

CHAPTER ONE

1.1 Background of the Study

This study “Impact of Pornographic Materials on Youths” aims at identifying the influence of pornographic materials on the youth, with particular emphasis on the youths in University of Nigeria Nsukka. The study will help to ascertain whether pornographic materials have adverse effect on the moral behaviour of youths. However, this study will be narrowed down to pornographic films only.

In view of the foregoing, films began in the minds of people who came long before the film pioneers themselves. The attempt to capture and recreate motion can be traced to when civilization began. The cave drawing which showed a horse with eight legs, the fleeting arrow from a hunter’s bow and even carefully detailed drawing of kings with one foot outstretched suggest motion.

Bittner (1989) said that history is somewhat not clear as to who deserved the glory of inventing still motion pictures, but that William Dickson and Thomas Edison were associated with the efforts to create motion pictures.

The earliest forms of pornographic films were seen in France during the 1920s. The development in France brought about fun and all sorts of condemnation from the public. For instance, Dellu cinema owner and also French man said that the exhibition of such pornographic films contributed to melancholy, fatal condition, social and other negative attitudes among the people.

Down here in Nigeria, pornographic films started pervading our country in the late 1960s and became more rampant in the 1970s. Today, pornographic films have become so prevalent that access to them is easy.

“Film, according to Black African greatest film producer Ousmene Senibene is tool or communicator of social change and culture.” He went further to stress that “a film is but a driving belt, a vehicle that conveys an idea and by this we will see that communication and ideas help people make their own decisions about the environment they live in.

Film as a genre of mass communication is therefore, associated with the enormous influence of the mass media. To buttress this, Walter Lippman (1922, p. 588), also said that the media do not only tell the people what to think, but what to think about. That is to say the media shape the picture in our heads. There is no consensus of opinion on the power of the media to propagate sexual abuse, crime, violence etc, among youths by way of projecting such message to them.

The stand which one takes on this issue depends on individual perception towards the controversial topic. But the aim of this research is to investigate this issue scientifically keeping emotion aloof, that is, to find out if there is any relationship between youth exposure to media portrayals of pornographic and sexual perversion among the youth.

1.2 Statement of the problem

Undoubtedly, social scientists who are interested in the study of mass media particularly film effects have been involved in the efforts to find out the relationship

between media and anti-social behaviour like crime, violence, sexual behaviour perversion, abuse and rape. There has been series of research works which show that audio-visual media can be described as an all powerful, all pervasive and all manipulative medium capable of producing the most effective emotional reaction through the portrayal of pornography, violence and other immoral acts.

This project is geared towards ascertaining if sexual crimes, perversion and abuse among the youths could be attributed to their exposure to pornographic films. Therefore, in which way can the viewing of pornographic materials be stopped?

1.3 Objectives of the study

This study is aimed at the following:

- a. To find out the reasons why youths watch pornographic films.
- b. To assess the extent youths practice behaviors acquired from viewing pornographic film.
- c. To make suggestions and recommendations on what can be done to stem the viewing of pornographic materials.

1.4 Research questions

1. What are the reasons why youths watch pornographic films?
2. To what extent do youths practise behaviours acquired from viewing pornographic films?
3. Should the Nigerian government ban pornographic films because of its negative influence on the youths?

1.5 Scope of the Study

This study is limited to youths in University of Nigeria Nsukka. But since the characteristics of youths are generally similar in many ways, the findings of the study would therefore be generalized to include all youths in Enugu.

1.6 Significance of the study

This study will be of great benefit to Nigerian students in the tertiary level. This study will be of significance to the students because it will help them to know the effects of pornographic films.

Furthermore, it will be of benefit to both governments because it will help the government to understand ways in which they can control and eradicate this social vice.

1.7 Operational definition of terms

The variables for this study, “Impact of Pornographic Materials on Youths” are operationally defined as follows:

The Impact Operationally Defined

The operational definition of impact as the powerful effect that something has on somebody.

Pornographic Materials Operational Defined

The operational definition of pornographic materials are films that are made solely for sexual arousal and featuring nudity and explicit sexual acts.

Youths Operational Defined

The operational definition of youths is the time of life when a person is young having the characteristics of the young.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter is a review of related studies on the topic “Impact of Pornographic Films on Nigerian Youths (A Study of University of Nigeria, Nsukka).”

The chapter is organized under the following headings.

- Concept of Pornography
- Concept of Films
- Concept of Youths

2.2 Review of Concept

2.2.1 The Concept of Pornography

Pornography is the explicit portrayal of sexual subject matter for the purpose of sexual arousal. Pornography may be presented in a variety of media, including books, magazines, postcards, photographs, sculpture, drawing, recording, film, video and video games. The primary subjects of pornographic depictions are pornographic models, who pose for still photographs, and pornographic actors or porn stars who perform in pornographic films.

Various groups within society have considered depictions of a sexual nature immoral, labelling them pornographic and attempting to have them suppressed under obscenity, and other laws with varying degrees of success. The concept of pornography as understood today did not exist until the Victorian era. With the emergence of social attitudes more tolerant of discussion and presentation of sexuality and more limited legal definitions of obscenity, an industry for the production and consumption of pornography

arose in the latter half of the 20th century. The introduction of the home video and internet saw a boom in the worldwide porn industry that generates billions of dollars annually. Sexually explicit films opened producers and distributors to prosecution. Those that were made were produced illicitly by amateurs starting in the 1920s, primarily in France and the United States. Processing the film was risky as was their distribution. Distribution was strictly private.

In 1969, Denmark became the first country to abolish censorship, thereby decriminalizing pornography, which led to an explosion in investment and of commercially produced pornography. However, it continued to be banned in other countries, and had to be smuggled in, where it was sold “under the counter” or sometimes shown in “members only” cinema clubs. The scholarly study of pornography, notably in cultural studies, is limited, perhaps due to the controversy about the topic in feminism. The first peer-reviewed academic journal about the study of pornography, porn studies, was published in 2014. Pornographers have taken advantage of each technological advance in the production and distribution of pornography. They have used lithography. Pornography is considered a driving force in the development of technologies from the printing press, through photography, still and motion, to satellite television, other forms of video, and the internet. With the invention of tiny cameras and wireless equipments voyeur pornography is gaining ground.

Mobile cameras are used to capture pornographic photos or videos, and forwarded as MMS, a practice known as sexting. The legal status of pornography varies widely from country to country. Most countries allow at least some form of pornography. In some countries, soft-core pornography is considered tame enough to be sold in general stores or

to be shown on TV. Hardcore pornography, on the other hand, is usually regulated. The production and sale, and to a slightly lesser degree the possession of child pornography is illegal in almost all countries, and some countries have restrictions on pornography or pornography depicting sex of a human with an animal or both. Most countries attempt to restrict minors' access to hardcore materials, limiting availability to sex shops, mail-order, and television channels that parents can restrict, among other means. There is usually an age minimum for entrance to pornographic stores, or the materials are displayed partly covered or not displayed at all. More generally, disseminating pornography to a minor is often illegal. Many of these efforts have been rendered practically irrelevant by widely available internet pornography.

The Evolution of Pornography

The term "pornography" can be used in discussion and debate to refer broadly to material that is sexually explicit, or more specifically to sexually explicit material designed primarily to produce sexual arousal in viewers, or to sexually explicit material that subordinates women or is harmful to women and children, or with some other definition in mind.

i. Pornography and Harm

A great deal of the difficulty in discussing pornography results from lack of agreement over what is meant by the term. Except for a 1993 amendment regarding "child pornography," the criminal law does not use the word "pornography" but rather "obscenity." Some people consider any depiction of nudity or sexual activity to be pornographic. What is objectionable to others, however, is not sexual content per se or "erotica," which depicts normal consensual sexual activity, but material in which one or

more participants are demeaned, degraded or abused in some manner. Pornography, according to this view, is material that condones or encourages sexual debasement. Such a distinction cuts across conventional definitions because it means that very explicit sexual depictions can be called “erotica,” while sexual material with relatively inexplicit but demeaning content can be called “pornography.”

ii. **Pornography as a Human Rights Issue and as Hate Literature**

The Fraser Committee took the position that new ways of seeking redress for the social harm caused by pornography should be explored. One of these was the inclusion in human rights legislation of measures intended to reduce exposure to pornography in the workplace, stores and other venues. It was also suggested that consideration be given to the provision of civil rights action in respect of the promotion of hatred through pornography.

Anti-pornography activists are attempting to move their fight into the realm of human rights law, and seek to build on previous cases in which depictions of naked women in the workplace have been found to be harassment of female employees. The Ontario Human Rights Commission argued in 1993 before a board of inquiry that the presence of men’s sex magazines in corner stores is a form of discrimination against women.

iii. **Child Pornography**

Child pornography is generally acknowledged to raise some issues that do not apply to pornography dealing exclusively with adults. Those issues have to do with the participation of children in the production of such material and their exposure to it. It is assumed that adults may choose to be involved in pornographic productions or to view them, while children are deemed incapable of giving informed consent to such activity. Accordingly, it is argued by some that the use of children should be outlawed, and that any sexually explicit display involving children should be deemed obscene.

2.2.2 The Concept of Films

The films of the 1890s were seen mostly via temporary storefront spaces and travelling exhibitors or as acts in vaudeville programmes. A film could be under a minute long and would usually present a single scene, authentic or staged of everyday life, a public event, a sporting event or slapstick. There was little to no cinematic technique, usually on camera movement, and flat compositions reminiscent of the stage. But the novelty of realistically moving photographs was enough for a motion picture industry to mushroom before the end of the century, in countries around the world. “The cinema was to offer a cheaper, simpler way of providing entertainment to the masses.” Filmmakers could record actors’ performances, which then could be shown to audiences around the world. Travelogues would bring the sights of far-flung places, with movement, directly to spectators, hometowns. Movies would become the most popular visual art form of the late Victorian age, until 1927, motion pictures for films were produced without sound. This era is referred to as the silent era of film.

To enhance the viewers' experience, silent films were commonly accompanied by live musicians and sometimes sound effects and even commentary spoken by the showman or projectionist. In most countries, inter-titles came to be used to provide dialogue and narration for the film, thus dispensing with narrators, but in Japanese cinema human narration remained popular throughout the silent era. The technical problems were resolved by 1923. Live performance or sound recordings were paired with hand-colored glass slides projected through stereopticons and similar devices. In this way, song narrative was illustrated through a series of slides whose changes were simultaneous with the narrative development.

The main purpose of illustrated songs was to encourage sheet music sales, and they were highly successful with sales reaching into the millions for a single song. Later with the birth of film, illustrated songs were used as filler material preceding films and during reel changes.

2.2.3 The Concept of Youth

Youth is defined as “the appearance, freshness, vigour, spirit, etc, characteristic of one who is young.” An individual's actual maturity may not correspond to their chronological ages. Youth can refer to the entire time of life when one is young, including childhood, but often refers specifically to the time of life that is neither childhood nor adulthood but rather somewhere in between. This word demands the qualities of youth, not a time of life but a state of mind, a quality of imagination, a predominance of courage over timidity, of the appetite for adventure over the life of ease (Kennedy 1966). Youth is an alternative word for the scientifically-oriented adolescent

and the common terms, 'teen' and 'teenager'. Other common terms for youth are young persons and young people. It is the time of a person's life in which they make choices which will affect their overuse of television.

2.3 Review of Related Studies

Olumide Babatope Longe (2011): Combating Pornography using Content Filters.

The work to be reviewed is a journal article by Olumide Babatope Longe where he examines the pornography on web-users in Nigeria and advocates the use of web filtering programmes as a robust measure against unwanted internet content.

The researcher discovered that there is increased growing concern about the social and psychological impact that obscene and spurious web content will have on our society now and in the future. The invasion of pornographic sites on the internet is an issue of serious consequences. The findings of this study showed that over 10 million people visit pornographic websites in Nigeria every week. The psychological effects of this and its attendant repercussions cannot be over emphasized. An increase in sex crimes resulting from these activities is already noticeable in some advanced countries of the world.

Findings also showed that so far in Nigeria, the only measures taken against obscene content is the placement of notices in cybercafés prohibiting the browsing of sex sites. More has to be done technically.

2.3.1 Negative Effects of Pornographic Films on Youths

Pornography is a problem. It's a personal problem for many and a cultural problem for all. You may think you have not been affected by pornography, but you have because it is embedded in the surrounding culture. The staggering size of the pornography industry, its influence upon the media and the acceleration of technology, paired with the accessibility, anonymity, and affordability of pornography all contribute to its increasing impact upon culture.

Pornography affects you whether you have ever viewed it or not, and it is helpful to understand some of its negative effects, whether you are a man or woman, struggling with watching it, or simply a mother or father with son or daughter. There is a plethora of research on the detrimental effects of pornography, but here are four negative effects of porn upon men and women.

i. Pornography Contributes to Social and Psychological Problems in Men:

Anti-pornography activist, Gail Dines (1998), notes that young men who become addicted to porn “neglect their school work, spend huge amounts of money they don't have, become isolated from others, and often suffer depression.” Dr. William Struthers, who has Ph.D in biopsychology from the University of Illinois at Chicago, confirms some of these and adds more. His findings show that men who use pornography, become controlling, highly introverted, have high anxiety, are narcissistic, curious, have low self-esteem, are depressed. Ironically, while viewing pornography create momentary intensely pleasurable experiences; it ends up leading to several negative lingering psychological experiences.

ii. **Pornography Turns Sex into Masturbation:**

Sex becomes self-serving. It becomes about your pleasure and not the self-giving, mutually reciprocating intimacy that it was designed for.

iii. **Pornography has a Numbing Effect upon Reality:**

It makes real sex and even the real world boring in comparison. It particularly anesthetizes the emotional life of a man.

Pornography Lies about What it Means to be Male and Female:

Dines records how pornography tells a false story about men and women. In the story of pornography, women are “one dimensional,” they never say no, never get pregnant, and can’t wait to have sex with any man and please them in whatever way imaginable. On the other hand, the story pornography tells about men is that they are “soulless, unfeeling, a moral life support systems for erect penises who are entitled to use women in any way they want.” These men demonstrated zero empathy, respect, or love for the women they have sex with.

2.4 Theoretical Framework

Theory according to Infante (1990) was defined as “an attempt to explain a phenomenon symbolic representation of the reality.” The study adopted the cultivation theory propounded by George Gerbner, L. Gross, M. Morgan, and N. Signorielli in the year 1976.

Cultivation theory simply examines whether television and other media encourage perception of reality that are consistent with media portrayal than with actuality. Heavy

television viewing, no doubt, distorts our perception of the world we live in making it seem more like “a utopian world.”

Assumptions of cultivation analysis theory

- Cultivation analysis basically means that heavy television viewers will cultivate the perception of reality portrayed by the television.
- People predicate their judgments in the world on the cultivated reality provided by television.
- Television is the essential and fundamental difference from other mass media. It is the only medium in history with which people can interact.
- The substance of the consciousness cultivated by television is not so much specific attitude and opinions as more basic assumptions about the “facts” of life and standards of judgment on which consciousness is based.
- The observable, measurable, independent contributions of television to the culture are relatively small. Simply, though we cannot always see media effects, they do occur and eventually will change the culture in possible, profound ways.

Cultivation theory which is based on Gerbner’s cultivation hypothesis holds that “the more people are exposed to the mass media, especially television, the more they will come to believe that the real world is like the one they observe.

2.5 Summary

This chapter reviewed the impact of pornography films on Nigeria youths. It also had a review of related studies. Cultivation analysis theory formed the theoretical base of the study. The relevance of the theory of the study was clearly stated.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research methodology is the process of carrying out a research. It tends to describe the various steps used in achieving the objective of the study.

The research method used in this work is the survey method. Survey research studies both large and small populations by selecting and studying samples chosen from the population. The goal of this work cannot be achieved unless the research work is orderly, imaginative, logical and accurate.

It is therefore the most appropriate method of research on the impact of pornographic materials on youths. Survey research is probably the best method available to the scientist in collecting original data for the purpose of describing a population too large to observe directly, it is a research instrument by which oral or written responses can be elicited from a large number of respondents representing a large population under study. It was mainly carried out through the use of questionnaire.

3.2 Research Design

The design for this study is the survey method. It is a method that deals with an investigation into situational phenomena and suggests solution to such problems. According to Okaja (2003, p.2), research design “is the structure and strategy for obtaining a reliable and valid result of a problem.”

Therefore, this study adopted the survey method to carry out its investigation.

This involves the studying of sample chosen from the sample population to discover the relative distribution and inter-relation of variables involved.

3.3 Population of the study

Population means, all cases or individuals that fit a certain specification. Kerlinger (1981) defines populations as ‘all members of any well defined class of people, events or subjects which can be living or non-living things.’ The population consists of single male and female students between the ages of 20 and 28 years, the University of Nigeria Nsukka (UNN) which is about 35000 according to statistics obtained from the University Academic Planning Unit in 2014. The population of study therefore is 35000.

It is made up as follows:

Faculty of Agriculture	-	3748
Faculty of Arts	-	3997
Biological Sciences	-	4314
Education	-	2946
Engineering	-	3648
Pharmaceutical Sciences	-	3889
Physical Sciences	-	4417
Social Sciences	-	4633
Veterinary Medicine	-	<u>3408</u>
	=	<u>35000</u>

3.4 Sampling Technique/Sample Size

Sample is a portion of a population selected for the study and sample size is the method of selecting the sample size from the population. The sampling technique used by the researcher in this study was the purposive sampling technique.

Here, purposive sampling technique which is also called judgmental sampling and selective sampling is using knowledge of the study and the population to choose

participants. It is essential when researchers are studying a specific characteristic, feature or function.

Using the simple random sample technique, five (5) faculties were selected. They are: Faculty of Arts, Education, Engineering, Pharmaceutical Sciences, and Social Sciences, with the population of 3997, 2946, 3648, 3889, and 4633, respectively. Using the purposive sampling, the researcher selected a sample of 200 respondents from the five faculties at the rate of 40 from each of the faculties selected. Therefore, the sample size for this study is 200 respondents.

3.5 Description of Research Instrument

The research instrument used in the study was the questionnaire. The questionnaire is structured close-ended. The advantage of this set of questions is that they enable the respondents to give straight forward, precise answers. Besides, structured close-ended questions make for easy recording and coding of data. The questionnaire was divided into two parts: Part A contained questions on the demography of the respondents, while Part B answered the research questions.

3.6 Validity of Data Gathering Instrument

The items of the questionnaire were thoroughly scrutinized by the researcher's supervisor to ensure their accuracy and relevance to the research questions.

3.7 Method of Data Collections

The method of data collection for this study was obtained from the questionnaire, which was carefully analyzed and presented in the next chapter.

3.8 Method of Data Analysis

Simple tables, frequencies and percentage were adopted in the presentation and analysis of the data generated for the study. The results were given in tabular form. Necessary explanations were made after each table and analyzing the data collected for clarity.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter is concerned with the presentation and analysis of data gathered through the use of questionnaire distributed. A total number of 200 copies of questionnaire were distributed to respondents and 150 copies were returned. This 150 copies represented a return rate of 75%.

4.2 Data Presentation and Analysis

Analysis of Demographic Data

Item 1 to 3 in the questionnaire answered question on the demography of respondents.

Question 1: What is your sex

Table 1: Response to Question 1

Response	Frequency	Percentage
Male	62	41%
Female	88	59%
Total	150	100%

It would be observed from the above that 62 respondents which represent 41% are male and 88 respondents 59% are female. This goes to show that there are more female in UNN.

Question 2: What is your age?

Table 2: Response to Question 2

Response	Frequency	Percentage
16 – 20	19	12.6%
21 – 25	64	42.6%
26 – 30	40	26.6%
31 – above	27	18%
Total	150	100%

It was observed from the table above that 19 respondents representing 12.6% of the population are between the ages of 16 – 20. 64 respondents representing 42.6% are between 21 – 25 years, 40 representing 26.6% are between 26 – 30 years old and 27 which represents 18% are 31 – above. This goes to show that majority of the respondents are between the ages of 21 – 25 years old.

Question 3: What level are you?

Table 3: Response to Question 3

Response	Frequency	Percentage
100	35	23%
200	40	27%
300	45	30%
400	15	10%
500	15	10%
Total	150	100%

On the above table, 30 or 23% of the respondents are in year one, 40 representing 27% are in year two, 45 respondents representing 30% are in year three, 10% are in year four and 10% are in year 5. This means that a great number of the respondents are in 300 level.

Question 4: Do you have a television in your house?

Table 4: Response to Question 4

Response	Frequency	Percentage
Yes	85	57%
No	65	43%
Total	150	100%

It will be deduced from the table above that majority of the respondents have television in their homes. This is evident in the table above which shows that 57% of the respondents said they have television and 43% don't.

Question 5: Do you watch films?

Table 5: Response to Question 5

Response	Frequency	Percentage
Yes	150	100%
No	0	0%
Total	150	100%

On table 5, 150 respondents (100%) watch television, 0 respondents (0%) don't. this shows that all the respondents watch television.

Question 6: Why do you watch films?

Table 6: Response to Question 6

Response	Frequency	Percentage
For relaxation	40	27%
For entertainment	77	51%
For education	33	22%
Total	150	100%

It would be seen from above table 6 that most of the respondents watch films for entertainment. This is shown from the response that 27% of the students watch films for relaxation, 77 representing 51% of the respondents watch films for entertainment, while 22% watch films for education.

Question 7: How often do you watch films?

Table 7: Response to Question 7

Response	Frequency	Percentage
Regularly	102	68%
Occasionally	32	21%
Seldom	16	11%
Never	0	0%
Total	150	100%

It would be deduced from table 7 above that 102 (68%) respondents watch films regularly, 32 (21%) respondents watch films occasionally, 16 (11%) of respondents seldom watch films. This goes to show that students watch films regularly.

Question 8: What type of films do you prefer to watch?

Table 8: Response to Question 8

Response	Frequency	Percentage
Violent	21	14%
Pornographic	3	2%
Comedy	32	21%
Romance	22	15%
Action	72	48%
Total	150	100%

From the response from research question 8 above, it will be deduced that 21 representing 14% of the respondents watch violent films, 3 which represents 2% of the respondents watch pornographic films, 32 respondents which represents 21% of the response watch comedy films, 22 representing 15% of the respondents watch romantic films and 72 representing 48% of the respondents watch action films. This shows that most of the students in University of Nigeria Nsukka watch action films.

Question 9: Have you ever watched pornographic films?

Table 9: Response to Question 9

Response	Frequency	Percentage
Yes	81	54%
No	33	22%
Can't say	36	24%
Total	150	100%

From the above table, it shows that most of the students of University of Nigeria Nsukka watch pornographic films. The above table shows 81 (51%) of the respondents watch pornographic films, 33 (22%) don't watch pornographic films while 36 (24%) refused to answer.

Question 10: How will you describe your exposure to romantic pornographic films?

Table 10: Response to Question 10

Response	Frequency	Percentage
Very exposed	58	39%
Not too exposed	72	48%
Not at all	20	13%
Total	150	100%

Table 10 above shows that 58 representing 39% of the respondents are very exposed to romantic pornographic films, 72 (48%) are not too exposed to romantic pornographic films, 20 (13%) are not exposed to romantic pornographic films at all. This goes to show that most of the students of University of Nigeria Nsukka are exposed to romantic pornographic films.

Question 11: The youth will imitate the models they watch on films.

Table 11: Response to Question 11

Response	Frequency	Percentage
Yes	120	80%
No	30	20%
Total	150	100%

It would be deduced from the table above, that 120 respondents representing 80% of the responses agreed that the youth will imitate the models they watch on films while 30 (20%) disagreed. That is to show that majority of the students imitate the models they watch on films.

Question 12: Youth exposure to pornographic films will have effects on them.

Table 12: Response to Question 12

Response	Frequency	Percentage
Strongly Agree	100	67%
Agree	20	13%
Don't Agree	30	20%
Strongly don't Agree	0	0%
Total	150	100%

The table above shows that 100 respondents which represent 67% strongly agreed that youth exposure to pornographic films will have effects on them, 20 representing 13% agreed, 30 representing 20% did not agree. This shows that youth exposure to pornographic films will have effects on them.

Question 13: Pornographic films have the ability to prompt the viewers to engage in sexual activities.

Table 13: Response to Question 13

Response	Frequency	Percentage
Strongly Agree	120	80%
Agree	0	0%
Don't Agree	10	7%
Strongly don't Agree	20	13%
Total	150	100%

It was observed from table 13 above that 120 (80%) of the respondents accepted to the fact that pornographic films have the ability to prompt the viewers to engage in sexual activities, 10 (7%) don't agree while 20 (13%) strongly disagreed. This shows that pornographic films have the ability to prompt the viewers to engage in sexual activities.

Question 14: Do you feel aroused sexually when watching pornographic films?

Table 14: Response to Question 14

Response	Frequency	Percentage
Yes	101	67%
No	49	33%
Total	150	100%

The above table shows that most of the students are sexually aroused when watching pornographic films. This is evident from the above table which shows 67% of respondent agreeing that they are aroused when watching pornographic films and 33% that don't.

Question 15: Youth exposure to pornographic films will have negative effects on them.

Table 15: Response to Question 15

Response	Frequency	Percentage
Strongly Agree	150	100%
Agree	0	0%
Don't Agree	0	0%
Strongly don't Agree	0	0%
Total	150	100%

The above table shows that youth exposure to pornographic films will have negative effects on them. This is evident from the table above which shows that all the respondents strongly agreed that youth's exposure to pornographic films will have negative effects on them.

Question 16: Sexual crimes and perversion among the youths could be related to their exposure.

Table 16: Response to Question 16

Response	Frequency	Percentage
Strongly Agree	8	5%
Agree	102	68%
Don't Agree	40	27%
Strongly don't Agree	0	0%
Total	150	100%

The table above shows that majority of the respondents agree that sexual crimes and perversion among the youths could be related to their exposure. This is shown from the above table that 5% of respondents strongly agree, 68% respondents agree, 27% don't agree while 0% strongly don't agree.

Question 17: Youth exposure to pornographic films will have positive effects on them.

Table 17: Response to Question 17

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	0	0%
Don't Agree	0	0%
Strongly don't Agree	150	100%
Total	150	100%

This table above shows that majority of the respondents strongly don't agree that youths exposure to pornographic films will positive effects on them. This is shown from the above table that 0% of respondents strongly agree, 0% respondents agree, 0% don't agree while 100% strongly don't agree.

Question 18: The images portrayed in pornographic films are in line with societal norms.

Table 18: Response to Question 18

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	0	0%
Don't Agree	140	93%
Strongly don't Agree	10	7%
Total	150	100%

The table above shows that majority of the respondents don't agree that the images portrayed in pornographic films are in line with societal norms. This shown from the above table that 0% strongly agree, 0% agree, 93% don't agree and 10 respondents which represent 7% strongly disagree.

Question 19: The Nigerian government should ban pornographic films.

Table 19: Response to Question 19

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	100	66%
Don't Agree	20	14%
Strongly don't Agree	30	20%
Total	150	100%

The table above shows that 100 respondents which represent 66% agree that the Nigerian government should ban pornographic films. 0 (0%) strongly agree, 20 (14%)

don't agree while 30 (20%) strongly disagree. This shows that the Nigerian government should ban pornographic films.

4.3 Discussion of findings

The data contained in the fully completed copies of questionnaire retrieved from one hundred and fifty respondents would to be discussed. Responses on research questions would be discussed.

Research Question 1: What are the reasons why youth watch films?

The aim of this research question was to find out the reasons why youth watch pornographic films. The data on table 6 was used to answer this research question.

Table 6 shows that most of the respondents watch films for entertainment. This is shown from the response that 27% of the students watch films for relaxation, 77 representing 51% of the respondents watch films for entertainment, while 22% watch films for education.

Here, table 6 has shown that the reason why youths watch films is for entertainment.

Research Question 2: To what extent do youths practice behaviours acquired from viewing pornographic films.

The aim of this research question was to find out the extent youths practice behaviours acquired from viewing pornographic films. The data on table 11 was used to answer this research question.

The data on table 11 says that youths will imitate the models they watch on films.

The above table 11 said that 120 respondents representing 80% of the responses agreed that the youths will imitate the models they watch on films while 30 (20%) disagree. That shows that majority of the students imitate the models they watch on films.

Research Question 3: Should the Nigerian government ban pornographic films because of its negative influence on the youths.

The aim of this research question was to find out if the Nigerian government will ban pornographic films because of its negative influence on the youths. The data on table 19 shows that the Nigerian government should ban pornographic films.

Table 19 shows that 100 respondents which represent 66% agree that Nigerian government should ban pornographic films, 0 (0%) strongly agree, 20 (14%) don't agree while 30 (20%) strongly disagree. This shows that the Nigerian government should ban pornographic films.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objective of this study was to determine the impact of pornographic films on Nigerian youths with the study focusing on students of the University of Nigeria, Nsukka (UNN). Survey research design was adopted using the questionnaire for the gathering of data. Following the analysis of data and discussion of findings, this chapter presented the summary of findings, conclusion and recommendations.

5.2 Summary of Findings

The study's focus was to ascertain whether the impact of pornographic films on youths can be stopped to avoid harm to the society at large. This is because film has a dramatic effect on viewing pornographic movies on television, including the perception of viewers. The students spend a greater part of their time watching pornographic films instead of concentrating on their studies. They prefer it to their homework or assignments.

To authenticate the impact of pornographic films on Nigerian youths, the method adopted was survey. 200 copies of questionnaire were given out, of which 150 were returned. The findings were easily interpreted through frequency tables. The findings in this research reveal that 100 of the respondents were of the view that pornographic films have negative impact on Nigerian culture. And the research also revealed that 66 of the respondents were of the view that Nigerian government should ban pornographic films.

5.3 Conclusion

The aim of this study is to find out impact of pornographic films on students of University of Nigeria Nsukka and their access to video/films. It was discovered that a greater number of them watch pornographic video/films. They tend to watch these films mostly outside their homes perhaps in school, in friends home, in video clubs, with phones. The more reason why they end up watching the type of films that appeal to them without suspicion of any harm it exerts on their lives.

5.4 Recommendations

The researcher recommends that there should be reorientation and reactivation of the National Film Censors Board which is assigned with the responsibility of censoring films that are brought into the country to enable it monitor quality of films brought into the country.

Secondly, the researcher recommends that the federal government should enact more stringent laws as regards the exhibition and the type of films that are allowed to be imported in this country. This measure can assume the nature of total ban on any film that is pornographic oriented. This will drastically reduce the availability of pornographic films in Nigeria.

Thirdly, the researcher also recommends that the federal government should set up a surveillance team, which will oversee the activities of television, cinema houses operating in Nigeria. This body will be empowered to seize and destroy pornographic films that are found in the country as well as punishing any television/cinema house operator that is caught exhibiting pornographic films to the public.

5.5 Suggestion for Further Studies

Further studies should be conducted by the aspiring researcher to monitor the activities of films and video censor board to make sure that they achieve the objective for which they were set up.

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APPENDIX A

LETTER TO RESPONDENTS

Department of Mass Communication,
Caritas University Amorji Nike,
Enugu,
Enugu State.

9th May, 2014.

Dear Respondent,

REQUEST FOR COMPLETION OF QUESTIONNAIRE

I am a final year student of the above-mentioned department and institution. I am conducting a research on “IMPACT OF PORNOGRAPHIC FILMS ON NIGERIAN YOUTHS.” The research is for a B.Sc. degree in Mass Communication, and it is purely academic. I shall be grateful if you complete the questionnaire by taking in the space provided. Any information supplied will be treated with utmost confidentiality and used for the purpose of this study only.

Thanks for your co-operation.

Yours faithfully,

Arua L. Chinasa

APPENDIX B
QUESTIONNAIRE

Please tick (✓) your choice of option

1. What is your gender
(a) Male () (b) Female ()

2. What is your age
(a) 16 – 20 () (b) 21 – 25 () (c) 26 – 30 ()
(d) 31 – above ()

3. What level are you
(a) 100 level () (b) 200 level () (c) 300 level ()
(d) 400 level () (e) 500 level ()

PART B: GENERAL INFORMATION

4. Do you have a television set in your house?
(a) Yes () (b) No ()

5. Do you watch films?
(a) Yes () (b) No ()

6. If yes, tick 1, 2, 3 in their order of importance, why you watch films?
(a) For relaxation () (b) For entertainment ()
(c) For education () (d) For information ()
(e) All of the above ()

7. How often do you watch film?
(a) Regularly () (b) Occasionally () (c) Seldom ()
(d) Never ()
8. What type of films do you prefer to watch?
(a) Violence () (b) Pornographic () (c) Comedy ()
(d) Romance () (e) Action ()
9. Have you ever watched pornographic films?
(a) Yes () (b) No () (c) Can't say ()
10. How will you describe your exposure to romantic pornographic?
(a) Very exposed () (b) Not too exposed () (c) Not at all ()
11. The youths will imitate the models they watch on films.
(a) Yes () (b) No ()
12. Youth exposure to pornographic films will have effects on them.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly don't Agree ()
13. Pornographic films have the ability to prompt the viewers to engage in sexual activities.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly don't Agree ()

14. Do you feel aroused sexually when watching pornographic films?
(a) Yes () (b) No ()
15. Youth exposure to pornographic films will have negative effects on them.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly don't Agree ()
16. Sexual crimes and perversion among the youths could be related to their exposure to pornographic films.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly don't Agree ()
17. Youth exposure to pornographic films will have positive effects on them.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly don't Agree ()
18. The images portrayed in pornographic films are in line with societal norms.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()
(d) Strongly Disagree ()
19. The Nigerian government should ban pornographic films.
(a) Strongly Agree () (b) Agree () (c) Don't Agree ()

(d) Strongly Disagree ()