

Communicating HIV/AIDS to Adolescents in South-West Nigeria: The Case of MTV *Shuga* series

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Abstract: HIV/AIDS has continued to be an issue in the world especially in African countries. Different countries have used so many communication strategies to reduce cases of HIV/AIDS by creating awareness and educating the masses on the implications of having it and what to do when one contracts the disease. Mass media are regarded as powerful intervening factors in educating the masses on health issues. This study therefore examined the use of a television series *Shuga* to educate university undergraduates. It explored the Media dependency theory and Social Learning theory and explained that the media can be used for sustainable development. The study employed a quantitative approach using questionnaire items to explore the questions raised. The study showed that media can be useful tools in exposing undergraduates to HIV/AIDS, in increasing knowledge of HIV/AIDS among undergraduate students, in influencing their attitudes towards risky sexual behaviour and reducing stigma towards People Living with HIV/AIDS. The study concluded that the mass media through edutainment can be used to increase the knowledge of undergraduate students on HIV/AIDS, influence their attitudes on risky sexual behaviour and on People Living with HIV/AIDS. It recommended that, educational entertainment programmes should be used to educate the masses on health issues.

Keywords: Exposure, HIV/AIDS, *Shuga*, Sexual Behaviour, Stigmatisation

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I. INTRODUCTION

HIV/AIDS has become part of the masses, people are living with it and contracting it even though there has been media campaign and interventions to ensure that the sickness is curbed, but unlike Ebola, it continues to affect so many people in the world, especially Africans. Studies have shown that so many people are living with HIV and that the sexual behaviour of citizens especially adolescents may not have really changed (UNICEF, 2014). According to UNICEF's 2014 report on HIV/AIDS, so many (2.0 million) adolescents between the ages of 10 and 19 are living with HIV globally and "Regions with the highest numbers of HIV-positive adolescents living with HIV are Sub-Saharan Africa and South Asia. Of the 2.0 million adolescents living with HIV, about 1.6 million (82 per cent) live in Sub-Saharan Africa". United Nations in their regional review of youth in Africa said that "HIV/AIDS remains a major cause of death among African youth, and is one of the biggest youth public health issue facing the region, especially for girls and young women who are more vulnerable to contracting HIV than boys or young men".

Public health campaigns and media intervention campaign programmes have been effective tools for promoting health and social issue, and the effectiveness of employing mass media campaigns (MMC) in these regard is the ability to disseminate information to large audiences in different places simultaneously through the use of television, radio, newspapers, leaflets, booklets, posters and billboards (Wakefield, Loken, & Hornik, 2010). Communication campaigns can be used to convey behaviour-change messages aimed at influencing and changing knowledge, attitudes and practices of audiences. These communication campaigns come in different medium and can be sponsored by stakeholders.

The television series *Shuga* was developed by the MTV Staying Alive Foundation as an initiative that combines entertainment media, social media, print media, mobile (SMS and interactive voice response [IVR]), and live performance, bringing to the attention of young people the social complexities of negotiating safer sexual and lifestyle decisions. The objective of MTV *Shuga* was to improve the quality of life and health of people especially adolescents in African countries to protect themselves from HIV, since according to UNICEF (2014), "half of adolescents (15-19) living with HIV are in just 6 countries: South Africa, Nigeria, Kenya, India, Mozambique and Tanzania". In September 2015, the United Nations (UN) 17 Sustainable Development Goals (SDGs) were adopted by all UN Member States and one of the goals is to 'ensure healthy lives and promote well-being for all at all ages.' In light of this, there is need for nations to ensure the realization of these goals. This study therefore investigated whether the exposure of adolescents to MTV *Shuga* programmes translated to

increase in knowledge and attitude to stigmatization and prevention of HIV/AIDS and risky sexual behaviour among undergraduates.

II. STATEMENT OF THE PROBLEM

Report in 2010 from UNAIDS showed that young people aged 15-24 years accounted for 42% of new HIV infections in people aged 15 and older people living with HIV and nearly 80% live in Sub-Saharan Africa and 31% of new infections in Sub-Saharan Africa (UNAIDS, 2012). UN (2012) also reports that one of the explanations for the spread of HIV in Africa, Nigeria inclusive is risky sexual behaviours and the girls are more vulnerable to HIV/AIDS infection due to early marriage, violence against women and sexual abuse. Since, one of the reasons why there is increase in adolescents living with HIV virus is risky sexual behaviours, maybe because of not having enough knowledge of HIV/AIDS. MTV *Shuga*, a mass media campaign programme was created to reach out to young audience in Africa and to communicate issues of HIV/AIDS, risky sexual behaviour and other related health messages to them. This study therefore, investigated the influence of MTV *Shuga* series on exposure, and attitude of undergraduates to risky sexual behaviour and attitude to stigmatization of People Living with HIV/AIDS.

Research Questions

1. To what extent did the MTV *Shuga* series expose undergraduates to HIV/AIDS?
2. What is the impact of MTV *Shuga* series on the attitude of undergraduates to risky sexual behaviour?
3. To what extent did the MTV *Shuga* series reduce the stigma attached to People Living with HIV/AIDS by the undergraduates?

Research Hypothesis

1. There is significant relationship between exposure to MTV *Shuga* series and attitude of undergraduates to risky sexual behaviour
2. There is significant relationship between exposure to MTV *Shuga* series and attitude towards stigmatization of undergraduates towards People Living with HIV/AIDS

III. LITERATURE REVIEW

MTV *Shuga* television series is a television show that portrays the lives and loves of adolescents. It is a mass media campaign on HIV/AIDS, risky sexual behaviour of other related health messages for young audience to improve their access to sexual information, and HIV/AIDS. According to The Communication Initiative Network (2015), MTV *Shuga* aim is "to improve the quality of life and health of people in African countries with an HIV-burdened population by empowering individuals with the agency to protect themselves and others from sexually transmitted infections (STIs), particularly HIV/AIDS, such as by getting tested for HIV." MTV *Shuga* was first produced for television in Kenya by the MTV Staying Alive Foundation in 2009 and then in Nigeria in December 2013. MTV *Shuga*'s fourth season was debuted in Lagos, Nigeria, in September 2015. The objectives of MTV *Shuga* are to heighten awareness and foster improved communication about HIV, family planning among youth and address the lack of youth-focused, targeted BCC campaigns. The seven specific behaviour change objectives for this television series are the following: 1) consistent and correct condom use; 2) empowerment to negotiate safe sex; 3) HIV testing after risky exposure; 4) positive attitudes towards people living with HIV; 5) contraceptive use in one's last sexual encounter; 6) knowledge of three different forms of contraception; and 7) desire to use forms other than condoms (The Communication Initiative Network, 2015).

Asemah (2015) examined the influence of HIV/AIDS media campaigns on sexual behaviour of Kogi State University students. The study adopted survey research method, administering questionnaire to 204 students of Kogi State. The study revealed that majority of the respondents (97%) were aware of the mass media campaigns on HIV/AIDS, majority of the respondents (36%) got their information from the radio, majority of the respondents 92% were of the opinion that the media campaigns gave them adequate information of the dangers of unprotected sex while majority of the respondents (76%) strongly agreed that the mass media campaigns on HIV/AIDS influenced their sexual behaviours positively. Findings showed that the mass media campaign on HIV/AIDS have created awareness on HIV/AIDS issues on the Kogi State students, hence, the students are exposed to the campaigns, and that mass media campaigns greatly create awareness of issues and expose the public to such issues. In another development, Bhatia, Swami, Puri, Mangat & Gupta (2009) conducted a study in Chandigarh India to find out the increase in the level of awareness about AIDS occurring as a result of mass media and interpersonal communication campaign. The study was conducted in ten (10) villages; information was collected from 323 subjects in pre-intervention phase and from 320 subjects in post-intervention phase in the age group of 15-49 years. The findings of the study showed that awareness about AIDS increased from 58.2% to 70%. The major sources of information were mass media and friends. Knowledge

regarding mode of spread also increased and majority of the respondents were aware about multiple sex partners and use of unhygienic used syringes and needles after campaign. Knowledge regarding prevention of AIDS by using condom increased from 42% to 61.2%. The study concludes that mass media campaigns were successful in enhancing the awareness of AIDS among underprivileged groups even though a large section of the population remains unaware. Nwodu (2008) in a study securing the future: an empirical examination of the influence of “Zip Up” campaign on students’ sexual behavior aimed at ascertaining the effectiveness of the “Zip Up” billboard campaign on the sexual behavior of Nigerian students of institutions of higher learning. The study used survey research method, and administered questionnaire to 1000 respondents selected from ten higher institutions in the South-East geopolitical zone of Nigeria. The results showed that respondents are exposed to the campaign on billboard; that the respondents’ sexual behavior changed positively because of the exposure to the campaign. The respondents also willingly shared message of the campaign with friends.

Furthermore, Esere (2008) conducted a study on the effect of sex education programme on at – risk sexual behaviour of school-going adolescents in Ilorin, Nigeria. The objective of the study was to determine whether sex education intervention programme would reduce at-risk sexual behaviours of school-going adolescents, using quasi-experimental design. The study randomly selected 24 co-educational school adolescents ages 13-19 years in Ilorin Metropolis, Nigeria. The study adopted pre-test, post-test control group quasi experimental design using a two (2) by two (2) factorial analysis. The “At – Risk Sexual Behaviour Scale” was administered to the treatment group and the control group. The study found out that when the treatment (intervention) group was compared with the control group in an intention to treat analysis, there were significant differences in at-risk sexual behaviours of the two groups. Those in the intervention group reported less at – risk sexual behaviours than their counterparts in the control group. Lack of behavioural effect on the control group could be linked to differential quality of delivery of intervention. The knowledge of sexual health of those in the intervention group improved. There was changes in attitude, increase in sexuality knowledge and a relative decrease in at-risk sexual activity compared to the control group. A similar study was conducted in Nigeria by Aderibigbe & Araoye (2008) who carried out a quasi-experimental study in 6 public secondary schools in Ilorin, Kwara State to determine the effect of health education on risky sexual behaviour of students of public secondary schools in Ilorin. The study was carried out in three stages; the baseline, intervention and post-intervention among two groups of adolescent secondary school students, designated as study and control groups. The baseline was conducted with the use of pre-tested semi-structured questionnaires which were self-administered to 262 adolescent students in the study group and 259 in the control group. A post intervention assessment was carried out among both the study and control groups three months after the intervention using the same instrument used at baseline. All respondents were between 10-19 years. The study revealed that, 28.2% of all respondents were sexually active with significantly more males than females having initiated in sexual activity. About 24.2% of all respondents have ever received gifts in exchange for sex, while 45% of the respondents have more than one sexual partner. Condom use at first sexual intercourse was reported by 42.3% of all respondents. The study also found out that there was a significant decrease in sexual activity at post-intervention for the study group and a significant increase in condom use and that the intervention generally had significant impact on contraceptive use and on risky sexual practices.

Menna, Ali and Worku (2015) on another study evaluated efficacy of peer education on changing HIV related risky sexual behaviours among secondary school students in Addis Ababa, Ethiopia. The study made use of quasi experimental research methodology and conducted peer education intervention in four purposively selected secondary schools in Addis Ababa, Ethiopia. Two secondary schools were for intervention, and the other two was for the control groups. Five hundred and sixty students from randomly selected sections of grade 11 were assessed through anonymous questionnaire conducted in pre- and post-intervention periods. Two hundred and eighty (280) questionnaires were administered during the pre-intervention while 260 were administered during the post-intervention period. The findings of the study showed that when the pre- and post-intervention data each group were compared, comprehensive knowledge of HIV and willingness to go for HIV counseling and testing showed significant differences among intervention group student during post intervention period. Also, students in the intervention group were more likely to use condoms during post intervention period compared to students of the control group because they were educated on HIV/AIDS issues.

Agbamu, Kur & Igboeli (2008) investigated access to sexuality information and its impact on student’s attitude to safe sex practices. The study employed survey research method and questionnaire was administered to 300 respondents. The findings showed that the respondents had adequate access to sexuality information more from interpersonal communication and recommends that the mass media should give more information on sexuality ensuring knowledge of such issues, like unsafe sexual practice, HIV/AIDS, sexually Transmitted Illness (STIs), rape, trafficking for sexual exploitation, prostitution, child marriage among others. This therefore showed that information about HIV/AIDS communicated through the mass media or through interpersonal communication is essential in educating adolescents on issues of HIV/AIDS which will make great impact on

them and help them to have a positive change in attitude in their sexual lives and in the way they treat people living with HIV/AIDS.

IV. THEORETICAL FRAMEWORK

Media Dependency Theory

Media dependency theory was propounded by Sandra Ball Rokeach and Melvin Defleur in 1976. The media dependency theory is expanded from the theory of uses and gratification, and it regards audience as an active part communication process. The theory depicts integral relationship among the audience, media and the larger society. Media dependency theory explains that people depend on the information that the media give to meet certain needs and achieve certain goals (Littlejohn & Foss, 2008). The core tenet of media dependency theory is that the more people depend on media to meet their needs, the more the media will be important to them and the more effect media will have on those people. The importance given to media and the effect from media depends on how one uses media.

Media dependency theory is based on three relationships, the relationship between the media and the society, the relationship between the media and the audience and the relationship between the society and the audience. Two factors according to Littlejohn & Foss (2008) determine how dependent the public will become on media; first, one will depend on media that meet a number of one's needs than on media that satisfy just a few needs. This shows that one's dependency on media is determined by the number of media that in one's environment hence, people's dependency on media in developed countries will be higher than people's dependence on media in developing countries. The second source of dependency is social stability, which explains that one's reliance on the media for information will increase or may go down depending on when social change and conflict are high, when established institutions, beliefs and practices are challenged, forcing a re-evaluation and perhaps new choices in terms of media consumption. The explanation of this theory indicates that "people in all societies need information in order to make decisions about such matters as food, shelter, employment, transportation, political issues, entertainment, and other aspects of family life" (Anaeto, Onabajo, & Osifeso, 2012, p.97).

The theory further explains that the effect of media messages according to one's needs could be cognitive, behavioural or affective. Audience dependency on media information can help to alter the audience beliefs, behaviour, and feelings of a particular issue because of mass communicated information (Ball-Rokeach & DeFleur, 1976).

Relevance of the Theory to the Study

The public needs information in order to make decisions concerning HIV/AIDS in Africa. This information could come through the television soap operas, films or even video documentaries. There can be a dependence relationship between the media through the channels of delivering messages on HIV/AIDS and the audience (the students) which will enable the students to achieve their goals of knowing more about HIV/AIDS, get necessary information on HIV/AIDS and create awareness on those issues and influence their attitudes and behaviours. It will also help to alter their beliefs, behaviour and feelings on HIV/AIDS because of the mass communicated information.

Albert Bandura (1977) in his theory Social learning posits that learning is through direct instruction or observation. Bandura believes that humans are active information processors and considers about the relationship between their behaviour and its consequences. Observational learning occurs through meditational processes which Bandura proposed as attention to the message one is observing, retention of the message, reproduction of the message through attitudes and behaviours and the will to perform the behaviour which is regarded as motivation.

Adolescents can repeatedly view MTV Shuga series and learn standards on HIV/AIDS and their attitude pattern towards risky sexual behaviour and stigma towards People Living with HIV/AIDS will change. The extensive symbolic modelling through the actors/characters in the television series will serve as another prominent extra-familial source of influence and also serve to highlight important themes related to sexual and reproductive health.

V. RESEARCH METHODOLOGY

This study is a quantitative study and the survey research methodology was used to collect and analyse data. The sample size for this study is 360 undergraduate students calculated using the student's t-test and considering Alpha and Beta Errors according to Jekel, Elmore & Katz (1996). Questionnaires were designed to measure the variables and were administered to 360 undergraduate students of Babcock University with a population of about 7554 undergraduates using multi-stage stratified and systematic sampling technique in selecting the respondents. The eight schools in the University were listed and put into an ache tray. Using the fishbowl technique, four schools (Veronica Adeleke School of Social Sciences, Education and Humanities,

Management Science and Computing and Engineering Sciences) were selected randomly from the list. In the second stage, all the academic programmes being run under each of the shortlisted schools were identified and listed. The lists were again put in the arch tray and the process was repeated. Two departments from each of the four schools selected were randomly selected, and two levels were again randomly selected from the departments selected. The respondents were systematically selected in their classes for this study. In order to validate the research instrument, face validity and content validity were used to verify and correct the questionnaire items. The questionnaire items were given to scholars to examine and make corrections. For the reliability of the research instrument, the questionnaire was administered to 30 students of University of Lagos, Lagos State and analysed using Statistical Product and Service Solutions version -20 (SPSS). The result showed a reliability coefficient (alpha) of 0.71 which is considered an acceptable reliability. The questionnaire gathered responses to questions such as use of condoms, multiple partners, and whether they can help somebody who has HIV virus. The data was analysed to get frequency distributions regarding exposure to HIV/AIDS, risky sexual behaviours and stigmatization of people living with HIV/AIDS.

VI. DATA PRESENTATION AND ANALYSIS

Research Question 1: To what extent did the MTV Shuga series expose undergraduates to HIV/AIDS?

Table 1: Exposure to MTV Shuga Series (n=350)

		100			Nil
1. Have you viewed/watched Shuga? Yes		No			
		Strongly Agree	Agree	Disagree	Strongly Disagree
2.	Viewing Shuga made me to know that HIV/AIDS can be transmitted through sexual intercourse	123 (35.1%)	122 (34.9%)	52 (14.9%)	53 (15.1%)
3.	Viewing Shuga made me to know that a healthy-looking person can be carrying HIV virus	160 (45.7%)	122 (34.9%)	51 (14.6%)	17 (4.9%)
4.	I can now frequently check myself and know my HIV status	70 (20%)	157 (44.9%)	123 (35.1%)	
5.	Viewing Shuga made me to know that anybody can contract HIV/AIDS	195 (55.7%)	69 (19.7%)	69 (19.7%)	17 (4.9%)
6.	I now know that somebody can reduce his chance of getting HIV virus by having just one uninfected sex partner who has no other sex partner	226 (64.6)	107 (30.6%)	17 (4.9%)	
Aggregate Mean= 15.82					
Aggregate St.D= 2.67					
Minimum= 9					
Maximum= 20					

Findings in table 1 revealed the respondent's extent of exposure to HIV/AIDS through MTV Shuga series. The table showed that 100% of the respondents have viewed Shuga and that 70% of the respondents agreed that viewing MTV Shuga series made them to know that HIV/AIDS can be transmitted through sexual intercourse, while 30% disagreed. Also, 80.6% agreed that it made them to know that a healthy-looking person can be carrying HIV virus, while 19.4% disagreed. Two hundred and twenty seven (64.9%) respondents agreed that they now frequently check and know their HIV status, however, 35.1% disagreed. Majority of the respondents (75.4%) agreed that with MTV Shuga series, they now know that anybody can contract HIV/AIDS, while 24.6% disagreed. Majority of the respondents (95.2%) agreed that they now know that somebody can reduce his chance of getting HIV virus by having just one uninfected sex partner who has no other sex partner. On the aggregate it can be deduced that MTV Shuga series viewing has exposed undergraduate students to HIV/AIDS, with an aggregate mean value of 15.82, which is far above the minimum value.

Research Question 2: What is the impact of MTV Shuga series on the attitude of undergraduates to risky sexual behaviour?

Table 2: Attitude to Risky Sexual Behaviour (n=350)

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Viewing <i>Shuga</i> made me to know that when I don't use condom each time I have sexual intercourse, I can contract HIV virus	140 (40%)	87 (24.9%)	71 (20.3%)	52 (14.9%)
2.	Viewing <i>Shuga</i> made me to know that indiscriminate sexual behaviour - sexual involvement with multiple partners, sexual exploitation, can cause somebody to contract HIV/AIDS	212 (60.6%)	86 (24.6%)	17 (4.9%)	35 (10%)
3.	Viewing <i>Shuga</i> made me to know that if I must have sexual intercourse, I should use condom	142 (40.6%)	104 (29.7%)	52 (14.9%)	52 (14.9%)
4.	Viewing <i>Shuga</i> made me to know that consistent condom use will reduce risk of HIV infection	72 (20.6%)	156 (44.6%)	70 (20%)	52 (14.9%)
5.	I now use condom during sexual intercourse	141 (40.3%)	121 (34.6%)	18 (5.1%)	70 (20%)
6.	I don't have sexual intercourse with more than one partner because I might contract HIV/AIDS	124 (35.4%)	103 (29.4%)		123 (35.1%)
	Aggregate Mean= 20.69 Aggregate St.D= 5.04 Minimum= 10 Maximum= 28				

Table 2 revealed the impact of MTV *Shuga* series viewing on the respondents. It revealed that on the aggregate 64.9% of the respondents agreed that viewing MTV *Shuga* series has made them know that if they do not use condom they can contract HIV/AIDS, however, 35.2% disagreed. Majority of the respondents (85.2%) agreed that with *Shuga* viewing they now know that indiscriminate sexual behaviour - sexual involvement with multiple partners, sexual exploitation, can cause somebody to contract HIV/AIDS, while 14.8% disagreed to this. Majority of the respondents (70.3%) agreed that viewing *Shuga* has revealed to them that they must use condom when they have sexual intercourse, however 29.7% disagreed. Majority of the respondents (65.2%) agreed that viewing MTV *Shuga* series have made them to know that consistent condom use will reduce risk of HIV infection, while 34.8% disagreed. Also, majority of the respondents (74.9%) after viewing MTV *Shuga* series use condom during sexual intercourse, while 25.1% disagreed. Majority of the respondents 64.8% agreed that they do not have more than one sexual partner in order not to contract HIV/AIDS after viewing MTV *Shuga* series, while 35.1% disagreed. Hence, from this result, it can be deduced that the television series *Shuga* has impacted on the sexual behavior of undergraduate students with an overall mean value of 20.69.

Research Question 3: To what extent did the MTV *Shuga* series reduce the stigma attached to people living with HIV/AIDS for the undergraduates?

Table 3: Attitude Towards Stigmatization of HIV/AIDS (n= 350)

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Viewing <i>Shuga</i> made me to be more likely to express willingness to care for an HIV infected person	177 (50.6%)	105 (30%)	17 (4.9%)	51 (14.6%)
2.	I can help a friend/family member who contracted HIV virus	211 (60.3%)	122 (34.9%)		17 (4.9%)
3.	I will be willing to care for a friend/relative living with HIV virus	229 (65.4%)	104 (29.7%)		17 (4.9%)
4.	I can buy fresh vegetables from a shopkeeper/vendor who has HIV virus	141 (40.3%)	121 (34.6%)	36 (10.3%)	52 (14.9%)
5.	I can be taught by a teacher who has HIV virus	211 (60.3%)	139 (39.7%)		

Aggregate Mean= 13.67 Aggregate St.D= 2.59 Minimum=6 Maximum= 16				
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Table 3 revealed the extent to which *Shuga* has reduced the stigma on people with HIV/AIDS. From the analysis it showed that, Majority of the respondents 80.6% agreed that they know have the willingness to care for an HIV infected person, while 19.4% disagreed. On the aggregate, 95.2% of the respondents agreed that they can now help a friend/family member who contracted HIV virus, while only 4.9% disagreed. Also, 95.1% are willing to care for a friend/relative living with HIV virus, while 4.9% disagreed. Majority of the respondents, 74.9% can now buy fresh vegetables from a shopkeeper/vendor who has HIV virus, while 25.1% disagreed. All the respondents agreed that they can be taught by a teacher who has HIV virus. From this result it can be inferred that viewing MTV *Shuga* series, to a reasonable extent, reduced the stigma attached to people living with HIV/AIDS for the undergraduates with an aggregate mean value of 13.67.

Test of Hypothesis

Ho₁: There is significant relationship between exposure to MTV *Shuga* series and attitude of undergraduates to risky sexual behaviour

	N	R	P	Remark
Exposure	350	0.856	0.00	Significant
Attitude				

** . Correlation is significant at the 0.01 level (2-tailed).

This result revealed that there is a strong positive relationship between the extent of the undergraduate exposure to *Shuga* and their sexual behaviours. Analysis as presented in table above revealed that, the p-value of 0.000 is less than 0.05 this is significant at 0.000 which is absolutely less than 0.05 (P<0.05). This invariably implies that the students tend to be more conscious in their sexual behavior when they were exposed to MTV *Shuga* television programme.

Ho₂: There is significant relationship between exposure to MTV *Shuga* series and attitude towards stigmatization of People Living with HIV/AIDS

	N	R	P	Remark
Exposure	350	0.394	0.00	Significant
Stigmatization				

** . Correlation is significant at the 0.01 level (2-tailed).

The result revealed a correlation coefficient of 0.394 and this is significant at p-value of 0.000 which is less than 0.05 (P<0.05). This invariably implies that there is a positive relationship between their level of exposure to MTV *Shuga* television programme and their attitude towards stigmatization of People Living with HIV/AIDS. Therefore, result showed that, the exposure to *Shuga* television series has enhanced the relationship of the students with People Living with HIV/AIDS.

VII. DISCUSSION OF FINDINGS

Discussion of findings in this study was done based on analyzed data above which are in line with the objectives of the study. Findings from this study showed that majority of the students were exposed to HIV/AIDS through the MTV *Shuga* television series whose story lines are vital messages related to HIV and a wide range of other sexual health messages. The MTV *Shuga* television series which was a mass media campaign through its HIV/AIDS messages exposed the students to reality that HIV virus is not written in the face. It also brought them to the reality that anybody can contract HIV/AIDS and that having only one sexual partner who does not have HIV virus reduces ones chance of contracting HIV virus and also taught them the importance of checking ones HIV status after having an unprotected sex or HIV testing after risky exposure. Although, some of the students did not agree that MTV *Shuga* series educated them on the issue of HIV/AIDS and made them to always use condom when they are having sexual intercourse and that someone’s physical does not depict that one has HIV virus. This study henced increased the knowledge of undergraduates on HIV/AIDS and risky sexual behaviour.

The study also showed that the MTV *Shuga* series affected the attitude of students/adolescents on risky sexual behaviour, which is in line with similar studies (Agbamu, Kur & Igboeli, 2008; Aderibigbe & Araoye,

2008; & Esere, 2008). The study found out that viewing MTV *Shuga* series made the students to know that indiscriminate sexual behaviour can make them contract HIV/AIDS, using more than one partner and not using condom during sexual intercourse can also make one to easily contract HIV/AIDS. Most of the students understood after watching the television series that there should be consistent and correct condom use; and need to having safe sex, however, some of the students do not see the need for safe sex which might be because of their beliefs on HIV/AIDS.

This study also found out that MTV *Shuga* television series was substantial mass-media campaign in the sense that the students after watching it had more positive attitudes towards people living with HIV. They can be taught by a teacher they know is living with HIV/AIDS; buy vegetables from a vendor who is living with HIV/AIDS; and even take care of relatives/friends who are living with HIV/AIDS.

This study is consistent with Bhatia, Swami, Puri, Mangat & Gupta (2009) study in Chandigarh India on the increase in the level of awareness about AIDS occurring as a result of mass media and interpersonal communication campaign. The study which was conducted in ten (10) villages through quasi-experimental study showed that awareness about AIDS increased from 58.2% to 70% on those who received the intervention programme on HIV/AIDS. Knowledge regarding mode of spread also increased and majority of the respondents were aware about multiple sex partners and use of unhygienic used syringes and needles after campaign. Knowledge regarding prevention of AIDS by using condom increased from 42% to 61.2%. The study concludes that mass media campaigns were successful in enhancing the awareness of AIDS among underprivileged groups. Similarly, Menna, Ali and Worku (2015) study evaluated efficacy of peer education on changing HIV related risky sexual behaviours among secondary school students in Addis Ababa, Ethiopia which made use of quasi experimental research methodology and conducted peer education intervention in four purposively selected secondary schools in Addis Ababa, Ethiopia. The findings of the study showed that when the pre- and post-intervention data each group were compared, comprehensive knowledge of HIV and willingness to go for HIV counseling and testing showed significant differences among intervention group student during post intervention period. Also, students in the intervention group were more likely to use condoms during post intervention period compared to students of the control group and are willing to help someone and tell friends about HIV/AIDS.

Furthermore, Nwodu (2008) study on securing the future: an empirical examination of the influence of “Zip Up” campaign on students’ sexual behavior which aimed at ascertaining the effectiveness of the “Zip Up” billboard campaign on the sexual behavior of Nigerian students of institutions of higher learning using survey research method, and administering questionnaire to 1000 respondents selected from ten higher institutions in the South-East geopolitical zone of Nigeria showed that respondents are exposed to the campaign on billboard.

VIII. CONCLUSION

This study examined the influence of MTV *Shuga* television series on the exposure to HIV/AIDS, attitude to risky sexual behaviour and attitude to People Living with HIV/AIDS. Media dependency and social learning theory provided the theoretical framework for this study. The study made use of survey research methodology and administered questionnaire to 360 respondents. The study concluded that MTV *Shuga* television series which was a mass media campaign on HIV/AIDS and risky sexual behaviour of adolescents was substantial because it exposed the students more to HIV/AIDS, increased their knowledge on HIV/AIDS, changed their attitude to risky sexual behaviour and to People Living with HIV/AIDS and improved their access to vital sexual and reproductive health messages, directing them to the health services they need.

IX. RECOMMENDATION

Based on the findings of this study, the following recommendations are highlighted below:

1. Programmes like MTV *Shuga* television series should be created and made rampant so as to reach wide audience and aggressive campaign on HIV/AIDS will thus be created; using educational entertainment programmes to educate the masses on health issues
2. Supporting communication materials (for example, leaflets, stickers, and pamphlets) on HIV/AIDS should be designed and distributed to all tertiary and higher institutions reaching out to adolescents.
3. Workshops and seminars on HIV/AIDS should be periodically organised in secondary and higher institutions to create more awareness of HIV/AIDS.
4. Condoms should be provided free in our institutions and periodically distributed to students

Appendix A

QUESTIONNAIRE ON COMMUNICATING HIV/AIDS IN AFRICA: THE CASE OF MOVIE SERIES SHUGA

Dear Respondent,

The purpose of this study is to investigate the impact of television series *Shuga* on knowledge, attitude and stigmatisation about HIV/AIDS and sexual behaviour of undergraduates in Nigeria. Your frank response would therefore, be of great significance in arriving at reliable and valid conclusions. Your response will be treated in strict confidentiality. Thank you for your time.

Kindly tick the most appropriate to you

Section A: Demographic Data

Age 15-18 (), 19-21 (), 22-24(), 25-27, () 28-30()

SECTION B: To what extent do you agree with the following statements relating to the impact of *Shuga* on HIV/AIDS and sexual behaviour of adolescents?

1. Have you viewed/watched *Shuga*? Yes No

You are to consider the response to each statement below in terms of SA = Strongly Agree (4), A= Agree (3), D = Disagree (2) and SD = Strongly Disagree (1).

	Exposure to MTV Shuga Series	SA	A	D	SD
2.	Viewing <i>Shuga</i> made me to know that HIV/AIDS can be transmitted through sexual intercourse				
3.	Viewing <i>Shuga</i> made me to know that a healthy-looking person can be carrying HIV virus				
4.	I can now frequently check myself and know my HIV status				
5.	Viewing <i>Shuga</i> made me to know that anybody can contract HIV/AIDS				
6.	I now know that somebody can reduce his chance of getting HIV virus by having just one uninfected sex partner who has no other sex partner				
	Attitude to Risky Sexual Behaviour				
7.	Viewing <i>Shuga</i> made me to know that when I don't use condom each time I have sexual intercourse, I can contract HIV virus				
8.	Viewing <i>Shuga</i> made me to know that indiscriminate sexual behaviour - sexual involvement with multiple partners, sexual exploitation, can cause somebody to contract HIV/AIDS				
9.	Viewing <i>Shuga</i> made me to know that if I must have sexual intercourse, I should use condom				
10.	Viewing <i>Shuga</i> made me to know that consistent condom use will reduce risk of HIV infection				
11.	I now use condom during sexual intercourse				
12.	I don't have sexual intercourse with more than one partner because I might contract HIV/AIDS				
13.	Viewing <i>Shuga</i> made me to be more likely to express willingness to care for an HIV infected person				
	Attitude Towards Stigmatization of HIV/AIDS				
14.	I can help a friend/family member who contracted HIV virus				
15.	I will be willing to care for a friend/relative living with HIV virus				
16.	I can buy fresh vegetables from a shopkeeper/vendor who has HIV virus				
17.	I can be taught by a teacher who has HIV virus				

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