ABSTRACT

This study examines the effects of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria. It also attempts to find out the gender difference in the effect of client-centred and reality therapies on the coping strategies of sexually harassed students. We employed a quasi-experimental and post-test-only control group design with control group. The sample population comprised all the 250 sexually harassed students in tertiary institutions, out of which 200 students were selected using convenience sampling. The students who had been sexually harassed were then randomly assigned to the experimental and control groups. The experimental group subsequently underwent 60 sessions of client-centred and reality therapies, while the control group received placebo on drugs designed. The research tool we used was Sexual Harassment Battery (SHB). Inferential statistics of Analysis of Covariance (ANCOVA) was used to analyze the data. Craddock Alpha coefficient was used to estimate the reliability coefficient of 0.79 for the SHB. The following findings were recorded: Client-centred and reality therapies had effectively increased the coping strategies of students and there is no significant mean difference between male and female students on the effectiveness of client-centred and reality therapies on coping strategies of students. Based on the findings, the following recommendations were made: School counsellors, psychologists and lecturers should use both CBT and RE to help students have been sexually harassed to manage their condition since the intervention is effective in raising the coping strategies of students. School counsellors, psychologists and lecturers should give female and male students equal opportunities during therapy sessions and in the school setting.

KEYWORDS: Client-centred Therapy, Reality Therapy, Coping Strategies, Sexual Harassment, Students.

INTRODUCTION

Globally, tertiary institutions are established to provide desirable learning and working environments where students and lecturers can pursue their studies, work and scholarship without being intimidated. This system is expected to provide unique examples in eliminating inequalities and anomalies among all segments of the academia.

Nowadays things have changed because the quest of liberty among the students, pornography on social media platforms and films, indecent or aggressive way of dressing and laziness on the part of some students to study well for their examinations or poor academic performance by some students, insecurity, poverty, drug addiction, social media addiction and social events like party, pageantry among others have made students to go into so many illegal activities.

In every human society where there is the interaction between opposite sex, some levels of sexual attraction are expected. When this occurs, mutual interest and reciprocal response define civilized and socially acceptable sexual behaviour. This happens on the other hand mutual interest and reciprocal response is not defined, it becomes sexual harassment.

Sexual harassment is defined as unwarranted sexual advances, requests for sexual favours, physical, verbal, or nonverbal conduct that requires or results in submission or rejection of such conduct, either explicitly or implicitly, such as threats, intimidation, taunting, unwanted touching, unwanted kissing; it constitute unwelcome sexual conduct through email, cell phone or text, Internet or Intranet posting, online comments, blog posts, social media (such as Facebook, Twitter, LinkedIn, Instagram, YouTube, and Snapchat), or other electronic media include requests/demands for sex; sexually graphic or inappropriate pictures and videos; sexually offensive language or comments; unwanted flirting; unwanted requests for dates; and cyberstalking.

Tertiary institutions are established to provide necessary guidance and useful insights to students. They are expected to provide an environment where students can pursue their studies without any form of intimidation. The phenomenon of sexual harassment is a matter of serious concern to the students of tertiary institutions in Taraba State, Nigeria.

While it is well addressed in college and university campuses in most developed countries of the world through specific policies and mechanisms of enforcement and some strategies and social media outlets like the Internet for sexual harassment, it cannot be ignored or minimized, a lot of literature has been published on this subject. The students of Nigeria are sexually harassed and this has been considered in the research. The sexual harassment is considered in this research because it has been considered in the Nigerian educational system. The contents of this research were carefully developed after a series of meetings with the students and researchers.

The purpose of this study is to investigate the effectiveness of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria.

The researcher used the methods of literature review, questionnaire and unstructured interviews. The researcher used both qualitative and quantitative methods of data collection.

METHODS

In this study, the research design is used in which a researcher deliberately manipulated the experimental and control groups to achieve the study goals. The aim of client-centred therapy and reality therapies is to affect the coping strategies of students who are sexually harassed. A desire to study the coping strategies of students who are sexually harassed is a dominant feature to study the behaviour of the students. This means that client-centred and reality therapies are the independent variables whereas their manipulation was required to equip students with coping strategies and enable them to resist sexual harassment.

The research design discussed is quantitative design.

RESULTS

The target population for this study was 120 students. The sample of the study comprised 120 students made up of males and females from the tertiary institutions in Taraba State, Nigeria who had been sexually harassed. Sexual Harassment Battery (SHB) and the treatment package used meta-cognitive therapy. The instrument is validated to psychoanalytic in the respect of literature. Students were selected using sampling techniques. The research design was used in this study, which is a mixed method design. The response of the participants was recorded and collected as the study proceeded. The research instruments were used to capture the phenomena of the study. The research instruments used are: (a) the interview guide, (b) semi-structured questionnaire, (c) the experimental and control conditions, and (d) the covariates and covariances.

FINDINGS

Based on the outcome of the study, it was conducted that psychological interventions using client-centred and reality therapies successfully acquired coping strategies among students in the tertiary institutions in Taraba State, Nigeria. There was no difference between the male and female students in coping strategies using client-centred and reality therapies in the tertiary institutions in Taraba State, Nigeria.

CONCLUSIONS

Based on the outcome of the study, it was conducted that psychological interventions using client-centred and reality therapies successfully acquired coping strategies among students in the tertiary institutions in Taraba State, Nigeria. There was no difference between the male and female students in coping strategies using client-centred and reality therapies in the tertiary institutions in Taraba State, Nigeria.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed: (a) School counsellors, psychologists and lecturers should be made to CRT and RT to help students who have been sexually harassed in the tertiary institutions in Taraba State, Nigeria to reduce the increase in the occurrence of sexual harassment among students in the tertiary institutions in Taraba State, Nigeria. (b) School counsellors, psychologists and lecturers should give female and male students equal opportunities during therapy sessions and in the school setting.

REFERENCES