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Nollywood Films and Students' Behaviour in Emmanuel Alayande College of Education, Oyo

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Abstract

This study investigated the influence of Nollywood films on the behaviour of young people, especially students in Nigerian Colleges of Education. The objective of the study was to assess the influence of negative themes in Nigerian Home video as reasons why some young people exhibit unruly and anti-social behaviour in Nigerian College of Education Campuses. Using survey research method, 386 respondents were drawn as sample size from Emmanuel Alayande College of Education, Oyo through a stratified sampling technique. 8 students were drawn for focus group discussion (FGD) and 3 lecturers for the in-depth interview session. Findings from the study indicated that majority of students regularly watched Nollywood films like comedy, romantic/sexual and action/horror; they watched them for cultural acquisition and socialization. However these movies show negative themes which promote some of the anti-social behaviours exhibited by students who watched them, thus watching these movies could influence their behaviour negatively. Nigerian Broadcasting Cooperation (NBC) and National Film and Video Censors Board (NFVCB) should encourage movie producers to focus more on the fundamental and tripartite functions of drama, which is to entertain, educate and inform the audience.

Keywords: Nollywood, Home video, behaviour, themes and contents

Introduction

Nigerian home video films which are popularly referred to as Nollywood movies and produced by the Nigerian film industry are produced in the formats such as video cassette, video compact disc (VCD), and more recently the digital video disc (DVD). These movies are commonly viewed by individual audience member either at homes, schools, churches, mosques, offices, hotels, club houses, or viewing centers. Also, some

channels such as "Africa Magic", "Nollywood", "Magic Africa", "Amuludun", among others on Digital Satellite Television, "MyTV", "Cine.Africa", "Startime", "Go-TV", TV Stations as well as other cable networks which people subscribe to usually show these movies for the audience to view. Video combines both audio and visual elements of media; and it is a powerful medium of mass communication especially for the purpose of information, education and entertainment. It has divergent functions as noted by Amodu (2011:160), "Nigerian video films have been used to address a myriad of existing and emergent problems. Because of the distinctness and popularity, they represent a veritable tool for the deflation of anti-social practices and the installation of approved etiquettes and philosophy".

Nigerian movies as a medium of communication is seen as capable of influencing individual's attitude, character, lifestyle and culture either negatively or positively. Thus, it can be seen as one of the agents of socialization among audience members. According to Daramola (2005), the mass media are very powerful socialising agents. The mass media are newspapers, magazines, radio, television and movies. They reach large, heterogeneous and widely dispersed audiences. Their exact role in socialization is controversial but as disseminators of news and entertainment, they are extremely influential. The mass media therefore, especially the television, have been linked by several studies of having great influence upon socialization of children, adolescents and even adults. Also, mass media exposure, movies inclusive, can greatly influence youth ideas of fashion, their choices of clothing and accessories (Vasan, 2010). Therefore, it is important to know what kind of movies are being produced for viewing, since as a result of technology, more and more people in the society, have access to so many movies (Daramola, 2005).

Audience members' interests are waxing stronger on daily basis on movies that showcase nudity, promiscuity, vulgarism, violence, sex, among others which only amuse and arouse laughter; and consciously or unconsciously these movies audience are having their behaviour influenced in a negative way. Vasan (2010) said that social scientists and policy makers have long been concerned about the effects of the visual media (films and TV) on the attitudes and behaviours of young people. In particular, there are apprehensions about such exposure leading young people to risk-taking behaviours, including unsafe sex, alcohol use and violence.

Undoubtedly, as shown by studies, home video films can positively or negatively affect the generally accepted moral standards from youth. The emergence of home video had greatly affected the economic growth, religious belief, cultural values and educational standard of individuals in the country. The films industry, with both male and female actors, and its home movies, have considerably influenced the habits, belief systems, style of dressing and other behavioural idiosyncrasies of many Nigerian youth (Odunmi, 2012; Amodu, 2011:160; Daramola, 2005).

Talking about the positive influence of Nollywood movies, one can say, however, that the emergence of home videos has helped to promote cultural heritage, and it has awoken in many youths the Nigerian culture that was once lost during the colonial

period (Odunmi: 2012). Amodu (2011:160), in support of the argument that the Nigerian home video films industry despite the emphasis on the themes of violence, sex, and so on has performed greatly in the social reformation of the society, says that:

Nigerian video films had in various forms tried to present to the audience various aspects of Nigeria's life. The gory nature of some of these presentations especially in the realm of rituals has attracted vociferous condemnation and outrage in several quarters. As much as the film and video works in Nigeria have received battering for what many people see as flagrant display of barbaric attitude, it has not in my own opinion been accused of falsification of historical facts. The bottom line here is what the video films have to say about the world in which they exist. For this and many other more reasons, the medium has its positive influence on its audience which is why its audience keeps increasing especially among the youths.

On the acquisition of information and learning as a positive influence of home movies, Payne Fund investigations (cited in Nnaji, 2011) concluded that movies provide a special learning format that lead to unusually high retention of factual material, in comparison to the acquisition of facts in standard laboratory memory experiments. This is to say that movies can be used to acquire information or aid teaching and learning.

Although films or videos as powerful communication media, as noted by Owens-Ibe (1997:468), they also "act as the conscience of the state by revealing bad things, commending good things and keeping the interest of the citizenry uppermost in their agenda". Thus, home video can promote mutual co-existence among citizens in a society. As a watchdog, movies are used to satirize, reveal wrongful acts, correct and rebuke, proffers solutions to individual, societal or national problems.

However, it is sad to say that some Nigerian movies have grown from bad to worse, more especially on the part of those that are portraying sex, pornography, promiscuity, romance and vulgarity. This is indeed becoming and or leading to a negative influence, and contributing to a number of anti-social behaviours among children and young adults. Nowadays, we have movies actors and actresses becoming more comfortable being nude while acting. This concern was expressed by one of Nollywood directors when he said:

The trailers of recent Nollywood flicks I have seen in the last few weeks have been really disturbing. I think we need to distinguish between Nollywood and 'pornollywood' now that the industry is getting closer to the government and corporate world. We are beginning to derail; emphasizing on tongue kissing, full frontal birthday suits (nakedness), body parts licking, grunting and moaning rather than SUBSTANCE. No brand will identify with these. The brand manager might see it and enjoy it in the secrecy of his room, but he will not publicly endorse it.

Someone please, save Nollywood! (Tunde Olaoye (Distinct), Nollywood Director/Scriptwriter/Producer, via social media (facebook) wall, April 9, 2013).

As noted from various studies, the current nature of home video films is fast becoming malevolent to audience members who are now developing interest in pornography, violence, rituals, nudity, vulgarity, fetishism and occultism; and may eventually become addicts. Hence, there had been increase in the number of crime rate such as rape, teenage and unwanted pregnancies, abortion, smoking, and abandonment of unwanted babies. There are so many other risk-taking behaviours which Vasan (2010) noted must have been the effects of constant home video viewing such as engaging in sex, use of tobacco and alcohol, aggression and violence as well as such other behaviours as adopting new clothing and mannerisms, among others. The question is: what then becomes the fate of young people in the face of constant exposure to home video films with emphasis on sex, crime, violence, pornography, fetishism, nudity and other negative tendencies?

Statement of the Problem

Studies reveal that Nigerian home video films have been noted to have effects, mind-controlling power and influence on audience members to respond either consciously or unconsciously to their powerful stimuli. Apart from serving as an entertainment medium and providing diversion from the daily routines of life, the movies also aim to educate, and possibly mobilise people towards the achievement of stated national goals (Akpan, 2002). But today, the industry has been accused of being dominated by the businessmen known as marketers who have hijacked the industry with the sole aim of making profit at all cost. Hence, the introduction of movies that are placing emphasis and focusing on themes of violence, rituals, occultism, crimes, sex, pornography, prostitution, vulgarity, and so on.

Studies from several scholars further established the fact that viewing violent-oriented movies on television increases aggression as well as affect the behaviour of the viewers because film has a dramatic effect on the perception of viewers whether they are conscious or unconscious about this fact (Akpabio, 2007; Anyiam-Osigwe, 2001; Esan, 2008). Oslow (2003) in a study of "The Act of Delinquency", asserts that consciously or unconsciously, people, most especially children and youth, learn different aggressive and violent acts as they constantly watch these movies and most times they end up exhibiting such acts within their neighborhood, in school and within other social gatherings. As they watch movies with violent themes, they are likely to exhibit various criminal acts like bullying, kicking, raping and other delinquent behaviours.

Nigerian home video films as a medium of communication are influential and have a greater capacity of sending wrong messages or impressions to the teeming viewing audience especially young people who are in their developmental growth stage.

Research Objectives

The study has the following objectives:

- To examine the perception of students about Nigerian home video films
- To determine the types of Nigerian home video films students constantly watch
- To know why students watch Nigerian home video films
- To determine the contents and themes in Nigerian home video films that promote antisocial behaviour among students
- To determine the extent Nigerian home video films influence students' behaviour

Theoretical Framework

This study employs Gerbner's cultivation theory and agenda setting theory by McCombs and Shaw. The cultivation theory which was developed in the year 1976 by George Gerbner, Gross, L., Morgan, M., and Signorielli, N. and the basic assumption of the theory is that people's conceptions of social reality are influenced according to exposure to television. Basically, the major focus or contribution of this theory is 'cultivation', a cultural process relating to coherent frameworks or knowledge and underlying general concepts cultivated by exposure to individual programmes or selection (Gerbner, 1990, cited by Anaeto et al, 2008). Thus, the theory is saying that people, especially the young adults, who watch a great deal of television- movies- will come to perceive the real world as being consistent with what they see on the screen. This is to say that heavy viewers of television may come to believe that the real world is similar to the television world; heavy exposure to the media cultivates this belief (Gerbner, Gross, Morgan & Signorielli, 1980).

Recently, researchers have been particularly concerned with cultivation's impact on racial, ethnic, gender stereotypes, attitude and behaviour of young adult to violence and sexual activities. More reason for this concern is because "cultivation analysis theory simply examines whether television and other media encourage perceptions of reality that are more consistent with media portrayals than with actuality (Anaeto et al, 2008). Studies have therefore revealed that constant viewers of television and home movies are, likely to be, more frightened of being a victim of violence and sexual harassment than those who are not constant viewers. Further studies have also found out that violent television and films, videogames, and music are increasing the likelihood of aggressive and violent behaviour in both short-term and long-term context (Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Malamuth and Wartella, 2003).

According to Anaeto et al (2008), heavy television viewing, no doubt, distorts our perception of the world we live in, making it seem more like 'an utopian world'. In other word, it is assumed, as studies have revealed, that heavy viewers of movies with sexual activities will have greater tendency to get involved in sexual activities in the real life situation. Dramatic movies that are full of kidnapping will not only attract viewers but have power to fuel an exaggerated fear of violence in the mind of children and young adults. Movies with violence, aggression and murder have power to

frighten viewers and at the same time make them to believe in and, or cultivate the habit of violence, aggression and murder. No doubt, media violence produces violent behaviour among young adults, and sexually arousing movies will encourage promiscuity (Anderson *et al*, 2003, Nnaji, 2011).

The agenda setting theory, as stated above, was first developed in the year 1968 by Professor Maxwell McCombs and Professor Donald Shaw. The theory assumed that mass media, of which home movies is a medium, sets the agenda for the public and its opinion by highlighting certain issues relating to information, enlightenment and education. In their own perspective, Anaeto *et al* (2008) posit that the agenda setting theory proposes that the facts which people know about public issues tend to be those which the mass media presents to them. Also, the significance which they ascribe to the same issues tends to be proportionate to the amount of attention given to the same issues in the media. It is generally believed that people tend to attribute importance according to their media exposure.

However, especially in the modern days, themes that are becoming dominant in home video films are rooted in negativity as revealed by investigations and this has set an agenda for young people as they are developing interest in movies with negative themes. Consequently, movie makers, producers and the industry set the agenda for the audience members who on the other hand got enticed by such movies, and thereafter pick up, consciously or unconsciously, behaviours which they have observed in the movies they are watching. These are noted in young adults' dressing, speaking mannerism, use of slangs and vulgar languages, eating habit, sexual acts and dating, tobacco and alcohol use, etc.

Literature Review

In a study by Vasan (2010) in the US, suggests that the visual media influence a broad range of attitudes and behaviours among young people and may exacerbate risky practices. These studies, for example, had carefully compared pregnant and non-pregnant girls and found that girls who had become pregnant were more likely to have been watching soap operas prior to the pregnancy. Also, many other scholars have linked TV watching preferences to earlier initiation of sexual experience among boys and girls (Peterson and Kahn, 1984; Corder-Bolz, 1981 cited in Vasan, 2010). Escobar-Chaves, Tortolero, & Markham (2004) in their review of the "impact of the media on adolescent sexual attitudes and behaviours" discovered that exposure to films with emphasis on sex and pornography increased the likelihood of having multiple sexual partners, engaging in sex more often and so on. In other word, exposure to sexual contents in the mass media (i.e home movies), greatly influences children, adolescent and young adults sexual behaviour (Brown, Engle & Pardun, 2006).

Supporting the above argument, Abraham (2001) and Vasan, Dinesh & Prashanth, (2004) said that 'the visual and printed media are found to be the main source of information on sexual matters for male college-going students in Bangalore while erotic materials (films and pornographic materials) formed the primary source of such

information for low-income college boys in Mumbai. The smoking and drinking pattern of young adults was evident to have been influenced by movies. Studies conducted, in the recent time, by US researchers affirmed that adolescents with high exposure to smoking in films were about three times more likely to try smoking or become smokers than those with low exposure to smoking in films, and also media portrayals of alcohol use have encouraged drinking among adolescents (Dalton, Adachi-Mejia & Longacre, 2006; Hanewinkel and Sargent, 2008; Heatherton & Sargent, 2009). Bhojani (2009) in his research using a cross-sectional survey on tobacco use among pre-university students in Bangalore city found that nearly one out of every five male students (18%) and about one out of every 20 female students (6%) reported wanting to use tobacco after watching movie/TV stars using it on screen; combined with peer pressure, films and TV were seen to be a powerful influence on smoking behaviors.

In their own study, Browne and Hamilton-Giachritsis (2005) suggested that there is a stronger influence of media violence on those with a predisposition for aggressive behaviour attributable to personality and/or situational factors. Their study further revealed that there is a weak association between media violence and crime. Against this position, Vasan (2010) revealed that the link between media violence and subsequent aggressive behaviour was demonstrated in a study conducted in ten government schools by the Department of Pediatrics, PGI Medical College, and Chandigarh. The study noted that among 15,000 students, those who were perpetrators (of violence) were the ones who enjoyed seeing more action and violence-oriented programmes on the television and in movies and for a longer duration of time.

However, constant exposure to home movies has been noted to be greatly capable of influencing behaviour pattern and ideas of young adults about fashion, choices of clothing and accessories. That is to say, movies can provide good information on fashion, beauty and body satisfaction, and has the potential to provide positive images for adolescents in the process of their social development and emerging sense of identity, of which fashion decisions are a part (Schwartz, 2004 cited in Vasan, 2010). Focus group discussions conducted by World Health Organization in the year 2003 with 16-18 year old boys and girls in Delhi and Mumbai to understand the relevance of Indian cinema in the context of teenage lifestyles and behaviour noted that films serve as a medium through which young people are presented with new ideas about dress codes, behaviour or attitude which they often imitate and use in their daily interactions with friends and acquaintances (WHO, 2003 cited in Vasan, 2010). Also in terms of cultural acquisition, Orewere (1992) cited in Onuzulike (2009) stated that we are often reminded that film is a powerful medium of entertainment and the transmission of cultural values.

In support of Orewere's argument, Gray (2003) observed that Nigerian movies are gaining popularity among the nation's fast-growing African immigrant population, offering their very Americanized children a glimpse of African life, particularly the clash of modernity and traditionalism. Thus, Nigerian cultural heritage has often been

transmitted to the children and young adults through home movies and was not only for the people in Nigeria and the Diasporas, but also for other Black African nations. Movies have served as an avenue for the African Diasporas, especially the young ones, to be reminded and to be reconnected with their cultural heritage. And many African descendants who are not familiar with their ancestral religious tradition had been reconnected (Onuzulike, 2009).

Home movies is a powerful mass medium and studies have revealed that changes in children and young adults' attitudes and behaviours are evident in their day to day activities. The kind of positive or negative messages that people get from the visual media such as home movies determine the influence they (media) exert on individual. Studies further revealed that young people's behaviour and attitude are fast becoming anti-social in the society as revealed by some literature. Scholars have noted that such anti-social behaviour and attitude are picked from movies owing to exposure, all the time, to films with negative themes. And this anti-social behaviour can be generally characterized as an overall lack of adherence to the social norms and standards that allow members of a society to coexist peacefully (Ofoli, 2010). It can start out in childhood due to the influence of peer group, environment, parental upbringing and above all, media. Anti-social behaviour among children, as further defined by Ofoli (2010), "is referred to as a conduct disorder and personality disorder in young adults or adults". These behaviours, as found out among students in colleges of education, are gangsterism, hooliganism, cultism, aggression and fights, indecent dressing, indecent exposure of sensitive parts of the body, gambling, abuse of drugs (drinking and smoking), stealing and theft, vulgar language use, prostitution, sexual misbehaviours, multiple sexual partner, abortion, examination malpractices, etc. Consequently, studies have shown that constant exposure to media has been responsible for the increasing rate of these anti-social behaviours.

However, some other textual and discourse analyses of Nigerian home video films argued that there are greater positive effects (i.e. influence) on the behaviours and life styles of young adults owing to constant exposure to movies. These effects according to Lowery and De Fleur (1988:34) are acquisition of information, change in attitudes, stimulation of emotions, harm to health, erosion of moral standards, and influence on conduct. In another word, Amodu (2011) posited that the video film like its counterparts in other parts of the world contributes in no small way in determining societies' social behaviour, and the validation of what is considered good by the society. Essentially, home video films can be used for relaxation, diversion or to ease tension, promotion and sustainability of cultural values and tradition. However, current scholarly studies are revealing that audience members are being influenced negatively because movies nowadays are promoting immoral practices. Opubor and Nwuneli (1995), quoting Ousmane (A Senegalese film maker), observed that currently cinema in Africa plays negative roles. The majority of films shown in Africa are products of cultural alienations. Most producers may or may not be aware of the dangers of the impacts of such movies with negative themes on the people, as well as

the society at large. When people become influenced, the society is affected as well because when there is an exhibition of learned negativity, which includes delinquency, it could result to social problems such as increased violence and crime rates, increased abortion rates and abandonment of babies as a result of unwanted pregnancies, gangsterism, among others. Little wonder that we have lots of college students behaving rudely in such manner that is not acceptable to the teaching world. These students now see pleasure in dressing and talking in their own way as copied from movies actors and actresses not minding that such act is not good for a teacher-to-be.

Study Methodology and Procedures

The study adopted a survey research method. Three hundred and eighty six (386) students who duly completed the questionnaire out of 400 respondents were drawn as sample size through a stratified sampling technique to respond to a 40-items questionnaire. Eight students were selected for focus group discussion (FGD), while three lecturers participated in an in-depth interview session. Data from the questionnaires was self administered to students by research assistants while the indepth interview and focus group discussion session were conducted by the researchers with a note taker to document vital information to back up the one recorded on tape. Data were analysed through simple percentage (%) score while responses obtained during FGD session and the structured interviews were transcribed, coded and issues of interest elicited to support findings of the study.

Data Analysis and Presentation

Table 1: Students' Perception of the Nigerian Home Videos

S/N	VARIABLE	RESPONSE	NO	%
1	Hours of Watching Nigerian Home Video	1-2 hours daily	184	47.7
		3-4 hours daily	65	16.8
		5-6 hours daily	108	28
		7 hours and above	29	7.5
		Total	386	100
2	Frequency of Watching Nigerian Home Video in a Week	Twice	196	50.8
		Thrice	35	9.1
		4 times and above	57	14.7
		Daily	98	25.4
		Total	386	100

3	Rating of the Nigerian Home Video as good for students' consumption in Colleges of Education	Good	178	46.1
		Not Good	118	30.6
		Indifferent	90	23.3
Total		386	100	
4	Students' opinion on Negative Themes of Nigerian Home Video	Promote Negative Themes	246	63.7
		Don't Promote negative themes	85	22
		I don't Know	55	14.2
		Total	386	100

Findings from table 1 above showed that majority of the students 184 (47.7%) spent between 1 - 2 hours watching films and 108 (28.0%) spent 5 - 6 hours; 196 (50.8%) watched Nigerian home videos twice in a week and 98 (25.4%) watched daily. 178 (46.1%) were of the view that Nigerian home movies were good for students, and 146 (63.7%) believed that Nigeria home movies promote negative themes while 85 (22.%) believe they do not.

Table 2: Themes of Nigerian Home Video students constantly watch and preferred

S/N	Themes of Nigerian Home video film	Film watch Regularly	Preferred Film
1	Romantic/Sexual Features	131(34%)	95(24.6%)
2	Action/Horror	47(12.2%)	91(23.6%)
3	Comedy	148(38.3%)	125(32.4%)
4	Traditional/Cultural	16(4.1%)	59(15.3%)
5	Religious Evangelical	15(3.9%)	10(2.6%)
6	Children	15(3.9%)	3(0.8%)
7	Epic/Adventure/City Girl	11(2.8%)	3(0.8%)
8	Ritual	3(0.8%)	-
Total		386(100%)	386(100%)

Findings from table 2 revealed that students like to regularly watch comedy 148 (38.3%), romantic/sexual films 131(34%) and horror films 47 (12.2%). Majority of the students also preferred watching films like comedy 125 (32.4%), horror 91 (23.6%), romantic/sexual films 95(24.6%) and traditional films 59 (15.3%).

Table 3: Reasons Students Watch Nigerian Home Videos

S/N	VARIABLE	RESPONSE			TOTAL
		Agree	Disagree	Neutral	
1	Cultural Acquisition	310{80.3%}	37{9.6%}	39{10.1%}	386{100%}
2	Relaxation	305{79%}	37{9.6%}	44{11.4%}	386{100%}
3	Information	299{77.5%}	37{9.6%}	50{13.0%}	386{100%}
4	Learning Acquisition	284{73.5%}	83{23.1%}	13{3.4%}	386{100%}
5	Personal reasons	271{70.2%}	75{19.4%}	40{10.4%}	386{100%}
6	Socialization	243{62.9%}	100{25.9%}	43{11.1%}	386{100%}
7	Education	234{60.6%}	152{39.4%}	-386{100%}	
8	Entertainment	232{60.1%}	90{25.4%}	56{14.5%}	386{100%}

Findings from Table 3 above show that majority of the students 310 (80.3%) watch home videos basically to acquire cultural knowledge; 305 (79%) watch films for relaxation; 299 (77.5%) watch films to get information; 284 (73.5%) watch films for learning acquisition; 271 (70.2%) watch films for personal reasons; 243 (62.9%) watch films for socialization; 234 (60.6%) watch films for education and 232 (60.1%) watch films for entertainment.

Table 4: The Extent to which Nigerian Home Video Influence Students' Behaviour

S/N	VARIABLE	Agree	Disagree	Neutral	Total
1	Fashion: Clothing, accessories, hair-do, etc	334{86.5%}	28{7.3%}	24{6.2%}	386(100%)
2	Teenage and unwanted pregnancy	321{83.1%}	42{10.9%}	23{6.0%}	386(100%)
3	Vulgar languages use	311{80.6%}	40{10.4%}	35{9.1%}	386(100%)
4	Use of tobacco and alcohol	305{79%}	46{11.9%}	34{8.8%}	386(100%)
5	Walking and speaking mannerisms	289{74.6%}	48{12.4%}	50{13.0%}	386(100%)
6	Eating habit	286{79.1%}	64{16.6%}	36{9.3%}	386(100%)
7	Sexual acts and promiscuous tendencies	277{71.7%}	69{17.9%}	40{10.4%}	386(100%)
8	Use of slangs	226{58.5%}	147{38.1%}	13{3.4%}	386(100%)
9	Violent acts and bullying	209{54.1%}	166{43%}	11{2.8%}	386(100%)
10	Campus life behavior	203{52.6%}	164{42.5%}	19{4.9%}	386(100%)
11	Cultism and ritual tendency	189{49%}	177{45.9%}	20{5.2%}	386(100%)
12	Raping	178{46.1%}	189{49%}	19{4.9%}	386(100%)
13	Drugs use and trafficking	170{44.1%}	200{51.8%}	16{4.1%}	386(100%)
14	Criminal tendency	140{36.3%}	171{44.3%}	75{19.4%}	386(100%)

Findings from table 4 above show that majority 334 (86.5%) believed that home video influences the clothing pattern, accessories usage and hair styles of students; 321 (83.1%) believed that the influence of home video leads to unwanted pregnancy among students and teenagers. On the language behavioural pattern of the students, majority 311 (80%) believed that most students had constituted the habit of using vulgar language while speaking because of their exposure to movies; and 289 (74.6%) revealed that movies influence walking and speaking mannerism among students. 305 (79%) believed that Nigerian home movies have influenced students in the areas of drug addiction such as alcohol and tobacco usage; 277 (71.7%) held the view that home movies encourage sexual acts and promiscuous tendencies among students. 286 (79.1%) agreed that students copied their eating habit from movies; 226 (58.5%) held the views that use of slangs by students were copied from actors or actresses that individual viewer identified with; 209 (54.1%) believed that most violent acts exhibited by students are products of their interactions with movies; 203 (52.6%) noted that various campus life behaviours found among students are patterned after those of the artists they watch in the movies; 189 (49%) agreed that cultism and ritual tendency as found among students were copied from movies with cultic and ritual contents; 178 (46.1%) noted that constant viewing of movies with lot of sexual scenes and contents would encourage cases of rape among students. However, 200 (51.8%) were against the opinion that drugs use and trafficking by students were among various behaviours copied from movies and 171 (44.3%) denied that movies encourage criminal tendency among students.

Discussion of Findings

Respondents perceived the Nigerian home movies as good for students to watch hence majority of students watched movies regularly because they spent 1 - 2 hours and 5 - 6 hours a day watching films twice in a week, or daily as the case may be. The implication of this is that majority of students watch Nigerian home video because they gain information or knowledge from it. Though the study revealed that majority of Nigerian home video have negative themes but the students love to watch movies with negative themes and contents. These themes are the reflection of the practice of people in the larger society hence, movies producers' aim is to expose those ills and dictate measures for correction, punishment or edification of moral standard. This corroborates Eno Akpabio's (2007) observation that movie producers also hold the view that audience members love negative themes ...when audiences are, for instance, frightened, while watching a film, the word quickly spreads and interest in such production builds up very fast. These findings suggest that though majority of films use negative themes, students keep watching those movies with the belief that they have one or two lessons from such movies. Hence, producers in Nigerian movie industry find the use of negative themes to capture attention as a good strategy to inculcate the right morals into the Nigerian audience.

Amodu (2011) in support of the above affirmed that Nigerian video films have been used to address myriad of existing and emergent problems. However findings revealed that students watch and prefer comedy, romantic/sexual features and horror/action movies. These findings corroborate the view of Nnaji (2011) that dominant genres of Nigerian home movies are: love, comedy, romance. Studies have revealed that comedy is a genre of film that is packaged to arouse and evoke laughter in the audience. It is a light heated drama crafted and, or designed to amuse, entertain and provoke enjoyment through humour, exaggeration, romantic features, glitz, glamour, eroticism, overblown actions, larger-than-life actions, among others. Nnaji (2011) asserts on romantic/sexual features in movies that in the era when there were only a limited number of sources from which young people could learn ways of relating to the opposite sex, and especially about techniques of kissing, ...love and romance, the films provided fascinating lessons. Also majority of students identified cultural acquisition, relaxation, information seeking, and learning acquisition as the predominant reasons for watching Nigerian home movies. Other reasons are socialization, entertainment, education and personal reasons. This supports Onuzulike's (2009) position that we are often reminded that film is a powerful medium of entertainment and the transmission of cultural values. This suggests that cultural acquisition is the most predominant reason for watching home movies. This corroborates the view of Jude and Leonard (2010) on the influence of home movies on the culture of a people, which shows that "home video promote positive cultural values". They affirmed that culture is acquired through a learning process, and one of the sources through which we learn culture is the mass media, movies inclusive. The implication of this is that young adults rely more on movies to seek for information on their culture and tradition. Ighighogho (2005), on socialization, pointed out that it is no exaggeration to state that of all the modern agents of socialization, home movies and cable satellite have the greater effect on people. Those effects could come in many forms which may be positive or negative; home movies have the greatest effect on the social development of our youth, especially in our urban area.

The study revealed six dominant themes of the Nigerian home video; they are: hooliganism (cultism and robbery), indecent dressing, language abuse, sex abuse, drug abuse and rituals which majority of students was of the opinion promote anti-social behaviours. Their views support other studies about themes and contents that are visible in Nigerian home video films like armed robbery, prostitution, wife-snatching, kidnappings, brutal vengeance, assassination, ritual killings, dubious acquisition of wealth, man's inhumanity to man, different kinds of violence and negative side of family and societal relationship among others (Jude and Leonard, 2010). The implication of this is that young adults' exposure to these themes has the tendency to encourage them to behave negatively. In support of this, Nnaji (2011) noted that teens are showing preponderance and predilections to violence, sexual immoralities, gangsterism in the form of secret cults, armed robbery, and sex related offences, etc. in the society today. All this are traceable to what they watch as well as the pictures built

on their heads- a manifestation of the world-view depicted by the movies. One of the responses from those interviewed revealed that: "Nigerian home movies do have negative effects on the students than the positive ones. Female students for examples have their favourite artistes which they see as their model, so in essence, whatever that person acted in the movies would actually be put into practice by their fans which are students, be it sexually, economically etc. Male students also learn how to go about some anti-social activities in some home videos. They learn how to steal things, fight etc."

The observation from the former Sub-Dean, Student Affairs, Mr. Ogundepo revealed that: "Students who have been lured into cultic and ritual practices are as a result of viewing ritual activities from movies. We have also seen students who have been asked to rape other students having been sexually aroused by being exposed to erotic films. These are the indices that overshadow the positive intention of the producers".

The study showed that fashion trends such as clothing patterns, accessories usage, hair style etc constituted most social behaviour copied from the home video by the students. These findings agree with the observation made by Schwartz (2004), cited in Vasan (2010), that movies can provide good information on fashion, beauty and body satisfaction and have the potential to provide positive images for adolescents in the process of their social development and emerging sense of identity. Films serve as a medium through which young people are presented with new ideas about dress codes, behaviour or attitude which they often imitate and use in their daily interactions with friends and acquaintances. Even the habit of using vulgar language while speaking; walking and speaking mannerism were all copied from actors and actresses students are familiar or identified with in the movies. This agreed with Nnaji's (2011), study that the adolescent movies fan imitated movies stars in the area of beautification, personal mannerisms, and social techniques on daily bases. The female copied the style of dress and hair arrangement of actresses, while teenage males in addition to dressing like their stars, also copied sophisticated mannerisms. Hence, studies have revealed that through home videos, most social vices are transmitted to the people and they consciously or sub-consciously imbibe these social vices (Ighighogho, 2005). This indicates that some major effects of movies are change in attitudes, stimulation of emotions, harm to health, erosion of moral standards and influence on conduct (Nnaji, 2011). Amodu (2011) argued that the video film...contributes in no small way in determining societies' social behavior. Also Esan (2008) opined that video/films...feature variations in lifestyles to be found in urban and rural areas. In all, they offer contrasting sets of values that the viewer may have to choose from in the attempt to correct societal ills. These findings suggest that through the Nigerian home movies individuals can pick up bad traits from watching them and they could also pick up some good traits if they so desire.

Conclusion and Recommendation

The study revealed that while Nigerian movies are full of humour with entertainment, they also provide opportunity for students to acquire cultural knowledge, seek for information, and learn new ideas about dress codes, fashion, clothing patterns, accessories usage, hairstyle, among others, nevertheless they also have the tendency to influence students to pick bad traits and social vices such as prostitution, unwanted pregnancy, theft, violence, crime, rape, murder, armed robbery and secret cultism transmitted, through these movies to the people, especially those of the young minds who either consciously or sub-consciously imbibes them. Hence, the Nigerian Broadcasting Cooperation (NBC) and National Film and Video Censors Board (NFVCB) should encourage movies producers to focus more on the fundamental and tripartite functions of drama, which is to entertain, educate and inform the audience.

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