

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Technological advancement in communication technologies has continued to eulogize television as a powerful medium of mass communication. Interestingly, television programme span around the circuits of human endeavour including politics, culture and education.

Udeajah (2004, p.7) affirm this when he notes that:

We all know in truth broadcasting has become an indispensable form for the practice of politics and governance in all modern nation states. The reasons are quite simple. No other medium can deliver as large and instantaneous an audience to the politicians or government as broadcasting can. It is also the belief all over the world that broadcasting is an eminently persuasive medium; omnipresent in people's homes, working places even in transit. It is akin to a second skin through which most people stay in touch with their immediate environment and the world at large.

It is therefore in recognition of this that the federal government in 1992 deregulates the broadcasting industry. What hitherto was the exclusive of the government become open for all Nigerians; this marked a turning point in the history of television broadcasting in Nigeria.

The first television station in Nigeria was (WNTV) in 1959, this was followed by the Eastern Nigerian Broadcasting Service in 1960 and the Broadcasting Corporation of Northern Nigeria (BCNN) and then to the era of deregulation.

Supposedly, private television stations emerged. They includes: African Independent Television (AIT), MINAJSystem Station Obosi, Silver bird Communications, Unity TV Communication, Chrono TV Choffaan Communication etc.

Commending the federal government DecreeN0. 38 of 1992 on the deregulation broadcasting sector, Okenwa (2000, p.53) stated thus:

The year 1992 marked a critical turning point in the development of the broadcast media Nigeria. It came with policies that were to revolutionize the media industry through allowing private participation in ownership of the electronic media.

The deregulation of broadcasting in Nigeria widened the scope of programming, performance scheduling as well as scope of competition in the sector. Both old and new television stations began to compete with each other so as to remain in the business and make profit.

Duru and Okafor (2003, p.136) supported this statement thus:

The advertiser perceives the broadcast deregulation, because the resultant effects of their advert messages in audience are encouraging. Similarly, research shows that privatization has resulted in more job, mobility, creativity challenge and healthy competition, which make for the exploitation of hidden creative talents.

Indeed, private participation in the ownership and operation of television stations increased qualitative competition. This has resulted in the packaging of quality programmes for audience viewership. Such competition has arguably spurred government television stations out of their seeming compliancy. They have now risen up to the occasion in order to sustain themselves in businesses in line with the capitalist orientation of our economy.

It is surprising therefore that station like Anambra Broadcasting Service (ABS), Enugu State Broadcasting Service (ESBS) and Broadcasting Corporation of Abia State

(BCA) have continued to package local and foreign programmes for the viewership of the target audience.

Interestingly too, most of these foreign television programmes are specifically packaged and transmitted for the viewership of Nigerian students. This implies that there is something about education which such foreign television programmes intend to impact on the psyche of the Nigerian student, it is assumed there must be a corollary between such foreign programmes and the social behaviours of the students.

These foreign films are specifically aired to impact some measures of social tenets on the behaviours of the students. They are not transmitted for the purpose of transmission but to influence the social behaviour of these students. The problem therefore, is whether students actually expose themselves to the viewership of such programmes and if they do, is the exposure minimal or maximal and to what extent such foreign television programs impact on their social behaviours.

1.2 Statement of the problem

There is no doubt that foreign film such as ‘‘Second Chance’’ has offered a lot of meaning and purpose to the social lives of Nigerian students. Some students see them as a way to shake up and release tensions. Some others value their entertainment functions and some see them as away to keep in touch with the so called latest fashion trend.

Whichever way the youths perceive foreign films is an indication of their bias against local movies. Such bias is an indication of their disorientation to cultural orientation and values. It is generally assumed in many quarters that there are gross violations of moral issues in most of these foreign films.

The question this research seeks to answer therefore is: what is the influence of ‘‘ Second Chance’’ a popularly broadcast foreign film on the social behaviour of the undergraduate students of Nnamdi Azikiwe University Awka.

1.3 Research objectives

The study had the following objectives:

1. To find out if the students of Nnamdi Azikiwe University Awka are aware of the foreign film ‘‘Second Chance’’.
2. To find out how often the students of Nnamdi Azikiwe University Awka watch ‘‘Second Chance’’.
3. To find out at which extent the students of Nnamdi Azikiwe University Awka prefer watching Second Chance to local films.
4. To find out the reasons they watch Second Chance.
5. To determine if the film has any influence on their social lives.

1.4 Research questions

This research effort will centre on the following research question.

1. Are the students of Nnamdi Azikiwe University Awka aware of the foreign film ‘‘Second Chance’’?
2. How often do the students of Nnamdi Azikiwe University Awka watch ‘‘Second Chance’’?
3. To what extent do the students of Nnamdi Azikiwe University Awka prefer watching ‘‘Second Chance’’ to local films?
4. What are the reasons why UNIZIK students watch Second Chance?
5. Does Second Chance film have any influence on the social lives of Nnamdi Azikiwe student?

1.5 Scope of the study

This study is delimited to regular students of Nnamdi Azikiwe University, Awka. The researcher shall however study subset of student’s population. Hence, final year students of English and Literature department, faculty of Art and final year students of Mass Communication department and Sociology department, faculty of Social Sciences and final year students of Educational Psychology and Educational Foundation, faculty of Education, would be studied for the purpose of this study.

The researcher’s choice of the above departments derives from the relationship between television foreign programmes contents and their courses. They are therefore in a better position to provide relevant/correct answers to the questions raised in the questionnaire.

The researcher would therefore study SECOND CHANCE foreign television programme transmitted every Monday and Friday by 10:pm by ABSTV. On the selected students from these departments for the purpose of the study.

1.6 Significance of the study

This is significance in the following ways:

1. It would help ABSTV Awka in particular and other television stations in general to note if Nnamdi Azikiwe University students are aware of the film “Second Chance”.
2. It will enable such TV station to note how often Nnamdi Azikiwe University students Awka watch “Second Chance”.
3. It will enable such TV station to check if UNIZIK students prefer “Second Chance to local films.
4. It will help the TV station to find out the reason UNIZIK student watch Second Chance.
5. It will help to determine if the film has any influence on their lives.

1.7 Limitation of study

The study of Second Chance TV foreign programme could limit the generalizability of this work. Moreover, the researcher experienced initial apathy on the part of the students. It however took consistent persuasion by the researcher to gain the respondents interest and participation as evidence in the high return rate of distributed questionnaire.

1.8 Assumptions

During the course of this study, the following assumptions will be made:

1. My respondents are undergraduate students of Nnamdi Azikiwe University. Awka.
2. My respondents have access to “Second Chance”; Foreign TV programme.
3. There has been an increasing influence of second chance on the social behaviour of these students.

1.9 Operational definition of terms

1. **Influence:** The effect of programme content on the audience.
2. **Programme:** The arrangement and packaging of message content to an identified mass audience group. Or list of programme which a particular broadcast station (ABSTV) offers daily.
3. **Television:** This is an electronic medium through which pictorial message are passed or transmitted to the audience.
4. **Second Chance:** A foreign TV programme aired on ABSTV every Monday and Friday at 10: pm.
5. **Social Behaviour:** Connected with activities in which people meet each other for pleasure.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter is a review of related studies on the topic “Influence of Second Chance (A foreign television programme) on the social behaviour of Nnamdi Azikiwe University students”.

This chapter is organized under the following headings;

- a. Review of concept
- b. Review of Related Studies
- c. Theoretical Frame work
- d. Summary

2.2 Review of concepts

The following concepts were reviewed

2.2.1 TV as a Mass Medium

2.2.2 TV programming

2.2.3 TV Viewership

2.2.1 The concept of TV as a mass medium

Mass media is basically classified into two; the print and the electronic media. While the print media makes use of printed words and publications. The electronic media otherwise known as broadcast media makes use of electromagnetic signal in the transmission of messages to the target audience members.

Ofor (2004, p.1) obviously concurred to this when he noted that:

The print medium makes use of printed works and pictures as in the case of newspapers, news magazines, books and all printed literatures that are journalistic in nature, the electronic medium makes use of visual and motion pictorials messages that are aired on radio and television.

The broadcast media therefore includes radio, television, cinemas, and internet. They transmit messages through electronic impulses. Lending credence to this, Udejaja (2004, 3) stated thus:

Broadcasting is a transmission of audio and visual signal to a mass audience through electronic rays. To broadcast is to send out sound and pictures by means of radio waves through space for general public to receive. It is manifest in the use of radio and television set. Both radio and television are each a mass medium. Whereas, newspapers, magazines, journals, and news bulletins stands for the other parts of the mass media, categorized broadly as the print media. Broadcasting belongs to the electronic spectrum.

It therefore stirs no surprise that media messages are relayed to target audience members through audio signal (in the case of radio) and audio-visual in the case of television, it is suggestive that the audio-visual characteristics of TV has arguably made it most popular mass medium; singing this tune, Nworgu (2010, p. 18) noted thus:

Advertising shifted patronage greatly from the newspapers, magazines to television, where product demonstration were greatly encouraged and enhanced. TV has eventually made the audience lazy and has even

allowed them to become addicted to all sorts of TV programmes, ranging from soap operas to reality shows. Therefore, some of the attributes of TV that have it stand the test of time includes the ability to match pictures and sounds in one presentation... TV programmes and viewership has helped in the actualization of the concept of global villages.

Suffice it therefore to argue that the most Nigerian students have become heavy viewers of TV programmes. They expose themselves more to TV programmes. All they are perhaps interested in is the derivable benefits from such programmes. It is therefore suggestive that TV programmes that offers little or nothing of benefits to viewers in the case of students.

It premise in this, that Konkwo (1990, p.303) noted thus:

The assumption that the reception of the content of mass media message takes place in anticipation of some “reward” forms the basis of the concept of the “uses and gratifications approach”.

The students are therefore active and decide which TV programme to watch and which not watch in view of the benefit they intend to derive from such TV program. Every TV station that transmit for foreign programmes therefore, must ensure that such programmes have something of benefit to offer to the viewers bearing in mind the differences in cultural orientation. Uwakwe (2003, p.242) also noted this when he stated that:

The importance of mass communication is active, directional and goal oriented. The media can provide gratification. The audience chose freely alternative media in meeting set goals or satisfying needs, and alternative media compete with others that can provide similar gratification.

Deriving from the above, it is pertinent to state that UNIZIK students by virtue of their academic orientation and inclination are critical. They do not swallow issues/ideas hook, line and sinker but analyzes same within the context of their environmental realities, orientations and expectation.

Both local and foreign programmes therefore need to convincingly and persuasively package if they must influence the behavioural pattern of such students.

Interestingly, the students are at liberty to engage the selective processes to determine which programmes and the characteristics competition between and among media practitioners.

2.2.2 The concept of TV programming

Programming is the basis of TV messages transmission. TV message content is packaged disseminated in the form of programmes. The act of TV programming according to Duru (2002, p.134):

Is a segmental activity that presumes organization materials into a coherent programme service suitable to the target audience.

Every TV programmes must be thus be packaged to carry out the functions of the press. Explaining these functions, Nwosu (2004, p.31-34) noted the following:

Importance in d discussion and debate, importance on social control, importance in social change, importance in industrial complex.

Analyzing the advantages of TV at carry out the afore stated functions Nwaeze and Nkoli noted thus: Television by its nature appeals to be too powerful at the same time (audio-visual). This therefore enhance the credibility and acceptability of what is been broadcast, the important element of timeliness in the delivery of news and information attribute to radio, broadcasting is also present in television, which means, it is equally capable of broadcasting live event to the audience. Television like radio is not hindered by language as it can communicate in any language of the viewing audience; television broadcasting is not hindered by artificial, geographical and political boundaries of countries.

TV programmes are therefore not limited by time. Just as “lives” programmes are transmitted so also are programmes recorded for future transmission. Suffice it therefore to argue these foreign TV programmes are recorded program later transmitted to the viewing audience, much thanks to the use of English as the language of transmission. This makes it easy for student viewers to understand the message content of such TV foreign programmes for the purpose of gratification impact. Obviously lending credence to Nwosu’s view on the importance of mass media Nworgu (2010, p.21) itemize such functions as:

Information function, education function, entertainment function, stimulation, relaxation, emotional release, surveillance function, status conferral function, transmission of cultural values (socialization).

On her own part, Duru (2002, p.133) stated thus:

Broadcasting by its very nature is the signature most powerful universal means of instant public communication through the conveying of information, entertainment, education and persuasion in the form of programmes.

Such foreign TV programmes are therefore transmitted to the above mentioned benefits to the viewing audience. However, since different students have different family, religious orientation amongst other differing characteristics, they are bound to derive different benefits from the same programme.

Suffice it therefore to state that a programme that offers entertainment to one can offer education to another. Media audience members therefore expose themselves to the same programme for different reasons, since they have different make up (individual differences).

As interesting as the above may sound, scholars have continued to criticize the constant transmission of foreign TV programmes on the ground that it affects our cultural values.

Nworgu (2010, p.25) noted thus:

The cultural values transmission function has led to accusation of the media of cultural imperialism especially, with the importation of the western culture on the other parts of the world using western media.

Heavy exposure of foreign TV programmes has been accused of being responsible for the decline in our hitherto cherished cultural values and norms. It therefore stirs no surprise the university students wear skimpy dressing that reveal their private body hence seduce men in the name of western culture. This has continued to conflict within social values and norms, hence paving ways for high rate of immorality, prostitution that have bedeviled our universities.

Nwammuo (2002, p.211) obviously bemoaned this when she noted thus:

One of the persistent problems facing developing nations of the world is the loss of cherished values to the make-belief western ways of life. All developing nations are plagued with seeking out ways of using the modern media system in the true characteristics of their reality and ways of life. African tribal youngster wear medial T-shirt, Thai teen's dance of techno music.

Angered by such "anti-cultural" TV programmes, Agba (2002, p.264) stated thus:

The media of the developing nation's precisely African media have been described as Trojan house for the dissemination of western values of media and cultural imperialism.

It is against this back drop therefore that Ansah (1989, p.17) recommended that:

The media of African nations can sustain African cherished values and cultures. If they will go into the production of programme materials themselves.

2.2.3 The Concept of TV viewership

TV programmes are design and packaged to attract and retain audience viewership interest and the same time influence behavioural attitude.

This account for why TV performs socializing functions as well as social control functions

Nwosu (2004, p.32) explained the social change intent/focus of TV foreign programme thus:

The culture, politics, the sophistication of society has crime about principally through communication of forces knowledge, influence and development.

Through TV programmes issues are raised and agenda is set for discussion which helps in the formation of public opinion and influence.

It therefore suffices that the consistent repetition of foreign TV programmes either soap operas, talk shows etc set/raise an issue for public debate for the purpose of opinion formation, attitude change and impact.

This supposes that the TV media practitioner has already predetermined what the impact should supposedly be in the mind of the target audience, this account for the use of audio and visual effects that would help at persuading the target audience members.

Better still, the audio-visual characteristics of TV programmes creates a sense of reality in the psyche of the viewing audience so much so that this audience perceives such programmes to be real.

This justifies the substance of the cultivation analysis which is summarized by GerbnerBaran (200, p.397) claims:

That television cultivates or constructs a reality of the world that although possibly inaccurate, becomes accepted reality simply because we as a culture believe it to be reality. Heavy viewers are more susceptible to cultivate than are light viewers.

Suffice it then to argue that students who are heavy viewers of foreign TV programmes as “Second Chance” are more likely to be influenced by the substance of such programmes than those who are light viewers.

However, the frequency of viewing would derive from frequency at which the TV station transmits programmes. More so, availability of power supply also qualifies as a factor determining the rate of student’s viewership of foreign TV programmes.

Analyzing the concept of heavy viewing as it affects transmission of TV foreign programmes, Baran and Davis (2007, p.334) stated that:

Mainstreaming in cultivation analysis, the process, especially for heavy viewers by which television symbols monopolize and dominate other source of information and ideas about the world.

The use of foreign symbols in foreign TV programmes and its repetition implemented such in the psyche of the target audience so much that they get influenced by them and act in consistent with their substance.

However, it can also be argued that since the target audiences for such programmes are active, they are in the position to determine the degree which such programmes would influence their attitude.

More so, university students are critically minded and are equipped to analyze symbols, ideas and issues before accepting them as part of their life style.

Suffice it therefore to imply that the symbols cues used in such foreign TV programmes would derive from the connotation meanings attached to them by the viewers.

Negative impact of foreign TV programmes:

Immorality and Sexual Promiscuity.

This is one of the major voices of watching TV programmes from other countries especially European countries.

According to Awake magazine of may 22, 2009,8: “One study showed that the rate of crime and violence in three countries increased only after television programmes was introduced to each of the countries”.

Donna McGowan in Prime Time (1991) wrote that: “when a top rated TV shows break themselves, we are influenced when promiscuity is the norm or a macho-character refers to his use of condom in each instance, acts on a delayed action basic as the mirror of who can be convinced the we are; and therefore by and large become”.

Some of these programmes glorify all manner of shameful behaviour and justify it through their programmes. They openly exhibit scenes from sex to murder and the rest. While our local programmes turn down the vices to correct the youths and make them emulate good behaviour.

Cultural imperialism

There has been increasing dominance of foreign cultures over our indigenous way of life because of foreign programmes.

According to Uduaka (1998) “... Many third world countries including Nigeria import 50% of their television programmes...” Some of our broadcasting stations, many of our newspapers and magazines and our entire cinema houses feature the culture of Europe and North America more primarily and more consistently... (Opubor1986).

Rosenberg and White were of the opinion that: “A common theme is the apparent enthronement of mediocrity: television breaks down old barrier of class tradition and taste and dissolves all cultural distinctions. It mixes and scrambles everything together producing what might be called homogenized culture.

Positive impact of foreign TV programmes:

Socialization

Socialization concerns with social and economic development which have attached importance to the mass media with special preference to television. TV has looked at first of all as an efficient instrument in spreading information and altering towards innovations and later as stimulus to change in developing societies, encouraging participation in political and economic life and growth of nationhood (Pye 1963 and Lerner 1958).

The world is now a global village as such every country is expected to interact and socialize with one another, it is through programmes from those countries that we learn their ways of life and how best to communicate with them. They in turn learn our customs and traditions by watching our programmes. It is no wonder that our youths have perfected the mannerism, languages and culture of foreign countries by doing imitating what they see on television.

2.3 Review of related studies

Two key studies related to the present study were reviewed.

- i.** Ajenu, P.(2006).Impact of Soap Opera on Benue State University Students. A Paper Presented at Benue State University.
- ii.** Joseph, T. (2008).The Television Viewing Behaviour of Families in Kwara State.A Project Research Presented at Kwara State,Nigeria.

i Ajenu, P. (2006). Impact of Soap Opera on Benue State University Students.A Paper Presented at Benue State University.

The first empirical study reviewed is by Ajenu Patrick Ameh, the impact of soap opera on Benue State University Students. An assessment of“Everyday People”. This study was aimed at assessing the influence of the television soap operas everyday people on the students of Benue State University. The researcher used the survey method in conducting his study, and as a result administer questionnaire to students of Benue State University.

At the end of his enquiry, the researcher found out that, soap operas had an over-whelming effect on students generally, that students of both Nnamdi Azikiwe University Awka and Benue State university Students who watch either “Second Chance” foreign television programme or Everyday people local soap opera desire to identify and emulate a character presented to all form of pro-social ideas and attitudes.

ii Joseph, T. (2008). The Television Viewing Behaviour of Families in Kwara State. A Project Research Presented at Kwara State, Nigeria.

The second study, by Dr. Joseph K. Talabi, a lecturer at the institute of Education, University of Irorin, Kwara State, is on the television viewing behaviour of families in Kwara State.

The study was aimed at examining the viewing behaviour of families in Kwara State, a total of 600 households a head, dispersed over 12 local government areas of Kwara State were used for the study. The instrument used was questionnaire with items designed to measure the social and spatial television viewing behaviour of each households as the values attached to television viewing. The findings showed that, the opinion of respondents tended to move towards a consensus in statements which related to the values and social effects of knowledge of television viewing behaviour of households on educational planning, moral reformation, adoption and diffusion of innovations in society.

In summary, both studies reveal a particular or related findings about television audience, if add to the long list of literature and studies on the influence of foreign television programmes on social behaviours of UNIZIK Students.

2.4 Theoretical framework

The most appropriate theory for this study is the cultivation theory by Dr. George Gerbner, Gross, Signorelli, and Morgan in 1980 and 1986.

This theory asserts that the broadcast media especially the television produce a tremendous influence by altering individual's perception of reality, it assumes that, the more time spent watching television or repeated exposure to it, cultivates in us a distorted

perception of the world we live in making it seem more like television portrays it than it is in the real life. For example, someone who engages in heavy television programme like “Second Chance” mirrors reality. And much of this television programming portrays violent behaviour and other ones.

Therefore, most of these habits UNIZIK students both positive and negative copied from “Second Chance”, a foreign TV programme which content reflect this.

Television is modernizing the world, introducing western values thereby breaking down authentic traditional cultures. Its implication is that the value so introduced are capitalist powers, especially the limited states have a tendency of overshadowing the views of culture.

Today, our traditional ways of greeting, dressing, socializing, family relationship etc are outdated for foreign one. Television achieves this because it is a seeing medium. Bittner (1989, p.386) states that: repeated heavy exposure to television cultivates in us a distorted perception we live in.

2.5 Summary of literature review

This chapter reviewed the concept of TV as a medium, TV programming, and TV viewership and impact. It also had a review of studies related to the study. Cultivation theory which formed the theoretical base for the study was clearly analyzed to show its relevance to the study.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

This chapter discusses the method used in the study. It contained and explains the following:

- 3.2 Research design or Research technique
- 3.3 Population of the Study
- 3.4 Sampling Technique/sample
- 3.5 Description of Research instrument
- 3.6 Validity and Reliability of Data gathering Instrument
- 3.7 Method of Data Collection
- 3.8 Method of Data Analysis

3.2 Research Design

In this study, the approach used in finding solution to the research problem is survey method. This is because the people's opinion will be sought through questionnaire.

3.3 Population of Study

Nwosu (2006, p. 49) defined population as the total number of elements within a given environment which a researcher is set to survey. The population of this study is

estimated at 24,706. Source (en. Wikipedia.org/wiki/nnamdiaziwe). This comprises all the regular students of Nnamdi Azikiwe University, 2010/2011 session.

However, since the researcher is studying a subset of the target population, the researcher would concentrate on the target population figure of the final year students in the department of English/Linguistic; Faculty of Arts. Department of Mass Communication and sociology; Faculty of Social Sciences. Department of Educational Psychology and Educational Foundation; Faculty of Education.

Faculty	Department	Population	Sample
Social Sciences	Mass Comm.	224	56
	Sociology	228	57
Arts	English/Literature	212	53
	Linguistic	268	67
Education	Edu. Psychology	96	24
	Edu. Foundation	188	47
3	6	1216	304

3.4 Sampling Technique/ Sample size

Sampling technique is specifying how elements will be drawn from the population. Three Faculties and Six Departments were selected for sampling.

Faculty	Department	Population	Sample
Social Sciences	Mass Comm.	224	56
	Sociology	228	57
Arts	English/Literature	212	53
	Linguistic	268	67
Education	Edu. Psychology	96	24
	Edu. Foundation	188	47
3	6	1216	304

Simple random sampling technique was used to select six departments from three faculties out of twelve faculties that make up UNIZIK.

Using simple random sampling technique, the researcher conveniently selected two departments from the entire six departments. They were English/Literature Department and Educational Foundation, each with a population of 212 and 188 respectively. Using the purposive sampling, the researcher purposively selected a sample size of 100 respondents from the two Departments. English/Literature contributed a sample size of 53 respondents while Educational foundation contributed a sample size of 47 respondents. Therefore, the sample size for this study is 100 respondents.

3.5 Description of Research Instrument

The research instrument used for this study was the questionnaire. The questionnaire is a "set of question designed to obtain written responses from the respondents".

A total of fifteen (15) items in the questionnaire were drawn and administered to the respondents. The items were divided into two parts. Part A contained items on the demography of the respondents and part B answered the research questions.

Items 1-4 answered question on the demography of the respondents.

Item 5 answered research question one.

Items 6-8 answered research question two.

Items 9-11 answered research question three.

Items 10 and 12 answered research question four.

Items 13-15 answered research question five.

3.5 Validity and Reliability of Data Gathering Instrument

To ensure that this research work measures what it set to measure, the research submitted her measuring instrument (questionnaire) to the supervisor for study and approval. The questionnaire was tested on few members of the selected sample before finally administering the questionnaire to them. This was done to ensure that respondents understood the questions posed in the questionnaire for the purpose of providing correct and relevant answers to them.

3.6 Method of Data Collection

Structured questionnaire was used as an instrument for the collection of data for the purpose of this study.

Questionnaire was, therefore, designed to align with the research question of this study.

3.8 Method of Data Analysis

The researcher used tables and simple percentages for the purpose of presenting and analyzing data for this study.

This is to make simplicity of data presentation and analysis and its comprehension on the part of readers of this work.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The purpose of this study was to determine the influence of “Second Chance”, a foreign television programme on the social behaviour of Nnamdi Azikiwe University Students, Awka. This chapter is concerned with the presentation and analysis of data gathered through the use of questionnaire distributed. It is, however, interesting to note that out of 100 questionnaires distributed, a total of 100 respondents returned their questionnaire. This shows a high return rate of 100 percent.

4.2 Data presentation and analysis

The study answered the following research question:

1. Do the students of Nnamdi Azikiwe University Awka aware of the foreign film “Second Chance”?
2. How often do the students of Nnamdi Azikiwe University Awka watch “Second Chance”?
3. Do students of Nnamdi Azikiwe University Awka prefer watching “Second Chance” to local films?
4. What are the reasons why UNIZIK students watch “Second Chance”?
5. Does “Second Chance” film have any influence on the social behaviour of Nnamdi Azikiwe University students?

Analysis of demographic data

Items 1 to 4 in the questionnaire answered questions on the respondents' demography.

Questions1: What is your sex?

Table1: Response to question1

Response	Frequency	Percentage
Male	45	45%
Female	55	55%
Total	100	100

On the table above, 45 respondents (45%) are male, while 55 respondents(55%) are female.

Questions2: What is your age?

Table2: Response to question2.

Response	Frequency	Percentage
18-20	7	7%
21-24	37	37%
25-27	10	10%
28-30	35	35%
31 and above	11	11%
Total	100	100%

On the above table, 37 respondents (37%) fall under the age of 21-24, 35 respondents (35%) fall under the age of 21-24, 35 respondents (35%) fall under the age bracket of 28-30, 10 respondents (10%) fall under the age bracket of 25-27, 11 respondents (11%) fall under the age bracket of 31 and above, while 7 respondents (7%) fall under the age bracket of 18-20.

Question 3: what is your marital status?

Table 3: Response to question 3.

Response	Frequency	Percentage
Married	20	20%
Single	55	55%
Divorced	25	25%
Total	100	100%

On the table above on marital status, 55 respondents (55%) are single, 25 respondents (25%) are divorced while 20 respondents (20%) are married.

Question 4: What is your occupation?

Table 4: Response to question 4

Response	Frequency	Percentage
Student	100	100%
Civil-servant	-	-
	-	-
Teacher	-	-
Total	100	100%

The table above signifies that all my respondents are students.

Analysis of Data from Survey (Questionnaire)

Research Question 1: Are the students of Nnamdi Azikiwe University Awka aware of the foreign film second chance? Item 5 answered this research question.

Question 5: Are you aware of second chance foreign T.V programme?

Table 5: Response to Question 5

Response	Frequency	Percentage
Yes	85	85%
No	15	15%
Total	100	100%

In response to the question on access to second chance foreign television programme, 85 respondents (85%) agreed that they are aware of the programme, while 15 respondents (15%) did not agree that they are aware of the programme.

Research Question 2: How often do the students of Nnamdi Azikiwe University Awka watch “second chance”? Items 6 to 8 answered this research question.

Question 6: How often do you expose yourself the viewership of second chance programme?

Table 6: Response to question 6

Response	Frequency	Percentage
Very often	41	41%
Often	37	37%
Not very often	17	17%
Not often	5	5%
Total	100	100%

From the table above, 41 respondents (41%) agreed that they watch second chance very often, 37 respondents (37%) also agreed that they watch second chance often, 17 respondents (17%) shows that they do not watch the programme very often while 5 respondents (5%) shows that they do not watch the programme often.

Question 7: Do you have any restrictions to your exposure of the programme?

Table7: Response to question 7

Response	Frequency	Percentage
Yes	10	10%
No	90	90%
Total	100	100%

The table above shows respondents restriction to the viewership of the programme. 90 respondents (90%) do not have any restriction while 10 respondents (10%) have restriction.

Question 8: Do you expose yourself to second chance programme every Monday and Friday?

Table 8: Response to question 8

Response	Frequency	Percentage
Yes	89	89%
No	11	11%
Total	100	100%

From the table above, 89 respondents (89%) expose themselves to second chance every Monday and Friday while 11 respondents (11%) do not expose themselves to the programme every Monday and Friday.

Research Question 3: To what extent do the students of Nnamdi Azikiwe University Awka prefer watching second chance to local film? Items 9 to 11 answered this research question.

Question9: Do you prefer watching second chance to local film?

Table 9: Response to question 9

Response	Frequency	Percentage
Yes	98	98%
No	2	2%
Total	100	100%

From the above table, 98 respondents(98%) prefer watching second chance to local film while 2 respondents(2%) prefer local film.

Question 10: If yes do you enjoy watching the programme?

Table 10: Response to question 10

Response	Frequency	Percentage
Yes	99	99%
No	1	1%
Total	100	100%

In response to item 10 above, 99 respondents(99%) enjoy the programme while 1 respondent (1%) does not enjoy it.

Question 11: Do you prefer the message packaging in second chance to local film?

Table 11: Response to question 11

Response	Frequency	Percentage
Yes	77	77%
No	23	23%
Total	100	100%

In response to the table above, 77 respondents (77%) prefer message packaging in second chance to local film while 23 respondents (23%) did not.

Research Question 4: What are the reasons why UNIZIK students watch second chance? Items 10 and 12 answered this research question.

Question 12: What are your reasons for watching second chance?

Table12: Response to question 12.

Response	Frequency	Percentage
For education	11	11%
For information	12	12%
For entertainment	31	31%
For enculturalization	46	46%
Total	100	100%

In response to the table above, 46 respondents (46%) watch second chance for enculturalization, 31 respondents (31%) watch for entertainment, 12 respondents (12%) watch for information while 11 respondents(11%) watch for education purpose.

Research Question 5: Does second chance film have any influence on the social lives of Nnamdi Azikiwe University students? Items 13 to 15 answered this research question.

Question 13: Have you ever acted in line with the message content of the programme?

Table 13: Response to question 13

Response	Frequency	Percentage
Yes	60	60%
No	40	40%
Total	100	100%

From the table above, 60 respondents (60%) acted in line with the message content of the programme while 40 respondents (40%) do not.

Question 14: Has the viewing of the programme influenced your dressing pattern as a student?

Table 14: Response to question 14

Response	Frequency	Percentage
Yes	70	70%
No	30	30%
Total	100	100%

The table above showed that 70 respondents (70%) dressing pattern are influenced while 30 respondents (30%) dressing pattern are not influenced.

Question 15: Generally, what degree of influence do you think the programme exerts on viewing students?

Table 15: Response to question 15

Response	Frequency	Percentage
Maximal	70	70%
Minimal	25	25%
No influence	5	5%
Total	100	100%

In response to the table above, 70 respondents (70%) think that the programme influences them maximally, 25 respondents (25%) are influenced minimal while 5 respondents (5%) think it does not influence student.

4.3 Discussion on Findings

In this section, the data collected from survey on “Influence of Second Chance, a foreign television programme on the social behaviour of Nnamdi Azikiwe University students, Awka”. The data was contained in 100 fully completed questionnaire retrieved from respondents. Responses to answers on research questions would be discussed.

Research Question 1: Do the students of Nnamdi Azikiwe University Awka aware of the foreign film Second Chance?

The aim of this research question was to find out if Nnamdi Azikiwe University students Awka are aware of the foreign programme “Second Chance”.

The data on table 5 was used to answer this research question. The tables showed that 85 respondents (85%) had access or are aware of the programme Second Chance, while 15 respondents (15%) said that they do not have access or are not aware of the programme.

From the findings, it is obvious that majority of Nnamdi Azikiwe University students watch Second Chance programme.

Research Question 2: How often do the students of Nnamdi Azikiwe University Awka watch “Second Chance”?

The aim of this research question was to find out how often the students of UNIZIK watch Second Chance.

The data on tables 6,7 and 8 answered this research question. The data on table 6 indicates that 41 respondents (41%) watch the programme very often, 37 respondents (37%) watch the programme often, and 17 respondents(17%) agreed that they do not watch the programme very often, while 5 respondents(5%) do not watch the programme often.

The data on table7 showed that 90 respondents (90%) do not have restriction to the viewership of the programme, while 10 respondents (10%) have restriction.

Data on table 8 showed that 89 respondents(89%) expose themselves to second chance every Monday and Friday, while 11 respondents (11%) does not expose themselves to the programme every Monday and Friday.

From the findings above, it is clear that UNIZIK students expose themselves to second chance.

Research Questions 3: Do students of Nnamdi Azikiwe University Awka prefer watching second chance to local film?

The aim of this research was to find out if UNIZIK students prefer watching second chance to local film.

The data on table 9,10 and 11 answered this research question. Data on table 9 showed that a majority of 98 respondents (98%) prefer watching second chance to local film, while 2 respondents (2%) are interested in local film.

Data on table 10 showed that 99 respondents (99%) enjoy watching the programme while 1 respondent (1%) does not enjoy it.

Data on table 11 indicated that majority of 77 respondents (77%) prefer the message packaging in second chance to local film, while 23 respondents (23%) did not.

From the findings above, it is obvious that Nnamdi Azikiwe University students prefer watching second chance to local film.

Research Question 4: What are the reasons why UNIZIK students watch second chance?

The aim of this research question was to find out why UNIZIK students watch second chance programme.

Data on table 10 and 12 answered this research question.

Data on table 10 indicated that 99 respondents (99%) enjoy watching second chance, while 1 respondent (1%) don't enjoy it. Data on table 12 showed different reasons why UNIZIK students watch the programme. 46 respondents (46%) watch the programme for enculturalization, 31 respondents (31%) watch it for entertainment, and 12 respondents (12%) watch to be informed, while 11 respondents (11%) watch the programme to be educated.

From the above findings, it is clear that the students watch the programme for different reasons. Just as every individual have different aim in life, these students have different purpose for watching the programme.

Research Question 5: Does second chance film have any influence on the social lives of Nnamdi Azikiwe students?

The aim of this research question was to determine if the film has any influence on the social lives of these students.

Data on table 13, 14 and 15 answered this research question.

Data on table 13 indicated that 60 respondents (60%) act in line with the message content of the programme while 40 respondents (40%) do not.

Data on table 14 showed that 70 respondents (70%) dressing pattern are influenced while 30 respondents (30%) dressing pattern are not influenced.

Data on table 15 showed that 70 respondents (70%) thinks that the students are influenced maximally, 25 respondents (25%) thinks that the students are influenced minimally while 5 respondents (5%) thinks the students are not .

From the above findings, it is clear that students of Nnamdi Azikiwe University Awka were influenced after watching the programme. Majority of them was influenced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS RECOMMENDATIONS

5.1 Introduction

The main objective of this study was to determine the influence of “Second Chance”; a foreign television programme on the social behaviour of Nnamdi Azikiwe University students, Awka. 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 recommendation.

5.2 Summary of Findings

This research work from research findings summarized that:

1. Second Chance ABSTV foreign programme actually influence the social behaviour of Nnamdi Azikiwe university students. Such influence derives from the persuasive and convincing pattern at which the programme is packaged.
2. The programme was transmitted in simple English language with European cultural cues. This makes for easy comprehension of the message content, hence influence on attitude.
3. The influence of the programme on student’s attitude is perceived as negative, since the end result in enculturization. Students are then left to imitate white man’s culture as regards, the way they speak, eat and dress.

This obviously makes non-sense of our cherished values system which is on steady decay in view of the influence of foreign TV programmes in the behavioural pattern of students who are mostly youths.

5.3 Conclusion

This study came to the conclusion that “Second Chance” ABSTV foreign programme has negative influence on the student’s social behaviour.

For the high viewership rating of the programme by the students in view of individualized benefits from the programme. More so, the packaging of the programme in styles that makes meaning to the social realities of these students. They also make the programme a sure delight; hence influence their social behaviour and our culture generally.

5.4 Recommendations

Based on the findings and conclusion of this study made above, the following recommendations were made.

1. Nigerian Broadcasting Commission should carryout research effort at measuring the quality of impact of most foreign programme in our society at large. Such research effort would help her to come up with policy statements that would help at sustaining our cultural norms and values for the good of our society at large.
2. This study should be replicated across time in line with changing socio-cultural realities.

5.5 Suggestions for Further Studies

Students in other schools located in other geographical settings should be studied in the light of TV foreign programmes. This would help the researcher to note the degree at which cultural realities influence such viewership on one hand the degree at which such programme enculturizes the people in the other hand. Further studies should also focus on the influence of programmes on cable network on students. This is because cable network seems to be recording high viewing rate among student.

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APPENDIX A

Department of Mass Communication,
Caritas University,
Amorji-Nike,

P.M.B 01784,

Enugu, State.

August, 2013.

Dear Respondents,

I am a final year student of the above named institution conducting a research on ‘
Influence of “Second Chance” (A foreign television programme on the social behaviour of
Nnamdi Azikiwe University students, Awka).

I wish to solicit for your support and co-operation in carrying out this research by
responding to the question below. This will help me to achieve the target of this research
project.

Be assured that your response will be highly appreciate and treated with confidence.

Yours Faithfully,
Nowsu Njideka.A
MC/2009/392
Researcher.

APPENDIX B

QUESTIONNAIRE

1. What is your sex?

Male ()

Female ()

2. What is your age?

18-20 ()

21-24 ()

25-27 ()

28-30 ()

31 and above ()

3. What is your marital status?

Married ()

Single ()

Divorced ()

4. What is your occupation?

Student ()

Civil servant ()

Teacher ()

Self employed ()

5. Are you aware of “Second Chance”; foreign TV programme?

Yes ()

No ()

6. How often do you expose yourself to “Second Chance” programme?

Very often ()

Often ()

Not very often ()

Not often ()

7. Do you have any restrictions to your exposure to the programme?

Yes ()

No ()

8. Do expose yourself to “Second Chance” Programme every Monday and Friday

Yes ()

No ()

9. Do you prefer watching Second Chance to local film?

Yes ()

No ()

10. If yes do you enjoy watching the programme?

Yes ()

No ()

11. Do you prefer the message packaging in “Second Chance” to local film?

Yes ()

No ()

12. What are your reasons for watching Second Change?

For Education ()

For Information ()

For Entertainment ()

For Enculturalization ()

13. Have you ever acted in line with the message content of the programme?

Yes ()

No ()

14. Has the viewing of the programme influenced your dressing pattern as a student?

Yes ()

No ()

15. Generally, what degree of influence do you think the programme exerts on viewing students?

Maximal ()

Minimal ()

No influence ()