



**SEXUAL HARASSMENT / VICTIMIZATION IN NIGERIA UNIVERSITIES: AN IMPEDIMENT  
TO EFFECTIVE UNIVERSITY ADMINISTRATION**

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**Abstract**

The issues surrounding sexual harassment and victimization in the past two decades globally have become a matter of concern and are gradually becoming a public discourse. More so, our higher institutions are becoming breeding ground for all sorts of anti-social behaviours. These have continued to negatively affect academic freedom and excellence. The discourse identified low reporting as a major constraint towards eradication of this evil that has bedeviled our school system. The exact incidents are seldom available coupled with the fact that its' occurrence is shrouded in secrecy many perpetrators go undetected and unpunished. In Nigeria scenario, it appears to be more challenging, because there is no clear-cut legislation that explicitly defines what constitutes sexual harassment as well as no provisions to sanction offenders of sexual harassment and victimization. The paper contends that cases are becoming not only widespread in Nigeria higher institutions but also adversely affecting academic growth. It reiterates that despite its fraught in controversies it contributes to academic setbacks in our higher institutions. It argues that the negative effects on the females are high. The women constitute mostly the victims. It creates low self-esteem in them and invariably contributes to poor participation to academic activities, which can lead to poor academic results and low achievement. It advocates the need for university management to mainstream sexual harassment and victimization into governing policies such as in criminalizing it. University management structures should be strengthened and staff sensitized to mobilize actions towards eradication of sexual harassment and victimization on campus. Government also needs to promulgate explicit laws that specifically address sexual harassment as stiff punishable offences in order to serve as a deterrent to possible offenders.

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**Introduction**

Today as ever, Africa as a continent and Nigeria as a nation desperately need not only high-powered human capital but also gender balanced capacity builders that can bring about

sustainable development and social transformation in the entire continent. No wonder, the university continues to serve as a recognized platform for realizing this goal. Universities, as leading institutions among other higher institutions are designed to avail citizens opportunities for the realisation of their dream and aspirations. Unfortunately, institutions of higher learning are gradually being infested with hostile environment. where teaching and learning are beginning to be compromised. It is arguable that with high cases of sexual abuse and victimization in our higher institutions today, sustaining academic excellence is questionable. In other words, campus hostility, unfair treatment, gender discrimination and victimization have gradually become the order of the day.

University authorities are often accused of hardly reporting cases of sexual violence among staff and students. Poor reporting or under reporting of cases and shrouded culture of silence on sex related matters exacerbate prevalence and make incidence undetected and unpunished. As a result of lack of reliable statistics on actual cases and level of occurrence has had to be managed in the dark without concrete and liable cases. Hence, sexual harassment and victimization in the universities seem to have received adequate attention from university authorities. Okeke, (2011) maintained that sexual harassment against women contributes to low participation in academic activities. This oversight can be argued as a part of non adherence to policy statement on creating gender friendly social environment. Non challant attitude towards sexual violations against students signifies lack of commitment from university management to maintain a healthy learning environment for all. Hostile university environment compromises quality academic life and excellence. A gender friendly university environment contributes positively to overall academic success. This is the crux of this discourse, to x-ray precedents to sexual

harassment and victimization in Nigeria universities and to proffer effective management strategies for way forward.

### **What is Sexual Harassment?**

For the benefit of clarity of the major concept in this paper, this question is important, "what is sexual harassment?" To answer the question, one can rightly infer that sexual harassment can be described as any behavior or conduct on the grounds of someone's sex which can manifest in form of an unwanted physical, verbal or non-verbal conduct of a sexual nature. It is also perceives as an unwanted behavior that can range from unwanted flirtatious remarks to unwanted sexual advances, coercion of sexual activity, and sexual assault. Despite its seemingly straightforward definition, reaching agreement within the legal, organisational, and psychological communities as to what constitutes sexual harassment is challenging because what constitutes a sexual harassment in one locality may not be necessarily be regarded as a sexual harassment in another. The current legal standard for sexual harassment was established in 1980, derived from the U.S. Equal Employment Opportunity Commission's (EOC) guidelines on discrimination based on sex. The EOC, in its legal guidance, states that there are two types of behaviour, *quid pro quo* (Latin for "this for that") and hostile environment sexual harassment. *Quid pro quo* harassment refers to workplace or educational consequences being contingent upon sexual favours. Hostile environment harassment refers to a repetitive, offensive pattern of unwanted behaviours that interferes with a person's work performance or creates an intimidating or hostile environment.

### **Definitions**

There is no one definition of sexual harassment, either in terms of behaviour or the circumstances in which it occurs (Birmrose, 2004; Fitzgerald and Ormerod, 1991; Fitzgerald et al, 1995; Stockdale and Hope, 1997). However, Lafontaine and Tredeau (1986) defined it as any

action occurring within the workplace whereby women are treated as objects of male sexual prerogative. Stanko (1988) stated that sexual harassment is unwanted sexual attention that presents many behavioural forms such as visual (leering); verbal (sexual teasing, jokes, comments or questions); unwanted pressure for sexual favours or dates; with implied threats of job related consequences for non cooperation; physical assault; sexual assault and rape. Stanko stressed that the behavioural manifestation may be a singular event or continuous series of events. Generally speaking, sexual harassment against women often reflects an abuse of power within an organization or institution, where members of one group of people yield greater power than others. It is linked with women's disadvantaged status at work or in academic institutions and, more generally, in society.

### **Sexual Harassment in Educational Setting**

In educational institutions such in the universities, sexual harassment can be described as a gender-based discrimination, victimization or deprivation that is sufficiently serious. It interferes with or limits a student's ability to participate in or benefit from the institution's/university educational programmes. It presents itself in power based differentials (*quid pro quo*), which manifest in the creation of a hostile environment that breed retaliations and victimizations. For instance, there is normally an attempt of the male to coerce an unwilling person into a sexual relationship, to repeatedly subject a person to egregious unwanted sexual attention and to punish a refusal to comply. It can present itself in the form of threat, bullying and a condition that warrants the vulnerable submitting to sexual advances, exploitation. It can also lead to stalking and other gender-based exploitations.

Sexual harassment in educational environment according to De Wet, (2010) impacts negatively on the learners' right to equal educational opportunity and violates the victim's right to

dignity, equality and bodily and psychological integrity. This suggests that an institution has the duty to protect learners from harassment and to provide an environment that is safe and conducive to effective learning. Smit & Du Plessis (2011) corroborated with De Wet stressing that sexual harassment is a multi-faceted and complex matter which is interrelated with the practices at school on a daily basis. Robinson (2000) revealed that the inter-relationships between sexual harassment and other issues are of major significance in the way that this practice in schools remains silenced and marginalized.

Sexual harassment in universities can be in three forms, namely; sexual harassment of a student by another student, sexual harassment of a faculty/staff member by a student, and sexual harassment of a student by a faculty/staff member (this is the more rampant and damaging form of harassment experienced in Nigerian universities and the focus of the paper. There hereby highlighted below:

**Sexual harassment of a student by another student:** Any unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature by a student toward another student that is so severe pervasive, and objectively offensive that it interferes with or limits a student's ability to participate in or benefit from the institutions education program.

**Sexual harassment of a faculty/staff member by a student:** Any unwelcome sexual advances, requests for sexual favours, and either verbal or physical conduct of a sexual nature directed by a student toward a faculty/staff member that is so severe, pervasive, and objectively offensive that it substantially interferes with employment of living conditions or deprives the individual of employment access or benefits.

**Sexual harassment of a student by a faculty/staff member:** Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature by a faculty or staff member toward a student are held to constitute a sexual harassment when:

- Submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating an individuals educational development or performance; or
- Such conduct is so severe, pervasive, and objectively offensive that it interferes with or limits a student's ability to participate in or benefit from the institution's education program

Harassment in any situation is reprehensible; it is particularly damaging when it exploits the educational dependence and trust between students and faculty/staff. When the authority and power inherent in faculty/staff relationships with students, whether overtly, implicitly, or through misinterpretation, is abused in any way, there is potentially great damage to the individual student, to the accused individual, and to the climate of the university/institution.

### **Challenges of Sexual Harassment and Victimization in the Universities**

Globally, institutions of higher education are expected to provide learning and working environments where diverse constituencies (students, staff with a vast range of professional responsibilities, community members) are guaranteed a hospitable environment for scholarship, teaching, and research. Despite this, the past twenty years of research into the institutional climates of universities and colleges suggest that sexual harassment appears to be an endemic problem. Williams, Lam and Shively (1992) argue that 'although the literature lacks solid statistics describing the national prevalence of sexual harassment on college and university campuses, the results of individual institutional studies affirm that sexual harassment is a

problem for significant proportions of female students'.

Sexual harassment at universities has been understood as the exercise of power by specific individuals, and it has been dealt with via insufficient policies and grievance procedures. From an article written by Linda Eyre from the University of Brunswick, it is clear that this problem is far greater than the mere defiance by individual students (Eyre, 2000). It is alleged that women's voices are silenced in university communities by those that hold powerful positions and that due to confidentiality clauses this serious problem has not received the attention it should (Smit and du Plessis, 2011).

Sexual harassment in education should be regarded as extremely serious, especially in view of the special nature of the relationship between educators and learners. The authority that an educator holds over a learner creates the opportunity for abuse and the learner may feel dis-empowered to refuse the sexual attention of the educator (De Wet and Oosthuizen 2007). Moreso, it is stated that sexual harassment by university staff/lecturers of their female students is a fact of campus life and that the silencing thereof is part of the reason for the historical invisibility of the problem: silence, promoted by the fear that somehow they (the victims) are responsible for the sexual harassment in one way or the other, and/or the fact that students know they are subordinate to faculty staff and administrators (Smit and du Plessis, 2011). In this sense one cannot argue that any "consent" was real and voluntarily afforded, as fear and undue influence play a huge role in the learner's reaction, coupled with the possibility of the misuse of power. Sexual harassment in universities is a way of expressing and confirming masculinity within a hetero sexualised cultural and gender order.

Studies of campus sexual assault indicate that many—perhaps most—assaults and attempted assaults are never reported or, if reported, not consistently counted as official. The fact that

sexual assaults on campuses largely take place between acquaintances blurs under standings both of consent and of assault, and lessens the likelihood of reporting. Unlike “stranger rape,” acquaintance rape may not even be perceived by those involved as “rape,” a perception that may discourage or delay disclosure (Dziech and Weiner, 1994). Furthermore, women in the traditional age range for college students - from eighteen to twenty-one - are four times more likely to be sexually assaulted than women in any other age group, and college-bound women are at greater risk than their non-college-bound peers (Ristow, 2004). Between 20 and 25 percent of college women and 4 percent of college men report having been sexually assaulted during their college years (Cherner-Ranft, 2003).

A study by Houreld (2006) found that 80% of women in Nigerian higher institutions reported sexual harassment as their greatest challenge in the successful completion of their academic goals. Adedokun (2004), and Ejiogu and Onyene (2006) also found about 86% of male faculty and staff in sampled universities in Nigeria have sexually harassed at one point of their teaching career. This type of overwhelming evidence and statistics begs the questions; has sexual harassment become an acceptable practice in Nigerian universities? What can the administration and government do to curb this practice of sexual harassment of female students? What impact does this have on the future generation?

### **Scope of the Problem in Nigeria**

Research studies on different institutions of higher learning in many African countries have revealed the trends and nature of sexual harassment experienced by women students. These include degrading verbal remarks, unwanted touching, and other types of gender-

based violence (Adedokun, 2004; Abati, 2006; Ejiogu & Onyene, 2006). High proportions of female students in colleges and universities across the continent of Africa have experienced sexual harassment from male faculty, staff and students (Okeke, 2011). Evidence shows that Nigeria is no different when it comes to women harassment in universities. Campus sexual assault is a significant problem in Nigeria. Across universities in Nigeria, staff/lecturers have been accused of making sexual demands in exchange for good grades (Human Rights Report, 2001; Nwaogwugwu, 2007).

The problem is that sexual harassment and victimization in Nigeria has received cold reactions from government and school authorities. Human Rights Watch (2001) reported that the government and school authorities were found to be silent about sexual harassment experienced by female students in countries like Nigeria, Uganda, South Africa, and Zimbabwe (CEDAW, 2008; Houreld, 2007; Human Rights Watch, 2001; Nwaogwugwu, 2007). Studies found that educational institutions in the country have no policy initiatives on sexual harassment (Amnesty International Report, 2005; Daily Champion, 2007; Ladebo, 2003).

Also, evidence shows that although Nigeria has laws for protection against domestic violence, sexual harassment laws are non-existent. In Nigeria, violence and discrimination against women still persists widely both in legislation and practice, as is shown by the lack effective protection laws against women discrimination and sexual abuse. It is noteworthy that after over 25 years of Nigeria’s ratification of the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the government has failed to adopt a law to allow CEDAW to be invoked before Nigerian courts.

**Table 1.** Information on Level of Gender Sensitivity in Nigerian Legislation

<b>Domestic Violence</b>		
Question	Yes/No	Law
Is there legislation that specifically addresses domestic violence?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes
Is there a specialized court or procedure for cases of domestic violence?	No	Lagos State Domestic Violence Act 2007, Secs. 5 and 13 (2)
Does domestic violence legislation protect women in unmarried intimate relationships?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes, Sec.18(I)(f)
Does domestic violence legislation include emotional abuse?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes, Sec. 18(g)
Does domestic violence legislation include financial abuse?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes, Sec.18(g)
Does domestic violence legislation include physical abuse?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes, Sec.18(g)
Does domestic violence legislation include sexual abuse?	Yes	A Law to Provide Protection Against Domestic Violence And For Connected Purposes, Sec.18(g)
<b>Sexual Harassment</b>		
Is there legislation that specifically addresses sexual harassment?	No	No applicable provisions could be located
Are there criminal sanctions for sexual harassment in employment? No	No	No applicable provisions could be located
Is there a governmental office tasked with addressing sexual harassment?	No	No applicable provisions could be located
Is there legislation on sexual harassment in education?	No	No applicable provisions could be located
Is there legislation on sexual harassment in employment?	No	No applicable provisions could be located
Is there legislation on sexual harassment in public spaces?	No	No applicable provisions could be located
Is there legislation on sexual harassment in service provision?	No	No applicable provisions could be located
Are there criminal sanctions for sexual harassment in employment?	No	No applicable provisions could be located

Source: IFC, The World Bank 2013.

The sideline of issues pertaining to women sexual harassment by the government and institutions' authorities has led to alarming incidents of sexual harassment in tertiary institutions in Nigeria. For example, a study by Nwaogwugwu (2007) of Anambra state universities and colleges revealed that the practice had become popularly known as "sorting" by students or "inconvenience allowance" by staff and lecturers. "Sorting" is described as a situation where female or male students pay their way through examinations either with cash, gifts, or sexual gratifications (expected more from female students); and staff view it as "inconvenience allowance". This exchange of sexual gratification could also be known as transactional sex. The high incidents of sexual harassment in Nigerian institutions begs the question, has transactional sex been inculcated into our university system such that it has become a norm?

Secondly, although sexual harassment is a global concept that affects virtually women of all races, ages and from every economic background, Nigerian women experience more elusive types of harassment (Okeke, 2011). In other countries and cultures, such as in South Africa sexual harassment is a behaviour that is generally unacceptable in any public setting but the case of Nigerian society has not fully conceptualized sexual harassment as a criminal conduct and violation that attract stiff penalty.

A third problem affecting the prevalence of sexual harassment at universities in Nigeria is the perception of women's sexuality and the idea that victims of sexual harassment are to blame for the occurrence. Reports of the idea that the widespread occurrence of transactional sex, sexual harassment is as a result of the so-called seductive dressing by females on the campuses according to Morley, (2005) and Adedokun, (2005) suggest that women are to blame for

these sexual behaviours. Women are generally accused and seen as behaving in ways which are subverting prevailing social relations. Women's sexuality is constructed as "seductive" and perceived as threatening to men's superior status.

Fourthly, the diversity in the cultural beliefs of Nigeria as a nation is a contributing factor to inconsistencies in the legislative bodies with regards to recognition of sexual harassment of women in the society. Furthermore, one of the obstacles of implementation of a more gender-sensitive nation is due to the fact that Nigeria is a federal republic with 36 states, with each adopting distinct federal laws. Nigeria has a tripartite legal system consisting of statutory, customary, as well as, in the northern states, sharia laws. Hence, the three bodies of law create contradictions and discriminatory provisions are widespread within each source of law particularly in the areas of family and property law.

Finally, in strategizing a way out the education sector administrators, policy-makers and government must take cognisance Nigeria's peculiarities and diversity in culture in order to fully eradicate all forms of sexual harassment in education. Only if the socio-political, historical and cultural factors underlying this phenomenon are fully understood can sexual harassment ever be eliminated.

### **Consequences of Sexual Harassment**

The consequences of sexual harassment are potentially very serious. Smit & Du Plessis maintained that it can have destructive effects on individuals. An immediate concern is physical injury, which may be extensive enough to require medical treatment or hospitalisation. Hill & Silva (2005) revealed that it creates emotional damage that may be serious and equally require treatment. Unchecked sexual harassment can lead to sexual assault which can affect students'

academic achievement. It can impair students' capacity to contribute to the campus community. Students who survive sexual assault and harassment from lecturers/university staff rarely perform at their prior academic levels, and are sometimes unable to carry a normal course load, and frequently miss classes. These changes sometimes stem from social withdrawal, and a desire to avoid the perpetrator. Assaulted students regularly drop courses altogether, leave school, or transfer. Sexual harassment can damage students' well-being, provoke and exacerbate conflict among students, and contribute to a hostile learning environment. Furthermore, where sexual harassment occurs on campus, it has been shown to cause students to avoid certain places on campus, change their schedules, drop classes or activities or change their lives to avoid sexual harassment as well as the harasser. Dziech & Weiner (1994) argued that along with decline in academic performance and social withdrawal, long-term outcomes may include increased risk of depression, substance abuse, self-harm, eating disorders, post-traumatic stress, personality disorders and suicide.

Walsh, Duffy & Gallagher-Duffy, (2007) maintained that students have reported that harassment negatively influenced their schoolwork and performance. They revealed that it has been shown that students are burdened by the psychological effects of sexual harassment and that they are more likely to be self-conscious, more doubtful about ever having a happy romantic relationship, embarrassed, afraid, less confident and confused about themselves than their peers. Students who perpetrate this kind of behaviour sometimes become adults who continue sexually harassing others. Nearly half of the students who reported sexual harassment were at risk of harm to their personal development. Gruber & Fineran (2007) inferred that adolescence in itself presents a number of challenges that entail social, emotional and academic development. It has been proved that students who experience sexual harassment in the first phase of early

adolescence find it more difficult than those experiencing it in the later part of adolescence. Also, Fitzgerald, (1979) emphasized that most victims of sexual harassment have been subjected to extended patterns of sexual harassment rather than a single incident, hence, the health of such students should be a top priority for schools and tertiary institutions.

Beyond their destructive effects on individuals, incidents of sexual assault may have negative consequences for colleges and universities. First, they harm the institution's educational mission by undermining the safe and hospitable learning environment necessary for learning and teaching. Second, they cast doubt on stated commitments by campus leaders to end campus violence. Third, cases exposed in the national media may bring scandal to the institution and its leaders, create distrust toward the administration among parents and alumni, and erode fundraising efforts as well as legislative and philanthropic support. Finally, even incidents that stay local are likely to damage the institution's standing in the community.

The desire to protect their image often causes institutions to ignore this persistent problem. This is especially the case in education, where learners are entrusted to educators. For colleges and universities, sexual harassment can be costly and damaging for their reputations, but the emotional and academic well-being of students should be the highest priority. Although the sensitivity aspect can be understood, it should not be an obstacle to the prevention of sexual harassment in educational institutions.

### **University Management Strategies vis-a-vis Policy, Procedures and Implementation**

Sexual harassment in Nigeria has not received the much needed attention it deserves, given the rampant occurrence and gravity of the issue in Nigerian universities. It is disappointing that despite international progress over recent decades in understanding sexual harassment, sexual assault and sexual violence, recent research makes clear the persistence and



influence of several entrenched myths and cultural beliefs in the Nigerian society: it is the victim's fault; most allegations of sexual assault and rape are false and typically motivated by revenge against particular men or against men in general; the presence of alcohol makes it difficult to investigate allegations or even establish whether an incident actually took place; and acquaintance rape is not rape. Hence, the socio-political, historical and cultural factors underlying this phenomenon should be fully understood for sexual harassment to be tackled in universities, and Nigeria as a whole.

Further more, sound legislation against sexual harassment is required to curb the high prevalence of sexual harassment in Nigerian universities. Also, campus policy and procedures should aim to eliminate sexual harassment and its devastating consequences. Closer coordination with trained law-enforcement officials, for example, increases the likelihood that incidents will be more fully investigated and adjudicated.

In addition to these general principles, a number of policy and procedural measures should be implemented in the universities to ensure safety of female students. Some of the procedural measures required are as follows:

1. All members of the campus community—faculty members, administrators, staff members, and students—share responsibility for addressing the problem of campus sexual harassment and should be represented in the policy-development process. Once policies and procedures are in place, the institution must make them widely available.
2. Policies and procedures must be clear, readable, and accurate. Information must be widely disseminated and readily accessible to all members of the campus community and materials must include descriptive (operational) definitions of sexual harassment and assault, rape, and other forms of sexual violence, explaining why these actions violate acceptable standards of conduct and, in some cases, constitute criminal offenses. Potential campus

and criminal penalties should be made equally clear.

4. Guidelines for reporting an incident of sexual assault should be clear and explicit and include names, titles, and contact information. The policy should encourage victims to report the incident to campus authorities and to off-campus police, and should generally indicate what each procedure entails and what purpose the reporting will serve. The policy should include an official statement prohibiting retaliation against individuals who report incidents of assault and specify the disciplinary actions that will follow threats and attempts to retaliate.

5. The reporting of sexual harassment is essential for accurate record keeping and to prevent repeat offences. Given the widespread under reporting of sexual harassment, reporting should be facilitated as much as possible - for example, by providing for direct reporting by name, confidential reporting, and anonymous reporting.

### **Conclusion**

Thus far, several points have emerged from this paper such as terms, definitions and matter; policies and procedures which should be coherent across the institution and consistent with state and federal laws. Adequate coordination on sexual harassment issues across relevant campus and non-campus units will encourage better understanding of the problem. It is equally important to articulate policies and procedures that are consistent with collective bargaining agreements for the effective management of campus sexual harassment that are aided by broader changes in campus culture, and society at large. This paper has presented suggestions culled from research, media commentary, higher education policy, local and national women's and advocacy groups. However, despite intense concerns and outcomes from researches on this issue, campus sexual harassment remains a field, as Lisak et al (2019) put it, "fraught with controversy" and "enmeshed in dispute and in the politics of gender and sexuality."

Finally, as we rethink our universities as sites of knowledge production in the 21st century, we ask: Has enough been done to ensure the protection of women in our universities and to decolonise the male-dominated structures and cultures evident in our universities? If the universities remain unequal and difficult places for women, what kind of male and female citizens are we producing as leaders of tomorrow?

### Recommendations

As a fall-out of the above discourse, the following recommendations are made for the government and policy-makers, the university and its administrators.

University and administrators:

- It is recommended that management of higher education institutions and human resource managers in general take cognizance of this and implement measures to correct the situation and to protect themselves against expensive claims for vicarious liability. More specifically, it is recommended that higher education institutions
- Conduct an organisational audit or climate survey to determine the prevalence of sexual harassment in their institutions.
- Develop a policy handbook on sexual harassment, violence and assault in order to ensure standardised procedures on treatment of perpetrators. Regularly update of these policies is required, as well as benchmarking of policies with international higher education institutions.
- Appoints university staff and student representatives, representing both sexes, to take responsibility for the implementation of sexual harassment policies.
- Provide regular training sessions for staff on the contents of the policy, examples of sexual harassment, procedures for lodging complaints and the rights of both harassers and the harassed.
- Campus policy and procedures should be publicised through a multimedia approach that includes press releases, brochures,

posters, radio and video spots, and web-based messages.

- Prevention programs should be introduced in campuses for all entering and transfer students. Workshops and training sessions can also play a continuing role in campus education
- It is recommended that management of higher education institutions and human resource managers in general take cognizance of this and implement measures to correct the situation and to protect themselves against expensive claims for vicarious liability.

Government and policy-makers:

- Funds should be made available by the Nigerian for studies into sexual harassment within its universities. The objectives of the studies will be to establish a policy on how it would be handled.
- The Supreme Court of Nigeria should recognize sexual harassment as a violation of human rights and provide a comprehensive definition of sexual harassment.
- Victims of harassment should be encouraged to make reports and given assurance that disclosure will not result in discrimination of any sort.
- There is the need to publicise incidents of sexual harassment because it cannot succeed in secrecy.

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