OJED
OPEN JOURNALS IN EDUCATION

Sexual Harassment Myths and Victims' Blame Game among the Students of Institutions of Higher Learning: Implication to Gender-based sexual Violence and Community Sustainable Development in Southeast Nigeria

Okafor Samuel, O.[1]; Ekwealor Nwakaego, E.[2*]; Nkemjika Ogechi[3]; Anekeje Ijeoma, U.[4]; Ikem Ogechi, A.[5] & Egbe Adaobi, C.[6]
Department of Sociology/Anthropology, University of Nigeria, Nsukka[1]
Department of Adult Education & Extra-Mural Studies, University of Nigeria Nsukka[2]*
Department of Adult Education and Extra Mural Studies University of Nigeria Nsukka[3]
Institute of Development Studies, University of Nigeria, Enugu Campus[4]
Department of History and International Studies at the University of Nigeria Nsukka[5]
Department of History and International Studies, University of Nigeria Nsukka[6]
(*Corresponding author nwakaego.ekwalor@unn.edu.ng)

ABSTRACT

The study investigated the issue of sexual harassment myths among the students of higher institutions of learning in Southeast Nigeria region, focusing on the male and female undergraduates from these institutions as the study population. While the study was guided by Structuration Theory, survey design with questionnaire instrument was applied to manage the study and data collection procedure. Appropriate classification and statistics were applied to check the relationship of the substantive variables to the study. From the findings, there is a prevalence of acceptance of sexual harassment myths (72.3%/55.6%) among the students; gender explained 4.9%/10.4% variance of sexual harassment myths[1&2], sexual harassment myths[1&2] explained about 0.98%/0.22% variance of ability to report sexual harassment experience among the students. The study

concludes that sexual harassment myths acceptance has been embedded in the consciousness of the youths through the overarching patriarchal structures in the system with gender-based violence and sustainable development implications.

Introduction

Sexual harassment as one of the social problems facing the modern society has been accrued to the invisible problem of sexual violence facing women across the globe. From enduring statistics published by the World Health Organisation (WHO) in conjunction with some Non Governmental Organisations, there are startling evidences of the prevalence of sexual harassment summed up as sexual violence (World Health Organization [WHO], 2015). From the findings, the prevalence of sexual harassment is spread among the regions of the globe such that, each of the region has its own burden of sexual harassment. Almost one third (30%) of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partner while in some regions, 38% of women have experienced intimate partner violence; globally, 7% of women have been sexually assaulted by someone other than a partner. The dimensions and degrees of sexual harassment tend to be more highlighted and reported in the developed nations according to the available data and statistics following such factors as knowledge and measurable policy framework which determines the extent to which individuals can summon courage in observing and reporting sexual harassment (Okafor et al., 2022).

In view of the globalisation and sustainable development, sexual harassment appears salient with implications to development. Sustainable development goal (SDG no.5 &16), which champions gender equality for women and girls as well as just, peaceful and democratic world (General Assembly of the United Nations, 2015), is already threatened among the developing nations such as Nigeria where sexual harassment especially involving the female folks is swept under the carpet in the cloud of sexual harassment myths. While the problem is much blamed on the patriarchal system marginalizing women, this is exacerbated by the neglecting of the youths in the institutions of higher learning communities who are invariably the future of war against sexual harassment and sexual violence against women. Among the developing nations, the knowledge, attitude and perception of sexual harassment contribute to a greater extent in the way the matter of sexual harassment is reported (Benya et al., 2018; Palermo et al., 2014; United Nations Women [UNW], 2020a, 2020b). Researches into sexual harassment appear to be limited by the legal and policy frameworks defining the phenomenon of sexual harassment. For instance, among some developing nations as can be found in the sub-Saharan Africa, sexual harassment in its definitional framework still appear to be carrying social stigma due to the

patriarchal system dominant in the region (Okafor et al, 2022). This to some extent, are reinforced by the myths surrounding the problem of sexual harassment such as rape mythology and sexual harassment mythology, which in one way or the other, hinders the ability of the victims of sexual harassment in reporting the matter. Studies have shown the effects of the myth about sexual harassment on the possibility of identifying and reporting sexual harassment (Crittenden, 2009). Both the myths, limited legal and policy frameworks as well as definitional framework has made the observation and reporting of sexual harassment blurred and fluidly related with some other domestic violence obtainable among the developing nations in Africa (Okafor et al, 2022).

 Notwithstanding, a number of studies have been carried out so far on the incidence of sexual harassment both in the developing and developed nations with inspiring and policy provocation results (Burn, 2019; Merkin, 2012; Ranganathan et al. 2021; Sardinha et al. 2018). Sexual harassment has been rampant among the campus employees including in the students and staff relationship (Aina-Pelemo et al. 2021; Bello, 2020; Mezie-Okoye & Alamina, 2014; Omonijo et al. 2013; Onoyase, 2019). Equally, this has been observed among the white collar as well as blue collar employees (Fitzgerald & Cortina, 2020; McLaughlin et al. 2012; McLaughlin et al. 2017; Tinkler, 2020). Employer-employee relationship (ILO, 2020; Ollus, 2016; The Irish Presidency of the European Union Farrell Grant Sparks & McGolgan, 2004), co-workers relationship (Gautam & Tewari, 2021), student-staff relationship/students-students relationship (Adigun et al. 2019; Anierobi et al, 2021; Ladebo, 2003; Mabuza, 2020), religious leaders-worshipers relationship (Ademiluka, 2021; Okondu et al, 2019; Ushe, 2015), etc. Within the Asian region, a number of studies have shown the prevalence of sexual harassment in the educational institutions, religious institutions, white collar as well as blue collar employment settings (Chowdhury et al. 2021; Haspels ett al. 2001; Sharma, 2015). More importantly, a number of studies have revealed the polarisation in the attitude and perception towards sexual harassment in the developed nations such as in Europe, America, Asia, as well as in the developing nations (Durana et al. 2018), while in most cases perception of the sexual harassment is more of indifferent when it is the opposite sex victim (Shechory-Bitton & Zvi, 2020; Vonderhaar, & Carmody, 2015; Weare, 2018); in some cases, it is more of lenient on the context and the domineering belief among the affected population (Venema, 2016; Willmott et al. 2018).

A number of studies have been carried out to ascertain the presence and prevalence of sexual harassment in the religious, educational, political institution as well as in the labour market across the regions such as in the northern Nigeria (Bello, 2020; Musa et al 2021; Suleiman, 2017), Western Nigeria (Emmanuel et al. 2020; Okondu et al, 2020), Southern Nigeria (Onoyase, 2019; Joseph, 2015), as well as Southeast Nigeria (David et al, 2018; Obanor et al., 2020; Okafor et al,2022;). However, while much of the researches so far have focused on the prevalence of sexual harassment and public perception of the phenomenon in a somewhat blanket approach, there is still

some gaps in literature on the attitude and perception of sexual harassment and their connectivity with sexual harassment mythology.

Sexual harassment mythology much as it's synonymous with rape mythology, projects the authoritative popular and social discourse among the population regarding a well known phenomenon usually in a corrupted manner and understanding. Rape myth, which is more visible in the capturing of the sexual offence, cruelty, violence and the likes of which sexual harassment is involved, has been specifically framed by scholars across the time in a measurable scales. These by implication, have eventually captured the strings of everyday linguistic and behavioural interactions promoting rape myths and obscuring the efforts to tackle rape and related sexual offences (Recalde-Esnoz et al., 2021). Among the scales and measures projecting the indices of rape/sexual assault myths and acceptance are Rape Myths Acceptance Scale (Burt, 1980), Attitude Towards Rape Scale (Field, 1978), Illinois Rape Myth Acceptance (Payne et al. 1999), Acceptance of Modern Myth about Sexual Aggression (Gerger et al. 2007), ASCS (Rose et al., 2012), Illinois Sexual Harassment Myth Acceptance (Lonsway et al. 2008), AMSV (Janos & Epinosa, 2015) and the more recent Acceptance of Myths about Sexual Assault on University Campus (Recalde-Esnoz et al., 2021). While the above scales focused on the explicit case of sexual violence and assault, the case of sexual harassment, which was partly captured by Lonsway et al. (2008) has much been neglected both in the developed and developing world. This is evident in the tripartite theoretical model by Fitzgerald et al. (1997), which captured the three dimensions of sexual harassment enduring across cultures, time and occupational sectors, which included gender harassment, unwanted sexual attention and sexual coercion. Sexual harassment myths captured in the blame and belief that sexual harassment victims are responsible their challenges because of dressing, exaggeration of the situation and their attitude to opposite sex relationship, has been investigated by a number of scholars with compelling evidences of the prevalence of sexual harassment myths. This has been observed among students (Expósito et al., 2014; O'Connor, 2021; Longpré et al., 2022), health workers as well as other employment settings (Crittenden, 2009; Martínez-García et al., 2021; Ogunfowokan et al., 2019).

The imperativeness of investigating sexual harassment myths on campus in the developing nations such as Nigeria, which is the goal of this study anchors on the fact that this is much neglected area of the overall sexual violence and assault myths, which in itself triggers other aspects such as sexual harassment, rape and the likes. Among the developing nations, where patriarchal system is still holding sway, sexual harassment and sexual violence are much fuelled by the dominant perception of the women (gender) in particular and in extension, create unfavourable atmosphere against the reportage and management of sexual offences and crimes (Okafor, 2020; Okafor et al. 2022). Religion, secondary school training and source of sex education majorly dependent on the family and friendship networks have some indelible impacts on sexual harassment myths and gender-based violence prevalence among the youths in the developing nations such as Nigeria. More importantly, the current trend in the higher

institutions of learning such as students' transfer to overseas institutions and zeal and determination to study overseas in the subsequent degrees among Nigerian students has inadvertently subjected the Nigeria students to the potentials of international studentship. By this condition, average Nigerian student is unconsciously divided between international studentship and local studentship with the global trends on human and sexual rights as inalienable implication. Sexual harassment myths, which appear as an outcome of patriarchal structures in the society does not only encourage sexual harassment in itself but also increases the incidence of sexual abuse, gender inequality, gender-based violence and other sexually-related violence and abuse in the society. Among the developing regions such as sub-Saharan Africa and Nigeria in particular, sexual harassment myths seems to have emboldened many social miscreants in the activities of sexual harassment and abuse. As a matter of empirical concern the goal of this study is to empirically explore the sexual harassment myth concept among the Undergraduate students in southeast Nigerian campuses with focus on the factors supporting sexual harassment myths and the overall perception of such among the Undergraduate students in Southeast Nigeria. In view of the aforementioned, the study was guided by the following research questions

Research questions

i.   What is the prevalence of sexual harassment myths acceptance among the Undergraduate students on campus in Southeast Nigeria?
ii. What is the correlation between gender and sexual harassment myths acceptance among the Undergraduate students on campus in Southeast Nigeria?
iii. What is the correlation between sexual harassment myths acceptance and willingness to report sexual harassment among the Undergraduate students on campus in Southeast Nigeria?
iv. Do gender, age, years of study, religious affiliations, type of secondary schools attended, source of sex education and perceived institutional sexual harassment policy predict sexual harassment myths acceptance among the Undergraduate students on campus in Southeast Nigeria?

Theoretical Framework (Structuration Theory: Anthony Giddens)
The society over the centuries and generations has been unconsciously structured to function in a particular way of which the members of the society grow into it and unconsciously sustain. In the Sociological parlance, structures represent the unseen webs, networks, supporting elements to the overall societal way of life and pattern of operation (Okafor, 2020). Society is the product of invisible structures unconsciously designed by the members of the society to determine how, why, when and where certain activities should take place among the members of the society (Giddens, 1984). Structuration theory, which is a middle range theory and the byproduct of structuralism and structural functionalism, explains the society as a whole which is sustained by the parts,

with the structures holding it. While the parts in the structural functionalism parlance can be summed as the social institutions in the society such as family, education, governance, religion and economy, in the struacuturation theoretical paradigm, the elements of the structures are more of the micro and structurally relevant factors operating to sustain the system towards a particular direction. As such, Giddens' structuration theory took a point of departure from the structuralism and structural functionalism by identifying the duality of the social structure itself. According to Giddens, the social structure and the human agents exist in tandem to reinforce the element of societal behavior which in absence of the human agents cannot outlive a generation. Using the concept of rules and resources, Giddens maintained that the human agents in the social system sustain the societal structures through rules and maintained the elements of the societal structures through the resources, which are the human beings growing in the system. In any case, what people are complaining about in the social system anywhere in the world is the product of the system facilitated by the human agency in the system.

Sexual harassment in general, which is much complicated involving the female folks is the byproduct of patriarchy, which in the long run, has induced among the African population, the idea of male supremacy as well as the overall supremacy informed by the patriarchal structure. Boys are trained to see the girls as weaklings; girls are trained to see themselves as susceptible to the male folks. These trainings are unconsciously introduced through a number of social traffic lenses such as the language, dressing, family etiquette, communal life anchored on the male dominance and the invisible overarching pressure of submission to, and isolation from the male folks. As obtainable among the developing nations such as in southeast Nigeria, the children are trained into unseen gender inequality and male supremacy through language, dressing, family etiquette and communal lifestyle dominated by male supremacy, which in the long run generate other social crises among the population.

Sexual harassment is still perceived as the error and fault of the victims especially when it involved the female folks who are seen as supposed to be isolated from men except in the circumstances of marriage and family relationship. This can be seen in the high schools in the southeast region of Nigeria where girls and boys live in a separate world. The structuration theory as was proposed by Giddens points to the way the society unknowingly train the members into the acceptance of sexual harassment myths. For instance, through language, the female folks are already seen as object of sex and this extends to the unconsciously verbal sexual abuse and harassment. However, the deeper part of the problem is unconsciously accepting sexual harassment myths as a result of structurally induced belief about gender inequality and sexual orientation.

Methodology
Study area: Nigeria as a federation/country is made up of six geopolitical zones among which are Northeast, Northwest, North-Central, Southwest, Southeast and South-south. Each of the regions comprises at least five administrative states; in southeast Nigeria, there are five administrative states, which made up

the region. The study focused on the federal, state and private sponsored institutions of higher learning in southeast region. In southeast Nigeria, there 5 federal Universities, about 9 state Universities, more than 18 private Universities. In the category of polytechnics, there are 9 federal polytechnics, about 14 state polytechnics, more than 20 private polytechnics in the region. In the category of colleges of health, technology, Agriculture and education, there are more than 15 federal colleges, more than 17 state colleges and more than 16 private colleges in the region.

The study focused on the federal government approved institutions as elimination method to create sampling frame for the study. The federal ministry of education approves every institution of higher learning across Nigeria in order to safeguard the public against unhealthy institutions of higher learning. Using the federal government accredited higher institutions of learning for the sampling frame, there are 71 federal government approved higher institutions of learning in the region from which the study drew 44 institutions of higher learning.

Sample size and sampling procedure: The study involved 1716 male and female undergraduate students from 44 federal, state and private Universities, polytechnics and colleges, using simple random sampling technique, while equal probability sampling technique was applied in selecting 39 respondents from the faculties/colleges, departments and units across the 44 selected institution of higher learning. Class list was consulted in selecting the students respondents from the faculties/colleges and departments/levels. The large number involved in this study was for easy management of the data in the statistical input and output, which is necessary for a study of this pedigree according to Andrade (2020) and Gumpili (2022).

The age limit for the study was put at 17years in recognition of the federal government of Nigeria ministry of education benchmark for undergraduate admission, which is 16years. The study followed the departments and class arrangements in these institutions from year one to the final year arrangement, while the enrollment of the study participants followed class list as was made available by the class representatives for the selected department and classes.

Instrument for data collection The questionnaire instrument which was adopted in the study helped the study to elicit the necessary information on sexual harassment myths for the study. The study applied the combination of the sexual violence, sexual harassment and rape myths scales' indices applicable to the environment of the study in order to accommodate the population and collect the rightful information for the study. The questionnaire was designed in an ordinal scale with such indices as the acceptance of sexist comments, sexual coercion, sexual imposition, sexual solicitation, gesture, images, threats, etc. These were captured in the questionnaire instrument in a Likert scale. The questionnaire instrument was tested in a pilot study involving 5 institutions of higher learning with 105 students, for internal consistency and familiarity among the students. From our observation, 102 (97.1%) of the questionnaires were properly filled by the students without a guide from the researchers, which

showed a commendable level of familiarity of the questionnaire instrument to the targeted respondents. The overall consistency of the questionnaire items according to Cronbach alpha value is _ >.8. However, according to item by item analysis, the reliability values of the major variables are: sexual harassment _ >.8 as well as sexual harassment myth _ >.8.

Data analysis The collected data were analysed using SPSS software, while the substantive issues to the study were according appropriate attention using the appropriate statistics and models such as linear model, correlation analysis (*rho & r*) and descriptive statistics.

Limitations to the study The study is limited to southeast Nigeria even though the problem is widespread in sub-Saharan Africa; the complex nature of sexual harassment and gender-based violence cannot be comprehensively addressed by sexual harassment myths, which is a segment of the entire problem. Equally, the study dealing with relatively Nigerians and potential international students cannot be generalized internationally owing to the peculiarity of the African context with the problem of patriarchy. In any case, the study recommends future elaborate study with multiple dimensional and international comparative approaches to sexual harassment for more comprehensive results.

Presentation of the Findings from the Study

The study spread across 857 (49.9) of males and 859 (50.1%) of the female students selected for the study. While the study was more of understanding the myths surrounding sexual harassment among the population, the involvement of the both sexes was to ascertain the direction of the phenomenon of sexual harassment myths especially using gender as one of the variables in the study. Among the study participants, 38.9% were in the age category of 17-22years, 44.4% were in the age category of 23-28years while, 16.7% were in the age category of 29years and above.

From the findings, 11.1% of the participants are in their first year of study, 16.6% are in their second year of study, 33.3% are in their third year of study, 11.1% are in their fourth year of study, while 27.8% are in the 5th and more years of study. Majority of the study participants (61.1%) are Christians, 27.8% are Muslims, while about five percent are African Traditional Religion and non religion adherents respectively. Majority of the study participants were trained in private and faith-based secondary schools, 22.2% were trained in the private but not faith-based high schools, while 33.3% were trained in public high schools. 22.2% of the respondents indicated that they do not have sex education, 44.5% indicated that they have moderate sex education, while 33.3% indicated that they have high sex education. From the findings, 33.3% of the participants indicated that they learnt about sexual matters from their peers and other people around them, 22.2% indicated that they did from the parents and other relations, while 44.5% learnt from classroom and other public organized programs. 16.6% of the participants indicated that their parents are not religious, 55.5% indicated that their parents are moderately religious, while 27.7% indicated that their parents are extremely religious.

From the findings, 16.6% of the respondents strongly disagreed to the acceptance of sexual harassment as normal on campus, 16.7% disagreed, 50%

agreed to the acceptance of sexual harassment on campus as normal, while 16.7% strongly agreed. From the findings, 11.1% strongly disagreed to sexual harassment as unharmful, 22.2% disagreed, 39% agreed to sexual harassment as unharmful, while 27.7% strongly agreed to sexual harassment as unharmful on campus. The finding shows the gradual acceptance of this problem as normal in the face of injustice faced by the victims of sexual harassment on campus as is obtainable in southeast Nigeria. As a matter of fact, from the finding, more than 70% of the students have been sexually harassed on campus.

Meanwhile, on the issue of the blame apportioned to the victims of sexual harassment, the study was interested in understanding the prevalent of this as well as the dimensions of the sustaining factors. This was achieved by developing the concept in two levels of sexual harassment myths1&2. While sexual harassment myth1 dealt with the overall perception of women as responsible for their being sexually harassed, sexual harassment myth2 dealt with the overall perception of reporting of sexual harassment by women as exaggeration. From the finding, over 70% of the respondents agreed as well as strongly agreed that women are responsible for their being sexually harassed by men through their indecent dressings and behaviours. Equally, 55% of the respondents believed that women do exaggerate their encounter with men as sexual harassment. Again, this showed the operant condition among the students, which is the spillover of structuration of the society out there through training and domestication of anti-gender equality behavior and perception (Giddens, 1977). The proportion of the participants (70%) who see sexual harassment as the fault of women, included the women themselves of which the training and adaptation has made them to accept that whatever men did in relation to sexual offence should be understood from their own (women's) error and temptation.

Table1: Correlation Test on Sexual Harassment Myths 1&2 and Gender

Spearman's rho		Gender	Sexual harassment myth[1]	Sexual harassment myth[2]
Gender	Correlation Coefficient	1.000	.222**	-.322**
	Sig. (2-tailed)	.	.000	.000
	N	1716	1716	1716
Belief that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women: sexual harassment myth[1]	Correlation Coefficient	.222**	1.000	-.031
	Sig. (2-tailed)	.000	.	.201
	N	1716	1716	1716
Belief that women do exaggerate their encounter with men as sexual harassment: sexual harassment myth[2]	Correlation Coefficient	-.322**	-.031	1.000
	Sig. (2-tailed)	.000	.201	.
	N	1716	1716	1716

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

The sexual harassment myths as grouped into two were cross tabulated with gender to see the relationship of the three in Spearman's rank correlation statistics. From the table above, there is a positive correlation between gender and believing that sexual harassment involving women are as a result of their indecent dressing and behavior (sexual harassment myth[1]; *rho = .222, P = 0.01*). this is translated as 4.9% variance in believing that women are responsible for their being harassed by men are explained by gender. In the column for gender and belief that women do exaggerate their encounter with men as sexual harassment (sexual harassment myth[2]), the finding showed that there is a negative correlation between gender and belief that women do exaggerate their encounter with men as sexual harassment (sexual harassment myth[2]; *rho = .-322, P = 0.01*). This is translated as gender explaining about 10.4% of variance in believing that women do exaggerate their encounter with men as sexual harassment (sexual harassment myth2). Although such study is rear in the developing nations such as Nigeria, the findings here between gender and sexual harassment myth showed the underlying issues to the prevalence of sexual harassment among the institutions of higher learning in southeast Nigeria. However from other studies elsewhere, the findings in this study confirmed the importance of gender equality in the awareness and control of sexual harassment (Jahya, 2014; Weinberg & Beth, 2017; Latcheva, 2017).

Table2: correlation test on reported sexual harassment and sexual harassment myths 1&2

Spearman's rho		Reporting sexual harassment experience	Sexual harassment myth[2]	Sexual harassment myth[1]
Reporting sexual harassment experience	Correlation Coefficient	1.000	-.047[*]	-.099[**]
	Sig. (2-tailed)	.	.049	.000
	N	1716	1716	1716
Belief that women do exaggerate their encounter with men as sexual harassment: sexual harassment myth[2]	Correlation Coefficient	-.047[*]	1.000	-.031
	Sig. (2-tailed)	.049	.	.201
	N	1716	1716	1716
Belief that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women: sexual harassment myth[1]	Correlation Coefficient	-.099[**]	-.031	1.000
	Sig. (2-tailed)	.000	.201	.
	N	1716	1716	1716
*. Correlation is significant at the 0.05 level (2-tailed); **. Correlation is significant at the 0.01 level (2-tailed).*				

The study cross examined the implication of sexual harassment myth[1&2], to the incidence of prevalence of sexual harassment on campus. From the findings, there is a negative correlation between sexual harassment myth[1] (Belief that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women), and ability to report sexual harassment (*rho = -.099, **P = 0.01*). this is translated as sexual harassment myth[1] explaining about 0.98% of the ability to report sexual harassment on

campus; put it differently, the more the incidence of sexual harassment myth[1], the less the likelihood of reporting sexual harassment experience among the undergraduate students in southeast Nigeria. Equally, from the above table, there is a negative correlation between sexual harassment myth[2] (Belief that women do exaggerate their encounter with men as sexual harassment), and ability to report sexual harassment experience (*rho = -.047, *P = 0.05*). This is translated to sexual harassment myth[2] explaining about 0.22% variance of the ability to report sexual harassment among the undergraduate students in southeast Nigerian institutions of higher learning. This revealed the extraneous factors in the earlier findings by Okafor et al, (2022), which revealed that majority of the study participants preferred to report sexual harassment to their friends and parents order than the appropriate authorities.

Linear Regression on gender, age, years of study, religious affiliations, type of secondary schools attended, source of sex education and perceived institutional sexual harassment policy, and sexual harassment myth[1] acceptance

Table3: Coefficients of sexual harassment myth[1] and other variables

Model	Unstandardized Coefficients		Standardized Coefficients			99.0%Confidence Interval for B	
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
(Constant)	1.222	.115		10.602	.000	.924	1.519
Gender	.176	.050	.123	3.523	.000	.047	.304
Age	.410	.030	.410	13.777	.000	.333	.487
Year of study	-.073	.014	-.135	-5.224	.000	-.108	-.037
Religious affiliation	-.086	.024	-.101	-3.565	.000	-.149	-.024
Type of secondary school attended	-.155	.025	-.191	-6.334	.000	-.219	-.092
Sex education	-.003	.037	-.003	-.090	.929	-.100	.093
Source of sex education	.115	.021	.142	5.460	.000	.061	.170
Perceived institutional sexual harassment policy	.416	.054	.285	7.651	.000	.276	.556

a. Dependent Variable: Belief that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women: sexual harassment myth[1]

R= 0.710 (50.4%), F= 74.946, P= .000

The above table showed the model applied to test the coefficient of sexual harassment myth[1] and other variables. From the table, some factors

appeared as the predictors of sexual harassment myth[1] such as gender, age, years of study, religious affiliations, type of secondary schools attended, source of sex education as well as perceived institutional sexual harassment policy. With the explanatory power of the model (50.4%), the model was able to address the factors surrounding sexual harassment myth[1]. According to their dimensions of contribution to the explanatory power of the model, gender, age, source of sex education and perceived institutional sexual harassment policy appeared to be positive predictors to sexual harassment myth[1]. In essence, these factors are determinant factors to the possibility of the students believing that sexual harassment involving the women can be blamed on the indecent dressing as well as their behaviour. In any case, while the dominant patriarchy in the region has reduced the understanding of men about women as their property without right and freedom, the women folk are already indoctrinated into such as the structuration theory has earlier propounded (Giddens, 1979). This confirms the early propositions on gender equality and sexual right, that the family and the societal structures are designed to accommodate the intents and interest of men in contradiction to that of the women as well as the overall gender equality (Ademiluka, 2018; Jenyo, 2018; Wallace, 1989).

Nevertheless, source of sex education among the students invariably revealed the challenges of sex education from the family and peers sources, which in any case is the reification of the already tensed sexual issues by religion and cultural dispositions. More than 55% of the respondents indicated to have had their sex education from the family and peers, which indicated in the above model that the more such type of sex education among the population, the more the likelihood of believing that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women. Meanwhile, the more the students stay in the institutions of higher learning, the more they are likely to be informed of sexual harassment and sexual right, which now play out as a counter log to the belief that sexual harassment involving women can be blamed on the indecent dressing and behaviour among the women. This is applicable to sex education and type of secondary schools attended, which corroborate with the findings by Menon et al. (2014) and Wood et al. (2018).

Table4 above demonstrated the predicting factors to the belief that women do exaggerate their encounter with men as sexual harassment (sexual harassment myth[2]). The explanatory power of the model is 61.8%, while other variables at various degrees contributed to the explanation of the dependent variable. Among the variables included in the model, all were significant predictors of sexual harassment myth[2] however, in their order and dimensions of contributions, there are variables that appeared to be positive predicting factors such as gender, age, year of study, type of secondary school attended by the students and source of sex education.

Linear Regression on gender, age, years of study, religious affiliations, type of secondary schools attended, source of sex education and perceived institutional sexual harassment policy, and sexual harassment myth[2] acceptance

Table4: Coefficients of sexual harassment myth[2] and other variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	99.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	5.351	.088		60.803	.000	5.124	5.578
Gender	.638	.038	.422	16.749	.000	.539	.736
Age	.432	.023	.407	19.001	.000	.373	.491
Year of study	.091	.011	.159	8.538	.000	.063	.118
Religious affiliation	-.340	.018	-.374	-18.436	.000	-.388	-.293
Type of secondary school attended	.578	.019	.670	30.870	.000	.530	.627
Sex education	-.782	.029	-.762	-27.439	.000	-.856	-.709
Source of sex education	.187	.016	.217	11.630	.000	.146	.229
Perceived institutional sexual harassment policy	-1.796	.042	-1.159	-43.256	.000	-1.903	-1.689

a. Dependent Variable: Belief that women do exaggerate their encounter with men as sexual harassment: sexual harassment myth[2]

R= 0.786 (61.8%), F= 344.118, P= .000

While we hold age, gender and source of sex education constant in connection with the raised issues in the earlier model (see table3), the appearance of years of study as a positive predicting factor in the model (table4) revealed the higher degree of the sexual harassment myth[2] (Belief that women do exaggerate their encounter with men as sexual harassment) in the overall perception of sexual harassment among the students. In any case, sexual harassment involving women tend to be taken with skepticism irrespective of the nature of the case in the absence of rape and things of such nature.

Discussion of the Findings and Conclusion
Sexual harassment myths before now has been one of the hidden factors yet to be addressed in the search and fight against sexual harassment and sexual violence against women mostly in the developing nations. While much attention has been given to sexual harassment in its generic appearance, Rape Myth Acceptance (Burt, 1980), Attitude Towards Rape (Field, 1978), Acceptance of Modern Myth about Sexual Aggression (Gerger et al. 2007), Alcohol and Sexual Consent (Rose et al., 2012), Sexual Harassment Myth Acceptance (Lonsway et al. 2008), Acceptance of Myths about Sexual Violence (Janos & Epinosa, 2015) and Acceptance of Myths of Sexual Assault on University Campuses

(AMSAUC) (Recalde-Esnoz et al., 2021), sexual harassment myths categorized according to their other of perception and effects was yet to be empirically explored in the developing nations such as in southeast Nigeria, where the problem of sexual harassment is one of the challenging factors to the United Nations Sustainable Development Goals-5 and 16, and the overall globalization of sexual health and social wellbeing of all citizens.

From the findings of this study, sexual harassment myths have been addressed with a specific identification of the hitherto extraneous variables to sexual harassment myths among the youth in the institutions of higher learning in southeast Nigeria. The study has proven that the importance of gender differences in the understanding of the overall sexual harassment cannot be overemphasized owing to the underlying factor of patriarchy among the developing nations such as Nigeria. From the findings, gender differences alone explained more than 4% variance in the belief that women are to be blamed in sexual harassment involving them due to indecent dressing and behaviours among them. In the study, 50.1% of the respondents are females while, 49.9% are males; even though there were more girls in the study, the underlying structure of patriarchal system seems to have resulted to a spillover of male-dominance belief from the male folks into the female folks. Following the findings that there were more females than males in the study, much of the influence of gender on the sexual harassment myths acceptance points to the female folks, their adaptation into the patriarchal structures sustaining men ideas and aspirations.

Reporting sexual harassment incidence to the appropriate authorities according to the earlier study by Okafor et al. (2022) appeared to be difficult among the youth especially, the female undergraduate students in the institutions of higher learning in the southeast Nigeria however, the extraneous variable responsible for this has been unraveled in this study. For instance, sexual harassment myth[1] (believing that sexual harassment involving women can be blame on the women indecent dressing and behaviour), explained about 0.98% variance of the possibility of reporting sexual harassment incidence among the undergraduate students in this region. More importantly, this relationship is in the negative direction (*rho = -.099, P = 0.01*), indicating that the more the incidence of sexual harassment myth[1], the less the willingness to report sexual harassment incidence among the population. Worrisome as it is, at least more than 66% of these students have been sexually harassed, while less than 20% have reported sexual harassment experience and less than 20% were willing to report sexual harassment to the appropriate authorities. The situation is also found in the relationship between reporting sexual harassment and sexual harassment myth[2]. Sexual harassment myth[2] (believing that women do exaggerate their encounter with men as sexual harassment) explained about 0.22% variance of the sexually harassed reporting their experiences to the appropriate authorities among the students in the region. Other variable significant in this study in the understanding of the phenomenon of sexual harassment and the sustainable factors included age, type of secondary school attended by these students, source of sex education, etc. of which the study has

indicated as inimical to the overall fight against sexual harassment and violence against women. The position of age as positively relating with sexual harassment myths is an indicator that the female and the male folks are growing into the overarching structures of patriarchy being built and maintained in the society consciously and unconsciously with collective conscience effects. Equally, much of the youths in this region attend the mixed school where the social structures are conditioned to sustain gender inequality through teachings and other activities among the youth; this appeared to be instilling in the youth especially the female folks the understanding that contradicts sexual rights and other women rights on the global stage such as reducing women to a mere cultural puppets. This reaffirmed the Anthony Giddens' (1984) structuration theory situating the overarching social structures as the creation and products by the members of the society. This is connected to the source of sex education among these students, which majorly are by the parents and the family networks. Sex education basically among the Igbo who are the major ethnic groups in southeast Nigeria, is to instill fear in the female children and keep them in the perpetual understanding that they are always at fault whenever the incidence of sexual harassment occurred, which is the basic sexual harassment myth. In any case, sexual harassment myths are embedded in what an average youth may receive from the parents and the family networks as sex education order than the expected conventional sex education.

Sustainable development and community development are anchored on the just and egalitarian society, which is devoid of gender inequality anywhere in the world. One of the reasons for the domestication of the sustainable development and globalization across the nations and communities world over is to liberate many communities and regions from cruel cultures and systems with dehumanizing characteristics. Such systems included patriarchal structures, which unconsciously train the youth into anti-gender equality behaviours and disposition. Sexual harassment myths are the products of patriarchal structures instill in the children and the youths, which eventually start to play out in the latter stage of their lives in form of collective consciousness captured in Durkheim's collective conscience model and Giddens' structuration model. All these vestiges of uncivilized traditional cultures found in different parts of the world such as the southeast Nigeria in the 21st century are impeding the move of globalization and sustainable development. By implication, the incidence of sexual harassment myths and the reifying factors among the students are in sum, anti community development as the trajectory of community development in the developing nations such as Nigeria follow the dominant behavioural disposition in the communities of institutions of higher learning from where the youth draw inspiration and extend to their communities of origin. Equally, this is another way of potential gender-based violence and human right abuse in the higher institutions within the region against the potential international students who patronize these institutions from time to time.

References

Acquadro-maran, D. & Varetto, A. (2021). Sexual harassment by clients experienced by male and female clerks in retail businesses: A qualitative explorative study in an Italian sample   *Journal of Health and Social Sciences* 15, 2021 doi10.19204/2021/sxlh6

Ademiluka S. O. (2018). Patriarchy and Women Abuse: Perspectives from Ancient Israel and Africa. *OTE*, 31(2), 339-362. DOI: https://doi.org/10.17159/2312-3621 /2018/v31n2a5.

Ademiluka, S. O. (2022). Interpreting the David-Bathsheba narrative (2 Sm 11:2-4) as a response by the church in Nigeria to masculine abuse of power for sexual assault. *Herv. Teol. Stud*.77(4), 1-11.

Aina-Pelemo, A. D., Oke, O. A. & Alade, I. T. (2021). Quid pro quo sexual harassment: Comparative study of its occurrences in selected institutions in South-West, Nigeria. *Current Research in Behavioral Sciences,*2, https://doi.org/10.1016/j.crbeha.2021.100031.

Ananya, C. (2020). Sexual Harassment of Women at Workplace (Health Sector). *Journal of Humanities and Social Science* 25 (4), 28-31

Andrade, C. (2020). Sample size and its importance in research. *Indian J Psychol Med* 42:102

Anierobi, E. I., Etodike, C. E., Nwogbo, V. N., Okeke, N. U.,& Nwikpo, M. N. (2021). Evaluating Sexual Harassment against Female Workers in Higher Institutions in Anambra State, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 11(2), 265–278.

Bello, P.O. (2020). Combating Sexual Harassment in Ivory Tower in Nigeria: Mixed feelings *Bangladesh e-Journal of Sociology*; 17(1), 173-189.

Bondestam, F. & Lundqvist, M. (2020). Sexual harassment in higher education – a systematic review. *EuropeanJournalof Higher Education*, 10(4), 397-419 DOI: 10.1080/21568235.2020.1729833

Bondestam, F. & Lundqvist, M. (2020). Sexual harassment in higher education – a systematic review, *European Journal of Higher Education,* 10(4), 397-   419, DOI: 10.1080/21568235.2020.1729833

Børge S., Morten B. N., Ida, E. H. M., Knapstad, M., Lønning, K. J. & Hysing, M. (2019). Sexual harassment and assault among university students in Norway: a cross sectional prevalence study *BMJ Open*2019;9:e026993. doi:10.1136/bmjopen-2018-026993

Burn, S. M. (2019). The Psychology of Sexual Harassment. *Teaching of Psychology*, 46(1) 96-103

Carla, H. & Adams, J. (2018). Spotlight on sexual violence and harassment in commercial agriculture: Lower and middle income countries. *Research Department Working Paper*

Chowdhury, R., Winder, B., Blagden, N. & Mulla, F. (2021). I thought in order to get to God I   had to win their approval": a qualitative analysis of the experiences of Muslim victims abused by religious authority

figures. *Journal of Sexual Aggression*, DOI: 10.1080/13552600.2021.1943023

David, N., Ezechi, O., Wapmuk, A., Gbajabiamila, T., Ohihoin, A., Herbertson, E., & Odeyemi, K. (2018). Child sexual abuse and disclosure in South Western Nigeria: a community based study. *African health sciences*, *18*(2), 199–208. https://doi.org/10.4314/ahs.v18i2.2

Davis, J. M., Horrell, K. E., Anderson, T. L., & Lewis Hall, M. E. (2018). Religious and Role Contributions to the Marital Satisfaction of Evangelical Women. *Journal of Psychology and Theology*, 46(3), 184–198. https://doi.org/10.1177/0091647118794244

Dumisa, C. & Mabuza (2020). Effects of Sexual Harassment on Teachers By Students in High Schools in the Manzini Region. *International Journal of Humanities, Art and Social Studies* 5(1), 31-40.

Durana, A., Lenhart, A., Miller, R., Schulte, B. & Weingarten, E. (2018). Sexual Harassment: A Severe and Pervasive Problem What Drives This Unwanted, Costly, and Damaging Behavior Across Industry Sectors by Wage and Gender. *newamerica.org/better-life-lab/reports/sexual-harassment-severe-and-pervasive-problem/*

Emmanuel, O.O., Nwabiani, J., Ayomide, A.R., Sonny, A.N., Peter C, I., Gladys, O.U., Ifediora, U.L., Florence, C.C., Richard, I.U., Abubakar, K., & Confidence, O.E. (2020). Prevalence of Sexual Harassment in a Faith-Based Institution of Higher Learning in South-Western Nigeria. *Global Journal of Health Science, 12*(1).

Expósito, F., Herrera, A., Valor-Segura, I., Herrera, M., & Lozano, L. (2014). Spanish Adaptation of the Illinois Sexual Harassment Myth Acceptance. *The Spanish Journal of Psychology*, 17, E40. doi:10.1017/sjp.2014.42

Gautam, U. & Bajpai, D. T. (2021). Knowledge, Attitude, and Practices (KAP) about Sexual Harassment at Workplace: A Roadmap for Sustainable Workplaces. *European Journal of Sustainable Development* 10(4), 72-84. Doi: 10.14207/ejsd.2021.v10n4p72

Giddens, A. (1977). *Studies in Social and Political Theory*. London: Hutchinson.

Gumpili, S. P. & Das, A. V. (2022). Sample size and its evolution in research. *IHOPE J Ophthalmol*, 1: 9-13.

Haspels, N., Kasim, Z. M., Thomas, C. & McCann, D. (2001). *Action against Sexual Harassment at Work in Asia and the Pacific*. Bangkok: International Labour Office ILO Bangkok Area Office and East Asia Multidisciplinary Advisory Team.

Karami, A., Spinel, M.Y., White, C.N., Ford, K. & Swan, S. (2021). A Systematic Literature Review of Sexual Harassment Studies with Text Mining. *Sustainability* 2021, 13, 6589. https://doi.org/10.3390/su13126589

Ladebo, O. J. (2003). Sexual Harassment in Academia in Nigeria: How Real? *African Sociological Review / Revue Africaine de Sociologie*, *7*(1), 117–130. http://www.jstor.org/stable/24487380

Landin, T. T., Melin, T., Kimaka, V. M., Hallberg, D., Kidayi, P., Machange, R., Mattsson, J. & Bjorling, G. (2020). Sexual Harassment in Clinical Practice—A Cross-Sectional Study Among Nurses and Nursing Students in Sub-Saharan Africa. *SAGE Open Nursing* 6: 1– 11. DOI: 10.1177/2377960820963764

Longpré, N., Moreton, R. E., Snow, E. J., Kiszel, F. & Fitzsimons, M. A. (2022). Dark Traits, Harassment and Rape Myths Acceptances Among University Students. *International Journal of Offender Therapy and Comparative Criminology* 1–21

Martínez-García, E., Montiel-Mesa, V., Esteban-Vilchez, B., Bracero-Alemany, B., Martín-Salvador, A., Gázquez-López, M., Pérez-Morente, M. Á. & Alvarez-Serrano, M. A. (2021). Sexist Myths Emergency Healthcare Professionals and Factors Associated with the Detection of Intimate Partner Violence in Women. *Int J Environ Res Public Health*. 23; 18(11), 5568. doi: 10.3390/ijerph18115568.

Merkin, R. S. (2012). Sexual Harassment Indicators: The Socio-Cultural and Cultural Impact of Marital Status, Age, Education, Race, and Sex in Latin America. *Intercultural Communication Studies* XXI: 1.

Mezie-Okoye, M. & Alamina, F.F. (2014). Sexual Violence among Female Undergraduates in a Tertiary Institution in Port Harcourt: Prevalence, Pattern, Determinants and Health Consequences. *African Journal of Reproductive Health*; 18(4),79-85

O'Connor, J. (2021). The Longitudinal Effects of Rape Myth Beliefs and Rape Proclivity *Psychol Men Masc.*, 22(2): 321–330. doi:10.1037/men0000324.

O'Neil, R. (2021). Notes on not knowing: male ignorance after #MeToo. *Feminist Theory* 0(0) 1–22 DOI: 10.1177/1464700121101475

Obanor, N., Johnson, K. & Johnson, C. (2020). Perceptions and Experiences of Sexual HarassmentAmong Health Care Workers in a Nigerian Health Care Institution. *SCIREA Journal of Health*. 4(2), 16-29

Ogunfowokan, A. A., Olajubu, A. O., Oginni, M. O. & Gbenu, F. E. (2019). Rape Myth Acceptance among Nurses Undergoing Baccalaureate Nursing Degree Programme in a Nigerian University. *International Journal of Caring Sciences* 12(3),1857-1870.

Okafor, O. (2020), Patriarchy and Women Plight in Africa: The Consequences of Living in Passivity. *Bangladesh e-Journal of Sociology,* 17(2), 57-74.

Okafor, S.O., Okoye, E.O., Onu J.C., Kekeocha-Christopher, I.C., Obiozor, E.E., Okechukwu, B.A., Ogbonna, A.N. (2022). Sex-For-Marks Scandals in South-East Nigeria Institutions of Higher Learning, Female Students Victim and the War against Sexual Harassment. *Italian Sociological Review*, 12(1), 87-118 DOI: 10.13136/isr.v12i1.520

Okondu, O. E., John, N., Afolabi, R. A., Atulomah, N. S., Ikonta, P. C., Okafor, U. G., Uchenna L. I., Chigeru C. F., Iloma U. R., Khadija A. & Okondu E. (2020). Prevalence of Sexual Harassment in a Faith-

Based Institution of Higher Learning in South-Western Nigeria. Confidence. *Global Journal of Health Science*; 12(13), 1-8.

Palermo, T., Bleck, J. & Peterman, A. (2014). Tip of the Iceberg: Reporting and Gender-Based   Violence in Developing Countries, *American Journal of Epidemiology*, 179(5), 602– 612, https://doi.org/10.1093/aje/kwt295

Ranganathan, M., Wamoyi, J., Pearson, I. & Stöckl, H. (2021). Measurement and prevalence of   sexual harassment in lowand middle-income countries: a systematic review and meta-   analysis. *BMJ Open* 2021;11:e047473. doi:10.1136/ bmjopen-2020-047473

Razidur, R. & Nishat, J. (2015). Sexual Harassment in Workplace in South Asia: A Comparative   Study on Bangladesh, India, Nepal and Srilanka. *IOSR Journal of Business and   Management*,17(6), 49-57.

Recalde-Esnoz, I., Héctor, D. C. & Gemma, M. (2021). Sexual Assault Myths Acceptance in   University Campus: Construction and Validation of a Scale. *Social Sciences* 10: 462.   https:// doi.org/10.3390/socsci10120462

Reskin, B. & Padavic, C. (1994). *Women and Men at work*. Thousand OAKS. C.A. Pine forge   press.

Sardinha, L., Maheu-Giroux, M., Stöckl, H., Meyer, S. R. & García-Moreno, C. (2022). Global,   regional, and national prevalence estimates of physical or sexual, or both, intimate   partner violence against women in 2018 *Lancet*, 399: 803–13   https://doi.org/10.1016/ S0140-6736(21)02664-7

Swedish Research Council (2018). *Sexual harassment in academia An international research   review*. Stockholm: Vetenskapsrådet.

Tenbrunsel, A. E., Rees, M. R. & Diekmann, K. A. (2019). Annual Review of Psychology Sexual Harassment in Academia: Ethical Climates and Bounded Ethicality. *Annu. Rev.   Psychol*. 70:245–70

The Irish Presidency of the European Union, FGS Consulting & McGolgan, A. (2004). *Report   on Sexual Harassment in The Workplace in EU Member States*. Ireland: Government of   Ireland

Tinkler, J. E. & Zhao, J. (2020). The Sexual Harassment of Federal Employees: Gender, Leadership Status, and Organizational Tolerance for Abuses of Power. *Journal of Public   Administration Research and Theory*, 2020, 349–364 doi:10.1093/jopart/muz037

U.S. Department of Education, Office for Civil Rights (2008). *Sexual Harassment: It is not academic*. Washington, D. C: .S. Department of Education

United Nations Women (2020a). *Bridging the Gap: Sexual Exploitation, Abuse and Harassment (SEAH)*. New York: United Nations Women Press.

United Nations Women (2020b). *Sexual Harassment in the Informal Economy: Farm Workers   and Domestic Workers*. New York: United Nations Women Press.

Ushe, M. U. (2015). Religious Approaches to Preventing Gender Violence and Sexual Abuse in Nigeria. *International Journal of Gender and Women's Studies* 3(1), 107-117

Vanderwoerd, J. R. (2017). Sexual Violence on Religious Campuses. *Canadian Journal of Higher Education Revue canadienne d'enseignement supérieur* 47(2), 1 – 21

Venema, R. M. (2016). Making judgments: how blame mediates the influence of rape myth acceptance in police response to sexual assault. *J. Interpers. Violence* 34: 2697–2722. doi: 10.1177/0886260516662437

Vonderhaar, R. L., & Carmody, D. C. (2015). There are no "innocent victims": the influence of just world beliefs and prior victimization on rape myth acceptance. *J. Interpers. Violence* 30:1615–1632.doi: 10.1177/0886260514549196

Wallace, R. (1989). *Feminism and sociological theory.* Newbury Park, CA: Sage.

Weare, S. (2018). Oh you're a guy, how could you be raped by a woman, that makes no sense: towards a case for legally recognising and labelling 'forced-to-penetrate'cases as rape. *Int. J. Law Context*, 14: 110–131. doi: 10.1017/ S1744552317000179

Weinberg, J. D. & Beth, N. L. (2017). What is Sexual Harassment? An Empirical Study of Perceptions of Ordinary People and Judges. *Saint Louis University Public Law Review*. 36 (1), Article 6. Available at: https://scholarship.law.slu.edu/plr/vol36/iss1/6

WHO (2015) Sexual health, human rights and the law. Geneva: WHO press

Willmott, D., Boduszek, D., Debowska, A., & Woodfield, R. (2018). Introduction and validation of the juror decision scale (JDS): an empirical investigation of the story model. *J. Crim. Just.* 57: 26–34. doi: 10.1016/j.jcrimjus.2018.03.004

Wood, L., Hoefer, S., Kammer-Kerwick, M., Parra-Cardona, J. R. & Busch-Armendariz, N. (2018). Sexual Harassment at Institutions of Higher Education: Prevalence, Risk, and Extent. *Journal of Interpersonal Violence* 1–25.

Worke, M. D., Koricha, Z. B. & Debelew, G. T. (2021). Perception and experiences of sexual harassment among women working in hospitality workplaces of Bahir Dar city, Northwest Ethiopia: a qualitative study *BMC Public Health* (2021) 21:1119 https://doi.org/10.1186/s12889-021-11173-1.

Author bios

Samuel Okafor [PhD] is in the Department of Sociology/Anthropology, University of Nigeria, Nsukka. He is a Scholar with multi methodological research skills in the areas of social sciences and humanities. His research interests span across Environmental Studies, Policy studies, Politics and

development, Colonial and post-colonial studies, Indigenous people, Population studies, Public health and Gender Studies. Email: samuelokey200@gmail.com

Nwakaego Ekwealor (PhD) **[*Corresponding author]** is in the Department of Adult Education & Extra-Mural Studies, University of Nigeria Nsukka. She is an Educationalist with specialization in Adult Education, Education and community development, Gender and community development, Technology and continuous education and Distance learning and continuous education. Email: nwakaego.ekwalor@unn.edu.ng

Ogechi Nkemjika is in the Department of Adult Education and Extra Mural Studies University of Nigeria Nsukka. She is Educationalist specializing in Adult education administration, Adult education and development, Gender and adult education and gender and continuous education and technology and distance education. Email: ogechi.nkejika@unn.edu.ng

Ukamaka Anekeje (Ph.D) is in the Institute of Development Studies, University of Nigeria, Nsukka. Her research interest includes Gender and Development, Policy and development, Public health and development as Environment and development. Email: ukamaka.anekje@unn.edu.ng

Ikem,Ogechi [PhD in view] is in the Department of History and International Studies at the University of Nigeria Nsukka. Her research interests include Socio-economic history with focus on women, Gender and History, as well as Society and gender equality. Email: ogechi.ike@unn.edu.ng

Adaobi Egbe [PhD in view] is in the Department of History and International Studies at the University of Nigeria Nsukka. Her research interests include socio-political history with focus on women. Email: chisom.okafo@unn.edu.ng

Section Editor: Ateeb Ahmad Parray