IMPACT OF NTA ENUGU ENTERTAINMENT PROGRAMMES ON YOUTHS IN ENUGU METROPOLIS

BY

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MC|2010|444

DEPARTMENT OF MASS COMMUNICATION

FACULTY OF MANAGEMENT AND SOCIAL SCIENCES

CARITAS UNIVERSITY

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TITLE PAGE

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A RESEARCH PROJECT SUBMITTED TO

THE DEPARTMENT OF MASS COMMUNICATION

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IN PARTIAL FULLFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE

(B.Sc) DEGREE IN MASS COMMUNICATION

Declaration

I, Igwurube Goodness Onyinye, hereby declare that this research work was written by me and has not been submitted or received anywhere for the purpose of acquiring a degree in Mass Communication.

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 Igwurube, Goodness O.   Date

Certification Page

I certify that this study was carried out by Igwurube Goodness Onyinye and it was approved by the department of Mass Communication, Caritas University, Amorji-nike, Enugu, as meeting the requirements for the award of Bachelor of Science, B.Sc (Hons) Mass Communication.

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External supervisor   Date

Dedication

This work is dedicated to God almighty, my strength. And to my parents Hon. and Mrs. Emmanuel and Grace Igwurube for their unending care and support, and to my ever caring siblings, God bless you all.

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My profound gratitude goes to God Almighty the creator of all mankind for his faithfulness, favor, grace and mercies towards me from the beginning of the academic session to the end. And for a successful project well done

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Table of Contents

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Abstract

This research work was aimed at analyzing impact of NTA Enugu entertainment programmes on youths in Enugu metropolis. The research method used was the survey method and questionnaire was the instrument. The findings from the questionnaire showed that entertainment programmes have negative influences on youths. After the findings, the researcher recommended that research should be carried out by television producers to measure the acceptability and effectiveness of their programme messages.

CHAPTER ONE

INTRODUCTION

1.1   Background Of The Study

The word "television" is derived from mixed Latin and Greek word meaning "far sight". It is a widely used telecommunication used for transmitting and receiving images, either monochromatic (black and white) or colored, usually accompanied by sound.

According to (Ogbuoshi, 2005), "Television is an electronic system that is used to convert moving images and sound into electric signal, which are then transmitted by radio waves or by cable to a distance that convert the signal back to images and sound". He also defined television "as a system for transmitting moving pictures of a scene over long distances by radio and reproduced on receiving instruments". When news or any speech is made the person reading or making the speech can be seen over the television screen. A television camera changes the area of light and shade in a picture into electric currents of different strengths. The currents are transmitted by the radio and they are picked up by a receiver.

The receiver changes them back into the areas of light shade, which appears as a picture on the screen of a television set. The television has the ability to communicate simultaneously through sounds and pictures. It shows immediately realities of what is happening at the time it is happening and this makes it the darling of the household members and hastens the learning process if effectively used. (Antonoff, Michael 2009), defines television "as a system of sending receiving pictures and sounds by means of electronic signals transmitted through wires and optical fibers or by electromagnetic radiation.

History of Television in Nigeria

Nigeria entered the world of television broadcasting in 1939, when its Western region adopted television broadcasting. This was one hundred years after the first print medium appeared in the soil of what is now known as Nigeria. As the history of radio broadcasting in Nigeria, television has a political undertone. The Macpherson constitution of 1951 contained some flaws, one of those notable flaw was the absence of a responsible government at the centre e.g. the ministers were not given portfolios and neither was there a leader of government business. Again, the existence of regional ethnic politics weakened the central legislature e.g. the representatives at the centre were to their regions.

Moreover, the constitution still provided for an all-powerful governor with veto power and power to legislate on any matter in the country. All these anomalies attracted the attention of other national leaders who rose up in unison to condemn the provision of the constitution. Outstanding among the politicians was Chief ObafemiAwolowo who described the constitution as a "ram shackled and a retrogressive movement to an independent nation". The then British governor went to NBS (Nigeria Broadcasting Service) to make a broadcast in defense of the constitution.

During the broadcast he accused Chief ObafemiAwolowo as being unfaithful, Awolowo then demanded equal time from the NBS to offer a rebuttal of what the governor general said. The NBS denied him the request. This led to the agitation, not only for the incorporation of the NBS as public property, but also for eventual establishment of separate individual regional broadcasting system independent of federal government

control. A member of the Action Group (AG) in the parliament moved the motion to make the NBS a statutory corporation.

As a way of venting his own spleen to the colonial administration, the leader of the Action Group (AG) and premier of the Western region, Chief ObafemiAwolowo, set up his own broadcasting system in 1959. Thus, on October 31, 1959, the first television station not only in Nigeria, but also in the centre of Africa, started in Ibadan. It was commissioned in as radio-vision by the Western region government ostensibly for easy administrative co-ordination. At first in 1959, the Nigeria Broadcasting Service was in view of a constitutional change, and was upgraded to a corporation by the Western government. The constitution had by this time permitted regional government to set up their own broadcasting services.

Swinging into action, the western region went into partnership with a foreign based firm called Overseas Redifussion. This was preceded in 1959 by a specifically designed corporate name of a Western Nigerian Government Broadcast Corporation (WNBC), which it gave to the up starting radio station, this foreign firm in 1959, therefore assisted government in taking a step further to establish a television station. Hitherto, it had been a radio station all through. Red Infusion Ltd in conjunction with the regional government then set up the Western Nigeria Radio Vision Services Ltd, to facilitate the commencement of television broadcasting.

The term "radio-vision", as used here, implied that what he has always been concerned with radio services alone would now been television services. This idea was by no means revolutionary, first, for the government that brought the idea, and secondly, for the people, whose exposure to modern inventions was merely by the grace of a regional

government loaded with strong visions. At this period, the idea of a radio, much more a television service, was more of a tale from the moon to the other two regions in Nigeria, namely the Northern region and the Eastern region. In fact, what later became NTA Ibadan was the first television in Africa.

Brief History of the Nigerian Television Authority (NTA)

The history of the NTA can be traced back to the history of the Western Nigeria Television (WNTV) officially opened on 31, October 1959. The maiden broadcast was made in Ibadan on 1 November, 1959. Being the first television station in Nigeria and indeed the whole of Africa, it was highly coveted by other regional and federal government.

In 1961, the National Council of Nigeria and Cameroon (NCNC) government of the Eastern Region established the Eastern Nigeria Television (ENTV). This was followed by the establishment of the Radio Television Service (NTS) on April 1, 1962. According to Duyile (2005), the federal government made it quite clear that although the new stations would first be restricted to Lagos, it would later established in Enugu, Ibadan and Kaduna. However, following certain political developments in Nigeria thereafter which culminated in the creation of states, the NTS changed its name to NBC-TV, and was established in all states including Jos, Kano, Port Harcourt and Sokoto. Apart from these federal controlled stations, the states themselves agitated for creation states-owned television stations. According to Umeh (1989),

> "The creation of new states caused a new wave of sectional consciousness referred to as "statism". Every state wanted its own facilities, a university,

a polytechnic, a college of education, a teaching hospital, its own radio

and television stations, and so on".

Bendel state took the lead in this new wave of television acquisition and its state-owned

television broadcasting in Nigeria, with the promulgation of Decree 24 0f 1977, backdated to

1976. The Decree gave birth to the merging of all existing federal and state owned stations under

the NTA. Its establishment was the first attempt by the federal government to have a centrally

financed and coordinated television industry. It was born out of the successful experiment of

pooling together all the broadcasting agencies in the country. This resulted in the formation of

the Broadcasting Organization of Nigeria (BON), to provide effective and coordinated coverage

for the second All-African Games hosted by Nigeria in 1973. With the successful takeover of all

television services in Nigeria, the federal government had the opportunity to nationalize

television programming. Duyile (2005:297) writes

> *This new chapter brought the "Network services" in which all the viewers in the country are treated to the same programme on television screens. There is therefore a national policy that has to be carried by all public television stations. The network service of the NTA is a compulsory service to be observed by all state television services. The 9pm news every evening on the NTA is viewed nationwide.*

The NTA was renamed in 1979 and called the NTA ACT. Interestingly, the 1979 constitution

gave the Nigerian president the power to allow state governments, organizations and individuals

to operate television stations, Anambra, Ondo, Bendel, Imo, Lagos, Plateau and Kano states

together with the 22 NTA stations (Umeh, 1989).

Since then, the NTA has grown in leaps and bounds with the proliferation of stations, not only in

the 36 states of the federation, but also in major towns across the states of the federation.

Although, there has tremendous growth in the number of television stations in Nigeria (federal

controlled, state-owned and private stations), the federal government dominates the television landscape with 95 stations (one national channel and its 94 local affiliates) across the country, one could say that the NTA has penetrated the Nigeria populace as shown by the slogan: NTA the largest network in Africa.

Who Is A Youth?

Beegle (1965) defined youth as all who fall between the ages of 15 and 24 years. Braungart (1974) simply defined youth as all who fall under the age of 30years.

Dreyfus (1972) uses the term students, youths and young people interchangeably and settled down to define them as those people between the ages of 16 and 25 who are actively involved in the world and are concerned with effecting change in their own lives and the world around them.

According to the International Labour Office Report on rural youths in Kenya (1968), the definition of youths is restricted to the graduates from primary schools, but additionally, young people in secondary schools, training centers, villages polytechnics, youth centers and agricultural institutions.

Gachuchi (1974) believes that youth falls between the ages of 14 and 21. According to him, at 14 which is lower limit, youths enter puberty and can reproduce and may have sexual experiences and hence can be questioned on such issues. He further looked at 21 as the upper limit because as he observed several countries recognize this age as the age at which young people become responsible legally for their actions without the endorsement of guardian or consent of parents.

Still on the attempt to answer who a youth is, Gills (1974) recalled the French and German words; "garcon" and "knable" both refer to a boy as young as 6 and as old as 30 or 40. In both

countries, the term "boy" still carries traces of this original double meaning of "servant" and "boy" more especially in Irish peasants who call unmarried property less men as boys regardless of their age.

Ifeanyichukwu Okonkwo (1990), youths are usually a generational age grouping that share common ideas, historical perspective, and are always influenced by a universal and unique national and international experience. He said, "They are usually those young men and women under the age of fifty as the case may be as per consideration in each nation".

The Nigerian Youth

A Nigerian youth is characterized as a person who has a Nigerian father and can trace his ancestry lineage to a village in Nigeria. He does not live in isolation. If he does, he will die. In fact, if any other nation's will quickly die in isolation, the Nigerian youth will die even quicker because he never likes to be alone. Our culture encourages him to be with his father, mother, brothers and sisters.

A Nigerian youth is characterized as a parson likely to show a trait of strong desire to move up the social ladder of events. A Nigerian youth is a person who is still worrying about what he would be in life tomorrow; he is mainly concerned about mundane things of the world, how to change society as a whole to suit his taste of life. But, he is still materially dependent on his parents or other adults and to some extent need adult supervision in his daily life activities.

A Nigerian youth often tends to identify with several aspects of adult life though depending on his temperament. Many of them tend to identify with adults of strong characters who are disciplined, successful, mentally alert and organized. Family stability as well as breast feeding is

very important to a Nigerian youth, so as to prepare the youth to reason like normal human being instead of thinking like an animal; especially the untamed ones (Obasi, 2014).

1.2   Statement Of The Problem

Dayo (1999) said that without feedback uncertainty persists; feedback therefore enables the sender and receiver of the information- that is the message, to feel more confident about the accuracy of the message. It is speculated that most producers of television programmes do not conduct research to measure the acceptability and effectiveness of their programmes.

Since research is a systematic search for knowledge, the primary aim of this study is to know the effect of entertainment programmes (especially on the youths).

1.3   Objectives Of The Study

The study has the following objectives:

1. The study aims at ascertaining the impact of television in making attitudinal changes in youths in Enugu metropolis.
2. To let people know the indirect contributions made by entertainment programmes on youth development in Enugu state.
3. To find out whether NTA Enugu's entertainment programmes contributes negatively or positively to youth behavior changes in Enugu metropolis.
4. To make recommendations where necessary and to see if these programmes can be repackaged when its objectives are not achieved.

1.4   Research Questions

1. Is television as a medium of communicating messages capable of making attitudinal changes in youths in Enugu metropolis?

2. What indirect contributions have entertainment programmes made on youth development in Enugu state?

3. Does NTA Enugu's entertainment programmes contribute negatively or positively to youth behavioral changes in Enugu metropolis

4. Are the public especially the youths pleased with the entertainment programmes of NTA Enugu network centre?

1.5   Significance Of The Study

This study will help researchers with more information on the impact of entertainment programmes on youths in Enugu metropolis. It will be relevant in assisting students in understanding the diversity of the broadcast media. It will provide relevant materials for students and other researchers undertaking similar research.

1.6   Scope Of The Study

This research study will specifically focus on the study of variables like age, sex, educational qualifications, socio-economic status etc that will determine or influence the viewers understanding of these programmes.

   This study will be focused on Enugu urban towns as its area of study. These areas have been stratified thus;

*   New haven

*   Uwani/ Trans-Ekulu

*   Government Reserved Area (GRA)

- Asata/ Ogui and

- Independence Layout

  The researcher was constrained by the following handicaps in the course of her investigation

a) Materials- reference materials

b) Financial constraints

c) Time frame

  The essence of this research study is to primarily study the impact of entertainment programmes on youths in Enugu metropolis. This research tends to focus on youths of the urban towns for easy analysis of data. This will reduce cost and avoid complexities that may arise as a result of having a very large population. But since in most cases the characteristics of youths are generally similar, the research findings will be generalized to include youths in the whole of Enugu state.

1.7   Definition Of Terms

Operational Definitions

Impact: The capacity to have a powerful effect on the character, development or behavior of someone or something or affect itself.

Entertainment: a planned television programme designed to relax its audience.

Youths: a young adult between the ages of 14-30 years.

Enugu Metropolis: the urban towns of the capital of Enugu state in Nigeria.

CHAPTER TWO

Review of Related Literature

2.1   Introduction

This study focuses on the impacts of "youths today" an NTA Enugu   entertainment programme on the educational behavior of youths in Enugu metropolis. My sources came from relevant books, journals and periodicals, reports, internet, abstracts that relate and are relevant to the study.

2.2   Review of Concepts

The following concepts were reviewed in this research work

1. Concept of Television programmes and programming
2. Concept of Youth development
3. Concept of Human behavior

2.2.1   Concept of Television Programmes and Programming

A television programme showis a segment of content intended for broadcast on television. It may be a one-time production or part of recurring series.

A television series that is intended to comprise a limited number of episodes is usually called a miniseries on serial. Series without a fixed length are usually divided into seasons or series, yearly or seasonal set of new episodes. While there is no defined

length, US industry practice tends to favor longer seasons than those of some other countries.

A one-time broadcast may be called a "special" or particularly in the United Kingdom a "special episode". A television film (made-for-TV-movie), is a film that is initially broadcast on television rather than released in theaters or direct-to-video, although many successful TV movies are later released on DVD.

A programme can be either recorded, as on video tape or other various electronic media forms, or considered live television.

Formats of Television Programming

Television programming may be fictional (as in comedies and dramas), or non-fictional (as in documentary, news, and reality television), It maybe topical (as in the case of a local newscast and some made-for-television movies), or historical (as in the case of documentaries and fictional series). They could be primarily instructional or educational, or entertainment as in the case in comedy and game shows.

A drama programme usually features a set of actors in somewhat familiar setting. They programme their lives and their adventures. With the exception of soap operas, many shows especially before the 1980's, remained static without story arcs, the main characters and premise changed title. If some change happened to the characters lives during the episodes, it was usually undone by the end.

Common television programme periods include regular broadcast (like news), series (usually seasonal and outgoing with duration of only a few episodes to many seasons), or

miniseries, which is an extended film, usually with a small predetermined number of episodes and a set plot and timeline. Miniseries usually range from about 3 to 10 hours in length.

Genres of Television Programmes

Scripted Entertainment

- Animated
- Award shows (partially scripted)
- Dramas – which includes:

    Action- adventure or thriller

    Comedy- drama

    Legal drama

    Medical drama

    Police procedural

    Political drama

    Science-fiction/ fantasy/ horror/ supernatural drama

    Serial drama

    Soap opera

    Teen drama
- Miniseries and Television movies
- Comedy

    Mock documentary

    Satire

Sitcom

Sketch comedy

Unscripted Entertainment

- Game shows

- Reality

- Talk shows

- Talent shows

Informational

Infomercials- paid advertising spots that are up to an hour long

- News programmes

- Documentaries

- News magazines- dealing with current affairs

Production of Television Programme

The executive producer, often the show's creator, is in charge of running the show. They pick the crew and help cast the actors, approve and sometimes write series plots (some even write or direct major episodes), various other producers help to ensure that the show runs smoothly.

As with film making or other electronic media production, producing a television programme can be divided into three (3) parts. These parts are:

Pre-Production

Pre-production begins when a script is approved. A director is chosen to plan the episode's final look.

Pre-production tasks include storyboarding, construction of sets, props, and costumes, casting guest stars, budgeting, acquiring resources like lighting, special effects, stunts, etc. Once the show is planned, it must then be scheduled; scenes are often filmed out of sequence, guest actors or even regulars may only be available at certain times. Sometimes the principal photography of different episodes must be done at the same time; complicating the schedule (a guest star might shoot scenes from two episodes on the same afternoon). Complex scenes are translated from storyboard to animatics to further clarify the action. Scripts are adjusted to meet altering requirements.

Some shows have a small stable of directors, but also usually rely outside directors. Given the time constraints of broadcasting a single show might have two or three episodes in principal photography, a few more in various stages of post-production. The task of directing is complex enough that a single director can usually not work on more than one episode or show at a time, hence the need of multiple directors.

Principal Photography

Principal photography is the actual filming of the episode. Director, actors and crew gather at a television studio or on location for filming or videoing a scene. A scene is further divided into shots, which should be planned during pre-production. Depending on scheduling, a scene may be shot in non-sequential order of the story. Conversations are filmed from the opposite perspective. To complete a productionon time, a second unit may be filming a different

scene on another set or location at the same time, using a different set of actors, an assistant, a second unit crew. A director of photography supervises the lighting of each shot to ensure consistency.

Post Production

Once principal photography is complete, producers coordinate tasks in video-editing. Visual and digital video effects are added to the film, this is often outscored to companies specializing in these areas. Often music is performed with the conductor using the film as a time reference (other music elements maybe previously recorded). An editor cuts the various pieces of film together, adds the musical score and effects, determines scenes transitions, and assembles the completed shows.

Functions of Television Programmes

Television programmes are planned and organized on-screen activities that have the capacity to orientate, educate, entertain, enlighten and mobilize the psyche of people in addition to becoming a channel for exchange of information, knowledge and values. (Herald, 1984).

From the above definition of television programmes I came up with some of its functions and they include:

Information

One of the importances of television programmes is access or gain of information. Television programmes of whatever genre is used to pass information to the viewer and in turn inform the viewer about the happenings in the society, report the activities of the government to

the masses, inform them about new policies and programmes of the government, issues of global concern will be accessible to the viewers through various television programmes.

Information is indispensable in television programmes because facts, ideas, opinion, beliefs, norms and news are been given out to the viewers.

Mobilization

Mobilization could be defined as a process of change, mobilization therefore, serves as a vehicle for galvanizing the masses into some kind of action, and the objective of which the masses must remain committed to.

Mobilization is another vital element in media (television) development process. Infact, the successful participation of the people and the attainment of self-help in the enhancement of the well-being of the masses are hinged on effective mobilization. Experiences have shown that the success of any television programme is dependent on the massive and total involvement of the masses and the whole utilization of all available resources for the resolution of the problem confronting the masses.

Education

Education is one of the functions of television programmes in the sense that some programmes tend to educate the viewers and develop the minds of the viewers.

Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching or research. Therefore, any experience that has formative effect on the way a person thinks, feels or acts may be considered educational.

Example of television programmes on NTA Enugu are African pot- where different delicacies of the African continent are taught, Super story, Speak out, Edge of paradise and Do it yourself.

PROGRAMMES	DAYS	DURATION
African Pot	Saturdays	8:00-9:00pm
Super story	Thursdays	8:05-9:00pm
Speak out	Mondays	2:00-3:00pm
Edge of paradise	Tuesdays	8:00-9:00pm
Do it yourself	Fridays	5:00-5:30pm
Ezi na ulo	Tuesdays	5:00-6:00pm

Cultural Transmission

-Refer to the media's ability to communicate norms, rules and values to the society.

-Transmission of values from one generation to another or from the society to its newcomers.

-Expressing the dominant cultures and recognizing subcultures and new cultural development.

-Forgoing and maintaining commonality of values.

Entertainment

The television programme content always provides relaxation moment for the viewer. Some television programmes helps to reduce tension and stress after a hectic day.

One can relax and watch television programmes to relax his or her memory, a viewer may decide to watch a comic play or funfair and drama. Some of the television programmes that can be used to while away time or soap operas, super story, funtime, drama and music videos, these are all good sources of entertainment to a television programme viewer.

2.2.2   Concept of Youth Development

What Is Youth Development?

Youth development is the process of growing up and developing one's capacities in positive ways. This typically takes place in the context of the family, the peer group, the school and the neighborhood or community.

Many young people do not have the advantages that promote optimal, healthy development of the body, mind and spirit. Many youth do not have opportunities to experience positive stimulation for growth or nurturing support from family, friends and community. Youth development is a natural process, but it cannot be left to chance. As the Youth Development Committee of the Lilly Endowment noted (Pittman, June 1991):

> *Youth development ought not to be viewed as a happenstancematter. While children can, and often do, make the best of difficult circumstances, they cannot be sustained and helped to grow by chance arrangements or makeshift events. Something far more intentional is required: a place, a league, a form of association, a gathering of people where value is placed on*

continuity, predictability, history, tradition, and a chance to test

out new behaviors.

The Role of the Family in Youth Development

Andrew Billingsley's essay on 'the structure and functions of Negro family life' published in Bert Adams and Thomas Weirath edited work: Reading on the Sociology and Family (1971), defined family as a group of persons related by marriage or ancestry, who live together in the same household. According to him, a nuclear family is confined to husband, wife and their children. He was of the opinion that the socialization of children remains the most exclusive domain of the family.

Derek Miller in his exposition published in Katherine Elliot's edited book: The family and its future (1970) quoted the 19th century psychologist Freud saying that for normal human development, the only significant social group necessary was the nuclear family unit of father, mother and siblings. He further quoted another psychologist, Bowby who wrote, "a child's tie to his mother is a product of a number of behavioral system that have proximity to mother as a predictable outcome". This is so because we have various types of families.

Under any structural arrangement or type of family, it is within the intimate circle of the family that the child develops his personality, intelligence, aspirations, and indeed, his moral character. Therefore, family should start early in life to teach the children. In his essay, "Future family patterns and Society", Francois Raveau, in Katherine Elliot (1970), believes that the family has a number of functions besides the biological ones of the conception, gestation and rearing of children, and subsequent socialization of the

children. And the family cannot escape from this obvious responsibility. Family, as a matter of necessity should maintain the basic physical and social integrity of the family members, this function otherwise known as "instrumental function", means that the parent of the child should provide him with food, clothing, shelter and of course, health care among many other immediate needs of the child. Another serious but obvious function of the family is that it is designed to maintain and enhance the socio-emotional relationships and feelings among family members. This singular role sets rolling the socialization trend in the child as the socialization of the children remains the most exclusive domain of the family.

The parental role in youth development starts a birth. Even before birth, Fabian Rouke, in William Bier (1963) observed that people are different, and differences depend upon each child's prenatal period. Then at birth, the child's first response to external stimulation depends upon these physiological factors, which centers on "Id". The "Id" drives in a child or even adult are completely selfish and demand immediate gratification. Id constitutes a personality at birth, as the child grows he develops the "ego" that is the "me" or the "self". This trait makes the child to differentiate himself from his surroundings: and he begins to sense that some of the frustrations of his needs are not inevitable, due to reality, but are due to the wishes of his parents, who can stop the activity either by removing him from a spot, or by removing an object they consider harmful to him or by verbal instructions asking him to do something from being harmed or by physical punishment.

From the above analysis and discussions, one can clearly understand the obvious roles family could play in youth development, as there is no youth development without a

family. But what becomes difficult is the type of family a child comes from, because without proper understanding of the child's family history, it might become a serious problem to control and nurture a child into a developed youth.

The Role of the Society in Youth Development

The common definition of the term "society" is a group of people who have common idea, opinions, views, beliefs etc. living in a particular geographical location. According to Jerry Rose (1975), it is a sort of entity that a person may live in. By this assertion, society is exterior to the individual in that it exists independently of and often inspite of his own will. This means that society remains while individual who lives in it comes and goes. Fred Milson (1972) observes that the society in which the adolescent has been brought up and lives, shapes the adolescent's tasks: what particular battles he may fight and win to achieve adulthood; what he must strive for; what symbols will be of achievements, status and acceptance; as well as the duration and intensity of the experience. Society ought to be a place where there are norms; that is socially acceptable ways of behaving in given situations to which most of us usually conform.

Fred Milson then remarks that human society is a place where the individual members are each occupying a number of statuses and fulfilling a number of roles and these usually relates to occupation, age, sex and kin. A French sociologist, Auguste Comte observed that men would learn that society has a natural constitution, the laws of which must be understood before it can be regulated in any effective way. Since society is governed by natural constitution, otherwise known as culture, norms and tradition, we should agree with the submission of Tylor. He defines culture as quoted in Jerry Rose

(1971) as "the complex whole which includes knowledge, belief, art, moral, law, custom and any other capabilities acquired by man as a member of society". Culture therefore, functions to liberate or limit man's purposes and activities in the society. And any society without rules, norms, culture and tradition to define the right or wrong behavior would very much be like a heavily travelled street without traffic signs, and so chaos would be the result.

Society as a social system has a lot to contribute in youth development. Human society in itself is still undergoing some changes in the form of alternation, modifications, wiping out etc. So, man is shaped b the society. Therefore, the effect of socialization is that man imbibes or fails to imbibe the social values, norms and belief systems.

THE Role of Youth Organization in Youth Development

The concept of "youth organization" accentuates various groups where a youth finds himself on the course of his development into maturity and manhood. There are many divergent in nature and form; natural or constitutional and above all, normally do not isolate themselves from other agents of youth development. Youth organization started shortly after the children can play on their own without much involvement from their parents and other family senior members. The organization can be by visitation that is members of the peer group visiting one of the groups in their parent's apartment or house. Such group visits could develop into rotational visitation, as they visit one another regularly and at most convenient times, whether with parents approval or not.

Therefore, peer group is one of the youth organizations formed involuntarily. The group came to exist simply because the youth felt they were born within similar age

brackets and so can fellowship with one another, or as a group. From this fellowshipping, most especially in the traditional set villages, the group develops into age grades. These age-grades performs such developmental functions like rotational farm work for member' parents, mainly mothers or step-mothers. From then, leadership etiquette starts to develop in them. Organizational ability also sets in, as they learn how to organize their farm work; how to share portions of farm work among themselves for cultivation and so on.

The young adult now belong to an organized group, with a name, rigid rules and clearly defines power structure. According to Arthur Jersild (1994) they determine what "goes", they influence the moral climate, decide the proper way to dress, develop their own lingo and rules of etiquette.

Apart from these involuntary youth organizations there are many other organized and voluntary ones. They include Boy Scouts, Girls Guide, Student Union Body, various non-governmental youth organizations both uniformed and non-uniformed etc. Many of such youth organizations have village outlook, town outlook, local government, state government, national and even continental outlooks. In their more organized outfit they fall under one parent body or another. For instance in Nigeria, the National Youth Council (NYC) has its affiliates, many voluntary youth organizations. We equally have Pan African Youth Movement, West African Youth Union and World Assembly of Youths. These voluntary youth organizations have nothing or little to do with the government but often perform the functions of pressure groups on matters concerning the youth in particular and society at large.

For youths to see themselves as truly the leaders of tomorrow, to imbibe the spirit of hard work as the only accepted path to greatness and to have limit to viewing erotic films and accepting foreign cultures and so on, they need to belong to any of such organizations.

The Role of Government in Youth Development

Mary Turner, Cathryn Long, John Bowes and Elizabeth Lott (1986) see government as those who take part in ruling the people of a state. They were of the view that a citizen is a member of a group under the rule of a government. And since a youth is a citizen of a state where government rules, governance affects the youth. And so, government as a matter of necessity has to come up with policies and programmes geared towards enhancing youth development. In Nigeria particularly, government has initiated various youth programmes that are tailored to prepare youth for self-employment, self-actualization in life, self-reliance, and above all, to have confidence in government and in the future. Government has equally set up various youth departments, ministries and agencies entrusted with the responsibilities of developing trades, professions, work and other area of life.

The Nigerian federal government has the Ministry of sports, youth and social welfare at federal level and similar ministries established at state levels. In each of such ministries, there is a department known as youth department. The department is entrusted with the responsibilities of:

a. Organizing the youth into a dynamic force for both state and national development.

b. Ensuring the participation of the youth in socio-economic and cultural development of the society.

c. Inculcating the virtues of patriotism, discipline, selfless service, honesty and integrity in youths.

d. Inculcating in the youth leadership and fellowship values and adherence to values, norms of social responsibilities and public accountability.

e. Involving the youth in decision making policies at appropriate levels.

f. Providing opportunities for vocational training that is geared towards self-employment in youths.

g. Inculcating the spirit of adventure, bravery and resourcefulness in youths.

h. Promoting the development of individuals' talent and a keen sense of inquiry and achievements etc.

In addition to this ministry, government has encouraged the establishment of the National Youth Service Corps (NYSC) an interactive youth training programme for graduates of universities, polytechnics and colleges of education. This compulsory national service for our tertiary institutions and universities graduates established in 1976 has since recorded noticeable impacts on Nigerian youths as it has contributed in denouncing the evil aura of ethnicism and tribalism in our youths and encouragedthe spirit of one Nigeria, common identity and uniform life among the corps members, more especially in the orientation camps.

Whether these youths programmes are not directly under the sponsorship of the government, government subvents them or sees that it maps out good policies to ensure their existence and functionalities. So, the contribution of

government is enormous but what always stands against such good policies and programmes remains the child's family historical antecedent.

2.2.3   Concept of Behavior

What Is Human Behavior?

Human behavior according to Richard M. Lerner "is the potential and expressed capacity for physical, mental, and social activity during the phases of human life".

Human beings like other animal species, have a typical life course that consists of successive phases of growth, each of which is characterized by a distinct set of physical, physiological, and behavioral features. These phases are prenatal life, infancy, childhood, adolescence, and adulthood (including old age). Human development, or developmental psychology, is a field of study that attempts to describe and explain the changes in human cognitive, emotional, and behavioral capabilities and functioning over the entire life span, from fetus to old age.

Human behavior refers to the range of behaviors exhibited by humans and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and genetics.

The behavior of humans fall within a range, with some behavior being common, some usual, some acceptable, and some outside acceptable limits. In sociology, behavior in general is characterized as having no meaning, being not directed at other people, and thus, is the most basic human action. Behavior in this general sense should not be mistaken with social behavior, which is a more advanced

action, as social behavior is behavior specifically directed at other people. The acceptability of behavior depends heavily on social norms and is regulated by various social controls. Human behavior is studied by specialized academic disciplines of psychiatry, psychology, social work, sociology, economics, and anthropology.

Human behavior is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith, and attitude. Behavior is impacted by certain traits each individual has. The traits vary from person to person and can produce different actions or behavior from each person.

Factors That Can Influence Human Behavior

1. **Genetics:**

    Long before Charles Darwin published his book on the "Origin of species" in 1859, animal breeders knew that patterns of behavior are somehow influenced by inheritance from parents. Studies of identical twins are compared to less closely related human beings, and of children brought up in adoptive homes, have helped scientists understand the influence of genetics on human behavior. In the study of human behavior, genetics is still developing steadily with new methods such as gnome- wide association studies.

2. **Social Norms**

    Social norms, the often-unspoken rules of a group, shape not just our behaviors but also our attitudes. An individual's behavior varies depending on

the group(s) they are a part of, a characteristic of society of society that allows norms to heavily impact society.

Without social norms, human society would not function as it currently does, humans would have to be more abstract in their behavior, as there not be pre-tested "normal" standardized lifestyle and individuals would have to make many more choices for themselves. The institutionalization of norms is, however, inherent in human society perhaps as direct result of the desire to be accepted by others, which leads humans to manipulate their own behavior in order to "fit in" with others. Depending on their own nature and upon one's perspective, norms can impact different sections of society both positively (e.g. eating, dressing, salutation) and negatively (e.g. racism, drug use, materialism).

3.   Core faith and culture

Another important aspect of human behavior is their "core faith". This faith can be manifested in their forms of religion, philosophy, culture, and/or personal belief and often affects the way a person can behave. It is only natural that something that plays such a large role in society to have an effect on human behavior. Morals are another factor of core faith that affects the way a person behaves. Emotions connected to morals including shame, pride, and discomfort and these can change the way a person acts. Most importantly, shame and guilt have a large impact on behavior.

Lastly, culture highly affects human behavior. The beliefs of certain cultures are taught to children from such a young age that they are greatly affected as they grow up. These beliefs are taken into consideration throughout daily life, which leads to people of

different cultures acting differently. These differences are able to alter the way different cultures are able to interact and act.

4. Attitude

An attitude is an expression of favor or disfavor toward a person, place, thing, or event. The interesting thing about an attitude and human beings is that it alters between each individual. Everyone has a different attitude towards different things. A main factor that determines attitude is likes and dislikes. The more one likes something or someone the more one is willing to open up and accept what they have to offer. When one doesn't like something, one is more likely to get defensive and shut down. An example of how one's attitude affects one's human behavior could as simple as taking a child to park or to the doctor. Children know they have fun at the park so their attitude becomes willing and positive, but when a doctor is mentioned, they shut down and become upset with the thought of pain. Attitude can sculpt personalities and the way people view who we are. People with similar attitudes tend to stick together as interests and hobbies are common. This does not mean that people with attitudes do not interact, because they do. What it means is that specific attitudes can bring people together.

Attitudes have a lot to do with the mind which highly relates to human behavior. The way a human behaves depends a lot on how they look at the situation and what they expect to gain from it. Positive attitudes are better than negative emotions that most of the time can be avoided. It is up to humans to make sure their attitudes positively affects the behaviors they want to show. This can be done by assessing their attitudes and properly presenting them in society.

Impacts of mass media on human behavior

The word "mass media" indicated media as visual and glamour's and the mass means people. Both terms put together means visual people, glamour's people and known transport reflection.

Human behavior is what and how human behave. It is influenced by both hereditary and environment. Hereditary will be transferred to a person through genes and environment refers to the place the individual is found.

There are a lot of connections between media and human behavior. Media has a lot of influences in human beings, where there is a change in the lifestyle of the people.

Because of the media people are able to gain knowledge in a broader sense and also get to collect information of the world in the fraction of a second.

Can the media affect and influence youth behavior

Obviously yes, one may quickly answer to the above posed question. "Obviously" in the sense that youth maintain a straight line of thinking ideology, they hardly can argue especially if what they learnt impresses them outwardly. They never would want to find out how the inside (other side) of what there was on screen or read about on the paper look like before they jump into conclusion. Werner and James (1987) believe that Bullet theory attributed great power of propaganda during the World War 1. Also, Lilly and Lilly (1976) agree that we have all been educated on the fantastic power of the media in changing public opinion. Media tend to influence behavior, whether that of youth or adult, provided we are exposed to them.

Mass media provide the youth with three (3) functions that definitely affect their lives. They include an excuse for youth being together while watching an interesting film, television programmes and home-made videos, that opportunity afforded the youths the common experience to talk about. Take time off to observe a group of youths after watching few new home-made video films; watch their behaviors, talk and reasoning. They always try to imitate in words, actions or other exhibitions, some actors and major actresses in the films.

Again, mass media especially broadcast media offer a youth an information source which often help them with their academic works by providing them with likely classroom topics and materials. Students, very often, develop their research topics from what they heard, listened and viewed from the media. This means that life changing source takes off from what the media gives us as iceberg.

At times, media provides the youths with entertainments, which affects their causal relaxation times. Entertainment has remained the role of the mass media that youths find easiest to talk about all the time. (Obasi, 2014).

2.3   Review of related studies

i. Benson, (1998). Media Exposure: Impact of video films on Children and Adolescent in Lagos State. Unpublished Ph.D. Thesis, University of Lagos.

Posited in his research methodology of the negative effect of home video in Nigeria that, "many of his research respondents consider video films as corrupting their children".

Also in his research, he buttressed the fact going to the movies will continue to be important dating activity for youths who seek to avoid the confines and supervision of the house.

Since home video is easily accessible, it was mostly patronized by the younger generation, and if the message is not well placed it will be misinterpreted by them. He discovered that films, although not strictly home videos as a medium of education, increase moral value, reduces stress and preserves the culture of the society, can also have negative influences. It has gone a long way in misleading the audience especially youths in getting addicted to alcohol and smoking.

In a survey conducted it was discovered that more than three-quarter of the respondents (78.8%) watch video films, (15.6%) of the respondents watched for the reason of getting educated, (32.2%) respondents indicated that films taught them how to react to everyday situations. Only (12%) respondents watched for entertainment value of films, (19.05%) said the films they watched had an influence on the way they behaved towards their friends.

Political leaders too have expressed concern over the overriding influence of home videos on the social behavior of youths, to them; movies corrupt the minds of young people and glamorize deviant behaviors.

He came to the conclusion that systematic investigation, study and examination of the effects of home videos on youths will be of great significance.

ii. Ajenu, (2006). Impacts of soap opera on Benue state university students.
A paper presented at Benue state university.

This study was aimed at assessing the influence of the television soap opera "everyday people" on the students of Benue state university. The researcher used the survey method in conducting his study and as result administered questionnaire to his respondents.

At the end of his enquiry, the researcher concluded that soap operas an entertainment programme on television had an overwhelming effect on youths generally as they desire to identify and emulate a character presented to all forms of pro-social, ideas and attitudes.

iii. Okezie, (2007). Influence of home videos on Nigerian youths. Unpublished Ph.D thesis, Abia State University, Uturu.

He buttressed the fact that youth between the ages of 18 and 22 prefer home videos and movies that tends to depict criminal tendencies. He discovered that some youths spend long hours at a stretch watching films and its likely to narcotize people to an extent that they would they could forget something happening around them, any which could be inimical.

In a survey conducted he discovered that 70% of youth prefer home video films that show aggressive behaviors. He concluded that viewing aggressive films or television programmes is likely to arouse youth's impulse to some degree and are likely to have aggressive behaviors.

iv. Comstock, G.A, (2013). Television and human behavior. Unpublished Ph.D thesis. Kingston University, London.

He posited that media plays a very important role in creating awareness. There are certain issues which remain untouched among youngsters as they feel guarded concerning it. Media being one of the important means to reach out to the masses and influence their thinking and decision making, only to the positive media cannot attract attention of the masses, and to gain viewership.

He said that the topic of media violence having an influence on the attitudes and behavior of the youth has been a topic of debate for the past decade. He also said that the media will always give out information, give out ideas, opinions, but the individual has a control over what he gets from the media and how he uses it and applies it to his everyday activities.

He also said that how a person applies a message he gets from the media depends on his behavior, and his behavior he built over the years is influenced by factors like biological vulnerability, social conditions, and family psychopathology.

v. L. Rowell Huesmann, Laramine D. Taylor,(2009). The Role of media violence in violent behavior. An unpublished work for the Institute for Social Research, University of Michigan, and Communication Department, University of California.

In this work, various studies on various concepts were analyzed, and the studies include;

(a) Violence on Television and Films.

(b) Studies on Television News violence

(c) Studies on Violent Video Games

In their analysis, they gave a theoretical explanation for media violence, and they went further to say that the messages gotten from the media has both short term and long term effects on individual behavior and on the society.

The study also posited that how an individual (a young adult) interprets messages received from the media depends on the viewer characteristics and social environment. The viewer characteristics include;

(a) Age and gender of the viewer

(b) Aggressiveness of the viewer

(c) Intelligence of the viewer

While the social environment consists of factors like

(a) Influence of neighborhood and socio-economic status

(b) Influence of parents

2.3   Theoretical framework

The theory upon which the study is revolving on is the Cultivation Theory.

Cultivation theory was propounded by George Gerbner in 1980. The theory asserts that exposure to television alters individual behavior, culture and society. Gerbner was of the view that TV subsumes other sources of information, ideas, and consciousness; teaching the audience a common-world view, common roles, common values, and common culture.

The theory is of the opinion that repeated exposure to TV cultivates in an individual/audience a distorted perception of the world, an unsafe environment full of

violence, rape, crime and lies. It suggests that TV is largely responsible for the development of perception of day-to-day norms and reality, through the teaching of a common world view, common values, etc. The theory functions to "enculturate", to develop and encourage "standardized roles and behaviors for people". (Obasi, 2013).

Cultivation theory (sometimes referred to as the cultivation hypothesis or cultivation analysis), was an approach developed by Professor George Gerbner, dean of the Annenberg school of Communications at the University of Pennsylvania. He began the "cultural indicators" research project in the mid-1960's, to study whether and how watching television may influence viewer' ideas of what the everyday world is like. Cultivation research is in the "effects" tradition. Cultivation theorists argue that television has long term effects which are small, gradual, indirect but cumulative and significant.

They emphasize the effects of television viewing on the attitudes and in a long run the behavior of viewers. Heavy watching of television is seen as "cultivating" attitudes which are more consistent with the world of television programmes than with the everyday world. Watching television may tend to induce general mindset about violence in the world, quite apart from any effects it have in inducing violent behavior. Cultivation theorists distinguish between "first order" effects (general beliefs about everyday world, such as about the prevalence of violence) and "second order" effects (specific attitudes such as to law and order or personal safety).

Gerbner argues that the mass media cultivates attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus binding it together. He has argued that television tends to

cultivate middle-of-the-road political perspectives. And Gross considered that "television is a cultural arm of the established industrial order and as such serves primarily to maintain, stabilize and reinforce rather than alter, threaten or weaken conventional beliefs and behaviors". (1977, in Boyd-Barrett & Braham 1987, p 100). Such a function is conservation but viewers tend to regard themselves as "moderate".

Cultivation research looks at the mass media as a socializing agent and investigates whether television viewers come to believe that television version of reality, the more they watch it. Gerbner and his colleagues contend that television drama has a small but significant influence on the attitudes, beliefs and judgements of viewers concerning the social world. The focus is on "heavy viewers". People who watch a lot of television are likely to be more influenced by the ways in which the world is framed by television programmes than individuals who watch less, especially regarding topics of which the viewer has little first-hand experience. Light viewers may have more sources of information.

Evra argues that by virtue of inexperience, young viewers may depend on television for information more than other viewers do (Van Evra 1990, p.167), although Hawkins and Pingree argues that some children may not experience a cultivation effect at all where they do not understand motives or consequences. It may be that lone viewers are more open to cultivation effect than those who with others.

Television is seen by Gerbner as dominating our "symbolic environment". As McQuail and Windahl note, cultivation theory presents television as "not a window on or reflection of the world, but a world itself". Gerbner argued that the over-representation of

violence constitutes a symbolic message about law and order rather than a simple cause of more aggressive behavior by viewers.

Audience research by cultivation theorists involves asking large-scale public opinion polls organizations to include in their national survey questions regarding such issues as the amount of violence in everyday life. Cultivation theorists are best known for their study of television viewers, and in particular for a focus on the topic of violence. However, some studies have also considered other mass media from this perspective and have dealt with topics such as gender roles, age groups, ethnic groups and political attitudes.

Summary of literature review

This chapter discussed three (3) concepts which are (1) concept of television programmes and programming. Under this genres of television programmes, production of television programmes, and functions of television programmes.

The second (2nd) concept discussed is the concept of youth development. In trying to understand this concept, youth development was defined and the roles society, youth organizations, family and government play in youth development.

The third (3rd) concept discussed is the concept of human behavior. Human behavior was defined and factors that influence human behavior which includes genetics, social norms, core faith and culture and attitude were analyzed. It also discussed the impacts of the media on human behavior.

Five works related to this research work was reviewed. The first three (3) works analyzed the impacts entertainment programmes (films and soap operas) on youths. And these works agreed that due to how the youths receive the messages they tend to produce violent behaviors. And this one of the reason behind this research work- to find out the impacts entertainment programmes have on the behavior of youths. The last two (2) literatures were focused on the media (television) on human behavior. These two works however pointed that certain factors will influence how an individual will interpret a message from the media. These factors include:

(i)   Biological/family factors

(ii)   Social conditions/environment

(iii) Viewer characteristics.

It is therefore important that age, intelligence and aggressiveness of the viewer will determine whether or not messages received from the media are interpreted in a positive way.

The theory used for this research is the cultivation theory. The theory was defined and it went further to explain that the dependency percentage a viewer has on the television will shape his or her notion of reality-what is real and what is not.

CHAPTER THREE

Methodology

3.1   Introduction

This chapter discussed the various methods used in the study. It contained and explained the following:

     (i)   Research design

     (ii)   Area of study

     (iii)   Population of the study

     (iv)   Sample size and sampling technique

     (v)   Instrument of data collection

     (vi)   Validation of the instrument

     (vii)   Reliability of the instrument

     (viii) Method of data collection

     (ix)   Method of data analysis

3.2   Research design

It is a term used to describe a number of decisions which need to be taken regarding the data before they are collected.

This is the outline, a general arrangement or plan from which something may be made. It relates to the general approach adopted in execution of the study. (Obasi, 2013).

It provides guidelines which direct the researcher towards solving the research problem and may vary depending on the nature of the research problem being studied.

According to Okaja (2003), "research design means the structuring of investigation aimed at identifying variables and their relationship, it is used for the purpose of obtaining data to enable the investigator test hypothesis or answer research questions by providing procedural outline for conducting research". It is therefore an outline or scheme that serves as a useful guide to the researcher in his efforts to generate data for his study.

The research design therefore adopted is the Survey method in data collection. It is used to obtain the people's opinion through the administering of the questionnaire.

3.3   Area of study

This refers to the geographical location covered by the study always stated in terms of the country, state, local government, community, discipline, institution, e.t.c. It can equally refer to the aspect of the discipline or course under investigation. It could be fubed inside the population of the study. (Obasi, 2013).

The areas of study for this research study are urban towns in the capital of Enugu state in Nigeria.

3.4   Population of the study

This is the target of the study. It specifies the aggregate of items or persons from whom the data pertinent to the study were collected. It is actual or definite population to be studied and must be obtained from relevant sources, office or record book. Population of the study must be stated in figure. (Obasi, 2013).

The population of Enugu metropolis according to the last census of 2006 is 10,000, and is distributed thus:

New Haven   -   1,000

Uwani/Trans-Ekulu   -   2,000

G.R.A   -   1,500

Asata/Ogui   -   2,500

Independence Layout -   3,000

3.5   Sample size and sampling technique

Sample is defined as a small group of elements or subjects drawn through a definite procedure from the specified population. (Obasi, 2013).

Due to time and resources constraints, a sample of 200 persons out of the population will be treated as a representative of the whole of the population.

Sampling technique refers to the statistical method used to arrive at the sample size, or a good representative of the population. (Obasi, 2013).

A random sampling technique was used for the purpose of this research to choose our sample respondents.

3.6   Instrument of data collection

The instrument used is the questionnaire, which is a set of questions designed to obtain written responses from respondents. It is a vital instrument for gathering information from people about their opinion, attitude and perception on a given phenomenon. The questionnaire was divided into two parts: part A contained items on the

demography of the respondents while part B items answered the research questions posed by the study.

3.7   Validity of data gathering instruments

The questionnaire for this study was thoroughly scrutinized by the supervisor to ensure its clarity and unambiguity as well as its relevance to the study.

3.8   Method of data collection

The researcher used questionnaire instrument to collect her data. The data was collected by the researcher herself as she did not employ any assistance to distribute copies of her questionnaire.

3.9   Method of data analysis

The method of data analysis used in this work is the simple percentage and frequency tabular presentation in which descriptive analysis was used to infer meaning to the data in the table.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

The purpose of this study was to determine the "impacts of NTA Enugu's entertainment programmes on youths in Enugu metropolis". This chapter is concerned with the presentation and analysis of data gathered through the use of questionnaire distributed to the respondents. Two hundred (200) copies of questionnaire were distributed and one hundred and eighty (180) were retrieved. This gave a response rate of return 90%.

The study answered the following research questions:

(1) Is television as a medium of communicating messages capable of making attitudinal changes in youths in Enugu metropolis?

(2) What indirect contributions have entertainment programmes made on youth development?

(3) Do NTA Enugu's entertainment programmes contribute negatively or positively to youth behavioral changes in Enugu metropolis?

(4) Are the public especially the youths pleased with the entertainment programmes of NTA Enugu network centre?

4.2.   Data Presentation and Analysis

Analysis of demographic data

Items 1-6 in the questionnaire answered questions on the demography of respondents.

Question 1:   What is your gender?

Table 1;   Response to question 1

Response	Frequency	Percentage (%)
Male	95	52.8%
Female	85	47.2%
Total	180	100%

From the table above, 95 respondents (52.8%) are male while 85 respondents (47.2%) are female.

Question 2: What is your age bracket?

Table 2: Response to question 2.

Response	Frequency	Percentage (%)
18-24	70	38.9%
25-34	90	50%
35-44	20	11.1%
Total	180	100%

From the table above, 70 respondents (38.9%) fell under the age bracket of 18-24, while 90 respondents (50%) were under the bracket of 25-34, while 20 respondents fell under the age bracket of 35-44, while no respondent (0%) fell under the age bracket of 45- above.

Question 3: What is your marital status?

Table 3: Response to question 3

Response	Frequency	Percentage (%)
Single	100	55.6%
Married	80	44.4%
Divorced	0	0%
Total	180	100%

From the table above, 100 respondents (55.6%) are single, 80 respondents (44.4%) are married, while no respondent (0%) are divorced.

Question 4: What is your educational qualification?

Table 4: Response to question 4

Response	Frequency	Percentage (%)
WASSCE/NECO	50	27.8%
OND/HND	20	11.1%
Degree	90	50%
Masters	20	11.1%
Total	180	100%

From the table above, 50 respondents (27.8%) had WASSCE/ NECO qualification, 20 respondents (11.1%) had OND/ HND qualification, 90 respondents (50%) had degree qualification and 20 respondents (11.1%) had masters qualification.

Question 5: What is your occupation?

Table 5: Response to question 5

Response	Frequency	Percentage (%)
Student	80	44.4%
Civil servants	60	33.3%
Businessmen	40	22.2%
Total	180	100%

From the table above, 80 respondents (44.4%) are students, 60 respondents (33.3%) are civil servants and 40 respondents (22.2%) are businessmen.

Question 6: What is your religion?

Table 6: Response to question 6

Response	Frequency	Percentage (%)
Christian	110	61.1%
Muslim	70	38.9%
Traditional	0	0%
Total	180	100%

From the table above, 110 respondents (61.1%) are Christians, 70respondendents (38.9%) are Muslims and no respondent (0%) are traditionalists.

Analysis of data from survey (field)

Research question 1: Is television as a medium of communicating messages capable of making attitudinal changes in youths in Enugu metropolis.

Items 7-8 answered research question 1

Question 7: Do you watch television programmes?

Table 7: Response to question 7

Response	Frequency	Percentage (%)
Yes	180	100%
No	0	0%
Total	180	100%

From the table above, 180 respondents (100%) watch television programmes while no respondent (0%) said they did not watch television programmes.

Question 8: Do you think that television messages have the capacity to influence youth's attitudes?

Table 8: Response to question 8

Response	Frequency	Percentage (%)
Agree	20	11.1%
Disagree	30	16.7%
Strongly agree	120	66.7%
Strongly disagree	10	5.6%
Total	180	100%

From the table above, 20 respondents (11.1%) agree, 30 respondents (16.7%) disagree, and 120 respondents (66.7%) strongly disagree while 10 respondents (5.6%) strongly disagree.

Items 9-10 answered research question 2

Question 9: Do you watch any NTA Enugu entertainment programme?

Table 9: Response to question 9

Response	Frequency	Percentage (%)
Yes	180	100%
No	0	0%
Total	180	100%

From the table above, 180 respondents (100%) said they watched at least one of NTA Enugu's entertainment programmes, while no respondent (0%) replied otherwise.

Question 10: What indirect contributions do you think these entertainment programmes have made on youth development?

Table 10: Response to question 10

Response	Frequency	Percentage (%)
Change in societal values	50	27.8%
Change in moral values	60	33.3%
Change in perception of reality	30	16.7%
Change in cultural values	40	22.2%
Total	180	100%

From the table above, 50 respondents (27.8%) chose change in societal values, 60 respondents (33.3%) chose change in moral values, 30 respondents (16.7) chose change in perception of reality while 40 respondents (22.2%) chose change in cultural values.

Items 11-12 answered research question 3

Question 11: Do you think NTA Enugu's entertainment programme contributes positively to the behavioral changes of youths in Enugu metropolis?

Table 11: Response to question 11

Response	Frequency	Percentage (%)
Yes	75	41.7%
No	85	47.2%
No opinion	20	11.1%
Total	180	100%

From the table above, 75 respondents (41.7%) said yes, 85 respondents (47.2%) said no, and 20 respondents (11.1%) are of no opinion.

Question 12: Do you think NTA Enugu's entertainment programmes contribute negatively to the behavioral changes of youths in Enugu metropolis?

Response	Frequency	Percentage (%)
Yes	85	47.2%
No	75	41.7%
No opinion	20	11.1%
Total	180	100%

From the table above, 85 respondents (47.2%) said yes, 75 respondents (41.7%) said no, and 20 respondents (11.1%) are of no opinion.

Items 13-15 answered research question 4

Question 13: Are you pleased with the entertainment programmes shown on NTA Enugu network centre?

Table 13: Response to question 13

Response	Frequency	Percentage (%)
Yes	130	72.2%
No	40	22.2%
No opinion	10	5.6%
Total	180	100%

From the table above, 130 respondents (72.2%) are pleased, 40 respondents (22.2%) are not pleased, while 10 respondents (5.6%) are of no opinion.

Question 14: Is there any area that needs improvements?

Table 14: Response to question 14

Response	Frequency	Percentage (%)
Yes	140	77.8%
No	30	16.7%
No opinion	10	5.6%
Total	180	100%

From the table above, 140 respondents (77.8%) said yes, 30 respondents (16.7%) said no, while 10 respondents (5.6%) are of no opinion.

Question 15: What areas are these?

Table 15: Response to question 15

Response	Frequency	Percentage (%)

Language	60	33.3%
Content	95	52.8%
Packaging	25	13.9%
Total	180	100%

From the table above, 60 respondents (33.3%) agreed to language, 95 respondents (52.8%) chose content, while 25 respondents (13.9%) chose packaging.

4.3   Discussion of findings

In this section, the data collected from the survey on the topic "Impacts NTA Enugu Entertainment Programmes on Youths in Enugu Metropolis" will be analyzed. The data was contained in 180 fully completed copies of questionnaire retrieved from respondents out of 200 copies of questionnaire distributed. Response to research questions will be analyzed.

Research Question 1: Is television as a medium of communicating messages capable of making attitudinal changes in youths in Enugu metropolis?

The aim of this research question was to find out whether television messages have the capacity to influence the attitudes of youths. The data on table 7 and 8 was used to answer this research question.

The data on table 7 show that 180 respondents watch television programmes while no respondent disagreed to the question.

Table 8 indicated that 20 respondents (11.1%) agreed that television messages have the capacity to influence the attitudes of youths, 30 respondents (16.7%) disagreed,

120 respondents (66.7%) strongly agreed, while 10 respondents (5.6%) strongly disagreed.

From the above findings, it is crystal clear that television as a medium of communicating messages is capable of making attitudinal changes in youths in Enugu metropolis.

Research Question 2: What indirect contributions have entertainment programmes made on youths in Enugu metropolis?

The aim of this research question was to find out the indirect contributions entertainment programmes have made on youth development. The data on table 9 and 10 answered this question.

Data on table 9 showed that 180 respondents (100%) said they watched at least one of NTA Enugu's entertainment programmes while no respondent (0%) replied otherwise.

Table 10 indicated that 50 respondents (27.8%) are of the opinion that entertainment programmes contribute indirectly to change in societal values in youths, 60 respondents (33.3%) chose change in moral values, 30 respondents (16.7%) chose change in perception of reality, while 40 respondents (22.2%) chose change in cultural values.

From the findings above, the indirect contributions entertainment programmes have made on youth s includes: change in societal values, change in moral values, change in perception of reality and change in cultural values on youth development in Enugu metropolis.

Research Question 3: Does NTA Enugu's entertainment programmes contribute positively or negatively to youths behavioral changes in Enugu metropolis?

The aim of this research question was to find out whether NTA Enugu's entertainment programmes contribute either negatively or positively to the behavioral changes of youths in Enugu metropolis. The data on table 11 and 12 answered this question.

Table 11 indicated that 75 respondents (41.7%) are of the opinion that NTA Enugu's entertainment programmes contributes positively to behavioral changes of youths in Enugu metropolis, 85 respondents (47.2%) does not think so, while 20 respondents (11.1%) are of no opinion.

Table 12 indicated that 85 respondents (47.2%) are of the opinion that NTA Enugu's entertainment programmes contributes negatively to the behavioral changes of youths in Enugu metropolis, 75 respondents (41.7%) do not think so, while 20 respondents (11.1%) are of no opinion.

The finding above shows that NTA Enugu's entertainment programmes contributes negatively to the behavioral changes of youths in Enugu metropolis.

Research Question 4: Are the public especially the youths pleased with entertainment programmes of NTA Enugu network centre?

The aim of the research question is to find out whether recommendations can be made and the programmes repackaged when its objectives are not achieved. The data on table 13, 14 and 15 answered this question.

The data on table 13 showed that 130 respondents (72.2%) are pleased with the entertainment programmes of NTA Enugu network centre, 40 respondents (22.2%) are not pleased while 10 respondents (5.6%) are of no opinion.

Table 14 shows that 140 respondents (77.8%) feel that there are areas that need improvements, 30 respondents (16.7%) said no, while 10 respondents (5.6%) are of no opinion.

Table 15 indicated that 60 respondents (33.3%) agreed that language needs improvements, 95 respondents (52.8%) chose content while 25 respondents (13.9%) chose packaging.

From the findings above, the public especially the youths are pleased with the entertainment programmes of NTA Enugu network centre. It also showed that areas like language, content and packaging needs improvement, with content needing most improvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

The main objective of this study was to determine the "Impacts NTA Enugu Entertainment Programmes on Youths in Enugu Metropolis". Survey research design was adopted using the questionnaire for gathering of data. Following the analysis of findings, this chapter presented the summary of findings, conclusion and recommendation.

5.2   Summary

1. Television as a medium of communicating messages is capable of making attitudinal changes in youths in Enugu metropolis.

2. The indirect contributions entertainment programmes have made on youths includes: change in societal values, change in moral values, change in perception of reality and change in cultural values on youth development in Enugu metropolis.

3. NTA Enugu's entertainment programmes contribute negatively to the behavioral changes of youths in Enugu metropolis.

4. The public especially the youths are pleased with the entertainment programmes of NTA Enugu network centre. It also showed that areas like language, content and packaging needs improvement, with content needing most improvement.

5.3   Conclusion

This study has demonstrated that television as a medium of communicating messages is capable of making attitudinal changes in youths in Enugu metropolis and these messages have made indirect contributions which include change in societal values, change in moral values, and change in perception reality and change in cultural values.

5.4   Recommendations

Based on the findings and conclusions of this study, the following recommendations were made:

1. Producers of television programmes should ensure that the messages they infuse into their programmes help youths form the right attitudes.
2. Producers of television programmes should always conduct research to measure the acceptability and effectiveness of their programmes.
3.   Recommendations can be made and the programmes repackaged when its objectives are not achieved.
4. Messages contained in NTA Enugu's entertainment programmes should focus more on contributing positively to behavioral changes in youths in Enugu metropolis.

5.5   Suggestion for Further Studies

The researcher suggests that further research should be carried out on the positive roles entertainment programmes can play in youth development.

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Appendix A

Department of Mass Communication,

Caritas University,

Amorji-Nike, Emene,

P.M.B 01784,

Enugu State.

21st July 2014

Dear Respondent,

      I am Igwurube Goodness Onyinye with registration number MC/2010/444, a final year student of Mass Communication of Caritas University. I am carrying out a research on the "impacts of NTA entertainment programmes on youths in Enugu metropolis".

      Please kindly supply answers to the following questions to the best of your ability. All information disclosed shall be treated in strict confidence and for research purpose only.

Thanks for your co-operation.

Yours Faithfully,

Igwurube G. Onyinye.

MC/2010/444

SECTION A

PLEASE THICK IN THE SPACE PROVIDED

(1) What is your gender?
a) Male( )
b) b) Female( )
(2) What is your age bracket?
  a) 18-24   ( )
  b) 25-34   ( )
  c) 35-44   ( )
  d) 45-above ( )

3) What is your marital status?

  a) Single   ( )

  b) Married   ( )

  c) Divorced   ( )

4) What is educational qualification?

  a) WASSCE/NECO   ( )

  b) OND/HND   ( )

  c) Degree   ( )

  c) Masters   ( )

5) What is your occupation?

  a) Student   ( )

  b) Civil servants   ( )

  c) Businessman   ( )

6) What is your religion?

  a) Christian   ( )

  b) Muslim   ( )

  c) Traditional   ( )

SECTION B

(7) Do you watch television programmes?

      a) Yes ( )   b) No   ( )

(8) Do you think that television messages have the capacity to influence youth's attitudes?

      a) Agree   ( )

      b) Strongly agree   ( )

      c) Disagree   ( )

      d) Strongly disagree ( )

(9) Do you watch any NTA entertainment programme?

      a) Yes ( )   b) No ( )

(10) What indirect contributions do you think these entertainment programmes have made on youth development?

      a) Change in societal values   ( )

      b) Change in moral values   ( )

      c) Change in the perception of reality( )

      d) Change in cultural values   ( )

(11) Do you think NTA Enugu entertainment programmes contribute positively to the behavioral changes of youths in Enugu metropolis?

      a) Yes ( )

      b) No ( )

      c) No opinion ( )

(12) Do you think NTA Enugu entertainment programmes contribute negatively to the behavioral changes in youths Enugu metropolis?

      a) Yes ( )

      b) No ( )

      c) No opinion ( )

(13) Are you pleased with the entertainment programmes shown on NTA Enugu network centre?

      a) Yes ( )

      b) No   ( )

      c) No opinion ( )

(14) Is there any area that needs improvement?

      a) Yes ( )

      b) No   ( )

      c) No opinion ( )

(15) What areas are these?

      a) Language ( )

      b) Content ( )

      c) Packaging ( )