

INFLUENCE OF *JOHN WICK* AND *TO KILL A MONKEY* MOVIES ON THE SOCIAL
BEHAVIOUR OF GODFREY OKOYE AND COAL CITY UNDERGRADUATES

BY

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GOU/U22/MAS/500

DEPARTMENT OF MASS COMMUNICATION

FACULTY OF MANAGEMENT AND SOCIAL SCIENCES GODFREY OKOYE UNIVERSITY,
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JULY, 2026



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**A PROJECT SUBMITTED TO THE DEPARTMENT OF MASS COMMUNICATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
SCIENCE (B. Sc) DEGREE IN MASS COMMUNICATION**

PROJECT SUPERVISOR:

DR OBIOMA OZIOKO

JULY, 2026



DECLARATION

I hereby declare that this project **Influence of *John wick* and to *kill a monkey* movies on the social behavior of Godfrey Okoye and Coal City University undergraduates** presented by Ugwu Amarachi Daisy in partial fulfilment of the requirements for the award of Bachelor of Science(B.Sc.) degree in the Department of Mass communication ,Faculty of Management & social Sciences, Godfrey Okoye University, Ugwuomu Nike, Enugu is my original work and has not been submitted either in part or full for any other degree or diploma either in this or any other tertiary institution.

UGWU AMARACHI DAISY

DATE

GOU/U22/MAS/500



DEDICATION

The Project is dedicated to God almighty for His favour, strength, love, provision and protection towards me throughout these four years. I am where I am because of His grace and guidance.



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TABLE OF CONTENTS

Title Page	i
Cover Page	ii
Declaration	iii
Dedication	iv
Acknowledgement	v
Table of Content	vii
List of Table	x
Abstract	xii

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of Problem	7
1.3 Objectives of the Study	7
1.4 Research Question	8



1.5 Significance of the Study	8
1.6 Scope of the Study	9
1.7 Operational Definition of Term	10

CHAPTER TWO: LITERATURE REVIEW

2.1 Conceptual Review	12
2.1.1 Violent Movies	12
2.1.2 Social Behavior	12
2.2 Theoretical Review/ Framework	13
2.3 Empirical Review	14
2.4 Summary of Literature/gap	16

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Designs	17
3.2 Population of the Study	17
3.3 Determination of Sample Size	18
3.4 Sampling Technique	18
3.5 Description of Research Instrument	20



3.6 Method of Data Collection	20
3.7 Validity of the Instrument	21
3.8 Reliability of the Instrument	21
3.9 Method of Data Analysis	21

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction	22
4.2 Demographic Data of Respondent	22
4.3 Analysis of Research Question	25
4.4 Discussion of Findings	25

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Study	33
5.2 Conclusion	33
5.3 Recommendations	34
5.4 Suggestions for Further Studies	35
REFERENCE	36
Appendix I: Questionnaire	40



LIST OF TABLES

Table 4.1:	Questionnaires distributed, Returned and Not Returned	
22		
Table 4.2:	Institution of the study	23
Table 4.3	Gender Distribution of Respondents	23
Table 4.4:	Marital Status of Respondents	23
Table 4.5:	Analysis of Demographic Data	24
Table 4.6:	Level of the Undergraduates	24
Table 4.7:	Research Objective 1; Assess how the movies To Kill a Monkey	
25		
	And John Wick Influence undergraduates' perceptions of trust	
	in a relationship	
Table 4.8:	Research Objective 2; Discuss how the movies To Kill a	
27		
	Monkey and John Wick Shape undergraduates understanding of the	
	struggles for justice in a relationship	
Table 4.9:	Research Objective 3; To investigate hoe the movies To Kill a	
26		
	Monkey and John Wick affects undergraduate's view	
	on seeking revenge in a relationship	



Table 4.10 Research Objective 4; To assess how the movies John Wick

27

and To Kill a Monkey affect undergraduates' preference for conflict
resolution in a relationship

Table 4.9: Research Objective 3; To investigate hoe the movies To Kill a 26

Monkey and John Wick affects undergraduate's view
on seeking revenge in a relationship

Table 4.10 Research Objective 4; To assess how the movies John Wick

27

and To Kill a Monkey affect undergraduates' preference for conflict
resolution in a relationship



ABSTRACT

This study investigates the impact of To Kill a Monkey and John Wick movies on the social behavior of undergraduates in Enugu Metropolis specifically relating to trust, justice, revenge, and conflict resolution in relationships among students. It adopted descriptive survey research design. Sample of 554 undergraduates drawn from Godfrey Okoye University and Coal City University with 522 returned valid questionnaires analyzed using frequencies, percentages, and mean. Results showed that the two movies have significant impact on the students' perspective of trust, justice, their attitude towards revenge and the general perception towards resolving conflict among respondents. The result showed that the movies affected undergraduates' tendency to trust relationships greatly with the average mean scores of 3.0. The movies also affected respondents' views of justice in relationship with the average mean scores of



3.0. It suggests that justice should be sought from those around you, and that respondents interpreted justice on terms of perceptions of fairness and equality, and in an effort to seek justice even though it was considered impossible. Also the result indicated that the movies affected undergraduates' preference to seek revenge in relationship with the average mean score of 3.4.

The research found that movies influenced respondents' conflict handling strategies, as the average mean score is 2.9. Although respondents were influenced by media, the majority of respondents prefer a peaceful and non-violent approach to conflict resolution in relationships rather than using violence or revenge. Therefore, based on the results above, the study suggest the university to improve the media literacy programs and education concerning how to uphold justice legally and justly, and to help undergraduates learn and embrace confrontation avoidance by promoting communication, mutual understanding and negotiations in their relationship.



CHAPTER ONE

INTRODUCTION

1.1 Background to Study

Today's world has changed how people view information and entertainment. Media is now fast and accessible. In the current Nigerian context, the film industry, known as Nollywood, along with Hollywood imports, provides more than just leisure. These industries act as strong forces of socialization. They shape the moral, social, and psychological backgrounds of viewers and share important information with the younger generation. They have the unique ability to meet both the educational and entertainment needs of people in and out of the country Edosomwan & Okoro,(2024)). Film costumes help actors and actresses become realistic characters on screen Han et al.,(2020). In academic settings, cinema often sets the "cool culture" and determines informal social rankings. Students frequently adopt the language styles, trendy outfits, and behaviors displayed by characters they admire. They imitate these characters to fit in and seem cool from their perspective. The actions on screen occur not just between actors in a film but also between the actors and the audience Krüger & Sauer,(2023). To comprehend this shifting landscape, it is essential to examine the specific background of the two distinct cinematic works that have recently gained immense popularity among these youth, the Hollywood blockbuster franchise John Wick and the contemporary Nigerian crime thriller series To Kill a Monkey. The John Wick series centers on a highly clinical, hyper-masculine assassin navigating an intricate criminal underworld, relying on emotional detachment, absolute stoicism, and lethal tactical efficiency to survive structural betrayal. Conversely, Kemi Adetiba's To Kill a Monkey



dramatizes the grit of localized Nigerian realities, tracing the journey of university-educated youths who bypass traditional, broken socio-economic structures by choosing cyber-fraud ("Yahoo subculture") and illicit wealth tracking as rational survival mechanisms. Together, these media narratives provide a dual blueprint of power—combining Western methodical isolation with the indigenous "hustle" culture. Sinnerbrink, (2022) sees film as a motion picture which is a visual art form used to simulate experience that communication ideas, stories, perceptions, feelings, beauty or atmosphere with moving images. To understand this changing landscape, it's important to look at the backgrounds of two different films that have recently become very popular among young people. The Hollywood blockbuster franchise John Wick follows a cold, hyper-masculine assassin navigating a complex criminal world. He depends on emotional distance, unwavering toughness, and deadly skills to survive betrayal. In contrast, Kemi Adetiba's *To Kill a Monkey* shows the harsh realities of Nigeria. It follows university-educated young people who bypass broken socio-economic systems by turning to cyber-fraud, known as the "Yahoo subculture," and illegal wealth tracking to survive. Together, these stories create a mixed view of power—blending Western isolation with local "hustle" culture. Erlidawati and Rahmah (2022) describe film as a visual art form that simulates experiences and communicates ideas, stories, feelings, or beauty through moving images. Delhove & Greitemeyer, (2021) This manifests as aggressive posturing, anti-social "alpha-male" masking, and a dangerous normalization of cybercrime as a legitimate path to social status. Paulus et al.,(2023) in his study explains that excessive exposure to media violence makes the youth less emotional and desensitized towards real life violence which ultimately leads to aggressive behavior



and has negative long-term effect on the brain. Students increasingly treat their lecture halls and peer interactions as "theaters of operation" where showing vulnerability or basic warmth is viewed as a social defeat that lowers their personal aura. This creates a tensed, hyper-competitive campus environment that isolates individuals, induces digital burnout, and potentially drives students toward illicit behaviors, cultism, and total defiance of institutional authority. This study aims to address and solve this problem by providing an empirical evaluation of media socialization effects through the lens of a modified "Reverse Effect" of Cultivation Theory. Rather than treating media violence as a passive source of fear, this research structurally analyzes how students actively use toxic media archetypes as survival strategies within a volatile economic climate. By deploying a rigorous survey design across Godfrey Okoye and Coal City University to isolate the correlation between movie exposure and behavior, this study seeks to provide educators, parents, and policymakers with critical, baseline data. Ultimately, this framework is designed to construct targeted media literacy interventions capable of helping undergraduates consciously recognize screen manipulation, deconstruct harmful antihero aesthetics, and decouple fictional survivalist tropes from their real-world moral and academic identities. This manifests as aggressive behavior, anti-social "alpha-male" attitudes, and a harmful normalization of cybercrime as a legitimate way to gain social status. Paulus et al., (2023) explains in his study that too much exposure to media violence makes young people less emotional and desensitized to real-life violence. This ultimately leads to aggressive behavior and has negative long-term effects on the brain. Students increasingly view their lecture halls and interactions with peers as "theaters of



operation." They see showing vulnerability or basic warmth as a social failure that diminishes their personal "steeze" or aura. This creates a tense, hyper-competitive campus environment that isolates individuals, causes digital burnout, and potentially leads students toward illegal activities, cultism, and outright defiance of institutional authority. This study aims to address and solve this issue by providing a factual evaluation of media socialization effects through a modified "Reverse Effect" of Cultivation Theory. Rather than treating media violence as a passive source of fear, this research examines how students actively use harmful media stereotypes as survival strategies in a tough economic climate. By using a thorough survey design at Godfrey Okoye and Coal City University to explore the link between movie exposure and behavior, this study aims to give educators, parents, and policymakers important baseline data. Ultimately, this framework intends to create targeted media literacy programs that can help undergraduates recognize screen manipulation, break down harmful antihero imagery, and separate fictional survivalist themes from their real-life moral and academic identities. The dawn of a new age of big-budget crime thrillers that are mirroring the precariousness of Nigeria's society and glorifying illegitimate gain, and urban struggle is on the horizon as Nollywood is set to redefine narrative entertainment and engage with students in a profound new way. According to Han et al.(2020), viewing such cinematic features will inspire students to mimic and adopt traits they observe, and which appear to grant protagonists' status, power and success via violence or calculated deception. Such behavioral imitation can be deeply ingrained in undergraduates due to the phenomenon of character identification, the psychological mechanism of identifying the values and aspirations of a cinematic lead.



Thus, within the urban landscape of Enugu, undergraduates are exposed to both a foreign blockbuster like John Wick and to Nigerian thrillers such as Kemi Adetiba's *To Kill a Monkey*, to both models the success achieved through the "hustle." The local resonance of native thrillers is an effective comparison, but where foreign movies are blueprints for professional aloofness, local productions can be viewed as maps toward the hustle's relentless quest for breakthrough. This ultimately builds a character who exhibits stoic detachments like western characters but possesses the "survival of the fittest" ideology that defines the modern Nollywood crime narrative, as illustrated by "Main Character Syndrome". Such behaviors involve the prioritizing of aesthetics over social engagement, with peer groups validating these perceptions within university residences Delhove & Greitemeyer, (2021). Theory supports the high frequency of these themes which result in the perception of the real world as high stakes. Studies within Enugu tertiary schools confirm the substantial influence of certain Nollywood trends in changing the mindset of undergraduates and influencing social actions that align with those found onscreen Delhove & Greitemeyer(, 2021). These films reinforce aggressive, antisocial, deviant, and unacceptable behaviors that impede student progress and overall success as aggression involves harmful behavior towards another individual or damaging property Oladipo et al.,(2023). As paths toward success seem to be slow or inaccessible in contemporary Nigerian society, movie characters with apparent paths to success become role models, and due to the high density of educational facilities in Enugu city, undergraduates in these institutions become more susceptible to their portrayal in the films, hence promoting a new mode of social morality that celebrates the end of success over ethical conduct Han et al. (2020). The persona has also been



explored in terms of psychoanalytic analysis whereby the “ego” is manifested as detached efficiency in a goal-pursuing agenda that is often born out of a sense of betrayal and loss Marcelina & Juanda, (2025). Conversely, *To Kill a Monkey* illustrates the real experiences of the educated young as digital scams are viewed as viable means to achieve financial gain due to persistent unemployment Ewuzie et al.,(2023). A synthesis of these cultural trends results in a form of psychological environment where crime is normalized in cities through exposure to a culture that emphasizes the impossibility of conventional social mobility in the Nigerian space by the virtue of cultivating fear and aggression within these spaces and urbanities, by the processes explained by Cultivation theory. The birth of the “Tactical Student,” therefore marks an ontological shift away from established conceptions of student identity in Nigeria and is manifested as a carefully cultivated posture of stony detachment and hypersensitive social maneuvering in high-stakes media narratives. A recent study in Nigerian context shows that heavy viewing of Nigerian movies can lead to more aggressive attitudes among the younger audience than moderate exposure or no viewing Razali (2022). It shows that television violence has a pervasive effect of social values among adolescents, like what Cultivation theory predicted for US society Delhove & Greitemeyer, (2021). It is therefore in classrooms and lectures of Universities such as Godfrey Okoye University GOUNI and Coal city that we notice the transition of Students away from communalism to an expression of “calculated agency,” with the particular patterns and thematic of Nigerian movies playing a decisive role in reshaping students’ mental states to conform their actions to these narrative frameworks and expectations. The “hustle” also gains local specificity in the digital context, as the constant upkeep of an ascetic



profile in social and online interactions leads to immense burnout that is positively correlated with rates of depression and anxiety in youth Ferguson, C. J. (2020). This mental drain, in turn correlates with the 'main character' syndrome, as students prioritize the management of their personal "storyline"-or aesthetic imprint upon others- over genuine connection with their peers, and social interaction become a sequence of tactical steps intended to forestall social failure Delhove & Greitemeyer, (2021). This normalization of "hustle culture" is aided by exposure to the series to kill a monkey 2025, which provides a narrative of lived realities of Nigerian graduates seeking employment, portraying their entrepreneurial pursuits in the form of scams as a rational source of livelihood in a state of chronic unemployment. Such behaviors of Students can be explained by social learning theory whereby children learn and copy behavior of other people they are surrounded by, be they peers, family, friends, and popular celebrities. Students learn behaviors from observing others and modeling after them in media or through the reinforcements they receive for certain behaviors Delhove & Greitemeyer, (2021). Hence, increased engagement with these narratives conditions students to understand the geography of Enugu Metropolis as high stakes battleground where aggressions and/or detachment are essential tools for survival and success, in a kind of "reverse" Cultivation Theory effect, in which the content is seen as an example rather than something that should be feared Ferguson et al., (2020). aggression and bullying: e.g. fighting, punching, threat, insult Aroyewum et al.(2023). By synthesizing the stoic detachment of a foreign anti-hero with the local avarice- fuelled crime series, students are constructing an alternative social ethics that glorifies a successful outcome at the cost of any meaningful and ethically derived conduct.



1.2 Statement of the Problem

Many students have developed or embraced behaviors like aggression, apathy or emotionless state, revenge quest, the process of nominalizing violence (where violence is treated like a product in solving problems etc.), etc. by mimicking movie characters who have a penchant for these behaviors Delhove & Greitemeyer, (2021). While there have been various studies conducted on the effects of exposure to violent movies and related contents on social behavior in general; however, there is limited studies focused on the impact of 'John wick' and 'To kill a monkey' movies on social behavior of undergraduate students of Enugu Metropolis. It is however yet to be ascertained whether watching this movie impacts on the behavioral attitudes of undergraduates or not. This forms the central problem statement of the research.

1.3 Objectives of the Study

The primary aim of this study is to investigate the effects of violently portrayed movies like 'John Wick' and 'To Kill a Monkey' on undergraduate social behavior in the urban settings of Enugu metropolis as regards Godfrey Okoye University and Coal City University. Other objectives of this research include to:

1. Assess how the movies To Kill a Monkey and John Wick influence undergraduates' perceptions of trust in a relationship
2. Examine how the movies To Kill a Monkey and John Wick shape undergraduates' understanding of the struggle for justice in relationships.
3. Investigate how the movies To Kill a Monkey and John Wick influence undergraduate' views on revenge in relationships.



4. Assess how the movies To Kill a Monkey and John Wick influence undergraduates' preferences for conflict resolution in relationship.

1.4 Research Questions

1. How do the movies To Kill a Monkey and John Wick influence undergraduates' perceptions of trust in interpersonal relationships?
2. In what ways do the movies To Kill a Monkey and John Wick shape undergraduates' understanding of the struggle for justice within a relationship?
3. How does exposure to the movies To Kill a Monkey and John Wick influence undergraduates' views on revenge in their relationship?
4. What is the relationship between watching the movies To Kill a Monkey and John Wick and undergraduates' preferences for conflict resolution strategies in a relationship?

1.5 Scope of the Study

The study is solely carried out among undergraduate students of the two tertiary institutions selected within the Enugu metropolis and they are the Godfrey Okoye University (GOUNI) and Coal City University. The thematic confine of this study is restricted to the examination of behavioral impacts on two distinct films which includes the Hollywood major hit blockbuster movie franchise (the John Wick series) and the forthcoming 2025 Nigerian crime fiction series (To Kill a Monkey). These particular movies are specifically selected as they both recent trend in the campus and offer a solid double-edged paradigm of behavior with foreign archetypes (John Wick movie series) embodying clinical detachment, emotional masking and impassivity while



indigenous movie characters (the To Kill a Monkey series) embody highly familiar stereotypes of the localized "hustle" culture and cybercrime normalized as a livelihood option.

1.6 Significance of the Study

The significance of this study is to empower students in the development of media literacy by making them aware of situations where their behavior, are being controlled by the influence of screen archetypes Lee & Jun, (2024). Its significance stems from its empirical investigations of how modern domestic and global action-thriller movie franchises in our era is consciously constructing our youths' (university undergraduates in a Nigerian urban metropolis) existing socio-psychological and behavioral realities. Considering the rapidly accelerating mode of our present consumption pattern to very high velocity streaming, it would be very expedient and eye-opening, to offer, through media effects, our insights into the new world order of globalized technology and discourse which helps university students learn to identify when their behaviors, their modes of speech, dress style and conflict-resolving attitudes have been passively modified by the persona of the fictional antiheroes that appear in cinema movies to help them disengage screen narratives from the reality on the ground so that their psychology does not get burnt out by toxicity or subcultures that breed anti-social inclinations.

Besides offering management personnel, student affairs and staff members in higher learning institutions of Godfrey Okoye and Coal City University a background empirical profile of youth pop culture influencing the behavior of students and thus make for better planning for guiding and counselling students, and in the areas of campus



socialization strategies that tackle increasing campus cool and swaggering posture and culture of fraud and student-institution disharmony; The study also gives the parents insight into the socio-psychological environment shaping their kids outside the home, as well as informing the Nigerian film industry as a whole and its regulatory body such as National Film and Video Censors Board (NFVCB) on the responsibility associated with the kind of content being produced with consideration to the underlying psychological state, which is exacerbated by their struggle with economic precariousness and their consumption of unguided media contents which is critical, both to the Nigerian and Hollywood film industries and to society. In addition to offering fresh, empirical material to media sociology literature with a focus on Nigeria, the theory would significantly buttress and expand upon "Reverse Effect" of Cultivation theory in a developing nation, thus bridging a definitive literature gap between general media violence literature, toward a specific comparative account of Hollywood's stoicism and Nollywood's resilience and the two blending to become a reference document for future research on how contemporary media is responsible for molding Nigerian youth subcultures.

1.7 Definition of Terms

1. **Influence:** refers to how undergraduates' perceptions, attitudes, and behaviors, regarding concepts such as trust, justice, revenge, and conflict resolution are affected by their exposure to John Wick and To Kill a Monkey movies.
2. **Social Behavior:** means attitude and perceptions of undergraduates of Godfrey Okoye and Coal City universities towards trust , revenge and conflict resolutions in a relationship due to exposure to John Wick and To Kill a monkey movies.



3. **To Kill a Monkey:** A Nigerian crime-thriller movie which influenced the social behavior of Godfrey Okoye and Coal City Undergraduates after watching it .
4. **John Wick:** A hollywood blockbuster action movie which influenced the social behavior of Godfrey Okoye and Coal City Undergraduates after watching it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Violent Movies

violent film is a movie in which fighting, striking, hurting, or killing that takes place as



part of a sequence of events. In recent film, movie violence has changed from physical brawls to highly stylized, highly professional, highly produced blockbuster crime action from foreign film (John Wick) with its clinical stoic and clinical approach to a perfectly orchestrated, clinically professional execution to indigenous Nollywood film with violent plots on crime-action (To Kill a Monkey) in the local setting, the context being a set of local societal economic realities and the use of illegal modes of survival. Violent movies have thus become the subject of academic inquiry as not just a source of entertainment, but as a powerful influence of behavioral scripts and social models among impressionable youths. Groves, Prot, & Anderson (2020) defined as those that depict physical aggression, violence, or harm and that can increase the risk of physical aggression, verbal aggression, or relational aggression in viewers. Nicklin, Swain, Lloyd (2020) referred violent films as explicit media that show episodes of physical assault or violence using the means of films and electronic platforms

2.1.2 Social Behavior

Social behavior is the attitudes, behaviors, communication patterns, linguistic styles, lifestyles and interactive patterns exhibited by an individual with other people in the environment.

Oliveira & Bshary, (2021) identifies social behavior as interaction of individuals whereby one's action can elicit and affect the action or response of the other person. Social behavior also represents the outward actions or expression of an individual inner thought, psyche and moral belief and principles.

In the University, the social behavior of undergraduate typically depends on commonality of teaching and learning, Peer relationship, and level of engagement to



education. Oliveira & Bshary, (2021). Social behavior of an undergraduate can change or transform based on influence by external environment pressures and exposure to various forms of the media that result in alteration of how they deal with social relations and interpersonal conflict resolution and projection of themselves to the public sphere. Zhou et al., (2023). This utilitarian first mentality is continuously trapped in by a digitally reinforced feedback loop, which also occurs in the Nigerian context as reported by Burnay et al., (2022) which shows that use of social media afforded has Nigerian youth's tendency to attach value on social verification beyond everything else. According to Martel,(2021), social behavior is behavior which takes place between members of the same species and whereby one individual's behavior is modified by that of another individual (individual differences and the environment).

2.2 Theoretical Review/framework

Cultivation Theory (George Gerbner) – The “Reverse Effect” Cultivation Theory was proposed by George Gerbner in 1969. The Cultivation Theory suggests that heavy viewing of violent movies makes people develop a perception that the world is a mean and cruel place. Cultivation Theory is highly relevant in this study as it adequately explains the inevitability of crime and survival in the urban area through prolonged and continuous exposure to media and in the current study, “Reverse effect” of Cultivation Theory would be used to explain undergraduates at Godfrey Okoye and Coal City University

2.3 Empirical Review

Ugwu et al. (2022) provides a conceptual foundation in the broader view of media



effects by suggesting that media violence on human attitude and behavior influences generally (most of youth). Related to this notion Pettorruso et al (2020) carried their observation further in finding that youth who are unable to stabilize mentally develop negative undesirable behaviors through improper exposure to films and video media against their social behavior. From a psychological perspective Han et al. (2020) explains this by saying, apart from the existing genetic predispositions or underlying psychiatric conditions, one would need explicit social learning to exhibit aggressive behaviors that do not occur as a vacuum unless a behavioral pattern is clearly learnt from social environment.

Ajiboye et al (2024) confirm this pattern from a more localized level with respect to Public secondary students in Kwara state, Nigerian with a finding that excessive use of media violent films significantly enhances school students display of aggression which pose a serious risk on learning and teaching activities in the schools.

From this point, Wang et al.(2024) identified that without proactive structural control, adolescent are able to expose themselves a greater amount of sensitive content thereby giving rise to a distortion in the perception of their peers behavior, it appears that an appropriate environment that could trigger these behavioral patterns in students and youths at local level can be traced to the increased media exposure in these settings. From the perspective of local content and Nigerian context Akintayo et al. (2024) analyzed social perceptions of ritual content in Nollywood movies, Federal University Oye- Ekiti Nigeria student revealing how such localized content helps mould or influence worldview. Likewise, Pagani et al (2025) using data from Bauchi Metropolis, Nigerian revealed that kids as well as young learners are highly likely to quickly establish



and display antisocial behavior by just watching televised movie violent scenes. Consequently, media enhanced traits are found to severely weaken one's ability to process complex thought as opined by Ghandali et al (2022) who argue that violent storyline movies as well as depicting overt violence scenes weaken the adolescents' natural deterrence and reduce their mental ability in assessing the risky decisions that they take on real life as a result of weakening of their behavioral inhibitory ability.

Expanding the scope of media exposure into global context Han et al. (2020) found that media consumption across the world increasingly is globalizing showing how Hollywood Movies aggressively reshape cultures in the world by affecting our styles, our behavior.

It's interesting to note the complexities of social influence with the case of films, As Dou & Zhang, (2025) conclude in their findings on the impact of Nollywood movie on University of Ibaan, Nigeria students: "It is however argued, here, that although exposure of university students to violent movie contents can create psychological disturbance and heighten their interest to engage in behavior that is related to what they see in their movies, it may not necessitate the commission of outrightly criminal activities. The study, therefore, suggests that parental guide and awareness on media should play a regulatory role". Similarly, Delhove & Greitemeyer (2021) found evidence from the National Open University of Nigeria Benin Study Centre on the contradictory effects (positive & negative) on the academic behavior of Nigeria undergraduate students from home movies.

From these observations, to regulate these tendencies Çalhan & Göksu (2024) suggested a combined approach of government policy on strict government regulation



of youth disposition towards Nigerian home movies and support from film makers as well as parental guidance of the youth toward appropriate selection of movie contents. Further, Zhou et al., (2023) showed that at Federal Polytechnic Nasarawa students have learned aggressive behaviours through the repeated view of violent movies broadcast on television. Nonetheless, the extent of the formation of this habit greatly depended on individual demographic variables, for Prakasha et al (2024) in their findings on 'Psychological Determinants of Media Habits' asserted that "the psychological determiners that explain media use behaviors of the individuals include factors like age, gender, level of education and use of modern technologies (e.g. Social media) as majority of the internet surfers and digital natives belong to young and educated category of people".

However, it poses serious threats to young learners, Brockmyer (2022) suggest that "Modern media represent a severe risk to public health in as much as it systematically desensitizes people and foster and maintain aggression and the normalization of structural violence".

2.4 Summary of Literature Review/Gap

From the literature reviewed, empirical researches on the issue were able to reach some consensus that violent movie viewing influences on the social behavior of adolescents and undergraduates as the prior research also conclude that viewing of violent film influences violent behavior among youths , de sensitization, ways of handling violence , imitation of film characters behaviors. Other research conclude that media and parental control can also minimize this effect.

However, none of these studies were able to specify that it focus on whether violent



films like John Wick and To Kill a Monkey affect social behaviors of the undergraduates in Godfrey Okoye University, and Coal City University, Enugu Metropolis because the prior researches tend to focus on media and violent films content, this study therefore identify this gap and therefore aims to study the effect of John Wick and To Kill a Monkey on the social behaviors of the undergraduates in Godfrey Okoye University and Coal City University.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study was conducted using a survey research design. This is the most appropriate methodology because it enables researchers to obtain primary data about a defined sample. In this study, undergraduates in Godfrey Okoye University and Coal City University in Enugu) describe the characteristics of an existing situation as well as measuring how the cinematically influence affect social behaviors and what behavioral response students provide. Questionnaires are used to obtain data of student's traits and behavior copied from movies such as violent and how the students view themselves with the imbibed slang from movies which to conceal their vulnerabilities and show an 'I don't care attitude' mask. A descriptive questionnaire research design is used in the research.

3.2 Population of the Study

The target study involves undergraduates of Universities of Godfrey Okoye and Coal City



University in Enugu Metropolis. The study focused on these two universities due to the popular and widespread of both institutions.

POPULATION FOR GODFREY OKOYE AND COAL CITY UNIVERSITY

Institution	Department	Population	Percentage
GOUNI	Mass communication	135	24.36%
GOUNI	International relations	299	53.97%
Coal city	Mass communication	60	10.83%
Coal city	International relations	60	10.83%
Total		554	100%

3.3 Determination of Sample size

Since the population of the entire 554 undergraduate students across the selected departments in both Godfrey Okoye University and Coal City University is relatively small and within manageable limits, a census sampling technique was applied to elicit data. Therefore, no sampling size calculation or reducing technique was required and 554 student populations were selected to obtain accurate results in this study, to reduce



sample error as maximum as possible

3.4 Sampling Technique

The researcher adopted the multistage sample technique because it is a method of selecting population for study which involve the consideration of at least two stages from a wider scope of selection from various groups or units that form the total population of the entire groups being investigated, in this research two universities were studied thereby making it a multi sampling technique. The sample population of the Godfrey Okoye mass communication and international relation students was collected as 554 undergraduate students while Coal City had 60 students in mass communication and 60 students in international relations. Godfrey included 135 and 299 students of mass communication and international relation respectively. And the sampling method was done by simple random technique the reason is that all males and females were giving equal and unbiased chance to be included in the study sample.

Stage 1: Using Random sampling, two Universities were selected from Enugu Metropolis.

Universities

Universities
Godfrey Okoye University
Coal City University

Stage 2: The researcher selected one faculty using systematic sampling from the two Universities.

University	Faculty
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Godfrey Okoye University	Management and social sciences
Coal City University	Art, social and Management sciences

Stage 3: The researcher further selected two using simple random sampling from the faculty of each University

University	Faculty	Department
Godfrey Okoye University	Management and social sciences	Mass communication
		International relations
Coal City University	Art, social and Management sciences	Mass communication
		International relations

Stage 4:

In this stage the researcher randomly administered the questionnaire since respondents were both males and females. In this stage a total of 434 students would be selected from Godfrey Okoye University while a total of 120 students would be selected from Coal City University.

3.5 Description of Research Instrument



A Structured Questionnaire developed by the researcher was used as the research instrument. The Questionnaire was designed to contain two (2) parts: - i) Part A consists of information regarding the respondents' profile; age, gender, level of study, department and institution. li) Part B contain items relating to the research objectives such as the extent to which the movie 'John Wick' and 'To kill a Monkey' exposure influence relationships, believe regarding justice system, tendency towards taking retaliatory measures and approach for settlement of conflicts.

3.6 Method of Data collection

Primary data for the study were gathered through self-administration of questionnaire in the respective campus by distributing it to the respondents by hand. A total of four, self-administered, structured, questionnaire were utilized in gathering data. There were two distinct parts for the survey: (A) The demographic information pertaining to undergraduates and (B) psychographic characteristics, concerning media usage behavior and habits. For measuring the attitude and the opinion of respondents the questions in Likert type ranging from strongly Disagree (SD) to Disagree (D) to Agree(A) to Strongly Agree (SA).

3.7 Validity of the Instrument

Face validity was used in this study. In this process the questionnaire was given to the project supervisor in Mass Communication Department for reviewing and modification. Based on her suggestions, the questionnaire was able to help in deciding whether the questions fit the study.

3.8 Reliability of Instrument



Reliability of the instrument was determined through a pilot study using a selected group of students in small number to verify if the questionnaire will yield reliable response when administering to students.

3.9 Method of Data Analysis

The method of data analysis which this study adopted was the use of mean analysis, which is appropriate in dealing with the aspect of demographical variables of the questionnaire; mean analysis was also adopted in analyzing the psychographic variables of the study. The table in row and column arrangement, well structured, would help prevent confusion concerning the variables being studied. As the Likert Scale used was a 4-point Likert scale the criterion mean is 2.50. Any item above a mean score of 2.50 will be accepted and any item with a mean below 2.50 will be rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Presentation of Data

Table 4.1.1 Questionnaire distributed Data, Data Returned and Data Not Returned

ITEM	FREQUENCY	PERCENTAGES
Questionnaire Distributed	554	100%
Questionnaire Returned	522	94.2%
Questionnaire Not Returned	32	5.8%
Total	554	100%



High response for the table shows the respondents showed great interest in participating in the survey being conducted. As such a lot of information has been given to help with the research analysis.

Demographic Data of Respondents

The Data looked into the institutions of study, the age bracket of the respondents, their level, the faculties in both universities, marital status. whether the violent movies mentioned affected them in anyway both positive and negative.

Table 4.1.2 Institution of study

INSTITUTION	FREQUENCY	PERCENTAGE
Godfrey Okoye University	410	78.5%
Coal City University	112	21.5%
Total	522	100%

Table above shows the institutions where the valid respondents participated in this study were drawn from the 522 number of valid responses received 410 responses are from Godfrey Okoye University and 112 responses from Coal City University of Enugu Nigeria respectively. the 78.5% indicates that majority of respondents participated in this study is from Godfrey Okoye University.

Table 4.1.3 Gender Distribution of Respondents

GENDER	FREQUENCY	PERCENTAGE
Male	208	39.8%
Female	314	60.2%
Total	522	100%

The data on the gender of the respondent.208 male and 314 female questionnaires



recovered from the survey.

Table 4.1.4 Marital Status of Respondents

MARITAL STATUS	FREQUENCY	PERCENTAGE
Single	517	99.0%
Married	5	1.0%
Total	522	100%

The Table above reveals the pattern of distribution of marital status of respondents across the chosen institution. As clearly indicated from the data above among the 522 validities of questionnaire retrieved, out of the entire, majority of the respondent 517 were single and only 5 (1%) respondents who were all from Godfrey Okoye University were married while none of the respondents were married in coal city University.

Table 4.1.5 Respondents age Distribution

Options	Frequency	Percentage %
18-22	323	61.8%
23-27	158	28.5%
28-32	41	7.4%
33-above	0	0
Total	522	100%

The table explicitly communicates that there were no respondents aged 33 and above which means that all respondents are young adults

Table 4.1.6 level of the Undergraduates

LEVEL	GOUNI	COAL CITY	FREQUENCY	PERCENTAGE
100	81	28	109	20.9%



200	85	30	115	22.0%
300	85	30	115	22.0%
400	159	24	183	35.1%
	410	112	522	100%

This information was gotten from section A which contains the demographic information in the questionnaire. The data shows all levels participated in the questionnaire.

Table 4.1.7: Mean Responses about the influence of To Kill a Monkey and John Wick Movies in Undergraduate's views on the nature of trust in relationships.

Statement	SA	A	D	SD	MEAN	X	DECISION RULE
Watching To Kill a Monkey and John has made me more cautious in trusting others in relationships	165	240	74	43	522	3.0	Accepted
The portrayal of trust in To Kill a Monkey and John Wick makes me question how much I trust people in my personal relationships	177	222	80	43	522	3.0	Accepted
To Kill a Monkey and John Wick show that trust in a relationship can be easily broken	171	215	95	43	522	3.0	Accepted
After watching To Kill a Monkey and John Wick, I feel that trust in	160	234	85	45	522	3.0	Accepted



relationships is difficult to rebuild when betrayed							
The films To kill a monkey and John Wick have increased my understanding of the importance of trust in a relationship	170	225	85	45	522	3.0	Accepted
The films To kill a monkey and John Wick have encouraged me to work so hard to maintain trust in my relationship	177	228	72	45	522	3.0	Accepted
After watching To kill a monkey and John Wick, I realized that trust is a virtue and everyone should earn it so as to build a lasting relationship	175	220	80	47	522	3.0	Accepted
Average mean						3.0	Accepted

Interpretation: Based on the above table, the average mean score is 3.0 which is higher than the benchmark criterion mean which is 2.5. Therefore, the respondents were in agreement of the statements and they implied that John Wick and To Kill a Monkey affect the undergraduates' concept of trust within their relationships.

Table 4.1.8: Mean responses to Influence of John Wick and To Kill a Monkey Movies on Undergraduates' perception of Justice in relationships

Statement	SA	A	D	SD	Mean	X	Decision
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							Rule
The themes of justice and retribution in To kill a monkey and John Wick have shaped my understanding of justice in relationships	176	221	80	42	522	3.0	Accepted
To Kill a Monkey and John Wick has made me believe that justice in relationships should be pursued, even if it requires personal sacrifice.	175	225	84	38	522	3.0	Accepted
Watching To kill a monkey and John Wick has made me believe that justice in relationships should be pursued, even if it requires personal sacrifice.	182	218	78	44	522	3.0	Accepted
The characters' struggle for justice in To kill a monkey and John Wick have influenced how I perceived fairness and equality in my relationships	170	230	82	40	522	3.0	Accepted
To kill a monkey and John Wick Movies makes me question whether seeking justice in a relationship is worth the potential harm it might cause	177	223	81	41	522	3.0	Accepted



Average mean						3.0	Accepted
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Interpretation: The total mean score is 3.0 which is higher than the mean of 2.50 criterion, it could therefore be concluded that the respondents agreed that being introduced to John Wick and to Kill a Monkey affects the perception of undergraduates in seeing the fight for justice.

Table 4.1.9: Mean Responses on the influence of John Wick and To Kill a Monkey Movies on undergraduates' view on seeking Revenge in Relationships

Statement	SA	A	D	SD	MEAN	X	DECISION RULE
After watching To kill a monkey and John Wick, I believe that revenge in a relationship can sometimes be justified	188	226	73	42	522	3.9	Accepted
To kill a monkey and John Wick show that seeking revenge in relationships can have long term emotional consequences	176	231	75	40	522	3.4	Accepted
The characters in To kill a monkey and John Wick makes me feel that revenge is a legitimate way to deal with betrayal in relationships	181	218	79	44	522	3.2	Accepted
Watching To kill a monkey and John Wick has made me believe that	172	234	76	40	522	3.3	Accepted



revenge should not be pursued in relationships, as it may harm both parties							
The portrayal of revenge in To kill a monkey and John Wick makes me think more critically about the impact of seeking revenge in real life relationships	177	224		41	522	3.2	Accepted
Average mean						3.4	Accepted

The Decision Rule: Average means 3.4 is greater than criterion means 2.5, that means decision is accepted criterion means.

Interpretation: From the results obtained in the table undergraduate students support that To Kill a Monkey and John Wick, plays an instrumental part in the molding of their views on taking revenge on relationships – viewing revenge as somewhat justifiable and that revenge has lasting effects on ones’ well-being.

Table 4.1.10:Average response to the influence of John Wick and To Kill a Monkey Movies on Undergraduates preferred choice to resolve disputes in Relationship.

Statement	SA	A	D	SD	MEAN	X	DECISION RULE
Watching To kill a monkey and John Wick has influenced me to prefer violent or aggressive solutions to resolving conflicts in relationships	160	215	100	47	522	2.9	Accepted



After watching To kill a monkey and John Wick, I believe that peaceful and non-violent conflict resolution is more effective in relationships than resolved conflicts in relationships can escalate into violence if not addressed properly	180	200	92	50	522	3.0	Accepted
To kill a monkey and John Wick makes me think that unresolved conflicts in relationships can escalate into violence if not addressed properly	145	230	110	42	522	2.9	Accepted
The films To kill a monkey and John Wick have made me consider the importance of communication and understanding as tools for resolving conflicts in relationships	150	210	120	42	522	2.9	Accepted
After watching To kill a monkey and John Wick, I am likely to seek violent means to resolve conflicts in my own relationships	175	195	105	47	522	3.0	Accepted
Average mean						2.9	Accepted

Decision Rule: If the Average mean 2.9 is greater or equal that the criterion means then



the decision is accepted but if the average means is lower than the criterion means, the decision is rejected. Therefore, the decision is accepted as it is greater than the criterion means.

Interpretation: 3.0 is an indication that most participants will seek peaceful and non-violent measures in resolving conflicts in Relationships\

4.2 Analysis of Research Questions

This research centered on the psychographic analysis concerning the students of undergraduate Godfrey Okoye and Coal City University regarding exposure to both to Kill a Monkey and John Wick Movie, perception and impact of exposure towards behavior of undergraduates on their behavior. A four-point Likert's rating scale was designed with options such as SD-Strongly Disagree, D-Disagree, A-Agree and SA-Strongly Agree. The data obtained were presented and analyzed using simple tables, percentage and mean analysis.

Criterion means: 2.5 Decision Rule: If the average mean is equal to or greater than criterion mean value 2.5, the hypothesis or proposition would be accepted; otherwise, if computed mean is lesser than the criterion mean value 2.5, the hypothesis or proposition would be rejected.

Again, consider 1- 1.6 very low extent, 1.7-2.4 low extent, 2.5-3.2 high extent and 3.3-4.0 very high extent.

4.3 Discussion of Findings

To examine the influence of two films, The findings suggest that two films generally



have influence on undergraduates view on how one will trust in relationships of any kind. As majority of the respondents agree that the media in question influence the level of trust they should have with any given person as, they generally stress on having trust in an relationships.

The outcome supports earlier research which says that exposure to media contents would tend to affect the attitude or views the general audiences views toward any form of relational communication or social behavioral.

To explain how the films affect undergraduates'view on struggle for justice in a relationships. The findings indicate the contents of the two films affect the way undergraduates understand the application of justice or fairness in any form of communication or association. This result is in line with some studies, concluded that persistent watching of movies influences a society views about their conceptions of justice, morality, and appropriate behavior. Objective Three:To investigate how the films influence undergraduate undergraduates' view on the desire to revenge for offences in relationship.

The result shows that most of the undergraduates believe it is to be seen that revenging may sometimes just in movies while the other feel the movies make them feel otherwise.

In this aspect also, earlier work has confirm that violent move films could reinforce a society's attitudes towards revenge while simultaneously prompting an appreciation of its psychological toll on revenge-goers .

To gauge how the media of presentation may influence undergraduate's way of settling dispute in relationships. The finding indicates that exposure to the movie' 'To Kill a



Monkey and John Wick' have influence in their mode of resolving their issue or dispute with their partner.

But they still prefer resolving issue amicably rather than violent approach to resolving dispute or issue. In relation to similar studies, it is widely accepted that although viewers may be inculcated of some ideas related to violent conflict from media content, most recognize constructive and prosocial negotiation as preferable approaches to conflicts. Therefore, To Kill a Monkey and John Wick affect the view on conflict resolution of undergraduates, supporting the contention from cultivation theory that repeated media exposure would likely influence perception of social world.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Finding

1. To determine how the films To Kill a Monkey and John Wick impact undergraduates' conceptions of trust within relationships. The results show that the perception of relationships as governed by trust was demonstrably affected by undergraduates' viewing of To Kill a Monkey and John Wick. The greater proportion of respondents thought the films made them less trusting within relationships and increased their awareness of the development and maintenance of relationships based on trust.
2. To illustrate how the films To Kill a Monkey and John Wick affect undergraduates' conceptualization of the conflict over justice in relationships. The visual representation of justice and the concept of fairness within the films ultimately influenced respondents' conceptions of justice within a relationship. The films ultimately had an effect on the perception of fairness, accountability and consequences that followed the act of pursuing justice in relationships.
3. To examine how the films To Kill a Monkey and John Wick impact undergraduates' perceptions of revenge within relationships. It was found that



the films were influential in undergraduate perceptions of revenge within relationships. While the viewers of the films acknowledged that revenge might not necessarily appear warranted but it is understandable nonetheless. The film however served to reiterate that acts of revenge are generally damaging to relationships both emotionally and otherwise.

4. To demonstrate how the films To Kill a Monkey and John Wick impact undergraduates' relationships in terms of preferred resolution of conflict within relationships.

The analysis of respondent answers indicate that the film impacted the preference of how conflict should be approached in relationships. It is important to note that whereas the films were effective in raising a heightened sense of injustice; majority of respondents still indicated a preference to solve all arguments and disputes through peaceful communication, forgiveness and understanding instead of retaliation which are depicted in the films.

5.2 Conclusion of the study

From the empirical evidence presented in this study, it can be concluded that exposure to cinematic media with violent content has a slight but noticeable impact on the behavioral traits of undergraduates in Enugu State. With frequent interaction with action and suspense packed movies, such as "John Wick" from Hollywood and "To Kill a Monkey" from Nollywood, undergraduates are often carried away by the excitement, and it seems that it also influences the outlook of their day-to-day activities and realities. The impact on their attitudes to aggression and risk-taking behavior due to the continuous and excessive watching of violent images of cinematic media portrayals



and Cultivation Theory supports this premise in the sense that when the characters engaged in violent scenes are constantly viewed by students, there is a gradual exposure and adaptation which leads to the reduction of aversion to violent scenes. Furthermore, a recent Psychological Phenomenon of the "Main Character Syndrome", a growing concern among undergraduates is being driven by this mediated fantasy, where the protagonist archetype in media tends to overrate oneself, be excessively entitled and is in denial about consequence and a feeling of being solely unique.

The role that media plays in influencing the behavior of undergraduates is profound even though it cannot be entirely attributed as the only cause. However, the researcher concludes that mediated violence could indeed be used as an agent of behavioral change among undergraduates where in this research it can be seen to steer them toward cinematic characteristics that have to do with individualized and sensational behavioral outcomes.

5.3 Recommendation

Following the information gathered and conclusions made from this project, it is recommended that

1. The Godfrey Okoye University and Coal City University should organize media education programs and sensitization to aid the students understand media portrayal of trust in movies and separate reality from fantasy and the relationship value of trust.
2. Movie makers should try to present a balanced side of justice in relationships while trying to show how to approach matters with equality, responsibility and how justice by proxy often leads to unintended consequences, rather than



celebrating murder for a justified revenge.

3. Seminars, counselling sessions, as well as public debates in the media should be introduced in campuses, to educate students about the consequences of taking vengeance in relationships, while learning how to show forgiveness, Emotional intelligence and responsible solution to betrayal.
4. The counselling unit, student affair division as well as the media education division of the university are urged to facilitate a more effective method of solving conflicts such as effective dialogue, mediation and empathy that are far better than physical conflicts as seen on movies.

5.4 Suggestions for Further Studies

Based on the results from this investigation, future researchers should research:

1. Influence of To kill a monkey and John wick movies on the psychological behavior of Godfrey Okoye and Coal City University Undergraduates.
2. Influence of To kill a monkey and John wick movies on other state & public universities that have other types of socio-economic background.
3. In a long-term follow-up study, the psychological and behavioral consequences of repeated viewing of revenge movies, and, specifically, of its impact on the attitude of undergraduates towards revenge, aggression, forgiveness, and the experience of their emotional state, should be examined.
4. Furthermore, study how the impact of the male and female gender, influences the acceptance of the Hollywood and Nollywood cinematic aggressively coded personality archetype.



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APPENDICES

SECTION A: LETTER OF INTRODUCTION

Department of Mass Communication,
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Godfrey Okoye University,



Thinker's Corner, Emene, Enugu

Influence of To kill a monkey and John wick movies on the social behavior of undergraduates in Enugu metropolis.

Research Objectives

To assess how To Kill a Monkey and John Wick movies influence GOUNi and Coal City student's perceptions of trust in human relationship

To discuss how To Kill a Monkey and John Wick movies shape GOUNi and Coal City student's understanding of the struggle for justice in a relationship

To investigate how To Kill a Monkey and John Wick movies affect GOUNi and Coal City student's views on seeking revenge in a relationship

To assess how To Kill a Monkey and John Wick movies affect GOUNi and Coal City student's preferences for conflict resolution in a relationship.

Demographic Information

Age:

- a. 18-22
- b. 23-27
- c. 28-32
- d. 33 and above

Gender:

- a. Male



b. Female

Institution

a. GOUNI

b. Coal City

Field of Study

Year of Study:

a. 100 Level

b. 200 Level

c. 300 Level

d. 400 Level

How many hours per day do you spend watching To Kill a Monkey and John Wick?

a. 0-1 hours

b. 2-3 hours

c. 4-5 hours

d. More than 5 hours per day

Research Objectives

1. Objective: To assess how the movies To Kill a Monkey and John Wick influence undergraduates' perceptions of trust in a relationship.

Q1: Watching To Kill a Monkey and John Wick has made me more cautious in trusting



others in relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q2: The portrayal of trust in relationships in To Kill a Monkey and John Wick makes me question how much I can trust people in my personal relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q3: To Kill a Monkey and John Wick show that trust in a relationship can be easily broken

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q4: After watching To Kill a Monkey and John Wick, I feel that trust in relationships is difficult to rebuild when betrayed

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree



Q5: The films To Kill a Monkey and John Wick have increased my understanding of the importance of trust in a relationship.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q6The films To Kill a Monkey and John Wick have encouraged me to work so hard to maintain trust in my relationship

Strongly agree

- b. Agree
- c. Disagree
- d. Strongly disagree

Q7. After watching To Kill a Monkey and John Wick, I realized that trust is a virtue and everyone should earn it so as to build a lasting relationship

2. Objective: To discuss how the movies To Kill a Monkey and John Wick shape undergraduates' understanding of the struggle for justice in a relationship.

Q1: The themes of justice and retribution in To Kill a Monkey and John Wick have shaped my understanding of justice in relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree



Q2: To Kill a Monkey and John Wick show that seeking justice in a relationship can often lead to emotional consequences.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q3: Watching To Kill a Monkey and John Wick has made me believe that justice in relationships should be pursued, even if it requires personal sacrifice.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q4: The characters' struggles for justice in To Kill a Monkey and John Wick have influenced how I perceive fairness and equality in my relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q5: To Kill a Monkey and John Wick movies make me question whether seeking justice in a relationship is worth the potential harm it might cause.

- a. Strongly agree
- b. Agree
- c. Disagree



d. Strongly disagree

3. Objective: To investigate how the movies To Kill a Monkey and John Wick influence undergraduates' views on seeking revenge in a relationship.

Q1: After watching To Kill a Monkey and John Wick, I believe that revenge in a relationship can sometimes be justified.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Q2: To Kill a Monkey and John Wick show that seeking revenge in relationships can have long-term emotional consequences.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Q3: The characters in To Kill a Monkey and John Wick make me feel that revenge is a legitimate way to deal with betrayal in relationships.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree



Q4: Watching To Kill a Monkey and John Wick has made me believe that revenge should not be pursued in relationships, as it may harm both parties.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q5: The portrayal of revenge in To Kill a Monkey and John Wick makes me think more critically about the impact of seeking revenge in real-life relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

4. Objective: To assess how the movies To Kill a Monkey and John Wick affect undergraduates' preferences for conflict resolution in a relationship.

Q1: Watching To Kill a Monkey and John Wick has influenced me to prefer violent or aggressive solutions to resolving conflicts in relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q2: After watching To Kill a Monkey and John Wick, I believe that peaceful and non-violent conflict resolution is more effective in relationships than resorting to violence.



- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q3: To Kill a Monkey and John Wick make me think that unresolved conflicts in relationships can escalate into violence if not addressed properly.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q4: The films To Kill a Monkey and John Wick have made me consider the importance of communication and understanding as tools for resolving conflicts in relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

Q5: After watching To Kill a Monkey and John Wick, I am more likely to seek violent means to resolve conflicts in my own relationships.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree





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