

Gender-Based Violence Prevalence in Tertiary Institutions, Ekiti State, South-Western Nigeria

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ABSTRACT: Gender-based violence is any physical, sexual and economic harm inflicted on a person because of his/her gender. Despite the huge success recorded by Millennium Development Goals Program, there is the fear that girls' education may be disadvantaged due to increasing upsurge in cases of gender-based violence in tertiary institutions in Nigeria. The study investigated the prevalence of gender-based violence in tertiary institutions in Ekiti State. It also examined the relationship between prevalence of gender-based violence in tertiary institutions used for the study. The descriptive research design of the survey type was employed for the study. The sample comprised 200 female undergraduates drawn from four tertiary institutions in Ekiti State. Purposive random sampling was employed to select female students from the institutions. A self-designed instrument was used to collect data and the data were analyzed using frequency counts, percentage scores, t-test, ANOVA and SchaffePoshoc analyses. The study found out that the prevalence of gender-based violence in tertiary institutions in Ekiti State was low but some forms of gender-based violence have been experienced by undergraduate students. Sexual related violence was the most common. The study revealed a significant difference between the levels of gender based violence in tertiary institutions in the State. Based on the findings, it was recommended that students in tertiary institutions should be protected against any form of gender-based violence by the appropriate authorities. All students should be sensitized on the ills and preventive measures against gender-based violence on campus.

KEY WORDS: *Gender based violence, prevalence, rape, perpetrators, and sexualabuse*

I. INTRODUCTION

Gender based violence (GBV) is a human rights violation and it is one of the most common human humiliation globally. It is a term used to describe any harmful act that is perpetrated against a person's will and it is based on socially ascribed differences between males and females. It is the most pervasive type of violence against women and girls of all ethnicity, religion, ages in all dimensions and multifarious stages/levels (Ilesanmi and Afolabi, 2016). Mahlori, Byrne and Mabude (2018) opined that gender based violence is one of the greatest social issues of affecting South Africa and universities in Africa as a whole. They added that it occurs in situation where there is power inequality. The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) (1979) defined gender-based violence as any act of violence that is directed against a person because of his or her gender and which affects a group of persons proportionately because of this. It is all acts of violence whether those acts occur in the public sphere or in the private sphere, result in or likely to result in physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty. Gender-based violence could therefore, be defined as any bodily or psychological harm inflicted on a person, either male or female, as a result of his/her sex/gender.

The Working Group on Higher Education (WGHE) Association of African Universities (2006) opined that economic problems also exert enormous pressures on students, making them violent or docile in the face of social challenges. These social and economic problems propel tertiary institution communities towards becoming a breeding ground for violent acts. These factors combine to make higher institutions hot beds of gender-based violence with females mostly, but not exclusively, at the receiving end. Daily News Papers are filled with news of abuse of young people globally.

Gender based violence is a persistent and universal problem occurring in every culture and social group. World Health Organisation (WHO, 2014) and World Bank (2018) reported that 35% of females globally have at some point in their lives experience physical or sexual intimate partner violence or non-partner sexual violence. World

Bank (2019) noted that about 7% women have been sexually assaulted by someone other than a partner. However, as many as 38% of murders of women were committed by an intimate partner. Moreover, 200 million women have experienced female genital mutilation which is an aspect of sexual violence against the girl child. The most common gender-based violence in higher institutions includes sexual harassment, battery and murder. There have been reported instances of gender-based violence in some higher institutions in Nigeria which such as rape (including gang rape); battery; touching; extortion; threatening; intimidating and murder. Mahlori, Byrne and Mabude (2018) revealed that their study respondents had advanced knowledge of gender based violence and agreed that it included marital rape and physical assault. The prevalence of all forms of violence against girls and women, especially physical and sexual violence appears to continue to be high in in most countries of the world. Globally, gender-based violence reflects inequality among men and women which exhibits dominance of one gender over another. Males are usually the dominant and more susceptible to inflict violence on females in general, though, males, being abused by females have been seen in many cases (World Health Organisation, WHO, 2014).

Gender-based violence incidents have been reported in many African countries including Ghana, Zimbabwe, Ethiopia, Botswana, Jamaica, South Africa and Nigeria among others especially in the tertiary institutions. Several harassments have posed serious challenges at all levels of education and across all academic fields in Africa. Sexual harassment have been experienced by girls at a high level in secondary schools in Botswana, Zimbabwe, Ghana, Ethiopia, Japan and Peru (Heise, Moore, Toubia, 1995; Leach, Machahanja and Mandoga, 2000; Rossetti, 2001; Leach, Fiscian. Kadzamira, Lemani and Machakanja, 2003). Researchers found out that 68% of the women interviewed had experienced some forms of gender-based violence in their life time (Muwanigwa, 2015). Gender-based violence and violation of human rights have become issues in the Caribbean. Campus life. College years are supposed to be very exciting and life-changing aspect of one's life but these have been challenged in tertiary institutions in most parts of the globe (The Caribbean Current, 2015). These acts of gender-based violence in higher institutions cause phobia, insecurity and depression among the gender that suffers such violence most which is mostly female gender. Such insecurity is likely to discourage some students from seeking admission to such notorious gender-based violence rampant institutions. The act of gender-based violence has become a major obstacle or hindrance to learning which could likely result in physical, psychological and educational adverse consequences. These had always had adverse effect on educational goals of higher institutions.

In higher institutions in Ekiti State, gender-based violence appears to be rampant especially rape, gang rape and other forms of sexual harassment. However, only few of these cases seems reported. Most gender-based violence was not reported for fear of stigmatization and preservation of confidentiality of the survivors. In the same vein, Mahlori, Byrne and Mabude (2018) noted that there was disappointing tendency not to report gender based violence due to factors like social stigmatisation and fear of repercussion. This made gender based violence to become a silent scourge which affects women mostly who were marginalised and made invisible through their being unable to voice out their unpleasant experiences. Though gender-based violence can be against any male or female youth, it is most commonly perpetrated against females or the girl-child.

II. STATEMENT OF PROBLEM

Gender-based violence is a global problem which includes rape, domestic violence, murder and sexual abuse. Gender-based violence is one of the most common but yet unacknowledged and human rights violations in Africa and worldwide. Higher institutions of learning are places where training and teaching take place in a different atmosphere from what had ever been experienced by students. It is a multi-cultural and multi-ethnic environment that harbours students from varied cultural, economic and social, age, gender, class and religious background mix thereby, interacting together in the process of learning and acquiring new capacities. The main function of higher institutions of learning is to produce valued skilled human resources. Students in these institutions are mainly young adults who are between 18 -26 years. These students are expected to have technical competence and be well disciplined in their values, behaviour and attitude or manner. Most of the students in higher institutions come from homes where their gender sensitivity is likely to differ from what obtains in their institutions or Universities.

Due to different background, students in higher institutions often encounter many social and economic challenges. These challenges include inability to maintain the social status of their individual homes. They want to live the campus social life and thereby have to live a life that is against the tenets of their families' backgrounds. There is also economic hardship that they have to overcome. Since they are far away from home, students are bound to copy the extravagant life of their colleagues which usually result in their inability to make ends meet. Such students get involved in all forms of acts to make ends meet which might not be safe for

them. Some of the students in tertiary institutions perpetrate gender based violence against other students and become victims of sexual harassment and gender based violence. These evil acts have been severally reported in tertiary institutions in Nigeria, especially Ekiti State by several dailies. This study therefore investigated gender-based violence prevalence in tertiary institutions, Ekiti State, South-western Nigeria.

III. LITERATURE REVIEW

Gender-based violence which is a serious violation of human rights is not specific to a particular country or religion. Women and men of all religions or ethnicities can face discrimination and the consequent gender-based violence. Gender-based violence could also be caused by traditional beliefs and patriarchy. Some aspects of modernity and the socialization of girls and boys by the society makes victims accept it as norm. The recognition of the widespread nature of gender-based violence in school settings is becoming an area of concern not least because of infringement on the rights of the victims but also its impact on achieving the developmental goals related to equal access to education for boys and girls. Violence against girls negatively impacts on their participation, retention and performance in schools (The Working Group on Higher Education, WGHE, Association of African University, 2006). Gender based violence was first recognized as a problem in institutional settings when feminist activists in the 1970s were trying to address the unwanted sexual attention faced by women in the workplace. Until the mid-1990s, there was paucity of research on school related gender-based violence in developing countries (Friedman et al, 1990). Evidence however, showed that in July 1991, 19 school girls died and 71 others were raped by male school mates in a secondary school in Kenya. Attention drawn to gender-based violence in schools increased since this incidents (Bjastad, 2008). In Nigeria, various reports of gender-based violence have been reported in institutions of learning (The Punch, 2015). According to Iteji and Nguguwa, (2013), in South Africa, some girls have left school entirely as a result of their experiencing sexual violence. Donnellan, (2003) observed that European girls and women encountered more obstacles than men in relation to access to educational system as female pupils' intake is relatively low in hierarchy and they experience more difficulties in finding jobs after graduating. In many instances, the journeys girls trek to and from school exposed them to assaults either on foot or in vehicles. They become prey for men in private cars and are prone to other abuses such as injuries, violent robbery, rape and verbal abuse (FAME, 2004). World Bank (2018) found out that gender based violence has high economic consequences which have cost an estimated 1.2%-3.7% of GDP in some countries worldwide due to productivity and equivalent to the average spending of low and middle income countries on primary education.

There is high level of gender-based violence and acceptability of such violence, particularly among female youths. Prevalence rates of gender-based violence in Uganda are compared to both global and regional averages (World Bank, 2017). Sexual violence among female students in Hawassa University, Ethiopia, was a common experience; 42.9% of students interviewed were sexually active, 14.3% started sexual activity forcefully or as a result of rape since their admission to the University. This result showed that the prevalence of rape as a cause of sexual initiation is almost similar to a study by (Carrillo, 1992) in America on sexual violence which was 15% cases reported by college female students (Seido and Meleku, 2015). However, the prevalence of sexual violence in a study in a University in Northern Nigeria showed that 22.2% of respondents used have been sexually abused since joining the University (Iliyasu ,Abubakar, Aliyu, Galadanci, Salihu (2011)). Studies in Asia on prevalence of sexual violence revealed 25% for Hong Kong (Samuels, 2000) and 33% for Goa, India (Petel and Andrew, 2001).

Campus environments are expected to be better and safer than on the streets. Freedom of movement is for all, but off course, boys still enjoy more freedom than women. However, the campuses appear to be mainly unsafe for female students. Iliyasu et al (2011) in their study, discovered that students had enough knowledge of what gender-based violence means. Gender-based violence is less reported and available data on act is inadequate because most survivors and their relatives appear too ashamed of the incidents and cover them up. This is in line with Muwanigwa (2015) who opined that gender-based violence is one of the most common yet unacknowledged human rights violation. She added that Police statistics are highly contested because of under-reporting of cases and inadequate data collection tools. Gender-based violence, especially, rape and sexual harassment in tertiary institutions is a precarious problem in many countries of the world which should be tackled head long. Gender-based violence in this study refers to rape, sexual harassment, physical violence, verbal abuse, stabbing, hitting, slapping and kicking. However, most gender-based violence are never prosecuted because the survivors either failed to report the incidence and take action or the people who should act on their behalf fail to take action. In line with this, Okakwu (2015) reported that the Nigerian Feminist Forum (NFF) argued that majority of cases of sexual violence against female University students in Nigeria go unreported for various reasons associated with victim shaming, stigma, character assassination, public backlash and limited access to justice. Female students who reported such cases were subsequently targeted for reprisal attacks by thugs, cultism or lecturers. Muwanigwa (2015) noted that lack of prosecution is strengthened by internal and external reasons. World Bank (2018) opined that the effect of violence experienced by women like intimate partner violence are felt at the individual, family and community levels. The bank added that the

consequences of violence included increased risk for suicide, alcohol abuse and negative impacts on human development outcomes. However, Perrin, Marsh, Clough, Desgroppes, Phanael, Abdi, Kaburu, Heitmann, Yamashina, Ross, Read-Hamilton, Turner, Heise and Glass (2019) agreed that individual, family, and community blame victims for gender based violence. Family and the larger society judge the victims' behaviour which resulted in the victims not supported and abandoned by families. Moreover, women and girls are also blamed for sexual assault or other forms of gender based violence. Most victims who have been harassed chooses not to take action or that when action is taken, the environment- external- militates against access to justice. South African government was slow in dealing with gender based violence. In 2012, the organization for economic Co-operation Development (OECD) ranked South Africa 4th out of 87 countries on their social institutions and gender index but in 2014, the country dropped drastically to 90th position out of 148 nations (Persome, 2015).

Gender based violence is treated with levity because of people's attitude towards the scourge and the low level of skills that are required to handle the problem as it should in most tertiary institutions. Edwards (2016) said in response to gender-based violence scandal in a West Indies University, that it could not be disputed that an incidence of violence took place at the campus. The University is a micro community of a wider society and many students come from communities where the breakdown of family structures has led to an inability to deal with conflicts in a non-violent manner. It is worthy of note that instead of this defensive response, one would expect the University authority to investigate the gender-based violence scandals and bring the perpetrators to book. A United Nation Development Specialist reported that between 2010 and 2012, the offices of security services filed 67 reports of violence against females in a single tertiary institution. The reports stated that the incidents occurred in halls but how many more incidents have gone unreported as a result of victims/survivors being fearful of the attendant repercussion (The Caribbean Current, 2015).

Most of the time, the incidence of gender-based violence is not reported, even, when it is reported, it is treated with levity or as normal occurrence and at times, the female survivor/victim is blamed for the act. Normally, the survivor is blamed for bringing it upon herself. She is said to have enticed the male perpetrator by her provocative dressing or by her actions. In many tertiary institutions, when gender based violence is reported, lack of adequate knowledge of what should be done as appropriate response to the incidence on the part of school management is not enough. The relevant departments do not know how to deal with the incidents effectively. The Jamaican Sunday Cleaner (2016) reported that the prevalence of gender based violence at the University of West Indies from 2010-2012 was 67 cases including rape, different kinds of intimate partner violence, stalking and other forms of sexual harassment reported to campus security. It was noted that the problem of violence against women is a universal concern that has marred human development for a long time. A leading tertiary institution is a place where knowledge is shred, nurtured and valued; it is difficult to recognize that violence against women has not escaped our community (McDonald, 2015). However, Chironda (2017) noted that sexually transmitted degrees resonates and best describes the vulnerability of young people at tertiary and higher institutions of learning. Disturbingly, a high rate of sexual harassment haunts many girls from high school well into tertiary, creating long and protracted cycles of abuse and impacting almost all aspects of their lives. This statement indicates the level of sexual abuse experienced by students in tertiary institutions especially, the female ones.

Gender inequality is evident among men and women, where there is dominance of one gender over the other. A study in Ethiopian Hawassa University, conducted by Sendo & Meleku (2015) revealed a high prevalence of sexual violence against female students of the University. According to Heise, Moore & Toubia (1995), another study by WHO revealed that the prevalence of physical and sexual violence ranged from 5% in Japan, 61% in Peru and 71% in Ethiopia. Iiyasu et al (2011) cited the findings of some studies on gender-based violence in Northern Nigeria and discovered that 15% of young females were forced to have penetrative sex, 27% experienced attempted rape and 44% unwanted touches. Iiyasu et al (2011) reported that out of the 291 respondents of 18 to 42 years old, 33% had already had sex, 52.9% experienced gender-based violence since joining the University. Of these, 22.8% experienced physical violence, 22.2% experienced sexual violence, and 50.8% experienced emotional and verbal violence.

However, 20.9% of the perpetrators of these acts of violence were boyfriends, 19.4% strangers and 59.7% male students. Majority of these sexual harassments in higher institutions were mostly perpetrated by male students and lecturers (Iiyasu et al, 2011). In the same vein, Heise, Moore & Toubia (1995) reported studies in Zimbabwe, Ghana and Malawi identifying perpetrators as older male students and teachers. Perpetrators of sexual violence in Peru, Mexico, Guatemala City and USA were mostly known to the survivors but in Sierra Leone, 27% gender-based violence survivors reported that their teachers and lecturers were perpetrators while in Yaounde, Cameroon, 30% gender based violence perpetrators were class mates or friends of victims, 8% by teachers, family friends, neighbors and strangers. Female students who experienced unwanted physical contact said it was by male students while some said it was by lecturers and others said it was by non-teaching staff

(News Day, 2015). Tinam (2010) noted that 27% of school girls said that their teachers wanted to have sex with them while 79% were sexually harassed by male school mates.

According to Okakwu (2015), the Nigerian Feminist Forum (NFF), expressed dismay on what appear to be an overwhelming rise in reported cases of sexual assault and rape of female University students by male members of the academic staff and students across University campus in Nigeria. In the same vein, Iliyasu et al (2011) noted that 1 in every 3 females have been sexually harassed in tertiary institutions in Nigeria and that gender-based violence were mostly perpetrated by male students and lecturers. Akande (2015) claimed that there were 2,000 cases of gender based violence against women reported in Lagos State, Nigeria, in year 2015 alone. It should be noted that these included gender-based violence in tertiary institutions in the State and these 2,000 were the ones reported. There would be several unreported cases.

In tertiary institutions in Nigeria, gender based violence is mostly perpetrated on women and girls by men and boys. The girl-child was mainly sexually harassed, though males could be harassed too. However, in a study conducted on male students in selected tertiary institutions in Ibadan, Oyo State, Nigeria, Adeleke, Adebawale & Fawole (2015) discovered that out of 600 male students surveyed, the prevalence of psychological violence was 53.9%, physical 62.2% and sexual violence of 58.3%. The study also revealed that 59.4% of the perpetrators were partners of the victims and only 18.0% sought help after the above. However, educational level, family background, being currently in a relationship, alcohol intake, partners who smoked, partner alcohol use were significantly associated with male students' experience of sexual violence.

The News Day (2015) noted that the absence of policies to address sexual harassment issues at tertiary institutions has reportedly perpetrated the victimization of female students as perpetrators take advantage of the loopholes while the victims in some cases do not know where to seek redress. According to the News Day (2015), female students network, a survey conducted on gender-based violence in five tertiary institution noted that majority of female student victims of harassment are not aware of sexual harassment policies. Okakwu (2015) noted that Nigerian Feminist Forum (NFF) argued that the growing abuse of female students is fuelled by lack of consistent and clear policy by University governing bodies and school authorities concerning sexual harassment and rape. It is worthy of note that the gender and sexual harassment policy is still in draft in some institutions. Muwanigwa (2015) said that the Zimbabwean Domestic Violence Act only provides for protection of survivors of all forms of gender violence. However, it appears that no Act prevents the act of violence. According to the News Day (2015), out of five University surveyed, only one has a Draft Sexual Harassment Policy while 5 out of 21 sampled University have Sexual Harassment Policy which are not covered during fresh students' orientation ceremonies.

The survey further noted that about 60% of female respondents said that they would not report gender based violence and sexual harassment, about 40% said that they would report. It also revealed that issues of sexual harassment were not being prioritized at tertiary institutions. The female students said that authorities especially campus security were more obsessed with preventing campus unrest like they do for student demonstrations and industrial actions than issues of gender based violence and sexual harassment (News Day (2015)).

The foregoing, reviewed the prevalence of gender-based violence and sexual harassment in various countries, however, this study investigated gender-based violence in tertiary institutions in Ekiti State in South Western Nigeria.

Objective of the study

The main objective of the study was to investigate the prevalence of gender-based violence in tertiary institutions in Ekiti State, South Western Nigeria.

Specific Objectives

The study is to:

- i. Examine the level of knowledge of students on the concept of gender-based violence in tertiary institutions in Ekiti State.
- ii. Investigate the prevalence of gender-based violence in tertiary institutions in Ekiti State.
- iii. Identify the perpetrators of gender-based violence in tertiary institutions in Ekiti State.
- iv. Investigate the action taken when gender-based violence occurred.
- v. Examine the action taken after gender-based violence incidents were reported to the relevant authorities.
- vi. Investigate the relationship between the levels of gender-based violence in tertiary institutions in Ekiti State?

Research Questions

1. Do students in tertiary institutions understand what gender-based violence mean?
2. What is the prevalence of gender-based violence in tertiary institutions in Ekiti State?
3. Who are the perpetrators of gender-based violence in tertiary institutions in Ekiti State?

4. What was the action taken when gender-based violence occurred?
5. What was the action taken after you reported the gender-based violence to the authorities?
6. Is there any difference in the prevalence of gender-based violence in tertiary institutions in urban and rural areas in Ekiti State?
7. Is there any difference in the prevalence of gender-based violence in tertiary institutions in Ekiti State?
8. Is there any difference between the levels of gender-based violence in tertiary institutions in Ekiti State?

Research Hypothesis

1. There is no significant difference in the prevalence of gender based violence in tertiary institutions in Ekiti State.
2. There is no significant difference between the levels of prevalence of gender based violence in tertiary institutions in Ekiti State.

IV. METHODOLOGY

The survey type descriptive research method was used in the study. The population comprises of 200 female undergraduate students randomly selected from four tertiary institutions. Simple and purposive random sampling techniques were employed to select the all-female respondents for the study. The study focused on female undergraduate students.

A self-designed questionnaire tagged Gender Based Violence Questionnaire (GBVQ) was used to collect data for the study. The instrument was completed by female undergraduate students of four tertiary institutions in Ekiti State (a State University, a Federal University, a Federal Polytechnic and a State College of Science and Technology) used for the study.

Measures were taken to ensure the quality of collected data. The instrument was validated by research experts in Gender Studies, Test and Measurement, in Ekiti State University. The questionnaire was pretested among students of a department that was not sampled for the study and necessary changes were then made. Test-retest analysis was used to establish the reliability of the instrument. The instrument yielded reliability coefficients of 0.72 and 0.75 at 0.05 level of significance. These were considered high enough for the reliability.

Data Analysis

The data was entered and analyzed by using SPSS version 20. Categorical variables were presented using frequency counts and percentages. Both bivariate and multivariate analyses such as t-test, ANOVA and Scheffe Posthoc were applied. A p-value of less than 0.05 was considered as statistically significance.

Ethical consideration

Written consents were obtained from the study participants before they were enrolled in the study. The consent letters were written stating the study's objectives, nature of participants' involvement, and confidentiality of the data. Students were requested to read the consent letters carefully. They were given clear options regarding voluntary participation. None of the approached students refused to participate in the study. Confidentiality of information was enhanced by removing personal identifiers from the completed questionnaires.

Findings/Results

Question 1

Do students in tertiary institutions understand what gender-based violence mean?

Table 1: *Students' understanding of meaning of gender-based violence*

Responses	Frequency	Percentage
Yes	79	39.5
No	121	60.5
Total	200	100.0

Source: Afolabi, 2017

Table 1 reveals that 39.5% of the total sample understand what gender-based violence is while 60.5% respondents, representing the vast majority lack proper understanding of what gender-based violence mean.

Question 2

What is the prevalence of gender-based violence in tertiary institutions in Ekiti State?

Table 2a: *Prevalence of gender-based violence in tertiary institutions in Ekiti State*

ITEMS	RESPONSES	FREQUENCY	PERCENTAGE
Ever experienced gender-based violence	Yes	51	25.5
	No	149	74.5

Source: Afolabi, 2017

Table 2b: *Prevalence of various forms of gender-based violence in tertiary institutions in Ekiti State*

S/N	ITEMS	VERY OFTEN		OFTEN		NOT OFTEN		NEVER		Mean	Ranking
		f	%	F	%	F	%	F	%		
1	Insults/verbal abuse	49	24.5	36	18	39	19.5	76	38	2.29	1 st
2	Unwanted touches	38	19	41	20.5	42	21	79	39.5	2.19	2 nd
3	Physical violence	34	17	40	20	48	24	78	39	2.15	3 rd
4	Slapping	31	15.5	42	21	51	25.5	76	38	2.14	4 th
5	Hitting	27	13.5	41	20.5	41	20.5	91	45.5	2.02	5 th
6	Kicking	20	10	40	20	49	24.5	91	45.5	1.95	6 th
7	Attempted rape	22	11	25	12.5	60	30	93	46.5	1.88	7 th
8	Penetrated rape	17	8.5	27	13.5	55	27.5	101	50.5	1.8	8 th
9	Sexual harassment	20	10	19	9.5	56	28	105	52.5	1.77	9 th
10	Stabbing	11	5.5	30	15	44	22	115	57.5	1.68	10 th

Source: Afolabi, 2017

Tables 2(a and b) present the prevalence of gender-based violence in tertiary institutions in Ekiti State. The results reveal that 25.5% of the respondents had experienced gender-based violence while 74.5% had not. Using a cut-off mean score of 2.50 for the scale, all the forms of gender-based violence had mean scores below the cut off mean. This implies that the prevalence of gender-based violence in tertiary institutions in Ekiti State is low. Ranking the gender-based violence in order of prevalence indicates that insults/verbal abuse(mean=2.29) is most prevalent gender-based violence in tertiary institutions in Ekiti State, closely followed by unwanted touches (mean=2.19), physical violence(mean=2.15), slapping (mean=2.14) and hitting(mean=2.02) while stabling (mean1.68) is the least in the ranking order. However, sexual related violence (items 7, 8 & 9) combined, were (29.5%) and more often prevalent in the institutions.

Question 3

Who are the perpetrators of gender-based violence in tertiary institutions in Ekiti State?

Table 3: *Perpetrators of gender-based violence in tertiary institutions in Ekiti State*

Perpetrators of GBV	Frequency	Percentage	Ranking
My Lecturer	115	57.5	1 st
A stranger	27	13.5	2 nd
My course mate	18	9.0	3 rd
My boy friend	14	7.0	4 th
My hostel mate	10	5.0	5 th
My co-tenant	6	3.0	6 th
My Girl Friend	5	2.5	7 th
My family member	5	2.5	7 th
Total	200	100.0	

Source: Afolabi, 2017

Table 3 reveals that 57.5% of the respondents, representing the vast majority report that lecturers are perpetrators of gender-based violence in tertiary institutions in Ekiti State, followed by stranger 13.5%, course mates 9%, boyfriend 7% and hostel mates 5%. Others including co-tenant 3%, girlfriend and family members 2.5%.

Question 4: What was the action taken when gender-based violence occurred?

Table 4: Action taken by survivors when gender-based violence occurred

Items	Frequency	Percentage	Ranking
I did not report the to anybody	113	56.5%	1 st
I told my friends	21	10.5%	2 nd
I reported to the police	20	10.0%	3 rd
I reported to the school authority	19	9.5%	4 th
I reported to campus security staff	15	7.5%	5 th
I told my parents	12	6.0%	6 th
Total	200	100.0	

Source: Afolabi, 2017

Table 4 reveals that 56% survivors/victims of gender-based violence, which is a majority, did not report the incident when it occurred, 10.5% reported to their friends, 10% reported to the police, 9.5% reported to the school authority while only 6% reported to their parents.

Question 5: What was the action taken after you reported the gender-based violence to the authorities?

Table 5: Action taken after incidents of gender-based violence were reported to the authorities

Items	Frequency	Percentage	Ranking
No action was taken	117	58.5	1 st
The perpetrator was punished by the school authority	33	16.5	2 nd
I was blamed for the incident	16	8.0	3 rd
The police arrested the perpetrator	9	4.5	4 th
My parents were too ashamed and so, covered it up	8	4.0	5 th
My friends reported the case to the authority	7	3.5	6 th
My parents reported the case to the school authority	4	2.0	7 th
The police took no action	3	1.5	8 th
My parents reported the case to the police	2	1.0	9 th
My parents took appropriate action	1	0.5	10 th

Source: Afolabi, 2017

Table 5 shows that 58.5% of the respondents indicated that no action was taken on the gender-based violence experienced by them even when the cases were reported to the appropriate authorities. Only 16% of the perpetrators were punished, 8% of the victims were blamed for the incidents, while 4.5% claimed that police arrested the perpetrators.

Hypothesis 1

There is no significant difference in the prevalence of gender-based violence in tertiary institutions in urban and rural areas in Ekiti State.

Table 6: t-test showing the prevalence of gender-based violence in tertiary institutions in Ekiti State by location

Location	N	Mean	SD	df	T	P
Urban	150	6.22	4.61			
Rural	50	5.02	4.05	198	1.642	0.102

p>0.05

Source: Afolabi, 2017

Table 6 reveals that there is no significant difference in the prevalence of gender-based violence in tertiary institutions in urban and rural areas in Ekiti State ($t=1.642$, $p>0.05$). The null hypothesis is not rejected. This implies that there is no significant difference in the prevalence of gender-based violence in tertiary institutions in urban and rural areas in Ekiti State.

Hypothesis 2

There is no significant difference in the prevalence of gender based violence in tertiary institutions in Ekiti State.

Table 7: ANOVA showing the prevalence of gender based violence in tertiary institutions in Ekiti State

Source	SS	Df	MS	F	P
Between Groups	5531.580	3	1843.860		
Within Groups	6154.400	196	31.400	58.722	0.000
Total	11685.980	199			

***p<0.05**

Source: Afolabi, 2017

Table 7 reveals that there is significant difference in the prevalence of gender based violence in tertiary institutions in Ekiti State ($F_{3,196}=58.722, p<0.05$). The null hypothesis is rejected. This implies that there is significant difference in the prevalence of gender based violence in tertiary institutions in Ekiti State.

In order to locate the sources of the significant difference among the groups, ScheffePosthoc tested was carried out. The result is depicted in Table 8.

Table 8: Scheffeposthoc analysis showing the levels of prevalence of gender-based violence in tertiary institutions in Ekiti State

Tertiary institutions	FUOYE	HEALTH TECH	EKSU	FEDPOLY	N	Mean
FUOYE		*	*	*	50	28.50
HEALTH TECH.			*	*	50	24.30
EKSU				*	50	18.22
FEDPOLY					50	14.94

***p<0.05**

Source: Afolabi, 2017

Table 8 reveals that there is significant difference between the levels of prevalence of gender-based violence in FUOYE and College of Health Sciences at 0.05 level of significance. Similarly, the difference between the prevalence of gender-based violence between FUOYE and EKSU, FUOUYE and FEDPOLY, College of Health Sciences and EKSU, FEDPOLY and College of Health Sciences, EKSU and FEDPOLY is statistically significant at 0.05 level in each case.

V. DISCUSSION

The study revealed that majority of students in tertiary institutions have not heard of gender-based violence and lack proper understanding of what is meant by gender-based violence. The implication of this is that students may neither be able to protect themselves against the occurrence of gender-based violence nor enlighten their colleagues on issues of gender-based violence since they do not know what it entails. Students who do not know what gender-based violence mean, may not be aware of any law prohibiting it in the State. Consequently, majority of the survivors of gender-based violence may not know what action to take after the act.

The finding indicated that gender-based violence occurred in tertiary institutions in Ekiti State though, the prevalence was low. It was revealed that insults/verbal abuse was the most prominent, followed by touching, then, physical violence, slapping, hitting and sexual violence. Stabbing was the lowest in prevalence. However, sexual related violence, such as rape and sexual harassment were most common in tertiary institutions.

The study discovered that majority of the perpetrators of gender-based violence in tertiary institution in Ekiti State were lecturers, strangers and course mates. This finding agrees with Heise, Moore and Toubia (1995) and Iliyasu, Abubakar, Aliyu, Galadanci and Salihu (2011) who identified perpetrators of gender-based violence as male students and teachers. This implies that female students are not safe with their male lecturers. Ordinarily, lecturers are expected to protect their students against any harm in school. It is sad this is not what obtains nowadays in academic institutions.

The study also found out that majority of the cases of gender-based violence in tertiary institutions in the Ekiti State were never reported to the appropriate authorities that can bring the perpetrators to book. This finding is in line with News Day (2015) and Mahlori, Byrne and Mabude (2018) that noted that majority of female survivors/victims would not report occurrences of gender-based violence and sexual harassment. The implication of this is that since most cases of gender-based violence were not reported, there were no redress taken on several cases and perpetrators escaped punishment and appropriate sanctions. Very few cases were reported to the school authorities and police. Most survivors are too ashamed to report cases of gender-based violence to the authorities for fear of stigma. This agrees with Nigeria Feminist Forum in Okawu (2015) that

opined that most cases were unreported because victims feared stigmatization and shame. Moreover, most survivors of sexual violence end up with unwanted pregnancies while others lost some sessions of their academic period taking care of unwanted babies that resulted from sexual violence.

The study also showed that no action were taken on majority of reported cases of gender-based violence in tertiary institutions in the State. Few perpetrators were punished while the police arrested very few. There were cases where the police did not even take any action on cases reported to them. This is in line with the finding of Sendo and Meleku (2015) that gender-based violence were mostly not reported because legal body was not helpful. The implication of this is that in cases where action are not taken on reported cases, it will serve as bad precedence which may encourage other intending perpetrators to commit the crime.

The finding revealed that there was no significant difference in the prevalence of gender-based violence in tertiary institutions in urban and rural areas in Ekiti State. This implies that gender-based violence occurs irrespective of places of residence.

The study discovered that there was significant difference between the levels of gender-based violence experienced by female students of tertiary institutions in Ekiti State. This means that the prevalence of gender-based violence was higher in some of the tertiary institutions than others.

VI. CONCLUSIONS/RECOMMENDATIONS

Based on the findings of the study, it was recommended that sensitization workshop should be organized for all students, irrespective of their gender, on the ills and preventive measures to gender-based violence. Female undergraduates should be vigilant and not loiter in dark places on campus in order to avert sexual abuse. Security outfits in tertiary institutions should be vigilant to curb any form of gender-based violence on campus. All sexual harassment cases should be reported to either the school authority and security agents for appropriate sanctions. Students should be well protected from sexual harassment. The school authority should not treat offences of gender based violence with levity. Sanctions should be meted out to lecturers and other perpetrator who sexually harass or violate female students to serve as deterrent to others. Appropriate policy against gender-based violence should be put in place to guide students does and don'ts on campus. Such policy should be fully implemented. Copies of Ekiti State Gender-Based Violence (Prohibition) Law and the University Gender and Sexual Harassment Policy should be made available to students of tertiary institutions in the State to enable them have adequate information about gender-based violence including actions to be taken after the act.

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