

# Influence of Sexual Violence on Academic Achievement of University Female Students in North-East Nigeria

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## Abstract

In the school setting and among university students, there is need to ascertain the level of occurrence of SV; and by extension its influence on academic achievement of students. Thus this study examined the influence of sexual violence on academic achievement of female university students in North-Eastern States of Nigeria. To achieve the objectives of this study, three research questions and hypotheses guided the study and descriptive research design was employed while 345 sample size was selected using Taro Yamane formula. Researcher-developed questionnaire was used for data collection, which yielded 0.82% reliability coefficient with the aid of Cronbach Alpha analysis. The data collected were analyzed using mean and standard deviation to answer research questions while Chi-square analysis was used to test the hypotheses at 0.05 level of significance. The findings revealed significant influence of sexual violence on physical health of female university students; significant influence of sexual violence on mental health of female university students as well as significant influence of sexual violence on economic stability of female university students in North Eastern States of Nigeria. It was therefore concluded that sexual violence affects academic achievement of female university students in North Eastern States of Nigeria as the victims suffer degrees of abuse ranging from physical, emotional and economic instability to smoothly run their academic programmes. Based on the findings, it was recommended among others that the management of universities in Nigeria should beef-up security apparatus on campus to forestall sexual harassment among students; and that the school management, academic and non-academic staff in the university should preach against quick money syndrome and practice of prostitution among male and female students respectively. The prevalence of Yahoo-Yahoo among male is on the increase while female students turn hostel and campus to the venue for prostitution profession, thereby making them unserious elements and end-up with poor academic achievement.

**Keywords:** Sexual Violence, Academic Achievement, University Students, Female Students, North-East Nigeria.

## Introduction

Gender-Based Violence (GBV) is a general term used to describe any form of violence against girl child or women folk. That is, it is another type of sexual violence (SV) that usually occurs between intimate partner or boys and girls within the school, family, neighbourhood or community at large. Simply put, SV could happen to any girl child including under-aged children and aged women even outside intimate partner relationships or dating. In support of this, World Health Organization (2013) affirmed that Sexual Violence can occur at any age including childhood and can be perpetrated by parents, family members, teachers, peers, acquaintances and strangers as well as intimate or dating partners. By implication,

SV refers to any sexual act, attempt to obtain a sexual act, unwanted comments or advances 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 school, home and work (Garcia-Moreno, 2012). However, SV in this context could be described as sexual abuse which has to do with forcing a partner to have sexual intercourse, who did not want it or forcing a partner to do something that she found degrading or humiliating, and or even harming her during sex or forcing her to have sex without protection (WHO, 2014). In this wise, SV has to do with forcing an individual to do something sexual or doing something sexual to an individual involuntarily and unwillingly, where the individual does not agree to it.

The assertion above shows that SV is an intercourse without agreement or consent from its victim, which usually involves use of force or hitting, shoving, kicking, biting or throwing things, which characterize relationships among youths and university students. That is, most of students' relationships are not violence free within the parties involved. Little wonder, WHO (2012) reported that about 61% of female students had experienced physical violence by a partner, 49% had experienced severe physical violence by a partner while 59% had experienced sexual violence by a partner in their lives either in their current or past relationships. Hence, SV occurs with some degree of damages in form of fractures, bruises, wounds, injuries and swelling in the physical health or also called physical violence. In fact, evidence reveals that female students are more vulnerable to injuries from SV than male counterparts (Bowker, 2013). Studies of SV prevalence among female students on welfare have also consistently found rates considerably higher than rates for women in the general population (Tolman & Raphael, 2010). Thus, female students tend to bear physical health challenges arising from SV in most of their relationships.

However, it has been observed that physical injuries are mere most visible signs of SV, but data indicate that the relationship between violence and women's health may go far beyond direct physical consequences of violence. Studies have revealed that SV is significantly associated with women's sexual risk behaviour leading to less contraceptive use, unintended pregnancies, human immunodeficiency virus/sexually transmitted infections (HIV/STIs), sexual dysfunction and gynecological complaints (Johnson, 2012). Hence, SV constitutes over 75% mental stress for women around the world (Office of Women's Health, 2015b); actions like yelling, bullying, embarrassing and keeping the victim isolated contribute significantly to the level of mental imbalance. Invariably, SV jeopardizes lives, safety, psychological integrity, and freedom; with emotional feelings like frightened, overwhelmed, distrustful, hurt, sad, confused, angry, ashamed, and hopeless (National Center on Domestic Violence, Trauma and Mental Health, 2012). Therefore, SV affects how the victim responds to others, especially among the students. For instance, the partners that have caused the SV tend to belittle the victim and try to cause them to feel bad about themselves. This is usually done by using the victim's responses to control and belittle them, thereby making it hard for the victim to trust their own perceptions of what is happening; this aggravates their mental stress/disturbance.

Undoubtedly, SV may have profound effects on individuals and future viability. Apart from the physical and emotional impacts which manifest in the body as chronic pain, sexually transmitted infections, substance abuse and dependence, anxiety, and depressive symptoms are also notable. In fact, SV is considerably associated with economic drain on the part of its victim. For instance, Crane and Testa (2014) reported that SV increases the number of women suffering from reproductive disorders with estimated \$60 million worth of treatment annually. In other words, SV contributes significantly to health challenge and cash outflow on the part of its victims, which is usually difficult for students to foot the bill. In fact, the economic consequences of SV on the female students are far reaching to the extent that some may have to empty their account for seeking medical and psychological treatment which may last for months (Adeoye, 2014). This explains why drug dependent among victims of SV usually engage in unhealthy behaviours and criminal acts to source for money so as to get satisfied. Hence, violence that is associated with broken bones, headaches, pain, even death requires economic buoyance from its survival to normalize their lives.

In spite of unbearable consequences of SV on its victims, it is worthwhile to note that SV negatively impact on academic performance of students once physical, emotional and financial strength are affected. This is supported by Johnson (2014) who reported that sexually victimized female students usually experience psychological breakdown which affects reading capacity especially when the incident occurs few months to exams. The author reported that less than 20% of female students summon the courage to write exams, while about 45% of the victims discontinue when the incident happened during examination. According to a study conducted on sexual victimization of female college students in eastern Ethiopia, 68% of the study participants have poor academic achievement because of loss of academic support from partner and emotional trauma associated with it (Alemayehu, 2011). To this end, SV poses a serious challenge to female university students who usually have their academic achievement at stake as a result of sexual victimization.

Nevertheless, youths generally and students in particular may experience SV in their home, community or school. In their views Ricardo, Eads and Barker (2011) agreed that violence is not limited to sexual debut but can be ongoing feature of youth relationships (also known as dating violence), which is described in the context of a relationship that is neither marriage nor a long-term cohabitating partnership. However, population-based studies of dating violence are few, but limited evidence suggests that this affects a substantial proportion of university students (WHO, 2010); although more females are sexually victimized than males but the growing prevalence is not well documented. For Simmons, Knight and Menard (2015), male and female differ in the manner in which violence is experienced.

Besides, the incident of sexual violence is bound to affect physical condition of its victim. This is because SV is not a contractual sexual intercourse between two or more people. Perhaps this explains why Garcia-Moreno (2012) described sexual violence as 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 relationships to the victim, in any setting, including but not limited to school, home and place of work. That is why sexual abuse (SA) is interchangeably used with sexual violence because it involves physically forcing a partner or victim to have sexual intercourse who did not want it or forcing her to have sex without protection (WHO, 2014). In other words, SV mostly triggers physical abuse of its victim, thereby leading to wounds, scars, blemishes, fractures, broken bones as well as unhealthy physical condition and or sudden death of the victim.

In support of the assertion of above, NCDVTMH (2012) affirmed that SV has a record of devastating effects physically, emotionally, financially, and socially on individuals, children and families around the world. Evidently, it can be said that SV has profound effects on individuals and their future viability. Little wonder, Crane and Testa (2014) observed that SV has negative effects on physical health which manifests in the body as chronic pain, sexually transmitted infections, substance abuse and dependence, anxiety, and depressive symptoms. Apart from psychological consequences of SV, SV has an array of negative effects on physical health of its victim including broken bones, headaches, pain, and death. For Sutherland (2014), SV may lead to sexually transmitted infections, human immunodeficiency viruses (HIV/AIDs), inflammatory diseases, unintended pregnancy, preterm delivery, and perinatal deaths as well. Therefore, it is not out of place to submit that SV is dehumanizing; and it is a violation of human right since the consent of its victim is not sought.

Again, SV has been linked with many psychological problems in its victims as reported in health literatures. This is because SV is said to involve forced or coerced sexual intercourse, including obtaining sex without the consent of the person being violated (WHO, 2012). The situation that was considered to have a proven devastating effect on emotional and mental state of its victim including jeopardy of lives, safety, psychological integrity, and freedom; it can also make people to feel a variety of emotions such as frightened, overwhelmed, distrustful, hurt, sad, confused, angry, ashamed, and hopeless (NCDVTMH, 2012). Perhaps, this explains why SV affects how the victim responds to others because the perpetrator tends to belittle the victim and try to cause them to feel bad about themselves. This is usually done by using the victim's responses to control and belittle them, thereby making it hard for the victim to trust their own perceptions of what is happening, the result being mental or emotional abuse.

In fact, Sutherland, Fantasia and Hutchinson (2016) asserted that emotional abuse typically accompanies physical abuse. Stressing further that psychological consequences of SV are far-reaching and can range in magnitude from depression and anxiety to posttraumatic stress disorder (PTSD) and attachment disorders. The recent study by Nicholson and Jones (2013) reported that 144 female students who experienced SV have depression, seclusion, and lack of concentration in classroom activity. For Morrell (2014), SV is not unconnected with excessive drinking, smoking, clubbing and parting among college female students in

Kenya. In other words, the victims of SV directly or indirectly become partaker of anti-social vices in the name of seeking solace, whereas untimely death may occur when the victim result to suicide.

In the same vein, it has been observed that SV seriously affects physical and psychological disposition of its victim (WHO, 2012) whereas scholars like Sheehan and Schonfeld (2014) identified economic impact of SV. For Gordon and Collins (2013), economic problem is the major factor that makes tertiary institutions common places of atypical gender behaviour with females victimized more than the males. This is based on the feelings that society is characterized by poverty and the female students who depend on their partners tend to tolerate violence because they support them financially (Gordon et al, 2013). Besides, some female students get victimized because of likelihood of being supported by a course mate, boyfriend, uncle or area brother. Among female students who are victims of SV, Belle (2013) reported high level of poverty, homelessness and hopelessness as common consequences in the study area. In this sense, SV in some cases leads to sudden loss of purchasing power or low-income or lack of material recourses on the part of female students.

In fact, the study by Belle (2013) confirmed that female students who are victims of SV suffer from lack of material resources, residing in temporary housing and unemployment in some cases. Needless to say economic gain is the reason for involvement of most female students in transactional relationships with 'sugar-daddy' who take the advantage to perpetrate violence. This is evident in a study conducted by Barkhizen (2013) at the University of Cape Town. The author reported that about 67% agreed to stay in abusive relationship because of monetary benefits derived from their partners while the remaining 33% who opted out of abusive relationship lamented serious economic hardship during the period under review. Moreover, the study established that men were positioned as authoritative, powerful and dominant over women, who were viewed as submissive and controllable for the sake of material benefits and fulfilling men's sexual needs in the relationship. By implication, violence is connected with purchasing power of men over women seemingly brace-up economically through such transactional relationship. Perhaps this explains why Warner and Wenger (2013) posited that female students from low socio-economic family opted for transactional relationship irrespective of ordeal just to keep financial security during their studentship and halt the relationship immediately after graduation. Thus, SV occurs because of the willingness of female students to keep the relationship by all means occasioned by financial support given by the men.

At this juncture, it must be reiterated that SV is widespread among university students and place them on a lifelong trajectory of violence, either as victims or perpetrators. Again, SV cut across cultures and types of relationships. However, the extent at which SV (which mostly affect physical health, mental health, and economic stability) may negatively impact on academic achievement of female university students is not well-documented. While the phenomenon has received considerable academic attention in many contexts, few scholarly works exist in Nigeria. It is against this backdrop, this study examines sexual

violence (SV) against women and its influence on academic achievement of female university students in North-Eastern States of Nigeria.

### **Statement of the Problem**

Apart from being a societal problem, sexual violence constitutes legal and health challenge to its victim as it is dehumanizing in nature. The rate of this violence among university students in Nigeria is constantly increasing daily. Needless to say SV affect both male and female students; and it is not limited to age, ethnicity, socioeconomic status, family orientation or religious practices. Perhaps this explains why SV is a major societal problem and a source of concern to all and sundry, especially researchers in the field of education and educational administrators who is concerned about academic success of university students.

Despite the increasing level of counsellors in the universities, churches or mosques, the level of SV keeps increasing daily, and it has resulted to the extent that the affected partners committing suicide, becoming physical challenged, emotional trauma, economic imbalanced, etc. Several studies have been done on violence between partners in the developed countries but little studies have been carried out on SV among university students in North Eastern states of Nigeria. In spite of the study carried out on issues relating to dating violence in the study area, little attention had been given to short-term and long-term effects of violence on female students. Besides, little or no attention has been given to the extent at which SV affects academic achievement of female students. It is against this backdrop that the current study investigated the influence of sexual violence on academic achievement of university female students in North-Eastern States of Nigeria.

### **Objectives**

Generally, the study aimed to unravel the influence of sexual violence on academic achievement of female university students in North-Eastern States of Nigeria. Specifically, the study sought to:

1. Determine the influence of sexual violence on physical health of female university students in North-Eastern States of Nigeria.
2. Determine the influence of sexual violence on mental health of female university students in North-Eastern States of Nigeria.
3. Determine the influence of sexual violence on economic stability of female university students in North-Eastern States of Nigeria.

### **Research Question**

The following research questions were raised to guide the study:-

1. What is the influence of sexual violence on physical health of female university students in North-Eastern States of Nigeria?
2. What is the influence of sexual violence on mental health of female university students in North-Eastern States of Nigeria?

3. What is the influence of sexual violence on economic stability of female university students in North-Eastern States of Nigeria?

## Statement of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

**H<sub>01</sub>:** Sexual violence does not significantly influence physical health of female university students in North-Eastern States of Nigeria.

**H<sub>02</sub>:** Sexual violence does not significantly influence mental health of female university students in North-Eastern States of Nigeria.

**H<sub>03</sub>:** Sexual violence does not significantly influence economic stability of female university students in North-Eastern States of Nigeria.

## Methodology

This is a quantitative study involving the use of descriptive survey research method. Being a quantitative study, data were generated from the target respondents for the study. Thus, descriptive survey research design was used as it enabled the researcher to obtain the opinions (i.e. opinions on influence of IPV with respect to academic achievement of female university students) of a representative sample of a target population (university female students in North Eastern States) so as to infer the perception or view of the entire population.

## Population

The target population for this study is 2530 respondents, comprising penultimate female students across 16 universities in the North Eastern States of Nigeria (FME, 2015).

## Sample and Sampling Technique

Three hundred and forty-five (345) respondents constituted sample size for this study. The study employed purposive sampling technique to select only penultimate female university students in the 6 states in North Eastern Nigeria, while Taro Yamane was used to determine sample size for the study.

The Yaro Yamane Formula is  $(n) = \frac{N}{1 + N(e)^2}$

Where n = sample size; N = Population; e = level of significance. Therefore, the sample size stands at,

$$\frac{2530}{1 + 2530(0.0025)} = \frac{2530}{1 + 6.325}$$

$$\frac{2530}{7.325} = 345.3$$

Hence, three hundred and forty-five (345) constitute sample size for this study.

### Instruments

A researcher-developed questionnaire titled SV in relation to Female Students' Academic Achievement Questionnaire (SVFSAAQ) and academic scores of students (ASS) were used as instruments for the study. The questionnaire covered three clusters of the study and the 4-likert scale type response pattern was provided to aid the respondents in ticking the appropriate box [✓] that most describe their opinions. The SVFSAAQ contained 15 items and scored in the following order 4= Strongly Agree – SA; 3= Agree – A; 2= Disagree – D; and 1= Strongly Disagree – SD. Also, academic scores of sampled participants were sought from their respective departments.

### Validity and Reliability

The instrument was given face and content validity in terms of scope of coverage, content relevance, ambiguity and vagueness of expression. A pilot study was conducted on 30 respondents in a school with similar characteristics of the study population but outside the study area. Cronbach's Alpha Reliability Analysis was employed (*with the aid of Statistical Package for Social Sciences-SPSS*), which the reliability coefficient cluster by cluster yielded 0.83%, 0.80% and 0.85% respectively for cluster A, B and C while overall reliability coefficient stood at 0.82%.

### Analysis

Data collected from the questionnaire were analyzed using mean and standard deviation to answer research questions. Chi-square statistical analysis was used to test the hypotheses at 0.05 level of significance. The decision was that, if the calculated value p was less than the level of significance, the null hypothesis was not accepted and vice versa (computation was done with SPSS package).

## Results

### Answering Research Questions

**Research Question One:** What is the influence of sexual violence on physical health of female university students in North-Eastern States of Nigeria?

**Table 1:** Mean ratings of respondents with regard to influence of sexual violence on physical health of female university students in North-Eastern States of Nigeria

| S/N | Sexual Violence and Physical Health of Students                                      | N   | Mean | SD   | Decision |
|-----|--------------------------------------------------------------------------------------|-----|------|------|----------|
| 1.  | Sexual violence leads to wounds on the part of its victim.                           | 345 | 3.30 | 0.78 | Accepted |
| 2.  | A pregnant woman who is a victim of sexual violence may experience preterm delivery. | 345 | 3.26 | 0.87 | Accepted |
| 3.  | Victims of sexual violence may suffer fractures or broken bones at times.            | 345 | 3.33 | 0.70 | Accepted |

|    |                                                                            |     |             |      |          |
|----|----------------------------------------------------------------------------|-----|-------------|------|----------|
| 4. | Sexual violence may lead to prenatal death if the victim is pregnant.      | 345 | 3.33        | 0.78 | Accepted |
| 5. | Female victim suffers unintended pregnancy as a result of sexual violence. | 345 | 3.22        | 0.85 | Accepted |
|    | <b>Grand Mean</b>                                                          |     | <b>3.29</b> |      |          |

Source: Field study (2023)

Table 1 below indicates the opinions of respondents on the influence of sexual violence on physical health of female university students. Based on the table, the mean scores of the respondents- 3.30, 3.26, 3.33, 3.33 and 3.22 are above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 1-5 influence on physical health of female university students. The results revealed that sexual violence leads to wounds on the part of its victim, a pregnant woman who is a victim of sexual violence may experience preterm delivery, victims of sexual violence may suffer fractures or broken bones at times, sexual violence may lead to prenatal death if the victim is pregnant as well as female victim suffers unintended pregnancy as a result of sexual violence with mean scores of 3.30, 3.26, 3.33, 3.33 and 3.22 with their respective standard deviations influence on physical health of female university students in the study area. The grand mean of 3.29 implied direct influence of sexual violence on physical health of female university students in North-Eastern States of Nigeria.

**Research Question Two:** What is the influence of sexual violence on mental health of female university students in North-Eastern States of Nigeria?

**Table 2:** Mean ratings of respondents with regard to influence of sexual violence on mental health of female university students in North-Eastern States of Nigeria

| S/N | Sexual Violence and Mental Health of Students                                       | N   | Mean        | SD   | Decision |
|-----|-------------------------------------------------------------------------------------|-----|-------------|------|----------|
| 6.  | Sexual violence is a potential source of suicide for the victim.                    | 345 | 3.22        | 0.84 | Accepted |
| 7.  | Coercion for sexual acts is linked with distrust and depression in victim.          | 345 | 3.24        | 0.84 | Accepted |
| 8.  | Sexual violence leads to lack of psychological integrity and freedom.               | 345 | 3.31        | 0.74 | Accepted |
| 9.  | Victims of sexual violence usually display seclusion and anxiety.                   | 345 | 3.31        | 0.70 | Accepted |
| 10. | Female victims of sexual violence may seek solace in smoking and drinking at times. | 345 | 3.18        | 0.77 | Accepted |
|     | <b>Grand Mean</b>                                                                   |     | <b>3.25</b> |      |          |

Source: Field study (2023)

Table 2 above indicates the opinions of respondents on the influence of sexual violence on mental health of female university students. Based on the table, the mean scores of the respondents- 3.22, 3.24, 3.31, 3.31 and 3.18 are above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 6-10 influence mental health of female university students. The results revealed that sexual violence is a potential source of suicide for the victim, coercion for sexual acts is linked with distrust and depression in victim, sexual violence leads to lack of psychological integrity and freedom, victims of sexual violence usually display seclusion and anxiety as well as female victims of sexual violence may seek solace in smoking and drinking at time with mean scores of 3.22, 3.24, 3.31, 3.31 and 3.18 with their respective standard deviations influence on mental health of female university students in the study area. The grand mean of 3.25 suggested direct influence of sexual violence on mental health of female university students in North-Eastern States of Nigeria.

**Research Question Three:** What is the influence of Sexual Violence on economic stability of female university students in North-Eastern States of Nigeria?

**Table 3:** Mean ratings of respondents with regard to influence of sexual violence on economic stability of female university students in North-Eastern States of Nigeria

| S/N | Sexual Violence and Economic Stability of Students                                                 | N   | Mean        | SD   | Decision |
|-----|----------------------------------------------------------------------------------------------------|-----|-------------|------|----------|
| 11. | Female students get victimized because of the economic benefits attached to their relationships.   | 345 | 3.22        | 0.83 | Accepted |
| 12. | Sexual violence drains purchasing power of its victims.                                            | 345 | 3.10        | 0.88 | Accepted |
| 13. | Most female victims of sexual violence experience low income.                                      | 345 | 3.16        | 0.90 | Accepted |
| 14. | Constant violence affects the material benefits of female victim students.                         | 345 | 3.14        | 0.82 | Accepted |
| 15. | Demand for financial security by female students triggers an upsurge of sexual violence on campus. | 345 | 3.18        | 0.79 | Accepted |
|     | <b>Grand Mean</b>                                                                                  |     | <b>3.16</b> |      |          |

**Source:** Field study (2023)

Table 3 above indicates the opinions of respondents on the influence of sexual violence on economic stability of female university students. Based on the table, the mean scores of the respondents- 3.22, 3.10, 3.16, 3.14 and 3.18 are above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 10-15 influence mental health of female university students. The results revealed that female students get victimized because of the economic benefits attached to their relationships, sexual violence drains purchasing power of its victims, most female victims of sexual violence experience low income, constant violence affects the material benefits of female victim students as well as demand for financial security by female students triggers an upsurge of sexual violence on campus with mean scores of 3.22, 3.10, 3.16, 3.14 and 3.18 with their respective standard deviation influence on economic stability of female university students in the study area. The grand mean of 3.16 implied direct influence of sexual violence on economic stability of female university students in North-Eastern States of Nigeria.

### Testing Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

**Null Hypothesis One:** Sexual violence does not significantly influence physical health of female university students in North-Eastern States of Nigeria.

**Table 4:** Chi-square table of sexual violence and physical health of female university students

|                              | X <sup>2</sup> -Cal | Df  | Sig  |
|------------------------------|---------------------|-----|------|
| Pearson Chi-Square           | 698.724             | 140 | .000 |
| Likelihood Ratio             | 559.297             | 140 | .000 |
| Linear-by-Linear Association | 180.571             | 1   | .000 |
| <b>N of Valid Cases</b>      | <b>345</b>          |     |      |

Source: Field Study (2023)

The table 4 above reveals the results of Chi-square analysis where X<sup>2</sup>-Cal: 698.724 at 140 df and .000 P-value. Since the P-value is less than the typical threshold of 0.05 level of significance, then the null hypothesis that says sexual violence does not significantly influence physical health of female university students in North Eastern States of Nigeria is rejected. Therefore, sexual violence significantly influences physical health of female university students in North Eastern States of Nigeria.

**Null Hypothesis Two:** Sexual violence does not significantly influence mental health of female university students in North-Eastern States of Nigeria.

**Table 5:** Chi-square table of sexual violence and mental health of female university students

|                              | X <sup>2</sup> -Cal | Df  | Sig  |
|------------------------------|---------------------|-----|------|
| Pearson Chi-Square           | 1098.240a           | 180 | .000 |
| Likelihood Ratio             | 685.381             | 180 | .000 |
| Linear-by-Linear Association | 231.059             | 1   | .000 |
| <b>N of Valid Cases</b>      | <b>345</b>          |     |      |

Source: Field Study (2023)

The table 5 above reveals the results of Chi-square analysis where  $X^2$ -Cal: 1098.24 at 180 df and .000 P-value. Since the P-value is less than the typical threshold of 0.05 level of significance, then the null hypothesis that says sexual violence does not significantly influence mental health of female university students in North Eastern States of Nigeria is rejected. Therefore, sexual violence significantly influences mental health of female university students in North Eastern States of Nigeria.

**Null Hypothesis Three:** Sexual violence does not significantly influence economic stability of female university students in North-Eastern States of Nigeria.

**Table 6:** Chi-square table of sexual violence and economic stability of female university students

|                              | $X^2$ -Cal | Df  | Sig  |
|------------------------------|------------|-----|------|
| Pearson Chi-Square           | 881.067a   | 200 | .000 |
| Likelihood Ratio             | 613.627    | 200 | .000 |
| Linear-by-Linear Association | 204.519    | 1   | .000 |
| <b>N of Valid Cases</b>      | <b>345</b> |     |      |

**Source:** Field Study (2023)

The table 6 above reveals the results of Chi-square analysis where  $X^2$ -Cal: 881.067 at 200 df and .000 P-value. Since the P-value is less than the typical threshold of 0.05 level of significance, then the null hypothesis that says sexual violence does not significantly influence economic stability of female university students in North Eastern States of Nigeria is rejected. Therefore, sexual violence significantly influences economic stability of female university students in North Eastern States of Nigeria.

### Discussion of Findings

**Hypothesis One:** Sexual violence does not significantly influence physical health of female university students in North-Eastern States of Nigeria.

Evidences from table 4 revealed that  $X^2$ -Cal of 698.724 at .000 P-value, which is less than 0.05 obtained level of significance at 140 degrees of freedom. In this sense, the hypothesis that says sexual violence does not significantly influence physical health of female university students in North-Eastern States of Nigeria is hereby rejected. Therefore, sexual violence significantly influences physical health of female university students in North-Eastern States of Nigeria.

In agreement with the current empirical study, Crane and Testa (2014) reported that SV has negative effects on physical health which manifests in the body as chronic pain, sexually transmitted infections, substance abuse and dependence, anxiety, and depressive symptoms. The findings of this study is supported by Sutherland (2014) that SV may lead to sexually transmitted infections, human immunodeficiency viruses (HIV/AIDs), inflammatory diseases, unintended pregnancy, preterm delivery, and perinatal deaths as

well. Thus, the negative effects of sexual violence on physical health of its victim includes broken bones, headaches, pain, and death.

**Hypothesis Two:** Sexual violence does not significantly influence mental health of female university students in North-Eastern States of Nigeria.

Evidences from table 5 revealed that  $X^2$ -Cal of 1098.24 at .000 P-value, which is less than 0.05 obtained level of significance at 180 degrees of freedom. To this end, the hypothesis that says sexual violence does not significantly influence mental health of female university students in North-Eastern States of Nigeria is hereby rejected. Hence, sexual violence significantly influences mental health of female university students in North-Eastern States of Nigeria.

In agreement with the findings of this study, Sutherland, Fantasia and Hutchinson (2016) reported that emotional abuse typically accompanies physical abuse. Stressing further that psychological consequences of SV are far-reaching and can range in magnitude from depression and anxiety to posttraumatic stress disorder (PTSD) and attachment disorders. Similarly, the outcome of study conducted by Nicholson and Jones (2013) revealed that 144 female students who experienced SV have depression, seclusion, and lack of concentration in classroom activity. The results of this findings also agreed with Morrell (2014) that mental depression of SV is not unconnected with excessive drinking, smoking, clubbing and parting among college female students.

**Hypothesis Three:** Sexual violence does not significantly influence economic stability of female university students in North-Eastern States of Nigeria.

Evidences from table 6 revealed that  $X^2$ -Cal of 881.067 at .000 P-value, which is less than 0.05 obtained level of significance at 200 degrees of freedom. Hence, the hypothesis that says sexual violence does not significantly influence economic stability of female university students in North-Eastern States of Nigeria is hereby rejected. Hence, sexual violence significantly influences economic stability of female university students in North-Eastern States of Nigeria.

In agreement with the current study, Warner and Wenger (2013) reported that female students from low socio-economic family opted for transactional relationship irrespective of ordeal just to keep financial security during their studentship and halt the relationship immediately after graduation. Also, Belle (2013) reported that female students who are victims of SV suffer from lack of material resources, residing in temporary housing and unemployment in some cases. The author underlined high level of poverty, homelessness and hopelessness as the major causes of transactional relationships with sugar-daddy. This was confirmed by Barkhizen (2013) reports that about 67% agreed to stay in abusive relationship because of monetary benefits derived from their partners while the remaining 33% who opted out of abusive relationship lamented serious economic hardship during the period under review. Moreover, the study established that men were positioned as authoritative, powerful and dominant over women, who were viewed as submissive and

controllable for the sake of material benefits and fulfilling men's sexual needs in the relationship.

### Conclusion

Based on the research findings, it could be inferred that as far as female university students in North Eastern States of Nigeria is concerned, sexual violence significantly influences on their academic achievement. As discovered in the course of this study that some female students encounter physical, mental and economic instability in their relationships, the condition that affects some of them to complete their university education or make good academic achievement.

### Recommendations

Based on the findings of the study, the following recommendations were made:

1. Firstly, it is important that the management of universities in Nigeria in general and the universities in the study area in particular should beef-up security apparatus on campus to forestall sexual harassment among students. As part of measures to be put in place, the management should ensure that school counselor on-semester-basis give orientation to students on danger associated with sexual violence. Most especially as it affects physical health of its victims; while the perpetrator could as well get injured in the process.
2. Again, Government in collaboration with non-governmental organizations and community-based organizations should lodge campaign against sexual violence both within and outside the school environment. In this wise, health practitioners should sensitize the school community and larger society on health-related issues associated with sexual violence to both the victims and perpetrators.
3. Lastly, the school management, academic and non-academic staff in the university should preach against quick money syndrome and practice of prostitution among male and female students respectively. The prevalence of Yahoo-Yahoo among male is on the increase while female students turn hostel and school campus to the venue for prostitution profession, thereby making them unserious students whereby they end-up with poor academic achievement. Also, parents should have the attitude of checking on their children in the school time-to-time so as to guide them accordingly.

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