

## PHILOSOPHICAL ANALYSIS OF ROLES OF EDUCATIONAL STAKEHOLDERS IN MITIGATING RAPE AGAINST FEMALE STUDENTS IN NIGERIA

Sulyman Abdulganiy Aremu<sup>1\*</sup>

Abdullahi Usman Jalingo<sup>2</sup>

Eliasu Surajudeen Ajao<sup>3</sup>

<sup>1, 2</sup> Federal University Lokoja

<sup>3</sup> University of Ilorin

\*corresponding Email: aremuabdulganiy@gmail,.com

**Citation:** Sulyman, A.A., Abdullahi, U.J. & Eliasu, S.A. (2020). Philosophical analysis of roles of educational stakeholders in mitigating rape against female students in Nigeria. *KIU Interdisciplinary Journal of Humanities and Social Sciences*, 1(3), 105-122

### ABSTRACT

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This paper examined roles of educational stakeholders in mitigating rape against female students in Nigeria. Rape is the use of force or trick to have sexual intercourse with a female or male person. It may be the product of uncritical thinking, ignorance, cruelty, religious poverty, drug abuse, and so on. Rape can lead to death, depression, social stigma, injury, suicide, and so on. Philosophical ideas revealed that moral development and avoidance of rape should be promoted in the society. Theory of Gender and Power posited that culture that allows men to dominate women is one of the reasons women are raped and suffer in silence after rape. Rape is prevalent in Nigeria and other countries. It is a crime punishable by imprisonment or death in Nigeria. Rape may be curbed by the roles of educational stakeholders such as philosophers of education, teachers, parents, counsellors, government, mass media, and so on. Their roles include guidance, monitoring, and so on. The benefits of this work and its application to curb rape include preservation of life, peace, critical thinking, enlightenment, prevention of depression, suicide, shame, social stigma, and availability of human resources who might have been dead if there was rape. It was therefore suggested that educational stakeholders play their roles in curbing rape against female students in Nigeria.

**Keywords:** Rape, philosophical ideas, roles of educational stakeholders, benefits of the paper

### INTRODUCTION

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Many problems disturb the world of humanity and many humans try to solve these problems while others worsen the problems. One of these problems that disturb Nigeria in particular and other parts of the world is rape. Rape is the use of force or deception to have

sexual intercourse with another person, especially female persons (Ozoya, et al. 2016). Rape is either rape-to-death or rape-to-life. Rape-to-death is the type of rape that leads to death while rape-to-life is the one after which the victim and the rapist still live. The causes of rape include uncritical thinking, ignorance, indecent dressing, poverty, moral decadence, drug abuse and so on. The adverse effects of rape include shame, depression, social stigma, injury, death, suicide, and so on.

Furthermore, there are certain philosophical thoughts that are applicable to rape. For example, pragmatism explains that the values of the society should be promoted against individual selfish interest (Akinpelu, 1990) such as rape. This means rape should be fought against in the society. Existentialism explains rape in terms of choice of the rapist which violates the personal liberty and self preservation of the rape victim. Ozoya, et al. (2016) stated that Feminist theory of Gender and Power explains that rape is as a result of culture that gives dominance to male members of the society over female ones and this makes female ones suffer in silence even after rape as they feel ashamed and inferior. Kusamotu and Kusamotu the Greenfish Chambers (2020) submitted that rape under Nigerian law is a crime that is followed by punishment of imprisonment, and death in the case of murder through rape. Educational stakeholders have important roles to play in mitigating rape against female students in Nigeria. Their roles include guidance of the female and male students as well as monitoring them to avoid rape in the society. They enlighten the students and other individuals about the nature of rape, causes of rape, adverse effects of rape, preventive measures, and so on. The benefits of the study and its application to reduce and eliminate rape in Nigeria comprise exposure about rape, preservation of lives, human resources availability, peace, critical thinking, absence of shame, social stigma and suicide. Based on this, this study is conducted on Philosophical Analysis of Educational Stakeholders in Mitigating Rape Against Female Students in Nigeria.

Many researchers have written on rape. For instance, Ozoya et al. (2016) worked on Taming the Rape Scourge in Nigeria: Issues and Actions; Kulima, et al. (2010) researched on Sexual Assault Against Female Nigerian Students; Hassan (2017) on The Impact of Television Awareness Campaign Against Rape Among Students of University of Ilorin and Al-Hikmah University; while Cowling worked on Rape and Other Sexual Assaults: Towards a Philosophical Analysis. None of these researchers worked on Philosophical Analysis of Roles of Educational Stakeholders in Mitigating Rape Against Female Students in Nigeria. This is the gap this study intends to fill.

Using philosophical approach, this research answers questions that include: a. What is Rape? b. What are the roles of educational stakeholders in mitigating rape against female students in Nigeria? c. What are the benefits of this study?

## **RAPE**

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Rape will be discussed in terms of concept, types, causes, effects, philosophy and theory, prevalence and law.

### **Concept of Rape**

Ozoya, et al. (2016) defined rape as the act of forcefully having sex with someone against their will. In other words, rape is sexual intercourse forced upon a person who is regarded as a victim of rape by another person known as rapist. Kulima, et al. (2010) defined rape as any sexual act undertaken by a person on another without the latter's consent, and it includes genital, oral and anal penetration by a part of the rapist or using an object. Medhelp (2008) stated that the word rape derived from Latin verb 'rapere' meaning 'to seize or take by force'. Rape is a forced sexual intercourse on either female or male persons. It is also called sexual assault. Rape also takes place when a person tricks another into sexual intercourse. Omoera (2004) posited that rape is a violent crime. Bourke (2001) described rape as a felony in which a person is forced into sex without his or her consent.

In the same line of thought, SmarterSex (2010) described rape as sexual intercourse with a woman by a man without her consent and mainly by force or trick. Kusamotu and Kusamotu the Greenfish Chambers (2020) clarified that rape differs from sexual assault in that rape requires penetration while sexual assault is the general form of sexual harassment which includes forced kiss, forced hug, and rape itself. Cahill (2001) opposed the evolutionary psychology that posits a continuity of violent sexual act which can be traced to the ancestors of the distant past and that can be found within the male genes. Cahill also contradicted the proposition that all men are rapists, rape fantasists or beneficiaries of a rape culture. Cahill argued that rape culture has the root in specific political, economic and cultural environment. Beyond Cahill's argument, rape as an act could be a personal decision of a rapist, influenced by many factors such as sexual arousal, drug abuse, uncritical thinking and many more. Being different from Cahill's thought, rape may lack economic gain, political reason as well as cultural acceptance in the society. Ozoya, et al. (2016) asserted that rape cannot be trivialized; it is a universal issue that is debated by human rights bodies in the world. Rape is a terrible violence against women, which denies them right to self preservation. Rape has become an epidemic crime affecting a large number of women.

### **Types of Rape**

In this paper, the types of rape considered, which differ from types of rape discussed in many previous studies, are discussed below. They include rape-to death and rape-to-life.

#### ***Rape-to-death***

This type of rape leads to death of the victim or even of the rapist as the victim may harm and

kill the rapist as she tries to resist the act and escape from the perpetrator.

### ***Rape-to-life***

The victim survives this rape and the rapist also lives after the terrible scene.

## **Causes of Rape**

There are many factors that may lead to rape. These factors will be discussed here.

### ***Uncritical Thinking and Ignorance***

Uncritical thinking is inability to reason and understand the nature, strengths and weaknesses of a particular thing, system, person, idea, belief and act, and how to eliminate the weaknesses and improve the strengths. Ignorance is absence of awareness and enlightenment. Some rapists may commit an offence of rape because they cannot understand the adverse effects of the crime. They are uncritical and ignorant. Hassan (2017) reported that there were many female members of the society who lacked awareness about the prevalence of rape in Nigeria. And this may make them not to adopt adequate strategies to prevent rape.

### ***Drug Abuse***

Abuse of drugs disorganises human mental state (Bolu-Steve & Adeboye, 2016). An imbalance in the mind of the drug abusers may lead to sexual violence against the girls and women.

### ***Cruelty***

Another possible cause of rape is wickedness of the culprit. Some individuals derive pleasure from hurting another person. Their place in social ethics is terrible.

### ***Religious Poverty and Moral Decadence***

It is argued that the essence of every reasonable religion should involve kindness and compassion to the human race. If religions in our society such as Christianity, Islam and African Traditional Religions promote kindness and compassion to humanity and if the rapists are the adherents of these religions, then the perpetrators are religiously poor because they are not kind and compassionate to the fellow humans who become their rape preys. For many reasons, the society is filled with moral decadence which comprises excessive materialism accompanied by mercilessness towards fellow humans, financial corruption as well as rape. Among the major causes of these moral problems are corrupt and selfish governance, poor parenting upbringing, and so on.

### ***Ritual***

Another possible cause of rape is ritual, especially money ritual. Due to the economic hardships and due to human greed for wealth, many individuals have resorted to money rituals which require them to undertake many social vices.

### ***Exposure to Modernity***

Ozoya, et al. (2016) affirmed that many individuals especially youths have been exposed to modern devices such as mobile phones, internet in which pornographic websites are visited, sex novels and books, television programmes that feature sexual activities, and many more. This exposure motivates the youths and others to desire to experiment sex even by rape.

### ***Revenge***

Another factor that may cause rape is revenge from the rapist to the victim. The victim may have offended the rapist in the past. Rape then becomes a means of taking revenge on the victim.

### ***Peer Group Pressure***

Bad company can also influence an individual into committing an offence of rape.

### ***Myths About Sex***

Okoro (2011) found that there is a common belief among many tribes that without premarital sexual intercourse, boys would have small testicles, suffer from pimples, have difficult erection and weak sexual performance in marriage. Girls are bound to have small breasts, experience menopause, painful menstruation and painful nipples. Garland (2003) added that some HIV infected men believed that if they had carnal knowledge of virgins, they would be HIV negative. For instance, African Independence Television (AIT) (2016) (cited in Ozoya, 2016) reported a 66 years old HIV/AIDS patient raped an 8-year old girl in Asaba, Delta State, Nigeria. Perhaps, this case may be linked with the myth of treating HIV/AIDS with sex with a virgin.

### ***The Nature of Adolescents***

Benwell (2002) posited that hormonal increase and activities which often create an upsurge in the sexual desire in adolescents at adolescence stage is another cause of rape because the adolescents may lack control over their sexual impulses which lead them into committing an offence of rape.

### ***Financial Poverty and Economic Factor***

Ozoya, et al. (2016) opined that poverty forced many families into sending their children into hawking even at the period that can expose the children to rape. In addition, the researcher

thinks that some children among the rape victims may visit male friends to seek financial help on feeding, tuition fees, and so on, and this gives the male ones the chance to rape the help seeking girls.

### ***Injustice***

Hassan (2017) found that government does not punish some rapists probably due to their status and their parents' in the society. This encourages more rape incidents as future perpetrators may believe they can also go unpunished with their social and political influence.

### **Negative Consequences of Rape**

The adverse effects of rape are discussed here. They include shame, injury, and others.

#### ***Shame***

The rape victim can be ashamed especially if she is a decent person in the society whose culture kicks against rape and considers extramarital or premarital sex as a taboo. The feeling of shame may even force the victim leave the environment where the act of rape takes place. This shame may make the victim not to report the rape incidence to the appropriate institutions such as police. The rapist can also be put to shame if he is caught and subjected to ridicule under the civil law and molestation from the community members.

#### ***Other Adverse Effects of Rape***

More adverse consequences of rape include death of the victim and even of the rapist if the victim later decides to take revenge by killing, enmity between the culprit and the victim, imprisonment of the rapist, social stigma, injury, depression by the victim, suicide, and many more.

### **Philosophical Ideas, Theories and Rape**

Philosophers had not extensively discussed rape (Cowling, 2001). However, the researcher in this study would attempt to find connection between rape and certain philosophical ideas in order to see the place of philosophical notions in the examination of rape. Is rape good? Is rape bad? Is it both good and bad? Is it neither good nor bad? The ideas in philosophy may discuss these questions. Akinsanya (2015) stated that philosophy has branches which include metaphysics, epistemology and axiology. Metaphysics is the study of what is real, epistemology is the theory of knowledge and axiology deals with values. In relation to rape, the researcher thinks that man is a real being that can use force to achieve his desire as he does in the act of rape. He is ready to harm another human being in order to achieve what he wants as rape leads to many adverse effects which shall be examined. The epistemological basis of rape is that rape is rational and empirical. Rational issues in rape

include conceptual questions such as what is adequate punishment for the rapist, is rape wrong or right and why, what has happened between the victim and the rapist in the past before the incident of rape, are there invisible forces that compel the rapist to commit the crime? Empirically, the physical damage caused by the rapist to the body of the victim is observable.

Axiologically, Akinpelu (1990) affirmed that values are either personal or public. Relating this to rape, personal value may be to have sexual intercourse with a woman by force but public value as approved by law is to abstain from rape. Here, there is a conflict between personal values and public values. However, the position of this paper is to embrace public value as advocated by pragmatism with the criterion of social utility. Akinpelu (1990) clarified that pragmatism supports public or social values, or values for the society. Going by this philosophical position, rape is not to be promoted but to be mitigated and eradicated.

Existentialism is a school of philosophy that encourages freedom of choice as well as responsibilities for the consequences of choice (More, 2016). Both the victim of rape and the rapist have freedom of choice. The rapist chooses to derive sexual gratification through rape and violate the personal liberty of the victim. The victim is denied his or her freedom to make choice not to be raped or sexually assaulted. Here, there is a moral conflict of personal freedom of choice. How can this conflict be resolved? More, the family members of the perpetrator may choose to rescue him or her from the wrath of law while the choice of the victim's family may be to jail the rapist. This is another conflict of choice which is hard to be resolved. Akinpelu (1990) stated that the idealist axiology posits that the true values are of divine origin. Going by this, it is clear that God as discussed in Quran (24:2) (Ali, 2011) and Bible (Hebrews 13:4) (Bible Gateway, 2020) does not approve rape as He forbids fornication and adultery. This means idealism does not support rape. Based on this philosophizing, rape is bad. This is a debatable answer to the questions (Is rape good? Is rape bad? Is it both good and bad? Is it neither good nor bad?) asked above.

Feminism is a set of the theories and philosophies that address the issue of rape. Feminist metaphysics can be explained as being real of female humans, while its epistemology concerns itself with all the justified rational and empirical ideas about the nature of women, while axiological branch of the philosophy involves how bad and good women and girls are treated in the society, as well as how appropriately they should be treated. Ozoya, et al. (2016) asserted that feminism involves a set of theoretical ideas about the nature of women and girls, the role they play, their oppression and the part they play within the society as a whole. One of the feminist theories is the theory of Gender and Power by Connell (1987) (as expressed in Ozoya, 2016) which states that women's negative experience is a product of power dominance by male, as situated by culture. This theory explains that culture is the foundation of gender division of labour, roles and contributions of males and females in the

society. This cultural structure is the foundation of females' social low status, poverty and powerlessness. Onyejekwe (2008) believed that these negative experiences of the women and girls make them feel inferior and keep silent when they are raped. However, contrary to this theory, it can be argued that not all women and girls are silent when they are raped, and some women are still above many men in power. For instance, there are female senators whose decisions may still influence men's lives. More, many women have stood up and contributed to the development of the society. One of them was a great philosopher, Maria Montessori.

Federal Republic of Nigeria (FRN) (2013) stated Nigeria's national philosophy as follows:

- a. Live in unity and harmony as one indivisible and indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice; and
- b. promote inter-African solidarity and world peace through understanding.

Looking through this national philosophy of Nigeria which can be actualized through education and other activities, it can be inferred that Nigeria kicks against rape. This is because freedom of a person is advocated and can be maintained by avoiding rape which violates personal liberty of the rape victim. Also, equality can be upheld by eradicating rape which involves dominance of the rapist over the victim. Force and dominance applied in the act of rape indicate that the rapist does not treat the victim as an equal member of the society deserving self-preservation and honour. More, rape comes with physical and psychological violence which is opposed to peace promoted in the philosophy of Nigeria as a nation.

### **Prevalence of Rape in Nigeria and Other Countries**

Ozoya (2016) revealed that the victims of rape are of every age including the babies and aged. 90 per cent of the victims are female. A 2005 nationwide survey conducted by CLEEN Foundation (formerly known as Centre for Law Enforcement Education), a Nigerian Non-Governmental Organisation (NGO) which promotes public safety, security and justice, revealed that only 18.1 per cent, not up to five of some 10,000 respondents among the rape victims had reported the incident to the police. According to CLEEN, 2,241 cases of rape and indecent assault were reported in 1999; 1,529 in 2000; 2,284 in 2001; 2,084 in 2002; 2,253 in 2003; 1,626 in 2004; and 1,835 in 2005. Ozoya reported that a 14-year old girl was raped by a policeman in Nigeria. Premium Times (2020) reported that there were 717 rape cases in five months (from January to May) in 2020, in Nigeria. In the same year, British Broadcasting Cooperation (BBC) (2020) reported that Nigeria Police arrested a man over 40 rapes in Dangora, Kano State, Nigeria. NOIPolls (2019) affirmed that one in every three girls could have experienced one form of sexual assault by the time they are 25 years old.

Folorunsho-Francis (2020) reported that Lagos Police Command recorded 32 cases of rape, sodomy in six months.

Noretta (2020) reported that four men aged 21, 19, 19 and 20 years raped a teenage girl and also filmed the sex act in Ghana in 2016. These men were put before Ho High Court in 2020. Statista Research Development (2019) published rape cases reported in the United States. The US rape cases in 2014 was 84,864; 2015 91,261; 2016 witnessed 96,970; 2017 99,708 while 101,151 rape cases were reported in 2018. This showed that rape cases increased in the US and also indicated that moral development in terms of rape-free society and solution to rape, is declining, even though the States may be getting more developed in other aspects. Ozoya (2016) stated that Ugandan court sentenced a teenage girl to a six-hour jail term for murdering her rapist father. According to Sun (2013), in Ozoya (2016) a 58-year old man was found to have raped his daughter repeatedly since she was 13. In India, a woman is raped in every 20 minutes. For instance, six men raped and beat a 23-year old medical student in New Delhi. The victim died from fatal internal injuries. Nation Mirror (2014), as cited in Ozoya (2016), reported that during the period between 2009 and 2012, annually, there were estimated 78,000 rape victims in England and Wales, with the gender distribution of victims as 69,000 females and 9,000 males. Statista Research Development (2020) reported that rape cases in United Kingdom in 2016/2017 were 42.02 thousand, 2017/2018 54.76 thousand; 55.77 thousand rape cases were recorded in 2018/2019, while 2019/2020 has witnessed 55.13 thousand.

### Rape against Female Students in Nigeria

Kulima, et al. (2010) submitted that rape is becoming a prevalent occurrence among students, with the female students as the vulnerable group. The female students are sexually abused by both lecturers and male students. This is caused by level of free social interaction between the male and female students in the learning environment, and lack of parental supervision as the female students are away from home. In Nigeria, observation showed that sexual assault is more prevalent in higher institutions of learning than in the lower levels of education. Although many cases of rape were not reported because of fear of shame and social stigma. The female victims were blamed and in some cases the rapists were not punished. Orjinmo (2020) reported that a 22-year old university student was raped and bludgeoned to death in a church where she was studying in the southern city of Benin, Edo State, Nigeria. This unfortunate incident was shocking to Nigerians. Williams (2020) reported that the rate of increase in rape incidents is alarming and many of the victims are of the school age or students. On the 13th of June, 2020, a girl in Oyo State, southwestern Nigeria, was raped and murdered in the mission house behind the church. On the 5th of June, 2020, another girl was raped and killed in the same state of Oyo. On the 31st of May, another girl, a 19-year old girl and a student of the Institute of Agriculture and Research was

raped and killed in the bathroom. A basic school student, 13-year old girl, was raped by a 33-year old man in Enugu, Nigeria. She became pregnant. Owoaje and Olusola-Taiwo (2011) found that the majority of the respondents in their research had been sexually harassed by lecturers and male students. The female students' sexual harassment experiences included both physical and nonphysical types. The non-physical type included sexual comments, request for sexual intercourse in exchange for academic favours, while physical type included sexual touching and being intentionally brushed against in a sexual way.

### Rape and Law in Nigeria

Law can be described as rules and regulations that guide a people in a particular aspect of life. Law has components such as basis, prescription, reward for obedience, punishment against deviance, strengths and weaknesses. Basis of law could be the culture of the society, divine encounter, scientific discoveries, natural scheme, intuition, certain aspirations and needs, to mention but a few. Prescription of law are the positive statements (dos) and negative statements (dents) in the law. Strengths and weaknesses of the law are philosophical because they are based on the patterns of thinking adopted by different individuals and groups appraising the law. Law could be of various types which include civil law, traditional law, natural law, revealed law, personal rational law and scientific law. The types could also be economic, political, educational, health, security, and more. Laws are usually established in order to promote approved standards of behavior among members of the society. Musbau (2013) stated that section 282 of Penal Code declared,

*Any person who has unlawful carnal knowledge of a woman or girl, without her consent, if the consent is obtained by force or by means of false threats or intimidation of any kind, or by fear of harm, or by means of false or fraudulent representation as to the nature of the act, or in the case of a married woman, by impersonating her husband, is guilty of an offence called rape.*

Ozoya (2016) complained that Federal and State Governments have not adequately addressed the crime of rape and other forms of gender-based violence. For instance, Olurounbi (2013) noted that section 282 of the Penal code which stated, 'Sexual intercourse by a man with his own wife is not a rape, if she has reached puberty' appears to exonerate people who promote child rape in form of marriage to the minors. This is because, according to Adegoke (2016), puberty (early adolescence) can be reached at the age of 10. The argument here is that Nigerian laws (Penal Code inclusive) should clearly specify its opposition against child rape. Ozoya (2016) reported that The House of Representatives Abuja on Tuesday March, 2013 made law which approved life imprisonment for the rapists. The House also approved a minimum of 20 years of jail term without an option of fine for

persons convicted. However, law enforcement is more important than law enactment for the protection of female ones from the hands of the wicked rapists.

Kusamotu and Kusamotu the Greenfish Chambers, a Nigerian law firm (2020) clarified the positions of current laws on rape in Nigeria. The firm highlighted various laws that address rape in Nigeria as the Penal Code, the Criminal Code, the Criminal Laws of Lagos, the Violence Against Persons Prohibition Act, and the Child Rights Act. The firm submitted that section 282 of Penal Code (PC) sex with a girl who is of unsound mind is rape. Section 31 of the Child Rights Act states that sex with a child, with or without the child's consent, is rape. Consent is the permission, freedom and capacity to make a choice whether to have sex or not. Furthermore, the punishment for false rape allegation is, according to section 8 of Violence Against Persons Prohibition Act, is 12-month imprisonment or a fine of N200,000 (two hundred thousand naira). The researcher thinks that this law is inappropriate because the liar deserves the same punishment that the falsely accused person might have passed through if the liar succeeds. The punishment for the liar should be life imprisonment or its alternative in the particular form of legislations.

Kusamotu and Kusamotu the Greenfish Chambers (2020) submitted that the Violence Against Persons Prohibition Act protects both genders and solves the problem of gender-biased rape law that favours the female ones at the expense of the males. The defenses available to an accused person include existence of consent, lack of penetration, marriage and insanity. The law firm affirmed that a woman cannot be blamed for rape, so far she does not consent to the sexual intercourse. Violence Against Persons Prohibition Act asserts that both penis and other objects can be used to rape, while Penal Code and Criminal Code contemplate that only penis is the tool for rape. The rape that leads to murder is punishable by death as death is the penalty for murder.

## **ROLE OF EDUCATIONAL STAKEHOLDERS IN MITIGATING RAPE AGAINST FEMALE STUDENTS IN NIGERIA**

Educational stakeholders include philosophers of education, teachers, school administrators, parents, mass media, government personnel, religious leaders, learners, counsellors, researchers, non-governmental organizations (NGOs) and international organisations. These stakeholders have important roles to play in curbing rape against female students in Nigeria.

### **Philosophers of Education**

Philosophers of education are the systematic and critical thinkers whose thoughts explain and influence educational matters in the society, in terms of curriculum, method of teaching, aim of education, learning environment, and so on. These thinkers critically examine the nature, strengths, weaknesses and corrective measures for improvement of educational

systems. Philosophers of education promote ideas that kick against rape against female students in Nigeria. For instance, Akinsanya (2015) submitted that Plato encouraged moral development as an aim of education. It can then be argued that moral development is definitely against rape in Nigeria, and solves the problem of moral decadence which is one of the causes of rape. In addition, Aristotle opined that education is to improve the quality of theoretical and practical reasoning. The argument of this research here is that good reasoning alternatively called critical thinking can solve the problem of uncritical thinking which is one of the causes of rape. Good reasoning can be an ability to understand the adverse effects of rape. Both the rapists and the victims can avoid the rape incident if they think critically. Akinpelu (1990) reported that Isocrates encourages law studies. It can then be asserted that the study of law on rape by Nigerians would expose them to the penalties attached to rape, and consequently make them avoid the act. This solves the problem of ignorance of law. Akinpelu also stated that Julius Kambarage Nyerere's African socialism objectives include work by everyone and exploitation by none; fair sharing of the resources produced by joint effort; and equality and respect for every human dignity. The application of the last objective to mitigate rape against female students in Nigeria is that the males should treat females as equal to males and respect their human dignity by desisting from rape and other forms of violence against girls and women. This solves the problem of male dominance as a cause of rape, explained in the theory of Gender and Power by Connell (1987) (as cited in Ozoya, 2016). Even though the educational philosophers whose ideas are explored above in relation to rape are dead, these philosophical educational ideas should be promoted by the living philosophers in teaching, writing and applying to curb rape against female students in Nigeria.

### Teachers

Teachers are to enlighten the students both males and females about the nature, causes and adverse effects of rape. The security education, civic education and other subjects that promote moral strengths can teach against rape. Other teachers can also teach against rape during the assembly period, during the free period of the learners and during the lesson period if there is time to do so. Good teaching will expose the students of primary, secondary and tertiary institutions to the dangers of rape and encourage them to avoid it. Teachers should avoid indecent relationships with the female students.

### School Administrators

School administrators are in the position to coordinate different stakeholders in education to offer their services against rape in the nation. They should support all other stakeholders with necessary information and other resources for the success of fight against rape in Nigeria.

### Parents

Parents are to guide their female ones against being raped and their male ones against rape. Parents should seek information on rape through mass media and enlightened people. Parents should also accept their children who are victims of rape so that the children can be saved from depression. Parents should also encourage their children to dress decently to avoid being the reason for lustful thoughts in the male ones, so that the females can avoid being raped. Parents should also monitor and guide their children in the use of modern devices and other materials that may expose them to sexual and romantic relationship in order to mitigate rape in the society. It is also the function of parents to ensure that their children relate with good friends who can have positive influence on the children.

### Mass Media

Mass media are also educational stakeholders as they disseminate educative information to the society. Mass media are to enlighten the society about the nature, causes, effects and preventive measures of rape. Preventive measures include decent dressing, avoidance of drug abuse, decent use of modern devices, keeping good company, decent religious practices, critical analysis of ideas and myths on rape, justice against rape, to name but a few. They are not to feature certain programmes that can arouse the sexual desire of the individuals so that rape can be prevented or mitigated in the society.

### Government Personnel

Government should maintain justice in the rape cases and give penalty to the criminal based on the law of the society. Government should also promote education in policy and practice that broadly enlightens the students about rape. Government should facilitate certain seminars on rape for students, teachers, counsellors, parents and other stakeholders in education as a measure to curb rape in Nigerian society. Government should provide all the materials to teachers and other stakeholders. Government should provide adequate security operatives for the learning institutions as well as the outside environments to protect students and other members of the society from rape and other forms of sexual assault. Government should also be committed to eradicating poverty and other economic problems in the society so that children would not be sent by the poor parents to hawking or seeking financial help from male friends to avoid being raped.

### Religious Leaders

Imams, pastors, traditional priests and other religious leaders should try their best to teach and preach beautiful holy messages that promote moral excellence and condemn immoral acts such as rape. Religious leaders should not hide the truth as they pursue material wealth.

They should be dedicated to the religious paths which promote moral and spiritual refinement of the society.

### **Learners**

Learners should receive and follow the guidance of teachers, parents, counsellors and other stakeholders. Learners should apply preventive measures to avoid rape and being raped. And if rape happens, the rapists should be ready to face the wrath of law and become changed members of the society, while the victims should avoid long depression as well as suicide. They should understand that more positive things can still happen after rape. They can become anti-rape advocates in the society.

### **Counsellors**

Counsellors should enlighten the students on rape issues and why it should be avoided. Counsellors should guide the students on how to be assertive against peer pressure to avoid rape. If the rape victim cannot speak of the rape incident, counsellors should assure her of confidentiality as a principle of counselling. Counsellors can also encourage her to narrate her experience in writing. Counsellors can do a follow-up service to help the victim reduce and avoid depression as well as suicide. Counsellors can also do a referral service as he directs the victim to the appropriate professionals for further necessary intervention. The professionals may include doctors, psychiatrics, and so on. Moral counselling can help the students rule out cruelty in their dealings and become kind and compassionate to the human race. Counsellors can also guide the students against choice of rape as a revengeful act as he teaches that the bitter past should be a tool for positive present and future life, not destructive revenge.

### **Researchers**

Philosophical and non-philosophical researchers should reserve no efforts in conducting researches on rape with the aim of curbing rape and managing its effects such as depression in the society. The researchers should be thorough and honest in their researches, and give their findings free open access through libraries, free open access online journals, etc to the society. Their findings should be made available to the stakeholders in education so that adequate implementation can be done.

### **BENEFITS OF THE STUDY: IMPLICATIONS FOR NATIONAL DEVELOPMENT**

This philosophical study exposes readers to the nature of rape, philosophical ideas and theories on rape, causes, types, effects, law on rape, prevalence of rape, and roles of educational stakeholders in curbing rape against female students in Nigeria. This exposure means addition to the library of knowledge so that individuals and groups can apply the knowledge to safeguard themselves and their families from rape and its adverse effects.

Furthermore, when rape reduces, more peace in the society may be the result as rape is opposed to peace of the victims and other members of the society who receive the information of the terrible cases of rape. Another benefit of the study is that with reduction or elimination of rape in the society which this study focuses on, lives will be preserved as death through rape is prevented. The living women and girls can be useful human resources in the society. With absence of rape, there will not be suicide, shame, social stigma, depression, and other problems resulting from rape, in the society. The study encourages critical thinking, religious practice that promotes compassion to humanity, moral development as well as persistent effort to solve disturbing problems such as rape in the society. All these are parts of national development.

## CONCLUSIONS

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This paper has examined concept of rape, types of rape, causes of rape, effects of rape, philosophical ideas and theories on rape, prevalence of rape, law on rape in Nigeria, roles of educational stakeholders in mitigating rape against female students in Nigeria and the benefits of the study. Rape is defined as a forced sexual intercourse without the woman or girl's consent or sexual intercourse obtained through deception or sexual intercourse with a child. Rape is one of the serious problems affecting Nigeria and other countries. Types of rape include rape to death and rape to life. Rape is caused by uncritical mind, cruelty, indecent dressing, and many more.

Rape leads to death, depression, suicide, and other adverse effects. Philosophical ideas show that rape could be avoided by promoting moral development. Theory of Gender and Power affirms that the problem of rape comes from the structure of the culture that gives the male ones dominance over the female ones which makes female ones feel inferior and get raped by male ones who exercise dominance over the female counterparts. Rape is prevalent in Nigeria and other countries among students and other members of the society. The law on rape in Nigeria states that the rapist should be jailed. If the rape leads to death of the victim, the rapist should be punished by death. In order to curb rape, philosophers of education, teachers, parents, government and other educational stakeholders should play their roles. The roles of the educational stakeholders include eradication of poverty by government, moral training and development, guidance of the students against rape on the nature, causes, prevention, effects of rape, counselling on how to avoid depression and suicide after rape, and many more. The benefits of the study and its application include exposure about rape and how to prevent it, prevention of death, critical thinking to make sound decisions and understand how and why rape should be avoided, promotion of peace in the absence of rape, prevention of depression, social stigma, shame, to mention but a few.

It is therefore suggested that all educational stakeholders play their roles in mitigating rape against female students in Nigeria so that rape and its adverse effects can be curbed for national development. It is also suggested that future researchers should study rape more extensively as well as other forms of violence against girls and women.

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