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**PREDICTORS OF SEXUAL HARASSMENT AND SENIOR SECONDARY SCHOOL
STUDENTS ACADEMIC ACHIEVEMENT IN BIOLOGY IN RIVERS STATE, NIGERIA**

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ABSTRACT

This study assesses the predictors of sexual harassment and senior secondary school students' academic achievement in Biology in Rivers State, Nigeria. The study adopted the correlational research design. A sample of 1024 respondents comprising 257 Biology teachers, 384 Biology students and 384 parents/guardians of the students were selected from 64 public senior secondary schools across six (6) randomly selected Local Government Areas in Rivers State. A 20-item self-structured instrument titled "Sexual Harassment Predictor Scale" (SHPS) and 50-item "Biology Achievement Test" (BAT) with reliability coefficients of 0.873 and 0.885 respectively necessitated the use of the SHPS and BAT instruments for collecting data analyzed using regression analysis. The study revealed ($r = 0.042$; $P = 0.22$) and ($r = 0.088$; $P = 0.010$) which indicated a very weak positive correlation between domestic violence and act of absenteeism respectively to students' achievement in Biology in Rivers State. The study recommended among others that teachers and parents should engage students in worthwhile programmes and activities that will help reduce the stress and emotional insecurity which are tantamount to students' poor academic achievement in a secondary school subject like Biology.

Keywords: Predictors, Sexual Harassment, Biology Academic Achievement, Rivers State.

Introduction

The effectiveness and functionality of education which provides students with academic knowledge and skills is undermined by the varying and evolving effects of some psychological and social problems notably sexual harassment that permeates into domestic violence, absenteeism and stress that impacts on students' achievement (Amaechi-Onyerimma, 2021). In specificity, the prevalence and continued perpetuity of sexual harassment especially in schools makes it to avail and recognized as a public-health and social problem that would be detrimental to the psychosomatic or mental health of both the male and female victims that are students in secondary schools (Ondicho et al., 2019a). Accordingly, the likelihood for the occurrence and prevalence of any form of sexual harassment like rape, etc. to heighten a hostile school environment as well as create or trigger psychological harms for some or whole group of students could mean its ability to impair those students' educational achievements (Witkowsha, 2012; Steenkamp, 2017).

Sexual harassment is universal phenomena and pervasive or prevalent problem that tend to affect significant population of students in virtually all the educational levels on daily basis. In view of this, sexual harassment is considered a social menace with risk factors

among which include psychological ill-health and poor self-esteem among other lifelong problems that could affect students' academic achievement in secondary schools (Ondicho et al., 2019b). In the light of this, the experience of sexual harassment would tend to disillusion, psychologically distress and mentally incapacitate secondary school students' academic successes at any given (Makewa et al., 2014). Accordingly, these effects of sexual harassment would lead to the inability of the victim student to acquire the requisite knowledge and skills for effective use in learning and acquiring the capacity from secondary or high school that would be deplored towards transforming the larger society and environment where they reside (Bendixen et al., 2018; Pakarinen et al., 2020).

Students are prone to experience or face different forms and dimensions of maltreatments, abuses and bullying especially those that are sexual in nature while they are at school especially those that are located in urban areas (Idoko et al., 2015). This scholarly assertion or standpoint could account for the prevalence of sexual harassment in secondary schools thereby, affecting the social wellbeing, psychological health which in turn impacts on the self-esteem and performance of students (Gruber & Finneran, 2016; Ondicho et al., 2019a). Sexual harassment could be ascribed as unwanted and unwelcome behaviours of sexual nature that cause discomfort and psychological trauma likely to affect the academic achievement of the victim or targeted person that are often female than male (Makewa et al., 2014). Accordingly, the unsolicited behaviours include words, persistent request for sexual favours, gestures, touch, suggestions, coerced sexual intercourse and rape that present risk factors for lifelong problems like psychological ill-health and poor self-esteem that could affect the victim student's academic achievement in secondary school subject including Biology (Witt et al., 2018).

Furthermore, sexual harassment is mostly perpetuated with bullying, violence, intimidation and coercion prior to the rape, fondling of breast, unauthorized caressing of body, etc. that the young students that are victims' traumatically experiences especially at the school (Rinehart et al., 2016). Equally, sexual harassment could occur through the use of unwelcome or inappropriate promise of rewards in exchange for sexual favours especially from a student whose self-esteem could be thereafter affected in secondary schools (Ondicho et al., 2019b). Implicitly, the evidence or manifestation of bullying, violence and even inappropriate promise of rewards while coercing or soliciting an illegitimate sexual favour or act like sexual harassment means that it is bad. Thus, the illegality of sexual harassment at any point in time stem on the fact that it causes trauma and reduces self-esteem as the experiences that are antithetical to a student attaining high academic achievement even in a secondary school subject (like Biology).

The elements of a sexual harassment as operatized or operationalized in this study include: anxiety, stress, depression, emotional insecurity and mental disorder. As stated by Cowden (2012), "anxiety is when a student experiences excessive and uncontrollable worry about future and past events, excessive concern about performing competently and significant self-consciousness." On the other hand, the dimensions or types of sexual harassments confronting mostly females in secondary schools (Makewa et al., 2014; Idoko et al., 2015; Witt et al., 2018), according to Desalegn (2014), include: showing sexually appealing writings and magazines, telling sex related jokes to female students without their consent, and disseminating female students' photographs. Other types of sexual harassment occurring in secondary schools are sending sex related messages using electronic

instruments, touching female students' body during practical works and laboratory training, assigning and using sex related nick names to female students, harassing females through continuously following their activities, hiding learning materials and forcing female students for sexual practice (Desalegn, 2014).

Sexual harassment as an unlawful act tends to reduce students' self-esteem and triggers severe stressors, anxieties, traumas and depressions that could impede students' school interest, learning motivation as well as classroom participation and organization required to enhance students' academic achievement in a secondary school subject like Biology (Ondicho et al., 2019b; Pakarinen et al., 2020). Although, Latha (2014) emphasized that mild or even moderate amount of academic anxiety is not bad, as it could positively motivate students for better achievement, but its severity destabilizes the inability to exercise leading to students' development of poor study skills, inability to effectively concentrate and poor academic achievement.

At all times, encountering anxiety, stress and depression could have a significant impact on the quality of life experienced by a student, to the extent that in many cases anxiety can be considered as a disability which leads to depression, stress, disorderliness and perplexity to effectively study in schools (Addae et al., 2018). Accordingly, anxiety, stress and depression may eventually reach chronic levels leading to disillusionment, high rate of school dropout and withdrawal rates of students creating the situation where they are unable to exhibit the required flexibility necessary to continuing and achieving in their subjects (like biology) and studies in secondary schools (Latha, 2014; Carrel & Hoekstra, 2019; Pakarinen et al., 2020).

A cursory view of sexual harassment and domestic violence appears to be a reminiscent of issues that are upwardly worrying, stressing and depressing students to self-adjust as a strategy to enable them to gain or maintain power and control over being traumatized, bewildered, victimized and emotionally exhausted thereby, affecting the teacher's efficacy to teach, guide and direct students towards achievement (Dicke et al., 2015; Klusmann et al., 2016; Carrel & Hoekstra, 2019). This view is in alignment with Bancroft's "cost-benefits" theory that abuse rewards the perpetrator in ways other than, or in addition to, simple exercising power over his or her target(s) at any given time (Bancroft, 2002). Accordingly, Bancroft cites evidence in support of his argument that, in most cases, abusers are quite capable of exercising control over them, but choose not to do so for various reasons. Sometimes, one person seeks complete power and control over their partner and uses different ways including resorting to physical violence, threats and abuses that is abhorred by Ondicho et al. (2019b) due to its effect on self-esteem, in order to achieve an inordinate and illegal act like sexual harassment.

The perpetrator(s) of physical and non-physical sexual harassment are often disposed to using violence and threats to forcefully sway or control the sexual or carnal aspects and life of the sexually harassed victims especially in secondary schools (Bancroft, 2002; Bendixen et al., 2018). Additionally, the sexually harassed students are prone to suffer psychological discomfort that could impact on the social, personal, professional, financial and mental wellbeing that would ultimately affect academic achievement and educational development in secondary schools (Ondicho et al., 2019a). In this light, exposure to sexual harassment as well as violence in the modern times has the tendency to negatively impact on the psyche, behaviour, composure and academic achievement of the victim in secondary schools (Carrel & Hoekstra, 2019).

In most modern legal contexts, sexual harassment is illegal. This underscores the reason for extant laws in virtually every country tend to criminalize and make it unlawful or illegal to harass a person whether old or young, male/female, lack/affluent, and/or even student, applicant or employee because of that person's sex (Bendixen et al., 2018; UNICEF, 2018). Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favours, and other verbal or physical pressures in the form of bullying meted more often to the sexually harassed females than their male counterparts especially in secondary schools (Makewa et al., 2014; Gruber & Finneran, 2016). In a nutshell, the prevalence of sexual harassment in especially secondary schools among other educational institutions would always constitute an abuse and violation of the right of dignity of the minority male and majority female victims of rape, fondling breast, unsanctioned touching of body organs, etc. (Steenkamp, 2017; Witt et al., 2018; Ondicho et al., 2019a). This act of sexual harassment would negatively impact on the self-esteem and psychological wellbeing and eventually the academic achievement of students in secondary schools (Bendixen et al., 2018; Ondicho et al., 2019b).

From the foregoing, it could be deduced that sexual harassment is an illegal traumatizing violation of a person's or student's right and dignity. Against this backdrop, it then means that if sexual harassment is not swiftly addressed then, student's health and wellbeing would be under threat especially in Nigeria. Thus, the inability to swiftly address the social menace known as "sexual harassment", would overtime become the harbinger to the continued trauma, health concerns, disillusionment of today's young and tomorrow's future leaders in a science subject like Biology that would instill the knowledge for the preservation of the biodiversity in the aquatic, land/terrestrial and stratosphere or atmosphere environmental components (Amaechi-Onyerimma, 2021). In the light of this, it follows that the experience of violence, threat, intimidation, bullying, etc. prior to being sexually harassed would inflict an emotional scar or mark and injury that may not be able to be covered and healed respectively, which are considered unhealthy to the mental articulation, cognizance and concentration of a biology student in secondary school.

Ironically, there appears to be a lacuna in enforcement of sexual harassment; as where laws surrounding harassment exist, they generally do not prohibit simple teasing, offhand comments, or minor isolated incidents and even violence that are regularly faced by young children at home and school (UNICEF, 2016; 2018). that their regularity in occurrence of these could even cause more psychological, mental and social trauma and dysfunction that may not be palatable for a student to excel in Biology (Amaechi-Onyerimma, 2021). Despite this, the legal and social understanding of what constitutes sexual harassment, however, varies by culture (Boland, 2010; Witkowska, 2012). However, tackling the act of sexual harassment frontally; stem as a better way to hear the voices of the children, youths and even women that their rights are almost on daily basis violated at home and school triggering challenges that affects their academic achievement especially in secondary schools in Nigeria (UNICEF, 2016; Obi & Ozumba, 2017; UNICEF, 2018). This is the crux of the study.

Statement of the Problem

Times without number, there have been public outcry including media campaign against the prevalent exposure of an individual to series of avoidable variants of physical abuses, coerced maltreatments, emotional blackmail and mental torture that seductively

and predictively culminate to sexual harassment. The growing and worrisome cases of a student's once and continual exposure to sexual exploitations, sexual slavery or bondage, child prostitution, rape and other violence against the students in order to get money, fame, favour, patronage and support tends to experience social misfortune, emotional trauma, health issues and stereotypes that may affect students ability to articulate, comprehend and perform in the teaching of a subject (like Biology) in secondary schools in Nigeria (in general) and Rivers State (in particular).

Furthermore, the rising and worrying cases of young students being bullied, battered, threatened and abused by some parents, relatives and/or strangers in the quest of being raped among other forms or variants of sexual harassment is indeed a problem. Ironically, there appears to be a lacuna in enforcement of sexual harassment; as where laws surrounding harassment exist, they generally do not prohibit simple teasing, offhand comments, or minor isolated incidents. This could account for the answered questions and unsolved reasons behind the sky-rocketing increase of sexual harassment has psychologically destabilized, economically sapped and academically disadvantaged secondary school students in Rivers State. In addition, another more worrisome trend is the inability of the long hands of the law to catch up with the perpetrators of this dastardly act in our society. Thus, this incapacity to mete out deserving punishment has led to the prevalence of sexual harassment that has permeated into domestic violence, absenteeism, stress and student's achievement. It is against this backdrop that this study studied the predictors of sexual harassment and senior secondary school students' academic achievement in Biology in Rivers State.

Objectives of the Study

The study was set out to achieve the following objectives, which are to:

1. Determine the extent sexual harassment will significantly correlate with the act of domestic violence and senior secondary school students' achievement in Biology in Rivers State.
2. Ascertain sexual harassment will significantly correlate with the act of absenteeism and senior secondary school students' achievement in Biology in Rivers State.
3. Find out the extent sexual harassment will significantly correlate with increased stress and senior secondary school students' achievement in Biology in Rivers State.

Research Hypotheses

The following hypotheses were formulated to guide this study:

1. Sexual harassment will not significantly correlate with the act of domestic violence and senior secondary school students' achievement in Biology in Rivers State.
2. Sexual harassment will not significantly correlate with the act of absenteeism and senior secondary school students' achievement in Biology in Rivers State.
3. Sexual harassment will not significantly correlate with increased stress and senior secondary school students' achievement in Biology in Rivers State.

Significance of the Study

The finding of this study would be of benefit to the students', educators, victims and curriculum planners. Students' would benefit from their increased wealth of knowledge and focused attention on continuity of their education in the midst the possible and somewhat inevitable exposure and experience of the varying predictors of sexual harassment like domestic violence, absenteeism and stress that would affect the stability, articulation and

commitment required for academic achievement in a secondary school subject like Biology. Also, researchers would leverage on the avalanche of literatures and findings in future similar study.

The finding of this study would help teachers achieve greater success in personally reaching out and teaching all students regardless of home life, experiences and traumatic situations that they may be exposed to with its attendant effects on their academic achievement. Also, the study would help educators (especially teachers and school administrators) to better understand the essence of timely integrating appropriate interventions like counselling and supports to students in order to cushion or ameliorate the impending psychological trauma and low achievement for enhanced school interest and improved student academic achievement in Biology.

The study would help government especially at the state and local government levels to reorient students towards developing the courage to report all sorts of sexual harassments, violations, violence and abuses including rape meted against them. Also, the study would serve as basis for curriculum planners' advocacy on the strengthening of Nigeria's judicial system in order to effectively and timely prosecute all perpetrators of sexual harassment and violence that violates the fundamental human rights as enshrined in the 1999 Nigerian Constitution as amended.

Scope of the Study

The study examined the predictors of sexual harassment and senior secondary school students' academic achievement in Biology in Rivers State. The rightly anticipated constraints relating to time factor, topography, finance, transport and security culminated to the researcher opting for a select sample of senior secondary schools rather than traversing all the 278 public senior secondary schools in Rivers State for the purpose of collecting data for this study. Furthermore, the independent variable is sexual harassment with predictors like domestic violence, absenteeism and stress, while the dependent variable is students' achievement in Biology.

Methodology

Research Design: The study adopted the correlational design. The correlational design aims at establishing the relationship between two or more variables with a view at expressing the degree of relationship as correlation coefficient (Nwankwo, 2016).

Population: The target population for the study was all the 6956 teachers and 158875 students in all the two hundred and seventy-eight (278) public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2021). The choice of teachers and students were considered appropriate because at this level, it is expected that the teachers and students as major players in the school and home should have acquired sufficient knowledge on stress.

Sample and Sampling Techniques: A sample size of 1024 respondents comprising 257 Biology teachers, 384 Biology students in public senior secondary class III (SSCIII) from three arms as well as 384 parents/guardians of the selected Biology students in Rivers State participated in the study. The multistage sampling was in seven-phases. Firstly, percentage sampling was used to select 26 percent of the 23 Local Government Areas (LGAs) in Rivers State. This led to the selection of six (6) Local Government Areas (LGAs). In the second phase, random sampling technique using balloting was used to simultaneously pick six (6)

numbers from a pot containing twenty-three (23) numbers. This led to pick of numbers representing Local Government Areas (LGAs) like: Port Harcourt, Obio/Akpor, Ikwerre, Emohua, Tai and Ogba/Egbema/Ndoni Local Government Areas in Rivers State.

Thirdly, percentage sampling was used to select 23 percent of the 278 public senior secondary schools in Rivers State. This gave approximately 64 public senior secondary schools that were selected in this phase. Fourthly, random sampling technique was used to select the 64 public senior secondary schools in the ratio of 11:11:11:11:10:10 from the randomly selected Local Government Areas such as Port Harcourt, Obio/Akpor, Ikwerre, Emohua, Tai and Ogba/Egbema/Ndoni respectively in that order. Fifthly, random sampling technique was used to 256 Biology teachers (i.e. 4 teachers per school) from the 64 selected public senior secondary schools across six (6) sampled Local Government Areas in the study area.

Sixthly, quota sampling technique was used to allocate six (6) Biology students across the three (3) arms of Senior Secondary Class III from the 64 selected public senior secondary schools. This led to the random selection of 6 students from each of the 64 selected public senior secondary schools; totaling 384 students that were selected in this study. While in the seventh and final phase, purposive sampling technique was used in the selection of 384 parents/guardians of each of the 384 randomly selected public senior secondary school 3 (SSS III) students in Rivers State. At the end, this constituted a sample of 288 Biology teachers and 648 Biology students that were selected from the 72 selected public senior secondary schools in the study area.

Instruments for Data Collection: The instruments for data collection include the “Sexual Harassment Predication Scale” (SHPS) administered to both teachers, students and parents/guardian of the sampled students, and “Biology Achievement Test” (BAT) administered to only students. In particular, the SHPS instrument was a self-structured 20-item questionnaire or instrument patterned after a four-point Likert rating scale of “Very High Extent” (VHE, 4 Points), “High Extent” (HE, 3 Points), “Low Extent” (LE, 2 Points), and “Very Low Extent” (VLE, 1 Point). Furthermore, the SHPS instrument comprises two sections; Section A elicited the demographic variables of the respondents (teachers, students and parents/guardians) while Section B elicited 20 items containing 5-items each for the predictors of violence like physical violence, sexual violence, emotional violence and economic violence.

On the other hand, the Biology Achievement Test (BAT), which was adapted from Akunwa and Obidiwe (2013) consisted of 50-item multiple choice objective tests achievement test (options A-D) on senior secondary school 3 Biology (with 2 marks for each question, totaling to 100%). The questions or items in revised 6th Edition of the “Modern Biology for Senior Secondary Schools” that conform to senior secondary school 3 (SSS III) scheme of work formed the selected items in the Biology Achievement Test (BAT) instrument that was administered to the participants or respondents. Below was the table of specification on the sections or branches in Biology.

Validity of the Instrument: The face and content validity of the SHPS and BAT instruments were determined by two (2) educational experts (comprising 1 Biologist and 1 Measurement Evaluator) in Ignatius Ajuru University of Education. The validates crossmatched each item in the BAT instrument in the syllabus, while the items in the SHPS instrument were crossmatched with the research questions that were stated in this study. Thereafter the comments, corrections and modifications of these validates were effected during the final construction of the SHPS and BAT instruments.

Reliability of Instrument: The Cronbach Alpha method was used to establish the reliability or internal consistency of the non-cognitive instrument (i.e. SHPS). The Cronbach Alpha method computes that internal consistency of the items of the instrument (Nwankwo, 2016). In the light of this, sixty (60) respondents (comprising 10 Biology teachers, 25 Biology students and 25 parents/guardians of students) were selected from five (5) public senior secondary schools in Yenagoa Local Government Area of Bayelsa State (which was not included among the sampled schools) in this study. Then, the 60 copies of the SHPS instrument that was distributed to the teachers, students and parents/guardians were retrieved, coded and analyzed using the Cronbach Alpha (r_a) method to obtain the reliability coefficients of 0.873, which necessitated the use of the SHPS instrument for the study. Furthermore, the reliability of the BAT instrument was established using test-retest method. The copies of BAT were administered at two intervals to 60 senior secondary school 3 (SSS II) students from five (5) public senior secondary schools in Khana Local Government Area and after their responses, the first or initial administered copies of the BAT instrument were retrieved, and re-administered to the same SSS III students after a period of fourteen (14) days from the day of the first administration and retrieved on completion. After marking and scoring both the first and second sets of administration, the total scores were computed and correlated using Pearson Product Moment Correlation (PPMC) to obtain a reliability coefficient of 0.885 for the BAT instrument.

Method of Data Collection: The face-to-face direct delivery technique was used for the administration of the SHPS and BAT instruments. In view of this, the researcher visited the 64 selected public senior secondary schools in order to get the approval of the principals for the commencement of the administrative process. Similarly, the serially numbered 1024 copies of the SHPS and BAT instruments were administered to the selected 256 Biology teachers, 384 Biology students and 384 parents/guardians in the 64 selected public senior secondary schools in Rivers State. Out of the 1024 copies of the SHPS and BAT instruments that were administered to 256 Biology teachers, 384 Biology students and 384 parents/guardians, only 972 copies (representing approximately 95% return rate) were validly retrieved and used for the subsequent data analysis in this study. In the light of this, the number of respondents that was subsequently used to analyze the data generated in this study was 972.

Method of Data Analysis: The responses that were gathered from the SHPS and BAT instruments were sorted, tabulated, coded and analyzed using regression analysis to answer the research questions as well as test the hypothesis. Similarly, tables also served as a basis for deductions and decisions from the results of the answer the research questions and hypothesis at 0.05 level of significance as the basis for the acceptance or rejection while answering the research questions and testing the hypothesis that were stated in this study.

Results

Ho₁: Sexual harassment will not significantly correlate with the act of domestic violence and senior secondary school students' achievement in Biology in Rivers State.

Table 1: Correlation between Sexual harassment and Domestic violence

Variable	N	X	SD	R	p-value	Remark
Sexual harassment	972	20.21	11.35	0.088	0.010*	Sig
Domestic violence	972	8.28	1.85			

Table 1 shows the correlation between sexual harassment by teachers and act of domestic violence and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a very weak positive correlation between sexual harassment by teachers and domestic violence ($r = 0.088$; $P = 0.010$) and it is statistically significant. This implies that teachers' weak sexual harassment is significantly related to low teachers and parent domestic violence and therefore the null hypothesis is rejected.

Table 2: Correlation between Domestic Violence and Biology Achievement

Variable	N	X	SD	R	p-value	Remark
Domestic violence	972	27.19	11.35	0.042	0.223	Not Sig
Biology achievement	231	20.67	5.97			

Table 2 shows the correlation between students' domestic violence and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a very weak positive correlation between students' domestic violence and students' achievement in Biology ($r = 0.042$; $P = 0.22$) which is not statistically significant. This implies that students' weak or low domestic violence is not significantly related to students' achievement in Biology in Rivers State and therefore the null hypothesis is retained.

Ho₂: Sexual harassment will not significantly correlate with the act of absenteeism and senior secondary school students' achievement in Biology in Rivers State.

Table 3: Correlation between Sexual harassment and Students' absenteeism

Variable	N	X	SD	R	p-value	Remark
Sexual harassment	972	20.21	11.35	0.316	0.000*	Sig
Students' absenteeism	972	30.11	9.99			

Table 3 shows the relationship between sexual harassment by teachers and act of absenteeism and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a moderate positive correlation between sexual harassment by teachers and students' absenteeism ($r = 0.316$; $P = 0.000$) and it is statistically significant. This implies that teachers' moderate sexual harassment is significantly related to students' absenteeism in senior secondary schools in Rivers State and therefore the null hypothesis is rejected.

Table 4: Correlation between act of absenteeism and Biology Achievement

Variable	N	X	SD	R	p-value	Remark
Act of Absenteeism	972	26.47	9.69	0.088	0.010*	Sig
Biology achievement	231	18.28	10.87			

Table 4 shows the relationship between act of absenteeism and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a low positive correlation between act of absenteeism and students' achievement in Biology ($r = 0.088$; $P = 0.010$), which is statistically significant. This implies that students' low act of absenteeism is significantly related to students' achievement in Biology in Rivers State and therefore the null hypothesis is rejected.

Ho₃: Sexual harassment will not significantly correlate with increased stress and senior secondary school students' achievement in Biology in Rivers State.

Table 5: Correlation between sexual harassment and stress

Variable	N	X	SD	R	p-value	Remark
Sexual harassment	972	20.21	11.35	0.042	0.223	Not Sig
Stress	972	22.28	4.62			

Table 5 shows the relationship between sexual harassment by teachers and increased stress and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a weak positive correlation between sexual harassment by teachers and increased stress of students in senior secondary school Biology ($r = 0.042$; $P = 0.223$) but not statistically significant. This indicates that teachers' low sexual harassment is not significantly related to increased stress of students in Rivers State and therefore the null hypothesis is retained.

Table 6: Correlation between Stress and Biology Achievement

Variable	N	X	SD	R	p-value	Remark
Increased Stress	972	30.11	9.99	0.204	0.000*	Sig
Biology Achievement	231	16.95	5.82			

Table 6 shows the relationship between increased stress and senior secondary school students' achievement in Biology in Rivers State. The table revealed that there is a moderate positive correlation between increased stress by students' and senior secondary school students' achievement in Biology in Rivers State ($r = 0.204$; $P = 0.000$) and it is statistically significant. This indicates that moderate stress by students is significantly related to students' achievement in Biology and therefore the null hypothesis is rejected.

Discussion of Findings

The result in Table 1 reveals that the correlation between sexual harassment by teachers and act of domestic violence yielded a very weak positive and statistically significant correlation in senior secondary school students' achievement in Biology in Rivers State ($r = 0.088$; $P = 0.010$). Hence, the null hypothesis is rejected. This finding is in agreement with the suggestion of Boland (2010) that sexual harassment as unwelcome sexual advances, requests for sexual favours, simple teasing, offhand comments and other verbal, minor isolated incidents or physical harassment of a sexual nature. Also, the study by Ondicho et al. (2019a) revealed that experience of domestic violence makes student to be susceptible to substance abuse, poverty and negligence which are all present risks that may be inclined to have weak academic and behavioural problems at school.

The result in table 2 shows that the correlation between act of domestic violence by students and senior secondary school students' achievement in Biology in Rivers State, yielded a very weak positive and not significant correlation or relationship ($r = 0.042$; $P = 0.22$). Hence, the null hypothesis is retained. This finding is consistent with earlier findings by Fauber et al. (2013) that observed that the acts of domestic violence by parents may reduce parents' availability and attentiveness to their children's developmental, emotional needs and inaccessibility to their child; this may result in the child having more academic and behavioural problems at school.

The result in Table 3 shows that the correlation between sexual harassment by teachers and act of absenteeism yielded a moderate positive and statistically significant correlation in senior secondary school students' achievement in Biology in Rivers State ($r =$

0.316; $P = 0.000$). Hence, the null hypothesis is rejected. This finding is consistent with Amaechi-Onyerimma (2021) that the act of absenteeism could affect students mental and psychological preparedness to participate in class sessions meant for the acquisition of knowledge that effectively positions them in the pedestal of high academic achievement in Biology in senior secondary schools in Rivers State.

The result in table 4 shows that the correlation between act of absenteeism and senior secondary school students' achievement yielded a very low positive and statistically significant correlation in senior secondary school students' achievement in Biology in Rivers State ($r = 0.088$; $P = 0.010$). This finding is in agreement with the earlier finding in the studies by Bendixen et al. (2018) and Pakarinen et al. (2020) the act of absenteeism leads to the inability of a student to be absent in learning processes for the acquisition of the knowledge and skills required for improved capacity to be deployed towards the transformation of the larger society.

Table 5 shows that the correlation between sexual harassment by teachers and increased stress and senior secondary school students' achievement yielded a very weak positive and statistically not significant correlation in senior secondary school students' achievement in Biology in Rivers State ($r = 0.042$; $P = 0.223$). Hence, the null hypothesis is retained. This finding is consistent with the position of Latha (2014) that sexual harassment in secondary schools culminates into anxiety, stress, excessive absence, school refusal, truancy and related illness which could hamper students' academic achievement. Also, the finding of this study aligns with the earlier finding by Ondicho et al. (2019b) that sexually harassed students are susceptible to severe stressors, anxieties, traumas and depressions that could impede students school interest, learning motivation as well as classroom participation and organization required to enhance students' academic achievement in a secondary school subject like Biology.

Table 6 shows that the correlation between increased stress and senior secondary school students' achievement yielded a moderate positive and statistically significant correlation in senior secondary school students' achievement in Biology in Rivers State ($r = 0.204$; $P = 0.000$). Hence, the null hypothesis is rejected. This finding is consistent with the earlier finding by Steenkamp (2017) that sexual harassment as an unwelcome conduct of a sexual nature that violates the rights of a student and triggers the level of stress that constitutes a barrier to equity and underachievement even senior secondary students in the school. Additionally, the finding of this study is in agreement with the position of Addae et al. (2018) that students experiencing sexual harassment are more inclined to encounter anxiety, stress and depression that significantly impact on the quality of life as well as inability to continuously learn and excel in a secondary school subject like Biology.

Conclusion

The study concluded that the interactions with the predictors of sexual harassment such as domestic violence, act of absenteeism and increased stress was positive but yielded a varying low, weak and moderate effect towards senior secondary school students' achievement in Biology in Rivers State. This has led to the growing and distressing cases wherein young students are bullied, battered, threatened and abused prior to being raped, sexually harassed etc. by parents, relatives and/or strangers without being punished is a problem. Thus, this situation increasingly depresses and traumatizes a student to the extent that it affects their academic achievement in Biology in senior secondary schools in Rivers State.

Recommendations

Based on the finding of this study, the following recommendations were proffered:

1. The Ministry of Education should organize training workshop for teachers to enable them acquire the skill of properly counselling, guiding and monitoring students indulgence in ethical conducts and activities that would enhance their emotional stability, mental alertness and academic achievement in a secondary school subject like Biology.
2. Students are encouraged to engage in fruitful relationship with friends that will proffer solutions to academic and social issues rather than building friendship with those that would put them in situations that will depress, traumatize and prevent them from attending school.
3. Teachers and parents should engage students in worthwhile programmes and activities that will help reduce the stress and emotional insecurity which are tantamount to students' poor academic achievement in a secondary school subject like Biology.
4. The Rivers State government should strengthen the Nigeria's judicial system in order to effectively and timely prosecute all perpetrators of any form of sexual harassment like rape among other violence that violates the fundamental human rights as enshrined in the 1999 Nigerian Constitution as amended.

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