

Sexual Violence among In-School Females in Tafawa Balewa Local Government Area of Bauchi State, Nigeria

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Abstract— Sexual violence is a serious public health and human rights problem that is grossly under reported in Nigeria. This work studied sexual violence among in-school females in Tafawa Balewa Local Government of Bauchi State in Nigeria. The study employed the descriptive study design which was found to be appropriate for the study. A multi-stage sampling technique was used to first select 40% of the secondary schools in the Local Government of interest, then a sample size of 409, determined using Nwana's formula was selected from the target population, constituting 10percent of the target population of 4090. Structured questionnaire was used to elicit information from the respondents. The variables studied were; socio-demographic characteristics, types of sexual violence, predisposing factors, likely effects and risk factors of sexual violence among in-school females. The respondents were aged 15-19 years and 209(51.10%) were Christians while 200(48.90%) were Muslims. They were all in the senior secondary classes of SSS1 (106, 25.92%), SSS2 (120, 29.34%) and SSS3 (183, 44.74%). The types of sexual violence among in-school females included; showing sex suggestive pictures (180, 44.01%), suggestive remarks on sexual interaction (162, 39.61%), among others. However, more respondents did not acknowledge the types of sexual violence stated. Predisposing factors acknowledged by respondents were mainly poor legal sanctions against sexual violence (79.46%), limited level of education/awareness on sexual violence (65.28%), and experience of unreported child sexual abuse (65.28%). Likely effects of sexual violence acknowledged by respondents include; Gynaecological complications (58.92%), suicidal ideas (54.52%), alcohol and drug use (56.48%) among others. Risk factors were reported as poverty (66.01%), becoming more educated (64.06%), alcohol and drug abuse (54.77%), among others. The results of this study reveal that sexual violence occur among in-school females but they were not yet very open about that, which might be as a result of the negative perception held about the situation. The findings of this study also support the assertion of under reporting of sexual violence in this society. There is need to formulate targeted policies and programmes to address this concern.

Index Terms— sexual-violence, adolescent, in-school-females, Nigeria.

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I. INTRODUCTION

Sexual violence is a serious public health and human rights problem with short and long term consequences on the physical, mental, sexual and reproductive health, and the social wellbeing of the violated individual (Ibe & Osuala, 2020). Sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work World Health Organization, WHO, 2002). Coercion in this context covers a whole spectrum of degrees of force, aside physical force. Coercion involves psychological intimidation, blackmail or other threats such as the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. Sexual violence also occur when the person aggressed is unable to give consent as while drunk, drugged, asleep or mentally incapable of understanding the situation. Sexual violence occurs globally with more females than males being victims. It is a deeply violating and painful experience for the survivor, the context of its occurrence which can be an intimate partnership, within the larger family or community structure, or during times of conflict, notwithstanding.

Globally, about 30percent of females experienced sexual violence in which about 7percent of females experienced sexual violence by someone other than an intimate partner during their lifetime (Behrman, Peterman& Palermo, 2016; Odeyemi, Olufunlayo, Ogunnowo, & Onajole, 2016). Sexual violence is one of the most pervasive forms of violence found at home, schools and community and it is a threat to quality education and reproductive health (Altinyelken& Mat, 2017).

Adolescents are youths growing from childhood to adulthood within the age bracket of 10-19 years (Federal Ministry of Health, FMOH, 2013). Adolescents in Nigeria are expected to be undergoing secondary education based on the Nigerian National Policy on Education (Federal Republic of Nigeria, FRN, 1995). Adolescents constitute about 31.6percent of Nigeria's large and growing population (Ofole & Agokei, 2014; National Population Commission (NPC), 2013). Sexual violence in schools has been reported to be uncontrollable, where females both adolescents and adult females were equally victims (Tarekegn, Berhanu & Ali, 2017). Ofole and Agokei (2014) identified certain

distinguishing features which make adolescents vulnerable to sexual violence and they include among others; desire for independence, physical growth, zealousness, radicalism, rebellions, curiosity, sexual risk behaviours. Sexual health problems associated with sexual violence among adolescents include sexually transmitted infections (STIs), unplanned pregnancy, physical injury, social and economic consequences (Behrman, Peterman, & Palermo, 2016; Peterman & Johnson, 2009; WHO, 2014).

It is a common belief that sexual violence is under reported in Nigeria because of the stigma and marginalization associated with such act. The cases of sexual abuse of minors reported by civil society groups and law enforcement agencies in Nigeria are considered as only a tip of the ice berg. This low reportage is expected to be even lower in more conservative societies such as found in Tafawa Balewa Local Government Area. This research work is a descriptive survey designed to study sexual violence among in-school females (female students attending secondary school). This study initially intended to target all adolescent in-school females within the age range of 11-19 years but eventually the studied was limited to those aged 15-19 years because of lack of consent to study the lower age bracket. The study was school based, and respondents were met in their different schools for data collection. There was dearth of empirical data on sexual violence in this study area to enable the understanding of the existing situation among the target population. The finding of this study will fill this existing gap and provide the needed data for targeted programme planning that will address any untoward situation relating to sexual violence. The variables studied are the socio-demographic characteristics (age, religion and class of study) of in-school females, types of sexual violence experienced by in-school females, the predisposing factors to sexual violence among in-school females, likely effects of sexual violence on in-school females and risk factors of sexual violence among in-school females in Tafawa Balewa Local Government Area.

II. MATERIALS AND METHODS

Study design: This study employed a descriptive survey design.

Study location: The study area was Tafawa Balewa LGA of Bauchi State, Nigeria. It occupies a total land area of 49,119 km² representing about 5.3% of Nigeria's total land mass located between latitudes 9° 3' and 12° 3' north and longitudes 8° 50' and 11° east. Tafawa Balewa Local Government Area can be found in the Southern part of Bauchi State in northern Nigeria with its headquarter in the town of Tafawa Balewa. Tafawa Balewa town takes its name from two co-opted Fulani words: "Tafari" (rock) and Baleri (black). The area has been known for sectarian and ethnic violence over the years with major communal class with improper social behaviour and education. Tafawa Balewa town inhabited by Jarawa, Fulani, Hausa, Sayawa, Kanuri, Tapshinawa (angas) and other tribes, but the major ethnic groups are the Seyawa and Hausa/Fulani. The Sawa language is

spoken in Tafawa Balewa LGA with land area of 2,515 km² with a population of 216,988 as at the 2006 census.

Study duration: January 2018 to April 2019.

Target population: Study population was four thousand and ninety (4090) in-school females.

Sample size and sampling technique: Four hundred and nine (409) in-school females constituting 10% of the target population. The sample size was determined based on the formula described by Nwana (1981). Nwana (1981), states that 10 percent of the population is a representative sample of the population, where the population is of few thousands. A multi-stage systematic sampling technique as described by Adukwu (2001) was used to select the required sample size. At the first stage eight secondary schools (40%) were randomly (simple random sampling) selected from the existing 20 secondary schools in the LGA with female students' enrollment. Forty percent sample size was representative based on the number of schools. The selected schools include; Government Day Technical School Tafawa Balewa, Government Day Secondary School (GRA) Tafawa Balewa, Government Day Secondary School Bununu, Government Girls Secondary School Tafawa Balewa, Government Day Secondary School Lere, Government Day Secondary School Zango and Government Day Secondary School Tafare, Government Day Secondary School Hwashe with population. The next stage was selection of the respondents using systematic random sampling technique and the class lists served as sampling frame.

Instrument for data collection: A structured questionnaire was used as instrument for data collection. The reliability of the instruments was established using a test-re-test method and reliability value was 0.9.

Data collection: Data was collected by trained research assistants after obtaining approval from the relevant authorities and informed consent from school authority representing the participants.

III. RESULT

Socio-Demographic Characteristics of in-school females

Results in Table 1 showed that 100% (409) of the respondents were aged between 15 and 19 years. Christian were 209 (51.13%) while 200 (48.9%) were Islamic worshippers. More respondents were in SSS3 (183, 44.74%), followed by SSS2 with a population of 120 (29.34%) and 106 (25.82%) in SSS1. No respondent was in the junior secondary classes. The analysis of data revealed that shows that the calculated chi-square value (2279.69) was greater than the tabulated chi-square value (26.2962) with highest value of correlation of 1.0000 and p-value of 0.0000. This indicated that there is significant relationship between of socio-demographic characteristics and occurrence of sexual violence among the in-school females in Tafawa Balewa Local Government Area of Bauchi State in Nigeria.

Types of sexual violence experienced by in-school females

Table 2 showed that comparatively less number of students

acknowledged experience of the various types of sexual violence listed which include; 180 (44.01%) out of 409 for sex advances through showing sex suggestive pictures. Other types of sexual violence experienced among the respondents were found to be cohabitation as a child (168, 41.08%) then suggestive remarks on sexual interaction 162 (39.61%) respondents, sexual abortion 147(35.94%). Also, sexual advances 120 (29.34%) and this include offering of gift, money and help for one thing or the other for intimate of sex, denial to use contraceptive or other measures to protect against STDs account for 109 (26.65%) respondents. The involvement in sexual violent acts against sexual integrity was found to be 106 (25.92%) and demanded for sex in return for favours 89(21.76%) was experienced among the respondents. Sexual violence as a result of mental and physical disability were 85(20.78%) of the responses. Types of sexual violence among in-school females in Tafawa Balewa Local Government Area of Bauchi State in Nigeria was found to be significant as the calculated chi-square value (2279.69) obtained is greater than the tabulated chi-square value (26.2962).

Predisposing factors of sexual violence among in-school females

Table 3 below showed responses to predisposing factors of sexual violence among in-school females in Tafawa Balewa Local Government Area of Bauchi State, Nigeria. More respondents said yes to the following as predisposing factors; poor legal sanction implementation against sexual violence 325(79.46%), physical experience of unreported sexual abuse as a child (268, 65.53%), then low level of education and awareness of sexual abuse or violence 267(65.28%), gender inequality 231(56.48%), community weakness to punish sexual violence (217, 53.06%). The following had fewer yes responses; fear of being beaten 49 (11.98%), sexual violence gang membership and exposure to intra-parental violence as a child, found to be 23 (5.62%) and 21 (5.13%) respectively, involvement in harmful or illicit use of alcohol or drugs, involvement in any antisocial personality and engagement in sexual violence due to lack of trust with partner from other responses offered. The calculated chi-square value (1981.72) obtained for predisposing factors of sexual violence was found to be greater than the tabulated chi-square value (19.6751) with high R2 value and p-value of 0.024 showing significant relationship.

Likely effects of sexual violence among in-school females

Likely effects of sexual violence among in-school females were presented in Table 4 below. More respondents agreed that sexual violence could result in gynaecological complications (269, 65.77%), followed by difficulty relating to and trusting others especially men with 251(61.37%) respondents, then immediate physical and psychological injury (243, 59.41%) and craving for sexual after the sexual violence (241, 58.92%). Other responses were; feelings of humiliation, drinking of alcohol and drugs to submerge the bad memories 231(56.48%), loss of sexual interest, suicidal ideas and attempt to commit suicide, experiences of impaired

sexual functioning and sexual transmitted diseases were effect (224, 223, 222 and 221 which is 54.77, 54.52, 54.28 and 54.03%) of total respondents, respectively, risk of rejection and embarrassment 211(51.59%), blame and feeling of guilt 210 (51.34%), unwanted pregnancy 200(48.9%), experiences fantasies, day dreams and nightmares vividly revolving around the assault, mental image of scenes of revenge and exhibition of loss of emotion or appearing unaffected with respondents 181, 164 and 108 which amounted to 44.25%, 40.1% and 26.41% respectively. There was significant relationship as the calculated chi-square value (213.21) was found to be greater than the tabulated chi-square value (24.9958) with high R2 value of 0.9935 and p-value of 0.000 (Table 4).

Risk factors to sexual violence among in-school females

Table 5 below showed the distributions of respondents on their response to risk factors to sexual violence in Tafawa Balewa LGA. More of respondents agreed that poverty was a risk factor to sexual violence (270, 66.01% of the total respondents), followed by high education (262, 64.26% of total respondents) and beauty of young in-school girls (243, 59.69% of the total respondents), consumption of drugs and alcohol 224 (54.77%) of total respondents, 222 respondents which amounted to 54.28% of the total respondents said involvement in sex work is a risk factor of increasing female's susceptibility to sexual violence, previous incident of rape 209(51.1%), multiple sexual partners (141, 34.47%). There is significant relationship as the calculated chi-square value (110.4) obtained for predisposing factors of sexual violence was found to be greater than the tabulated chi-square value (12.5916) with high R2 value of 0.9941 and p-value of 0.000 (Table 5).

IV. DISCUSSION

Socio-Demographic characteristics of in-school females

The age group of the respondents was 15-19years which aligned with their class of study as they were in the senior secondary classes. Most young people in this age group, based on the national policy on education in Nigeria should be in the senior secondary school. However, it would not be out of place to sometimes find those above 17 years in the senior secondary school, especially those who had delays in enrolling into secondary education or those who had cause to repeat class or classes as the case may be. The respondents belonged to either the Christian or Muslim religion, and both religions had close to equal number of in-school females. This indicated that type of religion had no influence on the student enrolment. The respondents were at the stage of transition to adulthood with physical and emotional changes that characterise their stage of development. At this stage they become more physically attractive to the opposite sex which exposes them to sexual advances from the males. Inappropriate sexual actions such as sexual harassment at school, unwanted sexual touches, and even intimate sexual relationship can be provoked among the opposite sex who lacks self-control. This findings on the physical and social development of adolescents aligns with Miller et al., (2016)

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and Koforowola et al., 2016). Furthermore, being in senior classes of SSS I to SSS 3 could give the sense of 'being a big girl' which could motivate participation in social activities such as parties and other celebrations that can create favourable environment for sexual violence. Male teachers and more brilliant male students could take advantage of the

desire for good grades in class by the female students to sexually violate them as exchange for assistance in their academic work. This is line with the findings of Koforowola et al, (2016); Swaziland Action Group against Abuse (SWAGAA), 2013; Proulx, 2012).

Table 1: Distribution of in-school females by their socio-demographic characteristics

Socio-demographic data	Frequency of respondent (N=409)	Percentage (%)
Age		
15-19 years	409	80.68
Total	409	100
Religion		
Islam	200	48.90
Christianity	209	51.10
Africa Traditional Religion	0	0.00
Others (specify)	0	0.00
Total	409	100
Class of study		
JSS 1-JSS 3	0	0
SSS 1	106	25.92
SSS 2	120	29.34
SSS 3	183	44.74
Total	409	100

$$X_{cal}^2 = 2279.69; X_{tab}^2 = 26.2962; R^2 = 1.0000; P\text{-value} = 0.0000$$

Table 2. Distribution of respondents by types of sexual violence among in-school females

Sexual violence experienced	Yes (N=409)	Percentage (%)	No (N=409)	Percentage (%)
Suggestive remarks on sexual interaction	162	39.61	247	60.39
Showing sex suggestive pictures	180	44.01	229	55.99
Sexual advances	120	29.34	289	70.66
Forced sex experienced/ rape	21	5.13	388	94.87
Sexual assault	20	4.89	389	95.11
Raped within marriage	0	0.00	409	100.00
Raped by a friend	22	5.38	387	94.62
Raped by stranger	45	11.00	364	89.00
Sex in return for favour from teacher	89	21.76	320	78.24
Sexual abuse due to mental or physical disability	85	20.78	324	79.22
Child sexual abuse	109	26.65	300	73.35
Forced marriage	0	0.00	409	100.00
Cohabitation as a child	168	41.08	241	58.92
Denied use of contraceptive or other measures to protect against STDs	109	26.65	300	73.35

Abortion	147	35.94	262	64.06
Forced to abort a pregnancy by dating fiend	41	10.02	367	89.73
Willingness to abort a pregnancy by parties involved	65	15.89	344	84.11
Violent acts against sexual integrity	106	25.92	303	74.08
Female genital mutilation and obligatory inspections for virginity	0	0.00	409	100.00
Forced prostitution and trafficking for sexual exploitation	21	5.13	388	94.87

$$X^2_{cal} = 1107.6; X^2_{tab} = 30.1435; R^2 = 1.0000; P\text{-value} = 0.001$$

Multiple responses allowed

Table 3: Distribution of respondents by predisposing factors of sexual violence among in-school females

Variables of disposing factors	Yes (N=409)	Percentage (%)	No (N=409)	Percentage (%)
Involvement in gang membership for sexual violence	21	5.13	388	94.87
Involvement in harmful or illicit use of alcohol or drugs	0	0.00	409	100.00
Anti-religious engagement	0	0.00	409	100.00
Exposure to intra-parental violence as a child	23	5.62	386	94.38
Experience of unreported child sexual abuse	268	65.53	141	34.47
Limited level of education/ awareness on sexual violence	267	65.28	142	34.72
Multiple sexual partnering	133	32.52	276	67.48
Lack of trust with partner	0	0.00	409	100.00
Partner battering due to jealousy	49	11.98	360	88.02
Gender inequality	231	56.48	178	43.52
Inability of community to take action against sexual violence	217	53.06	192	46.94
Poor legal sanction against sexual violence	325	79.46	84	20.54

$$X^2_{cal} = 1981.72; X^2_{tab} = 19.6751; R^2 = 1.0000; P\text{-value} = 0.024$$

Table 4: Distribution of respondents by likely effects of sexual violence

Variables	Yes	Percentage (%)	No	Percentage (%)
Exhibits loss of emotions/ appearing unaffected	108	26.41	301	73.59
Feels humiliated and degraded	231	56.48	178	43.52
Suffers immediate physical and psychological injury	243	59.41	166	40.59
Experience of impaired sexual functioning	222	54.28	187	45.72
Blame and guilt feeling	210	51.34	190	46.45
Difficulty relating to and trusting others especially men	251	61.37	158	38.63
Experience of fantasies, day dreams and nightmares revolving around the assault	181	44.25	228	55.75
Mental image of scenes of revenge	164	40.10	245	59.90
Reluctant to discuss with members of family, friends and others because of risk of rejection and embarrassment	211	51.59	198	48.41
Drinking of alcohol and drugs to submerge	231	56.48	178	43.52

bad memories

Suicidal ideas and attempt to commit suicide	223	54.52	186	45.48
Loss of sexual interest	224	54.77	185	45.23
Sexual transmitted Infections (STIs)	221	54.03	188	45.97
Pregnancy	200	48.90	200	48.90
Gynaecological complications	269	65.77	140	34.23
Sexual craving for after the sexual violence	241	58.92	168	41.08

$\chi^2_{cal} = 213.21; \chi^2_{tab} = 24.9958; \text{Pearson } R^2 = 0.9935; P\text{-value} = 0.000$

Table 5. Distribution of respondents by risk factors to sexual violence among in- school females

Risk factor	Yes (N=409)	Percentage (%)	No (N=409)	Percentage (%)
Beauty of young in-school girls	243	59.41	166	40.59
Consumption of drugs and alcohol	224	54.77	185	45.23
Previously raped or sexually abused	209	51.10	200	48.90
Multiple sexual partners	141	34.47	268	65.53
Involvement in sex work	222	54.28	187	45.72
Becoming more educated	262	64.06	147	35.94
Poverty	270	66.01	139	33.99

$\chi^2_{cal} = 110.4; \chi^2_{tab} = 12.5916; \text{Pearson } R^2 = 0.9941; P\text{-value} = 0.000$

Types of sexual violence experienced by in-school females

More respondents disagreed to the experience of the various types of sexual violence and of particular interest is rape within marriage which no respondent agreed to (Table 2). Sexual issues are clouded in secrecy in this culture and it is difficulty for young people to own to such violation. Nevertheless, all the types of sexual violence had some acknowledgement of experience apart from rape in marriage. It is still a strong belief that a wife cannot be raped by her husband which could be the reason for zero yes response. The study revealed to a large extent the existence of sexual violence among the target group, the number of respondents affirming such practice notwithstanding. Some of the types identified include; invitation for sex through sharing of sex-suggestive pictures and films. Adolescents enjoy watching films and pictures made easier with the availability of smart phones. Sexual pictures and films could lower the safe guards of adolescents leading to involvement in sexual activities that might not be earlier contemplated. Furthermore, sex related jokes and slags as means of attracting the attention of girls were usual with young men and they see it as fun which before now attracted no sanction. Nevertheless, the current global attention on human right abuses places such act within the ambit of sexual violence. In some cultures parents used to give out their daughters early in life for marriage, while in other cases the child is given out to the person without formal marriage contract and the child cohabits, usually for financial gains (SWAGAA, 2013). This arrangement exposed the child to sexual violence because the child as a minor could not be expected to give informed consent to sexual acts perpetrated by the violator. Equally the

inability of parents, guardians and even the government to provide the needs of the female adolescents for education and daily living would likely lead to seeking financial support inappropriately, exposing the girls to sexual violence. Such unfavourable circumstance of lack could also affect concentration in school leading to poor academic performance which teachers and more brilliant male counterparts could capitalise on for extortion, including sex as exchange for good grade. This is in agreement with reports of Koforowola *et al.*, 2016; SWAGAA, 2013; and Behrman *et al.*, 2016. In some other form of sexual violence, victims were denied use of protective measures and contraceptives increasing the chances of contracting sexually transmitted infections (STIs) and unwanted pregnancy which lead to procuring illegal abortion with all the attendant risk to health and well-being. Also, rape experienced by adolescents could be as a result of alcohol and drug use which is prevalent among young people. This finding corroborates Tarekegn, Berhanu & Ali, 2017. At times forced sex could be a response to the pressure to prove masculinity by male perpetrator (Proulx, 2012).

Predisposing factors of sexual violence among in-school females

More respondents disagreed on the stated predisposing factors except for unreported child sexual abuse where more respondents affirmed positively (Table 3). More people disagreeing with the stated predisposing factors showed lack of awareness of this important aspect that has implication on the prevention of sexual violence as it relates to behaviour change. The predisposing factors associated with sexual violence among in-school females of Tafawa Balewa LGA

include; experience of sexual abuse as a child, low level knowledge of sexual abuse, multiple sexual partners, lack of trust among the partners and gender inequality (Table 3). These predisposing factors as stated could be linked to low socio-economic status, poor parental care for female children, which could result in use of sex as means achieving desired goals, such as higher grades in school, settlement of disputes, gifts, economic gains, among others (SWAGAA, 2013; Miller *et al.*, 2016; Tarekegn *et al.*, 2017; Odeyemi, Onajole, & Ogunowo, 2009; Kofoworola, 2013; Behrman *et al.*, 2016). Family poverty cause parents to accept money from perpetrators of sexual violence instead of insisting on legal sanctions. This is in agreement with the report of researchers (Webb *et al.*, 2017; Altinyelken & Mat, 2017; Sheridan *et al.*, 2016). The tradition where males enjoy unbridled pleasure and right in sexual relationships predispose them to under value the sexual rights of females in this society. The feelings that they (males) would always get away with negative sexual actions without queries lure them to violate females sexually. They at times even bragged of such exploits, while the females were expected to remain silent and they indeed remained silent for fear of being abused blamed, rejected, embarrassed, stigmatised, marginalised and denied fair hearing and justice.

Likely effects of sexual violence on in-school females

More respondents agreed with the stated effects of sexual violence and responses included gynaecological complications, difficulty relating to and trusting others especially men, physical and psychological injury, feeling of humiliation and resorting to drinking of alcohol and taking drugs to submerge the bad memories. Other perceived effects were loss of sexual interest, suicidal ideas and attempt to commit suicide, impaired sexual functioning, sexual transmitted diseases, reluctance in discussing with members of family and friends, guilt feeling, unwanted pregnancy, experiences of day dreams and nightmares, mental image of revenge and loss of emotions. This finding agrees with Altinyelken & Mat, 2017; Sheridan *et al.*, 2016; and Proulx, 2012. These responses are in line with documented effects of such traumatic ordeal based on anatomical, physiological, psychological and social framings. Responses could have emanated from actual experience or deep association with the sufferer.

Risk factors to sexual violence among in-school females

There was little difference in the number of respondents who agreed and those who did not agree on the stated risk factors. The risk factors to sexual violence among in-school females enunciated by respondents include; poverty, being in school, being beautiful, arrogance, previous sexual abuse, alcohol and drug abuse, commercial sex work and having multiple sexual partners. This is in agreement with the findings of Tarekegn *et al.*, 2017; Ofole & Agokei, 2014. At times girls who were adjudged pompous by males were sexual violated by the males as a punishment for their arrogance. Forced sex had been reported among close associates especially where the girls were beautifully adorned by nature. This occurs where the male felt sexually attracted

by the beauty and lack self-control or the capacity to accept refusal of sexual advances. Those who were previously raped could face another ordeal if they were not properly managed after the first, because they might still be exposed to the same situation that led to the first. Undue exposure of the body and indecent dressing by females exposed those females to forced sex and sexual harassment. Some females had actually dropped out of school due to sexual violence and there is need to address this ill (Altinyelken & Mat, 2017; Sheridan *et al.*, 2016; Behrman *et al.*, 2016; Proulx, 2012).

V. CONCLUSION

The in-school females in Tafawa Balewa Local Government Area were mostly in the appropriate class of study based on their age and the provision of the national policy on education. There exists sexual violence among in-school females in the target Local Government Area but the magnitude is yet to be determined. There is need to create awareness on the predisposing and risk factors of sexual violence among in-school females to enable them take necessary precautionary measures against sexual violence.

VI. RECOMMENDATIONS

The following recommendations were drawn based on findings of this study:

1. Government should formulate effective policy to protect in-school females from sexual violence.
2. School health programme should embrace adolescent reproductive health to create awareness on sexual violence and equip the in-school females in particular with necessary knowledge and skill to prevent sexual violence.
3. Parents and guardians should be involved in the fight against sexual violence.
4. The legal system should live up to expectation prosecuting offenders of sexual violence and in protecting the sufferers.

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