Table 1: Demographic characteristics of the respondents

Variables	Responses	Female 300 =100%)		Male 200 = (100%)	
		Frequency	Percentage	Frequency	Percentage
Age	20yrs and below	54	(18%)	30	(15%)
	21- 30yrs	150	(50%)	116	(58%)
	31- 40yrs	76	(25.3%)	44	(22%)
	41- and above	20	(6.7%)	10	(05%)
Religion	Christianity	190	(63.3%)	120	(60%)
	Islam	98	(32.7%)	60	(30%)
	Others	12	(04%)	20	(10%)
Education	Polytechnic	90	(30%)	40	(20%)
	University	210	(70%)	160	(80%)

Research questions

Research Question 1: What are the occurrence level of sexual coerced among female and male students in tertiary institutions in Osun State, Nigeria?

Table 2: Descriptive and percentage analysis of the occurrences' levels of sexual coercion among female and male students in tertiary institutions in Osun State, Nigeria

N/S	Occurrences of sexual coercion	Female 300 = (100%)				Male 200 = (100%)			
		A	O	R	N	A	O	R	N
a.	Male students do sexually coerced female students in the day time.	200 (66.7)	80 (26.7)	10 (3.3)	10 (3.3)	68 (34)	24 (12)	60 (30)	48 (12)
b.	Male students do sexually coerce female students at night particularly during reading.	220 (73.3)	48 (16)	20 (6.7)	12 (04)	88 (44)	64 (32)	24 (12)	24 (12)
c.	Male students in my class do sexually coerce the female students in the class.	60 (20)	60 (20)	52 (17.3)	128 (42.7)	20 (10)	26 (13)	84 (42)	70 (35)
d.	Female students do sexually coerce the male students in the campus.	20 (6.7)	24 (8)	120 (40)	136 (45.3)	60 (30)	56 (28)	48 (24)	36 (18)
e.	Males outside the campus do sexually coerce the female students in the town.	84 (28)	120 (40)	56 (18.7)	40 (13.3)	72 (36)	48 (24)	48 (24)	32 (16)

Note- A- Always: O - Often R-Rarely: – Never

Table 2 above described the occurrences levels of sexual among female and male students in tertiary institutions in the study area. It was observed that 200 (66.7%) and 80 (26.7%) female respondents agreed to always and often respectively that male students did sexually coerce female students in the day time. While 68 (34%) and 24 (12%) male respondents agreed to always and often and agreed respectively to this statement. As regards on how males outside the campus, a total of 84

(28%) and 120 (40%) female respondents agreed to always and often respectively that male did sexually coerce the female students in the town. The above table showed that very many male and female respondents agreed to always and often that male students do sexually coerce female students. This implied that the female and male respondents did agree that the female students were always and often coerced.

Research Question 2: What are the social factors that are common among female and male respondents in the study area that serve as determinants of Sexual coercion?

Table 3: Descriptive and percentage analysis of the socio factors that serves as determinants of Sexual coercion among female and male respondents in the study area.

N/S	SOCIO FACTORS	Female 300 = (100%)				Male 200 = (100%)			
		SA	A	D	SD	SA	A	D	SD
a.	Indecent dressing,	182 (60.7)	64 (21.3)	30 (10)	24 (08)	130 (65)	44 (22)	16 (08)	10 (05)
b.	Parental Education	152 (50.7)	60 (20)	64 (21.3)	24 (08)	88 (44)	62 (31)	30 (15)	20 (10)
c.	Exposure to pornography	172 (57.3)	64 (21.3)	38 (12.7)	26 (08.7)	116 (58)	58 (29)	20 (10)	06 (03)

Note- SA- Strongly Agreed: A- Agreed: D- Disagreed: SD-Strongly Disagreed

From Table 3 above, it was observed that majority of female and male respondents did strongly agree and agree to Indecent dressing, Parental Education and Exposure to pornography as socio factors influencing sexual coercion among female and male respondents in the study area.

While fewer male and female respondents did strongly disagree and disagree to this statement in the study area. The above statement implied that the three aforementioned variables had negative effects on the students.

Research Question 3: What are the economic factors that serve as determinants of Sexual coercion among female and male respondents in the study area?

Table 4: Descriptive and percentage analysis of the economic factors that serve as determinants of Sexual coercion among female and male respondents in the study area.

N/S	ECONOMIC FACTORS	Female 300 = (60%)				Male 200 = (40%)			
		SA	A	D	SD	SA	A	D	SD
a.	Poverty	176 (58.7)	70 (23.3)	45 (15)	09 (3)	72 (36)	60 (30)	50 (25)	18 (09)
b.	Hunger	168 (56)	62 (20.7)	52 (17.3)	18 (6)	70 (35)	52 (26)	42 (21)	36 (18)
b.	Parental Occupation	144 (48)	64 (21.3)	56 (18.7)	36 (12)	76 (38)	52 (26)	40 (20)	32 (16)
c.	Parental income	144 (48)	64 (21.3)	72 (24)	20 (6.7)	76 (38)	68 (34)	44 (22)	12 (06)
Note- SA- Strongly Agreed:		A- Agreed:		D- Disagreed:		SD-Strongly Disagreed			

Table 4 above showed that 176 (58.7%) and 70 (23.3%) female respondents agreed to always and often to poverty as a factor that could influenced sexual coercion, while a total of 168 (56%) and 62(20.7%) female respondents agreed to always and often to hunger as one of the economic factors that could influenced Sexual coercion. While male respondents did agree to poverty and hunger as an influencer to sexually coercion with 66% and 61% respectively as stated on the table. Very many of the female and male respondents did also agreed to always and often that parental occupation and parental income were also the economic factors that could influenced sexual coercion in the study area. This implied that majority of the female and male respondents agreed to Poverty/Hunger, parental occupation and parental income as the economic factors that could influenced sexual coercion.

Discussion of Findings

One of the major findings of the study revealed that female respondents were sexually coerced than the male respondents.

Another finding stated that male students

in the tertiary institutions were generally sexually coerced the females often.

Further finding showed that some socio factors such as indecent dressing, parental occupation and exposure to pornography influenced sexual coercion among female and male respondents in the study area. This is similar to the study of Aluede, (2000) who stated that actions place up by students are the indecent dressing and exposures to pornography.

Finding showed that poverty/hunger also influenced sexual coercion among female and male respondents in the study area. This is in line with Ogunbameru, (2006); and Taiwo, et al, (2014), who stated that in developing countries like Nigeria, poverty has been seen to be a vital reason for many females stick to sexual advances even when they were not delighted in doing so.

It was further revealed that very many of the female and male respondents strongly agreed and agreed that parental occupation and parental income were the economic factors that influenced sexual coercion in the study area. This study was not in line with a study conducted by Agi and Ayeowwueke, (2018) and Gaba (2010) which

stated that parents living conditions will not significantly influence the students' involvements in sexual coercion.

Conclusion

Based on the findings from this study, the research concluded that majority of the female respondents were more sexually coerced than the male respondents. Male students in the tertiary institutions did sexually coerce the females often. It was also seen that socio (indecent dressing, exposure to pornography and parental education) and economic (poverty, hunger, parental occupation and income) factors were most common among the female respondents than males. Sexual coercion had a significant relationship between female and male respondents.

Recommendations

Following the findings of this study, the below recommendations were drawn;

- Parents/wards of each student should be more careful about the exposure of these students.
- The community generally particularly the leaders where tertiary institutions were being located should monitor the affairs of the students living around them and report to higher authorities.
- The tertiary institutions management should make policies through the students' affairs division and to all students so that awareness of sexual coercion will be created and monitored in the institutions through posters, handbills, seminars, conferences relating to eradication of sexual coercion in institutions.
- There should be awareness programmes incorporated in the academic programmes for all university staff, students and lecturers towards addressing sexual coercion / harassment in all tertiary institutions.
- Strategic measures should be instituted by institutions of higher learning to promote better attitudes and morals in the society like-wise at home.

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