**ABSTRACT**

The media as one of the specific learning condition is believed to be a potential contributor to the growth of antisocial attitudes and behavior in students and teenagers. While social scientists work on determining the major causation of violence, such as social environments, cultural factors, family instruction, and group membership parents, teachers, politicians and school administrators continue to blame the media for increased cultural alienation and attitudinal change among adolescents. This study examined the the influence of foreign movies on behavioural disposition of undergraduate students of Godfrey Okoye University, Enugu. The guiding theories of the study are the cultivation and social theory. Data for the research was collected through the distribution of copies of questionnaire to various respondents. The survey method was used as the research design and the method of data analysis is the use of frequency tables and percentages. The population of the study is two thousand two hundred and twenty two (2,222) made up of the undergraduate students of Godfrey Okoye University. The sample size was determined using the Taro Yamane statistic and the number derived was three hundred and thirty nine (339). The study found out that undergraduate students of Godfrey Okoye University are exposed to and influenced by foreign movies. It is therefore the recommendation of this study that The school authority should invite/provide guidance counselors to visit their schools periodically and address the students. Alternatively, seminars/ workshops could be organized for teachers periodically on ways to counsel and handle students. These counselors should be able to inspire adolescents away from excessive viewing of foreign movies by using biographies of appropriate role models in society who were able to move to greatness because they de-emphasized excessive foreign movie viewing as adolescents.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the Study**

The act of watching movies can be a fun activity in which students and adolescents in general can use their imagination and fantasy. Watching movies has been known to have both positive as well as negative impact on student’s mind as well on his or her overall character and mental development. Movies with social message or pure fun can be worth watching but movies with too much of violence, romantic messages and mean messages are of no good to students and youths (Kubay & Larson, 2005).

The effects of movies can be traced back to the late 1920s. At that time, the earliest coordinated social scientific research or investigation into the impact of these effects began in the Western countries. It was intended at studying the harmful impacts of movies on societies. The development of this medium as a common mass entertainment and information source during the 1950s encountered similar concerns about potential harms, especially in connection with young audiences (Gunter, 2004). Nowadays, in this modern era, many concerns have been raised about the kinds of values and attitudes that may be inculcated by exposure to certain kinds of media contents, especially enculturation and violence in movies (Kubey & Larson, 2005).

In recent times, subtitles that translate different languages have increased appeal of films, especially those from foreign cultures. Subtitles give the audience the opportunity to watch films that were not produced in their primary language. This innovation therefore created room for rapid spread of films from their country of origin to other countries, in which Nigeria is not an exception. Today in Nigeria, films made in Hollywood USA, France, India, China, etc. are always in high demand. Recently, foreign movies and TV shows are stealing the limelight and is becoming a major player in influencing students’ behaviour and character disposition.  Foreign movies today involve a lot of violent scenes, from new ways on how to fight an enemy, to new ways on how to kill a person using some new weapon.  They learn all about revolvers and knives from movies, and this in turn gets them curious; curious enough that they buy them and try it out in school on other students and even their teachers (Williams, 2009)

Students and youths are gradually losing their morality because of violent and romantic, satanic and evil scenes showed in foreign films.  For these students who have been doing violent activity, moral values are but a small piece of their curriculum at school and pay less attention to it.  For them, it is more interesting and worthwhile to watch foreign films and their violent, sexual and evil satanic sequences.  These students believe that if they exhibit acts of violence and romantic stance in school they will become famous and everybody will know them.  It is a fact that it gets their names known and gives them the fame they want, but it is also enough to ruin their entire future and their life.  Taking this into consideration, parents and schools are enjoined to work together and take serious steps and actions to stop these violent outbursts of exhibition. The learning environments which a student is exposed to are also assumed to contribute to the increase of aggressive behaviors and attitudes as well as his inclinations to customs, values and norms of the society (Bernard, 2012).

The media, as one of the specific learning condition is believed to be a potential contributor to the growth of antisocial attitudes and behavior in students and teenagers. While social scientists work on determining the major causation of violence, such as social environments, cultural factors, family instruction, and group membership parents, teachers, politicians and school administrators continue to blame the media for increased cultural alienation and attitudinal change among adolescents (Fraser & Staub, 2006).

The mass media exert great persuasive effects on the thoughts and behaviours, by encouraging people especially students and young people into new lifestyle patterns, fashion, etc. Among all media, films play a major role in affecting the thinking pattern of the society (Evra, 1990). Films also referred to as motion pictures, involves projecting a series of images into the screen to create an illusion of motion. It is one of the most popular forms of entertainment, enabling people to immerse in an imaginary world for a short period (Olaleye, 2007).

Based on the foregoing, this research is determined to examine the influence of foreign movies on behavioural disposition of undergraduate students of Godfrey Okoye University, Enugu.

**1.2 Statement of the Problem**

The mass media exert great persuasive effects on the thoughts and behaviors of people by introducing them into new lifestyle patterns, fashion, etc. Among all media, films play a major role in affecting the thinking pattern of the society. The largest sampling of contents of foreign films carried out by Harvard Medical School, reveals a disturbing amount of violence as well as unrealistic views of racial and sexual relationships. In another research carried out by Olaleye Victoria (2007), it was discovered that youths are greatly exposed to foreign films. This entails that the behavioral disposition of students, especially the undergraduate students are really at stake. Most violent, absurd, sensual and annoying behaviors exhibited by undergraduate students are claimed to have been copied from foreign films. However, some schools of thoughts claim this is not true. Hence, there is a conflict on whether foreign films negatively or positively influence the behavior of students/youths. To this end, this research seeks to validate that claim and find out how these foreign movies affect the moral values and behavioral patterns of Nigerian undergraduates students, using the students of Godfrey Okoye University as a case study.

**1.3 Objectives of the Study**

The general aim of this study is to examine the influence of foreign movies on the behavioral disposition of undergraduate students of Godfrey Okoye University, Enugu. In line with this, the following specific objectives will be to:

1. To determine if undergraduate students are exposed to foreign movies.
2. To ascertain the frequency to which undergraduate students are exposed to foreign movies.
3. To ascertain the aspect of undergraduate student’s behavior that is most influenced by foreign movies.
4. To determine the genre of foreign movies that influences undergraduates student’s behavior.

**1.4 Research Questions**

In line with the objectives of the study, the following research questions will be addressed:

1. Are undergraduate students exposed to foreign movies?
2. What is the frequency to which undergraduate students are exposed to foreign movies?
3. Which aspect of undergraduate student’s behavior is most influenced by foreign movies?
4. What genre of foreign movies influences undergraduate student’s behavior?

**1.5 Significance of the Study**

This occupies a strategic place of relevance given that it will go a long way to reveal the influence of foreign movies on the behavioural disposition of undergraduate students of Godfrey Okoye University Enugu. The significance of a research work is expressed in its importance and benefits. This research is considered important given to the fact that it will be of high relevance to media houses. The media houses will find the findings of this study relevant as it will introduce some reforms in the airing of foreign films. The findings of this study will also enlighten students as it will expand their horizon on the issue of foreign films and its influence o students. The general public will also find this research relevant as it will educate them on the subject matter. Finally, this research will be an addition to the existing stock of knowledge.

**1.6 Scope of the Study**

The subject scope of this study is to examine the influence of foreign movies on behavior of undergraduate students of Godfrey Okoye University. This clearly shows that the study is restricted to undergraduate students of Godfrey Okoye University Emene; Enugu.

**1.7 Operational Definition of Terms**

**Influence:** This the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviors or opinions of others.

**Students:**Youth between the ages of 18 to 39 who have penchant for change and in this study are undergraduates in Godfrey Okoye University, Emene Enugu.

**Pattern:** This is the way in which a person performs his/her activities or functions in life. It can also be seen as the repeated or regular way in which something happens or is done like in dressing in a peculiar manner.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 INTRODUCTION**

In this chapter which is the review of related literature, the conceptual framework which will be carried out because there are some fundamental and technical concepts that demand for clarifications in the way they are being used in the study. The theoretical framework will show the theories and models in line with the study, the empirical literature will contain a review of related studies related to the concept under study and the critique of literature will establish the gap and the limitations of the previous studies.

**2.1 Conceptual Framework**

**2.1.1 The Concept of Film**

Film is a powerful instrument that can build or destroy people’s culture due to its conversational nature. It also plays a role in the daily lives of men and women in the way they perceive issues and conduct their own lives (Aldana, 2004). A lot of research, especially in developed countries, suggests that visual media e.g Television/Film influence a range of attitudes and behaviors among youths. Huesmann and Taylor (2003) are of the view that television/film have authority over young people’s decision. They assert that youth just accept what the television /film tells them without question. Keyes (2000) raised fears about the negative influence that films have on youth culture that “Students are particularly vulnerable to outside influence from their films sets because their values and ideals have not yet fully developed”. Thus, they are prone to alteration by any slightest means. Chari (2005) adds that their world is erected by the stories they hear, see and tell. TV/Film, as a medium, has influence on the dressing of students. Films play a significant role in this process which gives credence to the fact that who should determine what should shape people’s perception and how this is done in any society is an issue of significance. Therefore, film, in terms of fashion, has influenced the students to believe in a particular way of dressing. The kind of clothes used in acting, music performance and advertisement are presented to the society as the best dressing to make one look good. According to Dominick (2005) “throughout history, films have been collectors, producers and distributors of social knowledge”. He emphasized this notion by explaining that “the three defining features of films are that first, they attract the most specialized group of audience, and second, films are the most in tune with demographic, economic and social trends. Finally, films can influence social trends”.

**2.1.2 Students and Films**

Researchers have empirically proved that most films appeal to the emotions of its viewers and ultimately affect their worldview. Because of the developing emotions of adolescents, films can have a huge effect on their lives. In a study of the retention rate of film details between different age groups, Rosen (2006) found out that both children and adults remember best, materials that have high emotional appeal that they easily understand and is concerned with the movie plot. The materials that students will emotionally relate with differ from that of adults and children.

Students are most likely to become emotionally interested in the situations that concern their changing views of the world and growing status in the society. These issues include identity formation, college life, moving away from home, driving and cutting out parental control. Bello (2011)

The level of emotional involvement of students, with film content can affect aspects of their psychosocial development. In the Nigerian society, the situation is quite alarming, in that, Hollywood films considerably influence attitudes and moral values of students; and worse still, Nollywood films, which are mostly anchored on western models, consolidate these films; thereby promoting western values in the Nigerian societies.

This is not to say that films are completely negative. Huesman and Morse (1998) noted that films are media of choice for many adolescents. It shows them some interaction and experiences which they may have encountered or will encounter latter in their development. Olaleye (2007) also added that while wrong films give youth’s wrong ideas, watching films does benefit youth’s cognitive development.

The sexuality of students in Nigeria and sub-Saharan Africa is seriously going through transformation from what it used to be in the past. Bello (2011) attributes this to the effect of modernization caused by industrialization, education, exposure, and enculturation, through the importation of foreign films and cultures that are alien to the Nigerian cultures and values. Unfortunately, the internet has contributed in no small measure, to the removal of guilt, fear, and shame associated with unconventional sexual activities. In a study carried out by longe et al (2001) it was discovered that, the sexuality trends among students in Nigeria today is culturally alien to Nigerian society in the past. The authors further pointed out that among other factors, exposure, and enculturation through various foreign films especially American ones have been widely responsible for the ugly situation.

It is therefore important for students to understand that images are sometimes used to manipulate people and that these images are powerful enough to persuade us to buy certain products or encourage us to behave in a particular way. There is a need for students to be able to differentiate between information and misinformation, truth and fabrication.

**2.1.3 Film Effects**

One area media effects debate that has attracted much interest is the effects of television violence and sexually explicit material portrayed in films on children and youths. Kalin (1994) in his study of media effects says television program serves as a black board from which the children and the youth copy violent behavior.

Research has shown that human beings begin imitating other humans at a very early age, and the observation of the behaviors of others is the likely source of many of young child social skills Bandura, (1977).

Access to visual media has increased dramatically in the past decade, with cassettes recorders, cable, and satellite television greatly expanding the children and young adults to movies and programs intended for adults. Although propensity for violence is unique in America, in Nigeria the same can be said of televised sexually explicit materials. This is believed to have effect on how children perceive the world and how they behave.

Media effects studies have examined the negative effects that result from the vicarious capacity, such as the learning of aggressive behavior through viewing film violence. When carried to its worst extreme, the modeling of such behavior has linked to violence and brutal “copycat” Olaleye (2007).

According to Meltzoff and Moore (1977), heavy exposure to television is believed to be one of the causes of aggressive behavior, crime, and violence in the society. The potential of the mass media for social mobilization, education, and attitude change has been recognized and has been exploited in different parts of the world with varying degrees of success. But the effect that the mass media will produce at given situation still remains a subject of debate even today.

Summing up what was known about the effect of the mass media, Berelson (1948) submitted that some kinds of communication on some kinds of issues brought to their attention of some kinds of people under some kinds of conditions have some kinds of effect.

**2.1.4 Media’s Influence on Youth**

We live in an enthralling world and even more enthralling society. From the moment we wake up until the moment we go back to our beds, we avail ourselves of numerous media programmes. At the end of the day, you avail yourself of the latest news from your television and crave for your favourite music over the radio and even log on to be connected to the rest of the world through the World Wide Web. Our society is becoming more and more capable of being constantly informed, entertained, and connected to the other individuals at the click of a button. Life without the media is simply unthinkable. The youth of today are perhaps the most significant users of the media. As Burtina (2005) posits the idea that as intelligent as we are, with the freedom and ability to make our own choices, the issue of how much influence the media has over our decisions can be put to a test. This could be one of the stringent issues that can necessitate a lengthy explanation and provide a good avenue that there can be no doubt that the media influence us in innumerable ways.

Mass media play a vital role in the lives of the people in the society. They are tools for news, information, promotion, and a platform for sharing ideas. They have a unique capability to dramatize, to focus, to reinforce and more importantly, to ensure that people participate in a process called bottom-up communication. Not only that, the mass media also contribute to the dissemination of information and popularization of practices that all add up to the cultural heritage of a nation. The mass media can be one enormous factor in our environment that influences decisions and acts to inspire the youth. It is noteworthy that not all messages that the media project, though, are not at all positive (Mckee, 2009).

**2.2 Empirical Literature**

Some of the past studies that have been conducted in relation to this concept was reviewed in this section of the research.

Michael, (2007) carried out a research on the influence of foreign movies on the academic performance of students of Renaissance university Ugwaka, Enugu State. He adopted the use of survey design and the method of questionnaires to elicit the relevant information from the students/respondents. The population of the study was 189 with an obtained sample size of 76. The statistical instrument adopted is the use of Chi-Square and tables and percentages. Finding from the research revealed that foreign movies have a negative effect on the academic performance of students.

Jude & Ndukaku (2016) carried out an empirical analysis of the effect of foreign movies on the students of BABCOCK University. The objective of the research is to carried out a correlation analysis of the relationship between students preference to watching foreign movies and the amount of time they spend in library. The study used the interview technique to elicit information from the students. Findings from the research reveals that there exists an inverse relationship between the amount of time spent on viewing foreign films and the amount of time dedicated to studies at the library.

Okeoma (2012) examined the influence that home movies have on the dressing patterns of students of tertiary institutions in Abia state. The survey research method was adopted, with a sample size of 400. The questionnaire was the research instrument for the collection of data. Findings showed that home movies celebrate African values in their dress patterns. This is in contrast with the obvious practice in Western and foreign movies where the contemporary trend is in the swap of roles between the male and the female gender as manifested in the swap of dress culture. This shows that home movies have Influence on the pattern of dressing of students of tertiary institutions in Abia State. The study recommends among other things that the home movies industry should use their medium to promote the very rich cultural values of Nigeria and Africa. More so, the tourism industry should cash in on the large audience that the entertainment sector is drawing, to re-brand, package and present the good image of Nigeria as a country of economic opportunities and decent moral values.

Fernando (2016) examined the impact of foreign films on teenagers as it affects the promotion of cultural heritage in African society. Much after the independence across African continent, one of the major preoccupations African leaders had to contend with is the restoration of African cultures in their pristine forms which were arguably polluted or collapsed by the colonial masters during their reign. No doubt, teenagers and youth generally, are vital segment of the society who could be instrumental promoting African cultures. But unfortunately, the mentality and lifestyle of the teenagers in African societies have been grossly affected by exposure to western films to such an extent that rather than promoting African cultures, they have become hardened acolytes and promoters of western cultures. The study therefore examines this situation with particular reference to Nigeria adopting both qualitative and quantitative research methods and at the end find out that western films exert great impact on the teenagers in Nigerian society thereby creating cultural gap to the native cultures. The study then concludes by prescribing way forward towards the restoration and promotion of African cultures as it affects teenagers with particular reference to Nigerian society.

James, Daniel & Nnamdi (2017) examined the influence of television on the westernization of Nigerian youths. It is noteworthy that there is a growing worry over the decline of the cultural values of Nigerian youth. This ugly situation is sometimes tied to the influence of foreign television programmes. The foreign programmes do not only undermine the cultural values of Nigerian youths, but also influence the youths’ behaviour as well as the prevalence of foreign attitudes and habits among them. The study is driven by cultivation theory which suggests that heavy television viewing “cultivates” perceptions of reality consistent with the view of the world presented in television programmes. Some youth in Nigeria, considerably perceive that what they view on foreign television programmes is a reality, and to them, there is need to cultivate the habits, attitudes, behaviour and values as demonstrated in television programmes.

Apuke (2016) carried out a research on the influence of western films on students’ dressing pattern at Taraba State University, Jalingo. The study explores fashion trends among students of the institution and finds that styles like hip hop/hippies, corporate/cocktail and make up/hairstyle, which are common in American films, are the most imitated forms/styles of dressing by the students. Incidentally, such dressing patterns are considered an aberration in the African society. Survey method was used to gather data for the study in which 220 questionnaire copies were administered to the students of the university across all levels of study. Findings of this research seem to suggest a correlation between students’ exposure to western films and their choice of dressing, even though this postulate is not statistically tested in the study. The study recommends proper parenting and counseling, uncompromising religious teaching and strict implementation of dress code by tertiary institutions as panacea to the social challenge.

Nkang, Akah & Nkang (2015) investigated the consequences of foreign video degenerating morals among adolescents in Calabar Municipality and Calabar South Local Government Areas of Cross River State. It specifically sought to find out whether there was any relationship between home video and degenerative behaviours among adolescents. To achieve the aim of this study, two research questions and two hypotheses were generated to guide the study. A structured questionnaire was used to collect data from 97 respondents. Two Local Government areas across the state were covered in the study. Descriptive survey research design was adopted for the study. The data collected were analyzed using descriptive and inferential statistics such as frequency, percentages and Pearson Product Moment correlation statistics. The findings of the study revealed that foreign videos significantly relate with violent behaviours and substance abuse (cigarette and cannabis) among adolescents. Based on the result of the study, it was recommended among others that: parents should monitor the type of programmes their children watch on television at home; the government should monitor and sanction movie producers who release violence oriented movies and on-screen smoking for public and home viewing.

Privilege (2016) examined the impact of foreign films on teenagers as it affects the promotion of cultural heritage in African society. Much after the independence across African continent, one of the major preoccupations African leaders had to contend with is the restoration of African cultures in their pristine forms which were arguably polluted or collapsed by the colonial masters during their reign. No doubt, teenagers and youth generally, are vital segment of the society who could be instrumental promoting African cultures. But unfortunately, the mentality and lifestyle of the teenagers in African societies have been grossly affected by exposure to western films to such an extent that rather than promoting African cultures, they have become hardened acolytes and promoters of western cultures. The study therefore examines this situation with particular reference to Nigeria adopting both qualitative and quantitative research methods and at the end find out that western films exert great impact on the teenagers in Zimbabwean society thereby creating cultural gap to the native cultures. The study then concludes by prescribing way forward towards the restoration and promotion of African cultures as it affects teenagers with particular reference to Zimbabwean society.

Johnson & Adegoke (2016) carried out a research on the influence of Western entertainment television programmes on the behaviour of Nigerian youths. The study was anchored on the Social Learning theory and Cultivation. Using the survey method, and questionnaire as instrument; a total of 300 students from Babcock University, and Covenant University were selected. Findings revealed that Western entertainment television programmes influenced the style of dressing of Nigerian youths (60.7%), sexual behaviour (60.5%) and food habits by (58.7%); that youths exhibit violent behaviours, imitate foreign accent and engage in public display of affection as a result of watching Western entertainment programmes. It was recommended that programme producers should be more creative and original in the production of indigenous programmes, reduce the emphasis placed on body shape, and that parents should help reduce amount of sexual and violent content they expose their wards to at home by having family programmes viewing time.

**2.3 Theoretical Framework**

Theories are of great relevance in every academic work. This study is anchored on two theories, namely; cultivation theory and social theory as is relevant to the study.

**2.3.1 Cultivation Theory**

The cultivation theory is a social theory, otherwise known as cultivation analysis which was developed on the basis of examining the long term effects of television on audiences. Developed by George Gerbner and Larry Gross of the University of Pennsylvania, the cultivation theory was derived from several large-scale projects as part of an overall research project. It was to identify and track the cultivated effects of television on viewers. They were concerned with the effects of television programming, particularly violent programming, on the attitudes and behaviour of the American public.

The theory suggests that heavy television viewing “cultivates” perceptions of reality consistent with the view of the world presented in television programmes. Some youth in Nigeria, considerably perceive that what they view on foreign television programmes is a reality and to them, there is need to cultivate the habits, attitudes, behaviour and values as demonstrated in television programmes.

Gerbner (1977) is of the view that television cultivates and mainstreams viewers; where mainstreaming is the process by which television brings various groups into the mainstream of values of a dominant culture. It is at times believed that television makes the youth adopt foreign ways of life, so much that they consciously or unconsciously find themselves in the mainstream of the foreign cultural values. Gerbner (1977) also argues that heavy television viewing within various subgroups develops common outlook which is different from the outlook of light viewing. There are differences in perceptions and attitudes between youth who are heavy viewers and those who are light viewers. The heavy viewers unlike light viewers, perceive foreign culture as flawless, and therefore tend to copy the values sheepishly. The cultivation theory further posits that contents exert a continuous force on viewers’ minds influencing the way they see the world. For instance many youth in Nigeria at large are fond of entertainment-which dominates foreign television programmes- sports, music, drama, among others. They are so carried away that they are made to perceive the world in congruence with the television content.

**2.3.2 Social Theory**

The social theory was propounded by Albert Bandura who was a psychologist at Stanford University. The theory suggests that much learning takes place through observing the behaviour of others (Anaeto, Onabanjo, and Osifeso, 2008.). Bandura (1986) has proposed that: Individuals develop general behaviour and attitudes by modeling the behaviour of others. Individuals learn or model behaviour, values, attitudes, and skills through the observation of other individuals, or through observations of electronic or print media. This coincides with the effect of mass media on its audience, not only confined to the behaviour of others in the vicinity. Based on this theory, people learn from observation first before they actually carry out certain actions. Therefore, through exposure to films, students acquire knowledge on fashion/styles worn by actors and actresses in films; as such they chose role models who influence their perception, attitude and behavioral patterns and desires in terms of dressing.

**2.4 Gap in literature**

A gap in literature is a scientific attempt in an empirical research to explore the already existing avalanche of studies in a study and identify the limitation of the study and making an articulate attempt to fill the gap. It is discovered that in although related studies have been carried out in the concept under study, there is still scarcity on studies on the impact of foreign movies on the behavior of students. Okeoma (2012) examined the influence that home movies have on the dressing patterns of students of tertiary institutions in Abia state, Fernando (2016) examined the impact of foreign films on teenagers as it affects the promotion of cultural heritage in African society, James, Daniel and Nnamdie (2017) examined the influence of television on the westernization of Nigerian youths, Apuke (2016) carried out a research on the influence of western films on students’ dressing pattern at Taraba State University, Jalingo etc carried out related studies. It is discovered that none of these studies was conducted to find out the impact of foreign movies on behavior of students. This is the gap this study tends to fill.

**2.5 Summary of Literature**

This chapter which is the review of related literature was able to carry out a conceptual analysis which was encapsulated on the conceptual framework which was carried out because there are some fundamental and technical concepts that demand for clarifications in the way they are being used in the study. The theoretical framework showed the theories and models in line with the study, the empirical literature contained a review of related studies related to the concept under study and the critique of literature established the gap and the limitations of the previous studies.

**CHAPTER THREE**

**METHODOLOGY**

**Introduction**

This chapter deals with the total constructional plan of research and the process of data collection that will assist in achieving the desired objectives of the study. It contains research design, area of the study, sources of data, population of the study, sample size determination, description of the research instruments, and validity of the research instruments, reliability of the research instrument and method of data analysis.

**3.1 Research Design**

The study adopted the survey research method, which is a appropriate in attitudinal studies as this. This method, as Okoro (2001) notes, selects and studies samples drawn from the population to discover the relative incidence, distribution and inter-relations of sociological and psychological variables. Since this study is an audience research necessitating opinions, attitudes, motivations and individualistic consideration, the survey method was considered most appropriate for the work.

**3.2 Population of the Study**

According to Onodugo (2010), population is the totality of subjects which meet a given set of criterion. The target population of this study consists of students of Godfrey Okoye University as at the year 2018. The table below is the population distribution of the study.

**Table 3.1**: *Godfrey Okoye Univeristy Students’ Population Distribution*

|  |  |
| --- | --- |
| **Level** | **Number of Students** |
| 100 Level | 580 |
| 200 Level | 544 |
| 300 Level | 627 |
| 400 Level | 471 |
| **Total** | **2,222** |

**Source:** *Admission’s Unit, 2018.*

The above table reveals that the population for this research comprises of 2,222 respondents/students.

**3.3 Sample Size Determination**

According to Investopedia, sample is a subset containing the characteristics of a larger population. Samples are used in statistical testing when population sizes are relatively large for the test to include all possible members or observations. To derive the optimal sample size, Taro-Yammane (1967) formula will be used. The formula is specified as:



Where:

n = Sample Size [Unknown]

N = Population Size (2222)

1 = Fixed Numerical factor

e = margin of error usually 5%

To derive the optimal sample size, we have:



 = 339

This entails that 339 respondents/students will serve as the respondents’ sample size for the study. Therefore, the statistics of questionnaires expected to be distributed for this empirical investigation is thus is 339. This thus constitutes the sample frame of the study.

**3.4 Sampling Technique**

The Multi-Stage or non-proportional technique will be used as the sampling technique in this research. This involves sampling plans where the sampling is carried out in stages using smaller and smaller units at each stage.

**3.5 Description of Research Instruments**

The major instruments to be used by the researcher in gathering data for this study are structured questionnaire and interview. The questionnaire will be designed to have two sections. Specifically all questions in section ‘A’ will be drawn to provide some general and demographic information of the respondents, while the remaining questions in section ‘B’ will be formed and directed to address the research questions. The instrument will be designed in a 5-point likert scale of strongly Agree (SA), Agree (A), Disagree (D), strongly Disagree (SD) and Undecided.

**3.6 Validity of the Research Instrument**

The validity of the instruments of this research was ascertained by the supervisor and other research experts in the department. They ascertained and evaluated the internal consistency and structuring of the questionnaire which according to them was acceptable.

**3.7 Reliability of the Study**

To solidify the reliability of the instruments, a pilot study of 20 questionnaires was carried out to evaluate the internal consistency of the instruments. This was further carried out to evaluate the feasibility, time, cost and adverse events. The study was concluded with the acceptability of the instruments.

**3.8 Method of Data Collection**

Data to be used in the research was collated through questionnaires. The questionnaires were distributed to the ideal respondents and information extracted was used for the analysis.

**3.9 Method of Data Analysis**

This research will make use of frequency tables/percentages to analyze the descriptive characteristics of the respondents. The formular for it is expressed thus:



Where n = Total Number of Response to a Question.

 a = Number of respondents ticking a Particular answer option to the question.

 A% = “a” expressed as a percentage of N.

The study will adopt the use of graphs, plots and other statistical graphical analysis to analyze the information extracted from the respondents.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF RESULTS**

**4.1 Introduction**

In the course of the study, questionnaires were distributed to various respondents because it’s a survey data. In this chapter, the collected information/data will be analyzed with various statistical tools. It will be made up of the following sections; response rate analysis, tables, and frequencies/percentages and discussion of results. In this study, 339 copies of the questionnaire were distributed to the respondents and 330 were returned. Thus in all, 330 questionnaire was used for the analysis.

The study specified the following research questions:

1. Are undergraduate students exposed to foreign movies?
2. What is the frequency to which undergraduate students are exposed to foreign movies?
3. Which aspect of undergraduate student’s behavior is most influenced by foreign movies?
4. What genre of foreign movies influences undergraduate student’s behavior?

**4.2 Data Presentation and Analysis**

**4.2.1 Analysis of Demographic Data**

**Demographic Data of Sex: Question 1: Gender**

**Table 4.1:**

****

**Source:** *Researcher’s Computation Using SPSS*

It can be clearly seen from the gender table and bar-chart that the numbers of males are 140(42.4%) and females are 190(57.6%). This entails that we have more female students than males in Godfrey Okoye University in the current session.

**Question 2: Analyzing the Age of the Respondents**

**Table 4.2:**

****

**Source:** *Researcher’s Computation Using* 

It can be clearly seen from the above analysis that 142(43%) of the respondents are between the ages of 15 – 20 years, 177(53.6%) are between the ages of 21 – 25 years and 11(3.3%) are between 26 years and above. Hence, majority of the respondents are between the ages of 21 – 25 years.

**Question 3: Analyzing the Level of the Students**

**Table 4.3:**

****

**Source:** *Researcher’s Computation Using SPSS*



The above analysis shows that 103(31.2%) are in 100 level, 112(33.9) are in 200 level, 64(19.4%) are in 300 level and 51(15.5%) are in 400 level. This was supported by the bar-chat.

**4.2.2 Analysis of Data from Field**

**Research Question One:** Are undergraduate students exposed to foreign movies?

**Question 4:** Do you watch foreign Films?

**Table 4.4:**

****

**Source:** *Researcher’s Computation Using SPSS*



The respondents were asked if they watch foreign films. The table shows that 250(75.8%) said they watch foreign films while 80(24.2%) said they don’t watch foreign films. This entails that on the average, majority of the students watch foreign films.

**Question 5:** Do you prefer foreign movies to Nigerian Movies

**Table 4.5:**

****

**Source:** *Researcher’s Computation Using SPSS*



The students were asked if they preferred foreign movies to Nigeria movies. The answers gotten revealed that 227(68.8%) said yes while 103(31.2) said no. This obviously entails that most students prefer movies to Nigerian movies.

**Research Question Two:** What is the frequency to which undergraduate students are exposed to foreign movies?

**Question 6:** How often do you watch foreign?

**Table 4.6:**

****

**Source:** *Researcher’s Computation Using SPSS*



The respondents were asked how often they watch foreign films. Answers derived shows in the table that 111(33.6%) said they watch foreign films once in a week, 180(54.5%) said they watch it every day, 30(9.1%) asserted they watch it averagely once in a week and 9(2.7%) are uncertain.

**Question 7:** Do you also use your device to watch foreign movies in your idle moments?

**Table 4.7:**

****

**Source:** *Researcher’s Computation Using SPSS*



The students were asked if they also use their device to watch foreign movies when they are idle. Unsurprisingly, 281(85.2%) asserted they do watch foreign movies with their device when they are idle and 49(14.8%) said no. This entails that majority of the students watch foreign movies consistently.

**Research Question Three:** Which aspect of undergraduate student’s behavior is most influenced by foreign movies?

**Question 8:** How have foreign films affected the way you dress?

**Table 4.8:**

 ****

**Source:** *Researcher’s Computation Using SPSS*



It can be clearly seen from the table that 195(59.1%) of the respondents said that foreign films have affected the way they dress while 135(40.9%) said that foreign films don’t affect the way they dress. It entails that majority of the students have been affected by foreign films dressing style.

**Question 9:** Do you imitate the way foreign actors and actresses speak?

**Table 4.9:**

****

**Source:** *Researcher’s Computation Using SPSS*



Based on the question asked, it can be clearly seen that 208(63%) of the respondents said they imitate the way foreigners speak in foreign films and 122(37%) said they don’t. Hence, majority of the respondents imitate the way foreign actors and actresses speak.

**Question 10:** To what extent has foreign films shaped your behaviour?

**Table 4.10:**

****

**Source:** *Researcher’s Computation Using SPSS*



The table shows us that 120(36.4%) of the respondents said that foreign films have shaped their behavior, 207(62.7%) asserted to a great extent and 3(0.9%) are uncertain.

**Research Question Four:** What genre of foreign movies influences undergraduate student’s behavior?

**Question 10:** Which foreign movie are you interested in?

**Table 4.11:**

****

**Source:** *Researcher’s Computation Using SPSS*

The students were asked which category of foreign movie they are interested in as at the time of the study. It was discovered that 83(25.2%) love romantic foreign movies, 48(14.5%) love epic/historical foreign movies, 156(47.3%) are interested in adventurous foreign movies and 43(13%) are interested in horror foreign movies.

**4.3 Discussion of Findings**

This section of the study is anchored on discussing the four research questions generated in the study.

**Research Question 1:** Are undergraduate students exposed to foreign movies?

In an attempt to answer the above research question, students were asked related questions which are contained in table 4.4 and 4.5 which they were asked if they watch foreign movies and if they preferred foreign movies to Nigerian movies. Responses revealed that the students who were asked if they watched foreign films reveals that 250(75.8%) said they watch foreign films while 80(24.2%) said they don’t watch foreign films. This entails that on the average, majority of the students watch foreign films. On the other hand, students who were asked if they preferred foreign movies to Nigeria movies revealed that 227(68.8%) said yes while 103(31.2) said no. This obviously entails that most students prefer movies to Nigerian movies.

**Research Question 2:** What is the frequency to which undergraduate students are exposed to foreign movies?

In the course of the study, students were asked the frequency at which they watch foreign movies. In answering this question, the students were asked how often they watch foreign films and if they use their device to watch foreign movies in their idle moments. This was encapsulated in table 4.6 and 4.7 respectively. The tables revealed that 111(33.6%) said they watch foreign films once in a week, 180(54.5%) said they watch it every day, 30(9.1%) asserted they watch it averagely once in a week and 9(2.7%) are uncertain and 281(85.2%) asserted they do watch foreign movies with their device when they are idle and 49(14.8%) said no. This entails that majority of the students watch foreign movies consistently.

**Research Question 3:** Which aspect of undergraduate student’s behavior is most influenced by foreign movies?

In addressing this research, students were asked if foreign movies have affected the way they dress and if they imitate the way foreign actors and actresses speak. Treating this question in table 4.8 and 4.9 respectively, it was seen that 195(59.1%) of the respondents said that foreign films have affected the way they dress while 135(40.9%) said that foreign films don’t affect the way they dress. This entails that majority of the students have been affected by foreign films dressing style. On the second question, the responses showed that 208(63%) of the respondents said they imitate the way foreigners speak in foreign films and 122(37%) said they don’t.

**Research Question 4:** What genre of foreign movies influences undergraduate student’s behavior?

In the course of the research, it was considered pertinent to ascertain the genre of foreign movies that influences the behavior of undergraduates. To give a practical answer to this question, students were asked the category of foreign movies that they are interested in. Responses on this question as revealed in table 4.11 shows that 83(25.2%) love romantic foreign movies, 48(14.5%) love epic/historical foreign movies, 156(47.3%) are interested in adventurous foreign movies and 43(13%) are interested in horror foreign movies.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

The essence of this study is to carry out an empirical analysis of the influence of foreign movies on the behavioral disposition of undergraduates of Godfrey Okoye University students. Data for the research was collected through the distribution of questions hence, the survey method was adopted. In the course of the study, the data was analyzed using the frequency tables and percentages. The population size was two thousand two hundred and twenty two (2222) with a sample size of three hundred and thirty nine (339). The analysis was carried out with table, frequency and percentages. This was done to estimate the demographic characteristics of the respondents and to evaluate the given research questions.

**5.2 Summary of Findings**

Having carried out the study, the following findings were extracted:

1. The undergraduate students of Godfrey Okoye University are exposed to foreign movies.
2. Undergraduate students of Godfrey Okoye University on the average are significantly exposed to foreign movies.
3. The dressing and speaking style of majority of students behavior are most influenced by foreign movies.
4. The adventure genre of foreign movies is that aspect that significantly influences undergraduate students’ behavior.

**5.3 Recommendations**

1. Courses on film production should be introduced as general course in our institutions to enable our youths realize that, what they see in films are most times mere imaginations of the directors and films producers and they are far from being real.
2. Universities and other tertiary institutions should take the issue of dress code seriously by penalizing students who are found wanting.
3. While selecting films to watch especially those produced in Hollywood, students should be discerning enough to choose one that teaches good morals, films that center on the importance of one losing one’s virginity or robbing a bank is highly detrimental to the mores and general lifestyle of students, therefore every student should avoid such films.
4. The school authority should invite/provide guidance counselors to visit their schools periodically and address the students. Alternatively, seminars/ workshops could be organized for teachers periodically on ways to counsel and handle students. These counselors should be able to inspire adolescents away from excessive viewing of foreign movies by using biographics of appropriate role models in society who were able to move to greatness because they de-emphasized excessive foreign movie viewing as adolescents.

**5.4 Conclusion of the Study**

This study has been able to analyze the influence of foreign movies on the behavioral disposition of undergraduates of Godfrey Okoye University students. Based on the findings of the research, one can conclude that foreign movies has to a great extent influenced the way undergraduate students behave. This is reflected in both the speaking and dressing patterns.

**5.5 Suggestions for Further Studies**

Having evaluated the influence of foreign movies on the behavioural disposition of undergraduates in Godfrey Okoye Univeristy, the researcher suggests that similar study can be carried out in federal higher institutions like University of Nigeria Nsuka (UNN).

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**Appendix I**

**QUESTIONNAIRE**

**SECTION A: Bio-Data**

**Please Tick the option you consider the most appropriate.**

**Section A: Personal Data**

1. **Gender**

 Male

 Female

2. **Age**

 15 – 20 years

 21 – 25 years

 26 years and above

3. **Level**

 100 level

 200 level

 300 level

 400 level

**SECTION TWO**

**4. Do you watch foreign films?**

 Yes

 No

 Can’t Say

5. **Do you prefer foreign movies to Nigerian movies?**

 Yes

 No

 Can’t Say

**6. How often do you watch foreign films?**

 Once in a week

 Everyday

 Once in a week

 Uncertain

7. **Do you also use your device to watch foreign movies in your idle moments?**

 Yes

 No

 Can’t Say

**8. Has foreign films affected the way you dress?**

 Yes

 No

 Can’t Say

**9. Do you imitate the way foreign actors and actresses speak?**

 Yes

 No

 Can’t Say

**10. To what extent has foreign films shaped your behavior?**

 To an extent

 Toa great extent

 Uncertain

**11. Which foreign movie are you interested in?**

 Romantic

 Epic/Historical

 Adventure

 Horror