

**INFLUENCE OF HOME VIDEO WATCHING ON THE SOCIAL BEHAVIOUR OF
JUNIOR SECONDARY SCHOOL STUDENTS IN ADAMAWA STATE, NIGERIA**

BY

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M.ED/EDU/3300/2010-2011/P15EDVE8030**

**DISSERTATION SUBMITTED TO DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION, HOME ECONOMIC SECTION,
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF A MASTERS DEGREE IN HOME ECONOMICS (M.Ed. HOME
ECONOMICS)**

JULY, 2016

DECLARATION

I declare that this dissertation entitled **“INFLUENCE OF HOME VIDEO WATCHING ON THE SOCIAL BEHAVIOUR OF JUNIOR SECONDARY SCHOOL STUDENTS IN ADAMAWA STATE, NIGERIA”** has been carried out by me in the Home Economics Section in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at this or any other institution.

Esther Onyaga ENYI

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Signature

Date

CERTIFICATION

This thesis titled “**INFLUENCE OF HOME VIDEO WATCHING ON THE SOCIAL BEHAVIOUR OF JUNIOR SECONDARY SCHOOL STUDENTS IN ADAMAWA STATE; NIGERIA**” written by Esther Onyaga ENYI meets the regulations governing the award of degree of master of Education (M.Ed.) (Home Economics) Vocational and Technical Education of Ahmadu Bello University, Zaria. It is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my parents Mr. and Mrs. S. Enyi.

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Esther Onyaga Enyi

ABSTRACT

This study was on the influence of home video watching on the social behaviour of junior Secondary school students in Adamawa state, Nigeria. The study had five objectives, five research questions and five null hypotheses. Descriptive survey design was adopted for the study. The population was thirty five thousand, eight hundred and seven (35,807) adolescent students in junior secondary schools in six (6) local government areas in Adamawa state. Multistage sampling technique was used to administer the instrument to 500 students selected in all the six schools in the study area. Four rating scale structured questionnaire titled Video Viewed and Social Behaviour (VVSB) was used for data collection. Data collected were coded into SPSS version 22. Pearson Product Moment Correlation (PPMC) was employed in testing hypotheses 1, 2, and 3 while t-test was used to test hypotheses 4 and 5 at 0.05 level of confidence. The result show that 54% of the respondents are male, 31.2% prefer to watch drama film and about 65% confirmed that home video has impacted positive change to their social behavior. The effect of home video watch and television viewing on social behavior of junior secondary school Adamawa State includes: exposure to media violence has been positively related to subsequent aggressive behaviour, ideas, arousal, and anger. The results also show that home videos have influence on the academic performance and social behaviour of junior secondary school students. The result revealed that home videos have both positive and negative influence on youth morality. It was recommended among others that parents should control the types of home video viewed by adolescents at home. In addition, they should minimize time spent by adolescents viewing videos at home.

OPERATIONAL DEFINITION OF TERMS

Home Video Viewing: A regular and habitual act of looking or seeing or observing a television recording.

Social Behaviour: Social behaviour consists of conduct and actions exhibited by individuals within society.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The mass media, most especially television have gradually become a part of daily lives, and sources of information, education and entertainment have been described as the primary functions of the media. Folarin (2005) assigned three functions to the media: Surveillance of the Environment (the news function), correlation of the different parts of the Environment (the editorial function) and transmission of the cultural heritage from one generation to the other (the cultural transmission function).

Film was introduced into Nigeria in the 1900's by the British colonialist who used it for propaganda purposes, while the church used it to spread the Gospel, The Colonial Administration and the Church saw film not only as a medium of entertainment but as an effective medium of communication (Akpabio, 2003). The British colonialist with the Christian missionaries used film amongst other media to persuade Nigerians to accept Christianity, education and the western culture.

On Monday, August 12, 1903, the first motion picture was shown in Nigeria at the Glover Memorial hall in Lagos by Mr. Balboa of Barcelona, Spain, under the management of a Nigerian, Herbert Macaulay, who later closed his exhibition in Lagos and left to continue showing films in other West African countries. After his departure, an enterprising European merchant, Stanley Jones, began to show films in the same Glover Memorial Hall, and he showed his first films in November 1903. Mgbejume, (1989) said gradually it grew and became popular in the 1960's. The Nigeria Home Movie industry thus, began from there.

Childhood development can be a frustrating and a worrying time for the young people. Apart from changes that occur in their interest and social interaction, defining them and describing their position in the changing world, these changes increase their self-awareness, self-identity and their social recognition apprehension, (Block and Robins, 2009).

Childhood development stages are noticeable by relentless psychological and emotional stresses (Arnett, 2008). As they develop from childhood to adulthood they tend to explore more and new ideas. These changes normally occur in both boys and girls; however, Randy (2011) found that more difficult experiences in transition are seen by girls and boys. This implies that television is one of the tools that help in establishing the adolescent behaviour and their opinions and social interaction (Bryant, 2011). Television enables children to gain perspective to the liberal social world. Children watch television to describe effective roles and behaviour of people in the society. Robert (1982) observed that television portrays girls as more passive than boys. In most cases, they are mostly concern with grooming and dating. Programmes on television such as soap operas reveal women as being mostly acted upon as compared to men (Caplovitz, 2002).

Early research on the effects of viewing violence on television especially among children found a desensitizing effect and the potential for aggression. Virtually since the dawn of television, parents, teachers, legislators and mental health professionals who wanted to understand the impact of television programs, particularly on children. As a result of 15years of consistently disturbing finds about the violent content of children's programs, The Surgeon General Scientific Adversary Committee on Television and social behavior was found in 1969 to assess the impact of violence on the attitude, values, and behaviour of viewers. Onokome (2004) stated that violence is one of the effects of home video. Children who watch a lot of violent films are prone to violent acts. There is the belief that people often accept the fictional representation

in the media for their vivid and demonstrative relay of pictures. The Home-video is popularly considered by many people as a school of violence as it has the ability to hold its audience better than any conventional school. Ekwuazi (2001) opined that when children identify themselves with admired aggressive heroes and heroines in the home videos and copy their behavior whenever a relevant situation arises, the child is most likely to perceive a particular link between media mediated fantasy and concrete reality.

Films were made for the viewing pleasure of Nigerians with messages to inspire, motivate, reprove, and correct anomalies especially in the political and social systems, to eschew violence and all forms of evil. Home video viewing, however, provides an accessible domestic venue that extends the movie market to diverse mainstream audiences in cities and rural villages. Televisions are now common, and the homes of television owners often become crowded with extended family and friends gathered for an evening of watching movies. It is worthy of note that people as well as students have a more lasting impression of what they see and experience less difficulty in recalling. Home video has remained an instrument of entertainment, information and education. Omojuwa *et al.*, (2009) opined that video programmes are not deliberately designed for instruction but for entertainment. Hence, the use of the film for academic instructions could affect school performance positively in acquisition and retention but there is no gain saying that the type of Yoruba home video films currently produced in Nigeria are not educational and therefore not motivating and beneficial to academic performance of secondary school students. It is with the foregoing background that this study set out to view the influence of home video watching on the social behaviours of junior secondary school students in Adamawa State.

1.2 Statement of the Problem

The researcher observed that special concerns have emerged about adolescent's access to information on the video and television. Adults marveled at the dexterity of young people in secondary schools as they manipulate the keyboard. They spend hours in front of television watching films without in most cases parental control. These may pose serious challenge to their academic performance.

There are two extremes views about the influence of home video watching on social behaviour of adolescents. At one extreme they are seen to motivate them to learn and become more explanatory in solving problems (Singer, 1993). At the other end they are blamed as a source of all contemporary ills as most information on the television are not well organized or regulate (Ilo, 2004).

In Nigeria, it was affirmed by National Foundation for Family Research (NFFR) (Awake, 2002) that adolescents engage in unprofitable cyber relationship. They were exposed to pornography and violence materials. Messages sent out on the television by many entertainment industries reflect values that one alien to our local culture and often promote materialism, crime, violence, immorality, adolescents are exposed to indecent dressing, models and video games.

The researcher observed that today's adolescents use video and television to communicate the way their parents use pens, postages stamps and telephone.

The new information society still relies on some basic non-technological competences that adolescents need to develop good communication skills, the ability to solve problems, thinking deeply and having positive attitudes. The amount of time the adolescents spend watching video and television is being challenged and extended in ways and at a speed that is inaccessible to their parents and teachers.

The social behaviour of teenagers in Adamawa State, disrespect for adults, promiscuity and other social misbehaviors among children aged 10-15 attracted the attention of the researcher and interactions tended to suggest that children watch Nigerian films and practice what they view. Feeling the need to find answers to their questions, adolescents are by nature in the age of wanting to know so begin to explore on their own. Friends, printed magazines and other media sources especially Nigerian movies. Thus these then become their main sources of information on various philosophical and value issues. These adolescents easily turn to the movies and the internet as research tools while exploring their own cultural, religious and spiritual beliefs. The movies provide them a new set of heroes and heroines whose thinking and insights they feel offer them better answers to questions that they feel uncomfortable discussing with parents or adults.

The expansion of Nollywood (Nigeria movie industry) and the alarming rate at which they produce calls for attention, Nigerian movies as a source of information and formation will likely become even more significant as availability increases. The effects of television on these students may be complex and too complicated to study thoroughly and then to specify cause-effect relationship.

It is a common practice that the film makers take time to warn the end users of such explicit content recommending it for different age groups but these videos are watched by everybody irrespective of the age restriction. Nigerian Nollywood movies have been accused of been portrayal of violence, and its adverse effect on the behaviors of Nigeria n youths and the society at large may be devastating. Some of the scenes are immoral scenes such as nudity, obscenity, use of vulgar language courses, indecent dresses, killings, murder, rape and molestation of women, smoking, and sexual harassment among others. These children do not

stop their exploits on Nigerian movies alone but spend the greatest part of their time watching video and movies from outside the country. The world has eventually become a global village exposing the youth to various explicit content. The major concern is that these movies rather than ameliorating violent acts in the society tend to aggravate them. The researcher observed with dismay the way children in secondary schools in Adamawa state dress, talk and interact socially; there is a sharp decline from the normal social norms expected of children in the State. The problem statement therefore is whether home video watching has influence on junior secondary school students' social behavior.

1.3 Objectives of the Study

The general objective of this study is to determine the influence of home video watching on the social behaviour of junior secondary school students in Adamawa state. While the specific objective are:

1. determine the influence of home video viewed on social behaviour of junior secondary school students in Adamawa state.
2. determine effect of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state
3. determine the influence of types of video viewed on social behavior of junior secondary school
4. examine the difference between male and female opinions on the influence types of home video viewed on the social behavior of junior secondary school students in Adamawa State

5. assess the difference between male and female opinion on the influence of time spent in home video viewing on social behavior of junior secondary school student in Adamawa State

1.4 Research Questions

As a guide, the following research questions were raised:-

1. What is the influence of types of video viewed on social behaviour of junior secondary school students in Adamawa state?
2. What is the influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state?
3. What is the influence of home video viewing on social behaviour of junior secondary school students in Adamawa state?
4. What is the difference between male and female on the influence types of home video viewed on the social behaviour of junior secondary school students in Adamawa state?
5. What is the difference between male and female on the influence of time spent in video viewed on the social behaviour of junior secondary school students in Adamawa state?

1.5 Research Hypotheses

The following null-hypotheses were raised in order to test the answers to the research questions.

- H01. There is no significant influence of types of video viewed on social behaviour of junior secondary school students in Adamawa state
- H02. There is no significant influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state

H03. There is no significant influence of home video viewing on social behaviour of junior secondary school students in Adamawa state

H04. There is no significant difference between male and female mean opinion on the influence types of home video viewed on the social behaviour of junior secondary school students in Adamawa state.

H05. There is no significant difference between male and female on the influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state

1.6 Significance of the Study

This research work is significant to the following: Students, Adolescents, Parents, Teachers and the general public:

Students: the research provide solutions toward good watching habits among children in the junior secondary schools. Adolescents; this research provide solutions toward curbing bad attitudes from peer groups.

Parents; the research provide parents with source of information on the influence of home video in the social behaviour of children, as well as suggested possible solutions on the controlling prevalence among children. Teachers and the general public; the result of this work was significance to teachers and the general public through the suggestions and recommendations of the findings toward curbing control on good home video watching in our society.

Furthermore, the findings of this study is significant to the Ministry of education and communication through regulating what is being transmitted for public viewing by the media houses. A copy of this work was made available to the Ministry.

1.7 Basic Assumptions of the Study

The study was based on the following assumptions that:

- i. Most young adolescents are addicted to watching home videos for prolonged periods of time.
- ii. Family background and Home video influences the secondary school student's behavior in Adamawa state.

1.8 Delimitation of the Study

The study is delimited to Influence of Home Videos watching on the Social Behavior of Students of ages Ten to Fifteen (10 to 15) years in Junior Secondary Schools in Adamawa State of Nigeria. It was delimited to public junior secondary schools in Demsa, Numan, Yola North, Jada, Ganye and Yola south local government in Adamawa sate. This is because these groups of students will provide the researcher convenience in getting information on this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature for this study were reviewed and discussed under the following sub-headings:

- 2.1 Theoretical Frame Work;
- 2.2 Types of Social Behaviour
- 2.3 Peer Influence and Association of Adolescent
- 2.4 Nigeria Home Video History
 - 2.4.1 The Colonial Era Till 1980s
 - 2.4.2 The 1980s Till Date
- 2.5 Effects of Home Video on Adolescents
- 2.6 The Social Media
- 2.7 The Role of Mass Media
- 2.8 Empirical Studies
- 2.9 Summary of Related Literatures

2.1 Theoretical Framework

The theoretical frame work of Bandura and Walters, (1963) is based on the theory of adolescent social behaviour which induces learning of concepts through understanding, interpreting, predicting the future development, dynamics of change behaviour in adolescent problems. These theories are necessary because influence of home video watching on the social behaviour of adolescent keep on changing in the society. This study look at theories that are

particularly relevant to understanding the social behaviors of adolescent and their causative factors.

Cognitive learning assumes that there are psychological factors that influence behavior. However, SLT also holds that behaviour is influenced by environmental factors, and not just psychological or cognitive factors. Thus, SLT assumes that psychological and environmental factors combined influence the development of specific behaviour. SLT stresses the importance of attending to and modeling the behaviour, cognitions (attitudes and beliefs) and emotions of others. SLT sees an interactive process between cognitive, behavioral, and environmental influences. There are three principles that help define SLT.

1. Observational learning is achieved when the modeled behavior is structured or organized and then rehearsed symbolically, and then overtly enacted. Retention of that behavior occurs when the modeled behavior is coded into words, labels or images.
2. The adoption of the modeled behavior is strengthened when the outcomes of that behavior are valued, seen as important to the individual or lead to desirable and expected outcome.
3. The modeled behavior is more likely to be integrated by the observer when the model has characteristics similar to the observer, there is a cognitive-behavioural connection with the model, the model is admired by the observer, and the behaviour that is adopted has practical or functional value. SLT defines four requirements for learning and modeling behavior thus;
 1. Attention to the modeling events in the environment and the characteristics of the observer to attend to those events (emotional, perceptual \set, arousal level).
 2. Retention, which is the cognitive component involving remembering what one observed, coding, organizing and rehearsing it at the cognitive level.

1. Reproduction or the ability to reproduce or copy the behaviour which includes observing the self-reproducing the behavior and feedback of the accuracy of that reproduction.
2. Motivation or behavioral consequence that justifies wanting to adopt the behavior which includes self-reinforcement.

Social learning theory can be used to explain the development of deviant behaviour, substance use and abuse and impaired environmental behavior. Theoretically, if an individual never observed these behaviors, then those behaviors would never be learned. If a child or adolescent never was exposed to prolonged viewing of media activity an individual's theoretically would never adopt the behavior. Once it is adopted, the behavior leads to positive consequences or outcomes, acceptance by the group, sense of power, attention of peers, establishment of a group role that instills a sense of pride and smartness.

The degree of positive reinforcement will determine whether the behavior is continued. Group norms become a power based for this reinforcement. However, in today's world, that is quite unlikely. Observing and modeling behavior can be very subtle. Certainly, many circumstances will determine the individual's exposure to potential models. The important factor is that once the behavior is adopted, internally coded, and reproduced in such a manner that it leads to some kind of positive reinforcement that behavior will continue to be reproduced. However behavioral outcome may be perceived to be undesirable to the individual, decreasing the probability that the behavior will continue.

2.2 Types of Social Behaviour

Emotional behaviour: Is a form of social behaviour that causes individuals to behave emotionally within groups and individually. This type of behaviour expresses emotions such as excitement, fear, joy, anger, anxiety, shyness and sorrow.

Violent and aggressive behaviour commonly happens in crowds or groups. This occurs when certain individuals with a group act violently or aggressively and others copy the behaviour. The pressure to conform to the actions of the group normalizes the behaviour. This type of behaviour is common during instances of looting and rioting.

Prosocial behaviour is a social behaviour that is viewed as altruistic. This type of behaviour consists of helping others through selfless actions. For instance, pro social behaviour occurs when an individual helps another without expecting an action in return. Group action is social behaviour that occurs when people gather in large groups and attempt to change a particular aspect of society. Group action has a particular purpose, which influences behaviour both negatively and positively.

2.3 Peer Influence and Association in Adolescence

Peer groups are essential to social and general development. As children begin to gain bonds with various people and create friendships with them, it later helps them when they are adolescent. This sets up the framework for adolescence and peer groups. 140 noted that peer groups are especially important during adolescence, a period of development characterized by a dramatic increase in time spent with peers and a decrease in adult supervision. Adolescents also associate with friends of the opposite sex much more than in childhood and tend to identify with larger groups of peers based on shared characteristics. It is also common for adolescents to use friends as coping devices in different situations. A three factor structure of dealing with friends including avoidance, mastery, and nonchalance has shown that adolescent's use friends as coping devices with social stresses.

Peer groups offer members the opportunity to develop social skills such as empathy, sharing, and leadership. Peer groups can have positive influences on an individual such as on

academic motivation and performance. But they can also have negative influences, like encouraging experimentation with drugs, drinking, vandalism, and stealing through peer pressure. Susceptibility to peer pressure increases during early adolescence, peaks around age 14, and declines thereafter.

During early adolescence, adolescents often associate in cliques, exclusive, single-sex groups of peers with whom they are particularly close. Despite the common notion that cliques are an inherently negative influence, they may help adolescents become socially acclimated and form a stronger sense of identity. Within a clique of highly athletic male-peers, for example, the clique may create a stronger sense of fidelity and competition. Cliques also have become somewhat as a “collective parent”, i.e. telling the adolescents what to do and not to do. Towards late adolescence, cliques often merge into mixed-sex groups as teenagers begin romantically engaging with one another. These small friend groups break down even further as socialization becomes more couple-oriented. While peers may facilitate social development for one another, they may also hinder it. In Spanish teenagers, emotional (rather than solution-based) reaction to problems and emotional instability has been linked with physical aggression against peer. Both physical and relations aggressions are linked to a vast number of enduring psychological difficulties, especially depression, as is social rejection. Because of this, bullied adolescents often develop problems that lead to further victimization. Bullied adolescents are both more likely to continue to be bullied and more likely to bully others in the future. However, this relationship is less stable in cases of cyber bullying, a relatively new issue among adolescents.

On a larger scale, adolescents often associate with crowds, groups of individuals who share a common interest or activity. Often, crowd identities may be the basis for stereotyping young people, such as jocks or nerds. In large, multi-ethnic high schools, there are often

ethnically-determined crowds as well. While crowds are very influential during early and middle adolescence, they lose salience during high school as students

2.4 Nigerian Home Video; History and Development

The history and development of Nigerian home video can be divided into two main parts;

1. The colonial era till the 1980s and
2. The 1980s till date

2.4.1 The Colonial Era Till 1980s

According to the Adenugba (2007) Nigerians first experience in film screening was in 1903 at the Glover Memorial Hall, and enthralled the audience was (Uchegbu1992:48) even though film was introduced by an European merchant, it took the combined efforts of the colonial administration and the church to sustain the industry (Ekwuasi1987). The content of such films can be easily discerned. The British colonialist used it for their “civilizing mission as well as to indicate the blessedness of being colonized. The church, as their involvement in education and the media industry has shown, used films for spreading the gospel.

Ekwuasi (1984) opines that film production distribution and exhibition was restricted to Lagos where they compete with concerts and drama shows and the content of such movies were highly censored. Gradually, however the production, distribution of film was extended to towns in the immediate hinterland of Lagos and beyond it. As the country became more industrialized, and urbanized, there was a need to establish distribution/exhibition centers in these new areas and in no time, the branches of the distribution and exhibition companies has spread all over the country.

The colonial government did not fully practice in the film business until the commencement of the World War II with the establishment of the colonial film unit (CFU) in the colonies and the objectives of the films were:

1. To show and convince the colonies that they and the English had a common enemy in the Germans to this end; about a quarter of all the films made by the CFU were war related
2. To enhance communal development in the colonies
3. To show the outside world the excellent work being done in the colonies

The colonial film unit was the main producer of films in the colony and was founded through the Colonial Development Welfare Act. The CFU made propaganda films. The unit acquired films and showed them to the people. All the films were to help the spread of British imperialism. There were two approaches to production of this time; the affirmation of the colonizer's culture as better and the negation of the colonized culture. Films like *A New Fire Bomb* and *the British Army* reflected the mighty power of the colonialists while film such as *Tarzan of the Apes* showed Africans as inferior who needed to be led around by the colonialists. Ekwuaci (1984) condemns this approach; he submitted that the ideological practice of the CFU films was the "glorification of the colonizers".

Furthermore, with attainment of independence the colonial film unit (CFU) became the Federal Film Unit (FFU) but the federal film unit still attained most of the functions of the colonial film on the production of films about the country. Gradually, private individual began to produce and exhibit films. However the search light had shifted from colonialism and the need for independence to restrict neo-colonialism. Black became beautiful, a thing to be explored and enjoyed and the colonialist came to be seen as rapists of the rich culture of Nigeria and indeed Africa.

Adenugba (2007) opines that the primary function of the federal film unit was the production documentaries international organization like UNICEF. The foreign films distribute and exhibitors succeeded in turning attention from the documentaries to themselves. Their cinema houses were filled to the brim with eager viewers and for a long time they made a lot of profit.

Meanwhile, Nigerians became involved in the production of films and by 1970 the first indigenous feature film was produced in Nigeria KONGI'S HARVEST. It was however directed by an American and it featured many foreigners as crew members with oil boom; more individual became involved in the production of indigenous films. These included Eddie Ugbomah, Ladi Labedo, Ola Balogun and USA Galadima among others who had been trained during the CFU Era.

According to Itam (2002), the Yoruba travelling theatre practitioners, seeing how successful the foreign film distributors and exhibitors were and motivated by their audiences demand decided to do their stage plays in place of films.

Malome (1993) observed that they gradually decided to produce their own movies working with some of the already popular Nigerian film makers such as Ola Balogun and others for instance the Alarinjo Theatre Tropes made film like Aropintenia, Jaiyesimi, Ija Ominira and Owolgbaetc all on 35mm celluloid reel.

Apart from the fact that the viewing publics were hooked to foreign films the indigenous producers has the problem in the procurement of equipment, manpower, piracy and ultimately marketing. This factor killed the zeal of these new comers to filmmaking. However, in 1976, the Nigerian film co-operation was established to provide structural backbone for the development of the industry in terms of manpower training marketing assistance and infrastructure. By the

mid-1980s, it was nearly impossible for the films to be made on celluloid. Film stock was expensive to import and celluloid was expensive to process. The first prints made of a film after a period of shooting had to be taken abroad for development and other processing coupled with the harsh economic scenario in the country, thus many film makers opted for the use of video tape as it was more economical; easily accessible and inexpensive to editing unlike the celluloid.

2.4.2 The 1980S Till Date

According to Adesokan (2005) by the end of 1980s video films had become the strongest technological medium of popular culture and entertainment in Yoruba urban centers. First to realize its immense social and economic potentials were the popular musicians, then some television stations followed, realizing how popular the drama series they sponsored had become, they transferred them to video, Owing to the fact that video cameras were very cheap and easy to carry and control, would be film makers found a ready medium to work with this, state actors can be called together and rallied to act out a story in imitation in the manner of the vanishing theatre tradition and everybody was back in business.

The appearance of video film in Nigeria, plus its polarity, point to its importance as a new medium for the production, dissemination and consumption of film as a form of popular culture, with its ideology and aesthetics (Ekwueme, 2002) say that the idea of video film was inspired by Yoruba Travelling Theatre. The idea was later introduced by Babatunde Adelus, publisher of a new rested photo-play magazine who said the production of video films will not only save cost of production but will be a nod alternative to Indian and Chinese films. This idea was later actualized by Ade Ajiboye (Big Abass) who produced SOSO MEJI, the first Nigerian video in 1988. It was shown publicity at Tinuade Cinema in Oworonshoki, Lagos for a token fee and it was successful subsequently, Alade Aromire produce EKUN in 1989 which he screened at the

National Theatre Iogammu, Lagos. The success of the movies was an eye opener for other producers. Hence many Yoruba movie actors and enthusiasts mostly based in Lagos suburb sought assistance from film promoters like Kenneth Nnebue of Nok video link, and Suleiman Awede who were both important film distributors and exhibitors. Kenneth Nnebue, capitalizing on the gains of the industry, decided to invest in a lot of low budget video films. Such video films include AJe Ni IyaMi, IjaEleye and OsaEleye.

The development did not go down well with the new school of “video filmmakers” who termed his investments as peanuts. They left and organize themselves, JideKosoko, Adebayo Salami, GbengaAdewusi and AladeAromire led this group. This regrouping resulted in the appearance of different production companies including Bayowa films international, Aromedia films and others began to be produce in large volumes and with film makers and distributors setting up offices and distribution out lets in Idumota, Lagos, thus the industry effectively took off.

By 1992 a new wave of film production came on stage with a new crop of professional filmmakers from Eastern and other part of the country. Virtually unknown on stage before their debut into the Nigerian film industry, most of them have produced or acted in serials for the television, notably ZebEjiro, Kenneth Okonkwo and AmakaIgwe-Isaac. The productions were mainly in Igbo subtitled in English. Today, video film production is a multibillion naira industry which provides a source of livelihood for many people both at home and abroad and greatly influences the cultural values and morals.

Many Nigerian home videos from the Hollywood movies have themes that deal with moral dilemmas facing modern Africans. Some movies promotes the Christians or Islamic faith, and some movies are overtly evangelical, others however address question of religious diversity

such as the popular film “Not with my daughter about a Muslim man and a Christian woman who want to marry but have to go through many obstacle. Many of Hollywood films deal with AIDS corruption, women rights and other topic of concern to ordinary Africans.

2.5 Effects of Home Video on Adolescents

Home videos could be said to have both negative and positive influence on the Nigerian child depending on the type of film, the time, and the level of control parents are able to adopt. It is however clear that a child imitates what he sees hence he must be guided. Onokome (2004) stated that violence is one of the effects of home video. Children who watch a lot of violent films are prone to violence acts. There is the belief that people often accept the fictional representation in the media for their vivid and demonstrative relay of pictures. The Home-video is popularly considered by many people as a school of violence as it has the ability to hold its audience better than any conventional school. Ekwazi (2001) opined that when children identify themselves with admired aggressive heroes and heroine in the home videos and copy their behaviour whenever a relevant situation arises, the child is mostly likely to perceive a particular link between media mediated fantasy and concrete reality.

Adieze (2004) also noted that most home videos depict sexually related behaviour and when children and when children watch such movies, they are sexually aroused especially the adolescents and this could often lead to such anti-social vices as sexual addiction, lesbianism and homosexuality. There are the long term and short-term effects of home video especially as it affects the behaviour of the child. Traits such as hostility may be the effect of watching films with violent content. This can stimulate aggressive thoughts and feelings. Adesanya (1984) believes that viewing violent programme can alter children’s behaviour such as making the child afraid, worried and suspicious or increasing the child’s tendency for aggressive behaviour.

Pornographic films have untold negative effects on child as it escalates his sexual urge and he tends to venture into experimentation. The most dangerous is the fact that home videos takes children's time as noted by Adesanya (2004), thereby depriving them of maximum concentration on their school work such as revision of notes, assignments and even domestic chores. They prefer to remain glued to the screen rather than participate actively in home chores. In most Nigerian homes, that best form of entertainment is watching films. Most home videos have time duration of one hour, thirty minutes and some two hours, so there is high risk of obesity.

Okoye (2003) however advised that the home video may be as toxic as most people may see it. It depends on the modernization put into it. Some home videos could be educative and informative.

2.6 The Social Media

The exposure to media has increased over the past decade, adolescents' utilization computers, cell phones, stereos and televisions to gain access to various mediums of popular culture has also increased. Almost all American households have at least one television, more than three-quarters of all adolescents' homes have access to the Internet, and more of American adolescents use the Internet at least occasionally (Anderson 2005) This is as a result of the amount of time adolescents spend using these devices; their total media exposure is high.

In the last decade, the amount of time that adolescents spend on the computer has greatly increased. Bryant (2011) stated that online activities with the highest rates of use among adolescents are video games, email, instant messaging, social networking sites, news sources, music, and videos .Within the past ten years, the amount of social networking sites available to the public has greatly increased as well as the number of adolescents using them. Bryant (2011)

identified sources that a high proportion of adolescents who use social media through having at least one social networking profile, two-thirds of teens text every day, half visit social networking sites daily, and send or receive tweets at least once every day.

Caplovitz (2002) stated that there are indication that electronic communication negatively affects adolescents' social development, replaces face-to-face communication, impairs their social skills, and can sometimes lead to unsafe interaction with strangers. Studies have shown differences in the ways the internet negatively impacts the adolescents' social functioning. Online socializing tends to make girls particularly vulnerable, while socializing in internet cafes seems only to affect boys' academic achievement. Caplovitz (2002) asserts that internet communication brings friends closer and is beneficial for socially anxious teens, who find it easier to interact socially online. He further states that internet use has a negative effect on the physical health of adolescents, as time spent using the internet replaces time doing physical activities. The internet can be useful in educating teens because of the access they have to information on various areas of learning.

2.7 The Role of Mass Media

Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboards, and magazines, to name a few. These messages promote not only products, but moods, attitudes, and a sense of what is and is not important. Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. In fact, only political and business leaders,

as well as the few notorious outlaws, were famous in the past. Only in recent times have actors, singers, and other social elites become celebrities or stars.

The current level of media saturation has not always existed. As recently as the 1960s and 1970s, television, for example, consisted of primarily three networks, public broadcasting, and a few local independent stations. These channels aimed their programming primarily at two-parent, middle-class families. Even so, some middle-class households did not even own a television. Today, one can find a television in the poorest of homes, and multiple TVs in most middle-class homes. Not only has availability increased, but programming is increasingly diverse with shows aimed to please all ages, incomes, backgrounds, and attitudes. This widespread availability and exposure makes television the primary focus of most mass-media discussions. More recently, the internet has increased its role exponentially as more businesses and households “sign on”. Although TV and the Internet have dominated the mass media, movies and magazines – particularly those lining the aisles at grocery checkout stands – also play a powerful role in culture, as do other forms of media. What role does mass media play? Legislatures, media executives, local school officials, and sociologists have all debated this controversial question. While opinions vary as to the extent and type of influence the mass media wields, all sides agree that mass media is a permanent part of modern culture. Three main sociological perspectives on the role of media exist: the limited-effects theory, the class-dominant theory, and the culturist theory.

2.8 Empirical Studies

The researcher reviewed journals; thesis and research related reports from internet and came up with the following related studies.

Enna (1994) investigated the effects of violent television programs on the attitudes of adolescents towards violence in some major towns in plateau state, Nigerian. The objective was to investigate the effect of television violence on the attitude of adolescence among secondary school students in some major town in plateau state and to find out teachers and parents opinions. The sample size comprised of forty students from each of the five school selected making two hundred (200) students and twenty (20) teachers and parents from each of the five (5) school in five (5) local government areas making a total of one hundred (100) teachers and parents. The total sample size was three hundred made up of students, parent and teachers who were randomly selected. The five local government areas randomly selected in plateau state for the study were Mangu, Jos, Lafia, Kofi and Akwanga the secondary school in the headquarters of the LGA were used for the study.

Research instrument used for the data collection were 30 item questionnaire for the students and 20 items questionnaire for teachers and parents. Descriptive statistics, tallies, frequency tables and percentages were used to identify the popular perception of the respondents and histograms were used for correlation between teachers, parents and students opinion and to analyses the data. The findings of the study revealed that adolescents viewed television for 4 hours daily. The adolescents preferred wrestling because they loved the violence displayed.

Bello (1995) conducted a study on effect of violent television programme on the attitudes of adolescents in plateau state. The objective of the study is to find out the effect of violent television programme. A descriptive research design was used and the data the data collected were analyzed using descriptive statistics, tallies and T-test was used for testing the significant, difference. The findings revealed that the use of violent television has a negative effect on the growth of adolescent. The choice of the past design was an eye opener to the present study.

Mohammed (1997) Carried research on the use of information technology in the secondary schools Kogi state. The study had three objectives among which include finding out the impact of information technology in the secondary schools. Three research questions and three hypotheses were state. The researcher uses descriptive survey design. The statistical tool used was chi-square statistics. The population of the study comprised of the senior secondary schools in Ankpa. The finding revealed that there is significant impact in the used of information technology in Ankpa secondary schools Kogi state.

Gbadebo (2007) conducted a study to investigate the influence of television and internet on academic performance and creativity of senior secondary school students in Zaria metropolis five objectives: five research questions were formulated and five null-hypotheses, descriptive research design using survey design was adopted. The population for the study was drawn from six senior secondary schools in Zaria, SabonGari and Giwa local government area in Zaria, Kaduna state. Samples of the study was three hundred and fifty senior secondary school students randomly selected using proportional sampling techniques from six schools. The instruments used for the collection of data were the questionnaires. The data collected were analyses using, one way analysis of variance (ANOVA), and two tails T-test the result obtained from the study revealed that students who spend short time viewing television and internet performed better in their mean scores than those who spent longer time and non-users. This implied that the amount of time spent on television and internet had significant effect on academic performance of senior secondary school students. It was however, revealed that heavy users were a bit more creative than light. The findings and the research tools used in the past study is an eye opener to the current study.

Owolabi (2011) conducted a study on the effects of home video on moral disposition of Christian youths in Zaria metropolis. The objectives of the study, among include to find out people's views and opinion on the effect of home videos, information to identify the major roles played by home video toward moral formation of Christian youths. The researches questions include what are the opinion on the effect of home videos information? What is the role played by home video toward moral formation of Christian youths? The population of the study comprised of Christian youths and the total population was 335 Christian youths. The design of the study was survey, and the statistical tool used for the stud was Chi-square. The findings of the study revealed that there is positive effect on the use of home video among Christian's youths in Zaria. This was relevant to this study because it guide the present study in the selection of statistical tools. However, the past population and the tool used in the past work is paramount to this study.

Adeniyi (2006) conducted a research on literacy and interpersonal relationships, challenges of technological development for psychology. The purpose of the study was to investigate the effect of computer interpersonal relationships of secondary school literate and non-literate students. The design used was descriptive research design. The subjects for the study were senior secondary school students from public and private schools in Kaduna and Zaria metropolis. A total sample of 229 students was used, made up of 129 computer literates and 100 non-literates. The questionnaire was used to collect data. Descriptive statistic was used to explain pattern of responses while one-way ANOVA was used to assess differences between groups of students. Analyses were conducted at 0.05 level of probability. The questionnaire was used to collect data. The findings revealed that the higher the level of computer competency of a study, the higher the probability of students withdrawing from his social environment, the more time he

devoted to the screen led to reduced interpersonal interaction. The study encouraged face to face communication toward interpersonal relationship. The study became an eye opener to the present study in the choice of population and the analyses of the findings.

Oladunjoye, (2013) on home video and the Nigerian child's implications on Academic Performance behaviour in the junior secondary school of Niger state. The researcher used two objectives and two research questions as well as two null hypotheses. The population of the study 157 students and the sample of the study comprised of 78 students in the junior secondary school. The null statistics was tested at 0.05 level The result of the study showed that home videos have influence on academic performance and behaviour of school children. The study recommends that time should be allocated for watching films for children and educative films should be encouraged. The study became relevant to this study on the areas of the population though research areas differed in term of coverage. The study became useful through guiding the researcher toward stating the objectives of the study.

2.9 Summary of Related Literatures

Literatures were reviewed on the influence of Home video watching on the social behaviour of Junior Secondary School Students in Adamawa State. Children who watch lots of violent films are prone to violence acts. There was the belief that people often accept the fictional representation in the media for their vivid and demonstrative relay of pictures. The Home-video is popularly considered by many people as a school of violence as it has the ability to hold its audience better than any conventional school.

The review explained that the reason why children should not watch too much television is because the content of many T.V programs is not educational. Nowadays, we see movies series, and show that present scenes of violence, sex and drugs. This has established wrong

concepts among the audience that influence them into having a negative behavior. The range of behavior and association emotion exchanged between parent and adolescent differ from homes. Those with a positive and healthy behavior towards their adolescent affect these children not to have bad attitude to their parent and the people around them, whereas the vice versa is the case with negative behavior. The increased in mass media encourages the adolescents' utilization in computers, cell phones, stereos and televisions to gain access to various mediums of popular culture which has no impact on the life of a child. Almost all American households have at least one television, more than three-quarters of all adolescents' homes have access to the Internet, and more of American adolescents use the Internet at least occasionally.

Online activities with the highest rates of use among adolescents are video games, email, instant messaging, social networking sites, news sources, music, and videos .Within the past ten years, the amount of social networking sites available to the public has greatly increased as well as the number of adolescents using them. A high proportion of adolescents who use social media through having at least one social networking profile, two-thirds of teens text every day, half visit social networking sites daily, and send or receive tweets at least once every day.

Therefore the gap this study wanted to fill was the seemingly lack of literature that identified the influence of home video watching on the social behaviour of junior secondary school students in Adamawa state.. Based on this that the gap of this study is narrow by identifying the influence of home video watching on the social behavior of junior secondary school and possible recommendations were made to curb these influence in the junior secondary schools. in Adamawa State.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the design and methodology used for this study. The main focus of this chapter is discussed under the following sub-headings;

- 3.1 Research Design;
- 3.2 Population for the Study;
- 3.3 Sample Size and Sampling Procedure;
- 3.4 Instrument for Data Collection;
- 3.4.1 Pilot Study ;
- 3.4.2 Validity and Reliability of Research Instrument;
- 3.4.3 Reliability of the Instrument;
- 3.5 Procedures for Data Collection;
- 3.6 Procedures for Data Analysis;

3.1 Research Design

Descriptive survey design research was employed for the study. The choice of the design was based on Afolabi (1993) and Adetoro (1996) who opined that when a study involve deriving data from questionnaire aimed at documenting current conditions or attitudes of the respondents descriptive survey design should be used. Similar Ekeh (2003) stated that descriptive research design should be used to describe an event, situation or phenomenon at the time of the study. Based on these citations, the researcher considered survey design appropriate for this study since it has to collect data from Students across the six local Government Areas in Adamawa State.

3.2 Population for the Study

The population for the study was thirty five thousand, eight hundred and seven (35807) made up of 22127 males and 13680 females students. The population for this study consisted of the entire adolescent students in seventy four (74) public Junior Secondary Schools in Demsa, Numan, Yola North, Jada, Ganye and Yola South Local Government Areas of Adamawa State. The population is as presented in Table 3.1.

Table 3.1 Population of the Study

S/no	Local Government	Number of schools	Students		Total
			Male	Female	
1.	Demsa	16	2726	1685	4411
2.	Numan	12	3336	2062	5398
3.	Yola North	11	7289	4505	11794
4.	Jada	16	2536	1569	4105
5.	Ganye	13	4179	2584	6763
6.	Yola South	6	2061	1275	3336
	Total	74	22127	13680	35807

Source: Post-Primary Management Board, Yola (2014)

3.3 Sample Size and Sampling Procedure

The researcher used purposive sampling to select 19 schools and the students in the schools as shown in Table 3.2.

. The sample size consisted of 500 students. They were divided into two Male and Female. Two hundred and seventy (270) males and two hundred and thirty (230) females. This was found in the recommendation of Krejcie and Morgan's (1970) that a sample size of 380 for a population of 40,000 as seen in Appendix I should be divided in order to have convenience in the research.

This is in line with the view of Douglass (2006), who opined that small sample size is adequate enough to enable a researcher to get effective result on the variables. The researcher used simple random technique of YES or NO to divide the respondents into two. In this regard, those who picked YES constituted the sample of the study and those who picked No were not used in the study.

Table 3.2 Sample of the Study

S/No	Local Government	Number of schools	Students		Total
			Male	Female	
1.	Demsa	4	36	26	62
2.	Jada	3	44	31	75
3.	GanyeYola North	3	67	78	165
4.	Numan	4	40	24	57
5.	Yola North	3	55	41	94
6.	Yola South	2	28	30	47
Total		19	270	230	500

Source: Field Work, 2014

3.4 Instrument for Data Collection

The instrument used to collect information from the respondents was a self-constructed structured questionnaire, titled Video Viewed and Social Behaviour (VVSB). The instrument had sections A and B. Section A elicits bio-data information of respondents. Section B contains items used to gather data from the respondents which was used to answer the research questions and test of the null hypotheses raised in chapter one. The questionnaire was constructed on a four (4) rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point) as seen in Appendix II. The respondents were asked to indicate their relative agreement with each item based on the scale.

3.4.1 Pilot Study

After the validity of the instrument, the instrument was used for a pilot study in junior secondary school Basawa in Sabon-Gari Local Government Area of Kaduna State because the school shared the same characteristic with the sampled school. This was made to determine the suitability of the instrument for the study and to ascertain any difficulty that the researcher may have when carrying out the actual research study and in order to reduce any ambiguity. Fifty (50) copies of the questionnaire were distributed to the respondents and returned. The result showed that 76% of the respondents agreed that there is a negative effect of home video watching on social behaviour while 35% did not.

3.4.2 Validity of the Instrument

To ensure that the instrument met the expected standard, consultations were made with expert in family and child development, home economics, research methodology and statistics in Ahmadu Bello University, Zaria. The expert were asked to examine the test items for their appropriateness, clarity of statement whether or not the items were well structured, the expert suggestions and criticisms help in improved the test quality of test items. After vetting the instrument, their corrections and suggestions were incorporated in the final copy. The instruments were validated by the Senior Lecturers in Home Economics and also Statisticians for face and content validity. The instrument is therefore considered suitable for the study.

3.4.3 Reliability of the Instrument

Test-re-test reliability of the instrument was found to be 0.78. This was supported by Peliam and Domnick (1995) that reliability instrument of at least 0.5 is considered reliable in a survey research. Spiegel and Steven (1990) reported that an instrument is considered reliable if the reliability lies between 0 and 1 and the closer the calculated reliability

co-efficient is to zero, the less reliable is the instrument and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. The data was tested at 0.05 level of significance using t-test statistical analysis.

3.5 Procedure for Data Collection

A letter of introduction was collected from the Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The letter was used to introduce the researcher during data collection. Letter of introduction was presented to the school authority during the exercise. Data were collected by the researcher with the aid of five (5) trained research assistants covering each of the selected Local Government Areas. Before the administration of the questionnaire, interactive session was held with the respondents to create mutual understanding and trust.

In the distribution, of questionnaire, face to face delivery method was employed, and the researcher gave the respondents enough time to complete the instrument and then collected them back. This procedure helps to ensure high return. The exercise lasted for a period of one month.

3.6 Procedure for Data Analysis

Data collected were analyzed in three stages. The first stage the researcher used Table of frequencies and percentages to analysis the bio-data of the respondents. Cumulative scores, weighted mean and standard deviation were used for the research questions. In answering the research questions, Strongly Agree and Agree are classified as Agree while Disagree and Strongly Disagree are classified as Disagree. In the analysis, items with mean score of 2.5 and above were considered agree while those with less than 2.5 were treated as disagree. The choice of mean of 2.5 is because it is the average of the four rating scale $\{(4+3+2+1) \div 4\}$. The hypotheses were tested using inferential statistics at 0.05 level of significant. Pearson Product

Moment Correlation (PPMC) was employed in testing null hypotheses I, II and III while t-test was used to test null hypotheses IV and V.

In the analysis, when the calculated value was greater than table value or ($P \geq \alpha$) the null hypothesis was rejected and on the other hand if the calculated value of any of the null hypotheses was less than the table value or the ($P \leq \alpha$) the null hypothesis was retained. In all the tests of the hypotheses, the 0.05 confidence level was used for determining statistical significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

In this chapter, the researcher presents the collected data for analysis and discussion. A total of three hundred and ninety (500) questionnaire were administered to the Junior Secondary School students selected across the three senatorial zones in Adamawa state. The analysis is presented under the following sub headings:

- 4.1 Analysis of Demographic Characteristics;
- 4.2 Research Questions;
- 4.3 Test of Study Hypotheses;
- 4.4 Summary of the Findings
- 4.5 Discussions of the Findings

4.1 ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS

Table 4.1: Demographic analysis of respondents by Sex

Sex	Frequency	Percent
Male	270	54.0
Female	230	46.0
Total	500	100.0

Source: Field work, 2014

The male students were 270 (54.0 percent) of the total respondents, while the female were 230 (46.0) (see Table 4.1). This means that there is high participation of both male and female in home watching video among the junior secondary schools in Adamawa state.

Table 4.2: Type of Film Watched by the Respondents

Types of Film	Frequency	Percentage
Drama	156	31.2
Animated	72	14.4
Comedy	53	10.6
Action	99	19.8
Horror	26	5.2
Romance	55	11.0
Others (Specify)	39	7.8
Total	500	100.0

Source: Field Work, 2014

Table 4.2 shows the percentage distribution of the type of film watched by the respondents. About 32 percent of the respondents prefer drama film, followed by 19.8 percent of the respondent watched action film, 14.4 percent watched animated film, romance film with 11.0 percent and 7.8 percent watched others film that may includes documentary film, science film, discovery film, serial films or blue films.

4.2 Answer to Research Questions

This section presents the analysis of data used for answering the five research questions raised in chapter one of this research work.

Research Questions One: What is the influence of types of video viewed on social behaviour of junior secondary school students in Adamawa state?

Table 4.8: Descriptive on influence of types of video viewed on social behaviour of junior secondary school students in Adamawa state

Responses	Total		Mean		Std. Dev.	Std. Error Mean	Remark	Decision
	Agree	Disagree	Agree	Disagree				
10920	7788	3132	2.9	1.1	.311	.063	2.9>2.5	Types of home video influenced students social behaviour

Analysis of data used to answer research question one revealed the total score of 10,920 with 7788 for respondents who opined that of types of video viewed at home influence social behaviour of students. Those that disagree had 3132 representing weighted mean score of 2.9 and 1.1 respectively. From the analysis, the calculated value for agree was greater than the benchmark ($2.9 > 2.5$), hence it was concluded that types of home video viewed like drama film, animated film, action film or horror film has influence on social behaviour of junior secondary school students in Adamawa state.

Research Questions Two: What is the influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state?

Table 4.9: Descriptive on influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state

Total		Mean		Std. Dev.	Std. Error Mean	Remark	Decision
Responses	Agree	Disagree	Agree				
	6985	2362	3.0	1.0	.289	.055	3.0 > 2.5 Time spent in home video influenced students social behaviour

The results of data used to research question two revealed that cumulative score of 9347 with 6985 (3.0) for agree while disagree had 2362 (1.0). The standard deviation was .066 with standard error mean of .289. From the result, the calculated value of 3.0 was found to be greater than the 2.5 index score for agree, hence it was concluded that time spent in home video influence students social behaviour of secondary school students in Adamawa state.

Research Questions Three: What is the influence of home video viewing on social behaviour of junior secondary school students in Adamawa state?

Table 4.10: Descriptive on influence of home video viewing on social behaviour of junior secondary school students in Adamawa state

Responses	Total		Mean		Std. Dev.	Std. Error Mean	Remark	Decision
	Agree	Disagree	Agree	Disagree				
9887	7921	2066	2.8	1.2	.497	.059	2.8>2.5	Home video viewing influenced students social behaviour

The sum of score used to answer research questions three was 9887. Those who opined that home video viewing has influence on students' social behaviour in Adamawa state scored 7921. Those that disagree with the statement scored 2066 representing weighted mean score of 2.8 and 1.2 respectively with standard deviation value of .497. From the Table, the calculated value was greater than the benchmark for agree (2.8>2.5). The result therefore shows that home video viewing has a positive influence on students' social behaviour in Adamawa state.

Research Questions Four: What is the difference between male and female opinions on the influence types of home video viewed on the social behaviour of junior secondary school students in Adamawa state?

Table 4.11: Descriptive on influence of nature of video viewed on social behaviour of junior secondary school students in Adamawa state

Gender	Response	Total		Mean		Std. Dev.	Std. Error Mean	Decision
		Agree	Disagree	Agree	Disagree			
Male	6433	4498	1935	2.8	1.2	.384	.064	No difference exist based on gender on influence of types of video viewed on social behaviour of students
Female	4487	3290	1197	2.9	1.1	.355	.051	
Total	10920	7788	3132					

Source: Field Work, 2014

The result of test of difference between the two groups of respondents in research question four revealed the cumulative score of 6433 for male and 4487 for female. Male students who opined that types of video viewed have influence on their social behaviour of students scored 4498 against 3290 for female students. Those male students that had contrary opinion scored 1935 against 1197 with weighted mean score of 2.8 and 2.9 respectively. The analyses revealed the calculated weighted mean for agree for male (2.8) and female (2.9) to be greater than 2.5 index score for agreed. The result therefore shows that the difference exists in the mean opinion of male and that of female on influence of types of home video viewed on social behaviour of junior secondary school student in Adamawa state.

Research Questions Five: What is the difference between male and female opinions on the influence of time spent in video viewed on the social behaviour of junior secondary school students in Adamawa state?

Table 4.12: Descriptive on influence of time spent in video viewed on social behaviour of junior secondary school students in Adamawa state

Gender	Response	Total		Mean		Std. Dev.	Std. Error	Decision
		Agree	Disagree	Agree	Disagree			
Male	5632	4624	1008	3.3	0.7	.322	.055	No difference exist based on gender on influence of time spent in video view on social behaviour of students
Female	3715	2361	1354	2.5	1.5	.296	.0485	
Total	9347	6985	2362					

The data used to determine the difference between the opinion of male and female respondents used the answer research question five revealed score of 4624 for male respondents who opined that, time spent in video viewed influenced their social behaviour those that disagree had 1008. The female students who agree with the statement scored 2361 while those that had

divergent opinion scored 1354. The weighted mean score for male students which stood at 3.3 was found to be greater than the index for agree while that of female students which 2.5 was equal to the benchmark for agree. Based on the analysis, it was concluded that the two group of students shared the same the same opinion on the influence on time spent on video viewing of their social behaviour in Adamawa state

4.3 Test of Hypotheses

The results of null hypotheses tested is as presented in Table 4.7 to 4.11

Hypotheses One: There is no significant influence of types of video viewed on social behaviour of junior secondary school students in Adamawa state

Table 4.13: Correlations on the influence on students' video viewed on social behaviour

Variables	N	Mean	Std. Dev	Df	r-cal	r-crit	P
Types of video viewed	370	2.85	.526	768	.241	.195	0.000
Social behaviour	370	2.57	.482				

Analysis of data used to determine null hypothesis one revealed the mean score of 2.85 with standard deviation of .526 for video viewed against 2.57 and .482 for Social behaviour with degree of freedom value of 768. The calculated value was found to be greater than the Table value (.241<.195) with the $P < 0.05$. Based on the analysis, it is therefore concluded that there is significant relationship between the video viewed and social behaviour of students in Adamawa state. The null hypothesis was therefore not retained.

Hypotheses Two: There is no significant influence of time spent in home video viewing on social behaviour of junior secondary school students in Adamawa state

Table 4.14: Correlations on influence of time spent in viewing of home video on social behaviours of junior secondary school students in Adamawa State

Variables	N	Mean	Std. Dev	Std. Error	r-cal.	r-crit	DF	P-value
Watching of Home video	370	2.5938	.42419	.02205	0.304	.195	368	0.000
Influence	370	2.6492	.45157	.02348				

The result of test of null hypothesis two revealed the correlation coefficient 0.304 obtained at 368 degree of freedom is higher than the critical value of 0.95 at 0.05 level of significance. The observed level of significance for the test is 0.000 ($P < 0.05$). With these observations, there is sufficient evidence to reject the null hypothesis. The null hypothesis that there is no significant relationship between home video viewing on the social behavior of students in public secondary schools of Adamawa State is therefore rejected. This means that the prolonged viewing of home video has significant influence on the behaviours of the Junior Secondary School Students in the state.

Hypotheses Three: There is no significant influence of home video viewing on social behaviour of junior secondary school students in Adamawa state

Table 4.15: Correlations on influence of home video viewed on social behaviours of junior secondary school students in Adamawa State

Variables	N	Mean	Std. Dev	Df	r-cal	r-crit	P
Video viewed	370	2.59	.497	768	.293	.195	0.001
Social behaviour	370	2.68	.489				

The Pearson Product Moment Correlation analysis used to determine null hypothesis three revealed the mean scores of 2.59 and 2.68 with standard deviation of .497 and .489 for video viewed and social behaviour respectively. The degree of freedom was 768. The calculated value was greater than the critical value ($0.293 > .195$). This is also seen in the probability value

less than the alpha ($P < 0.05$). The result of the analysis shows that there is relationship between home video viewed and students' social behavior whereby most students are stubborn both to their parent and to their teachers in the school. Majority of the students are equally aggressive to their colleagues. The null hypothesis was therefore not retained.

Hypotheses Four: There is no significant difference between male and female mean opinion on the influence types of home video viewed on the social behaviour of junior secondary school students in Adamawa state.

Table 4.16: The t-test analysis on difference between male and female on the influence of types of home video viewed on the social behaviour

Gender	N	Mean	Std. Deviation	Std. Error	t-value	DF	P-value
Male	219	2.95	.521	.032	1.60	368	0.071
Female	151	2.64	.485	.045			

The t-test analysis used to determine null hypothesis revealed the mean score of 2.95 and 2.64 with standard deviation of .521 and .485 for male and female students respectively. The calculated value of 1.60 was less than the critical value of 1.96. The probability value of 0.071 was found to be greater than significant level of 0.05. The analysis therefore shows that there is no significant difference in the mean opinion of male and female students on their influence types of home video viewed on the social behaviour. Based on this, the null hypothesis was therefore retained.

Hypotheses Five: There is no significant difference between male and female on the influence of time spent in home video viewing on social behaviours of junior secondary school students in Adamawa state

Table 4.17: The t-test analysis on difference between male and female on the influence of time spent on home video viewed on the social behaviour

Gender	N	Mean	Std. Deviation	Std. Error	t-value	DF	P-value
Male	219	2.70	.452	.0306	1.603	368	0.060
Female	151	2.58	.442	.0360			

The result revealed that the male were significantly different from the female students in the influence of time spent on home video viewing on their social behaviours. The observed t-value for the test was 1.603 compared with a critical value of 1.96 at the same degree of freedom. The level of significant obtained in the test is 0.060 ($P > 0.05$). This means that the null hypothesis was retained. Therefore there is no significant difference in the influence of home video viewing on the social behaviours of male and female students in public Junior Secondary schools in Adamawa State. Thus the null hypothesis was retained.

4.4 Summary of the Findings

Based on the data analysed, the following were the major findings:

- 1 About 54 percent of the respondents in the study area are males.
- 2 Majority of the respondents (31.2 percent) prefer to watch drama film than any other film.
- 3 Home video has positively influence the social behavior of the respondents with 64.8 percent.
- 4 Types of home video viewed have influence on social behaviour of junior secondary school students in Adamawa State.
- 5 The study also establishes that longer hours dedicated to television watching has been variously criticized for negative impact on academic achievement. Therefore, the need to effectively and adequately balance the watching of home video with reading ability of students will go a long way to model and change their behavioural characteristics towards academics and thereby providing a better environment for an enhanced academic performance.

- 6 The study notes that students on their own might not be able to tackle this phenomenon due to the pleasure involved in watching related media and home video programmes.
- 7 The result also shows that the difference exists in the mean opinion of male and that of female on influence of types of home video viewed on social behaviour of junior secondary school student in Adamawa state.
- 8 As children spend more total time watching home video they spend a significantly shorter amount of time with friends as compared to those who don't.
- 9 Some video has influence on the social behavior of junior secondary school in Adamawa State. That is children who are exposed to watching home videos without certain measures of control may control their social behaviour.
- 10 There is relationship between home video viewed and students' social behavior whereby most students are stubborn both to their parent and to their teachers in the school
- 11 Male were significantly different from the female students in the influence of time spent on home video viewing on their social behaviours

4.5 Discussion of the Findings

This study investigated the influence of Home Video watching on the social behaviour of Junior Secondary School students in Adamawa State. Findings of research questions one revealed that there are different types of home video frequently viewed and the numbers of home video watched by public Junior Secondary schools students in Adamawa State. It was discovered that each film type had different manifestations on the social behaviours of the students who believed that what is exhibited is real. The dressing exhibition and the actors' manners of dress code were found to influence the students accepted mode of dressing because they believed that what they watched in the Home video is a reality. This finding agreed with Elif, Muge and

Kadriye (2002) who stated that television gives reality from fantasy on television. The finding here is consistent with Bryant, (2011) and Oladunjoye (2013) that the Television is one of the tools that helps in establishing the adolescent behaviour and their opinions and social interaction. The report pointed out that Television enables children to gain perspective to the liberal social world and children watch television to describe effective roles and behaviour of people in the society.

The findings of research question two revealed that there were different types of home video frequently viewed and the numbers of home video watched by public Junior Secondary schools students in Adamawa State. From the related data, it was observed that the influence of prolonged viewing of Home video was more likely to be stronger for those who spend more time on such Programmes. The finding here is in line with Owolabi, (2011) who reported that Nothing could be so important to a liberal education than an understanding of the home video, the way it affects lives and the way it changes the world's social behaviours especially that of children.

The findings of research questions three revealed that there is time spent in home video viewing by public Junior Secondary schools students in Adamawa State The result of the test revealed that the two variables were significantly correlated which means that contents of Home video is another factor of influence on the students social behaviours. The finding here is consistent with the postulation of Block and Robins, (2009) and Bello (200) reported that use of media such the Home Video increase and reduces the intricacies of childhood development which was opined 'can be a frustrating and a worrying time for the young people'. The report advanced that apart from changes that occur in their interest and social interaction, it help to define them and describe their position in the changing world and that this increases their self-awareness, self-identity and their social recognition apprehension. This is consistent with Randy

(2011) who reported that as adolescents develop from childhood to adulthood they tend to explore more and new ideas and that the difficult experiences in transition are seen by girls and boys.

The findings of research question four revealed that there is difference between male and female students on the time spent for viewing home video among public Junior Secondary schools students in Adamawa. The result of the test revealed that the male students spent more time than their female counterparts on Home video viewing.. The finding agrees with Mohammed (1997) who revealed investigation that children watching more than three hours a day led to a small but significant increase in risk of anti-social behaviours in children aged five to seven.

The finding of research question five revealed there is difference in the influence of home video viewing on the social behaviours of male and female in public Junior Secondary school students in Adamawa State. The result revealed the male students were more influenced in their social behaviours than the female students. From the related data, it was observed that the male students spend more time in home video viewing than their female counterparts. It was observed that the time spent in watching home video was significant related to the influence on the social behaviours of the students. This finding therefore clearly shows a linear relationship between time spent and influence on students' social behaviours. The finding here agrees with the report of Adeniyi (2006) and Owolabi (2011) where it was observed that television portrays girls as more passive than boys and that in most cases, girls are mostly concern with grooming and dating. The report stated that Programmes on television such as soap operas reveal women as being mostly acted upon as compared to men. This could explain the observed difference in this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

- 5.1 Summary
- 5.2 Contribution to Knowledge
- 5.3 Conclusion
- 5.3 Recommendations
- 5.4 Suggestion for further studies

5.1 Summary

The summary of this study is presented on the topic influence of Home Video watching on the social behaviour of Junior Secondary School students in Adamawa State. The chapter contains among others the conclusion and recommendations as well as suggestions for further studies on the subject.

Time spent watching home video decreases the amount of time available for pursuing other more healthy activities such as reading, writing assignments or house chores and family time. However, the effect of home video watch and television viewing on social behavior of junior secondary school Adamawa State includes: exposure to media violence has been positively related to subsequent aggressive behaviour, ideas, arousal, and anger. Additionally, there is a significant negative effective of exposure to violence on subsequent helping behaviour.

Studies also indicate that watching home video has a negative effect on children's academic performance. When children watch Home video, they are typically not reinforcing school activities or doing homework and children watching home video when they like tend to performed poor on reading. The effect of home video watching may influence younger children to become more antisocial, resulting in their becoming socially isolated which, in turn, attracts

them to more violent media. As children spend more total time watching home video they spend a significantly shorter amount of time with friends as compared to those who don't. Most children who are exposed to violence through media or watching of home video had poorer school performance and its impact on their psychological adjustment was detrimental.

5.2 Contribution to Knowledge

The study has contributed to knowledge in the following ways:

1. Home videos has influence on social behavior of Junior Secondary School students in Adamawa State.
2. Longer hours used on television watching has negative influence on the social behavior of Junior Secondary School students in Adamawa State.
3. The use of projectors and seminars with the students will give guidance by providing solutions towards good watching habits among students in the Junior Secondary School.
4. The study will serve as reference material to both students, teachers and administrators in Adamawa State, the parents and researchers alike.

5.3 Conclusion

From the findings of this study it concluded that home video has influence on social behaviour of junior secondary school students in Adamawa state. This also showed that the response of male and female on the influence of time spent in home video viewing on social behaviours of students in junior secondary schools in Adamawa state proved significant.

The study conclude that longer hours used on television watching have negative influence on the social behavior of the junior secondary school in Adamawa State. The study notes that students on their own might not be able to tackle this phenomenon due to the pleasure involved in watching related media and home video programmes.

5.4 Recommendations

Based on the study findings the following recommendations were proffered.

1. Home Video Programmes should be controlled by parents to maximize the inherent advantages for Junior Secondary School students in the state.
2. Time spent on viewing by students could be restricted to prevent addiction and counter negative tendencies associated with prolonged watching of Home video by Junior Secondary school students
3. Teachers should educate their students on the differences of role play in drama and the actual reality of life such that students will not always take every action in a movie with hook and silk as behavior they could emulate
4. More attention should be focused on the male students in the control of time spent watching Home video especially those depicting anti-social behaviours
5. Male students should be given necessary education on the dangers of emulating characters they see in movies from time to time as a way of inculcating moral discipline by parents.
6. Hence, to tackle this recurrent phenomenon in our homes, parents should monitor the shows, films and programmes their children are viewing. Also, to enhance students' academic performance, parents should ensure that high-quality educational programmes be made available and children should be encouraged to watch informational, educational and nonviolent movies and programmes

5.5 Suggestions for Further Study

In view of the limitation of this study, the following was suggested for further study.

1. The study could be replicated in other state of the Federation towards having a general solution to the problem of Home video influence on the social behaviours of Junior Secondary school students in Nigeria.

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APPENDIX I

DETERMINING SAMPLE SIZE FOR RESEARCH, ACTIVITIES

ROBERT V. KREJCIE & DARYLE W. MORGAN

TABLE 1: Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

APPENDIX II
LETTER OF REQUEST FOR THE FILLING OF QUESTIONNAIRE

Home Economics Section

Department of Vocational and Technical Education

Faculty of Education

A.B.U, Zaria

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student of Home Economics in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. I am presently carrying out a research study on influence of Home video watching on the social behaviour of Public Junior Secondary School Students in Adamawa State.

Kindly help to complete the questionnaire as your response will aid this research a great deal. I assure you that any information given shall be used for the purpose of the research work alone, and the information you provide will be treated as confidential. Please be as accurate as possible to enable the researcher to get valid information.

Thank you for your co-operation.

Yours faithfully,

Enyi Esther Onyega
M.ED/EDUC/3300/2010-11

**QUESTIONNAIRE GUIDE FOR
JUNIOR SECONDARY SCHOOL STUDENTS
SECTION A: SOCIO-DEMOGRAPHIC INFORMATION**

Instruction: Please indicate by ticking () in the blank space the response that is most applicable to you.

Gender Male [] Female []

SECTION B: PLEASE TICK AS APPROPRIATE

Direction: Please tick the one most appropriate

1. Numbers of Home Video Viewing in a day

a. 1-3 []

b. 4-6 []

c. 7-10 []

2. Numbers of hours spend on Home Video Viewing in a day

d. 1-3hrs []

e. 4-6hrs []

f. 7-10hrs []

3. Types of home video frequently viewed

a. Fashion shows []

b. Music video []

c. Drama/soap opera []

d. Entertainment news []

e. movies actions []

f. Cartoon. []

SECTION C

INSTRUCTION: Please Indicate the appropriate responses by ticking (() the column that best suit your opinion.

SA = Strongly Agree - (4) Points

A= Agree - (3) Points

D= Disagree- (2) Points

SD= Strongly Disagree (1) Points

SN	Nature of Home video viewed	SA	A	D	SD
1	The majority of programs I watch contained images of fighting				
2	Horror films are what I enjoy watching in Home Video.				
3	I watch mostly blue films in Home video				
4	Fashion shows in Home Video is what I mostly watch				
5	My viewing time on Home Video is mostly spent on music				
6	I watch mostly entertainment news in Home Video				
7	Most of the cartoon I watched involved super heroes				
8	I spend more time in watching action movies in Home Videos				
9	I spend more time on Home Video Films that contained acts of violence (fighting using of weapons, images of blood).				
10	I watch mostly Home video that contains assorted dancing types				
Effect of watching home video					
1.	I believe that Home Video Films programs represent reality.				
2.	Indecent dressing among our youths is part of the influence of fashion shows in Home video				
3.	My exposure to nude pictures in Home Video makes me engage in indecent moral behaviour.				
4	I enjoy watching other people get into physical attractions.				
5	It is all right to hit someone if you were mad at them for a good reason.				
6	I repeatedly hurt animals.				
7	I got in trouble at school more than three times a year.				
8	I enjoy participating in contact sports (boxing and football).				
9	I had thoughts of emulating behavior from a television programs				

10	My exposure to home videos makes me engage in premarital sexual behaviour.				
----	--	--	--	--	--

Please indicating the appropriate responses by filling the best suit of your opinion.

1. I learn _____ from home Videos
 - a. Politeness
 - b. Friendliness
 - c. Hard work
 - d. Personal neatness
 - e. Truthfulness

2. Viewing of home videos makes me display aggressive behaviour like
 - a. Verbal Abuse
 - b. Physical Abuse
 - c. Damaging properties

3. When I watch home videos, I _____
 - a. Learn new pattern of speech
 - b. Learn new dressing style
 - c. Learn to socialize more with my peers
 - d. Learn gangsters'

4. My exposure to nude pictures in Home Video makes me engage in indecent moral behaviour such as
 - a. Fighting
 - b. Stealing
 - c. Lying
 - d. Use of hard drugs

5. One of the following is a coherent emotions from all that I watched on home videos
 - a. Skills of writing
 - b. Good speaking of English
 - c. Good thinking ability
 - d. Bad emotional attitudes

6. Home videos developed my-----
 - a. Brain
 - b. Attitudes
 - c. Socialized my learning norms
 - d. Discourages the cultural norms