**THE INFLUENCE OF FILM AS A MASS MEDIUM ON SECOND-WAVE MILLENNIALS – A STUDY OF NIGERIAN YOUTH CULTURE**

**ABSTRACT**

This study examines the influence that film has had on the youth culture in Nigeria, particularly among the second wave of millennials i.e. those born between 1995 and 2004. The impact of films can be traced all the way back to the late 1920s. As this medium gained popularity in the 1950s, concerns also grew about potential harms, especially in connection with young audiences. This study assesses the influence of film as a mass medium in the formation/cultivation of Nigerian youth culture, it examines how much of an impact film as a mass medium has had on the youth culture in Nigeria and how film is different from other forms of mass media in influencing youth culture in Nigeria. The study is hinged on the cultivation theory of mass communication and it employs the survey method of data collection and analysis. It also uses descriptive and inferential statistics in analyzing data with the aid of SPSS software. The study found that films have had and continue to have a tremendous impact on youth culture as a result of their ability to connect with the viewers on an emotional level and portray serious issues in a manner that is acceptable, relatable and enjoyable. It is therefore the recommendation of this researcher that collaborative efforts be put in place, between the Nigerian government and the Nigerian film industry to harness and maximize the potential of films as a medium to enlighten and educate young people on appropriate social values that will bring about social change.

v

**TABLE OF CONTENTS**

[DECLARATION](#page4) [i](#page4)

[CERTIFICATION](#page5) [ii](#page5)

[DEDICATION](#page6) [iii](#page6)

[ACKNOWLEDGEMENTS](#page7) [iv](#page7)

[ABSTRACT](#page8) [v](#page8)

[TABLE OF CONTENTS](#page9) [vi](#page9)

[CHAPTER ONE](#page12) [1](#page12)

[1.1Background to the study](#page12) [1](#page12)

[1.2 Statement of the problem](#page13) [2](#page13)

[1.3 Objectives of the study](#page14) [3](#page14)

[1.4 Research questions](#page14) [3](#page14)

[1.5 Research hypothesis](#page14) [3](#page14)

[1.6 Scope of the study](#page15) [4](#page15)

[1.7 Significance of the study](#page15) [4](#page15)

[1.8 Methodology of the study](#page16) [5](#page16)

[1.8.1 Sources of Data](#page16) [5](#page16)

[1.8.2 Methods of data collection](#page16) [5](#page16)

[1.9 Operational definition of key terms](#page17) [6](#page17)

[1.10 Organization of the study](#page17) [6](#page17)

[CHAPTER TWO](#page19) [8](#page19)

[Introduction](#page19) [8](#page19)

vi

|  |  |  |
| --- | --- | --- |
| [2.1](#page19) | [Conceptual Framework .........................................................................................................](#page19) | [8](#page19) |
| [2.1.1](#page19) | [Mass Media ....................................................................................................................](#page19) | [8](#page19) |
| [2.1.2](#page21) | [Film ..............................................................................................................................](#page21) | [10](#page21) |
| [2.1.3](#page22) | [Youth Culture...............................................................................................................](#page22) | [11](#page22) |
| [2.2](#page24) | [Literature Review................................................................................................................](#page24) | [13](#page24) |
| [2.2.1](#page24) | [Film and Culture ..........................................................................................................](#page24) | [13](#page24) |
| [2.2.2](#page25) | [Film and Different Aspects of Youth Culture..............................................................](#page25) | [14](#page25) |
| [2.2.3](#page29) | [Why film is influential .................................................................................................](#page29) | [18](#page29) |
| [2.3](#page31) | [Theoretical Framework .......................................................................................................](#page31) | [20](#page31) |
| [CHAPTER THREE ......................................................................................................................](#page37) | [26](#page37) |
| [3.1](#page37) | [Introduction .........................................................................................................................](#page37) | [26](#page37) |
| [3.2](#page37) | [Research design ..................................................................................................................](#page37) | [26](#page37) |
| [3.3](#page37) | [Population of the study .......................................................................................................](#page37) | [26](#page37) |
| [3.4](#page38) | [Sample and Sampling technique .........................................................................................](#page38) | [27](#page38) |
| [3.5](#page39) | [Types and Sources of data ..................................................................................................](#page39) | [28](#page39) |
| [3.6](#page39) | [Instrument of data collection ..............................................................................................](#page39) | [28](#page39) |
| [3.7](#page39) | [Method of data analysis ......................................................................................................](#page39) | [28](#page39) |
| [CHAPTER FOUR .........................................................................................................................](#page40) | [29](#page40) |
| [4.1](#page40) | [Introduction .........................................................................................................................](#page40) | [29](#page40) |
| [4.2](#page40) | [Presentation of Descriptive Statistics..................................................................................](#page40) | [29](#page40) |
| [4.3](#page57) | [Presentation and analysis of Inferential Statistics results ...................................................](#page57) | [46](#page57) |
|  |  | vii |  |

[CHAPTER FIVE](#page60) [49](#page60)

[5.1 Introduction](#page60) [49](#page60)

[5.2 Summary of findings](#page60) [49](#page60)

[5.3 Conclusion](#page60) [49](#page60)

[5.4 Recommendations](#page61) [50](#page61)

[5.5 Limitations of the study](#page62) [51](#page62)

[5.6 Suggestions for further studies](#page62) [51](#page62)

[REFERENCES](#page63) [52](#page63)

viii

**CHAPTER ONE**

**INTRODUCTION**

**1.1Background to the study**

This study sets out to examine the influence that film has had on the youth culture in Nigeria, particularly among the second wave of millennials i.e. those born between 1995 and 2004.Mass media has existed in many different formsthroughout the yearsand tends to affect many aspects of society and everyday life.Films have been known to have both positive and negative impact on the mind as well as overall character and mental development of young people. Films can be used as a medium to pass across social messages or simply for fun.

The impact of films can be traced all the way back to the late 1920s. The earliest record of a coordinated social scientificinquiry into the subjectwas aimed at studying the harmful impacts of films on societies. The increased popularity of this medium as a common source of mass information and entertainment in the 1950s gave rise to concerns about potential harms, especially in connection with young audiences (Gunter, 2004). Even in modern times, concerns have been raised about the kinds of values and attitudes that young people may imbibe as a result of exposure to different kinds of media content (Kubey & Larson, 2005).

The far-reaching effects of films are better understood when we consider the fact that nowadays, films are translated either via subtitles or dubbing into different languages thereby giving audiences the opportunity to watch films not originally produced in their primary language. This allowed for the rapid spread of films from their country of origin to other countries, including Nigeria. Similarly, films made in Nigerian languages can also be translated into English or any

1

other language thereby making them accessible to other people who may not understand the primary language.

As a learning construct, the media is believed to have a lot of potential in contributing to the shaping of behavioral patterns in young people and has often been blamed for increased culturalalienation and attitudinal change among adolescents. This is because of its ability to persuade the thoughts and behaviors of people towards certain lifestyle patterns. Among all the forms of mass media though, films tend to play a major role in affecting the thinking pattern of the society (Evra, 1990).

Films are also referred to as motion pictures. They involve projecting a series of images onto the screen to create an illusion of motion. As a form of entertainment, it is very popular as it enablesviewers to immerse themselves in an imaginary world if only for a short period of time (Olaleye, 2007).

**1.2 Statement of the problem**

As mentioned earlier, films have a persuasive quality about them due to their ability to shape and sway the opinions and behaviors of individuals and societies.From as early as 2 years of age, children have access to media, especially television. The older they become, the more access they have to these media, which in turn opens up a whole new world of information to users, while simultaneously assuming that these users have the sense of responsibility to avoid watching negative or damaging information, which isn’t always the case. This has led to concerns and debate over the positive and negative effects of film as a mass medium in shaping the way of life of young people in today’s world.

2

In light of this, this research seeks to examine what influences film as a mass medium has had in cultivating today’s youth culture.

**1.3 Objectives of the study**

This study examines the role of film and TV in shaping the behavioral pattern and curve of the second wave of millennials, particularly those in Nigeria. Specifically, this research seeks to:

1. Assess the influence of film as a mass medium in the formation/cultivation of Nigerian youth culture.
2. Determine how much of an impact film as a mass medium has had on the youth culture in Nigeria.
3. Examine how film is different from other forms of mass media in influencing youth culture in Nigeria.

**1.4 Research questions**

1. What has been the influence of film in the formation/cultivation of Nigerian Youth culture?
2. To what extent has film as a mass medium impacted youth culture in Nigeria?
3. How is film different from other forms of mass media in influencing youth culture in Nigeria?

**1.5 Research hypothesis**

1. Film as a mass medium has had positive impact on the development of youth culture in Nigeria.

3

1. Film as a mass medium has had more influence and/or been more effective in shaping the Nigerian youth culture.

**1.6 Scope of the study**

This study looks at film as a mass medium in communication and transmission of information as well as social values and the influence it has had on the cultivation of today’s youth/millennial culture in Nigeria. This research makes use of first-hand information to determine the extent to which the attitudes and behaviors of young people are actually a by-product of the information that they are exposed to in the films they watch while simultaneously questioning why films in particular have had more of an effect on the development of youth culture in Nigeria. The research concludes by offering suggestions on how films may be used to educate young people and spread positive social values rather than misinformation.

**1.7Significance of the study**

This study assesses the impact of film as a mass medium on youth culture, specifically how it informs the opinions, behaviors and way of life of young people in Nigeria. This research considers the positive as well as negative implications of film as a powerful tool in shaping the minds of young people.

This study will be useful to anyone looking to gain insight into the relationship between film media and youth culture. As an addition to the existing body of knowledge, it will also be useful to individuals studying journalism or mass communication, and as a point of reference to future researchers in similar areas.

4

**1.8 Methodology of the study**

The methodology of the study refers to the methods and process of data collection and analysis utilized in the conductof this study. It covers the sources of data, methods of data collection and the technique of data analysis.

**1.8.1 Sources of Data**

This research involves the use of both primary and secondary sources of information. The primary source of data involved the use of questionnaire whereas the secondary data involved the use of materials such as books, journal articles, essays, internet materials and other related published and unpublished materials relevant to the study.

**1.8.2 Methods of data collection**

1. Administration of questionnaire.
2. Extensive library and internet research.

**1.8.3 Technique of Data Analysis**

This research is evaluative in nature in order to provide an understanding of the influence that films have or have had on the behavior and practices of young people in Nigeria. The textual analysis, which is a standard in social sciences for studying the content of communication is also applied in the study as it involves the critical analysis of relevant information gathered from the aforementioned sources. A descriptive-analytical approach to data analysis is also employed in the study.

5

**1.9 Operational definition of key terms**

**Influence:** This refers to the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviors or opinions of others.

**Youth:**The phase of life when one is young, particularly between childhood and adulthood. A youth is a young person who has not yet reached adulthood. For statistical purposes, the United Nations defines youth as those persons between the ages of 15 and 24 years of age.

**Culture:**In plain terms, culture is the way of life of a group of people. It encompasses the knowledge, ideas, beliefs, habits, customs, values and social behavior of a particular group of people or society.

**1.10 Organization of the study**

Chapter one provides a general overview of the research project. It presents a brief background to the research work, a statement of the problem the research seeks to address, vital questions the research seeks to answer, the objectives of the study, the research hypotheses, the significance of the study, the scope of the study, the limitations of the study, the research methodology applied as well as the operational definition of some of the key terms utilized in the course of the study.

Chapter two provides a conceptual clarification of terms, reviews some of the existing literature relevant to the subject of discourse and also discusses the theoretical framework upon which the research is hinged.

Chapter three explores the methodology utilized in carrying out the research.

Chapter four presents the findings of the study.

6

Chapter five summarizes and concludes the study, while also making recommendations for how films can be used to propagate the spread of correct information among young people and address existing societal issues that may or may not affect them directly.

7

**CHAPTER TWO**

**LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

**Introduction**

This chapter begins with conceptual clarifications, in order to put into context certain fundamental and technical concepts that have been used in this study. It then goes on to review and critique relevant related literature on the subject of film and youth culture and also examines the theoretical framework upon which the study is carried out.

**2.1 Conceptual Framework**

***2.1.1 Mass Media***

Media (singular medium) means communication or mode of expression. In broad terms, it encompasses both technical and institutional methods of production and distribution of information. It is the means by which information is disseminated to large audiences.Different media have different characteristics based on accessibility, reach, and audience,and can generally be classified into two categories

Print Media, which includes Newspapers, Magazines, Booklets and Brochures, House Magazines, Periodicals or Newsletters, Direct Mailers, Handbills or Flyers, Billboards, Press Releases, Books.

Electronic Media, which includes Television, Radio, and Films. Also, New Age Media like Mobile Phones, Computers, and Internet can also be considered as electronic media

(“Concept of Media”, n.d.).

The termmedia began to be used in the 1920s in reference to print media, up until after the Second World War, when radio, television and video were introduced. Media can also be 8

broadly classified intovisual and non-visualmedia, based on its nature, scope, and effectiveness on the society(“Concept of Media”, n.d.).

Mass media simply refers to the modern means of spreading news, information, opinion, education, entertainment and so on to large numbers of people, especially through radio, television, newspapers, magazines and films. When talking about mass communication, we also need to consider the channels necessary to carry the message from the source to the receiver; this channel is what is known as a medium (pl. media) (Onuoha & Onwubere, 2012:2). In short, mass media are the channels applied in mass communication.

There exists different mass media such as radio, television, film, books, sound recordings, newspapers, magazines and the internet. Although these are the most common mass media because of the large audiences they are able to reach and the greater impact they typically have on audiences, they are not the only mass media that exist. Others include billboards, comic books, posters, direct mail, matchbooks and buttons (Onuoha & Onwubere, 2012:2).

The use of mass media is crucial to disseminate messages and information widely and rapidly in large and diverse audiences and can also be used to influence said audiences in a variety of ways. It can be used to inculcate values and certain desirable behaviour in the audience (e.g.portraying the dangers of drinking and driving). Mass media can also transmit values by enforcing, social norms.

Joseph Dominick opined that “of all the mass media, television probably has the greatest potential for socialization (Onuoha & Onwubere, 2012:3). Socialization is the process by which values, social norms and knowledge are transmitted to people in order to integrate them into society. One way that mass media performs this function is by using entertainment to pass across

9

relevant information. For instance, the television drama SHUGA can be considered entertaining even though it educates people living with HIV/AIDS on how to cope with the challenges of the ailment. According to Neil Postman (1985), “the primary effect of television is that it changes how people see the world.” (Onuoha & Onwubere, 2012:14).

***2.1.2 Film***

The term film is one that encompasses motion pictures or individual projects, as well as the field in general. It originates from “photographic film” (also known as film stock) and is historically the primary medium for recording and displaying motion pictures. Films are made by recording the movements of people and objects using a camera, sometimes also involving the use of animation technique and special effects. They comprise a series of individual frames, which when shown in rapid succession, create the appearance of fluid motion in the eyes of the viewer. Films are considered by many as an important art form. They entertain, educate, enlighten and also inspire audiences (“Concept of Media”, n.d.). Films are considered a major mass medium because of their mass appeal and influence on society. They play a role in the everyday lives of men and women by affecting the way they perceive issues and conduct their own lives (Aldana, 2004).

Research has shown that visual media e.g.television/film influence a range of attitudes and behaviors among youths. Huesmann and Taylor (2003) are of the opinion that television/film have greatpower over young people’s decisions, in that they are likely tosimply accept whatever they see on television /film without giving it a second thought. For this reason, there have been many concerns and debates over the positive and negative influence films have on young people. Expressing concerns over the negative influence that films have on youth culture, Keyes (2000) stated that“students are particularly vulnerable to outside influence from their films sets because

10

their values and ideals have not yet fully developed”. In other words, because they haven’t fully formed an identity for themselves, they can easily be swayed or swept up by the films they watch. This is because their view of the world is shaped by the stories they hear, see and tell (Chari, 2005). Young people often adapt behaviors they see in movies which could turn out negative or positive as there are so many advantages and disadvantages to this.

***2.1.3 Youth Culture***

The term “youth” came into existence after the Industrial Revolution (19th& 20th century). Until then, there was no clear distinction between children and youths. The continuous development brought about by the labour market and industrialization led to a separation of children and adolescents from the adults and eventually, a new subculture was formed, ‘the youth culture’.The concept was first used in the 1920s to refer to the new adolescent culture in the gap of the labour and school system but became naturalized in the 1960s (Feixa & Nofre, 2012). Youth culture refers to the activities, values and beliefs of adolescents and young adults.

Youth is best understood as a period of transition from the dependence of childhood to the independence of adulthood. Although as a whole youth is more fluid than other fixed age-groups,nonetheless, age is still the easiest way to define this group, particularly in the context of education and employment, sincethe term ‘youth’ is often used to refer to a person between the ages of leaving compulsory education, and finding their first job (UNDESA, n.d.). There is no universally accepted definition of the youth age group, however, for statistical purposes, the United Nations defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states (United Nations, n.d.).Many countries also draw the line on youth with regard to the age at which a person is given equal treatment under the law—often referred to as the ‘age of majority’, which is 18 years in many countries; meaning

11

that once a person reaches this age, he or she is considered to be an adult. “Nonetheless, the operational definition and nuances of the term ‘youth’ vary from country to country, depending on relative sociocultural, institutional, economic and political factors” (United Nations, n.d.).In Nigeria for instance, the Federal Ministry of Youth and Sports Development on May 24, 2019 launched the Revised National Youth Policy, which pegs the youth bracket at 15-29 years of age. This move sets Nigeria apart from other African countries that align with the age classification of 18-35 years set forth in the African Youth Charter (Faruk, 2019).Youth can be a positive force for development when provided with the knowledge and opportunities they need to thrive.

Culture itself is the shared way of life of a group of people, and the processes of keeping up and updating that way of life. It encompasses the knowledge, ideas, beliefs, habits, customs, values and social behavior of a particular group of people or society (Wikipedia, 2020).These tenets are transmitted by communication and imitation from one generation to the next. It is “the sum total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation” (Choudhury, n.d.).

Youth culture stands out in itself as it differs from the way of life of older generations giving them what many accept as a particular culture of their own (Fasick, 1984). Within youth culture, there are also subcultures which develop continuously and may contrast from the overall youth culture; for example, within today’s youth culture of dressing, there exists what is known as “alte” dressing, the idea of which, is to incorporate a vintage style, wearing things like baggy trousers, ripped shirts, big shoes and small glasses. “ALTÉ” simply means ALTERNATIVE; to alternate or switch something for another. In today’s fashion terms, it refers to embracing the retro and vintage style of dressing (Onyenucheya, 2020).

12

Understanding what the youths do and think could go a long way in understanding their connection with social patterns and individual activities (Vandegrift, 2015). The youth subculture gives young people a unique identity which is gotten from school and work environments. With this, they have the opportunity to experience a social reality which differs from that of the adult culture they were born into.

Over time, there came about a shift in what could essentially be known as youth culture, from appearance to strategy, marginalization to identity, from delinquency to leisure time & from spectacular events to daily life. It became apparentthat the youth couldn’t be identified with one particular style, instead they were influenced by many things and sometimes even create a style of their own. For this reason, youth culture can be analyzed from two different perspectives. 1) The perspective of social situations (gender, ethnic, generation, class and territorial identities) 2) The perspective of set of ideological and symbolic attributes (music, trends, language, films, and focal activities).

Subsequently, youth culture got younger and also took on new meanings and became older.

People continue their youth culture affiliations into adulthood thereby making it a lifestyle.

**2.2 Literature Review**

***2.2.1 Film and Culture***

In general, media plays a very important role in shaping public perceptions on a variety of important issues, not just by spreading information, but also the manner in which this information is spread; the way they interpret the information being presented or placing emphasis on some information to draw more attention to it. This is true of all forms of media, but especially of film. By portraying a particular set of beliefs, values and traditions as reality, they

13

shape reality to be more in tune with the interpretation being portrayed, thus shaping modern culture (“Concept of Media”, n.d.).

Like most forms of art and media, film reflects man’s endless quest for truth, thereby creating a cycle of cause and effect. Dominick (2005) writes that “throughout history, films have been collectors, producers and distributors of social knowledge”. He goes on to explain that there are three defining features of film which make this possible,“first, they attract the most specialized group of audience, and second, films are the most in tune with demographic, economic and social trends. Finally, films can influence social trends”.We can therefore infer that films reflect the specific culture that they are borne out of and in turn, affect them.

Films play a significant role in the process of socialization, which gives credence to the fact that who should determine what should shape people’s perception and how this is done in any society is an issue of significance. It is a powerful instrument that can build or destroy people’s culture due to its conversational nature.

***2.2.2Film and Different Aspects of Youth Culture***

In today’s world, we are constantly surrounded by all sorts of media: television, computers, internet, mobile phones, printed media, etc. The media has become an inseparable part of our everyday lives. For many older people, technology and its advancements are seen simply as a development which occurred during their lifetime rather than a reflection of the world they live in today, whereas when it comes to young people, technological development is essential in shaping the youth culture.

The media, and film most especially has an extremely powerful position in the world today. Not only does it influence peoples’ interpretation and opinions on different issues, it also affects different aspects of their lives as well.One way or another movies influence the way of living of 14

individuals, particularly young people. This section explores some of the different aspects of youth culture that have been influenced by the kinds of material young people are exposed to via film and television.

**2.2.2.1 Dressing**

The influence of film on the dress culture of young people becomes quite evident when we consider that people are often influenced by the things they see. Globalization and technological advancement have succeeded in making the world a much smaller place, interconnectivity allows for easier and better interactions between individuals across the world and information is transmitted at lightning speed. This has created exposure to different cultures and civilizations across the globe through different media but particularly through film. Apart from homegrown movies, many people also watch foreign films at their leisure time and for entertainment, with some people even preferring these foreign films to local homegrown content.

In these films, actors wear costumes to depict personality, time, environment, place and social status of the character being portrayed. Costumes are one of the many tools a producer or director uses to tell a story. It also helps the actors to step into the character and give a believable performance as each piece of clothing is carefully picked and altered to suit the character and storyline so as to effectively portray the character’s taste, mood or personality (Landis, 2014). This is why costumes of characters have filled our society today because individuals, especially youths are seen portraying the dressing styles of characters in foreign movies.

Over the years, researches have shown that the style of dressing displayed through film, on tv, has influence its audience greatly such that they have changed a lot of things about their appearance. For example, Nigerians and Africans as a whole used to carry their hair in a kinky afro style, but now cover their natural hair with wigs and all sorts of attachments. Another aspect 15

of appearance which has change is the clothes which are worn amongst individuals today. Formerly, Nigerians used to wear traditional clothes like the iro and buba, jalabia, igbo clothe, but now wear clothes of the western culture like jeans and tops, etc. Also, in the past it was common to accessorize with jewelrymade of traditional beads or cowries, but now accessorizing has taken a new shape, as people are seen wearing jewelries made from diamonds, gold, pearls and other costume jewelry.

Therefore, film, in terms of fashion, has influenced a lot of young people to adopt a certain style of dressing based on the kind of clothes seen in movies, music videos and advertisements, which are presented as the best style of dressing to make one look good (Shitta, n.d).

**2.2.2.2 Food**

Research has shown that a lot of individuals especially young people are easily influenced by what they see on tv, from the dressing, behavior, down to what they consume. Watching films and tv shows where the actors consume certain substances could give viewers the idea to try out those things for the first time, be it food or other substances such as alcohol, drugs, cigarettes, etc. This can either be positive or negative. In terms of food, films can be used to promote healthy eating habits (fruits and vegetables, whole foods, balanced diets) or unhealthy eating habits (junk food, sweets and candies).

When films are being produced, brands often sponsor them in exchange for a product placement in the film. Of course, food businesses and edible manufacturing companies are not excluded. With the intent to promote their sales, they make their products eye catching and present only the good sides of it to get people to buy it. On their part, the producers of such products and also the filmmakers do this, because of its potential for profit whereas viewers seeing these products on tv and how the actors are enjoying it, proceed to buying and consuming it. The presentation of

16

this product does a lot in triggering its viewers. For example; if a plate of noodles is served in a film as a part of the props for a scene, the look of the food can make the audience crave noodles even if they weren’t planning to eat it before. Also, in many movies, the “hero” or the “cool guy” is often seen drinking some type of alcohol (whiskey, brandy, gin, etc.) or smoking some expensive cigar thereby giving the impression that that is what “cool guys” do and so people copy these things in order to also be seen as cool.

**2.2.2.3 Language**

There are quite a number of ways to learn a language, be it your native language or a foreign language, you can either learn it through being in an environment where the language is spoken, being taught by someone, and of course through watching films. The use of films to teach a language is very evident even from children. Little children pick up the things they hear and begin to repeat them even without knowing the meaning. This is a sign that as humans, we naturally pick up new words and even their tone of pronunciation before we get to understand the true meaning.

Growing into the teenage and youth phase, we become more interested in finding out the meanings of words or phrases we hear and this can affect our language such that we begin to use these words or phrases even when talking to people who may not understand it. For example, it is not uncommon to hear teenagers using certain languages (slangs or curse words) which they’ve picked up from the films they watch. When watching foreign films, subtitles are often provided to enable the audience understand in the way they do. With the continuous streaming of films in a particular language, they get used to seeing the interpretation of certain words. They may not speak the language fluently but at the very least, they can construct sentences in that language.

17

Asides foreign films and their languages, we still hear new words on the tv every day. Hearing new words from actors on screen, it intrigues viewers to the point of searching a dictionary or asking someone close by in order to find out the meaning of the word and depending on the context and situation it was used, they begin to use the words.

Another thing which may be considered in this regard is the tone of pronunciation. A good example will be the British and American English, it’s all English but it differs in the way the people speak. Films with good storyline and actors have a way of touching the audience. You find out that after watching these films, the audience start to imitate the actors and recreate scenes from the film. In the process of this, they change their tone of pronunciation to match that of the actor who played the role.

***2.2.3 Why film is influential***

One of the reasons for the widespread popularity of film is that it engages all kinds of people, young and old, literate and illiterate; it does not require any special skills to be exposed to it i.e. one does not need to be literate in order to watch a film and grasp the meaning behind it. The greater part of young people who watch films, watch it for relaxation after a while of stress or for mere entertainment in their leisure time. They typically don’t require much physical or even mental effort on the part of the viewer. Even if one has to go to the cinema to see a movie, they do so at their own convenience, therefore there is no added stress.

Film appeals to both the auditory and visual senses, thereby making it an important communication device as it is able to capture and hold the attention of the audience (“Concept of Media”, n.d.). The combined impact of images, dialogue, music, sound, lighting and special effects can create deep feelings in the audience and even make individuals relate it to their personal life. It’s such a great tool which helps us understand the different personalities of the

18

people around us, the way society and culture operates, and even better our own lives. It could bring to light political, spiritual, and even the basic everyday matters which have been thrown under the bus, this way it opens up a new space for growth and change.

Films also have a lot of emotional appeal. Rosen (2006) found that both children and adults are more likely to remember those materials that have high emotional appeal that they easily understand and is concerned with the movie plot. Young people are more likely to take not of or become emotionally invested in certain situations that capture or portray their changing views of the world and experiences in the society. Issues such as identity formation, college life, moving away from home, peer pressure, sex education and so on are more likely to resonate with the youth because they mirror their own life experiences. Films are the media of choice for many adolescents as itdepicts some of the interactions and experiences which they may have encountered or will encounter later in their development.

Movies influences young people such that they begin to imitate their favorite character. Copying their dressing, hairstyles, language, or just the physical movements and attitude of the character. Some movies contain good moral values which help to teach the viewers important lessons but some others may not. Some forms of film are meant to entertain, and others to educate. For instance, documentaries are films that are meant to educate based on facts rather than fiction. Such materials, therefore contain little to no negative content.

Films also have far-reaching effects as these days, they are easily translated either via subtitles or dubbing into different languages thereby giving audiences the opportunity to watch films not originally produced in their primary language.

19

Films have not only social value, but economic value as well i.e. they inform, they educate, they entertain, they inspire but they are also good for economic growth as well. For instance, Nollywood, Nigeria’s movie industry generates an estimated revenue of $500 million-$1 billion. It also reportedly employs about 300,000 people directly and more than one million people indirectly. It is globally recognized as the second largest film producer in the world (Olaoluwa, 2019). With so many movies, being made young people have so many options to choose from – different genres and even different languages – and that’s from Nigerian films alone, by the time one takes foreign films into consideration as well, it becomes clear just how extensive and far-reaching the impact of film can be.

Another important reason for the widespread impact of films among young people is accessibility. As mentioned earlier in the study, technology constitutes an indispensable role in youth culture. The development of new age media such as internet, computers, tablets, smartphones, have made it possible to access all sorts of films at the click of a button. People are able to log on to the internet using their computers, phones or tablets and download or stream movies from anywhere in the world at any time. They can also save films to watch at a later time. This high level of connectivity is therefor an important factor in the propagation of films and their influence on young people in Nigeria.

**2.3 Theoretical Framework**

**Cultivation Theory**

The cultivation theory was conceptualized by George Gerbner in the 1960s and 1970s and has survived thus far by continuous adjustment and refinement. Since 2000, over a hundred and

20

twenty studies have been carried out endorsing this theory, which points to its ability to adapt in a constantly changing media environment.

Cultivation theory tackles the long-term effects of television on its viewers. The premise of this theory is that the real danger of television is that it has the ability to shape not just one person’s view point on one particular issue but also people's moral values and general beliefs about the world. The theory stands on a number of concepts: the symbolic environment, story-telling, the symbolic function of television, the television traits, the cultural model, the cultivation of value system, the multidirectional process, and the cultural indicators (Mosharafa, 2015:23).

1. **Symbolic Environment:** as far as we know, human beings are the only creatures that live in a world beyond the threats and gratifications of their immediate environment. In other words, we humans are not constrained by the occurrences or experiences in our immediate surroundings. We acquire knowledge not from personal experiences, but from a variety of stories told over time (Morgan, 2002).
2. **Story Telling:** According to Gerbner there are three types of stories:

Stories of how things work: These are fictional stories that reveal the invisible dynamics and intricacies of human life.

Stories of how things are: These are news-stories; they reaffirm the visions, rules, goals and objectives of a particular society.

Stories depicting what to do: These are stories that show value and choice, such as laws and religion.

Put together, these three types of stories make up a culture, which is increasingly disseminated by television (Gerbner, 2002).

21

1. **The Symbolic Function of TV:**for most people, television has become an important source of information about the world. Through it, they are able to discover and learn about the basic facts of life, people, society, and authority. For example, when a situation is depicted in fiction, drama or news be it in a realistic, tragic, or comic way, it offers the best platform for the dissemination of information, values and morals in a way that is not only acceptable but also enjoyable (Morgan, 2002).

Gerbner says that cultivation is some sort of desultory learning that results from the accumulation of exposure to TV. And what the viewer sees on the screen becomes the basis of a mental image that the individual forms about the social practical status of values, population characteristics, and the various cultural standards common by the society’s classes, categories, and individuals (Mosharafa, 2015:23).

What this means is that as a result of constant exposure to television, there is a sort of random

or unintentional learning that occurs on the part of the viewer such that an image is formed in

the mind of the viewer on what a particular society is all about; their values, practices and

cultural norms.

Any form of content can be an avenue for cultural influence be it news, entertainment,

educational; they all facilitate the cultural formation of individuals as well as the masses. In

fact, films and television series tend to have a stronger cultural impact than serious programs,

studies or seminars. This is because more often than not, a person will use entertainment

contents in relating to the world around him/her in order to understand whatever goes beyond

his/her immediate experiences. This helps the individual normalize with the society around

him/ her and discern how he/she should behave and interact with others in the society.

Therefore, entertainment is just as relevant to information as news is (Mosharafa, 2015).

22

The problem with this however, is that the media, in this case television, does not always reflect reality. There may be some elements of untruthfulness, misinformation, stereotypes or misguided positive images. The cultivation theory posits that television does not reflect what truly happens in the real world, rather it presents an artificial world, which focuses on certain issues decided upon by those who control the media. Eventually, the accumulation of TV “experience” and the lack of direct experience in various issuesmay lead to the creation of an artificial world, which starts to seem more and more real to the viewer. In other words, if the recipient only goes by what they see on television and has no basis for comparison, then their perception may become distorted, stereotyped or biased (Mosharafa, 2015).

* 1. **Television Traits:**According to Miller (2002), there are three basic traits, which make television symbolic:

TV is pervasive, meaning it penetrates people's lives as it exists in most households and people spend a lot time in front of it.

TV is accessible:it does not require any special skills to be exposed to it i.e. one does not need to be literate to watch tv. Also, it does not require any effort; there is no need to leave the house as is the case with cinema.

TV is coherent:all of the messages it presents about society in its various programs are mostly similar in nature.

1. **Cultural Model:**the cultural model suggests that television is capable of shaping viewers' perception at a cultural level. Studies have shown that those who watch television a lot tend to agree on several aspects of culture presented on TV, such as perceptions of women and how materialistic people are, whereas light television viewers do not share the same level of

consensus. Furthermore, heavy viewers of a particular TV genre might share a distortion in their 23

cultural understanding. For example, those who watch a lot of romance i.e. romantic dramas or

comedies, soap operas, reality-based shows about relationships, tend to have idealistic

expectations of marriage because such shows fail to present the harsh truths about marriage

(Mosharafa, 2015).

1. **Cultivation of Value Systems:**the premise of the cultivation theory is“that the entire value system made of ideologies, assumptions, beliefs, images and perspectives is formulated, to a great extent, by television” (Mosharafa, 2015:24). TV is often rife (overtly or covertly) with values, rules, and moral templates for what is right, what is important, and what is appropriate in the social setting. All of the information we are exposed to via television, beginning in childhood, eventually become the basis for our broad worldview. For instance, people who watch a lot of violence-based shows, tend to see the world as a mean and dangerous place. Also, in a study investigating the relationship between TV portrayal of women and prejudice against them, it was discovered that most groups of heavy viewers (all other factors remaining constant) seemed to have a more sexist attitude towards women.
2. **Multi-directional Process:**cultivation is not a one-way street.The public plays a part in shaping TV content just as television helps in shaping the public’s views.

TV neither creates nor reflects the social, personal, and cultural elements presented on its screen. First, television doesn't create as these elements do not originate out of void, but derive from a dynamic process in which society, the public, media institutions, and interest groups influencethe creation and distribution of mass-produced messages. These messages, in turn, would generate, influence, and suit the needs, values and ideologies of the public…Second, television doesn't reflect these social, personal, and cultural elements, as interest groups and media institutions influence the stories presented (Mosharafa, 2015:25).

1. **Cultural Indicators:** The idea of cultural indicators is an important theoretical aspect of cultivation theory. In fact, the original project led by Gerbner and his associates in 1969 was

24

titled "the Cultural Indicators Project." According to them, TV content and systematic message patterns not only reflect the underlying cultural values in society but also act as a guide, showing the direction of social change in society. For example, increase in social representation of minority groups on television reflect social change and act as strong cultural indicators.Even though representation on television may be slow compared to the actual rate of social change regarding marginalized groups, in the end, TV programs, start to catch up and may even end up trying to overcompensate for the groups in question(Shanahan, 2004).

Ultimately, many of the core concepts of the cultivation theory still hold true. Human beings continue to live ina world that extends far beyond their physical environment. Television continues to tell stories about their symbolic environment. Television content continues to be derived from multi-directional processes that involve society, the public, media institutions, and various interest groups. And, television message patterns continue to be an indicator of the direction of the ongoing social change (Mosharafa, 2015).

Findings of several studies conducted over the past twenty years have supported the idea that progressive exposure to television incorporates worldviews and cultivates images and ideas, which matchwhat is seen on TV, and that long-term television exposure does, in fact influence social change.

25

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Introduction**

This chapter explains in detail all the necessary procedures and techniques used to obtain information on this topic. In other words, it contains the strategy used to conduct this research work.

**3.2 Research design**

A research design is the general strategy used to analyze the various aspects of a study in a rational and sensible manner in order to attain results which address the research problem. This study on the influence of film on second-wave millennials uses the survey method of data collection and analysis. It also uses descriptive statistics in analyzing data.

**3.3 Population of the study**

The population of the study encompasses the total number of people who have been interviewed in order to attain information and data on the topic. For this study, the population is a round figure of 400 individuals comprising of both male and females within the ages of 15-25.

26

**3.4 Sample and Sampling technique**

Sampling is a method of picking individuals as a subset of a population to make statistical inferences which will be used to characterize the whole population. This study is a research on the Nigerian youth culture and the youths as a whole. To determine the subset which should be sampled, Taro Yamane’s sampling formula will be used. It is stated as

= + (ⅇ)

Where***‘N’*** is the overall population, ‘**1**’is the constant value, ‘***e’*** is the expected error at 0.05, and ‘**n**’ is the sample size which will be analyzed for this study.

This study seeks to determine the influence of film on youth and youth culture in Nigeria. The estimated number of youths in Nigeria are approximately Thirty-three million, six hundred and fifty-two thousand, four hundred and twenty-four (33,652,424) (Wikipedia, 2020).

= + ( . )

= + ( . )

=

=

= .

27

= ( ⅇ ⅇ)

This research will therefore be conducted on 400 Nigerian youths.

**3.5 Types and Sources of data**

This study makes use of data from people, observations and documents. Answers from the questions which have been sent out to Nigerian youths in order to gain their opinion on the subject will be used in this report. Observations made personally from being a youth in Nigeria today will also be imputed in this document. And finally, a thorough research will be conducted to gain information on the subject from books, online materials, past related works, etc.

**3.6 Instrument of data collection**

The instrument used for data collection is questionnaire. This carefully constructed questionnaire was sent out to 400 Nigerian youths to gain information on their opinion on the subject matter.

**3.7 Method of data analysis**

All data obtained for this study will be analyzed using descriptive and inferential statistics.

Results from the questionnaire will be generated and analyzed with the aid of SPSS software.

28

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

In this chapter, we will find out the influence film has on youth and youth culture today with the data obtained from individuals who took the survey. The questionnaire was sent out to 400 individuals between the ages of 15 and 25, both male and female without a specific number given to each gender. With the help of SPSS, the results gotten from the respondents have been organized into tables to show their various opinions.

**4.2 Presentation of Descriptive Statistics**

Data obtained from respondents is as follows:

**How old are you?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | Valid |  | Cumulative |  |
|  |  | Frequency | Percent |  | Percent |  | Percent |  |
|  |  |  |  |  |  |  |  |  |  |
| Valid 15 | 8 |  | 2.0 |  | 2.0 |  | 2.0 |  |
|  |  |  |  |
|  |  |  |  |  |  |
| 16 | 8 |  | 2.0 |  | 2.0 |  | 4.0 |  |
|  |  |  |  |  |  |
| 17 | 16 |  | 4.0 |  | 4.0 |  | 8.0 |  |
|  |  |  |  |  |  |
| 18 | 56 |  | 14.0 |  | 14.0 |  | 22.0 |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | 29 |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 19 | 96 | 24.0 | 24.0 | 46.0 |  |
|  |
|  |  |  |
| 20 | 84 | 21.0 | 21.0 | 67.0 |  |
|  |  |  |
| 21 | 52 | 13.0 | 13.0 | 80.0 |  |
|  |  |  |
| 22 | 16 | 4.0 | 4.0 | 84.0 |  |
|  |  |  |
| 23 | 12 | 3.0 | 3.0 | 87.0 |  |
|  |  |  |
| 24 | 16 | 4.0 | 4.0 | 91.0 |  |
|  |  |  |
| 25 | 36 | 9.0 | 9.0 | 100.0 |  |
|  |  |  |
|  | Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |
|  |  |  |  |  |  |  |

Field survey, August 2020.

The study was conducted on individuals between the ages of 15 and 25. From this table above, it is evident that eight individuals are 15 years of age, eight are 16 years, sixteen are 17 years, fifty-six are 18 years, ninety-six are 19 years, eighty-four are 20 years, fifty-two are 21 years, sixteen are 22 years, twelve are 23 years, sixteen are 24 years, and thirty-six are 25 years. Majority of the respondents for this questionnaire are 19 years of age with a total summing up to 24% of respondents.

**Do you believe films have had an impact on your dressing**

**style?**

Frequency Percent

Valid

Percent

Cumulative

Percent

30

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Valid Yes | 308 | 77.0 | 77.0 | 77.0 |
| No | 92 | 23.0 | 23.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 2 above shows the result of the influence of film on ones dressing style. Out of 400 individuals who received the questionnaire, three hundred and eight (308) respondents agreed to film having an impact on their style while the other ninety-two (92) took a stand that film does not have an impact on their style. This proves that film has quite an impact on individuals when it comes to their dress style and appearance.

**To what extent have films impacted your style?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid A lot | 100 | 25.0 | 25.0 | 25.0 |
| A little | 264 | 66.0 | 66.0 | 91.0 |
| Not at all | 36 | 9.0 | 9.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 3 here shows the extent at which film has impacted the style of these individuals. Out of 400 individuals,hundred individuals claim film impacts their dressing a lot. Two hundred and

31

sixty-four said the impact is only little, while thirty-six confirmed film has absolutely no impact

on their style.

**Have films ever influenced your choice of food, drinks, etc.?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 216 | 54.0 | 54.0 | 54.0 |
| No | 184 | 46.0 | 46.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 4 above shows the influence film has on people choice of food and drinks. We can see that out of 400 respondents, 216 people agreed to film having an influence on what they ingest while 184 said it has no influence on them. This proves film has quite an impact on what individuals eat as the rating is seen at 54%.

**How often do films influence your choice of food, drinks, etc.?**

Frequency Percent

Valid

Percent

Cumulative

Percent

Valid Everytime

16

4.0

4.0

4.0

Quite often

104

26.0

26.0

30.0

Rarely

212

53.0

53.0

83.0

Not at all

68

17.0

17.0

100.0

32

**How often do films influence your choice of food, drinks, etc.?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  |  |  |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Everytime | 16 | 4.0 | 4.0 | 4.0 |  |
| Quite often | 104 | 26.0 | 26.0 | 30.0 |  |
| Rarely | 212 | 53.0 | 53.0 | 83.0 |  |
| Not at all | 68 | 17.0 | 17.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |

Field survey, August 2020.

Although some of the respondents in the previous question said film had no impact on their choice of food and drink, it is seen in table 5 that some of them had a change of mind. Here, out of the 400 respondents, sixteen people agree to film having a large impact on what they eat as they have said it influences them more often than not. A hundred and four people admit to being influenced quite often, two hundred and twelve people are rarely influenced while sixty-eightare firm in their choice thatfilm has no influenceon their choice of food and drinks.

**How often do you use English language when communicating?**

Frequency Percent

Valid

Percent

Cumulative

Percent

Valid Everytime

312

78.0

78.0

78.0

Quite often

88

22.0

22.0

100.0

33

**How often do you use English language when communicating?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  |  |  |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Everytime | 312 | 78.0 | 78.0 | 78.0 |  |
| Quite often | 88 | 22.0 | 22.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |

Field survey, August 2020.

Table 6 here shows the rate at which individuals use English language to communicate. The respondents who use English language all the time are three hundred and twelve while those who use it often but not always are eighty-eight.

**How often do you use Nigerian languages when communicating?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  |  |  |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Everytime | 32 | 8.0 | 8.0 | 8.0 |  |
| Quite often | 136 | 34.0 | 34.0 | 42.0 |  |
| Rarely | 196 | 49.0 | 49.0 | 91.0 |  |
| Never | 36 | 9.0 | 9.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |

Field survey, August 2020.

34

With regards to Nigerian languages, Table 7 analyses the use of Nigerian languages amongst young people. Out of the 400 respondents who received the questionnaire, thirty-two people use a native language everytime they communicate, a hundred and thirty-six use it quite often, a hundred and ninety-six rarely use native languages, and thirty-six never use it.

**Which do you prefer? Movies in**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid English language | 308 | 77.0 | 77.0 | 77.0 |
| Foreign language | 60 | 15.0 | 15.0 | 92.0 |
| Nigerian/native |  |  |  |  |
|  | 32 | 8.0 | 8.0 | 100.0 |
| languages |  |  |  |  |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |
| Field survey, August 2020. |  |  |  |  |

Furthermore, the respondents were asked what language they prefer to watch films in;three hundred and eight out of four hundred chose English, sixty chose foreign languages, and thirty-two chose Nigerian/native languages.

**Do you believe movies have an influence on your preferred**

**language of communication?**

Frequency Percent

Valid

Percent

Cumulative

Percent

35

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Valid Yes | 232 | 58.0 | 58.0 | 58.0 |
| No | 168 | 42.0 | 42.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 9 shows the influence film has on individuals preferred language of communication. It can be observedthat while two hundred and thirty-two respondents prefer a certain language as a result of the influence film has on them,a hundred and sixty-eight said film has nothing to do with their preferred language of communication.

**Do you believe films can be used to influence public opinion**

**on issues like politics, culture, economy,etc.?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 396 | 99.0 | 99.0 | 99.0 |
| No | 4 | 1.0 | 1.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 10 relates to the influence of film on public opinion. While three hundred and ninety-six of the respondents say it is possible to influence public opinion on societal issues through film, four respondents beg to differ.

36

**Do you believe films can be used to inform people on topical**

**issues like health, human rights, etc.?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | Valid | Cumulative |
|  | Frequency |  | Percent | Percent | Percent |
|  |  |  |  |  |  |
| Valid Yes | 400 |  | 100.0 | 100.0 | 100.0 |
|  |  |  |  |  |  |
| Field survey, August 2020. |  |  |  |

In table 11, It is evident that all 400 respondents believe film can be used to inform and educate young people on topical issues such as health, human rights,etc.

**Which of these two describes you better? I watch films**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Valid | Cumulative |
|  |  |  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |  |  |
| Valid For | leisure | and |  |  |  |  |
|  |  |  | 292 | 73.0 | 73.0 | 73.0 |
| entertainment |  |  |  |  |  |
| To learn something new | 108 | 27.0 | 27.0 | 100.0 |
| Total |  |  | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |  |
| Field survey, August 2020. |  |  |  |  |  |

With regards to the manner in which they watch films, table 12 shows the rate at which individuals watch film either for leisure and entertainment or to learn something new. From the above, it can be seen that out of 400 respondents two hundred and ninety-two watch films for leisure and entertainment while a hundred and eight watch films to learn something new.

37

**How often do you watch films for leisure and entertainment?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  |  |  |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Everytime | 108 | 27.0 | 27.0 | 27.0 |  |
| Quite often | 208 | 52.0 | 52.0 | 79.0 |  |
| Rarely | 84 | 21.0 | 21.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |

Field survey, August 2020.

Out of the 400 respondents who received this questionnaire, a hundred and eight of them admit to frequently watching film for leisure and entertainment, two hundred and eight watch films for entertainment quite often andeighty-four rarely watch films for leisure and entertainment.

**How often do you watch films to learn something new?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  |  |  |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Everytime | 72 | 18.0 | 18.0 | 18.0 |  |
| Quite often | 180 | 45.0 | 45.0 | 63.0 |  |
| Rarely | 132 | 33.0 | 33.0 | 96.0 |  |
| Never | 16 | 4.0 | 4.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |
| Field survey, August 2020. |  |  |  |  |
|  |  |  | 38 |  |  |

Out of the 400 respondents who received the questionnaire, seventy-twoof them mostly watch films with the intention of learning something new, a hundred and eighty watch to learn quite often, one hundred and thirty-two watch to learn rarely, and sixteen never watch to learn something new.

**Do you travel?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 296 | 74.0 | 74.0 | 74.0 |
| No | 104 | 26.0 | 26.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 15 shows the number of people out of the 400 respondents who travel. Two hundred and ninety-six people travel and a hundred and four do not.

**If yes, how often?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Valid | Cumulative |  |
|  |  |  |  |  |
|  |  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |  |
| Valid | A lot | 60 |  |  |  |  |
| 15.0 | 20.3 | 20.3 |  |
|  | Occasionally | 236 | 59.0 | 79.7 | 100.0 |  |
|  | Total | 296 | 74.0 | 100.0 |  |  |
|  |  |  |  |  |  |  |

39

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Missing System |  | 104 |  | 26.0 |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | Total |  | 400 |  | 100.0 |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | Field survey, August 2020. |  |  |  |  |  |  |

Following the previous question, out of the two hundred and ninety-six respondents who travel, sixty of them travel a lot while the other two hundred and thirty-six travel occasionally. Respondents who do not travel left this question blank.

**If no, would you like to travel someday?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Valid | Cumulative |  |
|  |  |  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |  |  |
|  | Valid | Yes | 104 | 26.0 | 100.0 | 100.0 |  |
|  | Missing | System | 296 | 74.0 |  |  |  |
|  |  |  |  |
|  |  |  |  |  |  |  |  |
|  | Total |  | 400 | 100.0 |  |  |  |
|  |  |  |  |  |  |  |  |

Field survey, August 2020.

Following the question in table 15, out of the 400 respondents, a hundred and four of them do not travel. Going further to ask if they would love to travel someday, all of them said yes. And the previous two hundred and ninety-six people who said yes in the last question left this one blank.

**Can you say that your interest in travelling was sparked or in**

**any way influenced by films you've watched?**

Frequency Percent

Valid

Percent

Cumulative

Percent

40

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Valid Yes | 268 | 67.0 | 67.0 | 67.0 |
| No | 132 | 33.0 | 33.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 17 shows the influence of film on one’s interest to travel. Out of the 400 respondents, two hundred and sixty-eight said “yes” to film having an influence on why they would love to travel while a hundred and thirty-two said “no” meaning film has never sparked their interest to travel.

**Do you believe a person’s career choice can be influenced by**

**the films they watch?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 372 | 93.0 | 93.0 | 93.0 |
| No | 28 | 7.0 | 7.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 18 here shows the opinions of individuals on the ability of film and to influence a person’s career choice. Out of the 400 people who received this questionnaire, three hundred and seventy-two respondents believe films can influence a person’s career choice while twenty-eight disagree that films influence career choices.

41

**Was your career choice influenced by a film you watched?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 56 | 14.0 | 14.0 | 14.0 |
| No | 344 | 86.0 | 86.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Furthermore, fifty-six individuals said films have influenced their own career choices, whereasthree hundred and forty-four said films did not have any influence on their career choices.

**Have films ever influenced your opinion or changed your**

**perspective on certain topics?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 380 | 95.0 | 95.0 | 95.0 |
| No | 20 | 5.0 | 5.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 20 shows the influence of film on people opinions and perspectives. Out of the 400 respondents, three hundred and eighty people affirm that there has been a time film influenced 42

their opinion on certain topics while twenty people disagree that films have ever influenced their opinion.

**Has a movie or movie character ever influenced your**

**behavior?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |  |
|  | Frequency | Percent | Percent | Percent |  |
|  |  |  |  |  |  |
| Valid Yes | 368 |  |  |  |  |
| 92.0 | 92.0 | 92.0 |  |
| No | 32 | 8.0 | 8.0 | 100.0 |  |
| Total | 400 | 100.0 | 100.0 |  |  |
|  |  |  |  |  |  |

Field survey, August 2020.

Table 21 represents the influence of film and film characters of the behaviors of its viewers. Out of these 400 respondents, three hundred and sixty-eight agree to film and film characters having an impact on their behavior while thirty-two stood with “no” meaning film and film characters have never influenced their behaviors.

**Do you believe film is more effective in communication than**

**other mass media?**

Frequency Percent

Valid

Percent

Cumulative

Percent

Valid Yes

280

70.0

70.0

70.0

No

120

30.0

30.0

100.0

43

**Do you believe film is more effective in communication than**

**other mass media?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid Yes | 280 | 70.0 | 70.0 | 70.0 |
| No | 120 | 30.0 | 30.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

Table 22 shows the effectiveness of film as a mass media in comparison to other forms of mass media. Out of the 400 respondents, two hundred and eighty individuals believe film is more effective in communication than other forms of mass media while the remaining hundred and twenty individuals beg to differ.

**Do you think films have had a positive or negative impact on the**

**development of Nigerian youth culture?**

Frequency Percent

Valid

Percent

Cumulative

Percent

Valid Positive

336

84.0

84.0

84.0

Negative

64

16.0

16.0

100.0

Total

400

100.0

100.0

Field survey, August 2020.

44

Table 23 shows where the respondents stand in the great debate over the positive and negative impacts of film. Of the 400 individuals who received this questionnaire, three hundred and thirty-six respondents believe films have a positive impact on individuals while sixty-four believe films have a negative impact on individuals.

**Film as a mass medium has had more influence and/or been more**

**effective in shaping the Nigerian youthculture**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Valid | Cumulative |
|  | Frequency | Percent | Percent | Percent |
|  |  |  |  |  |
| Valid strongly agree | 72 | 18.0 | 18.0 | 18.0 |
| agree | 204 | 51.0 | 51.0 | 69.0 |
| neutral | 96 | 24.0 | 24.0 | 93.0 |
| disagree | 24 | 6.0 | 6.0 | 99.0 |
| strongly disagree | 4 | 1.0 | 1.0 | 100.0 |
| Total | 400 | 100.0 | 100.0 |  |
|  |  |  |  |  |

Field survey, August 2020.

The final question is the question which ties everything together to gain a solid opinion on the general influence of film on youths. Out of the 400 people who received the questionnaire, seventy-two respondents strongly agree, two hundred and four, ninety-six people remain neutral, twenty-four disagree, and four strongly disagree.

45

**4.3 Presentation and analysis of Inferential Statistics results**

Hypothesis 1: Film as a mass medium has had positive impact on the development of youth culture in Nigeria.

Discussion of findings:



*Fig. 1 Impact of film on the development of youth culture*

Fig. 1 above shows how the respondents answered to the earlier stated hypothesis. It is evident that a larger part of the sample believe film impacts positively on the development of Nigerian youth culture.

46

Those who chose Positive are three hundred and thirty-six in number bring the vote to a total of 84% of the sample. While those who chose negative are sixty-four in number bring their votes to a total of 16% of the sample.

From this research, it will be concluded that indeed film has a positive impact on the development of youth culture. One which surpasses the negative impact it may have. For this reason, we accept that this hypothesis is significant.

Hypothesis 2: Film as a mass medium has had more influence and/or been more effective in shaping the Nigerian youth culture.

Discussion of findings:



*Fig. 2 Effectiveness of film in shaping the Nigerian youth culture*

47

Fig. 2 above shows how frequent the respondents picked a certain option. It is evident from this that the highest option picked was “agree” second was “neutral” third was “strongly agree” fourth was “disagree” and fifth was strongly disagree”.

To determine the influence of film on youth and youth culture through the answers given by the respondents, we would be calculating the number of people who believe film has an influence on youth culture in comparison with those who don’t believe it has an influence on youth culture.

The number of respondents who agree will be the addition of those who strongly agree and those who agree i.e. 72 + 204. Total sums up to 276 which is 69% of the sample

The number of respondents who disagree will be the addition of those who strongly disagree and those who disagree i.e. 24 + 4. Total sums up to 28 which is only 7% of the population.

Judging from this research, we will accept the hypothesis which states “Film as a mass medium has had more influence and/or been more effective in shaping the Nigerian youth culture” to be significant because the people who agree to the proposition are greater than those who disagree.

48

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter concludes the study by summarizing all information found during the course of research and the conducting of this project. It also contains recommendations for improving the situation of this case study, limitations of the study and suggestions for further research work.

**5.2 Summary of findings**

With the data obtained in the course of research, it has been observed that not only does film have an influence on Nigerian youths and youth culture but it is capable of changing our society for the better due to the rate at which youths are impacted by it.

The interests of Nigerian youths in terms of film have also been discovered. This would be a great plus to the Nigerian filmmaking industry as producers can use it as a guide to production and help teach young individual’s good societal values.

Film may be more effective in communication than other mass media because of how powerful it is in grabbing and holding one’s attention.

Films positively impact the Nigerian Youths of today.

**5.3 Conclusion**

Among all the forms of mass media, film tends to play a major role in affecting the thinking pattern of the society. It can be used to portray the history/life of a group of people, their values

49

and beliefs.It can be used in educating members of the society ranging from the toddlers to the elderly. Although there are negative aspects to it, lessons may be learnt in the course of this storytelling.

Film provides a mirror for the society to reflect on itself. It gets people thinking about their reality and questioning the world around them. This is why film is a powerful mass medium, this is why film is so influential in shaping the Nigerian youth culture.

**5.4 Recommendations**

1. It is recommended that to further boost the positive impact of film on the Nigerian youth culture, the Nigerian government in partnership with the Film and video censor board should create a better cinema culture for youths.
2. A film village be built in the country, where youths can revisit various monuments and factors incorporated in popular movies. This strengthens film industry and creates new Tourism opportunities for the outside market.
3. I also recommend the film industry emphasizes more on our current world, behaviors and the reality of things happening now. That way people will be more aware of the things that go on in our society and learn about ways to handle them.
4. More patriotic movies should be produced as enforced by the National film and video censors board to establish a Pro- Nigeria culture among youths.
5. It is also recommended that more Nigerian History Films be produced per yearly quota with support of the Nigerian ministry of information and culture.

50

**5.5 Limitations of the study**

The limitations of the study are as follows:

1. This study’s main focus is on the youth in Nigeria as opposed to young people in general or the youth around the world.
2. The research centers around the influence of films on the way of life of young people (ages 16-25) in particular rather than the general public opinion or society as a whole.
3. This research makes use of a sample size of 400 people and the information gathered is only the opinion of the respondents. It therefore cannot be considered as the thoughts and opinions of every single young person in Nigeria.

**5.6 Suggestions for further studies**

These findings have established films as a major influence on Nigerian youth culture, for future and further studies, I suggest a hypothesis be carried out on film makers and the filmmaking process. It could highlight the importance of film and be an inspiration to young people, in turn giving them relevant lessons unintentionally.

51

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55

**APPENDIX 1**

Department of Mass Communication,

Faculty of Management and Social Sciences,

Baze University, Abuja.

August, 2020.

Dear Sir/Madam,

**QUESTIONNAIRE FEEDBACK REQUEST**

The questionnaire constructed by Ari Lilian Oneshi, an Undergraduate of the Mass communication department, Baze University Abuja seeks to collect data for the study “***The Influence of film on second-wave millennials- a study of Nigerian youth culture***”

Your input is required as a respondent to this questionnaire. Do attempt all questions.

Note also that the information given as answers to these questions will only be used for official purposes and treated with utmost confidentiality.

Yours sincerely,

Ari Lilian Oneshi

Researcher

56

**APPENDIX 2**

**SURVEY ON THE INFLUENCE OF FILM ON NIGERIAN YOUTH**

**CULTURE (QUESTIONNAIRE)**

**Instructions: Please attempt all questions**

1. How old are you?

a. ( 15 ) b. ( 16 ) c. ( 17 ) d. ( 18 ) e. ( 19 ) f. ( 20 ) g. ( 21 ) h. ( 22 ) i. ( 23 ) j. ( 24 ) k. ( 25 )

1. Do you believe films have had an impact on your dressing style? a. ( Yes ) b. ( No )
2. To what extent have films impacted your style?

a. ( A lot ) b. ( A little ) c. ( Not at all )

1. Have films ever influence your choice of food, drinks, etc. a. ( Yes ) b. ( No )
2. How often do films influence your choice of food, drinks, etc.?

a. ( Every time ) b. ( Quite often ) c. ( Rarely ) d. ( Not at all )

1. How often do you use English language when communicating?

a. ( Every time ) b. ( Quite often ) c. ( Rarely ) d. ( Never )

57

|  |  |
| --- | --- |
| 7. | How often do you use Nigerian languages when communicating? |
|  | a. ( Every time ) b. ( Quite often ) c. ( Rarely ) | d. ( Never ) |
| 8. | Which do you prefer? Movies in |  |
|  | a. ( English language ) b. ( Foreign languages ) | c. ( Nigerian/Native languages ) |

1. Do you believe movies have an influence on your preferred language of communication?
	1. ( Yes ) b. ( No )
2. Do you believe films can be used to influence public opinion on issues like politics, culture, economy,etc.?
	1. ( Yes ) b. ( No )
3. Do you believe films can be used to inform people on topical issues like health, human rights, etc.?
	1. ( Yes ) b. ( No )
4. Which of these two describes you better? I watch films

a. ( For leisure and entertainment ) b. ( To learn something new )

1. How often do you watch films for leisure and entertainment?
	1. ( Every time ) b. ( Quite often ) c. ( Rarely ) d. ( Never )
2. How often do you watch films to learn something new?
	1. ( Every time ) b. ( Quite often ) c. ( Rarely ) d. ( Never )
3. Do you travel?

58

a. ( Yes ) b. ( No )

16. If yes, how often?

a. ( A lot ) b. ( Occassionally )

1. If no, would you like to travel someday?
	1. ( Yes ) b. ( No )
2. Can you say that your interest in travelling was sparked or in any way influenced by films you've watched?
	1. ( Yes ) b. ( No )
3. Do you believe a persons career choice can be influenced by the films they watch?
	1. ( Yes ) b. ( No )
4. Was your career choice influenced by a film you watched?
	1. ( Yes ) b. ( No )
5. Have films ever influenced your opinion or changed your perspective on certain topics?
	1. ( Yes ) b. ( No )
6. Has a movie or movie character ever influenced your behaviour?
	1. ( Yes ) b. ( No )
7. Do you believe film is more effective in communication than other mass media?
	1. ( Yes ) b. ( No )
8. If so, why?

59

1. Do you think films have had a positive or negative impact on the development of Nigerian youth culture?
	1. ( Positive ) b. ( Negative )
2. please give a reason for your previous answer
3. Film as a mass medium has had more influence and/or been more effective in shaping the Nigerian youth culture.

a. ( strongly agree ) b. ( agree ) c. ( neutral ) d. ( disagree ) e. ( strongly disagree ) 28. Give at least one area where you believe film produces need to focus or shed light on

60

**Contact Information:**

Ari Lilian Oneshi

Off 69 road, Gwarinpa, Abuja.

arililian03@gmail.com

61