**INFLUENCE OF NIGERIAN HOME VIDEO FILMS ON CRIMINALITY**

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**ABSTRACT**

This study was carried out to examine the influence of Nigerian home video films on criminality in Alimosho Local Government, Lagos State. Specifically, the study ascertain if there is an over-emphasis of negative themes in Nigerian movies.the study also, identify the negative effects or disadvantages associated with watching Nigerian movies.

To find out how Nigerian movies can affect the society indirectly.the study further, suggest ways to prevent or reduce the negative effects or malevolence caused by Nigerian movies in our contemporary society. A total of 77 responses were validated from the survey. From the responses obtained and analyzed, the findings revealed that Some of the negative effect of Nigerian home video films on teenagers are  Use of violence. Also, Another negative effect it has on teenagers is the use of Drug abuse .furthermore,Offensive language is one of the effect of Nigeria home video films on teenagers. And lastly, In most cases home video has caused the increase in rape reports in the society. The study hereby recommend that Home Video Programmes should be controlled by parents to maximize the inherent advantages for Junior Secondary School students in the state. Also,Time spent on viewing by students could be restricted to prevent addiction and counter negative tendencies associated with prolonged watching of Home video by Junior Secondary school students. Finally,Teachers should educate their students on the differences of role play in drama and the actual reality of life such that students will not always take every action in a movie with hook and silk as behavior they could emulate.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the Study**

Nigerian movies, popularly referred to as Nollywood movies, produced by the Nigerian film industry uses formats such as video cassette, video compact disc (VCD), and more recently the digital video disc (DVD), in producing their movies. These Nigerian movies are also shown on some channels such as “Africa Magic”, “Nollywood”, “Magic Africa”, etc, on DSTV, “Cine Africa”, “MYTV”, as well as other cable networks which people subscribe to and which are viewed by the audience through the television, which is classified under the types of media, among others.

The media is evidently seen as one of the agents of socialization, in the study of the society. This means that the media is capable of influencing the attitude, character, lifestyle and culture of individuals either negatively or positively. Therefore, it is important to know what kind of movies are being produced for viewing, since as a result of technology, more and more people in the society, have access to television.

According to Daramola(2005), “The mass media are very powerful socializing agents. The mass media are mainly newspapers, magazines, radio, television and movies. They are impersonal sources and they reach large, heterogeneous and widely dispersed audiences. Their exact role in socialization is controversial but as disseminators of news and entertainment, they are extremely influential. The mass media therefore, especially the television, have been linked by several studies of having great influence upon socialization of children, adolescents and even adults”.

Consciously or unconsciously, people, most especially children and youth, learn different aggressive and violent acts as they constantly watch these movies and most times they end up exhibiting such acts within their neighborhood, in school and within other social gatherings. As they watch movies with violent themes, they are likely to exhibit various criminal acts like bullying, kicking, raping and other delinquent behaviors. (Oslow, 2003)

The themes of these movies are indeed broad and covering Nigerian, African, and universal issues such as, the evils of polygamy, extra marital affairs, elopement, different forms of rituals, cultism, betrayal, marriage, witchcraft, incest, clash of Western and traditional cultures, landlords and tenants, widowhood, teenage pregnancy, drug trafficking, campus life, tribal conflicts, religious conflicts, organized crime, murder, etc (Akpabio, 2003:138-139).

Some other movies have themes solely based on Christianity and the evils that go on in churches and among pastors, such as those produced by Mount Zion Ministries, for the purpose of spreading the gospel and pointing out the ills that go on even in churches. Some examples include, “Busy but guilty”, “Blood on the altar”, “One careless night”, etc. Many other movies could be educative and portray some Nigerian culture, while others could also be in form of documentaries, showing the history of some Nigerian culture as well as how it has evolved. An example of such documentary movies is “Towards a metaphysics”, produced in 2010. But unfortunately, the most common themes evident in the majority of Nigerian movies includes violence, which umbrellas cultism, murder, rape, aggressive fights, etc, and Romance, which covers sex, nudity and vulgarity or the use of strong language, etc. Another common theme is that of rituals and the use of traditional medicine.Most of these are evidently negative themes and are therefore malevolent to the development of personality and behavior of its audience members in our contemporary society, especially the youth and children who are still at the primary and secondary stage of their socialization or learning process, and are vulnerable or prone to picking up or adopting attitudes and behaviors from what they observe in the movies.The portrayal of negative themes has been the base of Nigerian film industry, probably because of the gains gotten from constant patronage from its audience as well as the interest the audience members have in pornography, nudity, violence and the likes. The industry was accused of over-emphasizing negative themes. The National Film and Video Censors Board, (the industry regulatory body), in its guidelines for motion picture producers, called for production to be above board in portrayal of violence, crimes, sex, pornography, vulgarity, obscenity and other sensitive subjects (NFVBC, 2000:107-111).Today, the nature of most Nigerian movies have grown or evolved from bad to worse, especially on the part of those that portray sex, pornography and vulgarity. From experience, a comparison of older films such as “Outcast 1 & 2” and “Night Out (Girls for sale)” produced between 1999 and 2000 and more recent ones such as “Dirty Secret” and “Men in Love” produced between 2010 and 2011, has proven that the level of the portrayal of nudity, pornography and sex has become worse than before, the actors and actresses are now more comfortable with being nude, while acting.This is definitely malevolent to some audience members who will develop more interest in pornography and may eventually become addicts. This will not only increase the number of rape reports, but will also give rise to more and more cases of teenage pregnancies, abortion, as well as abandonment of unwanted babies which increases the number of children to be cared for at motherless babies homes.

Another issue is the constant production and distribution of these movies, which goes to show that people actually patronize them by buying the movies for either personal viewing or to rent to people in video shops, in spite of the nature of most of these movies.

Therefore, in trying to find out how home videos can pose as malevolent to our contemporary society, it is also important to find out what the members of the audience think about the nature of some of the themes portrayed in home videos, as well as what their attitudes towards such movies are, since it directly affect them.

**1.2 Statement of the Problem**

If an investigation or a study is carried out on the category of people that make up the majority of the audience members of Nigerian movies, the result will definitely prove that it is children, adolescents and the youth. The minority will be older people because of the responsibilities of going to work, earning a living and planning a home, which they are faced with. As the youth grow and mature into adulthood, they gradually lose interest in watching movies because they begin to prioritize some things over others and also develop a sense of responsibility (Daramola, 2005).

A study by Liebert and Poulson (1972), cited by Hess at al (1988), reveals that children in Canada begin to watch television before they are three years old. By the age of eighteen, a child will have spent more time in front of the television than anywhere else, including school. In the United States of America, children watch over three hours of television per day.Schaefer and Lamm (1997) study, also reveal that apart from sleeping, watching television is the most time-consuming activity of young people. The same trend is going on in the Nigerian contemporary society, particularly in the urban cities. It is very common to find children watching movies and videos every day.Since members of the audience of Nigerian movies also constitute members of the society, and the media, especially television, is also capable of influencing an individual’s behavior, the negative effects of these videos will also indirectly affect the society at large. That is to say that if people adopt some certain behavior as a result of these movies, it could indirectly affect the society by creating social problems such as, increase in rape reports, abortion, over-crowding of motherless babies homes due to unwanted babies, violence, increased crime rates and juvenile delinquencies, e t c.Therefore, this study seeks to look at the extent of malevolence of Nigerian movies in our contemporary society, by looking at the nature and content of these movies and why it is still being patronized by audience members despite its malevolent nature.

**1.3 Objectives of the Study**

The major objectives of this study, is to ascertain the impact of Nigerian movies on the general society.

The specific objectives of the study are as follows:-

1. To ascertain if there is an over-emphasis of negative themes in Nigerian movies.
2. To identify the negative effects or disadvantages associated with watching Nigerian movies.
3. To find out how Nigerian movies can affect the society indirectly.
4. To suggest ways to prevent or reduce the negative effects or malevolence caused by Nigerian movies in our contemporary society.

**1.4 Research Questions**

This study will seek answers to questions such as:

1. Is there an over-emphasis of negative themes in Nigerian movies?
2. What are the negative effects or disadvantages associated with watching Nigerian movies?
3. How can Nigerian movies affect the society indirectly?

**1.4 Research Hypotheses**

Hypothesis 1

Ho: There is no significant relationship between Nigerian video films and criminality.

Hi:There is a significant relationship between Nigerian video films and criminality.

Hypothesis 2

Ho: There are no negative effects or disadvantages associated with watching Nigerian movies.

Hi: There are negative effects or disadvantages associated with watching Nigerian movies

**1.6 Significance of the Study**

It is obvious that Nollywood to a very large extent contributes to violence in Nigeria. A worrisome aspect of these films is that none of the film-makers actively canvasses for the discouragement of the negative tendencies acted out on the screen. And the failure by movie producers to make any strong comment against social ills is a short coming of the films that use violence in their messages. The implication is that such films rather than amelioring violent acts in the society tend to aggravate them, Folarin, [1999].

The study looks at the malevolence of Nigerian movies in our contemporary society. The study does not dispute the fact that the television which is one aspect of the media, is also very beneficial to learning and development processes, and as a matter of fact, goes a long way in socializing individuals by helping them blend more easily into the society due to the amount of information passed on to the audience through well-coordinated motion pictures with various contents and story lines.

As a medium of communication, the home videos are influential media and have the capacity of sending a wrong message or impression to the viewing audience especially young people in their vulnerable stages of growth. Moreover, such impression could spell a big problem to the entire society owing to the fact that the youth learn more easily from what they see or observe than from what they hear.

However, as every research work is expected to add to the existing knowledge, this study should serve as a referencing material to students and other researchers who will be carrying out research on related studies.

Also Nigerian film makers will benefit from the information contained here as a yard stick to measure the level of their weaknesses and compare it with the strengths they have which could serve as a guide to correcting their weak points for a better future of their products and the society at large.

This study’s significance is also justifiable on the grounds that it will contribute largely to the understanding of the negative effects of home videos or the malevolent nature of some home videos towards our contemporary society, which would spur film makers to improve on the quality and the contents of the movies produced.

Parents will also become aware or be exposed to the negative effects of movies and how they can influence their children’s behavior both on the long and short run. This would cause them to seek means of controlling their children’s viewing habits and be conscious of that they watch and the themes embedded in these movies. Resultantly, this would reduce the negative impacts, as well as the level of malevolence caused by movie watching in our contemporary society.Based on various theories, or rather as a result of these theories, film makers will then try to adhere to National Broadcasting Corporation (NBC) laws by differentiating the age ratings for various movies, while the Nigerian Broadcasting Corporation will also try to review and censor the movies before they get into circulation. And the parents on the other hand will ensure that children watch only the movies specified for their various ages.To conclude, this study is significant because it seeks to investigate these issues of negativity in movie themes and its effects on people and the society at large, as well as identify and proffer possible solutions to curb the problem, by finding out the roots of these problems. Although it may be impossible to completely erase them, the study seeks to discover how the problem can be reduced and controlled.

**1.7 Scope/Limitations of the Study**

This study on the influence of Nigerian Home video films on criminality.

**Limitations of Study**

1. Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

2. Time constraint- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework
* Empirical framework

**2.1 CONCEPTUAL FRAMEWORK**

**HISTORICAL ANALYSIS OF HOME MOVIES IN NIGERIA**

This review will explore the history of home movies in Nigeria and also delve into the Influences home movies viewing has on its audience, primarily with how the content of home movies Influence attitudes and behaviours of students of tertiary institutions in Abia State.. Home movies in Nigeria started during the period when a colonial film unit was set up in 1947, but until the 1960’s little more than documentaries were produced. Then, came Nigeria’s first film production companies, Latola Film (1962) and Calpeny Nigeria Ltd. In 1970, Kongi’s Harvest, based on Wole Soyika’s play, was 10 produced by Calpeny and directed by American Ossic Davies. This was the first flowing of local film in the 1970s and 1980s. With foreign exchange problems and the popularity of home movies on video, most indigenous film producers have now turned to making videos, usually of poor acting, filming and production quality, but which sell well. VHS copies are handled and marketed by distributor, who make them widely available and affordable and with the current video boom has left the film industry neglected. What is being contented with here is the fact that the film industry in Nigeria is yet to emerge as an authentic cultural or economic force capable of drawing to its self the attention of policy makers and as an integral component of the national development effort. Home movies viewing has evolved into the most time-consuming leisure activity of the students of tertiary institutions in Abia State. In fact by the age of 15 most children would have spent much time watching home movies through television and video players than doing anything else. Home movies film viewing has been the topic of much scientific inquiry

**INFLUENCES OF HOME MOVIES VIEWING ON STUDENTS PSYCHOGRAPHICAL ATTRIBUTES**

Studies have re-examined the content of home movies and the Influence that different types of content have on viewers, in terms of viewers’ academic, cultural, and sociological perception

**Academic Influence**

Over the years, many educators have claimed witness to home-videos negative impact on young adults’ language acquisition, reading ability and attention span. Educators and researchers have tried ways of limiting the negative Influence and increase the positive Influence of television by teaching viewers to be literate viewers. The importance of video as part of viewers growing experience has led in recent years to the view that viewers need to learn about how to watch and understand homemovies. One should remember the difficulty in receiving information in two different ways at the same time it is easy to focus on the imagery of visual message and not necessarily on the rational message. Even though, every media seems to be doing its best in its content and particular orientation. Home movies make use of fragmented conversation, rapid fire editing and student; youths who watch a lot of films perform poorer on average than those that watch less. It is evident that video technology is becoming increasingly important in education. What is not clear is that electronic communication modes are changing how we come into contact with knowledge. The crucial factor is how the technology is used by people. The ability of audience to take new information from home-video film is not very great, but then the audience does not generally turn to video with learning in mind. 

**Cultural.**

Over the years, home-videos have come to be closely associated with the culture industry. In Nigeria, such a role for the film industry is still evolving although certain 12 factors are altering the profile of what could be regarded as the country’s culture, while the home-video industry itself is undergoing a crucial transition. However, the immense potential of film was recognized even during colonial times. The Federal Information apparatus early acknowledged film as the most Influenceive medium for internal and external publicity and by 1923, cinema entertainment had become immensely popular in Lagos (Mgbejume, 1989:48). In exploring the interface between culture and film and by extension, video films, this work hopes to establish patterns which will provide a clearer basis for understanding a development which strongly impacts on the future of the society. Movie is a powerful tool for the transmission of cultural values. In an analysis of how it could further the cause of cultural identity. As a propanganda tool, movies remain a vehicle employed by governments and others interested in the art of subtle diplomacy. Because of its popularity as an entertainment medium, it easily becomes a means of relaying and reinforcing information meant to promote a certain reality. Film also plays the role of stereotype, helping to shape perspectives of people’s culture. The impressions which viewers develop about a people and their cultural values are greatly affected by movie portrayals. As an educational medium, movie covers issues in the school curricula or things about their country of origin which tell viewers about different countries and peoples. Movie also plays a role in promoting commerce. Where this character of movie has developed, it is a major source of foreign exchange. These qualities indicate the real and potential contributions of film to the culture industry. Movies expose Nigerians and outsiders to the diverse and rich cultural heritage of the country. In this regard, some home movies are known to fit this overtly cultural agenda. While Amadi – a 1975 product of Ola Balogundemonstrated the beauty of the Igbo Language, Ajani Ogun also by Ola Balogun demonstrated the richness of the Yoruba language and Shehu Umar by Adamu Halilu, that of the Hausa language. The electronic media can open doors to a world beyond the home, community and national boundaries, but it also has the power to distort that worldview. Movies often reinforce cultural stereotypes and teach viewers to see other cultures in very rigid ways. Moving in the opposite direction, home movies have enlightened men’s and women’s knowledge of the opposite sex. One of the reasons for the merging of male and female realities is the new sharing and blends of male and female worlds by the electronic media. In contrast, books demand a certain level of complex skills; movies can be accessible to nearly anyone. It has little word sentences with limited vocabulary. With its vocabulary, film has done little to improve language skills of the majority of viewers. The culture content of most of the movies imported into Nigeria is of little relevance to the social realities of the average Nigerian. (Uwakwe, 2010). Electronic media reshape social institutions. Home movies allow some to be intimated with thousands of millions around the globe. It may have its greatest Influence on those in remote areas or those isolated from society. Based on the 14 culturally negative trend that home movies have taken and its Influence on the Nigerian society, Dr. Ofonagoro stressed the need to stamp out their exhibition without further delay. He said that: The image and impressions conveyed throughout these video movies eventually end up stimulating our young ones into culture of immorality and violence, derailing the good and orderly development of a generation of our children. This sort of development should not be encouraged in a nation such as ours, acknowledge worldwide for her rich cultural heritage of explored by our movie producers. We must therefore eradicate foreign pornographic and violence films from our movie markets, television and cable station. On the other hand, home-movies can amplify local experience. This gives the native people the chance to reflect on their own cultural heritage, which offers them the opportunity to hear their own language. Such narrowing will actually encourage local cultures.

**SOCIOLOGICAL INFLUENCES**

There has been a debate about the impact of home movies on society. A prominent theme in these debates has been a concern about the adverse Influences on specific types of movie content on children. The images and impressions conveyed through movies eventually end up stimulating our young one into a culture of immorality and violence- derailing the good and orderly development of our children.As with most technological advances, social scientists have played a prominent role in examining movies’ Influence on society. The question of what type of youth are most affected by film is a recurrent theme in the scientific literature, particularly since much cited conclusion that “for some children, under some condition, television is harmful, for other children under the same condition’s or for some children under other conditions, it may be beneficial”. Television in the home is the greatest source of visual violence for children. The average child watches 8,000 televised murders and 100,000 acts of violence before finishing elementary school. That number more than doubles by the time he or she reaches age 18. The youths are exposed to more violence than any generation in recent memory. Defenders of television programs say that is not true. They contend that television imagery doesn’t make people violent nor does it make people callous to suffering. But if televised imagery doesn’t affect human behavior, then the TV networks should refund billions of advertising money to TV sponsors. In essence, while claiming that a televised 30-second commercial can Influence consumer behaviour, on the other hand, denying that a one-hour movie program wrapped around the commercials can Influence social behavior. Researchers have known for years that heavy television viewers are more likely to experience difficulties in their social relationships and to perform poorly in schools. Further studies have shown that people who are more aggressive tend to be the ones most affected by watching violent content. These characteristics-problems with interpersonal relationship, aggressive behaviour and academic under- 16 performance are prevalent in youths who have been labeled by their school districts as Emotionally Disturbed (ED), Learning Disabled (LD) or mentally Retarded (MR). Violent images on television and in the movies do contribute to greater violence in society. Sociological studies along with common sense dictate that we do something to reduce the violence in the media before it further damages society. Home movies violence affects both adults and children in subtle ways. While we may not personally feel or observe the Influences of home movies violence, we should not ignore the growing body of data that suggests that televised imagery does affect our perception and behaviour. According to (Gerbner:1994) a steady visual diet of intense situations, especially when they are promoted as real, can instill in avid television viewers, a sense of danger, threat, and fear. He goes on to say that: All movies involve visual illusion, with the viewer’s mind misinterpreting a succession of still images as real, continuous movement… the horror movies play on our natural biases and reactions and actually increase our psychological sensations. The exaggerations are speculative… The viewers adapt to the movie, its language, losing themselves in the story. This type of adaptation and focus is natural. A darkened theatre aids this focus… We know the rules of the game: movie pacing, dialogue, the presence of music, and other conceits. Horror movies both follow and break our expectations… The human can’t focus on many things at once. The human mind doesn’t have the capacity. This explains why the viewer can lose himself in a movie, literally forgetting where he is, for a period think the projection is real… Movies play on our imaginative nature. Directors know the unseen can be scarier than the shown. Films have great ability of affecting people. Of all the mass communication media, the motion picture has the most universal impact. They went ahead to say that 17 if properly conceived, film can rise above language barriers through the power of its visual images and convey the same messages to a sophisticated audience. Many other scholars share the same view. For instance, (Casty) cited in Wogu (2008) asserts on the advantages of film “Film is the only art besides music that is available to the whole world at once, exactly as it was first made…it is the only art involving language that can be enjoyed in a language one is ignorant of”. This view shows that movies have an edge over the other mass media of communication because anybody can understand it. For that reason, it plays a great role in shaping the behaviour and attitudes of its audience through the impact it has on them. Mass media play a large part in formulating of attitudes, beliefs and ideas, because we all incorporate perceived mediated reality back in our lives. For example most of us have experienced major crime firsthand, so we formulate ideas about it from what we see in films and television. Film provides us with a giant mirror-a reflection of the values, the half-truths and ideals of society. (Whetmore, cited in Obviously, thinking and feeling are not separate activities, rather they are simultaneously experienced. The culture we consume comes in an aggregate and helps to shape who we are. The books that we read, the movies that we watch and all the rest of it accrues and adds up together to shape the contents of our minds. If a teenager watches a stunt on TV and imitates it, it is a direct reaction to what was seen in movies. According to Coyne, Robinson and Nelson “research indicates that kids who are exposed to higher levels of violence tend to behave more violently, kids who 18 are exposed to higher levels of sex in media tend to become sexually active earlier in life than peers with less exposure. Because they are seeing people close to their own age behaving a certain way on these movie themes, they tend to accept that that’s normative behaviour.” Therefore when teenagers and young adults see such behaviour held out in movies as the norm, it distorts their perceptions of what’s acceptable. It sends a message to the next generation that “this is what I have to do; this is what is expected of me when I get to school or the business world”. (Coyne, Robinson & Nelson, 2004). Whether or not exposure to media violence causes increased levels of aggression and violence in young people is the perennial question of media Influences research. Some experts, such as the University of Michigan professor Huesmann, argue that fifty years show “that exposure to media violence causes children to behave more aggressively and affects them as adult years later.” But on the contrary, Jonathan Freedman of the University of Toronto disagrees with the above position when he maintained that “scientific evidence simply does not show that watching violence film either produce violence in people, or desensitizes them to it” (Research on the Influences of Media Violence). Other researchers such as Andera Martinerz at the University of Ottawa conducted a comprehensive review of the scientific literature for the Canadaian Radio-television and telecommunications commission. She gave numerous reasons 19 for the lack of consensus about media Influence. According to CRTC (1994) report, Martinerz puts the reasons this way: …media violence is notoriously hard to define and measure. There seem to be little disagreement about what constitute violence. Secondly, researchers disagree over the type of relationship the data supports. Even those who agree that there is a connection between media violence and aggression disagree about how the one affect the other. On a similar note, John Murray concludes, “The most plausible interpretation of this pattern of correlations is that early preference for violent programming and other media is one factor in the production of aggressive and anti-social behaviour when the young boy becomes a young man” (Research on the Influences of Media Violence.) As other researchers argue, it is physiological Influences of media violence that causes aggressive behaviour, they linked exposure to violent imagery to increased heart rate, faster respiration and higher blood pressure. Some think that this stimulated “fight-or-fight” response predisposes people to act aggressively in the real world, (Research on the Influences of Media Violence,) Still, other researchers focus on the way in which media violence prime or cues pre-existing aggressive thoughts and feelings. They argue that an individual’s desire to strike out is justified by media images in which both the hero and villain use violence to seek revenge, often without consequences. In a way of buttressing this point, the Aggressive cues theory came up. This theory was part of the work of 20 Leonard Berkowitz which states that the acts of aggression are influenced by the presence of socially learned cues or environmental situations which make committing aggression acceptable, (Kent, 2006). Berkowitz in theory postulates that exposure to mass mediated aggression raises people’s level of emotional and psychological stimulation that can in turn ignite aggressive behaviour, it is argued that how the media portray aggression will determine how people follow aggressive cues, people are more like to be Influenced negatively if the media glorify, justify or dramatize aggression than if it is condemned (Wogu 2008:174). On the contrary, the Catharsis (cathartic Influence) by the Greek Philosopher; Aristotle is of the idea that the watching of tragedy is cathartic, i.e. purges the spectator or certain strong emotions. Baran, cited in Uwakwe (2010:600) explained: This theory proposes that watching aggressive media output does not move viewers towards aggression since the vicious aggression experienced through the media purges the viewer of aggression and consequently leads to less aggression. To support the cathartic theory, some social scientist are ready to cite Japan, which had record of high violent sex in the media, yet a much lower incidence of violent sex. However, it is known that observing sex-violent does not halt or satisfy desire for sex, and watching somebody eat does abets hunger. 21 Violence on screen is an overt expression of physical force against self or another person, with the intent to compel action against one’s will on pain or being hurt or killed or actually hurting or killing. According to Ezeukwu (1989) violence on screen includes “professional armed robbery on banks, burglary, arson, suicide, rapes, fantasy world, gangsterism, toughness, thuggery, how to use pistols, murder, judo, karate Chinese martial arts, shoot-out in gun duel and various other aggressive behaviour”. Most of the research on television and violence is designed o demonstrate a clear connection between what is seen on the screen and what is enacted in real life. It is unfortunate that one of the truths about the Influences of movie on teenagers and young adults is that they imitate all they see subconsciously and consciously. During the 1960s, numerous theories were brought to bear to explain televisions adverse affects particularly those resulting from the viewing of violent content. The most influential perspective was that of social learning theory, developed by Stanford psychologist Ablert Bandura who proposed that much of what children learn about social interaction results from observing how others behave in various situations (Bandura and Walter, cited in Uwakwe 2010). Teenagers and young adults are great consumers of television and can have their perceptions, choices, and behaviours changed through movie viewing. Television therefore is an important medium with which teenagers at their developmental stage of their lives try as much as possible to synthesize their values and appraisals into a consistent picture. 22 At its core, movies are a viewable source of information and entertainment, displaying and imitating the traumas of everyday life. (Ronell 1995). Just how real the Influences of watching movies are has been a matter of scholarly analysis and contention since about the beginning of television itself. For the past 25 to 30 years the dominant perspective has been that of “cultural indicators and cultivation.” This perspective suggests that what people regularly watch on TV affects their perception of the world (the reality) in which they live (Gerbne,r 1994). As noted, violence is a common element of television that, when repeatedly seen, may affect a viewer’s sense of the world. The most prominent examination and explanation put forth about the impact of frequent movie viewing comes from Gebner (1994). Over the past 25 years has conducted extensive research on the topic and has concluded that the major consequence of extensive exposure to violent film programming is the “mean world syndrome.” He suggests that a steady visual diet of intense situations, especially when they are promoted as real, can instill in avid media viewers a sense of danger, threat, and fear. Thereby, viewers are placed in an exploitable position where information is a scarce resource and television their security supplier. Although, movie viewers are not all that gullible, pointed out their learning with regards to issues shown in the media is always “in direct proportion to the emphasis placed on the issue by the mass media”. Today, movie is a primary source of information, and entertainment for countless youths, shaping their attitudes, opinions, their values and pattern of behaviour. 23 This assertion reflects the powerful Influence of the media and gives us a glimpse of the behaviour shaping power of home movies in the society. Through this role, the youth may be mediated by other factors as peer group Influences, family background and school Influence

**HOME MOVIE CONTENT: GENDER AND RACIAL STEREOTYPING**

Seeking to understand the roots of racism, sexism and other form of discrimination, many psychologists study the causes and Influence of stereotypes. Stereotyping is the application of a standaradized image or concept to members of a certain group, usually based on limited information, (Baran, 2009:438). It is a generalized belief that associate whole group of people with certain traits. Stereotyping is wide spread and can be found in all societies. Because the media cannot show all realities of all things, the choices media professionals make when presenting specific people and group may well facilitate or encourage stereotyping. Research shows that we naturally sort other people into social categories such as race, gender, occupation, and economic class. According to O’Rorke (2006:73) “The kinds of models presented in the mass media have been of concern to the seeking social change, such as minorities and women’s groups”. In Bandura’s own point of view as cited in O’Roke (2006), he said that: These groups have pointed out that movies, television programs have typically depicted women and people of colour in stereotyped roles and may have affected their general sense of self efficacy. Recently, many organizations have been 24 campaigning to the mass media to offer new kinds of accurate models such as minorities and women as educated, successful professionals. Social learning theorists would agree that this is an advantageous strategy to employ in hope that social change would take place. Baran (2009:438) stated that “numerous studies have demonstrated that women and people of colour are consistently under-represented in the media. Still emphasizing on stereotyping, Daramola (2007:117) noted that “during the 1970’s the media was always showing leading female characters in prime-time TV as officers and house wives”. He went a step further to state that no other occupation came close to these two in frequency portrayal. To further clarify the Influence of viewing movie and stereotyping, more studies were done and the results show that watching movies led to stereotypical behaviour/attitudes and that audience with stereotypical attitude watched more TV, (Wogu 2008:33).

**EFFECTS OF HOME VIDEO ON ADOLESCENTS**

Home videos could be said to have both negative and positive influence on the Nigerian child depending on the type of film, the time, and the level of control parents are able to adopt. It is however clear that a child imitates what he sees hence he must be guided. Onokome (2004) stated that violence is one of the effects of home video. Children who watch a lot of violent films are prone to violence acts. There is the belief that people often accept the fictional representation in the media for their vivid and demonstrative relay of pictures. The Home-video is popularly considered by many people as a school of violence as it has the ability to hold its audience better than any conventional school. Ekwazi (2001) opined that when children identify themselves with admired aggressive heroes and heroine in the home videos and copy their behaviour whenever a relevant situation arises, the child is mostly likely to perceive a particular link between media mediated fantasy and concrete reality. Adieze (2004) also noted that most home videos depict sexually related behaviour and when children and when children watch such movies, they are sexually aroused especially the adolescents and this could often lead to such anti-social vices as sexual addition, lesbianism and homosexuality. There are the long term and short-term effects of home video especially as it affects the behaviour of the child. Traits such as hostility may be the effect of watching films with violent content. This can stimulate aggressive thoughts and feelings. Adesanya (1984) believes that viewing violent programme can alter children‘s behaviour such as making the child afraid, worried and suspicious or increasing the child‘s tendency for aggressive behaviour. 21 Pornographic films have untold negative effects on child as it escalates his sexual urge and he tends to venture into experimentation. The most dangerous is the fact that home videos takes children‘s time as noted by Adesanya (2004), thereby depriving them of maximum concentration on their school work such as revision of notes, assignments and even domestic chores. They prefer to remain glued to the screen rather than participate actively in home chores. In most Nigerian homes, that best form of entertainment in watching films. Most home videos have time duration of one hour, thirty minutes and some two hours, so there is high risk of obesity. Okoye (2003) however advised that the home video may be as toxic as most people may see it. It depends on the modernization put into it. Some home videos could be educative and informative.

**2.2 Theoretical Framework**

 **Cultivation Theory**

The Cultivation theory (sometimes referred to as the cultivation analysis) was used to study whether and how watching television may affect viewers’ ideas of what everyday world is like. Cultivation theorists argue that television (movies) have longterm Influences which are small, gradual, indirect but cumulative and significant (Baran, 2009). This theory argues that the mass media cultivate attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus, binding it together. Cultivation research looks at the mass media as a socializing agent and investigates whether movie viewers come to believe the movie version of reality the more they watch it. The research contends that movie has small but significant Influence on the attitude, beliefs and judgment of viewers concerning the social world. This theory focuses on “heavy viewers”. People who watch a lot of movie are likely to be more affected by the ways in which the world is formed by the media than are individuals who watch less, especially regarding topics of which the viewer has little firsthand experience. This theorist sees movie as a cultural arm of the established industrial order and as such serves primarily to maintain, stabilize and reinforce rather than to alter, threaten or weaken conventional beliefs and behaviours’. Movie is not a force for change so much as it is a force for stability (Wogu, 2008:91). 30 This basic assumption of the cultivation analysis is that the more time people spend watching movies, the more their world view will be like those spread by the media. According to this theory, heavy television viewers would tend to take the social reality portrayed by television as the same as real life. If light viewers and heavy viewers were asked questions about any aspect of life constantly portrayed on television, heavy viewers would give television answers to those questions of life, implying that they have adopted the television portrayal of life as reality. As research has shown, one of the implications of this is that, heavy viewers will tend to over-estimate such matters as the rate of crime and violence in real life and the chances of the viewers becoming a victim of crime. Critics of the cultivation theory insist that many research findings have failed to replicate the theory, others point at the mythological inconsistencies and both external and internal validity as some of the weakness of the theory has stood the test of critical verification over long period of time The relevance of this theory to this study is that home movies provide a prism through which students of tertiary institution Abia State, perceive the dress culture.

**Social Cognitive Theory**

This theory holds the assumption that people learn through observation especially through television when applied to mass media. Social cognitive theory argues that people model (copy) the behaviour they see and this occurs in two ways: through imitation and identification. Baran, (2009) sees it as imitation- the direct replication of an observed behaviour. 31 Mass communication theorists who study television impact find value in the idea of identification. Every one admits that people can imitate what they see on television, but not all do. Social cognitive theorists demonstrated that imitation and identification are products of three processes: observational learning, inhibitory Influences and disinhibitory Influences (Baran, 2009). By observational learning, social cognitive theorists posit that observers can acquire (learn) new behaviours simply by seeing those behaviours performed. Inhibitory Influences entail seeing a model, a movie character for example punished for a behavior, reduces the likelihood that the observer will perform that behaviour. In the media we see good Samaritans sued for trying to help someone, and it reduce our willingness to help in similar situations that behaviour is inhibit by what we have seen (Baran, 2009). Disinhibitory, seeing a model rewarded for inhibited or threatening behaviour, increase the likelihood that the observer will perform that behaviour. This is the complain, against the glorification crime and drug in movies for instance (Baran, 2009). This theory is relevant to this study because it shows how students are affected in their dress pattern by what they students observe in home movies.

**Selective Perception Processes theory** 

Selective Exposure Selective exposure dwells on the process through which mass media audience decide to expose themselves to a particular mass media content in preference to 32 another or even one mass media instead of another. For instance, a particular audience member of the broadcast media in Nigeria might decide to listen to news on the world services of the BBC than listen to Radio Nigeria news, or a viewing audience in Nigeria might decide to settle for foreign movies than home movies. This selective process is adopted by the audience in their exposure to the media by their active nature which is manifest in their personal taste, need, desire, expectations and judgment. According to Nweke, (2004:158) “there is always the inclination or natural tendency in every mortal (human) to attend to messages that hits his fancy (attract and arrest his attention) and to selectively discard those he feels contradict his expectations and values”. Sometimes, the reason why people do not listen to or expose themselves to news from the Nigerian media but rather choose to expose themselves to news emanating from the western media is because news from the former does not meet their expectation hence, their resort to the latter. It could therefore, be said that the choice of exposure to home movies and their contents or the seeming preference expressed for the western media by the Nigeria broadcast media audience, is necessitated by the active nature of the audience which prompt them to seek for media or media contents that serve and satisfy their information needs, desire, taste, expectation and/or sense of judgment.

**2.3 EMPIRICAL FRAMEWORK**

Enna (1994) investigated the effects of violent television programs on the attitudes of adolescents towards violence in some major towns in plateau state, Nigerian. The objective was to investigate the effect of television violence on the attitude of adolescence among secondary school students in some major town in plateau state and to find out teachers and parents opinions. The sample size comprised of forty students from each of the five school selected making two hundred (200) students and twenty (20) teachers and parents from each of the five (5) school in five (5) local government areas making a total of one hundred (100) teachers and parents. The total sample size was three hundred made up of students, parent and teachers who were randomly selected. The five local government areas randomly selected in plateau state for the study were Mangu, Jos, Lafia, Kofi and Akwanga the secondary school in the headquarters of the LGA were used for the study. Research instrument used for the data collection were 30 item questionnaire for the students and 20 items questionnaire for teachers and parents. Descriptive statistics, tallies, frequency tables and percentages were used to identify the popular perception of the respondents and histograms were used for correlation between teachers, parents and students opinion and to analyses the data. The findings of the study revealed that adolescents viewed television for 4 hours daily. The adolescents preferred wrestling because they loved the violence displayed.

Bello (1995) conducted a study on effect of violent television programme on the attitudes of adolescents in plateau state. The objective of the study is to find out the effect of violent television programme. A descriptive research design was used and the data the data collected were analyzed using descriptive statistics, tallies and T-test was used for testing the significant, difference. The findings revealed that the use of violent television has a negative effect on the growth of adolescent. The choice of the past design was an eye opener to the present study. 25 Mohammed (1997) Carried research on the use of information technology in the secondary schools Kogi state. The study had three objectives among which include finding out the impact of information technology in the secondary schools. Three research questions and three hypotheses were state. The researcher uses descriptive survey design. The statistical tool used was chi-square statistics. The population of the study comprised of the senior secondary schools in Ankpa. The finding revealed that there is significant impact in the used of information technology in Ankpa secondary schools Kogi state.

Gbadebo (2007) conducted a study to investigate the influence of television and internet on academic performance and creativity of senior secondary school students in Zaria metropolis five objectives: five research questions were formulated and five null-hypotheses, descriptive research design using survey design was adopted. The population for the study was drawn from six senior secondary schools in Zaria, SabonGari and Giwa local government area in Zaria, Kaduna state. Samples of the study was three hundred and fifty senior secondary school students randomly selected using proportional sampling techniques from six schools. The instruments used for the collection of data were the questionnaires. The data collected were analyses using, one way analysis of variance (ANOVA), and two tails T-test the result obtained from the study revealed that students who spend short time viewing television and internet performed better in their mean scores than those who spent longer time and non-users. This implied that the amount of time spent on television and internet had significant effect on academic performance of senior secondary school students. It was however, revealed that heavy users were a bit more creative than light. The findings and the research tools used in the past study is an eye opener to the current study.

Owolabi (2011) conducted a study on the effects of home video on moral disposition of Christian youths in Zaria metropolis. The objectives of the study, among include to find out people‘s views and opinion on the effect of home videos, information to identify the major roles played by home video toward moral formation of Christian youths.The researches questions include what are the opinion on the effect of home videos information? What is the role played by home video toward moral formation of Christian youths? The population of the study comprised of Christian youths and the total population was 335 Christian youths. The design of the study was survey, and the statistical tool used for the stud was Chi-square. The findings of the study revealed that there is positive effect on the use of home video among Christian‘s youths in Zaria. This was relevant to this study because it guide the present study in the selection of statistical tools. However, the past population and the tool used in the past work is paramount to this study.

Adeniyi (2006) conducted a research on literacy and interpersonal relationships, challenges of technological development for psychology. The purpose of the study was to investigate the effect of computer interpersonal relationships of secondary school literate and non-literate students. The design used was descriptive research design. The subjects for the study were senior secondary school students from public and private schools in Kaduna and Zaria metropolis. A total sample of 229 students was used, made up of 129 computer literates and 100 non-literates. The questionnaire was used to collect data. Descriptive statistic was used to explain pattern of responses while one-way ANOVA was used to assess differences between groups of students. Analyses were conducted at 0.05 level of probability. The questionnaire was used to collect data. The findings revealed that the higher the level of computer competency of a study, the higher the probability of students withdrawing from his social environment, the more time he 27 devoted to the screen led to reduced interpersonal interaction. The study encouraged face to face communication toward interpersonal relationship. The study became an eye opener to the present study in the choice of population and the analyses of the findings.

Oladunjoye, (2013) on home video and the Nigerian child‘s implications on Academic Performance behaviour in the junior secondary school of Niger state. The researcher used two objectives and two research questions as while as two null hypotheses. The population of the study 157 students and the sample of the study comprised of 78 students in the junior secondary school. The null statistics was tested at 0.05 level The result of the study showed that home videos have influence on academic performance and behaviour of school children. The study recommends that time should be allocated for watching films for children and educative films should be encouraged. The study became relevant to this study on the areas of the population though research areas differed in term of coverage. The study became useful through guiding the researcher toward stating the objectives of the study.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

 In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

 According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine influence of Nigerian home video films on criminality using selected secondary schools in Alimosho local government area, Lagos State as a case study. Teachers and students of the selected schools in , Lagos State form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of teachers and students from the selected secondary schools in Alimosho local government area, the researcher conveniently selected 80 out of the overall population as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analyzed using the frequency tables, which provided answers to the research questions. The hypothesis test was conducted using the chi -square and pearson correlation statistical tool, SPSS v.23

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of eighty (80) questionnaires were administered to respondents of which only seventy-seven (77) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 77 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic profile of the respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**Male |  |  |
| 42 | 54.5% |
| Female | 35 | 45.5% |
| **Age** |  |  |
| 12-15 | 23 | 29.9% |
| 15-17 | 19 | 24.7% |
| 30-35 | 15 | 19.5% |
| 35+ | 20 | 25.9% |
| **Education Level** |  |  |
| Junior class | 25 | 32.46% |
| Senior class | 30 | 38.96 |
| BS.c | 16 | 20.77% |
| MS.c | 6 | 7.79% |
| MBA | 00 | 0% |

**Source: Field Survey, 2021**

**4.2 DESCRIPTIVE ANALYSIS**

**Question 1: Is there an over-emphasis of negative themes in Nigerian movies?**

**Table 4.3:** Respondent on question 1

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 38 | 50.0 |
| No | 10 | 13.3 |
| Undecided | 29 | 36.7 |
| **Total** | **77** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 50.0% said yes, 13.3% said no, while the remaining 36.7% were undecided.

**Question 2: What are the negative effects or disadvantages associated with watching Nigerian movies?**

**Table 4.3:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
|  Use of violence | 77(100%) | 00 | 77(100%) |
| Drug abuse  | 77(100%) | 00 | 77(100%) |
| Offensive language | 77(100%) | 00 | 77(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 3: How can Nigerian movies affect the society indirectly?**

**Table 4.5:** Respondent on question 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| **increase in rape reports** | 77(100%) | 00 | 77(100%) |
| over-crowding of motherless babies homes due to unwanted babies | 77(100%) | 00 | 77(100%) |
| increased crime rates and juvenile | 77(100%) | 00 | 77(100%) |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**4.3 TEST OF HYPOTHESES**

Ho: There is no significant relationship between Nigerian video films and criminality.

Hi:There is a significant relationship between Nigerian video films and criminality.

Hypothesis 2

Ho: There are no negative effects or disadvantages associated with watching Nigerian movies.

Hi: There are negative effects or disadvantages associated with watching Nigerian movies

**Table 4.6: Pearson Correlation Table showing the relationship between Nigeria video film (NVF) and criminality (C)**

|  |  |  |
| --- | --- | --- |
|  | NVF | C |
| NVF | Pearson Correlation | 1 | .821\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 77 | 77 |
| C | Pearson Correlation | .821\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N  | 77 | 77 |

Source: Survey data, 2021

\*\*. Correlation is significant at the 0.05 level (2-tailed)

The Pearson Correlation result in Table 4.6 contains the degree of association between NVF and C. From the result, the Pearson correlation coefficient, r, value of 0.821 was positive and statistically significant at (p< 0.000). This indicates that Nigerian video film (NVF) will result in criminality(C).

Thus, NVF and C are correlated positively.

**Table 4.7: There are no negative effects or disadvantages associated with watching Nigerian movies.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options** | **Fo** | **Fe** | **Fo - Fe** | **(Fo - Fe)2** | **(Fo˗-Fe)2/Fe** |
| Yes | 38 | 25.6 | 12.4 | 153.8 | 6.0 |
| No | 10 | 25.6 | -15.6 | 243.4 | 9.5 |
| Undecided | 29 | 25.6 | 3.4 | 11.7 | 0.5 |
| **Total** | **77** | **77** |  |  | **16.0** |

**Source: Extract from Contingency Table**

 Degree of freedom = (r-1) (c-1)

 (3-1) (2-1)

 (2) (1)

 = 2

At 0.05 significant level and at a calculated degree of freedom, the critical table value is 5.991.

**Findings**

The calculated X2 = 16.0 and is greater than the table value of X2 at 0.05 significant level which is 5.991.

**Decision**

Since the X2 calculated value is greater than the critical table value that is 16.0 is greater than 5.991, the Null hypothesis is rejected and the alternative hypothesis which states that There are negative effects or disadvantages associated with watching Nigerian movies. is accepted.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was to examine the influence of Nigerian home video films on criminality using selected schools in Alimosho local government as a case study**.** The study specifically was aimed at highlighting if there is an over-emphasis of negative themes in Nigerian movies. identify the negative effects or disadvantages associated with watching Nigerian movies. find out how Nigerian movies can affect the society indirectly.

To suggest ways to prevent or reduce the negative effects or malevolence caused by Nigerian movies in our contemporary society. A total of 141 responses were validated from the enrolled participants where all respondent are drawn from students of the selected school in Lagos

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1. Some of the negative effect of Nigerian home video films on teenagers are  Use of violence
2. Another negative effect it has on teenagers is the use of Drug abuse
3. Offensive language is one of the effect of Nigeria home video films on teenagers
4. In most cases home video has caused the increase in rape reports in the society
5. Home videos has also caused the over-crowding of motherless babies homes due to unwanted babies
6. Home video has increased crime rates and juvenile

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1. Home Video Programmes should be controlled by parents to maximize the inherent advantages for Junior Secondary School students in the state.
2. Time spent on viewing by students could be restricted to prevent addiction and counter negative tendencies associated with prolonged watching of Home video by Junior Secondary school students
3. Teachers should educate their students on the differences of role play in drama and the actual reality of life such that students will not always take every action in a movie with hook and silk as behavior they could emulate
4. More attention should be focused on the male students in the control of time spent watching Home video especially those depicting anti-social behaviours
5. Male students should be given necessary education on the dangers of emulating characters they see in movies from time to time as a way of inculcating moral discipline by parents

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**APPENDIXE**

**THE INFLUENCE OF LEARNING ENVIRONMENT ON STUDENTS ACADEMIC PERFORMANCE (TILESAP)**

**QUESTIONNAIRE**

**SECTION A**

PERSONAL INFORMATION

**Gender**

Male [ ]

Female [ ]

**Age**

13-14[ ]

14-17[ ]

30-35[ ]

35+ [ ]

**SECTION B**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING TWICE ON A QUESTION**

**Question 1: Is there an over-emphasis of negative themes in Nigerian movies?**

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 2: What are the negative effects or disadvantages associated with watching Nigerian movies?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
|  Use of violence |  |  |
| Drug abuse  |  |  |
| Offensive language |  |  |

**Question 3: How can Nigerian movies affect the society indirectly?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| **increase in rape reports** |  |  |
| over-crowding of motherless babies homes due to unwanted babies |  |  |
| increased crime rates and juvenile |  |  |