

Media contributions to ‘sex for grades’ discourse: A study of the movie *Citation* and the tertiary education sector in Osun State, Nigeria

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Abstract

The Nigerian media has been lending a voice to all stakeholders in the society through its watchdog function and has stood the objective ground of tackling vices affecting the state of the public while endorsing those that uplift the nation. Nigerian legacy media coupled with the film industry have consistently mirrored the realities of the variations to the subject of ‘sex for grades’ in female student- male lecturer relationship. Through discourse and statistical analyses methods, the movie *Citation*, was examined as a medium contributing to curtailing the menace of ‘sex for grades’ in Nigerian tertiary institutions. The theoretical framework was social power relations theory and data was gathered through a focus group discussion and questionnaire to survey the implications of this film in a tertiary institution in Osun state. Findings reveal that just like the legacy media, the film industry is equally imparting an extra voice to expatiate on what ‘sex for grades’ is, how it comes to play, variances to its exhibit, as well as steps to take to avoid it. Approving the film *Citation*, the conclusion draws that the medium of film can be further explored in combating the problem of ‘sex for grades’ in the Nigerian education sector.

Key Words: Media, Film, Sexual Harassment, Higher Education, ‘Sex for Grades’

Introduction

In Nigeria, there has been a wave of the subject ‘sex for grades’ in the tertiary institutions all over the country. Many research have been conducted both by academic scholars as well as media personnel in the bid to unravel the seeming mystery attached to this subject matter in Nigerian Universities (Nwadike, 2007; Taiwo et al., 2014; Joseph, 2015). Quite popular amongst them was the BBC documentary, *Africa Eye*, investigative journalism led by Mordi Kiki which unravelled major chapters of this mystery and perhaps ruffled many feathers in the education sector and the media in the country (Mordi, 2019). In the documentary, Obilade Oluyemisi, a Professor of Women’s Studies took a position of defining ‘sex

for grades’ as ‘when someone pressurises you for sex in exchange for marks’ is grave and tantamount to a criminal offence. She explained sexual harassment between a male lecturer who is the ‘predator’ in this context and a female student as a ‘...naked abuse of power and betrayal of public trust. It cannot be consensual because the power relation is not balanced. Somebody has all the power, the other person has little or no power’ (Mordi, 2019).

Consolidating this documentary, other mass media platforms took positions to air their opinions as watch dogs of the society. In an editorial, *Punch Editorial Board* (2019) termed ‘sex for grades’ as a ‘repulsive culture’ with no

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hope of its eradication in the near future. The editorial was also quick to highlight a number of such recorded cases that was made known to the general public in Nigerian Universities and higher institutions of learning like Ife in Osun State, Ado-Ekiti in Ekiti State, Ikwo in Ebonyi State, and Ilorin in Kwara State. The crux of the editorial is that more action is required beyond the dismissal and suspension of alleged culprits by taking more radical steps to handle them according to the judgement of the Nigerian law.

By extension, Salami (2019) on her MsAfropolitan blog wrote a statement by African Feminist Initiative as a solidarity piece in support of the documentary by Mordi Kiki by taking it further to buttress that sexual harassment, sexual abuse and even sexual assault has so permeated the Nigerian campuses. In this view, female students are termed the victims and have no role played in these crimes while opining that the channels for reporting these crimes are ineffective. However, the Guardian newspaper featured an Opinion by Omonigho (2019) whose stance was quite an opposite view from the general public opinion. Omonigho in what was termed matters arising from condemning the act of demanding 'sex for grades' by male lecturers from female students requested that multiple considerations should be put in place for objectivity. The question raised was 'why is it now so frequent and why are male lecturers attracted to their female students?' Based on the research conducted by Omonigho (2019) and her colleagues at the University of Benin, as reported in the featured opinion, three key matters were highlighted to address these questions:

- Students have become lackadaisical towards their academic pursuits by missing classes and being studious to enable them earn good grades.
- The availability of many distracting media which they cannot refrain from even when in class as well as many social functions which end up consuming most or all of their study time.
- The high rate of indecent dressings among female students which male lecturers find it difficult to summon sustainable self-control to the allure they exhibit.

Regardless, the incidence of 'sex for grades' in the Nigerian education sector appears to have reached embarrassing levels on campuses with devastating consequences for the female students.

In the same vein, as a support of the various positions of the Nigerian legacy media, the Nigerian film medium equally portrayed the

decadence of 'sex for grades' in the Nigerian tertiary education sector. Alamu (2010) says films engage our thoughts, visions and feelings while capitalizing on the power to capture reality to influence the perception of viewers. The film, *Citation* is no exception as the phenomenon of 'sex for grades' is portrayed to represent what is existent and various media have been trying to explain through diverse voices. Asogwa et al., (2015) define film as a tool for communicating and comprehending people's cultural values. However, the most prominent feature of the film media is its ability to imitate life experiences. Films are a reflection of society for both the present and the past. Since its emergence at the turn of the 21st century in Nigeria, the movie industry has become an avenue through which Nigerian cultural heritage and social life is depicted (Onuzulike, 2007). Also, according to Ajiwe, Okwuosa and Chukwu-Okoronkwo (2015), since the development of the Nigerian film industry, it has been improving and moving with the trends in the society and the world at large. Ajiwe et al., (2015) further assert that every film story has a cause which either sympathizes with, or shuns a negative situation so as to promote moral virtue. Films, while replicating reality try to uphold good character by promoting motivational teachings to attain peace and harmony in the society.

Statement of Problem

It is noteworthy that the media play a very significant role in exposing the various ills of the society. Having established some of the coverage standpoint on the subject matter 'sex for grades' by the legacy media, this research work intends to explore how film has giving a visual depiction of the tales often heard and read about and, in some cases, experienced by some. On this note, based on the film adopted for this study, *Citation*, there is the consciousness that the positions highlighted by the legacy media (newspaper, television and radio) prove valid based on the various variances to the matter of 'sex for grades' depicted in the film. Therefore, this study seeks to scrutinise existing portrayals of 'sex for grades' on the premise of the film, *Citation*, while appropriately analysing these alterations on the subject of 'sex' in female-student-male-lecturer relationship as depicted in the film.

Synopsis of the movie, *Citation*

Citation is a movie directed by Kunle Afolayan and released first in Lagos on October 31, 2020 and later made available to other states on November 6, 2020. The movie is about Moremi Oluwa (the victim in this case), a post-graduate

student who voices out after her Lecturer, Professor Lucien N'Dyare (the offender) attempts to rape her. The film is said to be based on true events. In the movie, we are made to see that Moremi's relationship with her Professor began in a simple and pure manner, when she agreed to teach Professor N'Dyare how to drive after he claimed to not know how to operate a manual geared car. This exchange led to several events. From Moremi being selected to be among the students tutored by the Professor, we can draw out an observation. Moremi being a bright student attracted and awakened the interest of Prof. N'Dyare towards her. Moremi also had a platonic admiration for her professor, given his charisma and intelligent nature as well.

Things began to go sour when during a one-on-one academic session with the Professor, he made comments about her sex life and also her underwear. This is in fact sexual harassment in verbal form. Again, during a field trip to Senegal organized by Professor N'Dyare for his students, the Professor attempts to kiss Moremi who backs out as it was clear that she had no sexual interest in the Professor. Upon returning to Nigeria, Moremi tried to avoid the Professor as she obviously felt uncomfortable around him. Professor N'Dyare then goes ahead to render an apology to her in French language claiming that it was an "outburst of emotions" in the presence of Moremi's friend, Gloria who had prior to that time, been lusting after the Professor. (The character, Gloria here represents the concept of 'free sex').

Following this occurrence is a social gathering organised by the Professor in his house, on Easter Sunday. Here, Moremi is faced with a stomach upset which made her visit the toilet for a period of thirty minutes. She discovers after leaving the toilet that all her mates had gone home as the gathering had come to a close. The Professor then asks her to assist him in clearing up before leaving and Moremi agrees. While clearing up, the Professor informs her that he had approved Chapters 1-5 of her Dissertation and that he had also recommended her to a high-ranking colleague at the office of the United Nations, saying that there would be an interview waiting for her at New York upon the completion of her post-graduate studies.

Out of excitement, Moremi embraces the Professor. This then led to the Professor making comments on her looks and her dress, saying that she wore the dress to seduce him. When she refuted this claim, he then forced himself on her, calling her a pretender and asking her to be calm. This shows that he wanted to have sex with her in exchange for the unsolicited favour and help

he rendered to her. Luckily, she was able to hit the Professor in his groin which enabled her to escape. This led to a false report made by the Professor to the Students' Disciplinary committee. Fortunately, Moremi was able to convince the Council that she was innocent and instead, Professor N'Dyare was guilty. With the help of a testimony given by a man, Vincent Cardosa, whose daughter was a victim of the Professor's serial crime, other victims began to speak up and Professor N'Dyare faced the hands of justice.

'Sex for Grades' in the Higher Education Sector

'Sex for grades' continues to be a persistent thorn in the flesh of the Nigerian education sector, especially in higher institutions of learning. A study carried out by Nwadike (2007) to find out the sexual actions and interactions of lecturers towards female students produced results that served as pointers to the fact that there is a high rate of the practice of 'sex for grades' in different Nigerian Tertiary Institutions. Furthermore, victims are noted to have had hard times dealing with the trauma of the experience as they suffer both physical and emotional injury inflicted by perpetrators. The phenomenon of sexual harassment in higher education prevents the maximum enjoyment of educational rewards, opportunities, freedom and a conducive atmosphere for learning (Nwadike, 2007). As cited by Joseph (2015), Owoaje and Olusola-Taiwo (2009-2010) found out in their study that the majority of female respondents in their study (32.2%) had been sexually harassed in relation to requests in exchange for academic favours. In another research conducted by Taiwo et al., (2014) to ascertain the occurrence of sexual harassment and its implication among students in 5 universities in South-Western Nigeria showed that out of 2500 students, 97% of respondents knew about occurrences of sexual harassment in their schools and 98.8% of these occurrences were perpetrated by male lecturers sexually harassing female students.

It is to be noted that many a times, female students are at the receiving end of this problem though the existence of male victims cannot be out ruled. Different forms and types of sex-related actions ranging from sexual harassment, molestation, sexual coercion, rape to free sex is faced by many female students. These students experience physical, verbal, non-verbal and 'transactional' forms of sexual harassment more, compared to their male counterparts (Fadipe & Bakkenne, 2020; Oni et al., 2019). Victims of rape, abuse or assault resulting from the issue of 'sex for

grades' are often afraid to make reports due to the fear of not being believed or silenced. Taiwo et al. (2014) opine that many of the cases of sexual assault go unpunished and the victims are left to deal with the trauma which stays with many of them for a long period of time and sometimes relapses into a psychological condition and mental health challenge. Despite the high prevalence of sexual harassment in the school environment, many female students fail to report these incidences as a result of fear of not being believed or getting blamed. According to Julie (2013), there is a significant level of underreporting sexual harassment in tertiary institutions. This stems from the fact that the educational sector is a setting characterized by unequal power relations and gender hierarchies. The power imbalance between male lecturers and female students has led to a high rate of underreporting this issue. Common experiences of the tale of 'sex for grades' among others are:

Rape and Sexual Assault/Molestation

The concepts of rape, sexual assault and sexual molestation are all inter-twined because they all involve the use of force or coercion to abuse an individual in a sexual manner. In many jurisdictions, rape is subsumed under the umbrella of sexual assault. Eriksson (2011) opines that force as an element of rape is used to surpass an individual's non-consent. Rape is also seen as the "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of the perpetrator" (Carbon, 2012). Sexual harassment in educational institutions as defined by Till (1980) as cited by Joseph (2015) is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits. Emphasis on sex-related issues in this case may be through spoken word or actions.

Perpetrators of sexual harassment usually give unsolicited sexual remarks towards their victim as displayed in *Citation*. Here, Professor N'Dyare made unsolicited comments about Moremi's sexual life during a closed-door tutoring session and went as far as making suggestive comments about her underwear. According to Britz (2007), sexual harassment may take different forms which entails:

- Verbal sexual harassment involves asking about an individual's sexual life, making sexual innuendos, telling sexual stories and making sexual comments about a person's body or looks.

- Non-verbal sexual harassment involves using sexual suggestive objects such as graphic items, suggestive sounds, pictures and obscene gestures.
- Physical sexual harassment includes certain physical gestures like brushing against one's skin, pinching, hugging, kissing and giving unsolicited massage.

Ideology of Free (Transactional) Sex

For every social vice, there is usually a willing participant. This is quite evident in some cases of transactional sex in higher institutions as some students offer their bodies to lecturers or professors in an attempt to earn good grades. The ideology of free sex was researched in a private university in Nigeria by Ladebo (2003), which showed that some female students who were weak academically out of desperation propositions their course teachers in exchange for academic rewards. According to an interviewee anonymously named 'Batte', while being interviewed by the Ugandan Daily Monitor on "Lecturer's Tale of Students Offering Sex for Marks" (2013), said before the start of a new semester, some female students find out what lecturer will be teaching a course. Once this piece of information has been gotten, these students weigh their options by examining what lecturer is open to the idea of transactional sex. They make their findings to know who is a 'no-nonsense' lecturer. After doing this, they launch their crafty schemes by going for the lecturer that can easily succumb to their sexual advances and by doing this, get a 'free ticket' to pass that course.

In the film, *Citation*, the character of Glory is seen to be lustful towards Professor N'Dyare as she wanted him at all cost. It is apparent that sometimes, female students promote the idea of 'sex for grades', through the ideology of 'free sex' as lecturers who are used to having female students at their 'beck and call' assume the position of making life miserable for other students who are not interested. Omonigbo (2019) referenced a case between a male lecturer and a female student when the student walked into and shut the door of the lecturer's office which he left open for cross ventilation while doing some paper work. The female student was described to have dressed to arouse the opposite sex as the lecturer confessed that he had difficulties staying in control as the lady approached him and bent over his table asking for help to pass his course. Summoning all will power, he was finally able to open the door, call out to a colleague and had the girl sent away.

Social Power Relations Theory

Social Power Relations Theory encompasses the notion of social power relationships between individuals. According to Essien (2003:190), "power relations are relationships in which one person has a social-formative power over another, and is able to get the other person to do what they wish whether by compelling obedience or in some less compulsive and even a more subtle way". This means that individuals can possess the ability to control the actions of others based on several factors such as gender, race and social status (Gülgöz, 2015).

In relation to the problem of 'sex for grades', lecturers often assume stances of dominance and power as a result of their status and position in the school environment. This usually elicits emotions of respect from their female students, and so in many cases, these students are emotionally manipulated to offer their bodies as a pre-requisite to pass examinations or in order to give the students in return, some sort of academic benefit. In many cases of 'sex for grades', female students who are subjugated by male lecturers are well aware of the fact that both in terms of gender and social position they are lower than the lecturer and so out of fear and oppression, they fail to reject advances made by these lecturers and end up being victims of the scourge.

Method of Study

This study employs the mixed method research approach through the survey method and a focus group discussion (FGD). The population for the study includes final year female students of a selected higher institution in Osun State. *Citation*, the film under study, was shot in Ile-Ife, Osun State therefore prompting the researchers to conduct the study within the state of the movie's location. The sample size adopted for the survey method of this study is 200 female final year students of the selected tertiary institution in Osun state and a 10 sub-sample of these same students served as participants of the focus group discussion. The sampling technique implemented by the researchers is homogenous purposive sampling which focuses on candidates who share similar qualities and specific characteristics, and gathered data was analysed through the discourse analysis and descriptive statistical analysis.

Discourse Analysis

Defining the Concept of 'Sex for Grades as Understood by FGD Participants

In response to the question "what do you think the concept behind 'sex for grades' is? the participants agreed to the hypotheses of the researchers and

definitions given by previous researchers that 'sex for grades' is indeed trading sex or sex-related activities for grades as they expressly stated

Respondent 1: "Normally, you get grades for your academic work but I think the concept of 'Sex for grades' is when you are not graded based on the quality of the work that you put out, but rather, the fact that you gave your body to someone, still in the academic setting".

Respondent 2: "Okay, 'sex for grades' is like an exchange for mark. It's an... it's a compulsory thing to do to get marks with some lecturers"

Respondent 3: "...So it might be that you don't know what the course is about and you are trying to let him give you a mark for it, or you are sure that maybe you have gotten an 'A' or anything, and he wants to fail you. So, you are making sure that he doesn't fail you, so it doesn't have to be compulsory. Some people give it for free that "okay sir, what if I sleep with you, will I pass this course?"

The participants of the focus group, as shown above displayed their existing knowledge of the concept of 'sex for grades' and also provided a lead to the concept of 'free sex', even without being asked the question. This shows that they agree with the researchers' premise on the meaning of 'sex for grades' and they truly understand what it means.

Understanding Male Lecturer-Female Student Relationships as it Applies to the Context of 'Sex for grades'

While discussing the relationship between the main characters in the movie, Professor Lucien (male lecturer) and Moremi (female student), participants of the focus group discussion provided different opinions and point of views on the crime of attempted rape and verbal sexual harassment of Moremi when the Professor asked her about her sex life.

The participants responded, terming the relationship between Moremi and the Professor as 'initially nice', with majority saying that at first, the relationship was a good one, until the exposure of the Professor's ulterior motive.

Respondent 1: "That type of relationship was actually nice, because it's like having a figure, not parental, but a role model in your life that you could easily go to meet anytime, for academic or any advice like that. But there should be a boundary to that type of relationship".

Respondent 2: “I feel like he was too intrusive, because she stated it quite clearly that she wasn’t comfortable having that kind of discussion with him, so I think him still pushing, that was just very wrong”

Respondent 3: “I feel she was too soft at first, so the man took advantage of that softness”

From the above, it can be deduced that the participants admired “the initial male lecturer-female student relationship depicted in *Citation*, but later disapproved of it, when boundaries were being overstepped by the lecturer, Professor Lucien and sexual context got into the once platonic relationship. It shows that the female student participants were not in support of either a romantic or transactional relationship between a male lecturer and a female student.

Understanding the Concept of ‘Free Sex’ in the Film, *Citation* by FGD Participants

Participants were asked about their thoughts concerning Gloria, the character who represents the issue of free sex and they had these to say:

Respondent 1: “... So, from what I’ve seen of this character, she feels like it is an avenue to get something, yes, but she also feels like it is just a form of enjoyment”.

Respondent 2: “For her, it didn’t feel like she was doing it for grades or anything. She didn’t even look like she cares about school”. “...She looks like someone that will just pass time with anything, or anything that comes her way. For her it was just like any other random person”.

Respondent 3: “Most students feel if they give their bodies to lecturers, they will get marks or better grades, so we can say there is that”.

Respondent 4: “Obviously, this Professor is not the only lecturer she would have done something to, there are other lecturers. It’s not only one course she’s offering”.

Respondent 5: “I feel like from the way she talks, she might not really be someone that is so particular about school. It might come, because she’s there for her degree, right? And she might want it to be easy, but I don’t think she’s exchanging it for grades, like her having sex with him, her priority is not for grades, it’s just for her enjoyment”.

Respondent 6: “For me, it felt like she was just doing it because of whatever. It didn’t feel like she was doing it because of grades. I mean, at the end of the day, maybe when they finish having sex or whatever, she might have just said ‘Professor

Lucien, you can give me an A or something like that or I cannot fail this your course oh’. Something like that, but it didn’t feel like that was the reason...”

This illustrates that there are controversial beliefs as regards the subject of ‘free sex’, in relation to Gloria in *Citation*. While most of the participants felt that while she might have an underlying desire for better grades through offering her body to the Professor, that was not her main aim as she was only looking for ‘fun’ with a man who met her standards. Though the concept of ‘free sex’ exists in the movie, its prominence is not so evident. However, this does not annihilate the notion of ‘free sex’ being practiced in tertiary institutions in Osun state.

Discussing Doubting Victims of ‘Sex for Grades’

A question was raised by the researchers, asking participants if victims of sexual assault, molestation or rape, perpetrated by lecturers are ever believed and their responses are as follows:

Respondent 1: “Okay I’m going to say that prior to this time, people (victims of ‘sex for grades’) were not believed because I feel like, they will look at it to victimize the lecturer, maybe you should see that this student has a record of failing, then you say this student is just trying to victimize the lecturer...but now that these issues are beginning to gain popularity, people are leaning more towards the side of the victim, so victims are beginning to be more believed”.

The researchers took a cue from this response and asked the participants if Moremi, the victim in *Citation* would have won the case against the Professor (the offender), if the witness, Mr. Vincent Cardosa, whose late daughter had once been a victim of Professor Lucien’s criminal activities had not showed up. The participants all echoed a ‘No’. One significant response from a participant was “there is hardly ever proof in these type of situations” which points to the fact that lack of proof can lead to disbelieving victims of ‘sex for grades’ and also the fact that indeed, many victims of ‘sex for grades’ face rejection and cynicism.

Sharing Personal Experiences of ‘Sex for Grades’ in a Tertiary Institution

Two female students shared their personal encounters with male lecturers who demanded for sexual activities from them. The first student explained how a lecturer who seemed to take special interest in her, expressed his desire to be involved romantically with her. According to her, he appointed her to be the class representative.

Respondent 1: "He appointed me like the class rep. of that period. I was always visiting him" "... then we started chatting on WhatsApp, in the morning he would call, 'I just want to hear your voice'" She didn't notice anything odd initially. In her words "maybe he likes me too much". As time progressed, he began to ask her to come see him in his office by evenings, The significant and last meeting they had was the one where he stated his true intentions with her. Respondent 1: "Another day, we were almost rounding up for classes" "...he said I should see him for one last time" He started with the exam, told her that she had a B in his course, while she was hoping for an A. After this, he went ahead to relay stories of how other female students offered their bodies to him. He then asks her, in the respondent's words Respondent 1: "...Have you ever been in a student-lecturer relationship? I said no sir oh, in fact, I even have a boyfriend, which I don't". At this point, the student was trying to repel his advances, but he remained adamant, saying (in her words) Respondent 1: "I fell in love with your personality, I like you, you are jovial. Would you mind if we had a student-lecturer relationship?" She had to calmly state that she was just a child and that the age gap between them was too wide. By doing this, she was trying not to spark any dangerous emotion that would endanger her safety in her words, Respondent 1: "In that kind of situation, you cannot, (pause) I don't know what would have happened". He told her it was fine and asked if she deleted their chats. She said 'yes', which was true, but she had already taken screenshots of all their chats. He then told her not to tell any of her friends about it, saying Respondent 1: "You shouldn't tell your friends about this, you know, I said I know Sir".

From the conversation above, it is evident that the lecturer knows that his actions are wrong and tries to convince her not to tell anyone, probably out of the fear of being exposed. The above exchange is similar to that of *citation*, in the sense that he showed the respondent her grade which was a 'B' before he began to tell her stories of students who had in the past, slept with him in exchange for grades. He then stated that they both should have a romantic relationship. It can be deduced from this that the lecturer may have hoped that showing the respondent her grades would spur her into agreeing to have a relationship

with him. Above event shows that truly, sex for grades does exist in this particular tertiary institution in Osun state.

The second respondent also shared her personal experience in her previous tertiary institution in Oyo state:

Respondent 2: "It was like a normal thing, even if the lecturer doesn't ask you, you'll go and ask." "...I was quite young, so they wanted to claim daughter, school father, school everything like that, so I felt like that was what was happening until the day he brought me to his office" "...that day, he closed his curtain 'alright. I should move closer, alright. Are you going to kiss me?' But thankfully, that day another lecturer came". "...before then, anytime I had a situation with my exam or something like that, he would help me. There was a time I had to travel for a reason. I didn't write the course and I got 'A' in the course." "...I felt like he was being nice and stuff, I was still young".

These point out the fact that there is a commonness of 'sex for grades' in tertiary institutions in Nigeria. In the second respondent's exact words "it is a normal thing".

Descriptive Statistical Analysis and Findings

By the reason of this study, the various approaches used by perpetrators (lecturers, professor, tutors) to make sexual advances towards their students were analysed. From the qualitative data, respondents faced verbal remarks of a sexual nature and phone calls and messages indicating sexual advances. The quantitative data revealed that 78% of the respondents did not experience any variance of 'sex' in relation to 'sex for grades', the other 22% on the other hand were victims of sexual harassment, molestation and abuse in the academic sphere as 4.5% of them received verbal remarks of a sexual nature, 4% experienced unwanted touching of vital body areas, 6% experienced suggestive sexual gestures 3.5% of the respondents received phone calls and messages indicating sexual advances, 1.5% were victims of attempted rape, 2% experienced scoring low grades as a result of rebuffing sexual propositions made by academics and 0.5% failed a course as a punishment for refusing the exchange of sex for grades.

Table 1: Examining the Concept of ‘Sex for Grades as Understood by Survey Respondents

	SA	A	N	D	SD	Total
‘Sex for grades’ is trading of sex or sexual activities for grades or other academic benefits between a lecturer and a student	152 (76%)	41 (20.5%)	4 (2%)	1 (0.5%)	2 (1%)	200
‘Sex for grades’ involves verbal and non-verbal sexual suggestions between a lecturer and a student	120 (60%)	69 (34.5%)	7 (3.5%)	3 (1.5%)	1 (0.5%)	200
‘Sex for grades’ is more between male lecturers to female students	102 (51%)	61 (30.5%)	20 (10%)	16 (8%)	1 (0.5%)	200
Some students willingly give sex to lecturers for grades	68 (34%)	96 (48%)	27 (13.5%)	7 (3.5%)	2 (1%)	200
‘Sex for grades’ is an act of sexual molestation and harassment	115 (57.5%)	66 (33%)	12 (6%)	5 (2.5%)	2 (1%)	200
It isn’t ‘sex for grades’ if the lecturer has emotional feelings for the student	12 (6%)	24 (12%)	58 (29%)	42 (21%)	64 (32%)	200

Based on both quantitative and qualitative data, this study found out that there is indeed the existence and possibly, prevalence of the subject matter ‘sex for grades’ in Osun State with corresponds with previous researches in other States of Nigerian. Though the findings show that the level of prevalence of ‘sex for grades’ in the selected tertiary institution is low, it does not dispute the fact that the exchange of sex for grades exists. It therefore lends credence to the study conducted by Imonikhe et al., (2012) which stated that the exchange of sex for grades are found in

tertiary institutions in Nigeria. This study also supports the views of Taiwo, Omole and Omole (2014) which showed that female students in Osun state tertiary institutions are equally exposed to sexual harassments in their schools. Likewise, it shows the effect that sexual acts perpetrated by male lecturers have on their female students. This further affirms the notion of Ajao et al., (2020:53) which states that “for victims, sexual harassment can have demoralizing effects on their overall physical and psychological well-being and their education”.

Table 2: Variances to the subject of ‘sex’ in female student- male lecturer relationship as depicted in the movie, *Citation*

	SA	A	N	D	SD	Total
‘Sex for grades’ is trading of sex or sexual activities for grades or other academic benefits between a lecturer and a student	152 (76%)	41 (20.5%)	4 (2%)	1 (0.5%)	2 (1%)	200
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‘Sex for grades’ is more between male lecturers to female students	102 (51%)	61 (30.5%)	20 (10%)	16 (8%)	1 (0.5%)	200
‘Sex for grades’ requests can result to rape	89 (44.5%)	82 (41%)	24 (12%)	4 (2%)	1 (0.5%)	200
‘Sex for grades’ is under reported	104 (52%)	65 (32.5%)	21 (10.5%)	8 (4%)	2 (1%)	200
When reported by students, lecturers are seldom punished by law	57 (28.5%)	73 (36.5%)	35 (17.5%)	22 (11%)	13 (6.5%)	200
Students who report ‘sex for grades’ are not always believed, especially when there are no concrete evidences	124 (62%)	58 (29%)	13 (6.5%)	3 (1.5%)	2 (1%)	200
Perpetrators of ‘sex for grades’ get the justice they deserve when they are reported	12 (6%)	39 (19.5%)	62 (31%)	62 (31%)	25 (12.5%)	200
There should be a direct channel where justice can be served when students report incidences of ‘sex for grades’	156 (78%)	41 (20.5%)	2 (1%)	0	1 (0.5%)	200

Responses gotten from both qualitative and quantitative data have mirrored the reality of the film, *Citation*. This is because the findings from this study reveal that there are indeed the existence of the various approaches of male perpetrators in demanding sex or other sexual activities from their female students, as depicted in *Citation* through the characters of Professor Lucien and Moremi. A significant trend was also noticed in the way male

lecturers initiate conversations leading to the request for a sexual relationship from female students. The first respondent who shared her personal experience with a male lecturer said that the lecturer informed her that she had a 'B' in his course. After revealing this piece of information, he then asked her for her opinion on a 'student-lecturer relationship'.

Table 3: I have been a victim of 'sex for grades' requests through:

Response	Frequency	Percentage (%)
Verbal remarks of a sexual nature	9	4.5
Unwanted touching of vital body areas	8	4
Suggestive sexual gestures (e.g. staring lustfully or exposure of private parts)	12	6
Phone calls and messages indicating sexual advances	7	3.5
Attempted rape	3	1.5
Scoring low grades as a result of rebuffing sexual propositions made by academics	4	2
Failing a course as a punishment for refusing the exchange of sex for grades	1	0.5
I have not experienced any of the above	156	78
TOTAL	200	100

Correspondingly, in the movie *Citation*, Professor Lucien informed Moremi that he had not only approved chapters 1-5 of her dissertation, but he had also recommended her to an eminent colleague at the office of the United Nations and that there would be an interview waiting for her, after she completes her post-graduate studies. The trend of male lecturers enticing female students in order to get what they want was noticed as the second respondent who also shared her experience said: "...anytime I had a situation with my exam or something like that, he would help me. There was a time I had to travel for a reason. I didn't write the course and I got an 'A' in the course". It can be drawn from this that those unnecessary favours are used to tempt female students by perpetrators of 'sex for grades'

The theory adopted in this research work further enhance the findings of this study through the propositions of social power theory which is evident as there is a tilt in power between male lecturers and female students where the former wields more power than the later. For this reason, some of these male lecturers unfortunately exercise it for self-gratification at the detriment of their female students.

Conclusion

The conclusion drawn based on the findings of this study is that the mass media has not been silent in fulfilling its ample duties of being the watch dog

of the society by bringing to light acts that have turned to culture, aimed at betraying the public's trust. The aim of this study was not just to further highlight the debauchery of the act of exchanging sex for academic grades nor to simply reiterate previous researches on 'sex for grades'. It is more to justify the role and the voice the mass media has been lending to curb, if not to completely eradicate the prevalence of this menace in the Nigerian education sector. Through film as a major media of the current millennium, the legacy media is lent an extra voice to expatiate on what 'sex for grades' is, how it comes to play, variances to its exhibit, as well as steps to take to avoid it.

To this end, the researchers recommend that more notable films like *Citation* be produced by the Nigerian film industry to further depict the realities of circumstances surrounding incidences of 'sex for grades', mirroring it from an objective point of view. In addition, a comprehensive policy statement should be made and communicated to all members of staff (both academic and non-academic) and students in tertiary institutions of learning in Nigeria on sexual harassment, molestation, assault, transactional/free sex and rape. This statement must promote the abhorrence of the practice of sex for grades, along with stating grievous punishments for flouting the rules stated in the policy. Along this line, authorities of tertiary educational institutions should facilitate the creation of helplines to assist promptly, whoever

might be in need. Psychological support should also be provided to help and encourage students who have fallen victims of ‘sex for grades’.

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