

NETFLIX SEX EDUCATION SHOW AND HEALTHY SEXUAL CHOICES AMONG BABCOCK UNIVERSITY UNDERGRADUATES

Atakiti, Ifeoluwa O. (PhD) & Akanni-Allimi, Kehinde
Department of Mass Communication, Babcock University
atakitii@babcock.edu.ng

Abstract

With the rise in adoption of Over The Top (OTT) services such as Netflix, there is continuous exposure to varying edutainment aimed at educating its audience in making choices as it relates to societal issues in the society. Some of such edutainment shows are geared towards sex education aimed at exposing its audience to ills of unhealthy sexual choices thereby reducing rate of sexually transmitted diseases, unwanted pregnancies and death that could occur through termination of unwanted pregnancies. The study examined the influence of Netflix Sex Education show on the sexual choices of undergraduates in Babcock University. Survey research method was adopted. Using multistage sampling, 370 copies of questionnaire were administered to respondents. All copies of the questionnaire were retrieved giving a 100 percent response rate.

The study found Babcock University undergraduates are exposed to Netflix sex education show ($x=4.38$) and understood the contents on sexually transmitted diseases ($x=4.35$). The study further found that Babcock University undergraduates strongly adopted better sexual choices after exposure to Netflix sex education show ($x=4.22$). The study concluded undergraduates were influenced by Netflix sex education show with the making of better sexual choices. The author recommended the media should to promote sex education programmes.

Keywords: Sex Education, Sexually transmitted diseases, sexual choices, Netflix sex education show

Introduction

The society in recent times continues to deal with high rate of teen pregnancy, death from abortions and spread in sexually transmitted diseases. UNICEF (2022) estimated that 13 per cent of adolescent girls and young women give birth before age 18 while WHO (2023) reported that adolescent birth rate for girls 10 to 14 years in 2022 was estimated at 1.5 per 1000 women with higher rates in sub-Saharan Africa. To avoid stigmatization and shame, many results to abortions and severe maternal conditions among adolescents; this is a source of death in maternal mortality (UNICEF, 2022). The rise of OTT contents have continued to increase exposure of viewers to varying media content especially in the entertainment industry. According to Explodingtopic (2024), an average teen spends 7 hours and 22 minutes on screens daily viewing mostly entertainment contents. Li (2023) opined that audience exposure to and interaction with media contents contributes to continual rise in rape, teenage pregnancy, abortion and sexually communicated diseases from unprotected sexual

relationships. With influx of media contents on the Internet, leading to youthful exuberance; substance abuse, excessive partying, and sexual activities among the youths, sexual education is needed to curb the transmission of sexually transmitted diseases and create a holistic environment for youths. Onasoga *et.al* (2020) further collaborates this view as it was noted that in spite of the learning opportunities from television viewing, it has also paved way for illicit sexual contents.

To curb this menace in the society, stakeholders have thus seen the need for sex education contents not only in the hands of parents or the classroom but also the media. While not all television and other media contents are bad, statistics indicates that there are overly dangerous and harmful contents that youths learn from, (Canadian Paediatric Society 2003). Hence the need for sex education contents on the media to counter the effects of harmful and dangerous contents youths are exposed to. UNFPA (2018)

defines sex education as “a curriculum-based process of teaching and learning about cognitive, emotional, physical and social aspect of sexuality. Sex education prepares children and young people with the required knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity”. Likewise, Zulu *et.al.* (2019) explains that absence of sex education can be linked to health problems like teenage and unwanted pregnancies, unsafe abortions, sexually transmitted diseases among adolescents.

According to Tiemyod (2015), learning through the edutainment function of the media, improves the attitude of learners and increase the learning achievement. It can be used to educate and reinforce sexual health knowledge in youths. Similarly, Zahrulianingdyah (2015), opines that sexual education taught through film can be used as visual aids and can reinforce what has been thought at home and school. Likewise, Atakiti & Ojomo (2015) highlighted that due to the visual appeal of television, health messages given via television is effective choice of passing information and it breaks down the literacy barrier, allowing people in remote areas, particularly those with inadequate literacy skills, to see health programs targeted at them.

One of such edutainment programme is the Netflix Sex Education show which provides in-depth information on sex education. Ugboaja *et.al* (2022) reported that youths are continuously exposed to Netflix streaming contents as it offers diverse video on demand contents with lots of television series aimed at the younger audience. Time (2024) revealed that despite the increased poverty and high employment rate that threatens the income of Nigerians, Netflix added 13 million subscribers during the last quarter of 2023, more growth than any quarter since 2020. It also offers a subscription plan for as low as #1200 monthly. *Netflix Sex Show* is a television series on Netflix which started in 2019 and the latest season released in 2023. It is a top rated television series that enlighten its audience on sex education, with youths as its targeted audience. A teenage boy with a sex therapist mother teams up with a high school classmate to set up an underground sex therapy clinic at school (IMDB, 2024). Hence this study seeks to examine the influence of Netflix Sex Education Show on healthy sexual choices of undergraduates in Babcock University.

Objectives of the Study

The objectives of this study are to:

1. Examine the level of exposure of Babcock University undergraduates to Netflix Sex Education show;
2. Examine the extent to which Babcock University undergraduates understand sexually transmitted diseases based on the exposure to Netflix Sex Education show;
3. Determine the extent to which Babcock University undergraduates understand sexual harassment as revealed in the Netflix Sex Education show; and
4. Ascertain sexual choices adopted by Babcock University undergraduates based on the exposure to Netflix Sex Education show.

Research Questions

1. How exposed are Babcock University undergraduates Netflix Sex Education show?
2. How do Babcock university undergraduates understand sexually transmitted diseases on Netflix Sex Education show?
3. What is the understanding of Babcock university undergraduates about sexual harassment based on Netflix Sex Education show?
4. What are Babcock University undergraduates' adopted sexual choices after viewing Netflix Sex Education show?

Literature Review

Media, Sex Education and sexual choices of youths

Sex scenes in TV shows and movies are extremely popular, and there are even pages selling sex on the Internet, which could give teenagers the erroneous idea about how sex works. Also, because some parents are uncomfortable discussing sex-related matters, young people turn to the Internet for solutions, which are frequently incorrect or misleading such as engaging adolescents engaging in sexual practices leading to teen pregnancy, abortions and contacting sexually transmitted disease and an increase in maternal mortality. Thus sex education, is the learning and teaching of safe and healthy sexual habits. Sex education exposes the learner to having a profound understanding about individual's sexuality and sexual behaviour. Sule, Akor, Toluhi, Suleiman, Akphihi and Ali

(2015), explained that the importance of sex education in the health education curriculum cannot be overemphasized, it gives accurate information to help education stakeholders, as well as children and adolescents, avoid sex-related issues. Strategies to assist young people to develop self-respect, sexual understanding, and other skills are also included in sexual education. Sex education should begin before puberty, prior to forming courtship practices and established partners. Hence sex education begins from early childhood with parents as the first educator and then progresses to adolescents. As the child mingles and socializes in the community, there is need for a collective efforts of parents, teachers and media educators in empowering children and young people with information, skills and positive values needed to understand and enjoy their sexuality, have safe and fulfilling relationships.

As observed by Amaechi, Anyalebechi & Ariole (2016), Sexuality education arose and was brought into Nigerian schools as it became evident that there was, and still is, a compelling need to tackle teenagers' reproductive health, reproductive rights, and sexuality issues. The importance of preparing adolescents for adulthood roles that conform to contemporary living patterns has grown, and success has been observed to rely heavily on basic education, health care knowledge, and positive interactions supplied to them. Sexual choices are defined as the decisions made regarding sexual matters in relation to this study, which is among young adults. These choices play a role in preventing sexual issues surrounding sex education.

According to Guan (2021), Sex education teaches young adults how to be supported in making healthy and safe sexual decisions. The edutainment function of the media as a powerful tool of disseminating health communication is required for continuous increase in awareness of health issues including sex education. This is evident in Sri (2022) study conducted on effective use of media in teaching sex education on adolescents' attitude towards preventing unwanted pregnancy which found that there was a relationship between the provisions of sex education using media and attitudinal changes of adolescents in Balikpapan to unwanted pregnancy after intervention. Similarly, Osorio *et. al.* (2015) observed that how condom promotional messages are conveyed to youths would also influence the adoption of such messages. This collaborate the

view of Lameiras-Fernández *et al* (2021) who posited in their conceptual work that adoption of practicing safe sex using condoms to protect oneself from sexually transmitted diseases had to do with the duration of exposure to the media message and the nature of technology adopted.

Atakiti *et al* (2018) in their study on the role of Lagos traffic radio in educating road users reported that the public often rely on the media regarded as source of information and education. Turkes (2019) in the study on influence of media consumption on students using a survey research design found that students' cognitive skills improved due to their exposure to television educational contents.

Also, in an online report by Vorfeld (2020) published by the John Hopkins Newsletter, Netflix Sex Education is an extremely helpful television program because of the way it is changing the outlook of sex education in the media. It is a show that performs the media functions of entertaining, educating, and informing. Scull, Otiz, Shafer, Brown, Kupersmidt and Suellentrop (2015) found the benefits of how a television show can serve as media literacy education. The study explained the edutainment function of the media as youths most preferred media contents are geared towards entertainment, hence the need to infuse educational contents into entertainment programmes. Majority of the responded reported adopting the media messages they are exposed to from television programmes.

Similarly, in Gonzalez, Karczmarczyk, Douress and Scott (2017) study, it was reported that to continuously reduce the occurrence of STIs and prevent adolescent pregnancy among children aged 15 to 19, public health experts and health awareness practitioners play a critical role in guaranteeing that sex education programs are delivered using medically accurate material. Kumar, Goyal, and Yadav (2017) in the study "Knowledge Attitude and Perception of Sex Education among School Going Adolescents in Ambala District, Haryana, India sought to determine the knowledge and attitude of school-aged teenagers in rural and urban areas of Ambala district on sex education using a cross sectional study design. It was reported from the study that majority of adolescents 93.5% agreed that sex education can help curb the spread of AIDS, another larger percentage (91.5%) also agreed that doctors should give them sex education instead of parents or teachers while 83.0% preferred teachers and 37.3%, parents. This shows that youths will prefer a third party to take them through sex

education rather than parents, hence the efficiency of edutainment contents on the media.

Karami, *et.al* (2021), further reported in their study that various research articles have been written about harassment in the twentieth and twenty-first centuries. The respondents identified sexual harassment to include sexual statements, such as making disparaging remarks about the size of a woman's breasts, which is the most commonly reported kind of sexual harassment.

Social Learning Theory

Social learning theory was propounded by Albert Bandura (1977), it posits that learning has to do with two main factors, environmental and cognitive factors. The theory assumes that people learn certain behaviour by imitating and studying others. Bandura (1977) developed this theory as a result of his Bobo doll experiments in 1961 and 1963, the experiment contained children punching bobo dolls and concluded that they observe and imitate the actions of others. In the social learning theory, there are systematic steps to learning a new behaviour, this according to Bandura (1986) include attention, retention, reproduction and motivation. Attention, this process involves taking note of the behavior that is to be learned. Retention, this is the ability to recall the behavior that was observed and given attention to. Reproduction has to do with imitating the behavior that was observed and recalled. Finally, motivation has to do with learning a behavior from the experience of others and not directly experiencing it.

The theory has major assumptions for example, people learn by observation, learning does not automatically lead to change in behavior, attention, retention, reproduction and motivation can affect behavior, as well as consequences and reinforcement. According to the theory, youth's exposure to Netflix Sex Education show can facilitate learning and change in behavior. In the view of Navabi (2012), people assimilate and mimic the behavior of others after witnessing it, especially if their witnessing experiences are good

or include rewards related to the seen behavior. Similarly, Horsburgh & Ippolito (2018) observed that the four stages proposed by Bandura can be associated with how students and clinical teachers expressed learning in the study.

The theory highlights observation as the first step to learning, to learn sexual education, the learner needs to observe how to practice safe sex, abstinence, consent, making healthy sexual choices and speaking to trusted adults and then pay attention to the observations so as to not affect the quality of learning the observed by being distracted. Retention is the next process, after attention there is need for retention of how to practice safe sex, abstinence, making healthy sexual choices and seeking help when needed to allow recollection of these learned behavior.

Methodology

The study adopted the descriptive survey design. Survey design using questionnaire will help to gather information from a broad population about their understanding, opinion, feelings, beliefs, or experience regarding a given topic. The population of Babcock University undergraduate according to the school registry (2023) is 10,064. Using Majid (2018) formula, a sample size of 370 respondents was calculated while the multi stage sampling technique was adopted to draw respondents from the nine schools in the university using the fish bowl method. Five schools: (Veronica Adeleke School of Social Sciences, Computing and Engineering Sciences, Management Sciences, Education and Humanities, and Public and Allied Health) were thus randomly selected with the fish bowl method. From the five schools, a department was picked using the fish bowl method from each school. Respondents from each school were randomly selected based on their accessibility to Netflix streaming platform.

Table 1: Proportional Distribution of Sample Size by Departments

| Name | Population | Proportion (%) | Sample Size |
|-------------------------|--------------|----------------|-------------|
| Business Administration | 400 | 15% | 56 |
| Computer Science | 1066 | 38% | 140 |
| English Studies | 78 | 3% | 11 |
| Mass Communication | 815 | 29% | 107 |
| Public Health | 414 | 15% | 56 |
| Total | 2,773 | 100 | 370 |

Open ended questions were designed to collect data for analysis with 100% response rate from the respondents. All the variables measured in the questionnaire had good internal consistency because they all had Cronbach's Alpha scores that were above 0.7 as shown in table 2.

Table 2 Cronbach's Alpha Reliability Test Result

| Variables | No. of Items | Cronbach's Alpha |
|--|--------------|------------------|
| Exposure of Netflix Sex Education Show to students | 5 | 0.848 |
| Understanding Sexually Transmitted Diseases based on the Netflix Sex Education Show | 6 | 0.710 |
| Understanding Sexual Harassment based on the Netflix Sex Education Show | 5 | 0.708 |
| Adoption of Sexual Choices among students after viewership of Netflix Sex Education Show | 5 | 0.732 |

Results

Research Question One: How exposed are Babcock University undergraduates Netflix Sex Education show?

Table 3 Exposure of Undergraduates to Netflix Sex Education Show

| Items | SA Freq. (%) | A Freq. (%) | D Freq. (%) | SD Freq. (%) | N Freq. (%) | Mean (\bar{x}) | Standard Deviation (SD) |
|--|--------------------|-------------------|-------------------|--------------------|-------------------|-----------------------|-------------------------------|
| I know about the Netflix show Sex Education | 320 (86.5) | 46 (12.4) | - | - | 4 (1.1) | 4.83 | 0.52 |
| I have seen the show Netflix Sex Education | 255 (68.9) | 65 (17.6) | 6 (1.6) | 21 (5.7) | 23 (6.2) | 4.37 | 1.17 |
| I know that Netflix Sex Education show addresses sexual harassment | 255 (68.9) | 58 (15.7) | 25 (6.8) | - | 32 (8.6) | 4.36 | 1.19 |
| I know that Netflix Sex Education show addresses sexually transmitted diseases | 247 (66.8) | 70 (18.9) | 21 (5.7) | - | 32 (8.6) | 4.35 | 1.18 |
| I have watched every episode of the Netflix Show Sex Education | 213 (57.6) | 74 (20) | 6 (1.6) | 21 (5.7) | 56 (15.1) | 3.99 | 1.48 |
| Average Overall Mean | | | | | | 4.38 | 1.11 |

Note: Freq.= Frequency

KEY: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Neutral***Decision Rule if mean is 1 to 1.79=Undecided; 1.80 to 2.59 = Strongly Disagree; 2.60 to 3.39 =Disagree; 3.40 to 4.19= Agree; 4.20 to 5 = Strongly Agree

Table 3 showed that undergraduates were strongly exposed to Netflix sex education show (\bar{x} = 4.38). Specifically, participants strongly agreed with the following assertions, that they: knew about the Netflix show Sex Education (\bar{x} = 4.83), had seen the show Netflix Sex Education (\bar{x} = 4.37), knew that Netflix Sex Education show addresses sexual harassment (\bar{x} = 4.36) and they knew that Netflix Sex Education show addresses sexually transmitted diseases (\bar{x} = 4.25). Also respondents agreed that they had watched every episode of the

Netflix sex education show (\bar{x} = 3.99). This implies that undergraduates were strongly exposed to Netflix sex education show. They were strongly agreed exposed to Netflix sex education show which made them to: know about the Netflix show sex education, see the show, know that Netflix sex education show addresses sexual harassment, Netflix sex education show addresses sexually transmitted diseases. Also undergraduates had watched every episode of the Netflix sex education show.

Research Question Two: How do Babcock university undergraduates understand sexually transmitted diseases on Netflix Sex Education show?

Table 4: Understanding of Sexually Transmitted Diseases on Netflix Sex Education Show

| | SA | A | D | SD | N | Mea n (\bar{x}) | Standa rd Deviati on (SD) |
|---|---------------|---------------|--------------|--------------|--------------|---------------------------|---------------------------------------|
| <i>Based on Netflix sex education show...</i> | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | Freq. (%) | | |
| Sexually transmitted diseases can be as a result of unprotected sex | 265 (71.6) | 80 (21.6) | - | - | 25 (6.8) | 4.51 | 1.03 |
| Sexually transmitted diseases raise cases of stigmatization | 244 (65.9) | 107 (28.9) | - | - | 19 (5.1) | 4.51 | 0.93 |
| Sexually transmitted diseases are diseases like chlamydia , syphilis, and gonorrhoea. | 215 (58.1) | 129 (34.9) | - | - | 26 (7.0) | 4.37 | 1.04 |
| Sexually transmitted diseases can lead to a disease epidemic | 223 (60.3) | 97 (26.2) | 11 (3.0) | 6 (1.6) | 33 (8.9) | 4.27 | 1.20 |
| I have learned about safe sexual practices | 224 (60.5) | 82 (22.2) | 29 (7.8) | - | 35 (9.5) | 4.24 | 1.22 |
| Sexually transmitted diseases can be contracted through oral sex | 243 (65.7) | 59 (15.9) | 19 (5.1) | 5 (1.4) | 44 (11.9) | 4.22 | 1.34 |
| Average Overall Mean | | | | | | 4.35 | 1.13 |

Note: Freq.= Frequency

KEY: SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree, N= Neutral***Decision Rule if mean is 1 to 1.79=Undecided; 1.80 to 2.59 = Strongly Disagree; 2.60 to 3.39 =Disagree; 3.40 to 4.19= Agree; 4.20 to 5 = Strongly Agree

Table 4 depicts that Babcock university undergraduates strongly understood sexually transmitted diseases on Netflix Sex Education show (\bar{x} = 4.35). They specifically strongly understood the following about sexually transmitted diseases on Netflix Sex Education show: sexually transmitted diseases could be as a result of unprotected sex (\bar{x} = 4.51), sexually transmitted diseases raised cases of stigmatization (\bar{x} = 4.51), sexually transmitted diseases are diseases such as chlamydia , syphilis, and gonorrhoea (\bar{x} = 4.37), sexually transmitted diseases could lead to a disease epidemic (\bar{x} = 4.27), they had learned about safe sexual practices (\bar{x} = 4.24) and that sexually transmitted diseases can be contracted through oral sex (\bar{x} = 4.22).

This implies that Babcock university undergraduates understood sexually transmitted diseases on Netflix sex education show. They specifically strongly understood the following from Netflix sex education show that: sexually transmitted diseases could be as a result of unprotected sex, sexually transmitted diseases raised cases of stigmatization, sexually transmitted diseases are diseases such as chlamydia, syphilis, and gonorrhoea, sexually transmitted diseases could lead to a disease epidemic. They had also learned about safe sexual practices and that sexually transmitted diseases could be contracted through oral sex.

Research Question Three: What is the understanding of Babcock university undergraduates about sexual harassment based on Netflix Sex Education show?

Table 5: Understanding of Sexual Harassment from Netflix Sex Education Show

| | SA | A | D | SD | N | Mea | Standa |
|---|---------------|---------------|------------|------------|--------------|---------------|-------------|
| | Freq. | Freq. | Freq. | Freq. | Freq. | n | rd |
| | (%) | (%) | (%) | (%) | (%) | (\bar{x}) | Deviasi |
| <i>Based on Netflix sex education show...</i> | | | | | | | on |
| | | | | | | | (SD) |
| Sexual harassment can lead to trauma | 313 (84.6) | 48 (13) | 2 (0.5) | - | 7 (1.9) | 4.78 | 0.64 |
| Sexual harassment is not limited to rape only | 264 (71.4) | 96 (25.9) | - | - | 10 (2.7) | 4.63 | 0.75 |
| Sexual harassment involves unsolicited physical or verbal sexual advances | 257 (69.5) | 85 (23) | - | - | 28 (7.6) | 4.47 | 1.08 |
| Sexual harassment cases should be reported to the police or a trusted adult | 260 (70.3) | 77 (20.8) | - | 5 (1.4) | 28 (7.6) | 4.46 | 1.09 |
| Aimee’s inability to be intimate with her partner is as a result of her sexual harassment | 203 (54.9) | 103 (27.8) | 6 (1.6) | - | 58 (15.7) | 4.06 | 1.41 |
| Average Overall Mean | | | | | | 4.48 | 0.99 |

Source: Field Survey 2022; Note: Freq.= Frequency

KEY: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, N= Neutral***Decision Rule if mean is 1 to 1.79=Undecided; 1.80 to 2.59 = Strongly Disagree; 2.60 to 3.39 =Disagree; 3.40 to 4.19= Agree; 4.20 to 5 = Strongly Agree

Table 5 depicts that Babcock university undergraduates strongly agreed they understood sexual harassment based on Netflix sex education show (\bar{x} = 4.35). They in particular strongly agreed they understood the following about sexual harassment based on Netflix sex education show, that: sexual harassment could lead to trauma (\bar{x} = 4.78), sexual harassment is not limited to rape only (\bar{x} = 4.63), sexual harassment involved unsolicited physical or verbal sexual advances (\bar{x} = 4.47) and that sexual harassment cases should be reported to the police or a trusted adult (\bar{x} = 4.46).

This connotes that Babcock University undergraduates strongly understood sexual harassment based on Netflix sex education show. They particularly strongly understood that: sexual harassment could lead to trauma, sexual harassment is not limited to rape only, sexual harassment involved unsolicited physical or verbal sexual advances and that sexual harassment cases should be reported to the police or a trusted adult.

Research Question Four: What is Babcock University undergraduates' adopted sexual choices after viewing Netflix Sex Education show?

Table 6 Adopted Sexual Choices after Viewing Netflix Sex Education Show

| | SA | A | D | SD | N | Mea | Standa |
|---|---------------|---------------|--------------|--------------|--------------|---------------|-------------|
| | Freq. | Freq. | Freq. | Freq. | Freq. | n | rd |
| | (%) | (%) | (%) | (%) | (%) | (\bar{x}) | Deviasi |
| <i>After viewing Netflix sex education show..</i> | | | | | | | on |
| | | | | | | | (SD) |
| I will communicate with my partner and get tested regularly | 245 (66.2) | 115 (31.1) | - | - | 10 (2,7) | 4.58 | 0.76 |
| I will have affirmative consent before engaging in sexual practices with my partner | 247 (66.8) | 109 (29.5) | - | - | 14 (3.8) | 4.55 | 0.84 |
| I will not be pressured into having sexual relationships | 271 (73.2) | 74 (20) | - | - | 25 (6.8) | 4.53 | 1.03 |
| Sexual abstinence is the only way to totally prevent sexually transmitted diseases | 166 (44.9) | 86 (23.2) | 43 (11.6) | 51 (13.8) | 24 (6.5) | 3.86 | 1.30 |
| I will visit a health clinic or a sex therapist whenever I have sex-related questions | 159 (43) | 75 (20.3) | 20 (5.4) | 60 (16.2) | 56 (15.1) | 3.60 | 1.53 |
| Average Overall Mean | | | | | | 4.22 | 1.09 |

Note: Freq.= Frequency

KEY: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, N=Neutral***Decision Rule if mean is 1 to 1.79=Undecided; 1.80 to 2.59 = Strongly Disagree; 2.60 to 3.39 =Disagree; 3.40 to 4.19= Agree; 4.20 to 5 = Strongly Agree

Table 6 shows that Babcock University undergraduates' strongly agreed they adopted sexual choices after viewing Netflix sex education show ($\bar{x} = 4.22$). Babcock University undergraduates' strongly agreed they adopted the following sexual choices after viewing Netflix sex education show, that: they would communicate with their partner and get tested regularly ($\bar{x} = 4.58$), they would have affirmative consent before engaging in sexual practices with their partner ($\bar{x} = 4.55$) and that they would not be pressured into having sexual relationships ($\bar{x} = 4.53$). Participants also agreed that sexual abstinence was the only way to totally prevent sexually transmitted diseases ($\bar{x} = 3.86$) and that they would visit a health clinic or a sex therapist whenever they had sex-related questions ($\bar{x} = 3.60$). This suggests that Babcock University undergraduates' strongly adopted the following sexual choices after viewing Netflix sex education show: they would communicate with their partner and get tested regularly, they would have affirmative consent before engaging in sexual practices with their partner and that they would not be pressured into having sexual relationships. They also noted that sexual abstinence was the only way to totally prevent sexually transmitted diseases and that they would visit a health clinic or a sex therapist whenever they had sex-related questions.

Discussion of Findings

In this study, undergraduates were strongly exposed to Netflix sex education show. They were strongly exposed to Netflix sex education show which made them to know about Netflix show Netflix sex education show addresses sexually transmitted diseases. This finding buttresses the study by Nwokedi (2018) which explained that one of the most influential sections of the media is film, which has an ever-increasing reach. The study further explained that film has been adopted by individuals, companies, and independent groups for the goals of entertaining, enlightening, and educating others in an entirely distinct manner. Edutainment is a method of communication that is used to disseminate information with the goal of bringing about the required social change. Atakiti *et al* (2018) in the research article titled, The Role of Lagos Traffic Radio in Educating Road Users on Traffic Management in Lagos, Nigeria highlighted that the media is often regarded as a source of information and education. In relation to this finding, the media can serve as a tool of

information and education. Also, in an online report by Vorfeld (2020) published by the John Hopkins Newsletter, Netflix Sex Education is an extremely helpful television program because of the way it is changing the outlook of sex education in the media. It is a show that performs the media functions of entertaining, educating, and informing. This is affirmed in this study as undergraduates understood the concept of sexually transmitted diseases on Netflix sex education show; sexually transmitted diseases could be as a result of unprotected sex, sexually transmitted diseases raised cases of stigmatization, sexually transmitted diseases are diseases such as chlamydia, syphilis, and gonorrhoea, sexually transmitted diseases could lead to a disease epidemic. Undergraduates had also learned about safe sexual practices and that sexually transmitted diseases could be contracted through oral sex. Corroborating the findings of this study, Scull *et. al* (2020) reported that watching and discussing reality television shows that are appealing and fascinating to adolescents and focus on potential consequences of sexual practices, such as teen pregnancy, could be an effective strategy to educate and engage adolescents in sexual health talks. Scull, *et. al* (2020) also found that web-based program can increase parent and adolescent communication of sexual health issues. In the same vein, Djannah, *et. al* (2020) reported that audio-visual media has an important role in developing teenage sexual-reproduction health knowledge.

In addition, undergraduates understood that sexual harassment could lead to trauma, sexual harassment is not limited to rape only, sexual harassment involved unsolicited physical or verbal sexual advances and that sexual harassment cases should be reported to the police or a trusted adult. Corroborating the finding of this study, Sweeting, *et.al* (2022) confirms that school-based sexual harassment is common but also finds significant nuance in the ways in which students distinguish between acceptable conduct and harassment. Karami, *et.al* (2021), further reported in their study that various research articles have been written about harassment in the twentieth and twenty-first centuries. The respondents identified sexual harassment to include sexual statements, such as making disparaging remarks about the size of a woman's breasts, which is the most commonly, reported kind of sexual harassment.

This study established that undergraduates' would adopt healthy sexual choices such as

communicating with their partner and getting tested regularly, have affirmative consent before engaging in sexual practices with their partner and would not be pressured into having sexual relationships. It was also noted that sexual abstinence was the only way to totally prevent sexually transmitted diseases and would visit a health clinic or a sex therapist whenever the need arises. Also, Kemigisha, *et. al* (2019) discovered that comprehensive sexual education can improve and change the sexual behaviors among young adolescents.

In the view of Chen, *et. al* (2016) study, peer-perceived sexual conduct had the greatest impact on Taiwanese teenagers' sexual beliefs and behavioral intent, while media influence had a significant role in adolescents' sexual attitudes and intent to engage in sex. This explains the adoption of healthy sexual choices by university undergraduates based on their exposure to Netflix Sex Education show.

Conclusion and Recommendation

This study concluded that Netflix sex education show is a medium by which undergraduates of Babcock University were exposed to sex education show and Babcock university undergraduates were influenced by the Netflix sex education show. In addition, undergraduates understood sexually transmitted diseases through Netflix sex education show and are able to make better sexual choices after viewing Netflix sex education show. The study therefore recommended that there should be continuous edutainment sexual programmes on OTTP and other social media platforms geared towards enlightening the youths on sex education thereby enhancing the overall knowledge and understanding of youths in making healthy sexual choices.

References

- Amaechi, N., Anyalebechi, L., & Ariole, I. A. (2016). Promoting sexuality education in tertiary institutions: expected roles of women librarians in Nigeria. *Library Philosophy and Practice eJournal*, 1-17. <https://digitalcommons.unl.edu/libphilprac/1471>
- Atakiti, I.O, and Ojomo, O. W. (2015). Influence of television health programmes on maternal health. *International journal of humanities and social sciences*, 5(8), 170-180.
- Atakiti, I. O, Ogunwemimo, T. A., & Ogunwemimo, F. (2018). The role of lagos traffic radio in educating road users on traffic management in Lagos State, Nigeria. *International Journal of Current Research*, 8(1), 25119-25125. <http://www.journalcra.com>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall
- Canadian Paediatric Society (2003). Impact of media use on children and youth. 2003 May-Jun; 8(5): 301–306. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/#>
- Chen, A. C., Neilands, T. B., Chan, S., & Lightfoot, M. (2016) Contextual influence on Taiwanese adolescents' sexual attitudes and behavioral intent. *Nurs Health Sci*. 2016 September ; 18(3): 355–361. doi:10.1111/nhs.12278.
- Djannah, S. N., Sulistyawati, S., Sukesu T. W., Mulasari, S. A., & Tentama, F. (2020). Audio-visual media to improve sexual-reproduction health knowledge among adolescent. *International Journal of Evaluation and Research in Education (IJERE)*, 9(1), 138-143. DOI: 10.11591/ijere.v9i1.20410
- Explodingtopic (2024). Average Screen Time for Teens (2024). <https://explodingtopics.com/blog/screen-time-for-teens>
- Gonzalez, C. M., Karczmarczyk, D. F., Douress, B. L., & Scott, M. M. (2017). Sex education policy: need for a standard definition of medically accurate information. *Pedagogy in Health Promotion*, 3(4), 221–227. <https://www.jstor.org/stable/26652634>
- Horsburgh, J., Ippolito, K. (2018). A skill to be worked at: using social learning theory to explore the process of learning from role models in clinical settings. *BMC Med Educ* 18, 156 (2018). <https://doi.org/10.1186/s12909-018-1251-x>
- IMDB (2024). Sex Education. <https://www.imdb.com/title/tt7767422/>
- Karami, A., Spinel, M. Y., White, C. N., Ford, K. & Swan, S. A. (2021). systematic literature review of sexual harassment studies with text mining. 2021. *Sustainability* 13(12), 6589. <https://doi.org/10.3390/su13126589>
- Kemigisha, E., Bruce, K., Ivanova, O., Leye, E., Coene, G., Ruzaaza, G. N., Ninsiima, A. B., Mlahagwa, W., Nyakato, V. N., & Michielsen, K. (2019). Evaluation of a school based comprehensive sexuality education program among very young adolescents in rural Uganda. *BMC public health*, 19(1), 1393. <https://doi.org/10.1186/s12889-019-7805-y>
- Kumar, R., Goyal, A., Singh, P., Bhardwaj, A., Mittal, A., & Yadav, S. S. (2017). Knowledge attitude and perception of sex education among school going adolescents in Ambala district, Haryana, India: A cross-sectional study. *Journal of clinical and diagnostic research: JCDR*, 11(3), LC01–LC04. <https://doi.org/10.7860/JCDR/2017/19290.9338>
- Lameiras-Fernández, M., Martínez-Román, R., Carrera-Fernández, M., and Rodríguez-Castro. Y. (2021). "Sex Education in the Spotlight: What Is Working? Systematic Review" *International Journal of Environmental Research and Public Health* 18, no. 5: 2555. <https://doi.org/10.3390/ijerph18052555>
- Li, Z. (2023). Media Influence on Adolescents Sex Education: A Comparative Analysis of Sex Education in China and Western Countries. *Lecture Notes in Education Psychology and Public Media*. 5. 731-740. 10.54254/2753-7048/5/2022869.
- Nabavi, R.T. (2012) Bandura's Social Learning Theory & Social Cognitive Learning Theory. *Journal of Personality and Social Psychology*, 1, 589. DOI: 10.4236/psych.2017.813137
- Nwokedi, M. E. (2018). "Film as a Mass Medium: Audience Perception of Home Video Films as Representation of Realities in Nigeria (Study of Residents in Awka South)," MPRA Paper 89256, University Library of Munich, Germany.

- Osorio A., Lopez-del Burgo C., Ruiz-Canela M., Silvia, C., and Irala, J. (2015). Safe-sex belief and sexual risk behaviours among adolescents from three developing countries: a cross-sectional study. *BMJ Open* 2015;5:e007826. doi:10.1136/bmjopen-2015-007826
- Scull, T., Malik, C. V., & Keefe, E. M. (2020). Determining the feasibility of an online, media mediation program for parents to improve parent-child sexual health communication. *Journal of Media Literacy Education*, 12, 13-25. 10.23860/JMLE-2020-12-1-2.
- Sri, H. (2022). Effective Use of Media About Sex Education on Adolescent Attitudes in Preventing Unwanted Pregnancy. *Indonesian Journal of Multidisciplinary Science*, Vol. 2 (3). <https://ijoms.internationaljournalallabs.com/index.php/ijoms/article/view/297>
- Sweeting, H., Blake, C., Riddell, J., Barrett, S., & Mitchell, K. R. (2022). Sexual harassment in secondary school: Prevalence and ambiguities. A mixed methods study in *Scottish schools*. *PLoS ONE* 17(2): e0262248. doi:10.1371/journal.pone.0262248
- Tiamyod, P. (2015). Results of Enhanced Learning with the Edutainment Format. *Procedia - Social and Behavioral Sciences* 176:946-951
- Time (2024). Netflix's Risky Move Pays Off With Surge in Subscriptions. <https://time.com/6581204/netflix-password-sharing-subscriptions-rise/>
- Turkes, M. C. (2019). The impact of media consumption on students. a transversal study on the influence of tv effects on education students of Bucharest, *Academic Journal of Economic Studies, Faculty of Finance, Banking and Accountancy Bucharest, "Dimitrie Cantemir" Christian University Bucharest*, vol. 5(2), pages 84-93, June. <https://doi.org/10.1177/1010539513475655>
- Ugboaja, S U; Anorue, L I; Okonkwo, C P; Ayogu, G O. (2022). Exposure and Content Preference of Online Television Streaming among University Students in North Central, *Nigeria Global Media Journal; Hammond Vol. 20, Iss. 52, 1-8. DOI:10.36648/1550-7521.20.52.309*
- UNICEF (2022). Early Child Bearing. <https://data.unicef.org/topic/child-health/adolescent-health/>
- United Nations Population Fund. (2018). International Technical Guidance on Sexuality Education, 16-17. <https://www.unfpa.org/sites/default/files/pub-pdf/ITGSE.pdf>
- Vorfeld, C. (2020) Why Netflix's Sex Education is so important. *The John Hopkins News-Letter*. <https://www.jhunewsletter.com/article/2020/02/why-netflixs-sex-education-is-so-important>
- WHO (2023). Adolescent Pregnancy. <https://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>
- Zahrulianingdyah, A. (2015). Reproductive Health Education Model in Early Childhood through Education Film "Damar Wulan". *Journal of Education and Practice*, Vol.6, No.19, 2015
- Zulu, J. M., Blystad, A., Haaland, M. S., Michelo, C., Haukanes, H., & Moland, K. M. (2019). Why teach sexuality education in school? Teacher discretion in implementing comprehensive sexuality education in rural Zambia. *International Journal of Equity Health* 18, 116 <https://doi.org/10.1186/s12939-019-1023-1>