EFFECT OF CLIENT-CENTRED AND REALITY THERAPIES ON THE COPING STRATEGIES OF SEXUALLY HARASSED STUDENTS IN TERTIARY INSTITUTIONS IN TARABA STATE, NIGERIA

PRESENTED AT:

ABSTRACT

This study examined 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 attempted 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 pretest -posttest design with control group. The statistical population comprised all the 250 sexually harassed students in tertiary institutions, out of which 20 students were selected using convenience sampling. The students who have been sexually harassed were then randomly assigned to the experimental and control groups. The experimental group subsequently underwent six 60-minute sessions of client-centred and reality therapies, while the control group received placebo treatment on drug abuse. The research tool included Sexual Harassment Battery (SHB). Inferential statistics of Analysis of Covariance (ANCOVA) was used to analyze the data. Cronbach 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 in 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 CCT and RT to help students have been sexual harassed to manage their condition since the intervention is effective in raising the coping strategies of the 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.**

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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.

Meaning and Forms of sexual harassment

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. On the other hand when mutual interest and reciprocal response is not defined, it becomes sexual harassment.

Sexual harassment is defined as unwanted sexual advances, requests for sexual favours, physical, verbal, or nonverbal conduct that requires or rejects 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.

Consequences of sexual harassedment

The behavior has become a major public health concern that is associated with grave consequences on the students, which include unwanted pregnancies, unsafe abortion, early childbearing, sexually transmitted diseases, anxiety, depression, self-harm, suicidal ideation, social avoidance, lower self-esteem and body image, loss of appetite, dieting, self-injury, and even death

Why it must be addressed!!!

Sexual harassment is becoming a cankerworm that is eating deep in Nigerians tertiary institutions. It is seen as a global common social problem in educational settings. In Taraba State, Nigeria tertiary institutions, sexual harassment seems to be on the increase and it is becoming an issue of great concern in the State. There is a reason to be concern about the coping strategies of the students in 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 models, social media platform like the #MeToo movement, campaigns, seminars, debates etc. For instance universities in Ghana and Tanzania have already integrated sexual harassment into course modules on gender, power and sex to address the challenge of male lecturers demanding sex from female students in exchange for grades as a right. Empirical information is lacking on how effective these were used. Also, not everybody used social media in tertiary institutions in Taraba State, Nigeria.

Therefore the problem of this investigation put in a question form was, what are the effects of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria. These students need to be given appropriate treatment to improve their coping strategies.

Positive Coping Strategies to use

These were some of the coping strategies: Identify your worries, challenge your worry thoughts, replace your worry thoughts with deep slow breathing, practice calming and realistic thinking, talk back to worry thinking
Other positive coping strategies include: normalizing the situation realizing that you are not the only one experiencing the situation, sharing your situation is one positive way of copings it gives solace to worrying person, socially connect with positive minded people, accepting what has happened, avoid self-blame, plan and move forward, learn to set boundaries, positive self-talk, make a gratitude journal, open up to trusted friend or a counselor, destruct your mind by doing something positive that makes you feel good, such as listening to music, reading an inspirational message, engage in some physical activity like games and sport, visiting nature by taking a walk in the forest, park or visiting the lakeside, enrich your spiritual life, schedule a daily hour of prayer, meditation, or any other spiritual activity, believe in a higher power that you can surrender your problems to, and reading spiritual books like the Bible, Quran among others.

Negative Coping Strategies to Avoid

The negative coping skills to avoid include:
Self-blame, blaming others, self-isolation or withdrawal from others, refusal of help and medication, postponing assignments, using alcohol and other drugs like marijuana, cocaine, and heroin, denial of the problem, aggressiveness, self-harm, suicide attempts, yelling and shouting at other people and driving recklessly among others.

Client-centered and reality therapies

➢Globally, many researchers have conducted studies on client-centred and reality therapies on educational, vocational and personal-social issues in secondary and tertiary institutions for treatment and it was proven to be very effective.
➢This study used client-centered reality therapies to address the coping strategies of students who have been sexually harassed.
➢This is because client-centred and reality therapies are cognitive interventions, they have information power because they have to do with cognitive restructuring/ transformation of the mind, where the students are going to make responsible decisions without anybody interfering with it based on the information they have received and this may be more effective.
➢Several studies have shown that the techniques used in client-centred and reality therapies are beneficial. For instance,
➢Genuineness and congruence appear to lead to better outcomes, especially when they are used in school counselling settings
➢Unconditional positive regard is also effective, particularly in improving the overall well-being of people with mood or anxiety disorders
➢Empathetic understanding appears to promote positive outcomes, especially for people experiencing depression and
➢self-evaluation where a therapist will use self-evaluation techniques to help a person recognize his present actions. This serves as a foundation for planning new actions.
➢action planning, after self-evaluation, the therapist will guide the client through action planning. The goal is to plan new actions that better serve your needs,
➢Reframing, in reframing, a therapist expresses a concept positively or less negatively. This can help shift your mindset from problem-focused to solution-focused.
❖Empirical information is lacking on the effect of client-centered and reality therapies on the coping strategies of sexually harassed students in Taraba State, Nigeria. Thus, the thrust of this study, therefore, was to determine the effects of client-centered and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria.
❖The researcher used the techniques of client-centered and reality therapies among which were unconditional positive regard, self-evaluation, action planning and, reframing for treatment to increase the coping strategies of sexually harassed students
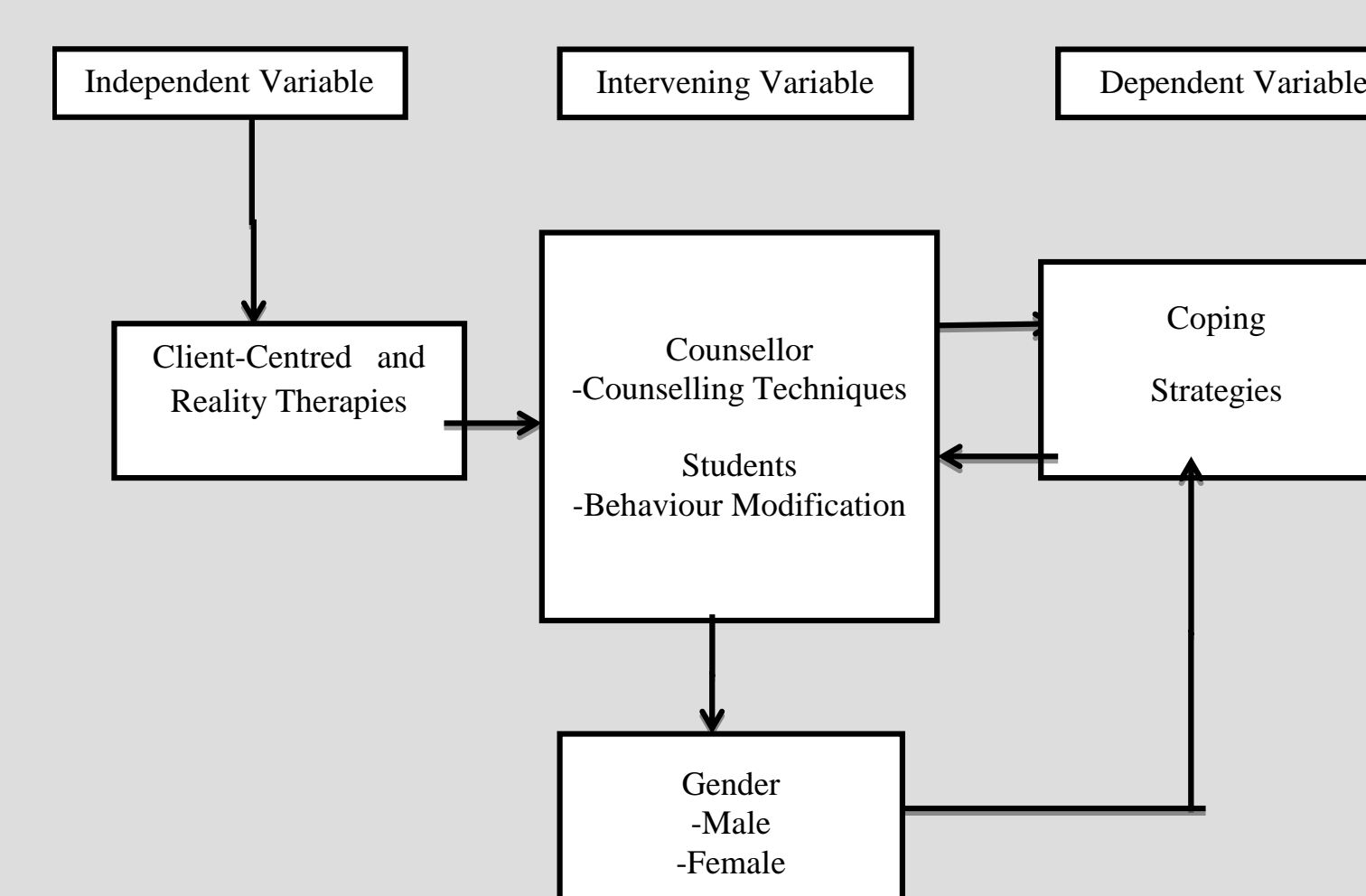
Conceptual Framework

Figure I: Coping strategies process therapy: the research 2021 (Conceptual Framework)

Purpose of the Study

➢The main purpose of this study was to examine the effects of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria. Specifically the study had two objectives: to determine the
i. effect of client-centred and reality therapies on the coping strategies of the sexually harassed students in tertiary institutions in Taraba State, Nigeria.
ii. gender difference in the effects of client-centred and reality therapies on the coping strategies of the sexually harassed students in tertiary institutions in Taraba State, Nigeria.

Statement of the Hypotheses

➢two Statement of the Hypotheses guided the study at 0.05 level of significance
➢Ho_1. There is no significant mean difference in the effectiveness of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria.
➢Ho_2:   There is no significant mean difference between male and female students in the effectiveness of client-centred and reality therapies on the coping strategies of sexually harassed students in tertiary institutions in Taraba State, Nigeria.

METHODOLOGY

➢The research adopted the Quasi-experimental design of non-equivalent groups design. The pre-test, and post-test control group was used.
➢a quasi-experimental research design is one in which a researcher deliberately interferes with the experimental situations by controlling who is exposed to certain conditions in the study. The use of client-centred therapy and reality therapies to alter the coping strategies of students who are sexually harassed was a deliberate effort to modify the behaviour of the students. This means that client-centred and reality therapies are the independent variables and their manipulation was expected to equip students with coping strategies to handle issues bordering on sexual harassment

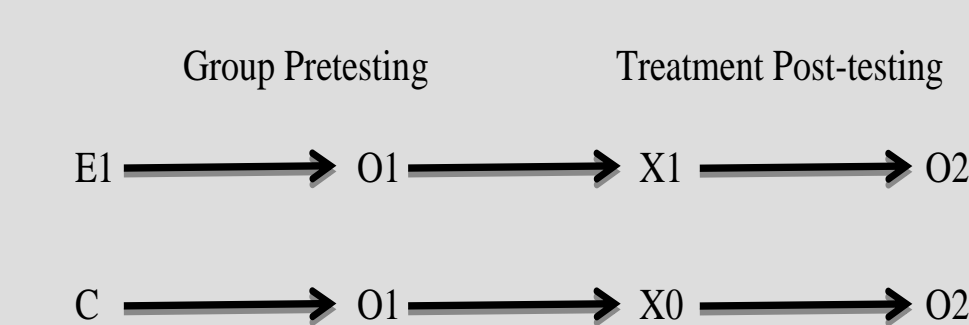The research design illustration is presented below:

Group	Pretesting		Treatment	Post-testing
E1	O1	→	X1	→ O2
C	O1	→	X0	→ O2

Fig. 1: The Research Design illustration.

➢The target population for this study was 250 students. The sample of the study comprised 20 students made up of males and females from the selected tertiary institution in Taraba State, Nigeria who have been sexually harassed. Sexual Harassment Battery (SHB) and the treatments packages were used to collect data for the study. The instruments was validated by presenting it to experts in the faculty of Education, Taraba State University. Corrections and suggestions made by these experts were used to review the instruments.
➢ Cronbach Alpha coefficient was used to estimate the reliability coefficient and obtained 0.79 for the SHB.

❖Five sessions was used for both groups. The researcher administered a pre-test and collected it back immediately. Those who were sexually harassed constitute the treatment groups.
❖To test the hypotheses, the inferential statistics of Analysis of Covariance (ANCOVA) was used.
❖Analysis of covariance is based on one major assumption. It is concerned with the nature of the relationship between dependent variables (e.g. coping strategies) and covariates (e.g. client-centred and reality therapies). It is the linearity relationship between the dependent variable and covariate.

FINDINGS

➢Based on the data collected and analyzed, the following findings were recorded:
i.   Client-centred and reality therapies had effectively increased the coping strategies of students, and
ii.   There is no significant mean difference between male and female students in the effectiveness of client-centred and reality therapies on the coping strategies of students.

CONCLUSIONS

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

RECOMMENDATIONS

➢Based on the findings, the following recommendations were made:
➢School counsellors, psychologists and lecturers should use both CCT and RT to help students who have been sexual harassed to manage their condition since the intervention is effective in raising the coping strategies of the students.
➢School counsellors, psychologists and lecturers should give female and male students equal opportunities during therapy sessions and in the school setting.

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