

**THE EFFECTS OF VIOLENT MOVIES ON ADOLESCENT-S IN TWO SENIOR
SECONDARY SCHOOLS IN ZARIA**

BY

OLUSIJI, OLAOFE

P16ART8027

(MA/ARTS/7109/11-12)

**DEPARTMENT OF THEATRE AND PERFORMING ARTS,
FACULTY OF ARTS,
AHMADU BELLO UNIVERSITY,
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OCTOBER, 2018

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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**DEPARTMENT OF THEATRE AND PERFORMING ARTS,
FACULTY OF ARTS,
AHMADU BELLO UNIVERSITY,
ZARIA, KADUNA STATE**

OCTOBER, 2018

DECLARATION

I hereby declare that this dissertation entitled ‘The Effects of Violent Movies on the Adolescent in Two Senior Secondary Schools in Zaria’ was written by me and it is a record of my research work. It has not been submitted in any previous application for a higher degree. All quotations are indicated and the sources of information are suitably acknowledged by means of references.

Olusiji Olaofe
P16ART8027
(MA/ARTS/7109/11-12)

Date

CERTIFICATION

This is to certify that this dissertation, entitled “**The Effects of Violent Movies on Adolescents in Two Senior Secondary Schools in Zaria**” written by OLUSIJI OLAOFE P16ART8024 meets the regulations governing the award of Masters of Arts Degree in Development Communication, from the Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Dr. Emmanuel Jegede
Chairman, Supervisory Committee

Date

Professor M.I. Umar-Buratai
Member, Supervisory Committee

Date

Dr. (Mrs) Rasheeda Liman
Head of Department

Date

Professor S.Z Abubakar
Dean, School of Postgraduate Studies

Date

DEDICATION

This work is dedicated to God Almighty for His grace, provisions, love and guidance and to the two awesome men in my life; my dad, Prof. I.A. Olaofe and my loving husband, Mr. Dayo Madamori.

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ABSTRACT

Watching movies has become a common phenomenon among adolescents due to the technological advancement of media tools which are easily accessible to them. The challenge is that watching violent movies can have detrimental effects on the psychological development of adolescents as well as that of the society at large. This study therefore focused on the effects of violent scenes in movies on adolescents in two selected schools in Zaria, Kaduna State. The research examined varieties of movies that tend to appeal to adolescents and how they affect their behaviours. The study identified negative behaviours that can be associated with these violent movies with the aim of addressing adolescents' exposure to violent movies. A mixed-method of quantitative and qualitative research was deployed for this study. A total of 286 copies of questionnaire were issued and 280 copies returned from two selected Schools-Demonstration Secondary School and Great Hallmark International School. The results of the analysis showed that adolescents imitate violent scenes in movies especially when such acts are glamourized with no immediate repercussions and corresponds with Social Learning Theory which centres on imitating acts from the media. The study also discovered that constant viewing of violent movies by adolescents affectstheir perceptions about the society thereby justifying the Cultivation Theory which is anchored on the tenets of the media cultivating viewer's perception of reality. Furthermore, findings of the study revealed that adolescents can be desensitized to real life violence and exhibit some negative attitudes in school and the society because of the influence of violent movies they view. Based on the findings of the study, it was suggested that parents should monitor what adolescents view on their media tools by acquiring the necessary technical skills and create time to watch movies with them as well as partake in other social activities. Also, it was recommended that producers should not produce movies that glamourize violence. In addition, Nigerian Film and Video Censorship Board should adjust movie ratings to curtail access to violent movies. It was further suggested that schoolauthorities should engage adolescents in academic activities to keep them active. It is therefore a fact that a well channelled development programme for adolescents using educative movies devoid of violence will lead to greater growth in the society which is the claim of this study.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Violence is a major concern in all segments of societies today. Studies by Kaplan (2012), Mc Quail (2010), Miller (2002) and Ajilore, Ojo, Nwalolikpe, Akinreti, Odeybenle and Jegede (2013) have shown that exposure to violent media, such as movies, can promote aggressive or violent behaviour in children, adolescents and youths (International Journal of Innovative Research and Development, 2013). Researchers such as Mangwere, Wadesango, and Kurebwa, (2013) believe that exposure to action-packed movies greatly impact on the behaviour of children and adolescents. Most children and adolescents try to imitate the characters in movie; they want to be closely associated with the characters that they view as superior (Mangwere, et al, 2013). They are seen acting like movie stars. They wrestle with friend on the street and use uncensored words. The most important concern in the debate about violent movies has been whether or not it promotes aggressive behaviour among young viewers (Evra 1990).

Furthermore, the emergence of new media technologies to watch violent movies have aggravated the effects of violent movies (scenes) on adolescents. All these have cumulatively necessitated a study of this nature in Zaria.

1.1 Background to the Study

The impact of violent movies on young adults has been a contested issue in recent times. Many believe that movies greatly influence the life of adolescents, especially in the negative dimension (Strasburger, 1993). Thus, most violent crimes in the society are blamed on young adults' or adolescents' exposure to movies with violent scenes. According to Chauhan (2011), movies are the best means of relaxation and opportunity for the viewers to identify with the characters of the story. Movies satisfy basic desires which are often exhibited in the social

environment (Chauhan, 2011). Movie is a source of popular entertainment and it is pertinent to note that from the moment one indulges in watching movies, one is transformed into a new world where the mind is at ease (Nsisong, 2016). Adolescents watch movies for entertainment and pleasure. Action, suspense, romance and mystery are some of the aspects of movies that adolescents get attracted to (Chauhan, 2011).

Norris and Sargent (2002) found out that a surprising number of young teenagers watch extremely violent movies. In countries like America, an average child sees 200,000 violent acts and 16,000 murders on TV by age 18 (Donoughp, 2006; Rideout, Foehr and Roberts, 2010; Bickham, 2006 and Strasburger, 2002). The situation in Nigeria is not different; most children between 5 and 20 years of age spend over 6 hours daily on entertainment media which include television and movies (Ukoha, 2013).

In Nigeria, movies are some of the agents of socialisation and it has been observed that adolescents spend not less than 75 hours a week watching movies. This figure exceeds by far the amount of time spent in school (Wood, 1983). In other words, during a period of one week alone, a child would have watched a hundred killings; armed robbery, prostitution, rape, sex, violence and fight (Wood, 1985). Wood (1985), observes that these movies influence the behaviour of the adolescents greatly. This is of concern because movies affect the behaviour of adolescents both positively and negatively. While there exist movies that celebrate heroism and gallantry, the issue that concerns many today is the increasing rate of movies that portray cruelty, torture, killings, homicide, kidnap, terrorism and sexual escapades (Okon, 2015).

Violence has become a common theme in most movies, even in G-rated (suitable for viewing by persons of all age group) and animated movies (Donough, 2009, Rideout, 2001, Strasburger, 2002, Bushman and Aderson, 2009). Studies have shown that 91% of movies on

television contained extreme violence (Worth *et al*, 2008). Several researchers have raised alarm over the increase in violent content in movies despite a national rating system for movies. They gave an instance of the amount of gun violence in PG-13 (Parental Guidance) movies which have increased since the introduction of the rating in 1985 (Romer, Chambers, Nassau, Rakhra and Sargent, 2014). It was also noted in 2012, popular PG-13 movies contained significantly more gun violence than R (restricted)-rated movies (Bushman, Jamieson, Ilana and Romer, 2013). Movies rated suitable for adolescents have more gun violence than those restricted to adults; this is definitely a worrisome situation. This study therefore becomes imperative.

In a report from Canada's Centre for Digital and Media Literacy(2010), it revealed that violent movies are beneficial to both producers and viewers because of high profits and less production and translation cost. Also, violent movies are easy to understand and require little context in order to present a plot. Action movies do not require complex plots or characters; they rely on fights, killings, special effects and explosions. Waxman (2006) views violent movies as "short-on-dialogue and high-on-testosterone". Adolescents find violent movies or films very intriguing and the plot relatively simple so they are easily carried along. Furthermore, due to simplicity of the plot and the financial gain attached to action movies, producers have the tendency to produce more action films than non-action films.

It should be noted that the choice of adolescents as participants for the study is because of the period of adolescence which is characterized by rapid physical, cognitive, moral, social and emotional changes which make them vulnerable to any form of influence. Many scholars (Steinberg and Grigorenko, 2001; Anderson, 2002; Fayombo, 2004; Bansal, 2006) have described this period as 'a period of storm and stress'. Erickson (1980) describes adolescence period as 'a crisis of identity versus growth confusion'. According to him, adolescence period is

divided into two namely: early adolescence (10-14 years) and late adolescence (15-18years). Darling and Steinberg (2003) and Awake (2007) opine that adolescents are confronted with many problems (biological and social) which they try to find solutions to. Adolescents form a vital age group for the development of the society and due to the common traits, they are useful participants for this research. Exposing adolescents to violent movies may have detrimental effects on their social, emotional and academic development.

The choice of two Hollywood movies for the research is because it has come to dominate the film industry in the world (Ibbi, 2013). According to Ibbi (2013), a closer look at Nigeria film industry, the name Nollywood suggests that it was coined from Hollywood. He further stated that Nollywood movies are low budget with less sophistication in terms of equipment and production techniques compared to Hollywood productions. An average production of Nollywood moviestakes 10 days and cost approximately \$1500 which serve as another reason for the dominance of Hollywood movies in the world (Ibbi, 2013). Also, viewers use Hollywood as a standard for assessing the quality of production of Nollywood movies. Furthermore, the selected movies for this study (*Kick Ass2* and *Graduation*) are centred on adolescent's themes, characterized by violent acts. Therefore, a study into the effects of violent movies on adolescents in Zaria is necessary to show its implication(s) for their behaviour and the society at large.

1.2 Statement of the Research Problem

One of the visible changes of the twenty-first century is the presence and increased saturation of mass media (Huesmann and Taylor, 2006). Recently, radio, television, movies, videos, video games and social network have assumed central roles in peoples' lives (Adekoya and Ogunola, 2014). The mass media, especially movies, have significantly impacted on people's values, beliefs and behaviour with power to create a detrimental effect on viewers'

behaviour especially children and adolescents (Adekoya and Ogunola, 2014). Also, studies from several scholars tend to agree with the opinion that viewing violent-oriented movies increase aggression as well as affect the behaviour of young viewers. This is because movies have dramatic effects on the perception of viewers consciously or unconsciously (Akpabio, 2007; Anyiam-Osigwe, 2001; Esan, 2008). Oslow (2003), asserts that consciously or unconsciously movies play a vital role in children and adolescents as they tend to imitate aggressive and violent acts. This occurs as a result of their constant exposure to movies with violence scenes, which they end up exhibiting in their neighbourhood, schools and social gatherings.

Furthermore, there has been significant increase in violent behaviour among secondary school students over the past few years which include the use of fire arms (Mburu, 2004). Ayieko (2004) notes that cases of violent behaviours among secondary school students such as destruction of property, death, rape of female students by male counterparts, cases of drug abuse, school dropout and general disruption of learning process have been on the increase in recent years. Owing to the popularity of movies among adolescents with the rapid evolution of media technologies and satellite stations, the assumption that deviant and aggressive behaviours of adolescents could be related to violent movies is the central assumption of this study. Thus, it is on this premise that this research focused on the effects of violent movies on adolescents in order to suggest ways to control adolescent's exposure to violent contents.

1.3 Aim of the Study

The aim of the study is to assess the effects of violent movies on adolescents in Zaria with a view to suggesting appropriate measures to control their exposure to violent contents.

1.4 Objectives of the Study

1. To identify violent contents in the selected movies.
2. To examine the implications of violent movies on adolescent's in two secondary schools in Zaria.
3. To propose ways of controlling adolescent's access to viewing movies with violent contents.

1.5 Research Questions

1. What are the violent contents in the selected movies?
2. What are the implications of violent movies on adolescent's in two secondary schools in Zaria?
3. In what ways can adolescent's access to viewing movies with violent contents be controlled?

1.6 Justification for the Study

The assertion that movies play active role in entertaining and impacting the lives of adolescents is widely accepted, but violent scenes in movies have been known to influence behaviour and emotions of adolescents (Mabelle, 2016). Hall in Shertzer and Stone (1976) described *adolescence* as a period of storm and stress. According to him, adolescence is a period when adolescents begin to assert themselves in various ways by throwing away "tradition in general and questioning the teachings of parents, teachers and other authority figures." In the process they watch films and televisions where violence is demonstrated and in the actual life, they unleash harm on one another.

Adolescents wish to control their own lives but and they get frustrated because of obstacles. They may be aggressive or rebellious one day and affectionate the next day owing to

the unbalanced stage in their development (Hall cited in Shertzer and Stone, 1976). Constant exposure of adolescents to violent movies could have damaging effect(s) on their growth and development that may never be corrected however, a reason for this study.

Adolescents constitute the active population of a country as such the protection of adolescents against the negative impact of movies is crucial considering the recent birth of insurgency in Nigeria especially in the Northern part of the country. Adolescents in recent times have been used to carry out terrorist acts in the country. An 11-year-old female bomber killed dozens of people and wounded more than 120 others in Yola and Kano (CNN report, 2015). Also, Cameroon soldiers rampaged a command post, which was used to brainwash and train teenagers to be used as human bombs (Vanguard News, February 24, 2016). Though many factors are responsible for the induction of adolescents as terrorist but violent movies may not be ruled out as one of the influencing factors should be considered and investigated therefore, another purpose for a study on the effects of violent movies.

The popularity of movies among adolescents justifies a study of this nature. Studies have shown that most adolescents spend greatest part of their time watching and downloading movies on the internet because movies serve as adolescent's greatest means of entertainment and relaxation (Odesolaand Utibe, 2001; Buerkel, 2005). Also, the increase in the ownership of cable and satellite stations with movie channels has influenced adolescent's interest in different types of movies (Sargent, Hearthertron, Ahrens, Dalton, Tickle and Beach, 2002). The movie industry produces more R-rated (restricted) movies compared to other categories and some R-rated movies have advertisements thereby increasing the demand by adolescents to view such movies usually characterized by violence (Sargent et al,2002).

The two movies selected for this study are: American movies and the choice of the movies centres on the popularity of American movies among adolescents in Nigeria because of the storyline and standard of production. Furthermore, the researcher has observed that little or no research has been carried out in Zaria on the effects of violent movies on adolescents. Zaria being a centre of learning with lots of schools and a high population of adolescents requires an investigation on the detrimental effect(s) of violent movies on adolescents capable of destroying their leaning process and activities.

In view of the above, this study is beneficial to the Nigerian Film and Video Censorship Board (NFVCB) which is the main body established to censor films and programmes aired on TV. One of the criteria for approving a movie is that it should not encourage or glorify the use of violence. Thus, the board classifies films into different categories. It is observed that some films approved as suitable for adolescents still have lots of obscene and violent scenes. Therefore, the outcome of this study is helpful to adolescents in Nigeria. In addition, the research work is of great importance to media practitioners and movie directors or producers because the effects of violent movies on adolescents are brought to the fore so as to serve as a yardstick to producers to regulate the use of violent acts in movies to a minimal level that will not pose any threat to adolescent population. The study is beneficial to parents and guardians who are charged with the responsibility of parenting. The study reveals the negative effects of exposing adolescents to violent movies and the need for parents to curtail the exposure of adolescents to such content because of the vital roles parent or guardians play in the lives of adolescents.

1.7 Limitation of the Study

This study was limited to two schools in Sabon Gari Local GovernmentArea of Kaduna State due to the tasking nature of the Focus Group Discussion (qualitative instrument)which

other schools apart from those selected did not give much room because of interference with their academic schedule.

1.8 Scope of the Study

The study covered senior secondary school students within the age of adolescence in Great Hallmark International School and Demonstration Secondary School, Main campus, Ahmadu Bello University, Zaria. Demonstration Secondary school is selected for this study because it is situated in the university with large number of students with possibilities of exposure to different media while the preference for Great Hallmark International School is because it is a private school with boarding and day section and the likelihood of monitored viewing of movies. The school also has low number of students, a point for comparison with Demonstration Secondary School.

American movies were deployed for the analysis of the study. The first movie entitled *Kick Ass 2* was produced by Matthew Vaughn and directed by Jeff Wadlow. The movie was released in 2013 with the rating R (Restricted) which means not suitable for persons below the age of 17. It is a British-American independent superhero black comedy movie based on the comic book of the same title. *Graduation* was the second movie released in 2008 and rated PG-13 meaning parental guidance is needed for persons below the age of 13. The movie was directed by Michael Mayer and it belongs to the genre of action, adventure and drama.

1.9 Meanings of Abbreviations

G- Stand for General, movies with this symbol are suitable for viewing by all age groups. The content in these types of movies is mild or non-existent impact on children and adolescents.

PG- stands for Parental Guidance because some materials maybe inappropriate for children under 13 and parents are urged to be cautious.

R- Restricted: Under 17 requires accompanying parents or adult guardian as they contain some adult material. Parents are urged to learn more about the movies before allowing their children to watch it

NC17- Adult only; Not suitable for people under 17 as they are clearly for Adults and not for children.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter reviewed the concept of movies and violence; it also reviewed other researcher views on the description of adolescents. The chapter also reviewed relevant literature on the genres of movies, violent contents in movies, effects of violent movies on adolescents and so on. Furthermore, empirical literatures were reviewed in order to reinforce the gaps as well as challenges that this research needs to address. The chapter concluded with the theoretical perspectives of the research which centre on Social Learning Theory and Cultivation Theory.

2.1 Concept of Movies

Preston in Career View (2011) defines movies as “an art of audio-visual storytelling, film or movie is a medium of communication rich with social implications, created with different social and cultural contexts’. The NewEncyclopaedia Britannica (2007) sees films (movies) as motion picture in a series of still photographs on film, projected in rapid succession on a screen by means of light, because of an optical phenomenon known as persistence of vision, giving illusion of an actual, smooth and continuous movement. According to World Book (2002), motion pictures is a series of images recorded on film or tape that appear to move when played through a film projector, video entertainment system and of recent, mobile phones. The New Book of Knowledge (2012) indicated the relationship between movies and television. The book states that television offers great varieties of programmes and today, the television and the movie industry work together. Thus, producers of movies are in the business of making movies especially for television. Studies have shown that most adolescents spend the largest part of their time watching films and using the Internet to watch movies (Kafidipe, 1999; Odesola 2001;

Ward, 2003; Buerkel, 2005). As noted by Folagbade (2003), mass production of visual images, videos, television are now found in places which were formerly not reached by these media making the world become a global village.

Movies as a medium of mass communication has its major role to play in the society which is to educate, entertain and inform the audience. Balogun (1987) classifies movies into European, American, Chinese, Nigerian and Indian and of recent, more categorization of movies has been introduced. He opines that all these classifications can produce violent, comic, and entertainment movies. He also stated that violence in movies are those that encourage aggressiveness or use of physical force such as boxing, fighting, rape, killing, stealing, shooting and wrestling which have the power to inflict harm on another.

One of the largest research projects ever undertaken on movies was *the Payne Fund Investigation* and the conclusion arrived at was that movies provide a special learning format that led to high retention of factual materials in comparison to the acquisition of facts in standard laboratory memory experiments (Lowery and De fleur; 1988). Also, Peterson and Turnstone (cited in Lowery and De fleur, 1988) state that movies influence changes in attitude. According to the above scholars, adolescent imitated movies star in the area of mannerism and social techniques. Movie stars provide attractive sources of modeling for adolescents and themes of crime, sex and love which are admired by adolescents. Lowery and De Fleur (1988, 47) submitted that movie is an instructor to young people where they take lessons from as stated thus:

In an era when there was only a limited number of sources which young people could learn ways of relating to the opposite sex, and especially about techniques of kissing or the meaning of love and romance, the films provided fascinating lessons.

The above citation attests to movies as tool used by the young to imitate acts and this is still obtainable today. Lowery and De fleur also state that movies were a rich source for adolescent's daydreams and fantasies in the past. They were used also to stimulate imaginations about playing fantastic adult role(Herbert cited in Lowery and De fleur, 1988). Movies also arouses an individual's emotion strongly and they lose their self-control leading to an outburst of emotions such as tears, screams and grief or sorrow for the plight of a movie character. These features of movies stated above are still obtainable in the present even in a wider spectrum with the advent of new media technologies (Lowery and De fleur, 1988).

Nsiong (2016), states that in Nigeria, an average youth spends most time in front of a TV screen, laptops, phones or cinema screen watching foreign films which builds aggressive tendency and damaging pressure on adolescents/ youths. Crime (action), horror and thrillers are the top genres that are mostly viewed in the foreign movies (Nsiong, 2016). The researcher further states that the advancement in technology has increased access to all kinds of foreign movies due to the multiple platforms for viewing. Generally, movies are being easily downloaded from the internet into phones, laptops and so on thus making it difficult for parents and guardians to monitor what adolescents watch on such devices.

2.2 Conceptualization of Violence and its Detrimental Effects on Society

Violence can be defined as unlawful exercise of physical force and intimidation which has to do with conduct or treatment, outrage and injury. Popitz (1986) defines violence as an act of power that leads to intentional bodily injury of others. The scholar shows an association between 'physical' and 'psychological' violence, that is the experience of physical violence such as torture or rape has psychological consequences so also, psychological violence such as brainwashing can also have physical effects. David (2002) defines violence as anything

avoidable that impedes human self-realization, including misery or alienation. He enumerated types of violence, one of which is direct violence. Direct violence, also known as personal violence includes acts of war, torture, fighting, gun violence, physical abuse and emotional abuse, “violence indicates an action that is harmful or injurious”. Violence from the above researcher’s perspective is avoidable and capable of limiting an individual’s development.

Furthermore, Berkowitz (1983), sees violence as an intentional behaviour aimed at causing either physical or psychological pain. Elliot, Robin and Beveley (2004) noted that violence is a consequence of pain and discomfort, frustration, provocation and reciprocation, social exclusion and imitation. The American Federal Bureau of Investigation (2012) also conceptualises violence as the expression of physical or verbal force against self or others and a compelling action against a person’s will or pain of being hurt. The Bureau asserts that violence is used as a tool of manipulation and an area of concern for law and culture which makes attempts to suppress and stop it. Researchers like Elliot and others view violence as a result of pent up anger and frustration.

The World Health Organisation (WHO, 2002) defines violence as:

the intentional use of physical force or power either threatened or actual against oneself, another person, or against a group or community This either results in or has likelihood of resulting in injury, death, psychological harm, underdevelopment or deprivation’ (p.4)

The definition above encompasses personal violence as well as suicidal behaviour and armed conflict. It also covers a wide range of acts, going beyond physical acts to include threats and intimidation. Besides death and injury, the definition includes the myriad and often less obvious consequences of violent behaviour such as psychological harm, deprivation and mal development that compromise the well-being of individual, families and communities.

It is evident from all these definitions that there exists a common theme of violence being an intentional or avoidable injury on others that lead to physical and psychological harm. Therefore, from the above definitions of violence, the detrimental effects of violence are itemized as follows: (1) it is capable of causing injury, especially bodily injury (2), psychological effects such as fear and brain washing (3) impedes self-realization and (4) capable of causing harm and pain. Adolescents' exposure to violence would definitely have detrimental effects on the growth and development of the society.

Conceptualising the term violence within Nigeria, Tamuno (1991) sees violence as the unlawful use of threat or force. Okundade (1999) identifies different facets of violence such as individual violence consisting of undesirable acts like fighting, bullying, aggression, murder, street disturbances, battery, to violence between individuals or a whole group resulting into violent acts, mass actions, cultism, riots, demonstrations, agitation. The researcher also identified other types of violence which are sexual violence, physical assault, gang or individual rape, verbal assault, and use of diabolical power like *juju* used to harm victims who refuse love advances or are perceived as being unfaithful. However, violence is a serious subject matter that should not be underestimated because it may involve both physical and psychological harm and inflict pain.

Violence is a common feature in our tertiary, secondary and primary school in Nigeria. Evidence of violence abounds in our society and institutions of higher learning. Only a few minutes of reading from the print media or listening to the electronic media will amaze a modest observer at the extent of violence in this country. Holtzman, Thorpe, Swartz and Herron (1986) shows that violence is widespread and greater numbers of violent acts are caused by adolescents.

The consequences of violence on the Nigerian society are loss of lives and property, social economic stagnation, social tension and mental illness. Fareo (2016) itemized violence in movies as one current cause this of violence among youths and adolescents. Most people have agreed that youths or adolescents' violence is a serious social problem especially in Nigeria society due their notion to harm and kill others (Fareo, 2016). Such actions break social norms (by violating the law) and causing insecurity by threatening the country's social order. Youth-violence should be seen as the biggest part of the general problem facing country (Fareo, 2016).

2.3 Description of Adolescents

According to UNICEF (2011) the adolescent age can be categorized into two: early adolescence from ages 10 to 14 and late adolescence from ages 15 to 19. The early adolescence is characterized by physical changes usually beginning with a growth spurt and soon followed by the development of the sex organs and secondary sexual characteristics.

The internal changes in the individual, although less evident, are equally profound. Recent neuro-scientific research indicates that in these early adolescent years, the brain undergoes a spectacular burst of electrical and physiological development. The number of brain cells can almost double in the course of a year, while neural networks are radically reorganized, with a consequent impact on emotional, physical and mental ability (UNICEF, 2011).

It is during early adolescence that girls and boys become more keenly aware of their gender than they were as younger children, and they may make adjustments to their behaviour or appearance in order to fit in with perceived norms. They may fall victim to, or participate in bullying; and they may also feel confused about their own personal and sexual identity (UNICEF, 2002). The late adolescence encompasses the latter part of the teenage years, broadly between the ages of 15 and 19 (UNICEF, 2002). The major physical changes have usually

occurred by now, although the body is still developing. The brain continues to develop and reorganize itself and the capacity for analytical and reflective thought is greatly enhanced (UNICEF, 2011).

Risk taking is a common feature of early to middle adolescence as individuals' experiment with 'adult behaviour' declines during late adolescence and as the ability to evaluate risk and make conscious decisions develops (Romer, 2012). Nevertheless, cigarette, smoking, experimentation with drugs and alcohol are often embraced in the earlier risktaking phase and then carried through into later adolescence and beyond into adulthood. For example, it is estimated that 1 in 5 adolescents aged 13–15 smokes, and around half of those who begin smoking in adolescence continue to do so for at least 15 years (Kylesi, 2007). The flip side of the explosive brain development that occurs during adolescence is that it can be seriously and permanently impaired by the excessive use of drugs and alcohol (United Nations Children's Fund; 2002).

Adolescents in Nigeria vary from one geographical area to the other or from socio-economic level to another. In Nigeria, according to Nnamani (in Alio and Aneke; 2015), the period of adolescence is between the ages of 11-18 years. In Nigeria, at age 18, though individuals are eligible to vote during national elections (Njoku; 2006), they are old enough to be jailed, but at 18 years in Nigeria, children still live under their parents making the concept of adolescence geographical. A statistical report from Nigeria Demographics (2014) states that age 0-14 is 43.2% of the population and ages 15-24 constitute 30.5% of the population showing that adolescents make up a significant population in Nigeria.

Psychologists have a consensus in defining adolescence as 'transitional period between childhood and adulthood' (Nnamani, 2008). It represents one of the critical transitions in their

life span and is characterized by tremendous pace in growth that is second only to that of infancy (Nnamani, 2008). It is viewed as a transitional period between immaturity and maturity as well as having to deal with questions such as ‘who am I?’, ‘who will I be?’ (Gross and Mcilveen, 1998).

Chukwu (2003) sees adolescence as a difficult and a delicate stage that needs to be handled with caution by both the adolescent and all those who have influence over him or her. Shertzer and Stone (1976) also described adolescence as a period of storm and stress when people begin to assert themselves in various ways by throwing away tradition in general and questioning the teachings of parents, teachers and other authority figures.

George-Okoro (2008) opines that adolescents are generally at a point in their lives when they are just starting to seriously break dependence from their parents in search of their own identity. They look to heroes as role models for guidance and identity with them. They may emulate them based on possession of certain skills or attributes (George-Okoro, 2008) and the media (movies) provides them a more neutral and less threatening frame of reference to relate with role models (George-Okoro, 2008).

Furthermore, the selected movies relate to the adolescent period as follows: the first selected movie, *Kick Ass 2* is a superhero movie based on a comic book of the same name. Generally, a superhero is a person who is dedicated to protect the public from harm. They usually have secret identity so the public cannot guess who they are but they usually save people from harm. They normally wear a costume, mask, have a signature and trademark. Adolescents especially boys view superheroes as models because of unique traits bestowed on them such as power, courage or ability to face fears, high tolerance for pain, intelligence, a fighting spirit and

finally costume features. Exposure of adolescents to super heroic movies that are laden with violence may have negative effects on their individual development and the society at large. Similarly, the second movie *Graduation* depicts adolescents as clever and smart in committing crime influencing the tendency for adolescents to cultivate their social reality of the world from movies like *Graduation*.

2.4 Types (Genres) of Movies

Dauenhauer, Hockett, Mammarelli and Yarem (2014) are of view that the movies industry is a reflection of major events and changing cultures across society. In order to better understand the intent of movie industry, it is categorized broadly into large grouping or genres. By classifying movies into genres, it gives a better judgment of the merits of the movie and intent of movie makers. The following are the major genres of movies:

(a) Action

Ranjana, Kukarni, Sherke, Dhond and Pardeshi (2016) view action films or movies as basically character oriented films in which the leading character give heroic performance. These films or movies include fighting, bloodshed, deadly races, stunts, distraught chases and so on (Ranjana, *etal*, 2016). Generally, there are two main characters in such films which are the hero and villain. The hero earns victory at the ending of the movie by killing or arresting the other character who plays a negative role. Also, action movies are characterized by these features such as: they contain high energy, big-budget stunts and chases (Teachthis, English as Second Language, 2018). The American movie industry has shown interest in action movie genre which is usually violence driven (Wilson, 2000). Violence is the motivation of action movies and it defines the storyline. Most part of action movies are centred on criminal elements and acts (Wilson, 2000).

(b) Comedy

The target of these movies is to make the audience laugh through amusement enhancing the humor (Ranjana, et al 2016). The characters in these movies possess a style which can even make saddest things funny. This is one of old genre of movies which became popular from the start of the era of moving picture in form of silent or black and white comedy (Ranjana et al, 2016). Unlike other genres, comedy focused more on dialogues and humor rather than star cast, emotion and story. Comedy genre has no particular theme; in fact comedy movie can be created on any theme highlighting its comic side (Ranjana et al, 2016). Yang (2011) stated that romance and comedy usually are associated with a delightful watching experience. Therefore, comedy is amusing genre of movies.

(c) Horror

This genre creates fear and a terrifying feeling in the audience (Ranjana et al, 2016). These kinds of films are very entertaining and popular over centuries. Themes of such films or movies might be of deaths, unknown fears, terror, nightmares, imaginary creatures, psychopaths, monsters, zombies, evil witches and ghosts (Ranjana et al, 2016). Though these movies are based on negative or horrifying aspects but they are one of the most demanding genre(Ranjana et al, 2016). Yang (2011) also views horror movies as dark movies which are usually associated with anxiety and fearful excitement.

(d) Romance

Preston (2000) categorized romantic movies as ‘feel-good’ movies. He defined romantic movies as ‘a movie in which the development of love between two main characters is the primary narrative thread and the main storyline (Preston, 2000). Furthermore, this genre comprises of the love stories showing passion, affection and genuine emotions. Most of the movies falling under

this type of genre show a journey of loved ones from friendship, dating to marriage (Ranjana et al, 2016). Romance movies are usually about passionate love stories in which couples may face problems such as physical illness, accidents, and family problems and so on. Most of the romantic stories have a happy ending in which love last forever in the lives of characters. The themes of such movies are love at first sight, one sided love, obsessive love, spiritual love, sentimental love, destructive love, tragic love and so on (Ranjana et al, 2016).

(e) Adventure

Adventure movies are exciting stories with new experiences and are similar to action movie genre, in that they are designed to provide action-filled and energetic experience for the viewers (Dirick, 2018). Rather than the predominant emphasis of violence and fighting that is found in action movies, the viewers of adventure movies can live vicariously through the travels, conquests, exploration, creation of empires, struggles and situations that confront the main character (Dirick, 2018).

(f) Animated movies

Animation is a rapid display of a sequence of images to create an illusion of movements. The most common method of presenting animation is as motion pictures (Larke, 2013). The word “animate” comes from a latin verb “animare” meaning to make alive therefore animation means making drawings, clay, puppets and so on look so real for one to believe they are alive (Larke, 2013). Animation has the capacity to entertain, exaggerate, simplicity, abstract, review complex process, be a vehicle of humorous writings and so on (Larke, 2013).

Animated movies is undergoing many changes, in the early-to mid-century, the film characters were lovable and simplistic. The conflict between the protagonists and antagonists was clearly portrayed as the brave and humble heroes versus the envious step parents or bitter

witch (Akers, 2013). The conflict centered on envy, greed or pride as the leading motives for the evil characters. Moral lessons were learnt at the end of the movie (Akers, 2013). Of recent, animated industry has expanded to more in-depth storylines (Wojcik-Andrews, 2000), characters voiced by high-profile actors, higher budget allotted to each film and the addition of adult-focused humor (Booker, 2010). Adult content are now introduced into animated movies therefore, animated movies could also deploy the use of violence. It can be implied that animated movies can be categorised into violent and non-violent movies.

The above genres or types of movie further categorize movies into violent and non-violent. However, this study is concerned with the effects of violent movies that pose threats on the development of adolescents and the society. Therefore, it is necessary to look into the violent content of movies.

2.5 Violent Content in Movies

1. Aggression:

Aggression is defined as any behaviour intended to harm another person who is motivated to avoid that harm (Anderson and Bushman, 2002a). This definition includes a few key characteristics that distinguish aggression from other actions. First, aggression is a behaviour not limited to direct and overt physical behaviour, like punching, shoving, fighting or kicking and violent acts that carry significant risk (physical aggression) but also behaving aggressively by writing offensive electronic messages (cyber aggression) or using abusive language (verbal aggression). Secondly, aggression is intentional and intended to cause harm for example; shooting someone with the intent to kill is an aggressive behaviour. Thirdly, the individual being harmed must be motivated to avoid that harm (Bushing, *etal*, 2015).

Also, Brown and Harmiton – Giarrhritsis (2005) state that violent imagery on television, movies, video game and so on has substantial short-term effect on arousal of thought and emotions by increasing the likelihood of aggressive behaviour in younger children especially boys. Strasburger (1997) also noted a connection between media violence like in movies and real-life violence. Furthermore, the report from the American Academy of pediatrics (2009) states that violence in the media(movies) results in varieties of physical and mental health problems for children and adolescents which includes aggressive and violent behaviour, bullying, desensitization to violence, fear, depression and so on.

Aggression is of the core content of violent movies and aggressive acts are violent acts that can pose serious risk on victims. According to Huesmann and Taylor (2006) exposing children and youths to violent movies increases the likelihood they would behave aggressively immediately afterward. Furthermore, Belson (1978) states that long term exposure to violence in movies was significantly related to the likelihood of aggression in 12 to 17 years old boys. Also, boys who watched aggression in movies were more likely to commit violent crimes, be aggressive in sports, threaten violence towards another boy, write slogan on walls or break windows (Ndoma and Basse-Duke, 2014).

2. Use of Weapons (guns):

Bushman, Jamieson, Ilana and Romer (2013) revealed from a research that violence in films had more than doubled since 1980s and gun violence in PG-13-rated movies has more than tripled since 1985. Since 2009, PG-13 rated movies have contained more violence than R-rated movies (age 17+) movies. According to the above researches, adolescents are exposed to increasing gun in top-selling movies. By including guns in violent scenes, movies producers may

be strengthening the weapon effect and providing youths or adolescents with scripts for using guns. (Bushman, Jamieson, Ilana and Romer, 2013).

Also, researchers like Webb, Jenkins, Browns, Afifi and Karus (2007) and Walsh, Gentile and Walsh (2006) state that television, movies and music videos normalize carrying and using weapons and glamorize them as a source of personal power. Similar to the view of Bushman et al (2013), Romer (2017) revealed that in 2012, PG-13 movies had more depictions of guns than those restricted to age 17 years and older. The prevalence of guns or weapons in movies is another violent content to be noted.

3. Use of Vulgar or Uncensored Words: -

This can also be called verbal aggression. Ndoma and Bassey – Duke (2014) are of the view that teenagers pick some words and slangs from movies. Dufrene and Lehman (2002) reported an increase in the use of profanity in the everyday lives of Americans and Hollywood movies. Sociologists have expressed concern that exposure to coarse, violent, sexualized media including profanity can desensitize media viewers (Griffiths and Shuckford, 1989, Martin, Anderson and Cos, 1997).

Cressman, Calirster, Robinson and Near (2009) carried out a content analysis of 90-top-grossing movies over a period of time in the US; it was revealed that teens and adults characters use similar profanity types; however, teens are more likely to use seven dirty words than adults because they (adults) use mild words.

4. Sexualised Violence: -

Researchers in the North American context have found that children and adolescents use media narratives (especially movies) as sexual scripts for learning about dominant norms

concerning gender, love, and sexuality (Carpenter, 1998; Pardun, 2002; Ward, 1995; Wood, 2001; Wood, Senn, Desmarais, Park and Verberg, 2002)

Some researchers have suggested that there is no causal relationship between access to sexually explicit material and the incidence of sexual crimes (Kutchinsky, 1991), that effects are observed only for individuals who are predisposed to be aggressive (Zillmann and Sapolsky, 1977). On the other hand, results of meta-analytic research suggest a relationship exist between media consumption of sexually explicit materials particularly violent materials and a number variables related to sexual violence (Allen, D'Alessio, and Brezgel, 1995; Allen, Emmers, Gebhardt, and Giery, 1995). These analyses showed that exposure to sexually explicit media like movies were associated with increased aggression and rape-myth acceptance. That harmful effects are observed only for explicitly violent portrayals (Donnerstein, Linz, and Penrod, 1987).

In addition, researchers have also reported that consumption of sexually explicit media may lead to increased sexual callousness, the disregard or contempt for a woman's right to deny sexual access (Zillmann and Weaver, 1989). Similarly, other researchers have argued that consumption of media portrayals of sexual violence may lead to target desensitization—the belief that certain individuals are appropriate, natural, and safe targets of violence that are deserving of aggression (Check and Malamuth, 1985; Donnerstein and Berkowitz, 1981). Behavioral effects of exposure to sexually explicit material can take the form of imitation of new behaviors as well as lowered inhibitions to try out already learned behaviors (Russell, 1988). Finally, other researchers have examined the idea of sexual objectification, and have reported that the viewing of pornography can lead some male viewers to interpret subsequent interactions with women in inappropriate sexual or erotic terms (McKenzie-Mohr and Zanna, 1990).

Hough (2012) reported that Psychologists concluded that films are likely to influence adolescents to have sexual relations with more people without using condoms. Researches from Dartmouth College in New Hampshire concluded that every hour of exposure to sexual contents on screen, participants were more than five times more likely to lose their virginity in six years (Hough, 2012).

5. Display of Dangerous Stunts:

Stunt work encompasses a diverse field of production but can be broadly defined as an action sequence that involves an elevated risk of injury to performers or others on the set or stage. (ILO, 1998). Researchers (Fischer, Gritemeyer, Morton, Kastenmiller, Postmes, Frey, Kubitzki, Odenwalder, 2009) carried an experiment investigating the impact of risk-promoting movies using risky scenes from a James Bond movie and from the MTV series *Jackass* versus risk-neutral movie sequences. Participants driving behaviour during a driving simulation task were measured. Participants who saw risk promoting movie were more inclined to risky driving than participants who were exposed to risk-neutral stimuli. Therefore, it can be implied that the exhibition of risky behaviour is influenced by viewing movies that display dangerous stunts.

6. Gory Images (use of gore):

Gore is defined as a bloody wound resulting from an act of violence such as seeing blood from a gun shot or a person gruesomely burned to the point the bone is exposed and so on (Tuner, Ciba, Cunningham, Pollard & Tuner, 2004). Bartsch and Mares (2013) discovered from a research conducted that the audience are attracted to gory (gore) movies because it is thrilling and suspenseful; they also satisfy truth-seeking motivations by offering meaningful insights into some aspect of human condition. Gory movies also hold viewers' attention to keep watching as

one of the psychological effect of the brain because it is programmed to stare at something scary or gory.

7. Intake of Hard Substances (cigarettes, alcohol and illegal drugs):

Sargent and Heathertron (2009) carried out a content analysis of top box-office hits between 1996 and 2004. It revealed that tobacco use was depicted in three-quarters of G, PG and PG-13 rated movies and in 90% of R-rated movies. Also, a longitudinal research showed that one of the factors influencing adolescent's substance use is exposure to movies (Glantz, Titus, Mitchell and Kaufman, 2010). Exposure to substance use is more in contemporary movies and adolescents constitute a substantial percentage of movie viewers (Kosterman, Hawkins, Guo and Catalan, 2009). Rauzi (1998) stated that results of a number of correlational and longitudinal studies confirmed that exposure to smoking in movies is one of the key factors that prompt teenagers to smoke.

Furthermore, popular movies are rife with alcohol, only 2 out of 40 highest-grossing movies do not contain alcohol depictions (Primack, Dalton, Carroll and Fine, 2008). It was observed that G and PG rated movies contain frequent references to alcohol and drinking is frequently depicted as normal behaviours even for teenagers (Sargent et al, 2006; Yakota and Thompson, 2001; and Roberts & Christenson, 2000). Drug scenes are more common in movies and no harmful consequences are shown most time. (Christenson, Henriksen and Roberts, 2000). Marijuana is the most frequent drug scenes in movies, especially in R-rated movies (Roberts and Christenson, 2000). A Columbia study reveal that viewing R-rated movies was associated risk of trying marijuana and Hollywood film makers use humor and legitimise the intake of hard drugs (Halperin, 2008),

These are some of the major violent contents in the movies, therefore, the need to consider the effects of violent movies on adolescents who constitute the study participants.

2.6 Effects of Violent Movies on Adolescents

According to Huesmann and Eron (1986), from watching aggression in movies, children learn how to be aggressive in new ways and they draw conclusions about whether being aggressive to others will bring them rewards. A large scale study funded by the Centre for Disease Control and Prevention established a conclusive link between exposure to media violence, adolescents' violent behaviour and general aggression (Boxer, Huesmann, Bushman, and O' Brian, 2009). Boys who view violent television programming at ages two to five years were at increased risk for antisocial behaviour at ages seven to ten years (Christakis and Zimmerman, 2007). There is also evidence showing that that violent imagery on television and in other media increases the likelihood of aggressive or fearful behaviour in younger children especially boys (Broune and Hamilton). One of such study was the one carried out by Contor (1998) that more than 90% of college students vividly recall a movie that frightened them greatly.

Researchers' findings have also shown that violent movies affect the sex behaviour of adolescents. According to Kasier Family Foundation (1996), the media have been accused of playing a central role in shaping sexual behaviour of adolescents. In a survey, 53% of teens said that they use TV and movies as a source of information about sex and birth control (Kasier Family Foundation, 1996). This view was supported by Berry (2000) who stated that television and movies have negative influence because of their portrayals of violence, unhealthy sexuality and lack of positive role models for adolescents.

Furthermore, the results of scientific and statistical research by Eron, Malamut and Huesmann in 1986, Rapaczynski in 1984, Dorathy Singer and Yerom Singer in 1981 showed that children or adolescents who regularly watch crime and violence in movies suffer mental disorders and cannot distinguish between good and evil. They are also aggressive, angry, lopsided, forgetful and heartless (quoting Haghight, Tubatabaee, Moazedian, Sabetimani, 2000).

Another effect of violent movies on adolescents is fear of being victimized (Mean World Syndrome). George Gerbner expanded on the term Mean World Syndrome which means that people who watch lots of violence on television and in movies are more likely to believe their neighbourhoods are unsafe, assume that crime rates are rising and overestimate the chance of becoming a victim (Glassner, 1999). Also, desensitization is added effect of violent movies on adolescents where teenagers become more callous to the suffering of others. The National Institute of Mental Health (1982) opined that chronic exposure to violent depictions can cause desensitization to violence which is an attenuation of cognitive, emotional, and behavioural responses to a stimulus (Funk, 2004). This means children and adolescents may believe that violence is inevitable as well as perpetuate violent acts themselves.

Polarization is added effect of media violence (movies) where the world is often divided into good and evil. The plot of such movies is centred between the good and bad guy conflicts that are resolved through violence (Nevins, 2004). Adolescent viewers identify with the 'good character' that fights for justice and opposes the enemy who represents greed and persecution. Adolescents alienate and develop hatred for the enemy. Therefore, polarization allows adolescent viewers to see the protagonist's actions as moral even if they are violent because it is against evils.

Furthermore, teenagers are more emotionally invested and interested in the situations that pertain to their changing view of the world and growing status in the society. The level of emotional involvement of teenagers with movie contents affects their psychosocial development (Abdulkadir, Bello and Ishah, 2015). In the Nigerian society, the situation is quite alarming in that adolescents' (teenagers) attitudes, thoughts and general behaviours are considerably influenced by foreign movies and mostly anchored on foreign models (Abdulkadir, Bello and Ishah, 2015). Most movies appeal to the emotions of its viewers and ultimately affect their world views because of developing emotions of adolescent as a result of the onset of puberty (Barber, 1992). Therefore, substantial levels of effects of violent movies can be recorded on adolescent's attitude and behaviour, thereby painting a dangerous picture for the development of the society.

2.7 Prominent Movie Industries in the World

(a) Nollywood:

Nigerians first began making movies on their own during the oil-boom of the '70s. Unexpectedly, however, because of an economic collapse in the country, the film industry took off in the late 80s to '90s (Onuzubike, 2008). The Nigerian film industry is also known as "Nollywood" produces about 50 movies per week, second only to India's Bollywood and ahead of Hollywood (Erick, 2014). Although its revenues trail those of Bollywood or Hollywood at the global box office (\$1.6 billion and \$9.8 billion in 2012, respectively), officially Nollywood still generates, on average, \$600 million annually for the Nigerian economy, with most of these receipts coming from the African diaspora (Erick, 2014). It is estimated that over one million people are currently employed in the industry (excluding pirates), which makes it Nigeria's largest employer after Agriculture (Erick, 2014).

(b) **Bollywood:**

The name Bollywood is a combination of Bombay (Mumbai's old name) and Hollywood and it is often used to summarize all movies produced in India. While Bollywood is the center of the Hindi movie industry, movies are made in other regions and local languages as well. Bollywood refers to films produced by the Mumbai film industry in India primarily in the Hindi language which contains song and dance which form an integral part of the plot. The history of Bollywood stretches as far back as film industries of the rest of the world. The first feature film was produced in 1913, and the first motion picture in 1931 (Balsara, Rajgopal, Paruelekar, Jariwala, Pherwani and Anand, 2011).

(c) **Hollywood**

The legend of Hollywood began in the early 20th century and is an earmark of modern American society rich history and innovation. The first movie made in America according to industry myth was made in the village of Hollywood in 1910. By 1919, "Hollywood" had transformed into the face of American cinema and all glamour it would come to embody (Erick, 2014). Hollywood was the birth place of movie studios, which are of great importance to America's public image in the movie industry. The earliest and most affluent film companies were Warner Brothers Pictures, Paramount, RKO, Metro Goldwin Meyer, and 20th Century Fox, each of whom owned their own film production sets and studios (Silver, 2007).

Hollywood stands out as one of the most prominent foreign industries that produce movies. The Hollywood industry has been dominating the world cinema (Silver, 2007). The Hollywood industry is now composed of six major Hollywood film companies which are Warner

Bros pictures, Paramount pictures, Walt Disney, Colombia pictures, Universal studio, 20th Century fox (Valour, 2008) and a number of small independent production companies and distributors (Scott, 2002). There had been many reasons for Hollywood dominance in the global market. One of it is that Hollywood being a global brand has been exceptionally successful in penetrating the film or movie markets of other countries like Nigeria. Also, Hollywood movies use computer graphics in depicting acts making it so real and sort after by other countries (Scott, 2002).

Njoku (2009) also affirmed that Hollywood movies exert a powerful hegemonic influence in Nigeria such that viewers regard them as standard. According to him, the concern of viewers is that most of Nollywood movies are centred on witchcraft and they use Hollywood movies as standard for assessment. The appeal of Hollywood movies has been approached by researchers in terms of the variety of pleasures that spectators gain. Bordwell and Thompson (2001) highlight such pleasures which are: the protagonists dominate and control the events of the movie by the need to achieve a goal and in the process, the narrative development aims at achieving the set goal. Hollywood movies also create excitement by seeing stars perform using spectacular actions and special effects (Garncarz, 2002). Likewise, globalization has helped the popularity of Hollywood movies.

Hollywood movies have been criticized severely for negative influence on cognitive and affective development of children. Children develop nonchalant and lackadaisical attitudes towards their academics and prefer to exercise their psychomotor domain by imitating the action of characters as well as unconventional behavioural patterns provided by movie actors and actresses (Awake, 2007). Hollywood movies also contain lots of pornographic scenes and

pornography influences improper sexual desires and makes aberrant behaviours appear to be appealing (Awake, 2007). The opportunity provided by the new media makes it possible for Nigerian youths to watch global television programs such as action movies featuring gangster, acts of shooting and killing. Huesmann, Moise-Titus, Podolski and Eron (2003) are of the view that children who spend most of their time watching Hollywood movies use violence to resolve issues when they grow into adulthood. Hollywood movies show glamourized violence, they often promote acts as fun and effective ways to get what children want without thinking about the consequences.

The rapid spread of the English language worldwide aided Hollywood movies exportation and the Internet enables the world community to take part in watching movies (De Zoysa & Newman, 2002). Recent researches have looked at Hollywood as an organizational network with impacting marketing strategies and structures that allow such a widespread influence. According to Olson (1999), US competitive advantage in movies and TV programmes is mainly because of the extensive number of skilled labour force that is available to movie producers and distributors. Feiwel (2002) argues along the same lines stating that Hollywood as an industry allows a great variety and diversity in movie production and marketing.

Hollywood is the major global player in the movie industry; Hollywood movies have become an integral part of everyday culture and have greatly impacted on viewing habits of audiences in the past decades. Hollywood is a creative space for film makers, producers and distributors. It is an available source of profit, a political vehicle and a place with opportunities and economic potentials. All these factors have created an industry that has been able to fascinate and captivate mass audiences around the world. The choice of Hollywood movies as instruments

for analysing this research is thus premised on its popularity and general acceptance across the country.

(d) **The Chinese Film Industry:**

China's film industry is the world's third largest in terms of number of films produced and box office rankings. However, with a few high profile exceptions, its films have not made an impact on the world stage and are struggling at home to compete with Hollywood Productions.

In 2012, it became the second largest market in the world by box office receipts. China is predicated to have the largest cinema market in the world by 2018 and has already become a major hub for business for Hollywood studios (Kiprop, 2018).

2.8 Educational Benefits of Movies

According to the World Book (2002), movies have many educational relevance especially as teaching aids. The World Book explained how teachers use films or movies in classes because movies use slow motion, animation and other special techniques to demonstrate processes that could otherwise not be seen or studied thoroughly. For example, a film can show the formation of crystals at fast speed so a class can study this process. Television station use movies to inform and educate through documentaries, a documentary is a nonfiction movie that tries to present factual information in a dramatic and entertaining way. Documentaries centre on varieties of factual subjects on historical, political or social events.

Also movies or films are incredibly useful in teaching literature. A video version of a novel offers a quick and easy solution to comprehending the novel. After reading a novel, watching a video version of it gives a clearer mental picture of what the students read and a

better understanding of what they misunderstood while reading (Mathis, 2014). She asserted that the film version of novels can be used to excite students who do not like reading novels and showing one or several of the most exciting, funny or interesting moments in the novel is an activating strategy before the students begin reading.

Movies are used for learning English especially by foreign films where English is spoken by the native speaker; it helps in improving a student's fluency in speaking English and pronunciation of English words. Also by watching movies, you get to hear new words and phrases especially idioms and colloquial expressions thereby improving ones' vocabulary. In addition, Television informs, entertains and educates through varieties of programme that are aired, for example, documentaries on education, agriculture, health and so on are used in our daily lives to help improve the living standard. Mangwere and other scholars (2013) were of the view that television is a tool for broadening the outlook of younger generation, making them aware of what the wider community and happenings in other societies. It has been proved that children who are exposed to media perform better in school than those who are not. A survey conducted in Zimbabwe showed that children who were exposed to television tended to be faster in acquiring the English language skills of writing, speaking and reading than those not exposed (Mangwere et al: 2013).

Also, according to Nsisong (2016) foreign movies play vital roles in educating viewers at various levels, reducing the level of ignorance, hatred, prejudice and teach on social life. The above researcher also stated that foreign movies make people aware of other's history, culture, science and technology by educating on varying geographical regions across various timelines. In today's dynamic global economy, information from all genres of movies transcends across

local and international borders by creating a deeper understanding of the world beyond one's border.

2.9 Psychological Conceptualization of Violence

a. Sensory Delight & Aesthetic Theory of Destruction

According to this theory, images of violence and mayhem may influence sensory delight. These sensory satisfactions are linked to what is strictly visual or oral, irrespective of the plot, the narrative, the characters and so on (Kountouriotis, 2003). If the goal of human behavior is the maximization of "sensory pleasure" (Kagan, 1996), then this theory explains why individuals are motivated in watching violent imagery.

Allen and Greenberger (1979) advanced a similar proposal. They proposed an "aesthetic theory of destruction" in order to explain the motivations behind a destructive behavior. More specifically, they suggested that human beings find pleasure and stimulation in the destruction of an object. They also cited examples of people watching demolition of derbies, disaster movies, and burning building because it satisfies their need for destruction.

b. Novelty & Habituation

This theory suggests that appeal to violent imagery can be explained by the fact that images of violence, destruction and aggression are unusual or novel and therefore they command the viewers' attention and elicit their curiosity (Carroll, 1990 cited in Kountouriotis, 2003). Furthermore, this theory tries explains the phenomenon of habituation to the exposition of violent imagery. Persons who initially respond to depictions of violence with great emotional intensity will experience a fading of this intensity. In the extreme, persons with massive exposure

to depictions of violence will not respond affectively at all. The consequence of such habituation is that these persons, as they find nothing exciting in the displays in question, will be nonchalant about the drama that features such displays.

c. Sensation Seeking

On the other hand, the habituation does not only mean the fading of intensity but also the desire to repeat the experience in the chase of sensation. However, Zuckerman (1994) defined sensation seeking as a trait characterized by the pursuit for “varied, novel, complex, and intense sensations and experiences, and the willingness to take physical, social, legal, and financial risks for the sake of such experience”. That means that violent movies may be “enjoyed by some viewers because of their intrinsic capabilities to satisfy the need for arousing stimulation” (Sparks & Sparks, 2000).

For Zuckerman(1996), sensation seeking is related to an individual’s optimal level of arousal, with high sensation seekers feeling better at higher levels of stimulation and arousal. From this perspective Zuckerman assumed that high sensation seekers can also enjoy stimuli that elicit negative emotions, such as fear, because the intensity of these emotions helps them reach their optimal level of arousal, and because these people interpret the experience of these emotions positively, whereas low sensation seekers regard them as unpleasant.

d. Violence Confounded with other Variables

Furthermore, there are other features and elements that happen simultaneously with violence in films that increase violence’s appeal. According to Duncum (2006) violent films have other attributes. For violence to be attractive, there have to be clues of its unreality, such as

music and sound effects, choreography, exaggeration or distortion of reality, sexually explicit imagery and comedy, coloration, editing and so on. Fantasy is perceived as the ultimate distortion of reality and the most attractive feature of entertainment media. As Goldstein (1998) argues “violent entertainment may be enjoyed repeatedly because it lends itself to imaginative experiences and to a temporary loss of self-consciousness”.

Furthermore, the environment and the architectural frame, where the performance, film or video game takes place, play a seminal role in the attraction of the audience. The protective frame of the black box of the cinema and the 4th wall of the theatron, the familiar and safe environment of the living room that ends where the glass of the TV screen begins, allows the spectator to detach from the event, to feel that the danger is imaginary, and that it set in another time- past or future (Duncum, 2006).

e. Dispositional Alignment

The biggest majority of violent entertainment is anchored by some sort of a narrative that involves transgression followed by retribution. These narratives allow the exercise of moral judgment. When watching viewers (adolescents) are constantly monitoring the behavior of characters to judge their actions as right or wrong against their moral standards. The outcome of this scrutiny cultivates character-related dispositions that promote morality-based viewer expectations (Tamborini, 2003).

Dispositional Alignment towards the different characters is then three folded:

- (1) A favorable, positive disposition develops for characters whose actions are deemed good and right. Eventually they are regarded and treated as friends.

- (2) An unfavorable, negative disposition develops for characters whose actions are deemed evil and wrong. Eventually they are regarded and treated as enemies.
- (3) A neutral, indifferent disposition is maintained for characters whose actions are deemed
 - (a) neither good or right nor evil or wrong or
 - (b) equally good or right and evil or wrong.(Zillmann, 1998 cited in Kountouriotis, 2003)

Character development is thus very important for spectators to align with one or another side and predicts how they enjoy the performance or film. According to dispositional alignment theory, the confirmation of expectations brings great pleasure, whereas their disconfirmation causes distress. The villain character is anticipated to be severely punished for his actions. When this happens, theory suggests that the viewers are satisfied and when it is delayed or never happens, they are distressed or disappointed. Satisfaction then comes from seeing the audience judgments being materialized (Kountouriotis, 2003). According to Zillmann (1998) pleasure in judging is derived from people's desire to live in a safe world. When they believe that safety is in peril, violence is justified as a means for securing public wellbeing. When viewers are negatively disposed against a character they are free to enjoy punitive violence. A typical example is condemning a villain for raping and maiming, the viewers are free to hate such a person and joyously anticipate his execution because they are openly negatively disposed against a character it. As a result of that, Zillmann (1998) explains that because those who help to restore social harmony tend to be supposed purveyors of justice and their excessively violent action serves the 'common good', can be morally sanctioned. The means are justified by the ends, even when the brutality of these means obtrusively exceeds the brutality of the actions to be punished. In the moral mediation of reactions to displays of violence, there is little deliberate pondering of ethical

principles. Perpetrators rarely have recourse to mitigation and easily lose their right to live (Kountouriotis, 2003).

f. Catharsis Doctrine

Feschbach (1971) was one of the first theoreticians that tried to explain the psychology of the spectator of violent entertainment. He advanced the notion of symbolic catharsis, inspired by Aristotle's theory of Catharsis where tragedy could get the audience to experience fear and pity, which would thus be consumed (purged, eliminated). Similarly, Feschbach's doctrine suggests that exposure to filmed violence has potentially therapeutic properties for individuals with anger and aggressive tendencies. By watching images of violence that other people enact, it is held, presumably, that individuals would leave the entertainment experience with their pent-up fears or phobias and aggressive tendencies purged or cleansed (Rocket, 1988).

g. Gender-Socialization Theory

Zillmann and Weaver (1996) maintain that there are very few circumstances nowadays where adolescents can develop and demonstrate mastery of gender-appropriate emotional behaviors. They suggested that violent films provide such a context for adolescents, in which boys can prove to their peers, and ultimately to themselves, that they are calm and collected in the face of terror; and girls must similarly demonstrate their sensitivity by being appropriately disturbed, dismayed, and disgusted.

Accordingly, watching violent and horrific imagery provides an opportunity for males to demonstrate their mastery over the various images and for females to demonstrate their relative helplessness and high levels of fear. To the extent that males and females are able to perform

their appropriate roles in the context of frightening entertainment, the overall experience is pleasant. This pleasure in achieving the appropriate social displays is misinterpreted as enjoyment of frightening films. Notice that this account of pleasure in the wake of media threats applies mainly to adolescents rather than other population groups because adolescents are the most conscious of assuming their appropriate societal roles (Sparks & Sparks, 2000).

Furthermore, it is interesting to notice that going to horrific entertainment performances or films is a social event and adolescents rarely go or watch alone. Zillmann (1998) explains that the fact, that male adolescents are known to invest considerable efforts into getting female adolescents to accompany them to terrifying movies would seem to suggest that they have a notion that their 'scared' companions might snuggle up to them during the scary scenes.

Gender-socialization-theory of affect shows that young men enjoy watching violent (horror) films more when viewing with frightened females and young women enjoy when they watch with young men displaying mastery. That means that performance of gender appropriate behavior increases attraction to opposite-gender companions (Tamborini, 2003). Fearlessness for men has double effect; elevate the social status in terms of respect in the *homosocial* context and increase attractiveness in the *heterosocial* context. Performance (whether felt or intended) of sickness, distress and helplessness for girls and women. Zillmann (1998) argues, makes them look more attractive and "romantically desirable" than if they were self- confident and independent.

2.10 Empirical Studies

A study by Hassan, Osman and Azarian (2009) on ‘The Effects of Watching Violent Movies on Attitudes concerning Aggression in Middle School boys (13-17 years old) at International School in Kuala Lumpur, Malaysia’. This study used the quantitative instrument because it is widely used in the field of research on media and effects on society. The location of this study was seven International Schools in Kuala Lumpur, Malaysia. Two hundred and sixteen adolescent boys aged 13-17 were selected from seven international schools located in Kuala Lumpur. The data were collected using four instruments: The Demographic Questionnaire, the Media Viewing Habit Questionnaire, the Affection toward movie violence scale, and the Attitudes concerning Aggression Scale. The results of movies preferred showed that adolescent boys preferred to watch action movies (78%), animation was second with (41.2%) and comedy was third with (39.8%). On the affection toward movie violence, the results revealed that there is a high level of affection towards watching movies with violent contents with the following results: 46.8% of school students said that they like watching movies with violent contents “very much”, 28% like it “much” and 11.8% like it “not very much” and just 5.1% dislike watching violent contents. Attitude concerning aggression scale consisted of 12 items with possible score from 1 (strongly disagree) to 4 (completely agree). The overall result indicated that the average respondents’ attitude agreed that aggression is legitimate, acceptable and aggression bring power and status. The result from this study is important to the present study because it point out one of the yard sticks being assessed in this research which is the effects of violent movies on adolescents. The study differs from this research in the choice of only adolescents boys as participants, the location of the study also vary with the present study. In addition, the research limits the effects of violent movies on aggression while the present study is not limited to a

particular effect. The present study is a combination of the qualitative and quantitative research method while the research in Kuala makes use of only the quantitative instrument.

Rishante, and Yakubu (2014) carried a research on 'Children, Sexual Media and Violence in Nigeria'. The research examined the influence of media sex and violence on children. Ninety (90) Junior Secondary Pupils were randomly selected for the study: there were 42 males and 48 females that participated in the study. The instrument for data collection was copies of questionnaire. The pupils in each school were randomly divided into three groups of 15 and labelled groups 'A', 'B' and 'C' respectively. Group 'A' were shown a 20 minutes' video clip of documentary on marine life; Group B were shown a 20 minute video clip with violent content, and Group C were shown 20 minutes video clip on sex education. After 10 minutes, copies of questionnaires were gives to them. The results generally showed that children exposed to watch sex education significantly exhibited sexual knowledge than the children who watched the other media. This means that exposure of children to media sex will lead to the display of sexual behaviour. Furthermore, children exposed to media violence showed a significant higher aggressive attribute than children not exposed to other media violence. This implies that exposure to media violence leads to aggressive behaviour.

The findings from this research are significant to the present research in view of the agreeing that exposure to media violence leads to aggressive behaviour. The study's use of quantitativemethod is appropriate to the present research. The difference is that the above study participants are children not adolescents like in the present study. Also, the research focuses on the effect of sexual media and violence on children while the current study centres on the effects of violent movies on the adolescent. The current study rejects one of the findings of the above research that exposing children to sex education can lead to the acquisition of sex knowledge

thereby implying that exposure of children to media sex will lead to the display of sexual behaviour because there is no correlation between sex education and media sex.

A research conducted by Gunter and Puppa (2005) on ‘The Effects of Television Violence on Memory for Violent and Non-Violent Advertising’. This study investigated the impact of television violence on memory for advertising, taking into account the possible role of viewer hostility arousal in this context. Experimental participants were exposed to advertising placed within a violent or a nonviolent film clip. One advertisement had 2 versions—violent and nonviolent and was presented with 2 other nonviolent filler advertisements. Participants completed a mood questionnaire before and after been exposed to the television material. It tested their memory for the embedded advertising and asked to rate the film clips and the advertisements using a set of evaluative scales. The nonviolent version of the target advertisement was ‘less well remembered’ when placed in the violent film than in the nonviolent film. In contrast, the violent version of the target advertisement was ‘remembered much better’ than the nonviolent version when placed in the violent film sequence. Participants’ hostility scores were higher only after watching the violent film, and associated with impairment in the memory of the nonviolent advertisements, while enhancing the memory of the violent advertisement. The present study agrees with the research by Gunter and Puppa (2005) on the impact of violent media in retaining and recalling violent content which is in line with one of the theory (Social Learning Theory) of the study.

However, the both studies differ in the area of study and methodology. The study area of the above research is on the effects of Television violence on memory for violent and non-violent advertising and the methodology employed is the quantitative instrument measured on recalling elements in advert while the present study deploys the quantitative and qualitative

instruments. The quantitative instrument is measured on respondent's perception on the implication of violent movies on adolescents while the qualitative instrument deploys the Focus Group Discussion so as to gain the participant's views.

A research conducted by Sargent, Heatherton, Ahrens, Dalton, Tickle and Beach(2002) on 'Adolescent Exposure to Extremely Violent Movies'. The purpose of the study was to determine exposure of young adolescents to extremely violent movies. The research design was a cross-sectional school-based survey of middle school students at 15 randomly selected New Hampshire and Vermont middle schools. Each survey contained a unique list of 50 movies, randomly selected from 603 top box office hits from 1988 to 1999, 51 of which were determined by content analysis to contain extremely violent material. Movie titles only were listed, and adolescents were asked to indicate which ones they had seen. Each movie appeared on approximately 470 surveys. The percentage of students who had seen each movie for a representative subsample of the student population was calculated. The characteristics associated with seeing at least one extremely violent movie was also examined. Complete survey information was obtained from 5456 students. The sample was primarily white students and equally distributed by gender. The results showed that on average, extremely violent movies were seen by 28% of the students in the sample (range 4% to 66%). The most popular movie, *Scream*, was seen by two-thirds of students overall and over 40% of fifthgraders.

On the other hand, other movies with sexualized violent content were seen by many of these adolescents. Examples include *The General's Daughter* (rated R for graphic images related to sexual violence including a rape scene and perverse sexuality) and *Natural Born Killers* (rated R for extreme violence and graphic carnage, shocking images, language, and sexuality). The present research does not support all the findings of this study that the average percentage of

participants who view extremely violent movies while sexualized violent content was watched by most adolescents. The average percentage of viewing violent movies may be due to years (1988 to 1999) the movies were selected because violent movies are evolving. However, this study is in consonance with the finding that adolescents watch sexualized violent content especially movies restricted by movie ratings.

2.11 Theoretical Framework

Theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. Therefore, this study focused on the effects of violent movies (scenes) on Nigerian adolescents using the Social Learning Theory and Cultivation Theory.

Social Learning Theory

The Social Learning Theory proposed by Albert Bandura has become, perhaps the most influential theory of learning and development and is embedded with elements of the short term media effects. The theory suggests that people imitate what they see and that means that people model (copy) the behaviours they see which is known as *Modeling or Observational Learning* (Bandura, 1973). Observational learning or modeling refers to learning that occurs from watching, retaining and replicating behaviour observed from a model. Observational learning can take place at any stage in life. In order for observational learning to occur, the observer must pay attention to an action, remember the observed behaviour so as to replicate the behaviour, and be motivated to produce the behaviour (Bandura and Walters, 1963).

Bandura's major premise is that we can learn by observing others and Social Learning Theory is a general theory of human behaviour (Bandura, 1973). Bandura is of the view that children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and televised modeling. The theory proposes that modes of response are acquired either through direct experience or through indirect observation of models such as those presented in the mass media (Strasburger and Wilson, 2002). It illustrates the power of observational learning in this study, the mere observation of aggressive models led children to imitate the aggression (Dubow and Miller, 1996). The effect of modeling is affected by a number of factors, which are (1) the aggressive behaviour is performed by an attractive, respected or prestigious model; (2) the model is one that the viewer identifies with; (3) the aggressive behaviour is rewarded; (4) the aggressive behaviour is perceived as 'real'; (5) the viewer is physiologically aroused (Harris, 1994). Therefore, the necessary conditions for effective modeling are: (i) Attention (ii) Retention: remembering what you paid attention to (iii) Motivation: having a good reason to imitate (Bandura; 1977).

The short-term effects of media violence that share similar attributes with the Social Learning Theory are priming and mimicry. Huesmann (2007) states that the priming processes suggest that external stimulus can be linked to cognition, for example, the sight of a gun is linked to aggressive thoughts. Primed concepts thus make behaviours linked to them more likely to occur. In this perspective, media violence is purported to prime aggressive concepts, which in turn increases the likelihood of aggressive behaviour. Mimicry is another short term effect of media violence which suggests that merely viewing media violence can lead to imitating the observed behaviour for example, copycats' crimes (Smith, 2004). Some scholarly works suggest

that observing specific social behaviours effectively increases the likelihood of children or adolescents behaving in the same way (Huesman, 2007).

The preference of Bandura's Social Learning Theory for this particular research is anchored on the basis that adolescents can learn violent behaviour through observing and imitating others' behaviours and attitudes especially when such behaviours are rewarded. Acts are learnt and imitated as proposed by the Social Learning Theory. Sometimes, viewer's emotions such as anger, fear, and sexual feelings are aroused with elevated heart rate and blood pressure (Cantor, 2003). Adolescents can be easily aroused by viewing sexual scenes in movies and the tendency to imitate such acts makes the arousal theory an embedded feature of the social learning theory. Therefore, the Social learning theory stands as prominent theoretical bases for this study because it encompasses other media effects. Researchers like Strasburger (2002), Zimmerman, (2005), American Academy of Pediatrics (1999, 2001), Bushman and Anderson, (2009) are of the view that adolescents are likely to imitate violent acts because their cognitive development is not fully mature due to the crises of identity attached to the period. Therefore, this theory has a direct link with the research topic proving that violent scenes in movies affect adolescents' exhibition of violence.

The concern of adolescent's exposure to violent movies is that they will likely imitate the action and see violence as avenue for solving problems (Murray, 1995). Social Cognitive Theory explains why children and adolescents become aggressive after viewing heroic aggressive models demonstrate power and other qualities (Calvert et al., 2001).

The movie *Kick Ass 2* deploys the use of superheroes; generally, superheroes are the good people who fight the bad people. Therefore, it is not surprising that children and adolescents

identify with them and tend to emulate their actions by deploying features of Social Learning Theory. The second movie *Graduation* celebrates crime in a heroic, smart and intelligent way, making it stimulating for it to be imitated because at the end violence (crime) is rewarded.

Cultivation Theory

Ozer (2011) sees Cultivation Theory “as the random and unintentional learning, unconscious gaining of demographic realities of the television (movies) world by viewers. In other words, the concept explains the contribution of television (movies) watching to global perception and social reality conceptualization of viewers”. According to Miller (2002), “the notion of cultivation describes a long-term cumulative impact of television on our views of reality”. Cultivation theorists believe that television (movies) can create and maintain very basic set of beliefs about the world and these influences are cumulative and long lived ones”. Cultivation Theory was concerned with the cumulative and over reaching impact television has on the way we see the world in which we live (Miller, 2005).

The theory suggests that media is responsible for shaping or ‘cultivating’ viewers’ conceptions of social reality. In a case where violent movies are glamorized and show no consequences for violent acts, making violence look normal, adolescents will cultivate their perception about violence as normal and an unavoidable occurrence.

The cultivation theory also has elements of the Desensitization Theory. According to Mullin and Lintz (1995), desentization means that exposure to violent movies changes the way individuals perceive and react to violence in real life. Desensitization is a reduction in emotional and physiological responsiveness to violence which becomes more acceptable after much violence has been seen on the screen (Mullin and Lintz, 1995). Violent media exposure also changes the way in which individuals perceive and react to violence in real life. This process,

called desensitization, is a reduction in emotional and physiological responsiveness to violence. Violence in real life becomes more acceptable after much greater violence has been seen on the screen (Mullin and Linz, 1995). For example, after playing a violent video game for 20 minutes, players exhibit lower physiological arousal while watching scenes of real-life violence (Carnagey, Anderson and Bushman, 2007). After viewing sexually violent movies, people show less empathy to victims of violence and are more likely to blame them for being responsible for the abuse (Mullin and Linz, 1995; Penrod, Linz and Saunders 1997). There is also evidence that long-term violent media consumption leads to chronic desensitization to violence. Long-term exposure to violent media is also associated with more positive attitudes towards violence and is negatively associated with empathy (Funk *et al.*, 2004).

The movie *Kick Ass 2* is ridden with lots of violence and constant exposure of adolescents to the violent movies (scenes) cultivates a perception that violence is justifiable and desensitizes them to violent acts. The second movie *Graduation* portrays crime in a realistic way making it very convincing to accept crime as a solution to life's problems. Also, the characters are portrayed as clever, smart and intelligent and this encourages adolescents to believe that acts of crime carried out intelligently may be void of repercussions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Research Design

According to Olaofe (2010), a research design connotes the plan, mode or the conceptual structure of the research and type of approach adopted in the study. It also means a blueprint for the measurement of variables, collection and analysis of data. This research deploys the Mixed Research Design (MRD), which according Leech and Onwuegbuzie (2008) involves collecting, analyzing and interpreting quantitative and qualitative data in a single study.

Abbas (2006) describes quantitative research method as the language of numbers and grammar of the language in the syntax of mathematical operations. Its purpose is not to report data verbally but to represent those data in numerical values. It is conceivable in quantitative research to express with numbers what is impossible to state with words. This research method is effective for profiling a target audience by determining what proportion of the audience have certain behaviours, attitudes and if there are specific determining factors present such as violent scenes in movies, it helps to predict violence in a statistically significant level. Therefore, the quantitative research method was used for the study. The method deployed was a structured questionnaire as an instrument of data collection.

However, the qualitative research method seeks answer to questions by using systematically predefined set of procedures to answer the questions, collect evidence and produce findings that were not determined in advance. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about

values, opinions, behaviours, and social contents of particular populations. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. In view of the above, this study deployed Focus Group Discussion (FGD) as a qualitative research instrument.

The choice of deploying both quantitative and qualitative methods in this study was due to the unique qualities they possess as stated above. Quantitative instruments such as questionnaires are fairly inflexible because the researcher uses identical questions and the responses are “closed-ended” or “fixed”. The advantage of this inflexibility is that it allows meaningful comparison of responses across participants and study sites. Also, quantitative research allows the researcher to measure and analyze data. Furthermore, the relationship between an independent and dependent variable is studied in details making it more objective. The qualitative research method is flexible because it allows for greater spontaneity and adaptation of the interaction between the researcher and the participants. The questions are open-ended, which means that the participants are free to respond in their own words and those responses tend to be more complex. Significantly, the researcher does not need a strict design plan before it begins. This, in essence, gives the researcher freedom to let the study unfold more naturally.

3.1 Population of the Study

Adetoro (1986), sees population as the totality of all elements, subjects or members that possess a specified set of one or more common characteristics. In addition, Olaofe (2010), views population as the entire area or total number that the research is expected to cover, going by the area specified in the topic. In view of the fact that the study is concerned with the effects of

violent movies on adolescents, senior secondary school students of two selected schools (SS1 – SS3) constituted the population of the study. Therefore, the total population of boys and girls from the selected senior secondary schools (Demonstration Secondary School and Great Hallmark International School) were used for the research as shown below:

Great Hallmark International School, Zaria = 144

(Source: Vice Principal from the School’s Information Data)

Demonstration Secondary School (DSS), Ahmadu Bello University, Zaria (Main Campus) = 857 (Source: Demonstration Exams office, 2016)

3.2 Sampling Technique and Sample Size

The sampling technique deployed for this study is simple random sample. The students of Great Hallmark International School and Demonstration Secondary School, Samaru, Zaria were randomly sampled using the Yamane formula (1967) as stated below:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n is the sample size, N is the population size, and e is the level of precision.

$$n = \frac{1001}{1+1001(0.05)^2}$$

The copies of questionnaire were divided among the two schools under study based on the population of students as follows:

Table 3.1: Sample Size for the Selected Schools

Selected Schools	Total population of Senior Secondary School Students	Sample size for each school
Great Hallmark International School Zaria	144	$(144/1001) \times (286/1) = 41$
Demonstration Secondary School, Samaru, Zaria	857	$(857/1001) \times (286/1) = 245$
Total	1001	286

The choice of sampling the senior students of Demonstration Secondary School was premised on the proximity to the university and also because of high population of students with the possibilities of frequent exposure to different movie channels and possession of media devices for watching movies. The senior students of Great Hallmark secondary school were sampled based on the position that it is both a day and boarding school with student's population which cuts across different parts of the country. It is important to note that the population of Great Hallmark International School is relatively low compared to Demonstration Secondary School for the purpose of comparison if the need arises.

3.3 Instruments of Data Collection

This study adopted the Questionnaire and Focus Group Discussion (FGD) as instruments of data collection.

3.3.1 Questionnaire

Auriat and Siniscalco (2005) see questionnaire as a survey instrument used to collect data from individuals about themselves, or about a social unit such as a household or school. A questionnaire is also a predefined series of questions used to collect information from individuals. This study made use of close-ended questions where respondents were given a list of predefined questions from which to choose their answers. In view of the above, a structured questionnaire of the Likert Scale was used to determine the effects of violent movies on adolescents in the two selected secondary schools in Zaria. A Likert-scale was used for close-ended questions which are preferred in survey research because of the ease of counting the frequency of each response. One good advantage of a questionnaire is that it is a private or personal method of generating information. Thus, it is effective for sensitive research such as this study. The respondents had the freedom to give sincere answers to questions raised in the questionnaire. Data generated were used in establishing the results of the research on factual or concrete terms. In view of the above, 286 copies of questionnaire were issued to students according to the sampled population of 286 in the both secondary schools. However, 280 copies were duly filled and returned.

3.3.2 Focus Group Discussion (FGD)

According to Waheed and Saud (2014), Focus Group Discussions has to do with semi structured group discussions, which yield qualitative data on community level by interaction among participants. Focus Group Discussion provides insights into how people think and also provide a deeper understanding of the phenomena being studied Waheed and Saud (2014). The advantages of Focus Group Discussion for this study is that it gives more in-depth information

to supplement the quantitative tool (questionnaire).FGD also creates opportunity for discussion among participants, thus eliciting new ideas and explanations, which cannot be retrieved during an individual interview.Furthermore, the strength of FGD is premised on its ability to allow participants to agree and disagree with each other, which invariably offers the researcher the insight and understanding of peoples' perception on the subject matter under study.

The school teachers randomly selected two students from SS1-SS3 making a total of six participants per session from each of the two schools. The idea of a small group was because of the need to make the session easy to manage so as to avoid excessive noise and a rowdy session that often characterize their age. A total of four sessions were drawn from the two schools. This means that each school had two sessions. The FGD sessions were audio recorded using a mobile phone.

3.4 Method of Data Analysis

The research employed both qualitative and quantitative methods to generate and analyze data collected. The research deployed simple descriptive method with a combination of statistical techniques such a bar chart, simple percentages and frequency tables. The qualitative research was analyzed using the FGD which transcribed the statements of the participants. The FGD supplemented the data gathered from the questionnaire by acquiring direct views of adolescents on issues raised and specific examples. That is to say, adolescents gave real life examples to buttress their points.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter presents the results and analysis of the data collected. The first table contains the socio-demographic characteristics of the respondents in the two schools. The next table is the category of movies that appeal to the respondents and the frequency at which they view the genres of movies. Furthermore, the next table contains the preferred devices for viewing movies followed by adolescent's perception of violent features most preferred in movies. The next distribution identifies the violent contents in theselected movies. The subsequent table was respondents' perception of violent features in movies. It follows with the table showing respondent's perception on the implication of violent movies on adolescent's behaviour. The next distribution is centred on the implication of violent contents in movies on adolescents and how it is attributed to violent movies in schools. The last table proposed ways of controlling adolescent's access to violent movies.

4.1 Socio-Demographic Characteristics the Respondents

Table 4.1: Socio-Demographic Characteristics of the Respondents in the Two Schools

Variables	Great Hallmark International School		Demonstration Secondary School	
	Frequency	%	Frequency	%
Gender				
Male	27	67.5	154	64.2
Female	13	32.5	86	35.8
Total	40	100.0	240	100
Age				
10-14years	15	37.5	65	27.1
15-19years	25	62.5	175	72.9
Total	40	100.0	240	100.0
Class				
SSS1	15	37.5	75	31.2
SSS2	16	40	113	47.1
SSS3	9	22.5	52	21.7
Total	40	100.0	240	100.0

Field survey, November, 2016

4.1.1 Gender Classification of the Respondents

Table 4.1 shows that majority of the respondents from both schools are males with a population of 67.5% in Great Hallmark School and 64.2% in Demonstration Secondary School. The females constitute the lowest number of respondents with a population of 32.5% in Great Hallmark and 35.8% for Demonstration Secondary School respectively. This indicates more number of male students in both secondary schools. The assertion that girl child education is still low in northern part of the country may still hold based on this result.

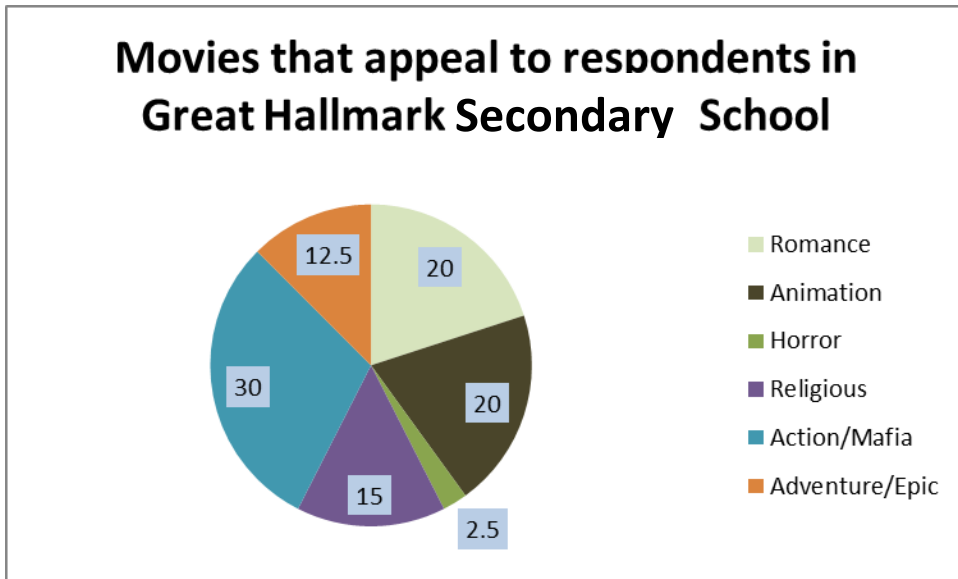
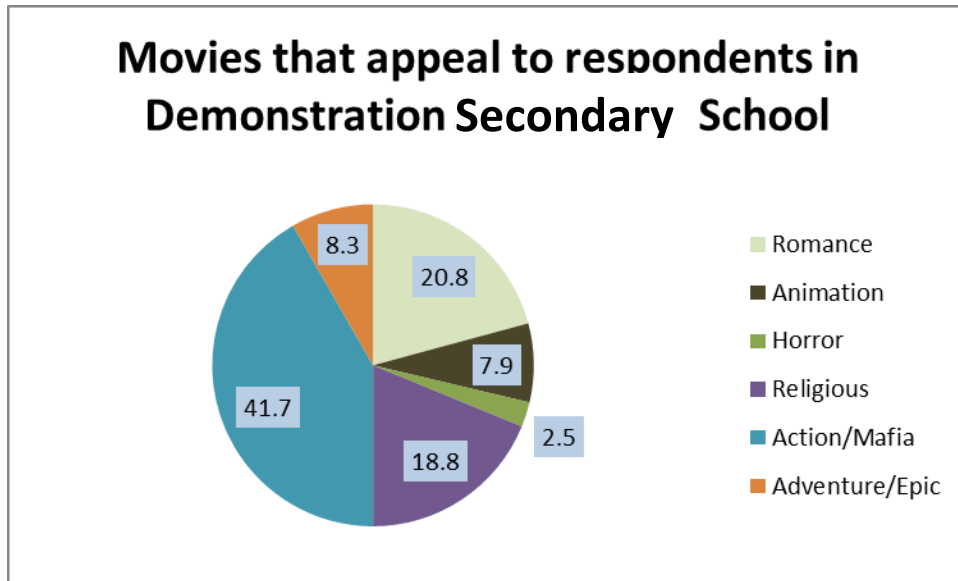
4.1.2 Age Distribution of the Respondents

The demography of the respondents shows that the age bracket of 15-19 years had the highest frequency for both schools with 62.5% for Great Hallmark School and 72.9% for Demonstration Secondary School. Ages 10-14 had 37.5% for Great Hallmark School and 27.1% for Demonstration Secondary School. This implies that 15-19 years have the highest number belonging to late adolescents' period characterized by risk taking.

4.1.3 Respondents Categorisation by Class

The distribution of the respondents' classes in both schools shows that SS2 has the highest frequency with 40% for Great Hallmark and 47.1% for Demonstration Secondary School while SS1 and SS3 had 37.5% and 22.5% respectively in Great Hallmark School. In Demonstration Secondary School, the frequency shows 31.2% and 21.7% for SS1 and SS3 respectively.

Fig4.1 Movies that Appeal to Respondents in the Selected Secondary Schools in Zaria



Field Survey, November 2016: Fig 1: Responses to Movies that Appeal to Viewership

The chart above shows that action movies appeal to adolescents the most with a frequency of 30% in Great Hallmark School and 41.7% in Demonstration Secondary School. Animation and Romance have the same frequency with a frequency of 20% in Great Hallmark

School. In Demonstration Secondary School, romance movie is the second highest with 20.8% followed by religious movies with 18.8% and animation 7.9%. The implication of the result shows that action movies significantly appeals to students. The FGD response supported the view, the participants agreed to like violent movies because they learn stunts and other acts (FGD response from Great Hallmark School, November, 2016). Another statement attributed to the FGD participant's assertion to like violent movies because it trains to defend yourself and it keeps a person alert, also, the sophisticated weapons make it intriguing (FGD from Demonstration Secondary School, November, 2016.).

Table 4.2.1: Respondents Frequency of Watching Various Movies

Variables	Demonstration Secondary School		Great Hallmark International School	
	SCORE	RATIO	SCORE	RATIO
Adventure	814	3.39	128	3.20
Action/mafia movies	851	3.54	154	3.85
Religious	764	3.18	126	3.15
Horror	703	2.93	137	3.43
Animation	493	2.05	101	2.53
Romance	768	3.20	127	3.18

Field Survey, November, 2016:Key: 1=Never, 2=Rarely,3= Occasionally, 4= Frequently, 5= Very frequently

From the table 4.2.1, the responses on viewing movies indicate that Adventure movies were occasionally watched by students in Demonstration Secondary School and Great Hallmark School with the ratio of 3.39 and 3.20 respectively. Action/mafia movies were watched

frequently in Demonstration Secondary School and Great Hallmark having ratio of 3.54 and Great Hallmark having 3.85. Religious, horror and Romance movies were watched occasionally by students in both schools. Documentary movies were watched rarely by the respondents from two schools with ratio of 2.05 and 2.53 respectively for Demonstration Secondary School and Great Hallmark. This infers that majority of the population view action movies more than other types. Action movies are noted to contain a lot of violence scenes and thus the respondents are highly exposed to them. From the FGD outcome at Demonstration Secondary School, some of the participants attested to the fact that they have watched the movies *Kick Ass 1 and 2* more than once. This is one of the movies assessed in the study which has significant violent scenes.

Table 4.2.2 Respondents' Preferred Media Devices for Viewing Movies

Variables	Demonstration Secondary School		Great	Hallmark
	SCORE	RATIO	International School	SCHOOL
Domestic Television Stations	619	2.58	83	2.08
DVD Players	613	2.55	89	2.23
Satellite Stations	660	2.75	100	2.50
Mobile Phones	805	3.35	126	3.15
Internet	662	2.76	117	2.93

Field Survey, November 2016: Key: 1=Not preferred, 2= fairly preferred, 3= Preferred, 4= Most preferred

The responses of the participants on the preferred media devices for viewing movies show that Domestic Television Stations, DVD players and satellite stations are fairly preferred by the students in both schools. Mobile phones are preferred for viewing movies by the students

in both schools with a ratio 3.35 and 3.15 for Demonstration Secondary School and Great Hallmark School respectively. The next is internet with ratio 2.76 in Demonstration Secondary School and 2.93 in Great Hallmark International School which falls within the boundaries of fairly preferred. The result above shows that mobile phones have the highest ratio on being the preferred media device in viewing movies. In support of these findings, the participants of the FGD revealed that they liked watching movies on their mobile phones because it is discreet especially when they connected to ear phones.

4.3 Identification of Violent Contents in the Selected Movies.

Table 4.3.1 Identification of Violent Contents in the movie *Graduation*

S/No	Violent Contents	Timing Hour, Minutes and Seconds of scenes
1.	Use (depiction) of Gore	00:18, 1.06.44-1.06.54, 1:09:27,
2.	Display of dangerous stunts	00:59-01:29
3.	Wild kissing and nudity scenes	02:15-02:37, 48:03-48:07
4.	Verbal Aggression(use of vulgar words)	20:28-20:46, 39:15-39:18, 51: 36, 51: 37, 52:14, 1:03:43, 1:03:54
6.	Physical aggression (fights) and physical injury	59:09-59:12, 1:10:42-1:11:18
7.	Use of weapons (gun)	1:03:43-1:05:25, 1:13:54 1:14: 30-1:14/35
8.	Destruction	1:14: 36-1:14:47

Total number of hours: 1:23:47

The vivid image of blood stains which is termed *gore* and a gun on the floor where the scenes that introduces the movie. The movie begins with the climax and uses the technique of

flashback to reveal the issues that built up the climax which is the graphic or vivid blood stains that belong to one of the characters Carl who was shot by another character Chanacey.

The dangerous stunt displayed in the movie involved the main characters standing on a train track to make wishes and jumping off the track when the train gets close. This is a courageous and daring act but still exhibit some level of violence because it can cause harm in line with the definition of violence by World Health Organization. There is a relative tendency for adolescents to imitate such acts due to the influence of the adolescent age. Kissing acts in the movie were wild with a character exposing her body (nudity) in one of the scenes while in the second act another character kisses a girl in a party aggressively out of anger. Exposing adolescents to such acts is dangerous leading to other negative consequences such as rape and contracting sexually transmitted diseases.

Furthermore, verbal aggression featured in some scenes in the movie to include vulgar words such as 'it sucks', 'we had hot fuck on his desk', 'we put our ass on line', 'screw you', 'fuck you' and so on. These words were said out of anger on the part of one character to another. Also, the display of physical aggression was prominent in the movie; an example of such act is the scene when Chanacey punched Jackson for kissing his girlfriend. These acts of aggression inflicted pain on the recipients. Another violent act observed from the movie is the use of a weapon (a gun). Chanacey shot Carl his friend for introducing a third party to a well-planned robbery act. This was the first time Chanacey handled a gun painting a worrisome picture on the imagination of young viewers that handling guns requires no technical skills and can be operated easily. Another character Jackson had to fire the gun to deceive the police of actual hostage situation who in turn stormed the bank with more sophisticated weapons to rescue

the supposed hostages. Injury is one of the results of violence; Carl was injured from the gun fired at him keeping the viewers in suspense on the certainty of his survival. To some extent, the scene also posed great fear in the viewers because image of pain displayed by Carl and the uncertainty of his survival.

The last violent content exhibited in the movie is the act of destruction. Jackson destroyed the money left in the vault after they had stolen from it. He did this to cover their tracks thereby giving negative ideas to younger viewers in similar situations to conceal evidences. Generally, the movie ‘Graduation ‘captures adolescents experience and crises associated with period in which violence and aggression are used to resolve issues.

Table 4.3.2 Identification of violent contents in the movie *Kick Ass 2*

S/No	Violent Contents	Timing: Hour, Minutes and Seconds of scenes
1.	Use of guns (weapons)	1:05-1:10
		22: 30-22:40
		50: 34-50:41
		1:00:46-1:01: 38
		1:02:25-1:02:28
		1:02:49-1:02:59
2.	Verbal Aggression (use of vulgar words).	0:44-0.49
		06:17-06:18
		06: 35
		11:25-11:26
		11.41-11.42
		13:09
		17:57
		18:40
		19:04
		27:53
		31:06-31:09
		32:11
		31:24
		41:29-41: 30
41: 39-41:44		
43: 36		

		43: 38
		49: 30
		56:44
		1:02
		1:04:14
		1:04:14
		1:07:20-28
		1:07: 38-42
		1:07:40-48
		1:08:03
		1:09:01-1:09:03
		1:13:06-1:13:08
3.	Physical Aggression (punches, fist fights, slaps, use of rods etc.)	04:45-5:00
		11:50-13:19
		20:55-21:31
		40:55-43: 35
		44:43-45:41
		46:48-46:50
		49:20
		50:57-50:59
		1:03:10-1:03:15
		1:09:21-1:14:55
4.	Wild kissing acts	37:24-37:40
5.	Destruction of property	50:15-50:28
6.	Display of dangerous stunts	54.40-56.55

The movie *Kick Ass 2* is highly violent with the display of lots of violent acts. The use of guns occurred in so many scenes in the movie such as to train, rob, and attack Cops and opponents. More powerful and sophisticated guns were also used like machine guns depicting the movie as very violent. Also, verbal aggression was very explicit in the movie in form of vulgar words. Examples of such words and phrases frequently spoken in the movie are: ‘act like a bitch, get slapped by a bitch’, ‘for fuck sake’, ‘delusional bitch’, ‘before I make you suck my fat cock’, ‘mother fucker’, ‘holy shit’ and so on. These words occurred in the movie to depict acts of aggression. Some other words and phrases used in the movie to show violent acts, examples are: ‘go ahead and shoot me you little bitch’, ‘we are gonna cut him up into pieces and feed that shit to MC shark and so on (check appendix D).

The display of physical aggression is an added violent content in the movie. Acts of physical aggression exhibited in the movie ranged from punches, fist fights, use of rods, knives and bats to fight and inflict pain. Specific examples are: using a knife to reap off a character's hand, punching a character, thrusting a stick into a person throat and beheading a character (Colonel Stars) with a sword. These scenes were graphic and horrific depicting violence explicitly. The movie also showed wild kissing act and attempted rape. The characters Kick Ass aggressively kissed a character known as Night Bitch because he was sexually aroused while the villain, Mother Fucker attempted to rape the same character, Night Bitch. The cumulative effect of these acts on adolescents is that it arouses and stimulates such acts in them. Destruction of property is another violent content in the movie mainly to cause mayhem. Such acts were perpetrated mostly by the antagonist. Examples of such acts are; throwing an explosive device on the Cop's vehicle thereby leading to its explosion, a lawn mower is also placed on the trunk bumping into Cop's vehicle thereby smashing the screens of the vehicle in the process and other acts of vandalism were seen in the movie. The display of dangerous stunts was another prominent element of violence in the movie. These acts were mostly exhibited by the female character known as Hit Girl in the movie such as jumping and fighting on top of a car in motion.

Table 4.3.1 and 4.3.2 identify the violent contents in the two movies. These contents prove the violent nature of the movies and imply that the movies have lots of violent contents that are capable of distorting adolescent's perception of violence there by viewing violence as justifiable and necessary. The timing also shows how frequent the violent content were displayed in the two movie with the second movie *Kick Ass 2* having more frequent violent scenes thereby justifying it as a more violent movie than *Graduation*.

Table 4.4 Respondents' Perception of Violent Features in Movies

VARIABLES	SCHOOL		SA	A	U	D	SD
I like movies with lots of physical and fist fights (martial arts), stunts and the use of uncensored words	Demonstration Sec School		130 (54.1%)	68 (28.3%)	2 (0.8%)	4 (1.7%)	36 (15.0%)
	Great Hallmark International School		14(35.0 %)	10(25.0 %)	5 (12.5%)	3 (1.3%)	8 (3.3%)
I enjoy movies when the bad guy gets brutally hurt, tortured or even murdered.	Demonstration Sec School		70 (29.2%)	145 (60.4%)	4 (1.7%)	11 (4.6%)	10 (4.2%)
	Great Hallmark International School		10 (25.0%)	10 (25.0%)	2 (5.0%)	8 (20.0%)	10 (25.0%)
I love movies that make use of sophisticated or crude weapons	Demonstration Sec School		110 (45.8%)	45 (18.8%)	22 (9.2%)	22 (9.2%)	41 (17.1%)
	Great Hallmark International School		11(27.5 %)	7 (17.5%)	8 (20.0%)	9 (22.5%)	5 (12.5%)
I like movies with lots of blood, horrific and graphic images of brutality	Demonstration Sec School		46 (19.2%)	123 (51.3%)	28 (11.7%)	31 (12.9%)	12 (5.0%)
	Great Hallmark International School		7 (17.5%)	12 (30.0%)	6 (15.0%)	8 (20.0%)	7 (17.5%)
I like movies with lots of aggressive sexual scenes	Demonstration Sec School		20 (8.3%)	150 (62.5%)	3 (1.3%)	21 (8.8%)	46 (19.2%)
	Great Hallmark International School		10 (25%)	15 (37.5%)	1 (2.5%)	3 (10.0%)	11 (27.5%)

Field Survey, November 2016 Key: SA= Strongly Agreed, A= Agreed, U= Undecided, D=

Disagreed, SD= Strongly Disagreed.

Table 4.4 shows the respondents' perception of certain violent features preferred in movies. On the variable of liking movies with lots of physical and fist fights, majority of respondents in Demonstration Secondary School, representing 82.4% altogether agreed while in Great Hallmark School, 60% of the respondents also agreed. This implies that majority of the students in both schools like movies with lots of physical and fist fights (physical aggression). The FGD in the two schools buttressed the same idea of liking and supporting the act of a character Chanacey who punched Jackson for kissing his girlfriend. The boys revealed they

would act the same in such a situation (*FGD response from Great Hallmark International and Demonstration Secondary School to the movie 'Graduation, November, 2016*).

Majority of the respondents in Demonstration Secondary School, representing 89.6% agreed that they enjoy movies when the bad guys get brutally hurt, tortured or even murdered. The same variable measured at Great Hallmark School showed 50% of the respondents agreed. Therefore, it was revealed that more of the respondents from Demonstration Secondary schools enjoy movies when the bad guy gets brutally hurt, tortured and murdered compared to those from Great Hallmark School. The response from the FGD further corroborates this result 'We found the final battle between Kick Ass and Mother Fucker very interesting especially when Kick Ass aggressively punched Mother Fucker for killing his dad. We enjoyed watching the pain Kick Ass inflicted on the villain' (*FGD response from Demonstration Secondary School, November, 2016*).

The table 4.4 also depicts that majority of the respondents in Demonstration Secondary School (64.6%) agreed to admire movies that make use of sophisticated or crude weapons. The results from Great Hallmark International, on the same variable showed more (45%) of the respondent also agreed. This indicates that students in Demonstration Secondary School and Great Hallmark generally agreed to like movies that deploy the use of weapons. A participant of the FGD supported the view by agreeing to like 'Kick Ass 2' because the movie used lots of sophisticated weapons such as machine guns, knives, swords and bats making the movie very interesting.

Furthermore, majority of the respondents in Demonstration Secondary School (70.5%) agreed to like movies with lots of blood, horrific and graphic images of brutality. However, 47.5% of the population conceded to like such movies in Great Hallmark School. The responses

imply that majority of the students in both schools especially Demonstration Secondary School like movies that show blood and graphic images of brutality. The FGD backs these results with a statement of a participant in the group as follows:

I like the way Chanacey held the gun like a professional but shooting Carl made me scared but I felt it was a smart act. I was frightened because I thought Carl and Sazy would be shot and that was exactly what happened. Also, the sight of blood was so vivid and it looked real and seeing Carl in his own blood made me emotional (*a student of SS2 from Great Hallmark International School on the movie in response to the movie "Graduation"*).

The statement above suggests that adolescents especially boys admire the use of guns in movies as a tool for torture and movies that depict blood vividly.

On movies with lots of sexual scenes, majority of the respondents (70.8%) in Demonstration Secondary School agreed that they liked such features. Also, 62.5% of respondents in Great Hallmark School subscribe to such movies too. On the whole, these responses reveal that the students in both schools like movies that portray aggressive sexual scenes. In validating this finding, one of the FGD participants of Great Hallmark School response affirms to the same view that he had this itchy sensation when watching the kissing scenes in the selected movie. Also, another participant disclosed that aggressive kissing scenes in movies make him excited and he had forcefully kissed his girlfriend based on lesson from watching movies.

Interestingly, another participant held a different opinion on this matter. This is stated thus:

To me, I feel it is not appropriate for our peers to engage in such act of kissing the opposite sex because the act could lead to greater consequences such as having sex and rape (*FGD response to the movie 'Graduation from Demonstration Secondary School, November, 2016*).

It is evident that violent movies sometimes portray obscene scenes in a vivid manner. This may result in aggressive sexual feelings and stimulation among its viewers especially the

young minds who are not that familiar with such acts. Thus, exposure to violent sexual contents in movies can lead to display of unwanted sexual behaviours, such as sexual harassment, premarital sex, rape and so on. It has been observed that these incidences are becoming rampant among secondary school students. It is therefore possible that exposure of adolescents to these movies could influence such acts.

Table 4.5 Respondents' Perceptions on the Implications of Violent Movies on Adolescents' Behaviour

VARIABLES	SCHOOL	SA	A	U	D	SD
I imitate behaviours of characters in movies.	Demonstration	75 (31.25%)	82(34.2%)	20(8.3%)	34(14.2%)	29(12.1%)
	Great Hallmark	10(25%)	11(27.5%)	5(12.5%)	7(17.5%)	7(17.5%)
Watching violent movies makes me want to commit a related crime.	Demonstration	24(10%)	83(34.6%)	25(10.4%)	48(20%)	60(25%)
	Great Hallmark	10(25%)	11(27.5%)	7(2.9%)	5(12.5%)	7(17.5%)
I see characters in violent movies as role models	Demonstration	96(40%)	64(26.7%)	18(7.5%)	51(21.3%)	11(4.6%)
	Great Hallmark	11(27.5%)	8(20%)	5(12.5%)	10(25.5%)	6(15%)
I become suspicious of people because of what I have seen in violent movies.	Demonstration	41(17.1%)	95(39.6%)	25(10.4%)	53(22.1%)	26(10.8%)
	Great Hallmark	3 (7.5%)	7(17.5%)	10(25%)	11(27.5%)	9(22.5%)
I have nightmares after watching violent movies.	Demonstration	84(34%)	50(20.8%)	6(2.5%)	25(10.4%)	75(31.3%)
	Great Hallmark	12(30%)	7(17.5%)	3(7.5%)	8(20%)	10(25%)
Violent movies make me friendlier, cool and calm to others.	Demonstration	20(8.3%)	12(5%)	12(5%)	114(47.5%)	82(34.2%)
	Great Hallmark	2(5%)	2(5%)	3(7.5%)	15(37.5%)	18(45%)
Violent movies teach me stunts which I often exhibit.	Demonstration	71(29.6%)	73(30.4%)	43(17.9%)	41(17.1%)	12(5%)
	Great Hallmark	11(27.5%)	8(20%)	7(17.5%)	9(22.5%)	5(12.5%)
I copy the costume, hair style, speech patterns of characters in movies.	Demonstration	124(51.7%)	50(20.8%)	24(10%)	18(7.5%)	24(10%)
	Great Hallmark	15(37.5%)	8(20%)	7(17.5%)	5(12.5%)	5(12.5%)
After watching violent movies, I get scared and sometimes find it difficult to concentrate on my school work.	Demonstration	94(39.2%)	65(27.1%)	22(9.2%)	26(10.8%)	33(13.8%)
	Great Hallmark	10(25%)	13(32.5%)	5(12.5%)	5(12.5%)	7(17.5%)

Field Survey, November 2016

Table 4.5 shows the perception of selected students in the two schools to the implication of violent movies on behaviour of adolescents. It was observed that majority of the respondents in Demonstration Secondary School representing 65.5% agreed that they imitate the characters in movies. Also, 52.5% of the respondents from Great Hallmark School agreed that they as well imitate characters in movies. A statement credited to a participant of the FGD, also support this finding ‘Hit Girl is very brave and fearless, the way she climbs cars, shoots and fight is so wonderful. I want to be like her and can imitate her acts of courage’ (an *SS2 student of Great Hallmark International in response to the movie Kick Ass, November, 2016*).

Also, from the point of view of another participant of the FGD who watched the movie *Kick Ass2*, she admired the character of Hit Girl viewing her as a hero because of gender and she could imitate the character in real life if she found herself in such situation. Departing from this experience was a participant who opined that the actions of the characters in the same movie were unlawful and thus cannot imitate them. There is however a general view that majority of the respondents from the two schools are positive to imitation of these characters. This suggests that adolescents can be greatly influenced by what they watch.

In response to the question if watching violent movies makes them to desire to commit a related crime, only 46% of the respondents in Demonstration Secondary School agreed. Likewise, in Great Hallmark School, 40% of the respondents agreed to this view. This finding is indeed critical that substantial population of students are prone to committing crime and vices because of the great influence of violent movies they have watched on them. This reality is further elucidated by the responses in FGD where a participant stated his admiration for

smartness of characters in the movie has encouraged him to try such act(s) especially when he is caught carrying out an unlawful act.

A participant observed thus:

The main characters Polly, Carl, Jackson and Chanacey perpetrated the robbery accurately and smartly and they are just adolescents in secondary school. The effect this has on me is that it stimulates me to attempt a related unlawful act in school accurately and smartly, but definitely not robbing a bank (*an SS1 student of Demonstration Secondary school in response to the movie 'Graduation'*).

Furthermore, some of the participants specified related unlawful acts that they could imitate due to the stimulating effects of violent movies and the movie 'Graduation' with this statement below:

I can imitate the characters in the movie on a related issue such as if I am denied access to school due to defaulting to pay my fees, I would jump the fence into the school unnoticed. (*an SS2 student of Demonstration Secondary School in response to the movie 'Graduation', FGD, November, 2016*).

Also, another of the FGD participant corroborated the same idea of imitating related crimes if the need arises in this mode:

I can sneak out of class when a general punishment is given; I could stay in the toilet till the punishment is over. These however, show the influencing effects movies can have on me (*a student of Demonstration Secondary School, FGD response to the movie 'Graduation', November, 2016*).

The researcher therefore opined that the tendency to commit related crimes by adolescents stems out of the portrayal of characters in violent movies as smart and intelligent in carrying out criminal acts with no consequences for such acts. These justifications of violence as a necessary tool to solve disputes, problems, or to be viewed as a role model is dangerous especially in respect to adolescents.

Also from table 4.5, respondents from the two schools reflect a similar view on seeing characters in violent movies as role models. 72.5% respondents in Demonstration Secondary School and 57.5% in Great Hallmark agreed. Majority of the respondents agreed to role modeling characters in violent movies but a higher population was recorded with respondents from Demonstration Secondary School. In line with this finding, FGD responses from the participants revealed that adolescents have the tendency to imitate acts from this movie because at the end, Carl, Jackson, Polly and Chanacey were seen as heroes that were smart and intelligent. Here is a general view from the FGD participants to strengthen this position:

Hit Girl is very brave and does not exhibit fear. The way she climbs cars, shoots and fight is so wonderful. I want to be like her and can imitate her acts of courage (FGD response of an SS1 student of Great Hallmark International in answer to the movie Kick Ass)

The responses of the FGD participants reveal that imitating acts of characters in any of genres of movies emanates from the portrayal of such characters with ‘hero- like’ features (dominating the villains) that stimulate young viewers to imitate.

Another submission on table 4.5 is the view of respondents becoming suspicious of people because of what they have seen in violent movies. Majority of respondents, 56.7% in Demonstration Secondary School agreed to above view, while only 25% adduced to the view in Great Hallmark School. By implication, majority of the respondents in Demonstration Secondary School agreed to the above theme while most of the respondents in Great Hallmark School disagreed to theme. However, participants of the FGD reinforced the above opinion stating that bullying by senior students is very common in school and watching violent movies embedded with elements of bullying can make someone suspicious of people. This opinion was also supported by the experience of the participant from Great Hallmark School thus:

I once watched an action movie and later in the day I was suspicious of most people because I felt someone was watching me in my room and following me when I went out.

Although the findings from Great Hallmark School shows that the minority support this view, the participants of the FGD in both schools supported the idea of movies making viewers suspicious of people in the real world.

With reference to being afraid and having nightmares after watching violent movies, 54.8% of respondents in Demonstration Secondary School agreed to this view. Responses from Hallmark School show that only 47.5% agreed to the view. By implication, more of the respondents of Demonstration Secondary School than Great Hallmark School agreed to have nightmares after watching violent movies. Also, the FGD outcome was in line with this submission that violent movies stimulate nightmares that many keep thinking about what they have watched and therefore, affects sleeping properly especially *Kick Ass 2*. The researcher thus inferred that violent movies could affect psychological development of adolescents negatively and adversely.

Finding on table 4.5 (respondents perception on the implication (effects) of violent movies on adolescents behaviour), majority of the respondents from the two schools disagreed that violent movies can make a person friendly, cool and calm to others. Just 12% in Demonstration Secondary School and 10% in Great Hallmark School are positive that violent movies could make them gentle in behaviour. There is no doubt that majority of the respondents do not see violent movies as making them friendly, cool and calm to others. This implies that viewing violent movies can create aggressive tendency.

Another finding from table 4.5 is the view of respondents on violent movies teaching viewers stunts which they exhibit. Most of the respondents in the two schools agreed to the view,

60% and 47.5% in Demonstration Secondary School agreed and Great Hallmark School respectively. It is evident that majority of the respondents in the two schools attested to imitating stunts from violent movies. This coincides with the feedback of the respondents of the FGD, who had this to say:

Kick Ass2 is quite violent filled with lots of stunts like Hit Girl jumping on and fighting on a moving car. The fire guns used is quite impressive. The movie teaches people to be powerful and fight for their rights (*FGD feedback from students of Demonstration Secondary School, November, 2016*).

Majority of the respondents, representing 72.5% in Demonstration Secondary School and 57.5% in Great Hallmark School agreed to copy the speech patterns, hair styles and costume of characters in movies. It can be inferred that majority of the students copy the costume, hair styles and speech patterns of characters in movies. The FGD outcome also supports this finding below:

Most of the boys in our school have similar slim trousers like that of the character Mother Fucker. Teachers have caught some boys with earrings on one ear like the same characters. Few girls have more than a single earring hole and wear triple earrings using their scarf to cover it, they also use eye pencils or black lipsticks on their lips similar to the character Night Bitch' (*FGD response of an SS3 students from Demonstration Secondary School, a feedback from the movie Kick Ass2*)

Another view from table 4.5 is that only 36.3% of students from Demonstration Secondary School agreed that after watching violent movies, they get scared and sometimes find it difficult to concentrate on their school work. This is in contrast with Great Hallmark School where 58% of the respondents agreed that they are scared, finding it difficult to concentrate at school. This means that there is a mixed reaction to watching violent movies when it comes to getting scared or losing concentration in school work. This same view was shared by some respondents of the FGD whose experience from watching the movie *Kick Ass2* was that of being scared. Some also stated that they were affected by the level of violence in the same movie and recalled scenes generally after watching violent movies that affected their concentration. A

participant stated that on watching *Graduation* he was scared when Carl got shot by Chancey. He also felt emotional because the girlfriend (Sazy) had to witness him being shot while protecting her.

Furthermore, to substantiate this view, one of the FGD participant asserted to have compassion on Kick Ass while watching the scene showing his dad's burial and wanted to cry at one point because of the emotional state of Kick Ass. He also informed that after viewing emotional movies he finds it difficult to concentrate on academics because he still recalls the movie (*an SS1 student of Demonstration Secondary School in response to the movie "Kick Ass"*).

It is clear that emotion can be stimulated through watching of movies, thus the assertion is further highlighted by the FGD participants:

We had compassion on Kick Ass especially at the burial ground when he recalled his father telling him he loved him. We sometimes cry uncontrollable after watching violent movies, we also have the night mares which disrupt our sleep and we find it difficult to concentrate on our academics immediately (*FGD response from Demonstration Secondary School, November, 2016*).

There were also contrasting views as expressed below during the FGD at Hallmark Secondary School:

I do not get emotional after watching movies and I can concentrate on my studies because to me movies are not real. I have watched lots of violent movies and I find violence as a normal occurrence. (*An SS2 student of Great Hallmark International School in response to the movie "Kick Ass"*).

A complementary view of this variation was also noted during the FGD at Demonstration Secondary School. In this statement, it was stated that:

I can concentrate on my studies after watching movies that move me emotionally; because academics should always supersede everything despite the level of emotional attachment to a movie (*FGD response from SS2 student in Demonstration Secondary School, November, 2016*).

Majority of the respondents attested to the above statement that violent scenes in movies affect their concentration due to reflections on scenes after watching and thus creating emotional involvement. But it is worthy of note a different school of thought by some of the participants because the view movies as fictional and should not disrupt adolescents' concentration in school. Another reason for a contrary view emanates from the frequency in viewing violence in movies and accepting it as a norm.

Table 4.5.1 Implication of Negative Behaviours on Adolescents in School Influenced by Violent contents in Movies

Variables	SCHOOL	SA	A	U	D	SD
I was once tempted to punch or kick someone in school like seen in movies	Demonstration	77(32.1%)	79(32%)	0(0%)	30(12.5%)	54(22.5%)
	Great Hallmark	10(25%)	15(37.5%)	0(0%)	8(20%)	7(17.5%)
I sometimes feel like carrying a dangerous weapon (knives, broken bottles etc) to use in a fight situation in school like watched in movies	Demonstration	30(12.5%)	103(42.9%)	0(0%)	60(25%)	47(19.6%)
	Great Hallmark	6(15%)	22(55%)	0(0%)	6(15%)	6(15%)
Sometimes using uncensored words (“fuck”, “shit”, “asshole”, “fuck you etc”) comes unconsciously in school as seen in movies.	Demonstration	83(34.6%)	79(32.9%)	6(25%)	21(8.6%)	51(21.3%)
	Great Hallmark		25(62.5%)	3(7.5%)	6(15%)	2(5%)
		4(10%)				
There is a temptation to take alcohol, smoke or use hard drug after watching movies with similar contents.	Demonstration	26(10.8%)	87(36.3%)	19(7.9%)	27(11.3%)	81(33.8%)
	Great Hallmark	6(15%)	22(55%)	6(15%)	4(10%)	2(5%)
I sometimes want to try out stunts or engage in gang fight in school to prove my strength as seen in movies.	Demonstration	57(23.8%)	97(40.4%)	9(3.75%)	8(3.3%)	29(12.1%)
	Great Hallmark	9(22.5%)	6(15%)	4(10%)	15(37.5%)	6(15%)
Sometimes, when I watch movies with aggressive sexual contents, I have funny sensations which I strongly want to exhibit.	Demonstration	10(4.2%)	126(52.5%)	35(14.6%)	24(10%)	45(18.6%)
	Great Hallmark	4(10%)	17(42.5%)	5(12%)	8(20%)	6(15%)
I tend to copy gestures and body language of characters as seen in movies.	Demonstration	124(51.7%)	37(15.4%)	8(3.3%)	51(21.3%)	20(8.3%)
	Great Hallmark	22(55%)	15(37.5%)	0(0%)	10(25%)	3(7.5%)
Unlawful acts such as being tricky and destruction of school property can come as a result of seeing movies with such contents.	Demonstration	98(40.8%)	81(33.8%)	9(3.75%)	27(11.3%)	25(10.4%)
	Great Hallmark	7(17.5%)	5(12.5%)	3(7.5%)	20(50%)	5(12.5%)
	Demonstration	151(62.9%)	68(28.3%)	9(3.75%)	4(1.7%)	5(2.1%)
Exhibiting signs of rudeness in school as portrayed in movies.	Great Hallmark	19(47.5%)	12(30%)	0(0%)	6(15%)	3(7.5%)
	Demonstration	143(59.6%)	87(36.3%)	3(1.3%)	5(2.15)	2(0.8%)
We tend to sew our uniforms to copy the illicit patterns of dressing as seen in movies.	Great Hallmark	17(42.5%)	10(25%)	2(5%)	2(5%)	9(22.5%)
	Demonstration	39(16.3%)	71(29.6%)	13(5.4%)	76(31.7%)	41(17.1%)
Students with similar behaviour with violent characters in movies create fear in me and affect my concentrations in school.	Great Hallmark	11(27.5%)	16(40%)	0(0%)	9(22.5%)	4(10%)

Field Survey: November, 2016

From table 4.5.1, 64.1% of the respondents in Demonstration Secondary School agreed that they experience temptation to punch or kick someone as seen in the movies. In Great Hallmark School, 51.2% also agreed to the desire. Hence, it can be inferred that majority of the respondents in the two schools are tempted to practise what they seen in movies. The FGD upholds the same view as follows ‘I like the scenes Hit Girl trained Kick Ass to defend himself. She needed to give series of punches and blows so as to develop his stamina to protect himself from enemies. I admire her strengths and knowledge of different combat techniques’ (*FGD response from an SS3 student from Great Hallmark International in response to movie ‘Kick Ass2)*

Also the FGD session in Demonstration Secondary School points to this position:

In Demonstration Secondary School, fighting is a common, almost on a daily basis, a set of students will engage in physical confrontation giving themselves serious punches. While in class, you suddenly hear banging of chairs and desks, immediately know it is a fight. We love watching other fights, the boys use martial arts when fighting and this again may partly be attributed to the influence of movies. (*FGD response from DSS participants, November, 2016)*

The Researcher thus, noted that acts of punches and martial arts are viewed as thrilling experiences especially by male adolescents who fantasize and take likings to those acts.

The distribution from the above table revealed that more of the respondents in Demonstration Secondary School (55.4%) agreed that they sometimes feel like carrying a dangerous weapon such as knives, broken bottles and so on to use in a fight situation in school. Also, majority of the respondents from Great Hallmark School (70%) agreed to the same view. This means that adolescents are tempted to bring dangerous weapons to school partly based on what they have seen in violent movies. The FGD emphasizes the same idea in this way:

Few years ago, a SS3 student came to school with a knife which he kept in his pocket. When entering the school, he was searched by one of the ABU securities

whom he deliberately stabbed on the stomach. The security bled profusely and was rushed to the Sick Bay. There have been several cases in the past of inter-blocks fights where students come with dangerous weapons to fight usually after school. Definitely violent movies may serve as one of the influential media for learning such acts. (*FGD response from a SS2 student from Demonstration Secondary School, November, 2016*)

Adolescents are being influenced unconsciously to use so many derogatory words of movies in their daily activities such as these uncensored words (“fuck”, “shit”, “asshole”, “fuck you and so on.”) of movies. 67.5% of the respondents in Demonstration Secondary School and 72.5% in Great Hallmark School agreed to use these uncensored words. Identified in the course of FGD are these phrases: “hi nigga”, “stop this shit”, “mother fucker”, “son of a bitch” which are becoming common within students’ circle.

A participant in the FGD in D.S.S confirmed the assertion as follows ‘When I get angry I use words like “what da fuck!”, “you fuck up” “I don’t give a rat ass”, “asshole” and so on and some of these words were used in Kick Ass2’ (*an SS3 student of Demonstration Secondary School in response to the movie “Kick Ass”*).

Buttressing further the use of uncensored words is the response of a participant in the FGD captured below:

Yes, these words are commonly used in the school and today in my class, a girl was fighting with her friend and she told her “Fuck you” (thrice). Few minutes later, the same girl was speaking to someone and she used the word “fuck you” and “son of a bitch” again. I even had to ask her why she loved using those words. I feel they learn to use these words from watching movies. (*FGD response from Great Hallmark International School, November, 2016*)

The Researcher infers that the use of uncensored words is now common among adolescents. This is in agreement with the findings from the questionnaire survey and FGD. It is also noted that mostly, Hollywood movies deploy these words.

Considering at the likelihood of being tempted to take alcohol, smoke or use hard drug after watching movies with similar contents, table 4.5.1 shows that 47.1% of the respondents in Demonstration Secondary School agreed to being tempted to indulge in such practices. Respondents in Great Hallmark School who are tempted to do so represent 70% of the population. Despite the margin between respondents who agreed and disagreed in Demonstration Secondary School, the difference is insignificant to water down the influence of the temptation. It is therefore evident that majority of the respondents in both schools are prone to temptation of taking alcohol, smoking or using hard drug after watching movies with similar contents. This implies that viewing violent movies may stimulate adolescents into using substances not suitable for their age and health. The FGD feedback supported this finding with evidence stated below:

There is a notable spot at the back of JSS3 block where boys hide to take drugs, alcohol and other dangerous substance. Some of the boys have been caught several times in the act. (FGD response by participants from Demonstration Secondary School, November, 2016)

Table 4.5.1 also shows that majority of the respondents in Demonstration Secondary School (69.2%) agreed that they are influenced occasionally to engage in stunts and gang fights in school to prove their strength as seen in movies. In Great Hallmark School, 37.5% of the respondents strongly agreed that they were influenced by watching movies. It can be inferred from the result that majority of the respondents in Demonstration Secondary School agreed to the motivation to engage in gang fights in school to prove their strength while the respondents from Great Hallmark School disagreed to the above statement. The FGD response from Demonstration buttressed this position. This is captured below:

Sometimes, we see guys throwing stones at their friends to prove they have learnt new stunts from watching movies. Some of them in the process of dodging items thrown, they fall down or miss their steps and fall. They also use sharp objects

when fighting(*students from Demonstration Secondary School in response to the movie "Kick Ass, November, 2016"*).

From the FGD outcome at Great Hallmark School revealed that a boy was once apprehended by the security guards. He had successfully climbed the school fence which had little broken bottles on it. He wanted to run on it when he was caught. Explaining in details the stunts exhibited by boys in school constitute the comment of a participant in FGD at Demonstration Secondary School:

The boys especially display dangerous stunts a lot in the field during break time. Some of them just go somersault, they kick their friends and then even somersault over them, and to me it's dangerous. I liken such acts to what they have watched in the movies because to me, nobody will wake up one day and decide to somersault over somebody, it is definitely due to what he has watched somewhere (*an SS3 student of Demonstration Secondary School in response to the movie "Kick Ass"*).

The perception that viewing movies with aggressive sexual contents build erotic sensations which can be exhibited by adolescents was agreed to by majority of the respondents in the two schools. These are represented by 56.7% in Demonstration Secondary School and 52.5% in Great Hallmark School. The general acceptability of the above statement by the respondents in both schools confirms that watching movies with sexual contents stimulates or arouse sexual feelings and the urge to exhibit such acts among adolescents. The fact remains that violent movies portray obscene scenes which can build up sexual thoughts and stimulation among viewers especially the adolescents. Thus, undue exposure to sexual contents in movies can lead to a display of unwanted sexual behaviours, such as sexual harassment, premarital sex, rape and so on, among secondary school students and as well accepting such behaviours as a norm in the society.

Based on the finding of table 4.5.1, 67.1% of the respondents in Demonstration Secondary School agreed to the tendency of copying gestures and body language of characters as seen in movies. It was observed from the table that in Great Hallmark School, 92.5% of the respondents agreed to this tendency. Hence, it can be clearly seen that majority of the respondents tend to copy the gestures and body language of characters as seen in movies thereby having the tendency to promote indecent dressing and uncultured mannerism. The FGD participants corroborated the above view when they stated that students in Demonstration Secondary School tend to copy characters in movies. This was also noted in the use of wild words and slangs mostly imitated from American movies by many students.

Table 4.5.1, showed that 74.6% of the respondents in Demonstration Secondary School agreed to committing unlawful acts and destroying school's property partly because of the influence of movies they have watched. The response from Great Hallmark School showed a contrary view from DSS with majority of the respondents (62.5%) rejecting the view. Therefore, it can be inferred that majority of the students in Demonstration Secondary School destroy the school's property partly because of what they have watched in movies. This is evident in the defaced walls and structures in the school. The researcher opined that this same experience was not reflected in Great Hallmark School due to the low population of students, the boarding school setting and the strict administrative structure and Policy of the school.

However, a departure from the questionnaire data was the response from the FGD participants at Great Hallmark School is hereby highlighted to further assert this position:

Two boys who are boarders escaped from school, the manager of the school came around and noticed that some boys were missing. A head count was carried out; the boys were alerted by one of their friends to return to school. The boys removed their cloths and were in their singlet and boxers and stayed under a tree deceiving the authorities that they were in school all along. They said the most

surprising thing was that they were made prefects and even one is the Head boy (*students FGD feedback from Great Hallmark International School*).

There is no doubt therefore that movies are one of the media having the potential to influence adolescents to carry unlawful acts based on stimulating effect of scenes watched in movies.

Respondents from Demonstration Secondary School representing 91.2% of the population agreed that there is great tendency to exhibit rudeness in school as portrayed in movies. A similar result was established at Great Hallmark School with 77.5% of respondents agreeing to the same position. This implies that exhibiting signs of rudeness in school as portrayed in movies is common among school students. Thus, such acts if not checked can escalate to high level of violence. Feedback from the FGD gave credence to the above view as follows: 'A class in SS3 call themselves 'Demo mafia', it is a very problematic class, they are rude to teachers, they are involved in one unlawful act or the other' (*FGD response from DSS, November, 2016*).

Table 4.6 Proposing Possible Ways of Controlling Adolescent’s Access to Violent Movies

Variables		SA	A	U	D	SD
Parents should monitor what children watch on mobile phones, TV, satellite station, internet.	Demonstration	171(71.3%).	53(22.1%)	0(0%)	16(6.7%)	0(0%)
	Great Hallmark	15(37.5%)	12(30%)	0(0%)	7(17.5%)	6(15%)
Satellite stations not suitable for adolescents should be blocked by parents	Demonstration	101(42.1%)	117(48.8%)	8(3.3%)	10(4.2%)	4(1.7%)
	Great Hallmark	20(50%)	11(27.55%)	3(7.5%)	3(7.5%)	3(7.5%)
Strict sanctions should be placed on video dealers who sell or borrow DVDs not suitable for adolescents viewership	Demonstration	99(41.3%)	97(40.4%)	10(25%)	27(4.6%)	7(2.9%)
	Great Hallmark	14(35%)	13(32.5%)	4(10%)	5(12.5%)	4(10%)
Censorship board needs to adjust rating of movies and place security codes on the internet based on age groups.	Demonstration	145(60.4%)	78(32.5%)	5(2.5%)	4(1.7%)	8(3.3%)
	Great Hallmark	22(55%)	9(22.5%)	4(10%)	3(7.5%)	2(5%)
School authorities should ban mobile phones in school with strict penalties on defaulters	Demonstration	16(6.7%)	46(19.2%)	18(7.5%)	74(30.8%)	86(35.8%)
	Great Hallmark	18(45%)	13(32.5%)	5(12.5%)	4(10%)	0(0%)
Schools should keep adolescents busy with school activities to reduce the amount of time they spend watching movies.	Demonstration	56(23.3%)	62(25.8%)	6(2.8%)	87(36.3%)	29(12.1%)
	Great Hallmark	9(22.5%)	7(17.5%)	3(7.5%)	15(37.5%)	6(15%)
The government should regulate satellite stations and discourage movie producers from producing violent movies in the country for adolescents.	Demonstration	75(31.3%)	77(32.1%)	7(2.9%)	76(31.7%)	5(2.1%)
	Great Hallmark	18(45%)	11(27.5%)	2(5%)	7(17.5%)	2(5%)
Parents should watch educative movies regularly with their adolescents.	Demonstration	105(43.8%)	74(30.8%)	9(3.6%)	30(12.5%)	22(9.7%)
	Great Hallmark	15(37.5%)	14(35%)	0(0%)	5(12.5%)	6(15%)
Parent should not place TVs, laptops and DVD players in adolescent’s rooms.	Demonstration	87(36.3%)	38(15.8%)	9(3.8%)	24(10%)	82(34.2%)
	Great Hallmark	14(35%)	8(20%)	5(12.5%)	2(5%)	11(27.5%)
Guidance and counseling unit in schools should regularly counsel students on the dangers of imitating violent scenes in movies.	Demonstration	134(55.8%)	65(27.1%)	6(2.5%)	25(10.4%)	10(4.2%)
	Great Hallmark	16(40%)	12(30%)	4(10%)	4(10%)	4(10%)
Students should know violent movies influences negatively and they should desist from watching it.	Demonstration	100(41.7%)	98(40.8%)	25(10.4%)	14(5.8%)	3(1.3%)
	Great Hallmark	19(47.5%)	8(20%)	3(7.5%)	5(12.5%)	5(12.5%)

Field survey, November 2016

Table 4.6 of this study proposes ways to control adolescent's access to violent movies. 93.4% of the respondents in Demonstration Secondary School agreed that parents should monitor what children watch on mobile phones, TV, satellite stations and so on. 67.5% respondents in Great Hallmark School also suggested this as a means to solve the menace. Using parental control is a crucial measure according to a participant in the FGD, as captured below:

Our mothers, not father's sometimes comes to sit with us while we watch movies. She frowns at violent and sex movies so sometimes we have to change the channel but they have never checked what is on our mobile phone or what we have downloaded from the internet because they lack the technical skills' (FGD response in Demonstration Secondary School, November 2016).

The researcher therefore opined that for parental control to make impact, monitoring has to be encompassing and holistic in nature.

Respondents further suggested that parents should block satellite stations not suitable for adolescents. Although majority of the respondents representing 90.9% in Demonstration Secondary School and 77.5% in Great Hallmark School subscribed to this view, the researcher is concerned that this suggestion may not work because of some adolescents who may have more knowledge and information on the use of internet, satellite and other IT devices. This concern is corroborated by a view of a participant in the FGD as follows:

My parents have blocked most channels not suitable for our age on DSTV but there are still channels approved suitable for adolescents but unknown to my parents, they still show violent scenes in movies. (FGD response in Great Hallmark School, November, 2016).

It can be inferred from the findings above that blocking satellite channels not suitable for adolescents' viewership is another prominent way to reduce adolescent's exposure to violent films but the problem of curtailing the stations approved for adolescents that still show violent movies is of concern.

Majority of the respondents are also of the opinion that strict sanctions should be placed on video dealers who sell or borrow DVDs not suitable for adolescent's viewing. The responses are represented by 81.7% in Demonstration Secondary School and 67.5% in Great Hallmark School. However, responses from the FGD showed that DVD dealers are phasing out and many young people now download movies directly online.

Most of the respondents agreed that censorship board needs to adjust the rating of movies and place security codes on the internet based on age groups. The responses are represented by 81.7% in Demonstration Secondary School and 77.5% in Great Hallmark School. This suggestion was further supported by the FGD responses as captured in these lines 'The movie we just watched 'Graduation' is rated PG 13 but still contained violence with bad themes that distort adolescent's perception about the world', So adjusting rating of movies is necessary (FGD response from Demonstration Secondary School, November, 2016)

The need for school authorities to ban mobile phones in schools with strict penalties on defaulters was suggested as one way out by the majority of the respondents in Great Hallmark School with 77.5%. The respondents in Demonstration Secondary School did not see this as a panacea with 66.6% negating the suggestion.

Also from the Table 4.6, an average population of the respondents suggested that adolescents should be kept busy with school activities so as to reduce the amount of idle time that could be used to watch movies. 49.1% in Demonstration Secondary School and 52.5% in Great Hallmark School. This implies a divergent view as to the efficacy of keeping adolescents busy with school work as a means to dissuade them from movies.

The suggestion on government regulating satellite stations and discouraging movie producers from producing violent movies in the country for adolescents was supported by 63.6%

of respondents in Demonstration Secondary School and 72.5% in Great Hallmark School. Also, another suggestion from table 4.8 is that parents should regularly watch educative movies with their adolescents. Majority of the respondents in Demonstration Secondary School (74.6%) agreed, 3.6% were undecided and 22.2% disagreed. Similarly, more of the respondents in Great Hallmark School (55%) agreed, 12.5% remained undecided and 32.5% disagreed to suggestion of parents watching movies with children. Concerning the question of parents not placing TVs, laptops and DVD players in adolescent's rooms, 52.1% of the respondents in Demonstration Secondary School agreed, 3.8% undecided, and 44.2% disagreed. Also, more of the respondents, 50% agreed, 12.5% undecided and 32.5% disagreed to the same suggestion. The results prove that students of both schools support the above view.

Subsequently, on the next question that Guidance and Counseling unit in schools should regularly counsel students on the dangers of watching and imitating violent movies, 82.9% and 70% agreed in Demonstration Secondary School and Great Hallmark School while 14.2% and 20% disagreed in Demonstration Secondary School and Great Hallmark School respectively.

It was also observed from table 4.6 that majority of the respondents in Demonstration Secondary School (82.5%) accepted that violent movies influence them negatively and thus expressed the need to reduce watching them. Also, in Great Hallmark School, majority of the respondents (67.5%) agreed to this position also. This finding implies that majority of the respondents in the two schools agreed to the above suggestion making it a step in the right direction for curbing adolescent's exposure to violent movies.

4.4 Discussion of Findings`

The data gathered and analyzed in this study were further discussed here in relation to the research questions. As contained in table 4.2, it was clearly observed that a higher percentage of the students representing 41.7% in Demonstration Secondary School and Great Hallmark School 30% view action or Mafia movies. The FGD revealed that the adolescents like action movies with violent contents because they learn acts that could be used for self-defence. This implies that action or mafia movies are viewed by most of the students in both schools. The above findings give credibility to a report from Canada's Centre for Digital and Media Literacy (2010) that posits that action movies rely on fights, killings, special effects and explosion to hold their audiences, and they are simple and universally understood. In the exact words of Waxman (2009) "action movies are short on dialogue and high on testosterone". As earlier stated by Bartsch and Mares (2013), movies are thrilling, suspenseful, and promise to satisfy truth seeking motivations by offering meaningful insights into some aspects of human condition. It is therefore evident that violent movies exert empathy on victims and admiration for acts of courage.

The finding that adolescents learn to imitate acts from violent movies could therefore be likened to Bandura's Social Learning Theory submission that learning by observation, known as modelling shows similarity with how adolescents imitate acts from movies. For instance, students learn self-defence from harm or attack by watching violent movies. Ratio of 3.54 for action or mafia movies at Demonstration Secondary School showed a significant frequency that majority of respondents in Demonstration Secondary School watch action or mafia movies than other movies. In Great Hallmark School, action or mafia movies also had the highest ratio of 3.85. The Focus Group Discussion revealed that some of the participants in the two schools have watched the movie '*Kick Ass2*' more than once. This finding is in consistent with Morris and Sargent

(2001) they claim that a high number of young teenagers watch extremely violent movies. Also, Yakubu and Rishante (2014) submitted that young generation are exposed to myriad of media contents and these explain their tendency to subscribe to violent acts.

For the preferred media device, Table 4.2.2 showed that majority of the respondents in Demonstration Secondary School and Great Hallmark School preferred mobile phones with a ratio of 3.35 and 3.15 respectively. The FGD discussants also subscribed to this preference. Mobile phone has characteristic of being discreet, handy and easy to use. These advantages could be a factor why adolescents preferred its use for watching movies. To further buttress this claim, Shanyan (2009) noted that mobile phone has brought about a significant change of media world because of its simplicity and ease of usage to download and watch movies.

Research Question 1: What are the violent contents in the selected movies?

According to Tuner et al (2004), majority of Americans believe modern movies are too violent and consider such violent imagery a serious problem. Media violence (movies) is generally seen as a problem because it may desensitize viewers, making them less sensitive to violence in general; it may cause viewers to distort their world view and increase their fear of victimization (APP Committee on Communications, 1995). A major concern of violence in movies is that the consequences of violent acts are generally not shown (Giroux, 1995; Brown et al, 2002). Violence in movies can affect children in many ways such as developing aggressive behaviour, desensitization to violence, night-mares, depression, sleep disturbances, and fear of being harmed (Bar et al, 2001; Giroux, 1995; Huesmann, 1986). The violent contents in the selected movies for this study is analysed under the following headings:

Aggression:

Aggression is any behaviour intended to harm another person who is motivated to avoid that harm (Anderson and Bushman, 2002a). This which could be physical or verbal and of recent, cyber aggression has evolved. The movie *Kick Ass2* displayed lots of physical fights such as punching, kicking, beating and using dangerous weapons to injure. Similar contents of physical aggression were recorded in the movie *Graduation*. Exposing adolescents to such movies may influence aggressive acts in them. A view from the literature review of this study by Belson (1978) states that long term exposure to violence in movies was significantly related to the likelihood of aggression in 12 to 17 years old boys. Furthermore, boys who watched aggressiveness in movies were more likely to commit violent crimes, be aggressive in sports, threaten violence towards another boy, write slogan on walls or break windows (Ndoma and Bassey-Duke, 2014).

The two movies also deployed verbal aggression in form of vulgar words which can be seen in the Appendix. The second aspect of aggression is the display of intention to cause harm. In the two movies, intentional aggression was vividly displayed in several scenes such as use of fire arm to shoot a friend in *Graduation* and lots of intended acts of aggression in the movie *Kick Ass2*. Examples include: reckless car chase, the villains are run over by cars, using a knife to behead a character (Colonel Stars) and so on. The problem lies with the fact that intentional aggressions are deliberate acts that could be avoided.

Violence and gore:

Violence is defined as an extreme form of aggression that has severe physical harm (example, injury serious enough to require medical attention, or death) as its primary goal (Busching et al, 2015). All acts of violence constitute aggression but not all acts of aggression

constitute violence. Aggression is not limited to overt physical behaviour; violence is limited to physical behaviour because relational and verbal aggression cannot inflict severe harm which is the central component of violence. On the other hand, gore means shedding of blood as a result of violence. The two movies recorded the use of violence where extreme pains were inflicted on characters. In the movie *Kick Ass2* violence and gore were notable all through. Likewise, the movie *Graduation* had some level of violence and gory image such as the blood stain that begins the movie keeping the viewers in suspense and other images of bloodshed. This is in line with the idea stated by Bartsch and Mares (2013) in the literature review of the study that the audience are attracted to gory (gore) movies because it is thrilling and suspenseful; they also satisfy truth-seeking motivations by offering meaningful insights into some aspect of human condition. Gory movies also hold viewers' attention to keep watching as one of the psychological effect of the brain because it is programmed to stare at something scary or gory.

Sexualized Violence:

Violence that occurs in the context of sexual acts in the two movies are wild (aggressive) kissing, attempted rape and nudity (two naked ladies in a pool with male characters). These scenes are capable of arousing adolescent's feelings and sexual act. O' Hara (2012) examined the role of personality trait among adolescents known as sensation-seeking meaning the tendency to seek more novel intense stimulation is at its peak during the adolescence period. The wild hormonal surge of adolescents makes judicious thinking more difficult. O' Hara and his colleagues found that greater exposure to sexual contents in movies at a young age actually led to higher peak in sensation seeking during adolescence.

Comedic Violence:

This another type of violence which a departure from the preconceived perception of violence shown in movies. Violence is portrayed in a comedic way, although intended to be funny the scenes are often graphic and violence as essential element of the humour. Kick Ass2 had scenes of comic violence where humour was used in the display of aggression, a typical example was the last scene when the villain was thrown into the pool that had a shack and he yelled out 'my penis' in a comic manner with the pool turned to red. Also, a costumed character who was dressed like the Kick Ass in the midst of the aggressive fighting changed his name to Ass Kicker to show humour. The detrimental effect of comic violence is that it distorts viewer's perception of reality and desensitizes adolescents to violence. These are major violent contents displayed in the two movies selected for the study; other subsequent tables give adolescents perception of the effects of violence in movies on their behaviour.

Table 4.4 shows the respondents' perception of certain features in violent movies. It was observed that majority of the respondents(82.4%) in Demonstration Secondary School like movies with lots of physical and fist fights (martial arts), stunts and the use of uncensored words. In Great Hallmark School, 60% like the same theme. This implies that majority of respondents in both schools approved movies with physical and fist fights. This is also reflected in the submission of Focus Group Discussion supports the use of physical fights when a person is offended is necessary and justifiable, which often are learnt from viewing violent movies. The Character 'Hit Girl' was viewed as portraying acts of self- defence by Focus Group Discussion participants. This result reflects elements of the desensitization theory which states that viewing of violence makes the viewer less sensitive to violence. The violence depicted by Hit Girl

according to Focus Group Discussion participants is for self-defence and to build the stamina of the character in the movie.

The response of the FGD justified the violent battle between the main characters (Kick Ass and Mother Fucker) in the movie *Kick Ass 2*. The pain inflicted on the villain Mother Fucker was justified by the FGD participants. The same affirmation was noted with the respondents of both schools to liking movies when the bad guy gets brutally hurt, tortured and even murdered. Also, it was observed that the participants in the Focus Group Discussion enjoyed the robbery scenes in the movie *Graduation* because of the boldness, accuracy and smartness exhibited by the characters. This by implication shows that violence in movies can be glamorized to be normal, intelligent and necessary. The researcher is of concern that this negative idea could be translated to real life situation especially by adolescents.

Majority of the respondents in both schools (64.6% in Demonstration Secondary School and 45% in Great Hallmark) subscribed to movies where weapons are used. The FGD participants also shared this view. The findings revealed that movies with lots of weapons are more thrilling and are popular among adolescents. Giving credence to the view of Wilson and Hudson (2013) which states that 94% of the most popular movies (American movies) since 1985 contain at least one violent scene and half of these involves gun. They analyzed 30 popular movies every year from 1950 to 2012 and identified the same violent sequence in each movie which included carrying a gun to harm or kill a target. The FGD participants attested to the professional handling of the gun by Chanacey in the movie *Graduation*.

From Table 4.4, 70.5% and 47.5% of the respondents in Demonstration Secondary School and Great Hallmark respectively like movies with lots of blood, horrific, graphic images of brutality and the vivid depiction of blood. Also, it was revealed by a character *Kick Ass 2*, Jim

Carrey who condemned the level of violence in the movie on his twitter page, he said ‘I did Kick Ass 2 a month before Sandy Hook and now in all good conscience I cannot support that level of violence in the movie’.

Majority of the respondents in both schools (70.8%, Demonstration Secondary School and 62.5%, Great Hallmark) like movies with sexual scenes, some of the FGD participants also experienced unusual sensations and urges while watching erotic movies. This finding corroborates Hough (2012) assertion that watching sex scenes in Hollywood movies can make children more promiscuous and sexually active from a young age. Furthermore, this supports an opinion by Hough (2012) in the literature review reported that Psychologists concluded that films are likely to influence adolescents to have sexual relations with more people without using condoms. Researches from Dartmouth College in New Hampshire established that every hour of exposure to sexual contents on screen, participants were more than five times more likely to lose their virginity in six years(Hough, 2012). Also, Allen et al (1995) view in the literature review of the study suggests a relationship between media consumption of sexually explicit materials particularly violent materials and the exhibition of sexual. Similarly, Strasburger (1995) noted that adolescents constitute the largest demographic segment of movie viewers and a good number of the movies contain sexual themes with plots that appeal primarily to teens and young audiences. This shows that adolescents are likely to watch movies with sexual themes because of their appealing nature which make them sexually active.

Research Question 2: What are the implications of violent movies on adolescents?

Table 4.5 (respondents’ perception on the implication of violent movies on adolescent’s behaviour) shows 65.5% of respondents in Demonstration Secondary school imitate acts from characters and 52.5% adhered to view in Great Hallmark. It was also observed Great Hallmark

that 52.5% respondents accepted that violent movies make one want to commit a related crime. The next view of watching violent movies making one commits a related crime and seeing characters in violent movies as role models, the respondents all agreed to those views. The FGD buttresses the views, the participants admired the braveness of Hit Girl in *Kick Ass 2*, and they revealed Hit Girl's brave acts are worth imitating if they found themselves in similar situations. Also, other participants spelt out reasons behind the view for admiration of the characters to include smartness, heroism, boldness and acts that show strength and stamina. These virtues could influence adolescents to imitate characters in movies. The responses of the participants in Focus Group Discussion and the quantitative data show some elements of the social learning theory, one of the theories underpinning this study.

The social learning theory anchors on learning by watching, retaining and replicating behaviour observed from a model especially when such behaviour is rewarded and this it is known as modeling. Harris (1994) in the literature review of this study highlighted a number of factors when modelling is likely to occur (check the literature review). These factors that affect modelling were well portrayed in the movie *Graduation*. The main characters were portrayed as smart and intelligent adolescents who were in secondary schools. They robbed a bank and escaped, the robbery also looked so real to the extent of setting fire on the remaining money to cover their track. They were organised in the way they carried out the robbery and deceived other characters that they were the victims. These have psychological undertone which could influence adolescents who watch the movie to imitate such acts.

The second movie *Kick Ass2* portrayed superhero characters and heroic acts which adolescents could be tempted to imitate. These make belief acts from the movies are very tempting because the main characters were also portrayed as smart and intelligent with no

repercussions for their unlawful actions. The movie *Kick Ass 2* has the superhero attribute based on a superhero comic book. Physical skills (fighting or martial arts), physical confrontation between heroes and the villains, elaborate use of stunts and the unique costumes of the superhero and villains are features of super hero movies. These attributes interest adolescents and reinforces the social learning theory submission that adolescents observe which opines that children imitate acts of models especially if such act is rewarded. Smith (2004) attested to the view that watching media violence could lead to imitating the observed behaviour for example, ‘copycats’ crimes.

Majority of the respondents in both schools (72.5% Demonstration and 57.5% Great Hallmark) tend to copy the costume, hair styles and speech patterns of characters they watch in movies. Similarly, the dressing of some boys and girls in the two schools were likened to some of the characters (Mother Fucker and Night Bitch) in movie *Kick Ass 2*. Furthermore, participants of the FGD also see movie characters as role models because they portray heroism, smartness, bravery, intelligence and the attractive personalities placed on the characters. The character of Hit Girl in the movie *Kick Ass 2* was admired by most of the participants because of her role in the movie. The female participants of the FGD admired her strength and courage especially because of her sex and being in their peer (gender serotyping and discrimination).

Generally, role models are considered key players in the socialization process especially when they share characteristics with the potential modeller, such as gender, age and race. Bandura argues that the modeller is more likely to emulate the model because of their shared characteristics. This notion was also substantiated by Freedman-Doan, (1996) and Lucey (2001).

On the issue of movies increasing suspicious feelings after viewing, majority of respondents in Demonstration Secondary School and minority of respondents in Great Hallmark

supported the notion. The FGD participants in both schools also shared this view. It was noted that the FGD at Demonstration Secondary School revealed that the act of bullying junior students by the seniorones is a manifestation of behavioral change that can be linked to viewing of violent movies. The FGD outcome also showed that some adolescent became suspicious of people harming them after watching violent movies. These findings are in consonance with the view of Condry (1989), Dominick (1990), Evra (1990), Livingstone (1990), and Miller (2005).

The above scholars supportthe assertion of cultivation theory which states that high frequency viewing of television influences the audiences to ideas and perceptions of everyday life. The theory implies that high frequency viewers of television or movies are more susceptible to media messages and the belief that they are real and valid. Constant viewers of movies are exposed to more violence and therefore are affected by Mean World Syndrome, the belief that world is far worse and a dangerous place than the true picture. The theory suggests that prolonged watching of television can induce a certain perception about violence in the world. Therefore, exposure of young minds to movies with disturbing themes makes them become suspicious of people because of what they have seen in violent movies.

Two variables of having nightmares after watching violent movies and being scared to the extent of losing concentration on academic work were adduced to by the respondents in the two schools. The FGD supported the same views, noting that the movie *Kick Ass 2* is a scary movie. Some of the participants declared that violent movies made them recall horror and terrible scenes with attending sleep disorder. It was also noted that some respondents had difficulty concentrating in class because of scenes from violent movies stocked in their memory. The movie *Kick Ass 2* created fear in some participants because of the vivid depiction of gore and violence, According to the report American Academy of Pediatrics (2009), violence in the

media like movies results in a variety of physical and mental health problems for children and adolescents which include aggressive and violent behaviour, bullying, desensitization to violence, fear, depression, nightmares, and sleep disturbances.

There were opposing views during the FGD on the aspect of being scared or not being scared of violent scenes in the movies. This establishes the tenets of Cultivation Theory that has the Desensitization Theory embedded in it. The definition of the desensitization theory by Mullin and Lintz (1995) in the literature review of this research aligns with the above view. Therefore, it is apparent that violent scenes make some viewers fearful, which further create night mares and affect academic concentration. It could also develop the Mean World Syndrome which means that viewing violent movies develops the fear of being a victim of crime. On the contrary, the increased frequency in watching violent scenes in movies makes one desensitised to violence and no longer afraid of the aftermath.

Most of the respondents in the two schools disagreed to violent movies making them calm, friendly and cool instead they agreed that through exposure to violent movies adolescents learn and practice how to exhibit dangerous stunts which they often exhibit. A FGD participant attested to recalling specific stunts exhibited by the character Hit Girl which was jumping on a car in motion and fighting on it.

The first variable on Table 4.5.1(implication of negative behaviours on adolescents influenced by violent contents in movies) is the temptation to punch and kick someone in school as seen in movies. The FGD outcome revealed that, majority of the participants in both schools agreed to this view. The participants liked some scenes in the movie *Kick Ass 2* especially the physical fights on display. This finding substantiate the report of Brown and Harmiton-Giarrhritsis (2005) reviewed in the literature review that violent imagery on television, movies,

video games and so on has substantial short term effects on arousal of thoughts and emotions by increasing the likelihood of aggressive behaviour in younger children especially boys. Strasburger (1997) also noted that there is a connection between media violence movies and real-life aggressive behaviour. He said as much 10 to 20% of real-life violence may be attributed to media violence. National Television Violence Study (1998) also found out that the portrayal of violence in movies are usually glamorised and the perpetrators often go unpunished. The research realised that this is appealing to the senses of adolescents and displaying such acts may be inevitable especially among the boys. They are therefore prone to temptation of executing acts such as punching and kicking due to constant exposure to violent scenes in movies

The analysed data on Table 4.5.1 corroborate the view of the FGD that the feeling of carrying dangerous weapons to fight in school by adolescents has been experienced. A revelation of FGD was that of a student caught with a knife which he used to stab a security operative in order to escape This gives credence to the view of researchers reviewed in this study such as Webb et al(2007); Walsh et al (2006) that television, movies, and music videos normalize carrying and using weapons and glamorise them as a source of personal power. Also, supporting the view Romer (2017) and Bushman (2013) stated in the literature review, that in 2012, PG-13 movies had more depiction of guns than those restricted to age 17 years and older. In the same report, it was revealed that the difference between gun violence in PG-13 from those rated R is the higher frequency in the former and also the erasure of the consequences of such acts. Thus, there is a greater likelihood that violence will be perpetrated by a comic book inspired heroes and antiheroes as seen in the movie *Kick Ass2*.

The result of the study also showed that uncensored words are commonly used in schools as seen in movies with similar contents. The results from the two schools confirmed use of

vulgar words in interaction involving students of the same peer group. The FGD also attested to using words such as ‘fuck you’, ‘stop this shit’, ‘son of a bitch’, and ‘asshole’ and so on. These words were used in the movies viewed by the participants especially in the movie ‘Kick Ass2’. Ndoma and Bassey-Duke (2014) noted that teenagers picked up some words and slangs in movies. These words according to the researchers are not in accordance with child upbringing culture in Nigeria. They copy aggressive words and also ways of responding aggressively to people around them. They observed that in Calabar-South, young people use some slangs as normal language of communicating with their friends. Many of these words could have been picked from movies.

The temptation to take alcohol, smoke or use hard drugs after watching movies with similar contents was considered as a critical issue by an average population of the respondents. This reality was also commented as true by the FGD participants. In adding voice to this, Strasburger (2010) noted that Alcohol and Tobacco companies often use celebrities, humour and other tactics to appeal to children and adolescents. According to the researcher, a number of correlational and longitudinal studies have confirmed that exposure to movies with smoking scenes is one of the key factors that prompt teenagers to smoke. He also observed that most movies rated PG-13 contain tobacco use, even though they have a younger audience than R-rated movies. He further reiterated that alcohol scenes occur every 22 minutes. These depictions of alcohol consumption are usually humorous and do not address the negative consequences of drinking. Therefore, it is very real that adolescents are tempted to take alcohol, smoke or use hard drugs by watching movies with similar contents.

The findings of the study showed a general consensus by respondents in both schools that movies can stimulate display of sexual behaviours. On this note, O’Hara (2012) opined that lots

of researches have shown that adolescent's sexual attitudes and behaviours are influenced by the media. This assertion was proved by the above researcher who used 1,228 participants from 12-14 years of age. The results showed that adolescents who were exposed to more sexual contents in movies started having sex at young ages, have more sexual partners and are less likely to use condoms with casual sexual partners. It was also established that exposure to sexual contents in movies at a young age actually led to a higher peak in sensation seeking (a tendency to seek more intense stimulation of all kinds) during adolescence. This sensation seeking behaviour can last well into late teens and early twenties if young people are exposed to these kinds of movies. Therefore, the probability that secondary school students who are exposed to illicit sexual contents in movies will replicate such behaviours in their daily lives is high.

Furthermore, respondents generally agreed that there is tendency for adolescents to copy gestures and body languages of characters in movies. One good example is the sewing of uniforms by secondary school students in form of indecent pattern of dressing seen in movies. The outcome of the FGD disclosed that both boys and girls in Demonstration Secondary School copy the walking pattern of movie stars and use more of American colloquial expressions. Also, it was observed that majority of the boys wear saggy trousers and girls make their skirts tight to reveal their shape just like movie characters. The dressing patterns of students in the both schools can be likened to the characters in the movies for the study such as 'Mother Fucker,' Carl, Sazzy, 'Hit Girl'. The notion of Dannielsson (2012) that celebrities and visual fashion statements affect the fashion industry and also the dress of adolescents is further strengthened by this finding. Likewise, Oliver (1999) posited that many teenagers emulate celebrity idols. He noted that teens placed those in the movie and music industry on high pedestals, attempting to be like them in fashion and life style. Many teenagers emulate celebrity as their idols and they become the

physical standards for adolescents in appearance and behaviour. It is thus a possibility that movie stars can exert great influence on adolescents' gestures, body language and dressing patterns.

Another issue that most of the respondents agreed to is the portrayal of rudeness in school due to exposure to movies with such scenes. The FGD at Demonstration Secondary School pointed to a class in SS3 nicknamed 'Demo Mafia' which exhibited acts of rudeness to teachers and the school authorities. The word 'mafia' is a known group in Hollywood movies noted for shady deals, violence, crime and killings. For a group of students to liken themselves to this group, indicates that they would definitely exhibit some of their characters which may include rudeness and committing unlawful acts. This supports the view of Anderson (2012) who observed that brief exposure to violent dramatic presentation on TV or movies causes short – term increases in youth's aggressive thoughts, emotions and behaviour. These could include physical aggressive behaviour serious enough to cause harm on victims. There is therefore, high potential for violent scenes in movies to shape adolescents towards negative actions.

According to a statement credited to Nevins (2004), exposure to media violence creates fear in audiences. Most of the respondents in Great Hallmark School agreed with this notion, whereas majority in Demonstration Secondary School disagreed. Harris (1994) opines that a person's perception of social realities corresponds to TV and movies that they are exposed to. Glassner (1999) also stated that people who are regularly exposed to violence on TV and movies are more likely to doubt the safety of their neighbourhoods. They are prone to overestimate their odds of becoming a victim.

Research Question 3: In what ways can adolescent access to viewing movies with violent contents be controlled?

The last research question focused on proposing ways through which adolescent's access to movies with violent contents can be controlled. From Table 4.6, majority of the respondents supported the submission that, parents should monitor what children watch on mobile phones, TV, satellite stations and the internet. In addition, FGD outcome clearly shows that some parents do not have the technical know-how to monitor their children's usage of phones and internet. Dinleyici, Carman, Sahin and Dagli (2016) noted that parents need to become aware of the nature of internet and social media sites their children and adolescents subscribe to because not all are healthy environments. According to a report from Parental Control Measures for Mobile Telecommunications Network (2014), Nigeria presently do not have any laid down guidelines or framework for adoption and implementation of parental control measures in Telecoms industry. Results are emerging why parents' monitoring what their wards watch on media devices is still a task unaccomplished in Nigeria. For instance, parents do not play active role in monitoring. Also, measures have not been put in place to guard other sites like internet and even mobile phones and parents lack technical skills in operating some media devices.

Most of the respondents (90.9% in Demonstration and 77.5% in Great Hallmark) also agreed that parents should block satellite stations that are not suitable for adolescent. It was noted during the FGD that though some parents blocked satellite stations not considered appropriate for adolescents, other stations approved for adolescents are still in the business of showing violent movies. In view of the above, Hatch (2011) advised parents to give their children alternative to movies by playing active roles in their lives through exemplary living. Although parental effort of blocking satellite stations could help, this cannot be seen as a complete

solution. The suggestion that strict sanctions should be placed on video dealers who sell or borrow movies not suitable for adolescent's viewership was supported by majority of the respondents. However, the FGD of both schools revealed that borrowing of movies is outdated and most adolescents download movies directly from the internet. This indicates that video club dealers pose less harm when compared to the internet's source.

The use of Censorship Board for the adjustment of movie ratings and placing strict sanctions on internet for under age users was seen by majority of respondents in the schools under study as a possible solution. Another suggestion subscribed to by respondents was that Government should regulate satellite stations and discourage movie producers from producing violent movies. The Governments of Nigeria still needs to impose strict measures to check the inflow of violent movies and satellite station into the country because of unregistered satellite stations are still operating in Nigeria. It was noted during FGD that the newly introduced DSTV Explora have movies on catch up which cannot be blocked with a code.

The above reality requires urgent actions to be taken by the government on school authorities banning mobile phones in school; most of the respondents in Demonstration (66.6%) rejected this suggestion while majority of the respondents in Great Hallmark (77.5%) agreed. The FGD carried out in both schools resolved that mobile phone should not be banned in the school because of its usefulness in aiding study and communication. The UK Guardian Newspaper (2012) revealed that mobile phones allowed in school and used in class at the teacher's discretion showed, only 1.4% of negative behavioral incidents. This is so because they were channelled for academic work. On the contrary, Daily Trust (2012) reported that the use of mobile phones in secondary schools was banned by Jigawa Ministry of Education. The same incidence was also experienced in Delta State (Prompter Newspaper, 2012) where the then

Governor Emmanuel Udughan banned the use of mobile phones at public and private schools raised a debatable question. The researcher is of the opinion that if mobile phones are channelled towards academic activities, it will produce a positive and constructive outcome.

The respondents in the two schools (48.4% in Demonstration and 52.5% in Great Hallmark) widely disagreed with the view of the school keeping adolescents busy with school activities to reduce the amount of time they are exposed to violent movies. It can be inferred that stress associated with more work was not a welcoming suggestion for the students. However, the suggestion on importance of Guidance and counseling units to counsel students on dangers of imitating acts in violent movie was accepted by the respondents in the two schools. A view of the FGD participants suggested that this can be effectively carried out through academic clubs and other social activities.

The suggestion on parents not placing TV's, laptops or computers, DVD players in adolescents' bedrooms was agreed upon by respondents in both schools. Grasdisar (2010) said parents should not put TVs in the bedrooms of adolescents. Likewise, New York Times (2008) reported that when television is in the bedroom of children, parents do not know what children are watching. Media devices for viewing movies in bedrooms of children make it more difficult to monitor them by parents. This also increases the hours spent on the screen which can result in sleep disorder and other challenges to adolescents' health.

CHAPTER FIVE

SUMMARY, FINDINGS, AND CONCLUSION

5.0 Introduction

This chapter presents the summary, findings, and conclusion of the research and the implications of violent movies on adolescents in secondary schools in Zaria, Kaduna state. The research also made findings and recommendations drawing largely from data and information acquired from the research instruments deployed.

5.1 Summary of the Study

Movies have been observed to possess some level of influence on young adults because it has the capacity to bring about change of attitude both positively and negatively. However, this issue has been discussed in several quarters. One of the major issues that have attracted significant discussion at present is the negative influence on young adults, which many believe is responsible for the increase in violent crimes in the society. In order to find out the level of negative influences of movies on adolescents, the study set out to identify violent contents in movies. It also purposed to identify the implications of violent movies on adolescent's behaviours and find ways on how the exposure of adolescent to violent movies could be reduced. The research design used for the study was survey method with triangulation of quantitative and qualitative methods, which include Questionnaire and FGD. Data was collected from 280 respondents from two secondary schools in Zaria namely Great Hallmark International and Demonstration Secondary School.

The findings revealed that adolescents watch violent movies frequently, basically as a result of over exposure to myriad of media channels which often times are free. Also,

adolescents find movies with violent scenes more interesting and captivating. The respondents in the selected schools stated that secondary school students go after movies with lots of physical and fist fights (martial arts), stunts and the use of uncensored (vulgar) words.

Furthermore, the respondents noted that adolescents tend to copy or replicate what they see in movies because of the over glamoured portrayal of violence in movies and often without due punishments for the culprits. Respondents were of the opinion that violent movies serve as a distraction to students in terms of taking away their attention from academic activities due to strong yearnings to watch such movies as well as the after effects it has on adolescents.

There is no doubt that violent scenes in movies create emotional instability in adolescents, influence aggressive behaviour, desensitize them to violence and instil fear and night mares in them. Findings from this study show that some of the deviant behaviours exhibited in secondary schools have connections to violent and uncensored movies that adolescents are exposed to. However, since most of the scenes in violent and uncensored movies contravene the moral rectitude of the society; over familiarity or over exposure to such movies can breed new sets of character deviation. Therefore, it is now important that efforts should be geared towards reducing adolescent's exposure to violent scenes in movies.

5.2 Key Findings

The findings of this study revealed the following:

1. It was discovered that adolescents like movies with violent themes and features such as fist fights, torturing and murdering the bad guys, use of weapons, and movies with lots of aggressive sexual scenes. Adolescents like violent scenes because they learn acts of self-defense. Also, aggressive behaviours and sexual scenes in violent movies arouse them and appeals to their psychology.

2. It was further found out those violent scenes in movies influence adolescents to imitate violent acts especially when violence is glamorized. They also copy the dress and hair styles, speech pattern, gestures and body languages of characters in violent movies because of their popularity in the social circle. Generally, they view characters in movies as role models and are easily influenced to imitate violent acts of movie characters especially when such acts are rewarded.
3. The levels of adolescents' exposure to violent movies (scenes) influence their perception about the society and render them vulnerable. Violent movies also create fear and cause night mares for adolescents thereby affecting their sleep and concentration on academics.
4. In addition, the study found out that parents or guardians do not carry out adequate monitoring of what their children watch because some lack the technical skills required to block or monitor channels or sites. This makes it difficult for parents to control adolescent's exposure to violent contents in movies.
5. It was equally discovered that the recent saturation of the mass media makes it difficult to control adolescent's exposure to violent movies. Also, TV or Satellite channels approved suitable for adolescents still show movies with violent scenes. For example the movie *Graduation* used for this study was rated PG 13 but contain violent scenes and advent of new satellite stations that cannot be blocked by parents and Guardians.

5.3 Recommendations

From the foregoing, the researcher hereby recommends the following:

1. Parents should be in the forefront of monitoring movies their children watch. Also, they need to acquire the technical skills on checking what adolescents have downloaded or sites they have visited.
2. School authorities should properly channel the use of mobile phones for academic work rather than for social activities and offer alternative entertainment for adolescents such as reading, athletics, hobbies and creative play.
3. Regulatory bodies and policy makers should consider legislations to prohibit easy access to violent content for minors.
4. Producers should produce movies that do not glamourize guns or violence, eliminate gratuitous portrayal of violence and the normalization of violence as an acceptable means of resolving conflict. They need to eliminate the use of violence in a comic or sexual context or in any other situation in which the violence is amusing, titillating, or trivialized. If violence needs to be portrayed by the entertainment industry then it should be a serious drama, showing the pain and loss suffered by victims and perpetrators of violence.
5. Parents/guardians should not place TV and laptops in adolescent's room so as to easily monitor movies their adolescents watch.
6. Parents/guardians should play their roles as educators to their children by creating times to watch movies with them, discuss the effects/ content of the movies and reinforce positive messages. Parents/ guardians should build close relationship with their children so that they can serve as role model rather than violent characters in movies.

5.4 Conclusion

The focus of this study was to investigate the effects of violent movies on adolescents in two senior secondary schools in Zaria. It further went ahead to identify the violent contents in the movies as well as to identify the implications of movies with violent scenes on adolescent's behaviours in secondary schools. The need to conduct this study was borne out of the contestation which has existed in several quarters about the negative influences of violent movies on adolescents especially in secondary schools. However, the study concluded that continuously allowing adolescents to be exposed to obscene movies with violent scenes has the tendency of creating inimical behaviours leading to crimes and social misconduct in the larger society, causing emotional instability (fear and night mares) in them and definitely affecting their academic progress in secondary schools. Therefore, due to the alarming effect of violent and uncensored movies on adolescents, there is urgent need to curtail the over exposure of young adults (adolescents) in secondary schools in order to avoid the continuous decay of morality and character dislocation.

5.5 Contribution to Knowledge

This research is on the effects of violent movies on adolescents in two senior secondary schools in Zaria. This research revealed that adolescents watch violent movies because violent scenes are glamourized and depicted as necessary and justifiable means to resolve problems. Also, the heroic attributes of characters stimulate adolescents to imitate violent acts.

Therefore, this study has revealed that ratings of movies do not capture the appropriate ages, this mean movie approved for adolescents still glorify violence. Likewise, the introductions of new sites where adolescents watch movies and are not censored because of the level of technological development of the country. Also, the government is not taking adequate measures

to check movie producers who are actively involved in producing violent movies especially for the financial gain. Parents similarly need to acquire the technical skills to block station and sites their wards watch movies on.

5.6 Suggestions for Further Research

This research was carried out to determine the effect of violent movies on adolescents in two senior secondary schools in Zaria with a view to proposing possible ways through which adolescents' viewing of movies of this nature can be reduced. In view of this, further studies can also be carried out to ascertain reasons why adolescents are susceptible to movies with violent scenes. Also, another research can be conducted on the effects of globalisation as it redirects the trend of movie production and its implication for Nigerian youths' developments. A metaphysical analysis on the effects of violent movies on adolescents in any of geographical regions in Nigeria which would span a period of years could also be studied. The researcher observed few metaphysical analysis that has been researched into in Nigeria. These suggestions for further research as mentioned above are capable of adding to the body of knowledge and as well as bringing about further enquiry into behavioural challenges of adolescents especially in secondary schools in Nigeria.

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FGD Participants of Demonstration Secondary School ABU, Zaria

GROUP A

1. Damilola
2. Rebecca
3. Aminu
4. Muhammed
5. Maryam
6. Ahmad

GROUP B

1. Mary
2. Daniel
3. Esther
4. David
5. Aisha
6. Yusuf

FGD Participants of Great Hallmark International School, Zaria

GROUP A

1. Muhammed S.
2. Muhammed A.
3. Abdulkadir
4. Abubakar
5. Sani
6. Abdulkarim

GROUP B

1. Aisha
2. Jibrin
3. Aminu
4. Mustapha
5. Idris
6. Usman

APPENDIX A

**Department of Theatre and Performing Arts
Faculty of Arts,
Ahmadu Bello University, Zaria
Postgraduate Questionnaire**

Dear Respondent,

I am a Postgraduate student undertaking this research on the “Effects of Violent Scenes in Movies on Adolescents: A Study of Selected Secondary Schools in Zaria” as part of the requirements for the award of Masters in Development Communication.

Your response to the questions forms the basis for primary findings of the research. The researcher therefore attaches a high level of confidentiality to your response and assures that it will be used for research purpose only.

Thank you.

Yours sincerely,

Olaofe Olusiji
MA/ARTS/7109/11-12

Demographic Data of Respondents

1. Gender: a. Male [] b. Female []
2. Age: a. 10-14 [] b. 15-19 [] c. 20 and above []
3. Name of School:
4. Class:

Section A: Viewership of violent movies by adolescents

A1: What category of movies appeal to you most?

- | | |
|-----------------------|---------------------|
| a. Adventure/Epic [] | b. Action/Mafia [] |
| c. Religious [] | d. Horror [] |
| e. Animation [] | f. Romance [] |

A2: Please indicate appropriately the frequency of the movie you watch

Keys to respondents

F – Frequently VF – Very frequent OC – Occasionally RY – Rarely NV- Never

S/N	Statement	Level of frequency				
		F	VF	OC	RY	NV
5.	Adventure/epic movies					
6.	Action/Mafia					
7.	Religious					
8.	Horror					
9.	Animation					
10	Romance					

A3: Indicate your level of preferred media device for viewing movies.

Respondent keys

A- Always S – Sometimes R – Rarely N – Never

S/N	Statement	Level of frequency			
		A	S	R	N
11.	Domestic Television Stations				
12.	DVD players				
13.	Satellite stations				
14.	Mobile phones				
15.	Internet				

A4: What are your likes and dislikes for certain features in movies

Respondent keys

SA – Strongly Agree A– Agree D- Disagree SD- Strongly Disagree UD- Undecided

S/N	Statement	Level of Preference				
		SA	A	D	SD	UD
16.	I like movies with lots of physical and fist fights (martial arts), stunts and the use of uncensored words					
17.	I enjoy movies when the bad guy gets brutally hurt, tortured or even murdered.					
18.	I love movies that make use of sophisticated or crude weapons					
19.	I like movies with lots of blood, horrific and graphic images of brutality					
20.	I like movies with lots of sexual scenes.					

Section B: What do you consider as the implications of violent movies on your behaviour

Respondent Keys

SA – Strongly Agree A- Agree D – Disagree

SD – Strongly Disagree UD- Undecided

S/N	Statement	Level of frequency				
		SA	A	D	SD	UD
21.	I imitate behaviours of characters in movies.					
22.	Watching violent movies makes me want to commit a related crime.					
23.	I see characters in violent movies as role models					
24.	I become suspicious of people because of what I have seen in violent movies.					
25.	I have nightmares after watching violent movies.					
26.	Violent movies make me friendlier, cool and calm to others.					
27.	Violent movies teach me stunts which I often exhibit.					
28.	I copy the dress, hair style, speech patterns of characters in movies.					
29.	After watching violent movies, I get scared and sometimes find it difficult to concentrate on my school work.					

Section C: Implication of negative behaviours in school influenced by violent content in movies

Respondent Keys

SA – Strongly Agree

A- Agree

D – Disagree

SD – Strongly Disagree

UD- Undecided

S/N	Statement	Level of frequency				
		SA	A	D	SD	UD
30.	I was once tempted to punch or kick someone in school like seen in movies.					
31.	I sometimes feel like carrying a dangerous weapon (knives, broken bottles etc) to use in a fight situation in school.					
32.	Sometimes using uncensored words (“fuck”, “shit”, “asshole”, “fuck you etc”) comes unconsciously in school as seen in movies.					
33.	There is a temptation to take alcohol, smoke or use hard drug after watching movies with similar contents.					
34.	I sometimes want to engage in gang fight in school to prove my strength as seen in movies.					
35.	Sometimes, when I watch movies with sexual contents, I have funny sensations which I strongly want to exhibit.					
36.	I tend to copy gestures and body language of characters as seen in movies.					
37.	Destruction of school property can come as a result of seeing movies with destructive scenes.					
38.	Exhibiting signs of rudeness in school as portrayed in movies.					
39.	We tend to sew our uniforms to copy the illicit patterns of dressing as seen in movies.					
40.	Students with similar behaviour with violent characters in movies create fear in me and affect my concentrations in school.					

Section D: Suggestions of possible ways on how to reduce the exposure to violent movies.

Keys to respondents

SA – Strongly Agree (5)

A- Agree (4)

D – Disagree (3)

SD – Strongly disagree (2)

UD- Undecided (1)

S/N	Statement	Level of Agreement				
		SA	A	D	SD	UD
41.	Parent should monitor what children watch on mobile phones, TV, satellite station, internet.					
42.	Satellite stations not suitable for adolescents should be blocked by parents					
43.	Strict sanctions should be placed on video dealers who sell or borrow DVDs not suitable for adolescents viewership					
44.	Censorship board needs to adjust rating of movies and place security codes on the internet based on age groups.					
45.	School authorities should ban mobile phones in school with strict penalties on defaulters					

46.	Schools should keep adolescents busy with school activities to reduce the amount of time they spend watching movies.					
47.	The government should regulate satellite stations and discourage movie producers from producing violent movies in the country for adolescents.					
48.	Parents should watch educative movies regularly with their adolescents.					
49.	Parent should not place TVs, laptops and DVD players in adolescent's rooms.					
50.	Guidance and counseling unit in schools should regularly counsel students on the dangers of imitating violent scenes in movies.					
51.	Students should know violent movies influences negatively and they should desist from watching it.					

APPENDIX B

Sample of one of the letter of introduction

Ref: THAP/REF

Date: 8th November, 2016

Demonstration Secondary School,
Main Campus,
Ahmadu Bello University,
Zaria,
Kaduna State.

Dear Sir,

LETTER OF INTRODUCTION

This is to introduce you Miss Olaofe, Olusiji a postgraduate student with registration number MA/ARTS/7109/2011-2012 carrying out a research on the topic “The Effects of Movies with Violent Scenes on Adolescents: A Study of Selected Secondary Schools in Zaria.” This research is a requirement in partial fulfillment for the award of Master of Arts (MA) degree in Development Communication, Department of Theatre and Performing Arts, Ahmadu Bello University, Zaria.

Accordingly, we appreciate if you will kindly grant the researcher access to administer copies of questionnaire to the SS1-SS3 students and also undertake a Focus Group Discussion with six selected students from SS1-SS3.

Your cooperation in allowing the researcher’s physical access to the school and your students is highly appreciated.

Yours sincerely,

Dr. Emmanuel Jegede
PG. Coordinator

APPENDIX C

Samples of Pictures from the FGD



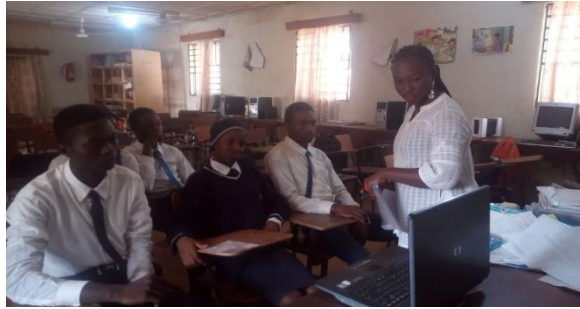
Focus group discussion held at Great Hallmark International School on 18th November, 2016



Focus group discussion held at Demonstration Secondary School on 21st November, 2016



Focus group discussion held at Great Hallmark International School on 21st November, 2016



Focus group discussion held at Demonstration Secondary School on 22nd November, 2016

APPENDIX D

Vulgar words used in the movie *Graduation*

	Use of uncensored words	20:28-20:46	“It sucked” made by Suzy and showed up a tattoo on her body written “the stooges”	The uncensored words in this movie were as a result of anger and to show humour.
		39:15-39:18	“We had hot fuck on his desk” Polly made the statement when Chanacey had doubts about her faithfulness.	
		51: 36	“We put our ass on the line” made by Chanacey when Polly was nominated to read the valedictory Speech on Graduation the same day they planned to rob the bank.	
		51: 37	“Screwing it up” this phrase was made by Chanacey when their plans were not going the way they planned.	
		52:14	“screw you” made by Carl to Chanacey because of the accusation he later made.	
		1:03:43	“god damn it” was made by Carl when his girlfriend caught them in the robbery act.	
		1:03:54	“fuck you” made by Suzy (Carl’s girlfriend) when Carl tried to explain why they had to rob the bank she works in.	

Vulgar words used in the movie *Kick Ass 2*

Use of uncensored (wild) words.	0:44-0:49	“Act like a bitch, get slapped by a bitch” made by Hit Girl when she was training Kick Ass to defend himself.
	06:17-06:18	“For fuck’s sake” made by Chris in an argument with his Mom on his obsession for Kick Ass
	06: 35	“Delusional bitch” this remark is traced to Chris (mother fucker) and he was referring to his mum.
	11:25-11:26	“Tell him you’re on your way to fuck his mother” made by Hit Girl when Kick Ass was carrying his first field test.
	11.41-11.42	“Before I make you suck my fat cock” the thieves who wanted to rob Kick Ass on his first field test made the statement.
	13:09	“Shit burger” used by that Hit Girl when she came to rescue Kick Ass from the robbers on his first field test
	17:57	“That you’re fucking a ninth grader” Kick Ass girlfriend conveyed the phrase when she had a misconception of his relationship with Hit Girl.
	18:40	“Holy Shit” attributed to Chris’ security guard when he saw him with two guns.
	19:04	“Mother fucker” the new nick name Chris wanted be referred as.
	27:53	“Night bitch” the lady’s name in the new group Kick Ass joined headed by the colonel.
	31:06-31:09	“Those dick heads that follows the motherfucker on you tube” said by Marty, Kick Ass’s friend.
	32:11	“I’m rich as shit” Chris (motherfucker) was looking for people to hire into his new gang.
	31:24	“Black death” the name Chris gave to a new member enlisted to his gang.
	41:29-41: 30	“What the fuck do you want” a bouncer made the statement, when the Colonel took his group to fight some gangsters.
41: 39-41:44	“Get the fuck out of here before I cut your head off, you old fuck” the bouncer of gang told the Colonel	

43: 36	“You’re fucking dead guys” made by Jimmy Kim the head of the gang that the Colonel went to attack.
43: 38	“Cut the old man’s head off” made by motherfucker when his gang went to attack the colonel and eventually murdered him.
49: 30	“It’s time to see what evil dick feels like” the scene when motherfucker went to attack Night bitch and attempted to rape her.
56:44	“What’s with the bag of shit” making reference to fertilizer bomb manufactured by motherfucker to destroy the city.
1:02	“Cock suckers’ the phrase is attributed to Hit Girl when she was trying to save Kick Ass from his captors after his father’s funeral.
1:04:14	“Go ahead and shoot me you little bitch” also made by Kick Ass captors.
1:04:14	“Go ahead and shot me you little bitch” when the driver of motherfucker’s gang was caught.
1:07:20-28	“We are gonna cut him up into little pieces and feed that shit to MC Shark” made by Chris when he promised to kill Kick Ass and post it on YouTube.
1:07: 38-42	“And we are gonna get our riot! That what means to be evil” at motherfucker (Chris) wild party instigating his gang to use fertilizer bombs to destroy the city.
1:07:40-48	“And tonight we gonna fuck this city up” attributed to mother fucker also in line with destroying the city.
1:08:03	“Your new name’s little bitch” when Kick Ass stormed motherfucker hideout unexpectedly.
1:09:01-1:09:03	“I’m gonna wipe my ass with your face” made by motherfucker to Kiss Ass when he stormed the formers hide out.
1:13:06-1:13:08	“You’re such a pussy” made by mother fucker to Kiss Ass when they got into a combat.

APPENDIX E

Synopsis of the Movie '*Graduation*'

The movie was directed by Michael Mayer and written by the same person and Cory D. Turner. The movie was released in 2007 in World Fest Houston and in 2008 in the United States. It belongs to genre of action and adventure. It is rated PG-13 and runs for 89 minutes.

Graduation is a rite of passage for almost all American teens. This theme has been the focus of numerous movies. The movie *Graduation* takes a slightly different look at this momentous day as a group of students plan a bank robbery on their graduation day. The movie is a departure from the usual graduation movies storyline oriented with mindless sex and abundant consumption of alcohol. The movie depicts four adolescents who are lifelong friends getting ready for graduation from high school. One of the friends, Carl has a mother who is battling with cancer, and needs a bone marrow transplant. They do not have insurance and need money to perform the operation. The only lady among the group, Polly plans an almost impossible scenario. She suggests that the four of them rob her father's bank so as to raise the money for the treatment. Her boyfriend, Chanacey is initially against the idea mainly because he does not want to ruin his chances in life but because the rest supports the idea, he has to go along with them. The four friends devise a master plan to rob the bank vault on their graduation day, using it as an alibi for them.

The attractive features for adolescents to this movie are smartness and intelligence displayed by the four young friends in carrying out the robbery. The producer makes the movie very realistic that other adolescents can imagine themselves in such a situation. The movie

Graduation depicts the adolescence period and the crisis attributed to it. The movie shows four teens searching for true identity, and the daring attitudes associated with the period. One of such daring attitude is at night the four friends stand on a train track as a train rapidly approaches making their wishes before leaping to safety.

The movie has been chosen for the analysis of the study because it depicts the characters of adolescents in a realistic way adolescents around the world can easily emulate the characters. The movie also depicts crime and violence in a tempting way, where the characters though engage in crime but have been depicted as clever, smart and intelligent. It develops the copycat tendencies in adolescents because of the way the characters are portrayed in the movie. Furthermore, adolescents' responses to the movie retrieved from Internet Movie Database (IMDb), an online database of information related to movies, television programs and video games including cast, production crew.

Synopsis of Movie *Kick Ass 2*

The movie 'Kick Ass 2' was released on the 14th August, 2013. It belongs to the genre of thriller and action and it runs for 1 hour 43 minutes. *Kick Ass 2* is based on the comic book of the same name. The film was written and directed by Jeff Wadlow and produced by Matthew Vaughn.

Kick Ass (Dave Lizewski) stopped fighting crimes and trains to become a superhero with another character Hit Girl (Mindy). Chris D'Amico, the villain of the movie accidentally killed his own mother by short circuiting her tanning bath. He becomes in control of his father's

criminal empire, Chris decides to become a super villain and nickname himself 'The mother fucker' promising to revenge on Kick Ass for killing his dad in the first movie.

A new group of crime fighters known as Justice Forever led by Colonel Stars is formed for those who want to use superhero costumes to fight crime. Mother fucker's gang ambushes the leader Colonel Stars in Justice Forever headquarters and a member of their gang known as Mother Russia decapitated him and posted it on twitter. Mother fucker (Chris D'Amico) gang also tracks down Night Bitch a member of Justice Forever gang. Mother Fucker attempts to rape her but due to a failed erection he unable to. When the police arrive, Mother Russia a member of Mother Fucker gang kills the officers resulting in a police clamp down on all costumed villains and vigilantes.

Therefore, since Dave (Kick Ass) is one of the costumed villains, he was tracked by the police through his IP (Internet Protocol) address and his father claimed he was Kick Ass so as to protect him. Mother fucker's gang got the true identity of Kick Ass dad and got him beaten to death in jail. At Kick Ass dad's funeral, Mother fucker's gang ambushes and kidnaps him. He is however rescued by Hit Girl and his vigilante friends (Justice Forever) attack the villains where a brawl ensues. Kick Ass gang over comes after fierce and violent fight between the two gangs. Generally, the movie *Kick Ass 2* is characterized by violence and gore, use of strong words, profanity, fighting and intense fighting scenes.

APPENDIX F: FGD TRANSCRIPTION

Group A: FGD on the movie *Graduation* in Great Hallmark School Conducted On 18th November, 2016.

Have you ever been influenced by violent movies?

The participants jointly agreed they have been influenced by violent movies. One of the respondent gave an instance as follows 'I have once used a sharp object to injure another person an act I picked from watching violent movies'.

What is your perception of the characters in the movie?

The participants jointly agreed that the view characters in the movie as heroes who carry out an accurate robbery without being caught. It shows they are intelligent and smart to carry out such acts in detail. They agreed that one has to be smart and we admire smart people and can imitate them in a similar situation.

Do you justify the act of punching Jackson by the character Chanacey?

The group justified the use of violence exhibited by one of the characters. One of the respondents said he justified the violent act because Jackson kissed his (Chanacey) girlfriend and he would definitely retaliate the same way if his friend kisses his girlfriend. Another participant narrated a similar scenario that occurred in their school that led to a related fracas like in this movie.

The weapons used in the movie *Graduation* was it avoidable?

A contributor was of view that in such a situation, using a weapon was necessary. He said, 'I admired the professional way Chanacey handled the gun, I felt that that Carl should not have been shot and that act though made me scared but was necessary because Carl did not follow the plan'.

What effect (s) does this movie have on you?

The group jointly accepted that it stimulates them to carry out a related act. They admired the characters and viewed them as heroes. A participant said 'I view them as heroes because they carried out an unlawful act accurately, and later deceived the people that they were victims'.

Has any similar scenario occurred in school were an unlawful act is committed accurately with no repercussions?

The members of the group gave an instance when such occurred 'Two boy who were boarders escaped from school. The manager of the school came for the usual routine check and discovered some boys were missing. A head count was about to be carried when the missing boys were alerted by their friends to return to school. The boys removed their cloths and were in their inner wears and stayed under a tree deceiving the school authorities that they were in school all along. We were amazed that these same boys were made prefects and one is the present Head boy'.

Group A: FGD on the movie *Kick Ass* in Demonstration Secondary School Conducted on 21st November, 2016

State your perception of this movie?

The participants held that the movie is scary and one of the respondents said ‘the display of violence makes me shiver because it looks gruesome’. Another of the respondent said ‘this movie trains one in the act of self-defence when one finds his or herself in a dangerous situation like when bullied by fellow students’.

What do you admire about the characters in movie?

The participants agreed the characters in movie are very courageous and brave. They admired more the character of Hit Girl because to them, she is daring and courageous and they also justified the violence displayed by her.

Did you notice the use of vulgar words in the movie?

They unanimously accepted that movie was ridden with vulgar or uncensored words. They also said similar vulgar words are spoken in their school. A respondent cited examples of such vulgar words ‘in our school words such as ‘fuck you’, ‘stop this shit’, ‘what da fuck’, ‘hi nigga’ ‘asshole’. They agreed the most of these words are picked from watching violent movies.

Did you feel emotions while watching the movie?

Most of the group members agreed that they had compassion on Kick Ass when his father died, they said “we had compassion on Kick Ass especially at the burial ground when he recalled his father telling him he loved him. We sometimes cry uncontrollable after watching emotional

aspects of violent movies, we sometimes have night mares which sometimes disrupt our sleep and sometimes find it difficult to concentrate on our academics'. However, another participant had a different view she said 'I can concentrate on my studies after watching the emotional scenes in violent movies because academics supersedes everything despite ones' level of emotional involvement in a movie'.

Do students in the school display dangerous stunts and bad behaviour(s) that can be likened to movies?

One of the participant said, "the boys especially display lots of dangerous stunts on the field during break time. Some of them summersault over their friends. I liken such acts to what they have watched in the movies because to me, one cannot just wake up and decide to summersault over someone except when influenced by violent movies". The other said "sometimes, we have witnessed guys throwing stones on their friends to prove they have learnt new stunts acquired from watching movies. In the process of dodging the thrown item, they miss their steps and fall".

A member of the group informed us about a notable spot at the back of JSS3 block in their school where boys hide to take drugs, alcohol and other dangerous substance. He also said that some of the boys have been caught several times in the act.

Do you think movies influence adolescence?

The participants agreed to be easily influenced by movies. One of the participants narrated a scene that occurred saying "few years ago, a SS3 student came with a knife which he kept in pocket to stab a security on the belly which he did. The security had serious bleeding and was rush to the hospital (Sick Bay)'. Another respondent also stated 'there have been several cases in

the past of inter block fights where students use dangerous weapons likened to some used in *Kick Ass 2*'. The other group members disclosed a vital information 'there is a popular spot in our school, specifically at the back of JSS3 block where boys hide to take drugs, alcohol and other dangerous substances and some of the boys have been caught severally in the act'.

Another contributor said 'Most of the boys in our school have similar slim trousers like that of the character Mother Fucker. Teachers have caught some boys with earrings on one ear like the same characters. Few girls have more than a single earring hole and wear triple earrings using their scarf to cover it, they also use eye pencils or black lipsticks on their lips similar to the character Night Bitch'.

What do your parents or guardians do to curtail exposure to violent movies?

The participants jointly said, 'our mother not fathers sometimes watch movies with us. They dislike movies with violence and sexual scenes and this makes us change the channel. They never checked what we watch on our mobile phones or downloads from the internet because they lack the skills'.

Group B: FGD on the movie *Kick Ass 2* in Great Hallmark International School on 21st November, 2018.

What is your general perception about this movie?

A participant said, "I don't find the movie scary because I have watched lots of violent movies and I see violence as a normal occurrence. Therefore, violent movies do not affect me emotionally".

Can you identify a violent content in the movie?

The frequent use of vulgar words and these words are also spoken by students in our school. A respondent has this to say, “A girl was fighting with her friend and she told her ‘fuck you’. Few minutes later, the same girl still used the same vulgar word to include ‘son of a bitch’”.

Do you like any character in the movie?

One of the participant aired his view, “I admire the character of Hit Girl, she is brave and has no fear. I like the way she climbs on cars to fight. I want to be like her and can imitate her act of courage if the need arises”.

Can the group state suggestions to curtail the viewing of violent movies by adolescents?

A participant opined thus, ‘Parents can block Satellite channels; my parents have blocked most channels on DSTV because they are not suitable for our age. There are still channels approved for our age but unknown to our parents, they still show violent movies’. Another participant observed the need for the government to check sites for watching movies because the DVD player is not so popular and DVD dealers are phasing out.”

Group B: FGD on the movie *Graduation* in Demonstration Secondary School on the 22nd Of November, 2016.

What do you like about the movie?

A participant said, “I like the accuracy exhibited by the characters. It shows they are brilliant, smart and intelligent. I admire the boldness of the characters. Another participant said, “They did not exhibit fear and I can imitate a related act if the need arises. In our school, students also try to

be smart, some scale the fence when driven from school for defaulting in paying their school fees or not wearing the proper uniform’.

What effect(s) does the movie have on you?

A participant said, ‘at one point while watching the movie, I was scared at the sight of blood and a gun. I also had pity on Carl’s girlfriend when he was shot’. Another participant justified the violent act of firing Carl with a gun because he acted contrary to their plan and they were supposed to work as a team.

Also, a participant said, ‘The main characters are just adolescents and they executed the robbery accurately and smartly. The effect this has on me is that it stimulates me to attempt a related unlawful act in school accurately and smartly but not robbing a bank’.

A participant aired a similar view as follows, ‘I can imitate the characters in the movie on a related issue such as if I am stopped from entering the school for not paying my school fees. I would jump the fence into the school unnoticed’.

Similarly, another participant said this, ‘I can sneak out of class when a general punishment is given; I could stay in the toilet till the punishment is over. This shows the influencing effects movies can have on me’.

Did you have any sexual urge when watching the kissing scene in the movie?

The participants all agreed that the wild kissing scenes stimulated them and they were tempted to imitate such acts. However, another FGD participant had a contrary view, ‘To me, I feel it is not

appropriate for our peers to engage in such acts of kissing the opposite sex because the act could lead to greater consequences such as having sex and rape’.

The group also agreed that though movies stimulate them into sexual acts, indulging in sexual escapades would have detrimental effects on their development.

Do you think close monitoring of movies watched and sites visited by parents would reduce adolescent’s exposure to violent movies?

The group jointly agreed that their mothers, not father’s sometimes comes to sit with them while they watch movies. The said, ‘mothers frown at violent and sex movies, so sometimes, they have to change the channel’. They have never checked what is on their mobile phone or what they have downloaded from the internet because they lack the technical skills.

A participant specifically called on the censorship board to adjust ratings of movies because the movie “Graduation” is suitable to adolescents but still contains violence that can distort adolescent perception of life.