ORIGINAL ARTICLE

Female Undergraduates' Perception of The BBC Undercover Report on Sex-for-Grades in Nigerian Universities

CHINEDU IGBOELI, Ph.D, IKECHUKWU CHIEDOZIE ELOBISI & EMEKA E. OZUMBA

Department of Mass Communication, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus
igboelichinedu@yahoo.com, revikeamala@gmail.com eozion@gmail.com

Abstract

This study entitled "Female undergraduates' perception of the BBC undercover report on sex-for-grades in Nigerian universities" investigated how female students of Chukwuemeka Odumegwu Ojukwu University view the BBC documentary that exposed the academic fraud being perpetrated in Nigerian universities in which sexual gratification serves as barter. The objectives of the study are among others to: assess respondents' knowledge of the prevalence of sex-for-grades in Nigerian universities, ascertain whether respondents' have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities, explore respondents' perception of the BBC undercover report on sex-for-grades in Nigerian universities, and find out whether the BBC undercover report on sex-for-grades can help stem the tide of sexual harassments in Nigerian universities. The study adopted the agenda-setting theory, which presupposes that constant reportage of issues in the society brings such issues to limelight. The survey research method was adopted in carrying out the study. A sample size of 366 female students were selected using the Taro Yamane's formula. The findings revealed among others that the respondents have been exposed to the BBC undercover reports on sex-for-grades in Nigerian universities and view the BBC undercover report as helping to curb the spate of sexual harassment in Nigerian universities. The study recommended among others that institutions of higher learning need to update their disciplinary procedures to address sexual harassment by providing clear information on how to report such incidents and also offer significant protection to students who report sexual harassment.

Keywords: Female undergraduates, Perception, BBC undercover report, Sex-for-Grades, Nigerian universities

Introduction

The current wave of sexual harassments ravaging the image and social status of tertiary institutions in Nigeria cannot be left to the whims and caprices of journalists' reports alone. It demands an inquiry to empirically unravel the nitty-gritty surrounding the modus operandi of this 'hydra-headed monster'. The foregoing underscores the public outbursts on the falling standards in higher education in Nigeria in recent times, a practice viewed by Damtew (2018) as academic fraud. While many argue that the structures that underpin higher education are gradually losing strength, others opine that students as integral parts of the higher education process are not studying enough to merit the grades, thus relying on cheating to excel (Ayinla & Adesola, 2020). In this regard, lecturers request the express sexual attention of students as prerequisites for passing examinations, failure of which will lead to failure of the students in the lecturer's courses. Much as this practice can be perpetrated by both male and female lecturers, it seems in most cases, male lecturers are guilty of the offence. The female students are then left vulnerable to male lecturers, who more often than not have their ways sexually with these female students as barter for marks. Taiwo, Omole, and Omole (2014) posit that many of the cases of sexual harassment go unpunished and the victims are left to deal with the trauma, which stays with many of them for a long period and sometimes relapses into a psychological condition and mental health challenge.

This largely unreported sexual scandal was brought to the fore by the 13-minute viral video on sex exploitation involving the BBC reporter, Kiki Mordi (who camouflaged as a 17-year-old admission seeker) and a senior lecturer, Boniface Igbeneghu on the campus of the University of Lagos, Nigeria). The BBC report became a lee-way that triggered the exposure of a myriad of both

reported and unreported cases of sexual harassments involving male lecturers in tertiary institutions and female students. Both male and female victims of public sexual harassments according to Akinbode and Ayodeji (2018) had a high psychological stress.

Through interviews from staff working in the universities, there was a discovery of how sexual harassment is miss-perceived, justified and minimized by practices that pervade the university contexts and how the notion of the 'problematic individual' prevails in favour of a structural, gendered analysis of harassment and violence (Stafstr, 2018). They complained that universities focused more on the individual perpetrators rather than taking a whole-institution approach to tackling these practices.

Lecturers' involvement in this form of academic fraud finds support in the works of Damtew (2018), which held that academic fraud is not the sole preserve of students. He reports that academic staff and management are found to have been involved in nefarious acts ranging from manipulating and doctoring grades, results and reviews to trading grades for sexual favor, popularly known as 'sexually transmitted grades.' Sadly, most of these incidences go unreported due to the nature of the incidence itself.

The consequence of sexual harassment is all encompassing, traumatically affecting the victims as much as those directly or indirectly linked to them. Acknowledging the fact that sexism, sexual harassment and sexual violence have become hyper-visible in recent times, even to the extent that convicts of these crimes have been framed as monsters and sex pests, and as deviant humans, Sundaram and Jackson (2018) contend that the university contexts in which these crimes are perpetrated give their stamps to their persistence. The toll on individuals and institutions in terms of the cost of the physical and psychological effects of sexual harassment on women has become a great concern (Ferrara, Franceschini, Villani, & Corsello, 2019). Studies have shown that interpersonal difficulties with lecturers and lecturer-students relationship constitute sources of stress for academic studies (Reddy, Menon, & Thattil, 2018). However, some other studies have associated the perpetuation of sexual harassment incidences in the ivory tower to endemic institutional support (Sundaram & Jackson, 2018). Others held that it is conflict of interests in policy formulation, implementation and practices (Franklin, Taylor, & Beytagh, 2017) and under-reporting of sexual harassment cases (Yung, 2015).

However, Oni, Tshitangano, Takalani and Akinsola (2019) note that the female students are the ones who experience more physical, verbal, non-verbal and sex in exchange for some form of sexual harassments more than their male counterpart. The above submission clearly underscores the perception that the female folk remain the maginalised gender in the society at the expense of their male counterpart. Reinforcing the above submission, Haberland and Rogow (2014) state that equiping marginalized gender with sexual education will especially help girls' sexual health. Making a further exposition, Menon, Sanjobo, Watula, Kumbula, Zgambo, Musepa and Ngoma (2014) reiterate that there is a deficit in knowledge about sexual harassment acts among academic staff, non-teaching staff and students. Thus, the rate at which sexual harassment pervades our tertiary institutions validates the assertion that the knowledge of the consequences on female students in particular will no doubt attract public outcry to its graveness.

The media, however, have done so well in exposing this act over the years. A cursory examination of the African media landscape reveals a number of these happenings on university campuses. In the 9th October, 2018 edition of the Daily Graphic, three lecturers of the Ghana based University of Professional Studies, Accra were dismissed for allegedly sleeping with students for marks. Similarly, in the 6th October, 2018 edition of the Botswana Gazette, a case was reported of the Botswana Accountancy College where a lecturer was sacked for allegedly sleeping with a student in order to pass her. On 23rd May, 2018, CNN published an article on the Africa Category citing a case involving one female student in one of the

universities in Nigeria and a lecturer who exchanged sex for grade. The report held that the student was given two options by the lecturer either to sleep with her or fail the class. This was because the female student Monica Osagie got low marks in a course for her Master's degree.

Also, a Nigerian lecturer was dismissed from his post in one of the leading universities for promising a female student higher marks in exchange for sex. His dismissal came after the student in question released a secretly recorded conversation online in April, in which the lecturer offered to improve her grade if she slept with him (News24, 21st June, 2018). Another incident happened in South Africa where the University of Limpopo suspended a Geography lecturer following complaints of sexual harassments against him by a group of female students (Times live, 10th October, 2018). A close examination of these incidences points to the fact that there is a rise in this form of academic fraud on the continent.

Therefore, that sexual harassment has posed a serious challenge to female students in our educational system is incontestable as this problem has affected their effectiveness in their various academic fields. Studies have it that sexual harassment has impacted women's self-esteem as well as their academic, social, and psychological wellbeing (Ezegwu, Obichili, & Addeh, 2020; Ayinla & Adesola, 2020). The awareness of the impact of sexual harassment on women's existence has led to multiple approaches in the definition of sexual harassment across culture, ethnicity, race, and settings.

On the basis of the above, the incidences of sexual harassment in institutions in human society, especially considering its negative consequences on female gender, remain a challenge irrespective of some steps taken already in stemming the tide (Shaw, Hegewisch & Hess, 2018). With the unchecked nature of the incidences of sexual harassment in institutions of higher learning all over the world, educational institutions have the onus to contend with maintaining favourable image before the society, community, government, students and parents. This seems an arduous task where sexual harassment in any setting has become intractable. It becomes imperative therefore to know whether the most vulnerable stakeholders (the female students) in Nigerian universities understand the prevalence of sexual harassments and by extension, to determine their perception of the BBC Africa undercover report on sexual harassment in Nigerian universities. This study therefore explores female undergraduates' perception of BBC undercover report on sex-for-grades in Nigerian universities, with Chukwuemeka Odumegwu Ojukwu University as the focus.

Statement of the Problem

The shock arising from the airing of BBC Africa Eye documentary on the spate of sexual harassments on October 6, 2019 may not have abetted as it has unearthed the burning issue of sexual improprieties in institutions of higher learning across the Nigerian landscape. The documentary entitled 'sex- for-grade' focused on the University of Lagos (Nigeria) where a covert journalist Kiki Mordi, posing as an admission seeker, secretly filmed her discussions with a senior lecturer, who has lewd allegations trailing him. Dr Boniface Igbenegbu, a former sub-dean of the Faculty of Arts, University of Lagos, was caught in the scandal. He was also a pastor of a local Church, Foursquare Gospel Church. The release of the tape on BBC Facebook account revealed scenes where Dr Ibgenegbu was making sexual advances at Kiki Mordi, the undercover journalist, who disguised as a 17-year-old secondary school graduate seeking admission into the Department of European Languages and Integrated Studies, where Igbenegbu was a senior lecturer.

The BBC report was met with tons of comments and mixed reactions on the media giving credence to how the agenda-setting function of the media can evolve the knowledge level and attitude of the audience vis-à-vis a particular issue. It also has the tendency to increase or decrease the level of prominence given to items on sexual harassment. Among recent studies conducted on sexual harassment around the world (Onoyase, 2019; Ayinla & Adesola, 2020; Ezegwu, Obichili &

Addeh, 2020), none has significantly captured the most vulnerable stakeholders' (female students') perception on sexual harassment-related issues, most notably on sex- for- grade between lecturers and students. The forgoing therefore becomes a gap-in-knowledge, which this present study sets out to fill.

Objectives of the Study

The main objective of the study is to examine female undergraduates' perception of the BBC undercover report on sex-for-grades in Nigerian universities. Specific objectives of the study are to:

1. Assess respondents' knowledge of the prevalence of sex-for-grades in Nigerian universities.
2. Ascertain whether respondents' have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities.
3. Explore respondents' perception of the BBC undercover report on sex-for-grades in Nigerian universities.
4. Find out whether the BBC undercover report on sex-for-grades can help stem the tide of sexual harassments in Nigerian universities.

Research Question

1. To what extent do respondents have knowledge of the prevalence of sex-for-grades in Nigerian universities?
2. To what extent have respondents been exposed to the BBC undercover report on sex-for-grades in Nigerian universities?
3. What is respondents' perception of the BBC undercover report on sex-for-grades in Nigerian universities?
4. How has the BBC undercover report on sex-for-grades helped stem the tide of sexual harassments in Nigerian universities?

Theoretical Framework:

Agenda-Setting Theory

The Agenda-Setting theory according to McCombs and Shaw (1972 and 1976) emphasizes selective highlights of issues or topics by the media to draw the attention of the audience to those issues. As a part of their gate keeping function, the media select issues of public interest and constantly feature these issues till they become public agenda of the people. Goffman (2002) and McCombs and Shaw (1976) cited in Ndolo (2005) were of the view that the audience learns how important an issue is by the emphasis and prominence given to the issue by the media. The theory is apt in this study because it depicts the BBC report on sex-for-grades in Nigerian universities, which has the primary objective to unearth the academic fraud.

Literature Review

An overview of Sexual Harassment in Nigerian Higher Institutions

The impact and scope of sexual harassment in universities surfaced in the early 1980s leading to the creation of policies, procedures, extensive training programs and materials designed to identify and prevent sexual harassment. In spite of the efforts to minimize or eradicate sexual harassment on campuses the frequency of complaints is increasing (Riggs et al., 1993). Sexual harassment is a real- life experience for women across countries, culture, and ethnicity. According to the AAUW (2006) report, about two-thirds of college students have been sexually harassed and about one-third of first-year students have been sexually harassed by peers.

Katz (2005) indicated that a survey conducted by the American Psychological Association (APA) on female graduate students revealed that over 12.7% have experienced sexual harassment, 21% have avoided classes for fear of being sexually harassed, 11% tried to report an incident of sexual harassment and 3% have dropped a course because of sexual harassment. A 1997 survey of nearly 200 female college and university students in Mumbai, India found that 39% of the respondent complained of sexual harassment (Puja, 2003). At Jimma University, Ethiopia sexual violence, harassment, and lack of security were indicated as the most common problems facing female students (Panos, 2003).

AAUW (2006) identified sexual harassment as number one pervasive problem to equity in education at all levels. AAUW argued that sexual

harassment posed a damaging effect on the educational experience of many college students and disrupts students' ability to learn and succeed at secondary level. According to AAUW sexual harassment interferes with the students' ability to perform in an educational setting. Students have become aware of the existence of policies on harassment (AAUW, 2006); however, increased awareness does not mean less incidence of sexual harassment or increased report of incidents. The AAUW's research report, "Drawing the Line: Sexual Harassment on Campus" indicated that more than one-third of college students tell no one after being harassed; almost half (49%) confide in a friend; and only seven percent (7%) of students report the incident to a college employee.

Hence, Sexual harassment is quite familiar to Nigerian society and has become one of the most difficult challenges facing women in higher education in the country. For years, sexual harassment has been rampant in Nigerian universities, but until recently very little has been done about it. As a traditional, tribal-based society, Nigeria has mechanisms that legitimize, cloud, and deny sexual abuse, assaults, and harassment as forms of violence against women. Most Nigerian communities believed in male supremacy; hence, sexual harassment is perceived as an acceptable exercise of male's prerogative over women's sexuality. Due to the prevailing incidents of sexual harassment on college and university campuses, Nigerian scholars are gradually embarking on studying the nature and trends of sexual harassments in Nigerian higher education institutions.

The Problems and Causes of Sex- for- Grades in Nigerian Higher Institutions

Female students in Nigerian universities have unique experiences of sexual harassment from male staff, and peers. Though sexual harassment is a global concept that affects virtually women of all races, ages, and colors, Nigerian women experience more elusive types of harassment. In other countries or cultures, sexual harassment is a behavior that is generally unacceptable in any public setting. Nigerian society does not accept the concept of harassment and so does not perceive harassment as evil or a violation of women's right.

In Anambra State for instance, sexual harassment was indirectly legitimized by teaching and non- teaching staff. Nwaogwugwu (2007) described a practice in Anambra State colleges and universities popularly called "sorting" where students (males and females) pay their way through examinations either with cash, gifts, or sexual gratifications. In this practice, male students were asked to pay money but sexual gratification was the top expectation for women students.

The staff proudly call this practice "inconveniency allowance". As a result, students fondly divide staff into "sortable" (those who make demands for gratification) and "unsortable" (those who do not). Consequently, female students in Nigerian colleges and universities are raising concerns over the alarming incidence of sexual harassment on campus by male staff and students. Houreld (2006) found that 80% of female students in Nigerian higher institutions reported sexual harassment as their greatest challenge in the successful completion of their academic goals. Adedokun (2005) and Ejiogu and Onyene (2006) found that about 86% of male staff in the sampled universities in Nigeria have sexually harassed female students at one point in their teaching career.

Effect of Sexual harassment on Victims

The effect of sexual harassment on victims can be devastating; it leaves an indelible mark in most cases. It can have a psychological, emotional, and physical effect on a victim. These effects are not easy to contend with by the victims who suffered sexual harassment but with the right help and from referral centers and hospitals, the situation can be handled to a certain level. The Rape, Abuse and Incest National Network (RAINN, 2019) outlined some effects of sexual assault on the victim, viz:

Post – Traumatic Stress Disorder (PTSD): This is normal human reaction to an extreme or abnormal situation. Every individual has a different way of reacting to situation if confronted with such devastating act (Sexual Assault). PTSD involves

prolonged feelings of anxiety, or fear, intense horror, experiencing distressing memories of the events, sleep difficulties and so on. According to Geidam et al. (2010), 35.6% of the 206 cases of sexual assault among female students in the University of Maiduguri sustained extra-genital trauma, while others had psychological (24.9%) and genital trauma (15.6%).

Flashbacks: This occurs when memories of past traumas feel as if they are taking place in the current moment. These memories can come in various forms such as dreams, hallucinations, and overwhelming emotions. This re-experience always seems to appear from nowhere and blurs the line between the present and past of the victim, making the victim experience anxiety and fear. Flashbacks could be mild and brief, but sometimes it could last longer at other times.

Depression: This form of effect can be difficult to recognize when it occurs, since its symptoms can be attributed to the other forms of effect. It occurs when the normal feeling of sadness last longer than two weeks. It involves prolonged sadness, loss of energy or persistent fatigue, feeling of worthlessness or guilt, inability to concentrate, worry, anger, thoughts of death or suicide amongst others. It is not a sign of weakness and can affect anybody. Other effects of sexual assault are self-harm, sexual transmitted infections, substance abuse, eating disorders, sleep disorder, pregnancy and suicide.

Review of Empirical Literature

Onoyase (2018) investigated the prevalence of sexual harassment of female students of tertiary education in Taraba State North East, Nigeria. The study used a survey research method. The result indicated among others that there is a frequency of sexual harassment of female students of tertiary education in Taraba State. Sexual harassment of female students occurred through improper sexual comments, unwanted touching of female students' breasts, tapping of female students' buttocks and tempting of female students with high scores for sex amongst other. The study recommended that the management of tertiary educational institutions should put in place sufficient measures to ensure that lecturers do not leak examination questions to students.

Imonikhe, Idogho, and Aluede (2011) examined how teachers and students of tertiary institutions in Edo State, Nigeria, perceived sexual harassment. The study adopted survey research method. The sample of the study consisted of two hundred lecturers and 200 students of tertiary institutions in Edo State. The results indicated among others that a majority of the respondents agreed that sexual harassment is prevalent in schools and that sexual harassment impacts negatively on the academic performance of victims. The researchers recommended, among others, that tertiary institutions should provide the framework where teachers and students can dialogue on issues bothering on students' and lecturers' relationships.

Ayinla and Adesola (2019) examined the crisis management strategies of Nigerian tertiary institutions and stakeholders' reactions after the British Broadcasting Corporation's sex-for-grades report. They adopted qualitative research design. The study analysed 13 available press releases of institutions retrieved from some institutions' websites and sampled opinions of 20 stakeholders comprising parents, students and lecturers through an in-depth interview. The study discovered among others that the institutions mostly used denial with diminished response strategy to blame societal decadence and scapegoat female students for it and downplayed the severity of sexual harassment incidence in institutions. More so, all the stakeholders distrust the credibility of local media in the reportage of sexual harassment cases. The study recommended among others that Nigerian higher educational institutions should not adopt a denial response strategy for sex scandal cases.

Adedokun (2005) carried out a study to establish the existence of sexual harassment in University of Lagos, determine its form and degree, document efforts at addressing the problem and explore the link between sexual harassment and the risk of exposure to sexually transmitted diseases including HIV/AIDS. The study involved getting qualitative

data from focus group discussions and interviews involving 30,000 male and female students (who had spent at least one academic session in the University) and both academic and non-academic staff of the University. Findings from the study provided evidence of the prevalence of sexual harassment in the University, as every discussant and interviewee, either had an experience or knew other people who have had experience. Indecent dressing, lack of respect for the female gender and poor performance of some female students were found to be promoting factors of sexual harassment. They recommended among others a holistic approach whereby both lecturers and students should maintain a responsible relationship in the campuses.

Fayankinnu (2004) carried out a study at Adekunle Ajasin University, Akungba –Akoko Ondo State in which 200 students were interviewed using a questionnaire. The findings revealed among others that males, female lecturers and students are harassers, and that majority of the male lecturers and female students were the major harassers. On how female students harass the male lecturers, the study revealed that they do so through their mode of dressing, visits to their offices at odd times, buying gifts such as pants or pornographic tapes, passing pleasant remarks about lecturers and telling lecturers indirectly that they want them. The study recommended among others a routine check on attitudes of both the lecturers and the students on campuses.

Ezegwu, Obilichili and Addeh (2020) carried out a study entitled "Analysis of Facebook Comments on BBC Documentary on Sex-for-Grades in Two Famous Universities". This study adopted quantitative and qualitative research methods. It found among others that the commentators used the Facebook medium to express their views on the BBC documentary on sex for grade in two famous universities, especially after the documentary was posted on BBC Africa Facebook page and that the dominant tone of the comments was positive supporting the idea of exposing such crime to the society. The study recommended among others that media organisations should sustain the online platform as it enables commentators to react to online news and provide an avenue for them to interact with one another and express their opinions on the contents of the article or news events.

Similarly, Ayinla and Adesola (2020) carried out a study entitled "BBC Sex-for-grades-report: Nigeria tertiary institutions' crisis management strategies and stakeholders' reactions". The study held that studies have already acknowledged sexual scandals as public relations nightmares of higher institutions of learning. Adopting qualitative research, the study analysed 13 available press releases of institutions retrieved from some institutions' websites and sampled opinions of 20 stakeholders comprising parents, students and lecturers through an in-depth interview. It used Coombs' theory of crisis response strategies: denial, diminish, rebuild and bolstering as thematic categories. The study discovered that the institutions mostly used denial with diminished response strategy to blame societal decadence and scapegoat female students for it and downplayed the severity of sexual harassment incidence by the institutions. It recommended that considering stakeholders' perception of sexual harassment incidence in Nigerian ivory tower, Nigerian higher educational institutions should not adopt denial response strategy for sex scandal cases.

Method of the Study

This study adopted the survey research method. The method utilizes representative samples in studying a large population. It is therefore apt in this study since female students in Chukwuemeka Odumegwu Ojukwu University are so large to be examined in one single study. According to the Office of the Director, Academic Planning in Chukwuemeka Odumegwu Ojukwu University (2021), the population of female undergraduate regular students is nine thousand, three hundred and twenty-one (9,321).

Sample Size and Sampling Techniques

The sample size for this study is 366. This was determined using the Taro Yamane's, (1973) sample

size formula and supported by Wimmer and Dominick (2011) which certifies that the sample size is apt for the study. The purposive sampling technique was used in carrying out the study.

Method of Data Collection

The instrument used in collecting data for this study was the questionnaire. It was administered on face to face basis to ensure that the respondents have clear understanding of the questions from the researcher. Also, the researcher's presence will ensure that the respondents fill the questionnaire without mistakes and return same to him on the spot.

Technique of Data Presentation and Analysis

Data collected through the questionnaire were presented in tables using simple percentages. Datawere analyzed to exclusively answer research questions, present the results of the study in an understandable and convincing form using statistical tables with frequency and percentages as tools of analysis.

Presentation and Analysis of Data

Research Question 1

Do respondents have knowledge of the prevalence of sex-for-grades in Nigerian universities?

Table 1: Assessment of whether respondents have the knowledge of the prevalence of sex-for-grades in Nigerian universities

Response	Frequency	Percentage
Yes	304	83.1
No	21	5.7
Can't say	41	11.2
Total	366	100

Analysis of data in Table 1 indicates that 304(83.1%) percent of the respondents answered 'Yes' when asked whether they have knowledge of the prevalence of sex-for-grades in Nigerian universities, 21(5.7%) answered 'No' while 41(11.2%) had no opinion on the question. This is an indication that more than two-thirds of the respondents have knowledge of the prevalence of sex-for-grades in Nigerian universities.

Research Question 2

Ascertain whether respondents' have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities.

Table 2: Assessment of whether respondents have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities

Response	Frequency	Percentage
Yes	281	76.8
No	63	17.2
Can't say	22	6.0
Total	366	100

Analysis of data in Table 2 shows that 281(76.8%) of the respondents answered 'Yes' when asked whether they have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities, 63(17.2%) answered 'No' while 22(6.0%) had no opinion on the question. This shows that more than two-thirds of the respondents agreed to have been exposed to the BBC undercover reports on sex-for-grades in Nigerian universities.

Research Question 3

What is respondents' perception of the BBC undercover report on sex-for-grades in Nigerian universities?

Analysis of data in Table 3 revealed that 272(74.4%) of the respondents indicated 'Positive development' when asked to say their perception of the BBC undercover report on sex-for-grades in Nigerian universities, 62(16.9%) indicated 'Negative development, while 32(8.7%) had no opinion on the question.

This means that two-thirds of the female undergraduates view the BBC undercover report on sex-for-grades in Nigerian universities as a good development.

Table 3: Assessment of respondents' perception of the BBC undercover report on sex-for-grades in Nigerian universities.

Response	Frequency	Percentage
Positive development	272	74.4
Negative development	62	16.9
Don't know	32	8.7
Total	366	100

Research Question 4

Has the BBC undercover report on sex-for-grades helped stem the tide of sexual harassments in Nigerian universities?

Table 4: Assessment of whether the BBC undercover report on sex-for-grades has helped stem the tide of sexual harassments in Nigerian universities

Response	Frequency	Perception
Yes	291	79.5
No	24	6.5
Can't say	51	14.0
Total	366	100

Analysis of data in Table 4 shows that 291(79.5%) of the respondents answered 'Yes' when asked to indicate whether the BBC undercover report on sex-for-grades has helped stem the tide of sexual harassments in Nigerian universities; 24(6.5%) answered 'No' while 51(14%) had no opinion on the question. This is an indication that more than two-thirds of the respondents view the BBC undercover report as helping to curb the spate of sexual harassments in Nigerian universities.

Discussion of Findings

Finding from the data presented and analysed in research question one shows that more than two-thirds of the respondents have knowledge of the prevalence of sex-for-grades in Nigerian universities. This finding is supported by an early observation made by Adedokun (2005) which held that evidence of the prevalence of sexual harassment in the universities abound as every discussant and interviewee either had an experience or knew other people who have had experience. However, AAUW (2006) posits that increased awareness does not mean less incidents of sexual harassment or increased report of incidents.

Secondly, from research question two, findings from data presented and analysed show that more than two-thirds of the respondents agreed to have been exposed to the BBC undercover reports on sex-for-grades in Nigerian universities. This is evident from analysis of data in Table 2 of this study which shows that 281(76.8%) of the respondents answered 'Yes' when asked whether they have been exposed to the BBC undercover report on sex-for-grades in Nigerian universities, 63(17.2%) answered 'No' while 22(6.0%) had no opinion on the question.

Thirdly, from research question three, analysed data shows that two-thirds of the female undergraduates view the BBC undercover report on sex-for-grades in Nigerian universities as a good development. This finding reinforces an early submission by Ayinla and Adesola (2020) who contend that with the various reports on sexual harassments in tertiary institutions the onus will be on the school management to fight the miasma, which has left our tertiary institutions in sordid conditions.

Finally, from research question four, analysed data shows that more than two-thirds

of the respondents view the BBC undercover report as helping to curb the spate of sexual harassments in Nigerian universities. Again, this finding finds support from an early report in the study carried out by Menon, Sanjobo, Watula, Kumbula, Zgambo, Musepa and Ngoma (2014) which held that the rate at which sexual harassment pervades our tertiary institutions points to an agreement with the assertion that the knowledge of the consequences on female students in particular will no doubt attract public outcry to its graveness.

Conclusion

This study examined female undergraduates' perception of BBC undercover report on sex-for-grades in Nigerian universities. Based on the findings, we submit that the respondents have knowledge of the prevalence of sex-for-grades in Nigerian universities prior to release on the documentary. We also conclude that the majority of the female undergraduate students have been exposed to the BBC undercover reports on sex-for-grades in Nigerian universities. The female undergraduates view the BBC undercover report on sex-for-grades in Nigerian universities as a good development. They also view the BBC undercover report as helping to curb the spate of sex-for-grades in Nigerian tertiary institutions. Sexual harassments anywhere in the world is as devastating to the image of the institutions involved as it is traumatically affecting the victims.

Recommendations

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

a. There is need for media organisations to sustain a regular interaction with stakeholders in tertiary institutions to provide an avenue for them to express their opinions on the happenings in the campuses.
b. The management of the tertiary institutions should ensure the female students are free to express themselves by creating access code for useful suggestions that will foster positive relationship.
c. Institutions of higher learning need to update their discipline procedures to address sexual harassment by providing clear information on how to report an incident and offer significant protection to students, who report sexual harassment.
d. Higher institutions of learning should organise periodic training and campaign for staff and students on sexual harassment as it will help in keeping the scourge on the front-burner of such institution life.
e. Further studies should be carried out on both male and female students' perception of sexual harassment-related.

REFERENCES

AAUW (2006). Drawing the line: Sexual harassment on campus.

Adedokun, O. (2005). Sexual harassment in Nigeria educational settings: Preliminary note from a qualitative assessment of Lagos State University. Sexuality in African Magazine, 2(4), 1-4.

Akinbode, G., & Ayodeji, (2018). Sexual harassment: experiences, prevalence and psychopathology in some selected higher institutions in Lagos, South-West Nigeria. African Journal for the Psychological Study of Social Issues, 21(3), 111–135.

Ayinla, F.I., & Adesola, B.N. (2020). BBC Sex-for-grades-report: Nigeria tertiary institutions 'crisis management strategies and stakeholders' reactions. The Journal of Society and Media, 4(1), 156-179.

Damtew, T. (2018): The need for action in an era of academic fraud. University World news. Issue number 521.

Ejiogu, A., & Onyene, V. (2006). Deepening corporate integrity in Nigerian university system. Department of Educational Administration, University of Lagos, Nigeria.

Ezegwu, D. T., Obichili, M.I. & Addeh, D.O. (2020). Analysis of facebook comments on BBC, Nnamdi Azikiwe University Journal of Communication and Media Studies, 1(1), Maiden Issue.

Fayankinnu, E.A. (2004). Ethics and sexual harassment in staff/students' relationship: Who harasses who? The Nigerian Social Scientist, 7(2), 13-18.

Ferrara, Pietro, Giulia Franceschini, Alberto Villani, & G Corsello, (2019). Physical, psychological and social impact of school violence on children. Italian Journal of Pediatrics, 45(76), 141–158. https://doi.org/10.1186/s13052-019-0669-z.

Franklin, Talcott J., Dennis C. Taylor, & Beytagh, A. (2017). Addressing conflicts of interest in the context of campus sexual violence. Brigham Young University Education and Law Journal, 1–58.

Geidam, A. D., Njoku, A. E., & Bako, B. (2010). Prevalence and nature of sexual assault among female students in a tertiary institution in Maiduguri, Nigeria across sectional study. In International toward Health Research, 3(4). Retrieved 18/9/2021 from http://www.ijhr.org

Haberland, N., & Rogow, D. (2014). Sexuality education: emerging trends in evidence and practice. Journal of Adolescent Health, 56, 15–21.

Houreld, K. (2006). Nigerian girls harassed by teachers demanding sex. The Association Press hhtp://www.azstarnet.com/news/175318.

Imonikhe, J., Idogho, P., & Aluede, O. (2011). A survey of teachers' and students' perception of sexual harassment in tertiary institutions of Edo State, Nigeria. African Research Review, 5(5), 412-423.

Katz, N. (2005). Sexual harassment statistics in the workplace and in education. Sexual Harassment Support Forum. SHS Library and Resources.

Keplinger, Ksenia, Stefanie K. Johnson, Jessica F. Kirk, & Liza Y. Barnes, (2019). Women at work: Changes in sexual harassment between September 2016 and September 2018. PLoS ONE, 14(7). e0218313. https://doi.org/10.1371/journal.pone.0218313

Menon, J.A., Sanjobo, N., Watula, C. L., Nkumbula, T., Zgambo, L., Musepa, M., & M. P. Ngoma (2014). Knowledge and perception of sexual harassment in an institution of higher education in Sub-Saharan Africa. Medical Journal of Zambia, 41(3), 137–143.

Ndolo, I.S. (2005). Mass media systems and society. Enugu: Rhyce Kerex Publishers.

News24, (2018). Nigerian university sacks 'sex for marks' lecturer. Retrieved on 9th February, 2020 from https://www.news24.com.Africa/News/nigerian-university-sacks-sex-for- marks-don-20180621

Nwaogwugwu, G. C. (2007). Is rape official in Nigerian universities and colleges? The exposure from Unizik: Youth Development Project.

Oni, Helen, Tshitangano, T., Takalani, G., & Akinsola, H. A. (2019). Sexual harassment and victimization of students: a case study of a higher education institution in South Africa. Afri Health Sci, 19(1), 1478–1485.

Onoyase, A. (2019). Prevalence of sexual harassment of female students of tertiary

education in Taraba State, North East, Nigeria: Implication for counselling. International Journal of Higher Education, 8(1). https://doi.org/10.5430/ijhe.v8n1p77.

Panos Institute (2003). Beyond Victims and Vi1lains: Addressing sexual violence in the education sector. Report 47. London: Panos Institute.

Puja, K. (2003). India together: Slernnling campus violerzcc. Rape, Abuse and Incest National Network (RAINN): The nation's largest anti-sexual assault organization. One of "America's 100 Best Charities" - Worth magazine. (n.d.). Retrieved March 2, 2021, from https://rainn.org/

Reddy, K., Jayasankara, Karishma, Menon, R., & Thattil, A. (2018). Academic stress and its sources among university students. Biomedical & Pharmacology Journal, 11(1), 31– 351.

Riggs, K., Murrell, P. I. H., & Cutting, J.C. (1993). Sexual harassment in higher education: From conflict to community. Washington, D.C.: The George Washington University, School of Education and Human Development, ASHE-ERIC Higher Education.

Shaw, E., Hegewisch, A., & Hess, C. (2018). Sexual harassment and assault at work: understanding the cost, Institute for Women's Policy Research, 1–12. https://iwpr.org/publications/sexual-harassment-work-cost/

Stafstr, S. (2018). Sexual harassment in academia in academia. International Research Review. Swedish Research Council.

Sundaram, Vanita, & Jackson, C. (2018). Monstrous men' and 'sex scandals': the myth of exceptional deviance in sexual harassment and violence in education. Palgrave Communications, 4,147. https://doi.org/10.1057/s41599-018-0202-9

Taiwo, M.O., Omole, O.C., & Omole O.E. (2014). Sexual harassment and psychological consequence among students in higher education institution in Osun State, Nigeria. International Journal of Applied Psychology, 13-18.

Timeslive, (2018) https://www.timeslive.co.za/news/south-africa/2018-10-10-university-of- limpopo-lecturer-suspended-over-sexual-harassment-allegations/

Yung, C. R. (2015). Concealing campus sexual assault: an empirical examination. Psychology, Public Policy, and Law, 21(1), 1–9. http://dx.doi.org/10.1037/law0000037.