CHAPTER ONE

INTRODUCTION

1.1   Background of the study

Film is a story recorded as a set of moving pictures to be shown on the television or at the cinema. It is also a roll on shut of flexible plastic that is sensitive to light for the use of in photography. Film also known as movie or motion pictures is series of still moving image. It is produced by recording photographic images with cameras or by creating images using animation techniques or visual effects. It is considered to be important for a source of popular entertainment, a power method for educating or indoctrinating people especially children.

According to Cook (2007) Films are mad up of sources of individual images called frames. When these images are show rapidly in succession, a viewer has the illusion. Film as medium of mass communication has its major role to play in the society which to educate, entertain and inform the audience.

According to Chamber Dictionary of twentieth century "film is a thin skin of mainframe coated with a very sensitive substances for taking photographs of a ribbon of celluloid prepared with such a coating for instantaneous photographs for protection by cinematography a motion pictures series.

According to Balogun (1987)"Film can be classified in Europe film, American, Chinese film, Nigerian film length feature films.

All these classification can produce violent films, comic films, entertainment film etc.

By "Violence" we mean any form of aggressiveness or use of physical force such as boxing, fighting, rape, killing, stealing, shooting and wrestling to mention but a few which

are displayed on our television screen or recorded by our film industries on video tape recorder.

According to Concise Oxford Dictionary of current English, violence can be defined as unlawful exercise of physical force, intimidation. It adds that violence has to do with conduct or treatment, outrage, injury. Children are young boys or girls, sons and daughters, babies or infants who are under the influence of their parent or guardians, children can be influenced by other factors such as films or peer groups.

According to the American Academy of paediatrics (APA) [2005] "Children are influenced by media, they learn by observing, imitating and making behaviours on their own.

It is quite depression to note that since inception of violent films, there has been increased incident of violent behaviours in children. For instance, a child after watching violent film is seen as imitating the models by using his fellow play mate for demonstration. This has led to a child injuring another in the process of imitating his ideal hero. Few movies found to be capable of injecting violence acts into children includes: House of wax, Scarface commando, pretty woman etc. these movies all displayed horrible series, rape and illicit taking hard drugs. Children learn from what they see, even if it is on big screen. Children spend a substantial amount of time in watching the television, he or she catch a glimpse of violent act which goes contrary to the ethics of the society.

In Nigeria, there are audience member of home video films who are influenced in one way or another by the subjects treated in Nigerian films which involves subjects that are detrimental to the well being Nigerian society. They portray cases of virtual killings, armed robbery, prostitution, rapes, disease, and other immoral behaviours and it is shown in such a way that viewers are confused abut whether they are right norms or not that is why Frank Aig Imoukhuede in Opubor (1995) confirms that "many Nigerians have complained of the

poisonous content of films shown on the screen in Nigeria. A great number of people have criticised the nation's television for featuring materials which contradicts r erode the quality of life and undermine the peoples value and norms, saying that what is needed as films for self projection which present the facts and figures of life in Nigeria.

Historical background of films in Nigerian experience

The first motion picture was screened in Nigeria on Monday August 12, 1903. It was shown to an exciting Nigeria audience at Glover Merumorial Halliri Lagos. As Lagos standard announced "The cinematographs exhibition which is made at the Glove Memorial Hall from Monday night and is to continue for the nights is the talk of the town".

The film was shown by Messri's Balboa of Barcelona, Spain under management of the Nigerian Herbert Macaulay. Although ticket buyers considered the gate fee of three shillings high, it was discovered after the first night at the film was worth the price.

The standard later suggested lowering the price so that everybody in Lagos may see for herself, by middle of September 1903, Mrs Balboa closed her exhibition in Lagos and left to continue showing in other west African countries. On her departure, an enterprising European merchant, Stanley Jones, began to show films in the same Glover Memorial Hall, Lagos. He showed his first film in November 1903. One of the most thrilling films Stanley showed was about Alake of Abeokuta, a famous Nigerian ruler.

After the independence, the film unit became a division of federal ministry of information with the main objectives of producing and exhibiting documentaries. The Nigerian rural film unit experiment was carried by the Colonial film unit propaganda section in 1952. Therefore, it is emphatically clear that the type of media content (video film) that are exposed to the

adolescent will also affect their sense of reasoning and action. The film being audio visual in nature have immense role to play in moulding the behaviours of the adolescent.

1.2   Statement of the problem

Over the years, people have been joining the film making business, either because of money or they want to gain popularity. Films are veritable tools of mass communication which cut across national and cultural boundaries with wide and fast distributing network internationally.

There are two important factors that must be included in the discussion of influence of violent films on adolescent. One factor is media literacy which was addressed by Renn Hobbs. It contended that "Just because our children can use media and technology doesn't mean they are effective at actually analysing and evaluating the message they receive.

Children need a set of skills to ask important question about what they watch, see, listen to and read about.

The second factor that can affect how children are influenced by violent film is the amount of parental involvement in suspending media exposure of children. Studies show that increasing guidance from parents at least as important as reducing media violence. Video films are the mirror through which the society is viewed as it is the most popular medium of entertainment in Nigeria which is suitable to a large audience. With the production of lot of interesting Nigerian films in both vernacular and English language, there is a great constancy with which the audience always sticks to the front of the screen. Therefore, the central problem to be investigated in this study is To what extent have violent films influenced the adolescent social behaviour? This is the question this study is out to address.

1.3   **Objectives of the Study**

1   To find out the level of exposure of adolescent in Osisatech Boys' Secondary School to violent films

1   To find out what type of violent films adolescent in Osisatech Boys' Secondary School prefer.

2   To find out the influence of their preferred violent films on their social behaviour

1.4   Research Questions

2   What is the level of exposure of adolescent in Osisatech Boys' Secondary School to violent film?

3   What type of violent films do adolescent in Osisatech Boys' Secondary School prefer?

4   How have their preferred violent films influenced their social behaviour?

1.5   Research Hypothesis

H_1 Violent films influence the character formation of the adolescent

H_0 Violent films do not influence the character formation of the adolescent

1.6   Scope of the study

This study is limited to adolescents of Osisatech Boys' Secondary School Enugu but since the characteristics of adolescents are generally similar in many ways, the findings of the study therefore would be generalised to include all youths.

1.7   Significance of the study

Home video films offer children a great deal of what they want to see and hear, their appeal to curiosity and their convincing realism is very powerful.

Therefore the importance of the study is as follows:

1. The study will help instruct parents or guidance to be mindful of the type of films their children watch.

2. The study will be very useful in identifying the extent to which films flooding the market despoil the fabrics of Nigerian culture.

3. The study will also keep government alert to the need to censor the different types of films that are produced.

4. It will help instruct producers to be conscious of the negative influences on younger generations and offer solution to better ways of presentation of the cultural content of Nigerian film.

5. It would become a reference material to students and other researchers who would intend to carry out studies, related to the present study.

1.8 Operational definition of terms

Influence: This is the character a person portrays as a result of what he or she watches from violent films.

Violence: It is the action of adolescent as a reason of exposure to violent films, which causes damage to their life.

Films: It is played and viewed by people with the aid of a television set which is connected to video machines such films include documentary films, horror films etc.

Adolescent: They are the audience member used or the study who receive the message transmitted.

Social behaviour: It is the behaviour directed towards adolescents of Osisatech Boys Secondary School Enugu.

Attitude: The reactions, habit and practice of the adolescent to violent films.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of related studies to the topic: Influence of Violent films on adolescent social behaviour". It aims at widening one's knowledge with views from different scholars and their perspectives to give relevant information. The chapter is organised under the following headings:-

a. review of concept

b. review of related studies

c. review of theoretical framework

d. summary

2.2 Review of Concepts

The following concepts were reviewed

a. violent in films

b. culture

c. adolescent behaviour

d. social behaviour

2.2.1 Violence in films

According to the Oxford Advanced Learners Dictionary, violence is the exercise of physical force so as to inflict injury on, or cause damage to a person or property. Violence in the media can be traced back to ancient pictographs that displayed sacrificed acts and ceremonial torture. Adasanya (1997) posits that the media are so powerful that they hit or permeate the

listeners or receivers consciousness like a bullet. Violent media are those that depict intentional attempt by individuals to inflict harm on others, among these violent films are cartoons, music video, horror films etc. it is assumed that through these programmes adolescent have unconsciously learnt that act of fighting, aggression and violence.

Ofonagora (1987) stressed the need to stamp that;

> The images and impressions conveyed throughout these movies eventually end up stimulating our young ones into culture of immorality and violence, derailing the good and orderly development of a generation of our children. The rich cultural heritage of values, norms and history are now being explored by our film producer. Therefore, foreign pornography and violence must be eradicated from our moving markets, television and cable stations.

To examine what trends to exist in this study, there is need to look into the different perspective of violent film.

Wood (1983) Explained his perspectives of media violence as "mean world" he stressed that people who are exposed to a large dose of dramatised film violence tend to view the world as a hostile and threatening environment. In Nigeria, films are one of the agents of socialisation. Comparatively, it is most alarming that adolescent spend not less than 75 hours a week watching film. This figure exceeds by far the amount of times spent in school. In other words, during a period of one week alone, a child would have watched a hundred killings, armed robbery, prostitution, rape, sex, violence, fight i.e. wrestling, etc. these films contents influence the behaviour of the adolescent greatly. Grossman, a retired U.S army officer and experts in the psychology of killing (Awake April 1999) stated that when young teenagers see somebody shot, stabbed, raped, they believe it were actually happening.

Elder (1993) U.S surgeon submitted that by portraying violence as a normal means of conflict resolution the media (film) are giving adolescent the impression that violence is socially acceptable.

Ugboruah A.(1992) asserted that most adolescent have become violent because of the type of film they watch. However, adolescent through the influence of film may become cigarette smokers, heavy alcoholic drinkers, involved in immoral activities. They can easily use derogatory language, indulge in notorious activities and become fraudsters. It is imperative to indicate that positively creating and controlling content of film will minimize to a large extent social ills, if passively selected for adolescent learning so that they will not become nuisance or social problem during their adulthood and thereafter.

2.2.2 Culture

Culture is a term which has a broad meaning. Clued Kluckholk (1905 – 1960), an influential American anthropologist defined culture as the total way of the society. He also described culture as a social legacy the individual acquires from his group. According to him, culture include value, beliefs, customs, religion, technology and the roles people play in the society. Chinoy (1967) shared some views in which he defined culture as "everything in the environment which is not in the form original to our life.

2.2.3 Adolescents behaviour

Vivian (1995) stressed that film has very magical power. The fantasy in the life of the young child is extremely important. Fairy tales have been used by every culture to instruct and help adolescents cope with feelings about themselves and their world.

A study by two Chicago based doctors, Erwon and hues Mann (1989) followed the video film viewing pattern of some adolescent for 22 years and they concluded that ahead of commonly

accepted factor like video films is the most prominent predictor of aggression or violence in inter life. Most of the research on films and violence is designed to demonstrate a clear connection between what is seen on screen and what is enacted in real life. The truth is that adolescent imitate what they see and hear which are imbibed from violence on screen.

Macombs and Shaw (1981) pointed out that their learning with regards to issues shown in the media is always in direct proportion to the emphasis placed on the issue by the mass media. Today, televised media is the primary source of information, entertainment for countless adolescents, shaping their attitude, opinions, values and patterns of behaviours. This assertion reflects the power influence of films.

Skornia (1965) reported how a 17 year old U.S Narine Michael Lee Campbell killed his parents and sister with a matchet after watching a horror film on the television during the holidays though it was not stated whether he was provoked or he just acted on impulses based on the film he watched, it was however, clearly stated that he committed the murder after watching a horror film.

According to Time Magazine (1998) two boys aged 14 and 15 choked their 14 years old payment to death after watching a violent film. These explain why one of the research hypothesis states that violent films influence the character formation of adolescents. It is fair to assert here that violent film lead directly to violence and aggressive behaviour among adolescent. Generally, we can all assume that the above mentioned crimes are wrong but the fact that they were committed by adolescent shows a fault in the society. It is hard to believe that simply viewing of films could be so detrimental to adolescent, but there is indeed evidence in such direction. At this stage, morality and adolescent socialisation should be looked upon.

2.2.4   Social behaviour

Man is not programmed to live in a society, rather he has learn the rules and codes necessary to make him function in a society for a child to develop into an adequate member of society, he has to internalise the values of that society. The process of internalising the values (the do's and don'ts) of a society is known as socialisation. Put differently, socialisation is the process whereby the culture of a society in general or a social institution in particular is transmitted to individuals.

Douglas (1973) briefly defined socialisation in the general sense when he says it is the process through which individual acquire the social knowledge and skills necessary to enable them interact with others.

Bilton (1981) conceptualised socialisation as a process by which we acquire the culture of the society into which we are born and learnt the ways of thought and behaviour considered appropriate in our society. Socialisation is a life long process which involves many social forces variously called socialisation agents which consist of the family, school, peer group, church and mass media. The mass media among other are very powerful socialisation agents. The mass media are impersonal sources and they reach large heterogeneous audience. Films as one of the mass media are a ''vehicle'' for adolescent socialisation.

A study of Hebert and Paulson (1972) cited by Hess, et al, (1988) revealed that children is Canada begin to watch film before they are three (3 years old). That most five years old are regular viewers. By the age of eighteen that a child will have spent more time in front of the television than anywhere else including school. Schaefer and Larum (1997) study also which have revealed that;

Apart from sleeping, watching television is most time – consuming activities of young people. In the society, particularly in the urban cities, it is now common to find children watching films all-day. These tubes which have been called "windows of the world" or "mirror of society" has distinctive characteristics. It permits initiation and role playing but does not encourage more complex terms of learning.

Critics have argued that sitting back towards films for several hours expose adolescent to a great deal of violence on television. Therefore, morality and socialisation are important and better addressed by education than by censorial technologies with more than a million violent films filtering in the market in a month, the constitution which allows right to see and express ourselves is difficult to separate good from bad ones. Consequently parents and teachers should use the instrument of education to inculcate the knowledge of various consequences of violent films in the live norm and value in them.

2.3   Review of Related studies

It is very pertinent to review some studies conducted in finding out the effect, especially negative effects in violence film share on our society at large.

2.3.1 Negative effect of violent film

Sobowale C. (1998) posited in his research methodology of the negative effects of violent film in Nigeria that "many of his research respondents considers violent films and certain TV programmes a corrupting tool on their children." Also in this research, Dominic in Okonkwo (2003) buttresses the fact that "going to the movies will continue to be important dating activity for teenagers who seek to avoid the confines and supervision on the house.

Oparadudi A.(1987:2) said that "youth is the prime of life. It is a period of adventure and unbridled enthusiasm. Life at this development al stage is still too randy and gay to be darupened by the cruel shock of reality". A research carried out by Chuks Okereke (2000) discovered that films although not strictly violent films as a medium of education, increasing moral value, reduction of stress and cultural preservation of the society etc, have negative influence. He came to the conclusion that systematic investigation, study and examination of the effects of violent films on youths will be of great significance.

Many criticisms have been levelled against violent films today. A Ghananian film maker has observed that violent film play a negative role as majority of its content are products of cultural alienation. He concluded that most dresses worn by youths are of alien origin and this has affected the dress pattern.

Result of studies on the influence of violent films viewing on youths depicts violent tendencies have been in-conducive and polarised. For instance, Kuffer (1982) in Ghana concluded after his study that "violent films was unlikely to cause aggressive behaviour, although it could in children who are emotionally disturbed". Loras (1973), reached a different conclusion as he stated that viewing aggressive programmes are likely to arouse the youths impulses to some degree. In their own who watch aggressive films are likely to be more aggressive. Skonia (1965) reports that in March, 1964, Michael Lee Bambill, a nineteen − year old American marine on leave reported that after watching a horror movie "something came over him which caused him to kill his father, mother and sister with a matchet2.

In an article in "The Guardian Newspaper" Jamile added a Nigerian perspective when he said what is good for Europe was necessarily good Nigeria or Africa. According do Defleur and Dennis (1998) home video have gone a long way in misleading the audience especially

youths in getting addicted to Alcohol and smoking. It is of their opinion that movies increases and induces violent tendencies in the youths.

Political leaders too have expressed concern over the overriding influence of violent films on youths, to them, movies corrupt the minds of young people and glamorise deviant behaviour. A survey commissioned by the National Film and Video Censors Board (1998) set out to assess the impact of violent films to children and adolescent in Nigeria. In specific terms, the study set out to find out the media consumption habits of children and adolescents in Lagos state; Nigeria determined programme preference of respondents found out the influence of these violent films and suggested areas for further research in the film industry. The desire for information was the reason given by majority for watching (37.7%), 23% watched for the reasons of getting educated and 15.5% of the respondent indicated the films taught them how to react to everyday situation while 78.5% watched violent films. Only 12% watched for entertainment value films. Courageous, funny, fearful, scary, violent, wicked unfaithful, entertaining and fetish majority of the respondents chose funny, entertaining and courageous in that order to describe films they had watched. A majority (34.2%) said the films had an influence on the way they behaved towards their friends.

In a study of youngsters, aged 13 to 18 years, Bjonbekk (1988) reports that violence in many films seem to function as models for youngsters' violent behaviours. Jersler (1998) studied the phenomenon of video nights or video evenings, where young people gather regularly for a weekend evening and night session of marathon video watching. She reported that video films were essentially means for enjoyment in these video watching communities. Professor Joanne Cantor (quoted in News on children and violence on the screen, vol. 2 1998) note that every night parents are confronted with children in distress. Children tremble and sob or have nightmares climb into their parent's beds or refuse to sleep alone and so on. And that most of the children are reacting to something they saw on the television or movies.

2.4   Review of Theoretical framework

The theory guiding this study is "Social Learning Theory" which forms the foundation of my work. The social leaning theory was developed by a Stanford psychologist Albert Bandura (Bandura and Watters, 1963), who proposed that much of what adolescents learn about social interaction result from observing how others behave in various situations.

Herbert, Neala et al (1981) stressed the theory which assumes that in order for film content to affect a viewer, the viewer must.

    i.   Be exposed to the content

   ii.   Comprehend it to some extent and

  iii.   Accept the message and adopt the behaviour.

The tenet of social learning is that the behaviour viewed and observed through the media can lead to more imitation by observation. Hence, preference and consumption are influenced through viewing of violent films.

i)Cultivation Theory: It says that exposure to film cultivates in us a distorted perception of the world, that it is a move dangerous place than it really is. The perceptive often linked to George Gerbner and his associates, stresses that the more time one spends watching films the more likely one interprets the world based on filing portrayals, the application is often wrong because of the generalisation involved. Besides current research on the perspective indicates that :

i.   Cultivation effect depends more on the specific programme watched rather than total amount of film viewing.

ii. The effect depends on variable like level of identification of viewers with television characters, intelligence quotient of the viewer and his information.

2.5   Summary

One of the assignments before this research is to find out how film can be used to negatively the character of adolescents the "tool" therefore is that film while the "task" is how violent film influence adolescent behaviour.

The result of studies on the influence of violent films viewing on youths will be of great significance. Many criticisms have been levelled against violent films today. A Ghanaian film maker has observed that violent film play a negative role as majority of its content are products of cultural alienation. Violent films have gone a long way in misleading the audience especially youths in getting a addicted to Alcohol and smoking. It is of their opinion that movies increases and induces violent tendencies in the youth. Political leaders too have expressed concern over the overriding influence of violent films on youths to them, movies corrupt the minds of young people and glamorise deviant behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

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

    i.   Research designs

    ii.   Population of the study

    iii.   Sampling technique/sample size

    iv.   Description of research instrument

    v.   Validity of data gathering instrument

    vi.   Method of data collection

    vii.   Method of data analysis

3.2   Research Design

The design of the study is the survey method. It is a method that deals with an investigation into situation. Phenomenon and suggests solution to such problems. The research designs is the structure and strategy for obtaining a reliable and valid result of a research problem. The research method used in any research work is a determined predominantly by the nature of the research; therefore by carrying out this research work, a research survey was conducted to supplement what was obtained fro the respondents.

These included documentary items from library and other sources including magazines, newspaper and journals. The purpose was to test and report on the present status of violent films and its influence on adolescents.

3.3 Population of the Study

The total population was restricted to only students of Osisatech Boys' Secondary School, from JSS3 – SS3 with a population of 320 students.

3.4 Sampling Technique/Sample size

In this study, the researcher considered simple random sampling technique as most suitable means of obtaining data. A simple random sample is a method of drawing a portion or sample of a population randomly in such a way that each member of the population has an equal chance of being selected. The researcher sampled only two hundred and fifty (250) respondents out of the total of six hundred (320).

3.5 Description of Research Instrument

The instrument used is questionnaire. The questionnaire is structured close-ended. The advantage of this set of question is that they enable the respondents to give straight forward, précised answers. Besides, structured question make for easy recording and coding of data. The questionnaire was divided into two parts:

Part A of the questionnaire contained questions on the Demography of the respondent.

Part B answered the research question.

3.6 Validity and Reliability of data gathering instrument

The instrument for data collection is questionnaire which is a face-valid instrument for the study. The instrument is meant to solicit and elicit information, views, opinions, thought and ideas fro the respondents.

3.7   Method of data collection

Data was collected by administering the questionnaire by the respondent who are students of Osisatech Boy's Secondary School Enugu, it was administered face to face by the researcher to the respondent out of 250 copies of questionnaire distributed to respondent, 132 were retrieved.

3.8   Method of data analysis

According to Obasi, (2009) defined Chi-Square as an extension of hypothesis testing used when researcher wishes to compare an actual observation distributed with a hypothesised or expected distribution. It is a non parametric inferential statistical method used in the analysis frequencies or normal data. It can only indicate whether or not a set of observed frequencies differs significantly from the corresponding set of expected and not the direction in which they differ.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The aim of this study was to know how violent films influence adolescent social behaviour in Osisatech Boys' secondary school. This chapter deals with the presentation and analysis of data derived from the respondents through the questionnaire distributed for this study.

The total response rate of this study is 132 and the administered questionnaires needed were properly answered. The results of this study are presented in tables and percentages which will correctly provide clarity in understanding.

Chi − Square is the important statistical equipment used in testing the significance of the result using 98% level of confidence with 0.05% of error probability level. Tables will be used to illustrate the questionnaire response.

The study answered the following research questions

a. What is the level of exposure of adolescents to violent films?
b. How have their prepared violent films influenced their social behaviour
c. Violent films influence the character formation of the adolescent.

4.2 Data presentation and analysis

Analysis of Demographic data

Item 1to 4 in the questionnaire answered question on the demography of respondents.

Question 1: What is your gender?

Table 1: Response to question 1

RESPONSE	FREQUENCY	PERCENTAGE
MALE	132	100
FEMALE	NIL	_
TOTAL	132	100%

From the table above, 132 represents (100%) are male while (-)

Represents (-) % are female.

Question 2: What is your age bracket?

Table 2: Response to question 2

RESPONSE	FREQUENCY	PERCENTAGE
10-12	55	41.7%
13-14	40	30.3%
14-16	26	19.7%
16-18	11	8.3%
Total	132	100%

1. From the table above, 55 respondents (41.7%) fell within the age bracket of 10-12, 40 respondents (30.3%) are 13-14, 26 respondent (19.7%) are under 14-16, while 11 respondents (8.3%) are under 16-18.

Question 3: What class are you?

Table 3: Response to question 3

RESPONSE	FREQUENCY	PERCENTAGE
J SS 3	13	9.8%
S S 1	28	21.3%
S S 2	42	31.8%
S S 3	49	37.1%
TOTAL	132	100%

From the table above respondents 13 respondents (9.8%) fell within jss3, 28 respondents (21.3%) fell within ss1, 42 respondent (31.8%) fell within ss2 while 49 respondents (37.1%) are ss3.

Question 4: What is your educational qualification?

Table 4: Response to question 4

RESPONSE	FREQUENCY	PERCENTAGE
Primary	5	3.8 %
Secondary	92	69.7%
Polytechnic	20	15.1%
University	15	11.4%
TOTAL	132	100%

From the above, 5 respondents (3.8%) fell within the primary education level while 92 respondents (69.7%) are under the secondary education level, 20 respondents (15.1%) are under the polytechnic education level, while 15 respondents (11.4%) are under university education level.

Question 5: Do you have a video set in your house?

Table 5: Response to question 5

RESPONSE	FREQUENCY	PERCENTAGE
Positive	110	83.3%
Negative	22	16.6%
TOTAL	132	100%

From the above table, it is clear that 110 respondents or 83.3% of sample population have rodeo sets in their homes, while 22 respondents or 16.6% sample population do not have rodeo set in their home.

Question 6-8 answered research question one.

What is the level of exposure of adolescent in Osisatech Boys' Sec Sch to violent films.

Question 6: How often do you watch films?

Table 6: Response to question 6

RESPONSE	FREQUENCY	PERCENTAGE
DAILY	100	75.76%
WEEKLY	30	22.72%
MONTHLY	2	1.52%
YEARLY	NONE	0%
TOTAL	132	100%

This table conveys that majority of respondents often watch film daily, because it has the highest percentage 75.76%

Question 7: What type of film interest you most?

Table 7: Response to question 7

RESPONSE	FREQUENCY	PERCENTAGE
COMEDY	40	30.3%
HORROR	26	19.7%
VIOLENT	55	41.7%

RELIGIOUS	11	8.3%
TOTAL	132	100%

The table above conveys that majority of respondents often watch violent films because it has the highest percentage.

Question 8: To what level do you agree that adolescent is exposed to violent film?

Table 8: Response to question 8

RESPONSE	FREQUENCY	PERCENTAGE
STROGLY AGREE	50	37.9%
AGREE	40	30.3%
NO OPINION	30	22.7%
DON'T AGREE	10	7.6%
STRONGLY DISAGREE	2	1.51%
TOTAL	132	100%

The table below conveys that majority of respondent, agree that adolescent are exposed to violent film

Question 9-10 answered research question two

What types of violent films do adolescent in Osisatech Boys' Secondary School prefer?

Question 9: Do you agree that violent film influence adolescent relationship with their peers?

RESPONSE	FREQUENCY	PERCENTAGE
YES	93	73.3%
NO	35	26.5%
TOTAL	132	100%

From the above 73.5% believe that violent films influence adolescent relationship with their peers, while 26.5% do not believe that violent films influence adolescent relationship with their peers. So therefore, the positive is higher than the negative response which means that violent films influence adolescent with their peers.

Question 10: Are you aware that violent films induce aggressive tendencies of adolescent behavior

RESPONSE	FREQUENCY	PERCENTAGE
YES I AM	65	49.2%
NOT AT ALL	40	30.3%
NOT SURE	17	12.9%
IT DEPENDS	10	7.6%
NO OPINION	0	0
TOTAL	132	100%

Table 10 illustrated that 49.2% of respondents are aware that violent films induce aggressive tendencies on adolescent behavior and been the highest of all categories, it is accepted that violent films induce aggressive tendencies on adolescent behavior.

Question 11-12 answered research question three

How have their preferred violent films influenced their social behavior?

Question 11: Do you agree that violent films influence the character formation of adolescent?

RESPONSE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	50	37.9%
AGREE	40	30.3%
STRONGLY DISAGREE	30	22.7%
DISAGREE	10	7.6%
NO OPINION	2	1.51%
TOTAL	132	100%

The response in table 11, illustrated that violent films influence the character formation of adolescent because it has the highest percentage which is 37.9%

Question 12: Do you agree that violent films increase the crime rate in the society?

RESPONSE	FREQUENCY	PERCENTAGE
YES	105	79.5%
NO	27	20.5%
TOTAL	132	100%

Table 12, portrays that most respondents agree that violent films increase the crime rate in the society because it is of the highest percentage which is 79.5% while 20.5% do not agree.

4. 3 Testing of hypothesis

In testing the assumption in the research work, chi square test shall is used. The formula below is used to test the assumption stated in chapter one.

Formula for chi – square test of significance

$$X^2 = \frac{\Sigma\ o - e\ ^2}{E}$$

Where

O = Observed data

E = Expected frequency

e = sum of

The significance level is 5% or 0.5

The degree of freedom (df) for the various Chi-Square test of various assumptions would be calculated using the formula below.

Degree of freedom (df) = (r – 1) (c – 1)

Where r = number of rows

C = number of columns

Hypothesis

H_1 : Violent films influence the character formation of adolescent

H_2 : Violent films do not influence the character formation of adolescent

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	50	37.9
Agree	40	30.3
Strongly disagree	30	22.7
Disagree	10	7.6
No opinion	2	1.51
TOTAL	132	100%

The response in table 11, illustrated that violent films influence the character formation of adolescent because it has the highest which is 37.9%

Testing of Hypothesis

Response	O	E	O − E	$(O - E)^2$	$\sum \frac{O-E^{2}}{}$
Strongly agree	50	26	24	576	22.2
Agree	40	26	14	196	7.5
Strongly disagree	30	26	4	16	0.62
Disagree	10	26	−16	256	9.8
No opinion	2	26	−24	576	22.2
TOTAL	132				62.3

$$X^2 = \quad = \frac{O - E^{\,2}}{E} = 62.3$$

Degree of freedom (df) = (r − 1) (c − 1)

Where r = number of rows = (5 − 1) = 4

X^2 = calculated = 62.3

X^2 tabulated =9.4888=9.49 (4,0.05)

Decision rule

Since the calculated table figure is 62.3 and the significance level of 0.05 at 4 degree of freedom is 9.49. Therefore, we accept the alternative hypothesis which states that ''Violent films influence the character formation of adolescent because the tabulated value is less than the calculated value.

4.4   Discussion of findings

The result of this study "The influence of films on adolescent is an interesting revelation on how violent films influence the social behaviour culture and interaction among the adolescents:

What is the level of exposure of Osisatech boys' secondary school students? The data on table 6,7,and 8 were used to answer the research question. From the analysed data in table 6, the findings in this study showed that Osisatech Boys' are very much exposed to violent films. Table 7 shows that majority of respondents often watch violent films because it has the highest percentage. Table 8 conveys that majority of respondent agree that adolescent are exposed to violent film.

What type of violent films do adolescents of Osisatech watch?

It is also observed that Osisatech Boys' pay more attention to violent film. Table 9 shows that violent films influence adolescent with their peers. Table 10 shows that violent films induce aggressive tendencies on adolescent behavior.

How have their preferred violent film influenced their social behavior? Table 11 shows that violent film influence the character formation of adolescents because it has the highest percentage. Table 12 shows that most respondents agree that violent films increase the crime rate in the society because it is of the highest percentage.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the work, its conclusion, and the recommendation.

5.2 Summary of findings

The study's focus was to ascertain whether violent films can influence the behaviour of adolescents and ways in which will be taken to check the product which will be taken to check the product which causes harm to the society at large.

To authenticate the impact of violent films on adolescents, the method adopted was survey. The survey research method had questionnaire to 132 respondents, the findings were easily interpreted through frequency tables. The findings in this research reveal that 80% of the respondents were of the view that violent films have negative influence on Nigerian culture.

5.3 Conclusion

The basic conclusion drawn from the findings is that adolescents contact with films can be functional. Since socialization of the adolescents is inevitable for the betterment of the society, films should be of high moral standard. Therefore, regulatory bodies should monitor the type of films that produced every picture and words tell a story, no matter the way they are framed they are disseminating ideas.

Films should disseminate messages of positive intent for the sake of the adolescents socialization. The development of the adolescents can be psychologically, physically and socially enhanced positively and socially enhanced positively through production of films

with morally elevating themes. This is necessary because adolescents have taken film viewing as a pastime synonymous with life.

5.4 Recommendations

It is true that film to a large extent is a source of entertainment to the society, but it is most alarming that Nigeria home movie producers are more interested in the monetary gains they get from the business. The movie producers load all sorts of obscenity in their products not minding the effect, thus corrupting influence passes directly and indirectly the audience especially the youth and growing up children.

The researcher suggests that the nation should be concerned to bring to bear, ways of solving the cultural deterioration that emanates from the influences the films(movie) industry should be sanitized by joint efforts of the ministry of information, national orientation agency, non-governmental organization(NGO), parents and institutions of higher learning. Also the teaching of different cultural values in Nigeria should be included in the primary and post primary curriculum.

Moreover, people should constitute a committee that research more into these negative influence, conduct seminars and conferences sponsor bills to the national assembly so that Nigeria films censor board should be to save her from the slumber and help her grow new set of teeth to bite and not only bark.

Parents should monitor their wards to know the kind of films they watch, if possible watch with them to interpret the actual meaning of the films they watch and the government should also play a vital role by ensuring that not any how film is imported in the country. There should be a general re-orientation of the audience by the Ministry of Information to highlight and educate them on the implications of films.

Finally, film producers should endeavour to find out how educative films are in Nigeria. Answers should be sought for questions like "Are movies of moral or ethnical standards", also, researcher should find out how films can be presented to the public without exposing the easily impressionable mind of the adolescents too much (negative influences). This film should be treated as potential learning tools.

5.5 Suggestion for further studies

Futher studies should be conducted by the ministry of information to monitor the activities of films and video censor Board to make sure that they achieve the objectives for which they were set up. Furthermore, more attention should be paid on the student's academic activities to enable them improve academically thereby avoiding distractions that comes from films.

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Appendix - A

Department of Mass Communication

Caritas University

Enugu state

June 2013

Dear Respondent,

I am a final year student in the above department and school. I am conducting a research on "INFLUENCE OF VIOLENT FILMS ON ADOLESCENT SOCIAL BEHAVIOUR"

The study is in partial fulfilment for the award of B.Sc (Bachelor of Science) Degree in Mass communication of Caritas University, Enugu state.

I shall be grateful if you answer the underlisted questions to the best of your knowledge.

Every answer you give will be handled confidentially.

Yours Faithfully

Ogbonna Glory.C

Appendix B

Questionnaire

Part B- Personal data

Please tick "√" in the appropriate box that indicate that your answer to the question.

1. What is your gender?

   a) Male   ( )

   b) Female   ( )

2. What is your gender?

   a) 10-12   ( )

   b) 13-14   ( )

   c) 14-16   ( )

   d) 16-18   ( )

3. What class are you?

   a) Jss3   ( )

   b) Ss1   ( )

   c) Ss2   ( )

   d) Ss3   ( )

4. What is your educational qualification?

   a) Primary   ( )

   b) Secondary ( )

   c) Polytechnic ( )

   d) University   ( )

5. Do you have a video set in your house?

   a) Positive   ( )

b) Negative   ( )

6. How often do you watch films?

a) Daily   ( )

b) Weekly   ( )

c) Monthly   ( )

d) Yearly   ( )

7. What type of film interest you most?

a) Comedy   ( )

b) Horror   ( )

c) Violent   ( )

d) Religious   ( )

8. To what level do you agree that adolescent are exposed to violent films?

a) Strongly agree   ( )

b) Agree   ( )

c) No opinion   ( )

d) Do not agree   ( )

e) Strongly don't agree   ( )

9. Do you believe that violent films influence adolescent relationship with their peers?

a) Yes ( )

b) No   ( )

10. Are you aware that violent films induce aggressive tendencies of adolescent

behaviour?

a) Yes I am   ( )

b) Not at all   ( )

c) Not sure   ( )

d) It depends ( )

e) No opinion ( )

11. Do you agree that violent films influence the character formation of adolescents?

    a) Strongly agree   ( )

    b) Agree   ( )

    c) Strongly disagree   ( )

    d) Disagree   ( )

    e) No opinion   ( )

12. Do you agree that violent films increase the crime rate in the society?

    a) Yes ( )

    b) No   ( )