EXPOSURE OF NIGERIAN CHILDREN TO TELEVISION AND VIDEO VIOLENCE AND THEIR PERCEPTION OF SOCIAL RELATIONS

By

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APRIL, 2010.

SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF LAGOS
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THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES, UNIVERSITY OF LAGOS, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D.) IN MASS COMMUNICATION.

APRIL, 2010
ABSTRACT

Copious research studies from the Western World and sub-Saharan Africa, especially, those of Singer and Singer (1990-2001) have confirmed the high level of exposure of children to the electronic media and particularly, television. In Nigeria, the influence of violent television and video messages on children has not really been adequately addressed. This study was conceptualized to serve as a reference point for curriculum developers and media educators in the educational sector of Nigeria, as well as media regulators in the broadcast industry. This study investigated the relationship between the exposure of Nigerian children to electronic media violence, and their perception of social relations. The Cultivation and the Observational Learning theories of mass media formed the theoretical framework for this study. The survey method was used for eliciting information from primary school children in Lagos State, in the South Western geopolitical zone of Nigeria. The multi-stage systematic random and stratified sampling techniques were used in selecting 500 pupils from 10 schools in 5 Local Government Education Authorities in Lagos State. Amuwo-Odofin (n=100), Etiosia (n=100), Ikorodu (n=100), Mushin (n=100) and Surulere (n=100). The data collection instrument is the structured questionnaire. A total of 500 copies of the questionnaires were administered with a 100% return rate. The Data were analysed at three levels: univariate, bivariate, and multivariate. The univariate level examined the background and characteristics of respondents. The bivariate analysis tested the hypotheses of this study, using the Statistical Package for Social Sciences (SPSS) to calculate the Chi-Square test of significance; and the multivariate regressional analysis tested the relationships between (the demographic) and (the dependent) variables of the study. The findings revealed that majority of Nigerian children, 97% of the total respondents, are highly exposed to electronic media, especially the television; also, females (55%) were more exposed to Electronic Media Violence (EMV) than the males (45%). Few of the respondents (29%) watch television and video for 4 hours or more on an average day while majority of them (71%) watch for less than 4 hours a day. This means that only a few of the respondents are heavy viewers going by Gerbner’s Cultivation Theory. Majority of the respondents, (58%) of those who consume EMV, watch television and video for between one and three days only in a week. Respondents who watch television between four and six days a week constitute 54% while those who watch for seven days make up 56%. The findings equally showed that children consume a lot of EMV through imported foreign television programmes and video items. Most of the respondents, (62%), consume EMV through imported sources while a few, (38%) consume EMV through local or indigenous television programmes and video items. Furthermore, majority (56%) consumed violent acts through the video items they watch more than the television. The analysis showed that there are significant positive relationships between class (level of education) and consumption of television violence (p < 0.001); source of television programmes and consumption of violence (p < 0.001). However, there are no clear-cut relationships established between exposure to television and consumption of violence; socio-economic status of respondents and consumption of violence. With the video, positive significant relationships existed between age and consumption of violence (p < 0.05); class and consumption of video violence (p<0.01) and source and consumption of violence (p < 0.01). Finally, the regression analysis showed that the socio-economic status of the
respondents does not influence their exposure to and consumption of electronic media violence. However, it influenced their perception of social relations. The study revealed a significant shift from the Gerbner’s Cultivation Theory as it showed that Nigerian children who watch television and video for only three hours or less a day equally consume a lot of EMV; and the study has increased our understanding of the media habits of Nigerian children as well as their understanding of social reality in the Nigerian context. Since the results showed that females are more exposed to, and consume more EMV than the males, and that the children consume more violent acts from foreign programmes and videos items than from indigenous sources, their excessive exposure to EMV, especially through the foreign sources results in their consumption of violent acts which may even be alien to the Nigerian society. Besides, there is the great risk of turning out more female children exhibiting risk and anti-social behaviours than male children. The study recommends that the government and media operators should initiate mass media campaigns to educate the citizenry on the negative effects of excessive exposure of children to violent electronic media products, as well as encourage the National Broadcasting Corporation (NBC) to regulate the importation of violent video items, their distribution and use. Government, through the NBC, should equally encourage media operators in Nigeria to include in their schedules, more educational programmes that will occupy Nigerian children more meaningfully.
DECLARATION

I, Chidinma Henrietta Onwubere, declare that this Thesis was originally written by me, and that, to the best of my knowledge, this research work has not been substantially or originally presented to any other school or university except where due acknowledgements have been made.

Name: Chidinma Henrietta Onwubere.

Signature: ........................................

Date: ...2nd-Decembr, 2009...........
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS

CERTIFICATION
This is to certify that the Thesis:

"THE EXPOSURE OF NIGERIAN CHILDREN TO TELEVISION AND VIDEO VIOLENCE AND THEIR PERCEPTION OF SOCIAL RELATIONS"

Submitted to the
School of Postgraduate Studies
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For the award of the degree of
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is a record of original research carried out

By

ONWUBERE, CHIDINMA HENRIETTA
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DATE

DR. VIGOR AYONE
SPGS REPRESENTATIVE

SIGNATURE

DATE
DEDICATION

This work is dedicated to the ever-living memory of my dear mother:

Nneoma - Ugoeze Eunice Adaku “NWALUGBO” Osuji, the most humble and kind hearted of God’s creation, who departed this sinful world while I was still getting ready to reciprocate her INESTIMABLE LOVE. However dear mum, I still owe you this Posthumous THANK YOU, SWEET HEART for giving me what it takes to face the challenges of life. Your calmness, which I subconsciously imbibed and the unconditional love, which you inculcated in me, have really seen me through the rough edges of humanity, including and particularly, the courage to complete this doctoral programme. You were indeed an epitome of womanhood and a blessing to humanity. I am very glad to have had you as a mother. I shall forever remain grateful to God almighty for the privilege of having a wonderful mother like you. Your values and memory shall forever remain indelible in my heart. Rest well sweet Mum!
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A Testimony

Nothing in Heaven above and on earth below is too much or impossible for God Almighty, in whose hands rest all my hopes and trusts in life. My total dependence on Him alone saw me through this long winding career as a Ph.D candidate. At every cross-road throughout the journey of this work, the Almighty God was just by the corner, always waiting to bail me out. What a wonderful Father!

A hundred year’s journey starts with the very first step. Though it could last a thousand years but then, it cannot be forever, because, “a thousand years in God’s sight are like a watch in a night” (Ps. 90:4, KJV)

The journey of this life is beguiled with obstacles and challenges. Such is the same with the story of this research which was quite tedious and hectic. The success of this work marks the end of the glorious journey through this Ph.D programme with the Lord’s help. Although the journey started out smoothly and well, it was derailed through some inexplicable difficulties, halted for a while, was revived before it finally renewed its journey to this conclusive end. This remarkable success in my career is “solely the Lord’s doing and it is marvelous in our eyes” (Ps. 118:23, KJV). To God Almighty be all the glory, for ever and ever – Amen!

A lot of people, too numerous to acknowledge assisted me in the process of writing this thesis, as well as completing the entire Ph.D programme. I crave their indulgence to spare me the arduous task of listing all their names. However, I cannot thank them enough for their numerous contributions through scholarly advice, constructive criticisms and intellectual inputs. Also, many others made indirect but positive contributions which, of course, were not inconsequential. I thank you all.

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**ONWUBERE, Chidinma Henrietta.**


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## LIST OF ABBREVIATIONS

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<td>Electronic Media Violence</td>
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<td>Focus Group Discussion</td>
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<td>Local Government Areas</td>
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<td>Local Government Education Authorities</td>
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<td>NBC</td>
<td>National Broadcasting Corporation</td>
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<td>SUBEB</td>
<td>State Universal Basic Education Board</td>
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<td>FTC</td>
<td>Federal Trade Commission</td>
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<td>NBS</td>
<td>Nigerian Broadcasting Service</td>
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CHAPTER ONE

INTRODUCTION

Background to the Study

Communication is invaluable to mankind, a fact easily portrayed in its functions, of informing, educating and entertaining. These functions are performed through the various media of communication. In the olden days, communication was mainly through the traditional media embedded in the people’s cultures, while in contemporary times it is basically through the electronic and print media. Whereas, the traditional media communicate through the informal verbal and non-verbal modes, the contemporary or formal media do so through the media machines namely, radio, television, film, video, computers, the internet, newspapers, magazines, etc. While underscoring the import of Schramm’s and Bittner’s assertions over the difference between traditional and modern modes of communication, Uyo, (1987:2) posits that, “without the machines that serve as paths, ways, or means of doubling, repeating or representing communication that would otherwise be limited to two persons or a group of persons in a face-to-face setting, mass communication would not have been possible”. Accordingly, mass communication requires a mass medium, as Hiebert et al., (1974:26) succinctly observe.

Today, these media are highly subscribed, accessed, and their messages copiously consumed by the general public, which comprises both the young and old. What actually makes the difference between children and the adults is the rate, mode and content of what
is consumed. The electronic medium is known to be more easily accessed because of its versatility. Besides, it attracts a number of sensory organs (eye, ear, and brain). In the electronic category, television is unique because of its visual and auditory characteristics. In Uyo’s (1987:25) views, “the more sense organs a medium engages, the more the receiver is arrested by that medium”. This may explain the rate of television viewership by children and the youths whose various sensory organs are enticed simultaneously. Apart from the audio-visual advantage, of television the introduction of the public television positively affected its availability and consumption.

Though experimental television broadcasts began in the United States in 1928, the introduction of public television in 1939 (Wosely and Campbell, 1957:236) skyrocketed the availability and consumption of mass media by the public, especially the children, who now saw it as a serious pastime. Consequently, children are exposed to television quite early in life and they respond to it, thus spending most of their childhood watching television. The research of Gentile and Walsh’s (2002, 23, 157-178) confirmed this view. This report estimated that 40-60% American children watch television at lunch time; and that the average “American Child” spends an upwards of 40 hours per week consuming “some type of media” apart from that related to school and homework.

Researches have equally shown that the electronic media disseminate a lot of violence. By the 1970s, research reports published in America indicated that by age 14, the average child has witnessed more than 11,000 murders on television (Looney, 1971) in Bartholow, B.D, and Anderson C.A (2002:1). This figure increases by the day. Signorelli et al, (1995, 39: 278 -283) reported that the average American child witnesses about 10,000
violent crimes, such as: rape, murder, and assault per year, and by the time they are teens, they would have been exposed to about 200,000 total violent crimes.

Considering programme contents, Strasburger and Wilson (2002:2) in Bartholow, B. D. et al. (2003) pointed out that children’s programmes are heavily loaded with violence. They assert: …“Fully, two-thirds of children’s programming contains violence, making these shows more violent than all other genres except feature films and drama series. All indications are that these figures will continue to climb.”

Statistically, they revealed that “violent acts occur five (5) times per hour in primetime programmes (which young people are likely to watch) and 20 times per hour in children’s programmes. The reports by Hollenbeck and Slaby (1979, 50: 41 -45) and the ‘Neilson Media Report’ show that children are exposed to television as early as 6-12 months (and they responded to television for averagely 1-2 hours daily) and that children as early as age two (2) watch more than three (3) hours of television daily.

From the on-going, it becomes obvious that there is a high rate of television consumption. Bartholow, B. D, Dill, K. E., Anderson, C. A., & Lindsay, J. J. (2003:2). In the views of Comstock and Scharrer (1999) in Singer & Singer (2001:425), "consumption of television rises for children at the weekend”. Their statistics shows that at 10am on any given Saturday, “approximately 60% of all American children are watching television”.

Analysing this trend, Kubey and Csikszentmihalyi (2002) in Bartholow et al., (2003:2) observe that at this rate of television viewing, “a child who grows up to be 75 years old will have spent 9 years of his life in front of the television”.

In Nigeria, Abiola (1988:3) expressed resentment over the rate at which Nigerian children spend most of the valuable time they require for school work, watching television. The
belief is that by the time most of these Nigerian children leave the secondary schools, they would have spent more time on television - viewing than anything else; except sleeping.

Since research is a global phenomenon, the results from the other countries of the world can, to some extent, be applied to Nigerian children. Besides, the global village concept has further made it relevant to adapt the report of studies conducted elsewhere, especially the Western world, to Nigeria; more so, as this “global village instinct” is highly at work in Nigeria.

At inception, television was the dominant form of media, especially the electronic media. Today the trend is rapidly changing, such that, as Groebel (2001:255) observes, television is no longer the near ‘single source’ of entertainment and information that it once was. Presently, other forms of the electronic media such as computers, video games, the internet etc., abound in many parts of the world including Nigeria. Recent analyses equally present a trend whereby children and adolescents spent more time on the computers and less time with the television. Strasburger and Wilson (2002:3) report that youths indicate a preference for computers than “traditional media like television”. The same trend goes for the Internet. The rate at which children and youths browse at the internet is quite alarming. What is most frightening to parents is the fact that, no one is actually sure what the children might be consuming from this fast growing browsing habit, and to what use they put the messages they get.

In this age of communication technology explosion, the internet and the World-Wide Web (www) have massively increased the available sources of information. The problem associated with this is the need to pay attention to children’s consumption of the electronic media and how they perceive what they consume. Perception is essentially how one sees
life considering one’s previous experiences, needs and aspirations. The children’s perception of the Electronic Media Violence (EMV) they consume will most likely affect or influence their perception of social relations. Similarly, the children’s social relationship with their peers and “significant others” will most likely have some colouration of the EMV which they have consumed and their perception of social relations. This is the crux of the matter.

Since children, like any other group in the society, perceive their environments, as well, the messages they consume from the electronic media in their environments, either in form of cartoons, entertainments, games, adverts or folktales, there is need to consider how these messages affect their perception of social relations. This is important because there is likely to be a direct positive or negative correlation between what the children consume and their perception of social relations. This is against the backdrop of the fact that most of the children’s programmes are meant to be pedagogical in nature, especially cartoons and folktales so that, while creating excitement in children, these messages will also foster learning in them (Uyo, 1987:41).

In trying to examine the children’s perception of the electronic media messages, the variables that play key roles in children’s use of the electronic media could equally be identified. Singer & Singer (2002:48) outline such principal variables as: societal and structural factors, household characteristics, child attributes and situational influences and their social relations. The social relations a child maintains is coloured by the societal and peer demands within his environment. For instance, slimming, binge drinking, cultism, drug use and drug trafficking, sensational dressing, etc., are some of the peer demands of children today. Recent studies have shown that most children indulge in these acts
because they see and copy them from the television. They believe they are real and ideal, hence they too should do them so as to ‘belong’ or be accepted in the society.

The high rate of consumption of electronic media could be synonymous with the rate of consumption of media messages that contain violence. This, of course, is natural because the media reflect our society and since we live in a violent world today, the media portray what they see. In line with this view is Braun’s (1990) assertion that “we live in a violent society, art imitates the modes of life, not the other way around: It would be better...to clean society than to clean up the reflection of that society” Hence, the television entertainments such as dramas and cartoons present a lot of violence to the children. Worse still are the computer and video games which are highly interactive and very popular today but then, very unpalatable. Recent research have shown that a majorit of these games are extremely violent in nature “involving mass killings as the primary strategy for winning the game, and containing extremely gory graphics to depict it all”. Anderson & Bushman (2001, 12: 353 -359). Other studies include those of: Bartholow & Anderson (2002, 38:283 –290), Dietz (1998, 38:425 –442). Since children are bombarded with these various forms of violence through the electronic media, it thus becomes reasonable for us to focus attention on how the violence they consume on the electronic media affect their social relations within their environment. Though the general view by scholars and observers actually is that exposure to entertainment media alone does not cause a child to commit a violent act, and that it is not the sole, or even necessarily the most important factor contributing to youth aggression, anti-social behaviour and violence. Nonetheless, it is a major contributory factor for the tendency to perpetrate violent acts. According to the APTC Report (1972:1), the Surgeon General’s overview of
existing studies “on television violence” did not only conclude that, “the television industry was a perpetrator and a deliverer of violence”, it equally confirmed that it was a contributing factor to increases in violent crimes and antisocial behaviour”.

However, the report of the Federal Trade Commission ordered by President Clinton reveals that there is a high correlation between “exposure to media violence and aggressive and at times violent behaviour” (FTC Report, 2004:1). Perhaps, more disturbing is the report’s confirmation of the fact that: “Exposure to media violence is correlated with increased acceptance of violent behaviour in others as well as an exaggerated perception of the amount of violence in the society”. This observation points to the fact that the social relations of a child with other members of his society may be determined by his desire for the actual use and denunciation of messages and consequently, the influence of these media messages on him.

The FTC (year) report seems to have a direct link with the APTC report of (1972:1) which concluded that “the television broadcast industry was a perpetrator and deliverer of violence”. After conducting an overview of existing studies on television violence, the report again concluded that: “television violence was a contributing factor to increases in violent crimes and antisocial behaviour”. Parents, therefore, need to study or preview the electronic media programmes that their children consume. For, according to the FTC (year) report, “parents are ultimately responsible for the entertainment our children consume”.

Cultivation Hypothesis
Between 1967 and 1982, George Gerbner and his associates (1982:100 - 127) conducted a series of researches on 14,000 drama characters of American Prime Television; as well as the content analysis of over 1,600 programmes. These studies, popularly known as the Studies of Cultural Indicators created a new dimension towards television effects. This new dimension is called the cultivation hypothesis or cultivation theory. The position of this theory is that heavy television viewers tend to actually take the social reality portrayed by television as the same as real life. When light and heavy television viewers were asked questions about any aspect of life often portrayed on television or video, heavy viewers would give television answers to those questions of life. This shows that they have actually imbibed and internalized the television portrayal of life as reality. Since television does not consider individual differences in the life, heavy viewers tend to have a commonality of world view; which Gerbner calls the “Main Streaming Effect” or the “Mean World Syndrome”. This became obvious because Cultivation theorists focus on trends of heavy viewing over a long period of time, rather than placing the focus on singular events. (Gerbner, G. 1973) in Charles R. Wright, (1986:77). Hence, this theory concentrates on the long term-effect of exposure (on both adult and children) instead of short term impact on attitudes and opinions. (Gerbner: 1990).

Gerbner et al (1982) posit that the implication of this scenario is that heavy viewers would tend to over-estimate issues such as crime rates and violence in real life, as well as the chances of the viewer becoming a victim. Some scholars have criticized Gerbner’s cultivation theory, for diverse reasons, including the following:

**Criticisms of the Cultivation Theory**
- That Gerbner was myopic in his estimation of light and heavy viewers because they believe that variables such as viewership of television and video should not be expressed in quantifiable figures like hours (time).
- That many research findings have failed to replicate the theory.
- That it ignored the complexity of human beings and their nature as well as viewer motivation.
- The theory was equally criticized for being over-simplified and for not considering the positive effects of television on society.
- Paul Hirsch (1980) criticized it for not adequately controlling other extraneous variables. He argues that if one controls a number of different variables all at the same time, only a minimal effect would be left to be attributed to television.

In response to all these, however, Gerbner and his associates insist that the theory has stood the test of time.

Though Gerbner’s theory is based on the research findings of American television and its audience, it equally has some implications for Nigerian children. This is because most of the programmes they watch, though home-based, have foreign backgrounds and contain a lot of foreign cultures and values. It is therefore, anticipated that the implications for Nigeria may be even more serious than for America where the researches were initially conducted. This is because the television and video reality imbibed by the Nigerian Children may be unrealistic to the Nigerian cultural settings and reality. This is also because the violent media content they copiously consume is unrelated to the Nigerian reality. This may lead to what Okoye (1993:69) calls the “double pseudo reality”. This will most likely have adverse effects on national development.

Statement of the Problem
Traditionally, children are socialized by a variety of factors in the society, the most prominent of which are family, peers, religion, economy, government and the mass media. It could even be argued that in this age of information technological explosion, children are influenced by the mass media, especially the television, more than any other agent. With the proliferation of the different types and multi dimensional variants of television sets, children have become exposed to various media messages more than ever before. The availability of the different variants of television sets such as: the flat screen, three-dimensional sets, wide screens, etc., has made the television not only more popular and attractive but also more accessible to the children.

In future, the television is even likely to exert greater influence on the children since the device is more likely to grow than diminish. That is, children are more likely to depend on the television and the internet as their source of information in defining social reality and molding their behaviors more than any other agent of socialization. Video games wield a lot of influence on the children as well, since availability is considerably high, accessibility is equally remarkable. These facts have been severally proved by copious researches of communication scholars from the Western world, for example: Bushman & Huesman (1998), Anderson & Bushman (2002, 295: 2377 – 2379) and Strasburger and Wilson (2002). It is the assumption of this researcher that Nigerian children may not be too different from those in the Western world in their media consumption habits.

Since the proliferation of new forms of electronic media, especially the computer and electronic games allows an inexpensive publication of ideas, children have access to any
kind of information they want (Sylwester 2001: 4), most of which may be violent media messages.

The question therefore is: how do children who consume programmes which depict a lot of violence perceive social relations? Do they see the society as consisting more of cooperation, competition, or conflict? Thus, this thesis tried to establish whether or not there is any relationship between Nigerian children’s level of exposure to media violence and their perception of social relations.

The mass media play a very significant role in any given society. In the 21st century the electronic media which are now copiously accessed by children can shape the children’s values and beliefs about the society and life generally, especially in a multicultural nation such as Nigeria. Being very important cultural phenomena, the mass media need to be understood, especially the techniques they use to shape and distort information.

The general view however, is that the electronic media, especially the television have the unique values of unifying the family, (Riley et al, 1949, 13: 223 -224), Faber et al, (1979:215 -249), Singer & Singer, (2001:324), Lull (1980, 7 :319 -334) agree that greater family solidarity may be achieved through television-induced interaction and conversation. Taking a slightly different view, Coffin (1955, 10: 634) contends that television can be credited with the ambivalent value of unifying the family’s common experience and shared interests as well as being blamed for “decreasing conversation and face-to-face interaction”. The radio is another valuable medium whose pervasive nature has made media message available to every household.

With the technological explosion, many people, especially children, now have access to different types of electronic media, ranging from the radio to television, computers, video
games, internet to films. From these mass media, the children can consume a lot of messages. These electronic media messages, generally called programmes can contain any kind of images – violent or pleasant. The violent images can be physical or verbal (Uyo, 1989:5).

Various studies have found a high rate of children’s consumption of the electronic media messages in diverse forms. Others have confirmed that a lot of violence is incorporated into the mass media messages, programmes or games easily accessed by children due to the proliferation of new forms of electronic media (computers, electronic games, and the internet) Singer & Singer (2001:73). As Sylwester, (2001:4) rightly observed, the computer age has actually revolutionised the mass media. Since the internet allows a universal inexpensive publication of ideas enabling new democracies to access to any kind of information they want. Children are known to be interested in ‘arousing’ and violent stories and fairy tales (Singer & Singer, 1990:202). So, they tune into such programmes at will. This increases the tendency to watch aggressive content of the electronic media. Since mass media technologies are mere tools, the extent to which they influence children’s perception of life is definitely a matter of how they are used. All these of course, are the effects of modern technology which the society must cope with. Scholars and researchers in the more developed world have been and are still addressing this problem. So, the question is; what is the reaction of Nigerian scholars, researchers, parents, educators, media executives and the other affected Nigerians over this issue? Should the citizens continue to expend huge sums of money on sophisticated electronics media gadgets without considering the outcome of their uses, especially the influence of the excessive use of these technological devices on Nigerian children? Other critical
questions Nigerians should ask include; How, where, when and for how long do these children use these equipment? Finally, what influences do these violent electronic media messages which they consume, have on the children’s perception of social relations? Do the children still remain their normal selves, do they change their views about their fellow human beings, and do they take cues from what they have consumed, consequently, acting likewise? Hopefully, answers to these questions may provide the probable clues required for addressing the problems arising from Nigerian Children’s exposure to electronic media violence.

**Purpose of the Study**

This study examined the relationship between the exposure of Nigerian children to electronic media violence and their perception of social relations. It explored the influence of media content on Nigerian children of varying socio-economic backgrounds. This study therefore, examined the relationship between the exposure of Nigerian children to violent electronic media messages and their perception of social relations.

**Specific Objectives are to:**

1. Identify the amount of exposure of Nigerian children between the ages of 8-14 years to violent messages on television and video.
2. Determine their perception of social relations.
3. Establish the relationship between the children’s consumption of violent messages on television and video and their perception of social relations.
4. Investigate the relationship between the children’s demographic variables (of age, gender and socio-economic background) on the one hand; and exposure to
television and video-based violence and their perception of social relations on the other.

Rationale

The global village concept, the technological explosion and the observational learning instinct in children have collectively made it very difficult to sever them from the use of electronic media. The extensive flows of violent images they consume tend to shape their lives in various directions. These may influence them negatively and consequently, affect the way they react to their environments, hence, the need to address the implications of this problem for Nigerian children.

A number of studies have shown that the consumption of EMV can create a lot of problems for a nation by shaping the opinions of the children e.g. Anderson & Bushman (2002, 295:2377-2379), Strasburger & Wilson (2002), Bushman & Huesman (2001:223) etc. Nigerian children are not different from their counterparts’ world-wide. Gerbner & Gross (1976:76) hold the view that heavy viewers tend to approximate the real (natural) world to the reel (television) world which they constantly view. This, he calls the mainstreaming effect which gives heavy television viewers a commonality of world-view. The essence of this study is, therefore, to ascertain the applicability or replicability of Gerbner’s theory in our environment by studying the relationship between the exposure of Nigerian children to EMV and their perception of social relations, though Gerbner’s study was a longitudinal study (long term effect of the television on the viewers).
One of the problems of excessive consumption of EMV is the alienation of heavy viewers from their cultures. Nigeria is a multicultural nation and the children are encouraged to imbibe their own cultures. This study is also, part of the efforts towards redirecting the focus of the Nigerian children towards the other more meaningful uses of the electronic media rather than the consumption of EMV.

**Significance of the study**

In the opinion of Sylwester (2001:2), children of today want to live the near passive life of the computer age, rather than actively participating in other forms of media (e.g. church, mosque, arts, outdoor plays etc). This is because, according to Gentile (2002), the media’s representations of reality “... fill their minds with a distorted view of the world they live in as a hyper-violent, hypersexual, hyper material place.” This raises the serious problem of giving Nigerian children the correct orientation about the reality of the world they live in, especially as it relates to our multicultural society. This study is therefore significant to everyone who has a role to play in this great task.

The study is very relevant to parents and guardians in giving well-informed guidance to their children regarding the electronic media to access (use), particular programmes to watch and the games to play. This will control the amount of violence they consume and the time they spend on the programmes. In this way, the children are protected from harmful messages which are likely to distort their reality of life.

It is equally significant to teachers who may be affected by the children’s perception of reality since they spend a lot of time with these children. Knowledge gained from this research will enhance the training patterns in schools. It will help educationists to re-
structure the school curricular in such a way that school children will spend most of their viewing time (often consigned to the electronic media) with school work and other beneficial recreational activities carried out through the other media identified by Sylwester (2001). This study is an attempt to bridge the information gap on this topic and therefore, contribute to knowledge since the library; web and local literature on the research topic are at present severely limited. This is because during the course of this study, not even an elaborate library and web search could provide adequate literature on the subject of this research, particularly the Nigerian version.

The predictions about the children’s level of distortion of reality is of interest to the society because of the risks involved in children’s continued and unguided exposure to, and the consumption of electronic media violence. Consequently, the findings of this study will help guide policy makers in the communication field to promote laws that will protect the children against the excessive consumption of unwholesome images from the electronic media.

Apart from the media policy aspect, this study is also significant from the scientific point of view. This is because it could identify or highlight the interplay between media violence and real violence in the immediate environment of children.

Evidence abounds to show that media executives deny the fact that media violence leads to any ill on the society. As argued by Dong Lowenstein (President of Digital Software Association) in an interview on 12 May, 2000: “There is absolutely no evidence, none, that playing a violent game leads to aggressive behaviour”.

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Similarly, as Moore (1993:3007) pointed out, Jack Valenti, (President of Motion Pictures Association of American) in reacting to the accusation that the mass media distort the children’s opinion of reality has this to say: “If you cut wires of all television sets today, there would be no less violence on the streets in two years”.

All these point to the fact that there is a great task ahead. That is, getting the media executives to agree with researchers that media violence is not harmless as they claim. Hence, the result of this study will serve as additional evidence to convince policy makers e.g. the Nigerian Broadcasting Corporation (NBC) that some media content can be harmful. This will direct them on what positive laws to enact in order to protect the children.

Scope of the Study
This study is limited in scope to only Nigerian children within the age of 8 and 14 years. It might have been pertinent to study children even below the age of one year or the millions of children who are not in school, but for logistic problems. Besides, the study is focused on the children’s consumption of EMV and their concept of reality (world view).

The electronic media of choice for this study are the television and Video (Games & Films).

Information has been obtained from only 500 Nigerian children selected from the South West geopolitical zone of the Federation. Five (5) Local Government Education Authorities (LGEAs) are used for this study. It would have been quite ideal to cover the six, geopolitical zones for a wider spread but for time, logistics and financial constraints.
Limitations

The major obstacle of this study is that of collecting data from children since majority of them may not be able to read and understand the questionnaire, hence, the choice of the age bracket 8-14 years, as the population for this study. It would have been quite ideal to use children even as young as three years old for this study since researches have shown that children are exposed to the television as early as age one. Even in spite of the upper age bracket of 8-14 years, the researcher has to pay particular attention to the construction of the questions in the research instrument so as to ensure that the pupils understand them easily. This required some additional skill. Within the logistics and time constraints, a pre-testing of the study was considered possible.

Another major limitation is that, relatively, little research has been conducted towards a really global approach to media violence. Africa is the worst hit. “A really global approach including representative sample of all cultures, regions and developmental states of the world is absent” (Groebel 1998:256). The dearth of literature on the African perspective of media violence made this research particularly hectic.

For a study like this, a parallel sample of children, parents and teachers would have provided more informative data for the study because children are likely to respond to the questionnaires without thinking about the responses they are giving. The fact that only survey was used would have boxed the views of the children. Perhaps, a focus group discussion (FGD) with them would have further brought out the nuances of the issues investigated, however, the data collected using the questionnaire are sufficiently indicative
to reach a generalization on the exposure of Nigerian children to television and video violence and their perception of social relations.

Finally, a research of this nature should actually have covered the six geo-political zones in the country. However, this research was restricted to respondents in only the South-West geopolitical zones alone, from where generalizations would be made and conclusions drawn.

**Research Questions**

The study examined one major research question and seven minor ones.

**Major Research Question**

Do children who consume television programmes and videos that contain a high level of violence see more conflict than cooperation in the interactions among people, than those children who consume television programmes and videos that contain little or no violence?

**Minor Research Questions**

1. How much time do children spend watching television programmes and videos?
2. How much attention do children devote to violent acts and expressions in television and videos?
3. Do children who are exposed to more foreign television programmes and videos consume more EMV than those who watch local programmes?
4. Are older children (11-14 years) more exposed to television and video violence than younger ones (8 – 10 years)?
5. Are boys exposed to television and video violence more than girls?
6. Are children of parents with higher socio-economic status exposed to television and video violence more than those with lower socio-economic status?
7. Do children from higher socio-economic background perceive social relations as involving more conflict than cooperation?

Hypotheses

This study focused on one major hypothesis and seven minor ones.

Major Hypothesis

Children who consume television programmes and videos that contain a lot of violence will see more conflict than cooperation in the interactions among people than those children who consume television programmes and videos that contain little or no violence.

Minor Hypotheses

1. A majority of children will watch television and videos at least three days of the week.
2. A majority of children will spend 3 hours or fewer watching violent television programmes and videos.
3. Children who are exposed to foreign television programmes and videos are more likely to view television and video violence than those who watch local (indigenous) Television programmes and videos.
4. Older children will be more exposed to television and video violence than younger ones.
5. Boys will be more exposed to television and video violence than girls.

6. Children of parents with higher socio-economic status will be more exposed to television and video violence than those of lower socio-economic status.

7. Children from higher socio-economic backgrounds will perceive social relations as involving more conflict than cooperation.

**Definition of key Terms**

The following terms have been defined to show their usages in this study.

**Children:** Nigerian boys and girls between the ages of 8 and 14 years.

**Exposure:** Attention to media content to which one has access via television video (games, films or music) whether one own one or not.

**Electronic Media:** The television, video (games, music and film) and computers.

**Violence:** An act or expression that hurts or harms another person or that threatens others: physically, mentally or emotionally.

**Media Violence:** Violence disseminated through the mass media

**EMV:** Electronic Media Violence

**Perception:** Making sense out of one’s environments based on an individual’s previous experiences. That is, how one sees things.

**Access:** Means availability and the opportunity to use the electronic media.

**Social Relations:** Refers to the modes of interaction between and among groups or members of the society represented especially by the polar opposites of
cooperation and conflict. So, it is the propensity of the children to cooperate, compete or conflict with one another.

**Cultivation Theory:** The theory that posits that the heavy viewers’ attitudes are cultivated basically by what they watch on television.

**Cultivation Effect:** This refers to the influence of television viewing on people’s attitudes, beliefs and perceptions.

**Upper-Socio-Economic Class:** Homes earning N6million-10million per annum.

That is children in homes where each of the parents earns at least N500,000.00 a month.

**Lower-Social-Economic Class.** Homes earning less than N300,000- N600,000 per annum. That is where each of the parents earns at least N25,000.00 a month.

**Older Children:** Children within the age range of 11 – 14 years.

**Younger Children:** Children between the age range of 8 – 10 years.
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Lagos: 23 September, 1988 p.3.


CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature for this study has been reviewed in three parts. The first part deals with, the conceptual literature which looked at the key variables in this research title such as: Exposure, Consumption, Perception, Social Relations and the Cultivation Hypothesis. Part two undertakes a review of literature pertinent to the research hypotheses and the study design. This include topics such as: Television research on children, history of children’s use of electronic media, economics of media violence, television and children development imagination, perception of electronic media violence, the cultivation theory and social relations. The third part is the theoretical framework that underpins this topic, conceptual classifications and empirical studies relevant to this topic.

Review of Conceptual Literature

The Emergence of Electronic Media

Over 200 years ago, children and young adolescents could form their impressions, attitudes, potentials and, more importantly, their imaginations of the world beyond from the immediate experiences of what they sensed from their local settings.
Whatever they learnt then came from stories told by family elders, priests and also the observations of painted representations (ideograms). At other times, they depended on traders, marauding bands etc.

Then came the electronic media. According to Uyo (1989:15), the electronic media refer to the broadcast media because they involve transmission technology by which signals are spread far and wide. This is through: ”the conversion of aural and/or visual signals into electrical impulses that can be, or that are then reconverted into aural and or visual signals which we can hear and/or see by means of special technology” The electronic media of choice for this study include: The television, video films, video games and computer games.

The development of radio and cinema in the first half of the twentieth century lightened the burden of information dissemination, improved literacy and perception of children. The introduction of television in the 1930s in the United States of America heightened the availability and consumption of mass media by both children and adults. The other forms of electronic media, which followed the radio, i.e. the television, video (films/games) computer games, VCD and the internet are the major focus of this study since children subscribe heavily to these media of information and entertainment. When television broadcast for general use was first established on 30\textsuperscript{th} April 1930 (Wolesely and Campbell, 1957:236) no one actually would have envisaged this kind of info-tech explosion that has influenced the global world view presently, especially in children. By the early 1950s, the colour television had been developed and this greatly enhanced the
pictures and images. The TV cable systems further improved reception and resulted in additional viewing.

The broadcasting age in Nigeria can be traced to 1932 when Lagos began to relay the British Empire Service from Daventry England (Uche, 1989:36). Subsequently, the Nigerian Broadcasting Service (NBS) was established on 1st April, 1951, and later became the Nigerian Broadcasting Corporation on 1st April, 1957 by an Act of Parliament. The whole essence according to the Statute was: “to reflect the unity of Nigeria as a Federation and at the same time give adequate expression to culture, characteristics, affairs and opinions of the people of each region of the Federation”.

Television broadcasting itself is believed by communication scholars to be “a child of discord.” This disagreement arose from the controversy between late Chief Obafemi Awolowo and the then Governor General of Nigeria (John MacPherson) over the deprivation of Action Group, the use of the NBS to respond to a criticism of the party by the Governor. Hence, Sotunmbi (1996:172) observed that “television started in Nigeria as one maxim of cruel journalism… to grant access to people with opposing views on matters of public interest”. The television was thus used to the fullest in protecting the political, economic, cultural and social interests of the regions (Sotunmbi, 1996:172).

Apart from the Federal and Regional broadcasting corporations, the Decree No 24 of 1974, was promulgated establishing Nigeria television as the only body empowered to undertake television broadcasting in Nigeria. Subsequently, the Broadcast Deregulation Decree No.38 of 1992 under Gen. Ibrahim Babangida’s
regime formally established National Broadcasting Commission (NBC). This, perhaps, is a major milestone in the development of broadcasting in Nigeria since its inception in the early 1930s. Private broadcasting, of course, led to the proliferation of private television broadcasting stations. Consequently, there has been an influx of electronic media messages disseminated nation-wide.

With its population of 140.003.542 people, as recorded by the last census figures released on 29 December, 2006 (http://wikipedia.org/wiki/Image:Bev%C3%B6lkerungsdichte_Nigerischer_Bundesstaaten_en...), Nigeria is serviced by many electronic media – both radio and television. Going by Akinfeleye’s (2003:44) review, Nigeria has 244 existing television stations distributed as follows:

A. Television
- Fed. Government-owned == 148 NTA Stations
- State Government-owned == 64 Stations
- Private Television stations == 32 Stations

The DSTV

B. Radio

The following 95 radio stations existed at the time of Akinfeleye’s interview with the officials of FRCN and NBC. The distribution is:

- Fed Government-owned == 37 stations
- State radio stations == 36 stations
- Private radio stations == 22 stations
According to Onabajo (2002:21) as early as 1994 private television stations have already started hitting the air. The first was Clapperboard (now defunct) and followed by a host of others. Refer appendix viii for the order of establishment of the television and radio broadcasting stations.

These private broadcast stations, especially the television made it very easy for Nigerian children to access mass media messages easily thereby increasing the amount of media violence they consume amidst other valuable messages they imbibe from the mass media. The negative messages they consume may likely influence their dispositions. The National Television Violence Study (NTVS 1998:41) identified three types of violent dispositions viz: credible threats, behavioural acts and harmful consequences.

This study thus intends to find out amongst other things, whether the accessibility of mass media by Nigerian children increased their exposure to violent media content and how the consumption of these violent media messages affect their perceptions of social relations.

**Sources of Electronic Media Violence**

Electronic media violence can be accessed from a variety of sources namely: the television, radio, internet, video, films, digital television computers, video games, audio recorders, cinemas and even toys etc. The proliferation of mass media technology in the 20th century and the current information technology explosion have truly turned the world into a global village as Marshall McLuhan rightly observed in 1964. This has made it possible for people to know what is happening
in the different parts of the world, as well as access media messages from different parts of the world. However, in this 21st century the most subscribed media by children are the “interactive media”, essentially the computers, video games and the internet. The computer age has actually revolutionised the media. Because the internet allows a universal, inexpensive publication of ideas, children now have unlimited access to any kind of information they want and through any medium of their choice. Consequently, they watch arousing and violent programmes which according to several researches children are quite interested in. (Singer & Singer 2001:202).

As mere tools in the hands of the user, the extent to which mass media technology influence the perception of children depends on how they use them. To Marshall McLuhan, “the most important effect of communication media is that they affect our habits of perception and thinking.” (Severin & Tankard, 1992: 5). McLuhan has argued that television is more involving and participatory than the print medium, describing the television as: a visual, aural and tactile medium. He claimed that the “medium is the message”, arguing that the “important effects of the medium comes form its form, not the content. This may be the very reason why he pointed out that parents today are watching their children become “Third World” since television and other new media think differently from the way their parents did. Nigerian children may not be too different from their counterparts in the Western World because, even today, Nigerian parents are too busy to give their children any kind of parental guide while they watch television or video games. Hardly do they preview even the video films the children watch at home. This is a
very disturbing trend. Hence, the need for this study to examine where and with whom the Nigerian children watch the television and video.

Apart from the other new media that Nigerian children have access to, the television, and video particularly expose them to a lot of violence through cartoons, adverts, news, documentaries etc. Through these programmes children get to see a lot of shootings, killings, police brutality, prison violence, rapes, burglaries, violent and dangerous sports etc, across the globe. The rate at which Nigerian children are actually exposed to these violent television and video contents is part of what this study intends to explore.

**Exposure to Media Violence**

Children’s exposure to television and video programmes and by extension, their consumption of violent programmes is a very topical issue in recent times. Globally children are noted to have been widely exposed to violent media programmes. Heavy exposure, of course, invariably leads to the consumption of media content. Exposure to these programmes, both violent and non-violent ones, present viewers with a common world-view, which George Gerbner calls cultivation. This means that the media tend to cultivate or present a commonality of outlooks which the heavy viewers of television invariably share (Hanson and Maxcy 1996:102). The key factor here is that the viewers must have been exposed to these media contents for quite a while for them to have cultivated the common world-view.
Exposure to violent media content can be effectively ascertained only when the dimension of consumption is considered. Dimensions here, refers to the rate of violent media content and the sources through which they consume the violent programmes. The rate of consumption can be said to be: Heavy, light, moderate or zero.

In the estimation of Gerbner et al (1976:76), heavy viewers are those who watch television for four (4) or more hours a day, while those who watch for less than four hours a day are light viewers. Moderate viewers however fall in between these two extremes, (i.e. heavy and light) while zero consumption refers to those who do not watch television at all. Exposure to media, essentially television violence, is almost synonymous with consumption of violent content of the television programmes. Similarly, the consumption of television and video violence has some correlation with aggressive behaviour, especially in children and also in youths. Even as they grow up into adolescence and adults the effect of the television and video violence still lingers on. In fact, Leonard Eron, another cultivation theorist, in the 1993 conference of the National Council for Families and Television estimated that “10% of violence in the United States can be directly attributed to viewing of television” (www.google).

Through the cultivation analysis, Gerbner and his associates argued that there is some correlation between television content and people’s perception of social relations. The theorists try to prove how violence, among other characteristics (e.g. love, infidelity, cheating, etc) is more prevalent in the “television world” than the “real world” and has influenced the way people perceive the real world.
Consequently, being heavily exposed to television and video games, children have become quite vulnerable in this regard. According to Scot Stossel (in Gerbner et al, 1973 by the time a child enters school, he or she would have watched television more hours than they will ever spend in a college classroom. This means that by the time a child turns to an adolescent, he or she would have had a largely, erroneous view of reality. This is because the basic assumption of the cultivation theory is that “heavy exposure to mass media namely television, creates and cultivates attitudes more consistent, with a media conjured version of reality than with what actual reality is”.

The cultivation theorists assert that heavy viewers’ attitudes are cultivated primarily by what they watch on the media. Gerbner, however, strongly feels that this television world is not a window on, or a reflection of the world. Rather it is a world of its own.

The Role of Media Violence on Children

Children, adolescents and youths are always interested in violent stories and fairy tales or what they generally refer to as “action” films (Groebel, in Singer and Singer, 2001:255). The availability of mass media and particularly, television has made this more appetizing. Consequently, the quantity of aggressive content they consume is skyrocketing (Groebel, 2001). Incidentally, researchers such as Bushman and Huesmann, Bandura, Ross & Ross, Comstock etc. have observed that there is a steady increase of aggressive behaviour among these age groups. Hence, it has been postulated that there is some kind of correlation between media
violence and aggressive behaviour. The studies of Bushman and Huesmann were elaborate on the correlation between violent media content and aggressive behaviour. In fact they chronicled the different correlation analyses conducted by several researchers. Examples are:

Paik and Comstock (1994): Television violence and antisocial behaviour; Bjorkgvist (1985), Josephson (1987), Bandura (1977); Bandura, Ross & Ross (1961, 196 & 1963a) etc. All these studies slanted towards medium size significant levels.

Summarily, the scientific data gathered by these studies led to the conclusion that: “Television violence increases aggression”. Bushman & Huesmann in Singer & Singer, (2001:233). As a matter of fact, the heart of the study on “Effects of Televised Violence on Aggression is “…that media violence is one factor that contributes significantly to aggression and violence in our society”.

Video content is even more dangerous than the television. This is because videos present “realistic torture scenes and even real murder.” While the computer games enable the user to actively stimulate the mutilation of ‘enemies’, the internet encourages pornography, cultism and terrorist guidelines (Groebel, 1998:257). The “global village” concept has made it equally possible for children in the developing countries to access the sophisticated media facilities. Nigerian children are not left out in this trend.

Suffice it however, to mention that the media equally play a host of positive roles on children. The media are agents of socialization. They help in the development of cultural orientations and world’s views and act as mirrors of cultural trends. The
media, especially the television is fast taking up the duties of the home, the “shoddy baby-sitter” (Bushman & Huesmann in Singer & Singer) and an unwanted guest in the homes (Singer & Singer).

These derogatory values still point accusing fingers to the negative roles of the television on children. However, it is pertinent to appreciate the fact that the primary causes of aggressive behaviour in children can be linked to their family environment, peer groups and the socio-economic conditions within which the children are raised (Groebel and Hinde, 1991). In the views of Huesman and Eron, 1986) no specific act of violence is “caused by a single event” but rather, “virtually always, caused by multiple factors”. Similarly, a variety of situational factors such as frustrations, insults, ill-health etc. can lead to violent behaviours. This is in line with the belief of Berkowitz (1993) that a range of community, peer and family characteristics can socialize children to be more or less aggressive. This means that anti-social behaviour amongst children cannot be solely blamed on the media content they consume.

Review of Related Literature

The History of Children’s Use of Electronic Media

The 1920s and 1930s ushered in the excessive use of motion pictures and subsequently the development of the act of movie-going. Then came the use of radio and television respectively. This trend, according to Paik, in Singer & Singer (2001:7) generated a lot of studies from Americans as they worried over what will become of their children’s emotions, learning and social developments. The result
was a generation of studies by different scholars in the late 1950s. Some of these researches include: Schramm, Lyle & Parker (1961), Baker & Ball (1969), the Federal Inquiry (1970), Surgeon General’s Scientific Advisory Committee (1972), and a host of others.

In recent times, the proliferation of the interactive media such as video games and the internet and the amount of time children spend on these two media particularly, generated new concerns which consequently led to researches on the social impact of interactive media (Turrow, 1999).

The Nigerian experience may be slightly different from their western counterparts. This is because Nigerian children may not be as socially developed and exposed as the children in America. Besides, the social and economic backgrounds may not be as high or stable as in the Western world. The television was first established in Nigeria in 1959, not necessarily for the development of Nigerian children, but as a “child of discord” between Chief Awolowo and Governor John McPherson. The changes that have occurred since then, in terms of the use and availability of this broadcast medium have been quite enormous.

However, some reasonable improvements have been recorded. From this first African television, Western Nigerian Television (WNTV) Ibadan of 1959, the figure of available television stations in Nigeria has risen geometrically over these 48 years. Going by the latest figures obtained from the Broadcasting Commission (2004) Nigeria now has 143 television stations distributed thus:

* Federal Government owned NTA stations 97
* State Government owned NTA stations 32
At present, most households, especially in the urban centres have at least a television set. Even in homes where there are no television sets the children can easily access the medium from their neighbours’ homes. The children are therefore invariably able to watch television because of this rate of availability and accessibility. Researches have shown that the more television the children watch, the more they cultivate some habits, views and attitudes, (e.g. sources)

From the foregoing, television viewing has become an important pastime among Nigerian children and youths. The television is unique because of its ability to combine visual and audio signals. It is a very powerful medium. Hence, the number of scholars it has attracted and the number of researches generated over its influence on children and youths. Some of these researchers include Coon (1986), who refers to the television as “the tube as teachers”, and Comstock, Chaffee, Katzman, McCombs & Roberts (1978), in whose views, the “television is a good reason why children do not read their books.”

Empirical studies on “Television Viewing” in Nigeria are few and far between, unlike the situation in the United States of America where the bulk of literature is sourced. According to Coon (1986) “in over 99 percent of all households, television is practically a member of the family.” By 1984, average daily television viewing in America had exceeded seven hours. The Action for Children’s Television (1981) reveals that in America six to eleven years olds watch television for 29 hours a week, while two-five year old do so for 32 hours 47 minutes a week.
This shows that the younger the American child, the more television he watches. The Nigerian children may not be too far removed from this trend of viewing.

Television has been with us for almost five decades now. While agreeing with Dare’s (1992:10) view that we have a “generation of television children in Nigeria”, the question that readily comes to mind is: What actually has this period of viewership cultivated in Nigerian children, and how does this manifest in their perception of the world around them?

**Social Relations**

Social Relations refers to the social interactions between the different groups of people in the society. It means the modes of interaction between and among: individuals and groups, groups and groups, individuals and individuals, etc in the society. These modes of interaction are specifically represented by the polar opposites of cooperation and conflict. According to Engle and Snellgrove (1979:391), social interaction includes: helping or not helping others, working with others, it also, involves competing as well as cooperating with people. For the purpose of this study, social relations refers to the propensity of children to cooperate, compete or conflict with one another or other groups of people they interact with, within the society.

Their modes of interaction with people in the society can be a factor of their Children’s view of the world may have been influenced by Albert Bandura’s (1994:61-90) Observational Learning Theory which posits that: “Much of human learning takes place through watching other people model violent behaviour …
and social learning is particularly effective through a mass medium such as television…”

Relatively, the children’s social interactions with both their peers and the generality of people will be highly coloured by the experiences they acquire through their exposure to the television and video and their subsequent consumption of electronic media violence (EMV).

One important element of the mass media messages which the children consume is conflict. There is conflict of ideas among the actors; and the different groups of people in the films or programmes, there are conflicts in the programmes or games themselves; there is equally conflict in the needs of the children, etc. Interestingly, conflict is one of the indices for measuring social reality.

**Indices for Social Reality**

The three key indices for measuring social reality are: Cooperation, Competition and Conflict. These indices are particularly significant in measuring children’s definition of social reality especially, in respect of the influence of television and video on the behaviours of children. This may be because, the social relations of children is perhaps linked to what they see when they watch the television. Do they see cooperation, competition or conflict in the behaviours of the television characters?

Social cooperation means working together by putting individual efforts together as a team to achieve a common goal and greater results. As observed by Engle and Snellgrove (1979:404), several experiments on both animals and human beings, as well as experiments outside the laboratories have shown that working under cooperative conditions yields more results and solves more problems than working under competitive
conditions. Even with communication, the global village concept has further strengthened social cooperation among nations. For this reason, many national and international problems can be solved or improved through friendly communication.

Social competition refers to a situation where an individual or groups of individuals try to be more successful than the other individuals, groups or organizations in the society. There is competition in many spheres of life such as sports, businesses, offices, entertainments, homes, schools, etc. There is competition between individuals, groups, organization, societies, states, and nations. The whole essence is to ensure that in any situation; every individual or group wins, using whatever facility that is within their reach, oftentimes, including weapons. Justifying this, Engle and Snellgrove (1979:399) advised that: “If one member of a bargaining pair has a weapon, you are better off if you are the one who has it. But you may be even better off if neither of you has a weapon”.

Social competition could also involve the use of threats which definitely will lead to a breakdown in positive communication. Social competition may at times be unhealthy in which case one party is trying, not only to outwit, but also to undo the other party. However, there are healthy competitions in which case, each party is trying to produce, prepare or provide the best for the society.

It is quite obvious that social competition has both advantages and disadvantages, a few of which have been mentioned here. The question therefore is what do children see when they watch the television. Is it cooperation or competition? If it is competition, is it the healthy or the type of unhealthy rivalries amongst the television characters who they regard as their role models? What they perceive from the programmes they watch and the video games they play have grave implications for the nation.
Conflict refers to a state of disagreement between people, groups and countries etc. It could also refer to a situation where one has to choose between two or more opposite needs or influences. For instance, there could be conflict between the demands of one’s official responsibilities and the family, or even domestic chores. It could mean a state of opposite feelings about something, e.g. as in the Cognitive Dissonance in public relations whereby someone starts to have a double-mind about a choice he or she has already made in purchasing an item. That is, some state of inner conflict. Conflict of interest is a situation where one cannot do a particular job or perform a function very well because he or she will be affected by the decision he or she makes.

Often times, two ideas, views, opinions, beliefs etc., may conflict because they cannot exist together. According to Calhoun, Light and Keller (1997:69) – “where people interact, there is a potential for conflict”. So human nature is interspersed with conflict. This is perhaps, why there is equally much conflict in the television programmes, films and video games aired on both the domestic, national and international media; since the mass media “mirror the society”.

Because children are moved by their passion and they are highly adventurous in nature, there is the tendency that they will get attracted to conflicting and controversial issues and programmes. As they select and consume these programmes they may become apprehensive about the real world they live in. This is because their level of exposure to these conflicting views may influence their definition of social reality.

Calhoun, Light and Keller (1997:69) again contend that “conflict is not necessarily bad”…rather, it promotes innovation, creativity, and social change… it may also “promote unity and cooperation”. But then, is this what the children see when they are exposed to
the electronic media? So, do they perceive cooperation or conflict from the electronic media content they consume? In what ways do the electronic media messages they consume influence their behaviours and attitudes towards the people they relate with in the society? Answers to these questions are part of what this study seeks to determine.

Consumption of EMV and Perception of Social Relations.

The cultivation effect is often related to the influence of television viewing on people’s attitudes, beliefs and perceptions. (Shrum in Harwood, 2007: 64). Gerbner strongly believes that heavy television viewing creates in people, a world view similar to the television world which they have constantly watched. Sylvester on his own part contends that mass media try to distort people’s beliefs and this affects their perceptions of reality.

All these point to the fact that the consumption of electronic media violence (EMV) through television viewing, (and especially for heavy viewers) affects people’s perception of the ‘real’ world they live in. Perception is actually the way or process by which we make sense out of our environment. People perceive the world differently depending on their individual upbringing, dispositions, beliefs, cultures and other extraneous factors of which the media is one. The media are constantly bombarding the audience with information which they use to interpret the world around them. (Beneli, 1997). According to Burgoon and Ruffner, (1978:104), perception is the “process of making sense out of experience”. Similarly, Corner and Hawthorn (1980:29) describe perception as “how an individual makes sense out of his or her world”. All these point to the fact that some stimuli are presented to the individual which he or she then tries to attach some meanings to based on his or her own dispositions.
A child’s social group may be affected by his or her interpretation of the EMV consumed from the media. This is because, his or her interpretation may be directly related to that of the television world which he or she is used to. Supporting this view, Huntemann and Morgan cited in Singer & Singer (2001:309), assert that:

All together the massive flow of popular images, and symbolic models disseminated by the media profoundly shapes what young people think about the world and how they perceive themselves in relation to it.

According to them, the influence of the television is not only rated in terms of how it affects the audience’s “behaviour but in what the audience think about”. The implication is that a child’s thinking may become heavily coloured by his or her media experiences, consequently, his or her views might contrast with the views in his or her social group. In Biesanz and Beisanz’s (1978:2) views, “a social group is made up of two or more people who interact, feel a sense of identity that sets them off from others, and have social relationships consisting of interrelated and reciprocal statuses.”

They further argued that these interactions may be short or long-lasting and may be with varying emotions. This means that the members of a social group must have something in common. It could be: a task, belief, value, territory or even an interest. Some of these basic values may be disrupted when a child wrongly perceives the ‘real’ world around him due to the influence of the media messages consumed from the ‘reel’ world of television and video.

Heavy television viewing may equally lead people to create a wrong impression of others since “our knowledge and expectations of others are determined in part by the impressions we form of them”. (Freedam et al, 1972: 32). Heavy exposure to EMV may therefore
have a ripple effect on the society, since the children’s perception of the environment could lead to some unhealthy situations. Besides, the viewers’ perception of the society could take up any of the three dimensions identified by Osgood, Suci, and Tannenbaum in their study of 1957. These are dimensions of:

- Evaluation - Good or Bad society
- Potency – Strong or Weak society
- Activity – Active or Passive society

Whichever the case, the perceiver who wrongly perceives the society under any of these dimensions is likely to act or behave contrary to the norms and value systems of that society. This is in contrast with Chinoy’s view (1967:25) that:

> The concept of social relations is based on the fact that the human behaviour is oriented in innumerable ways to the other persons…

Also, social relations may be said to exist when individuals or groups possess reciprocal expectations concerning the other's behaviour so that they tend to act in relatively similar ways.

The patterned ways of human interactions have been altered and reversed by children and youths in most societies where there is a high rate of electronic media subscription. Researches have shown youths going into binge drinking, murdering, bullying (BBC Online 2005), and taking slimming drugs (Hayley Dohnt 2005), as a result of the habits they acquire from the television. In this way, these youths try to approximate the images they watch on television to the images they see in real life. Binge drinking, for instance, strongly determines how a person relates to others in his social environment or perceives relationship with his friends, peers, relatives, and social institutions, schools, churches, government, etc. Oftentimes, the youths involved in binge drinking blame their plights of the outcome or drinking on the society and so tend to revolt against it. In Croteau’s (2000:13) words, we often use: “the ‘realness’ of the images as a basis for evaluating whether we
like or dislike particular representations; all representations re-present the social world in ways that are both incomplete and narrow.”

In the bid to help develop and socialize mankind, the television has equally introduced the “situational geography of social life”. This is aptly captured in Meyrowitz’s (1985) assertion that the media has blurred or reconfigured our old roles and identity in response to new kinds of social situations. In this way, the media try to shape our environment. A typical example is what Meyrowitz’s calls “the blurring of childhood and adulthood”, which is as a result of new patterns of information flow through the television. He pointed out that television brings adults and children together in social situations that were previously exclusive to adults and usually hidden from or not accessible to children. In this way, the television permits children to be present “socially or physically at adult interactions”, hence, breaking the important “barrier” between adults and children; which was in the past taken care of by different levels of reading skills.

Today, the media act as the bridge between individuals and their relations to the ‘significant others’ within their social environments. This means that people learn about their positions in the society through the mass media. Because the mass media affect how we learn about our world and interact with one another, we cannot but agree that mass media are involved in the process of social relations. The mass media, (both in content and process), impact on all areas of the society (Croteau 2000:17). It is a powerful socializing agent and today it is present in almost every home. As earlier on cited in this work, by the time an average American student graduates from high school, he or she would have spent more time in front of the television than in the classroom,(Graber, 1980 :2). The situation in Nigeria may not be different, as Abiola (1980) observed, that by the time Nigerian
children complete their senior secondary school education, they would have spent more
time on the television than on school work. As they view these media programmes, they
“learn and internalize some of the values, beliefs, and norms presented in the media
products” (Croteau, 2000: 15).

Huntemann and Morgan (2001:309) observe that the massive flow of images,
representations or symbolic models disseminated by the media, profoundly shape what
young people think about the world and how they perceive themselves in relation to it. In
the same way, these factors influence the way they react to situations and how they behave
generally. A recent documentary report by DSTV, Channel 69, on Sunday 25th of June
2007, is instructive. It stated that excessive consumption of video games led a 15-year-old
boy, in Japan to hijacking a bus, stabbing 3 commuters and the conductor of the bus. Equally in the same report, where stories of: a 16-year-old boy who killed 2 (two) teenage boys who were his classmates. So also, another boy killed and beheaded his 15-year-old classmate; claiming that “if he cannot do well in academics at least he can excel in crime”.

In another incident, Larry Phillips (26years), a formidable criminal in the company of
Matasoroni (30years), another criminal, carried out the worst bank robbery in the history of America, at a branch of Bank of the North, during which they unleashed terror on the entire police Squad in Los Angeles. During the investigation of the case, a tape was discovered which was actually, a copy of a film called “the Hollywood Shootout”. Phillip’s robbery was almost a direct replication of the film. DSTV Channel 260: The National Geographic Channel aired it under the caption ‘Situation Critical.’ A brief profile of his life showed that Phillip started crime at age 16 with shop lifting.
Part of the problem this study intends to investigate is whether or not there is any relationship between what the children consume and their perception of social relations. Will the views of sociologists that: “the individual is to varying degrees, a product of social relations” be affirmed at the end of this study? Or will the analysis of data show a disparity between the modes of socialization of Nigerian children and children in other parts of the world?

**George Gerbner’s Cultivation Hypothesis**

Based on his work on the Cultural Indicators Project, Gerbner came up with a “cultivation hypothesis” which states that heavy exposure to cultural imagery will shape a viewer’s concept of reality. He later used the cultural analysis research strategy to test this hypothesis, which culminated in a theory of television cultivation. The basic postulate of this theory is that “heavy exposure to the Mass Media namely television, creates and cultivates attitudes more consistent with a media conjured version of reality than with what actually reality is”.

**The Cultivation Theory**

The Cultivation theory posits that the heavy viewers’ attitudes are cultivated basically by what they watch on television. Accordingly, Gerbner believes that television is not actually a mirror of, or a window on the real world as it ought to be, rather, it is a “world in itself” (Mc Quail, 1987: 100). While Gerber appreciates the fact that television is a strong socialising agent that educates viewers, he holds tenaciously to the view that it “educates” viewers on a separate version of reality”. He strongly believes that the more
viewers watch television, the more they strengthen their faith in the television version of reality.

Accordingly, Gerbner labels those who watch television for more than four hours a day as heavy viewers while those who watch for less than four hours a day as light viewers. He contends that heavy viewers are exposed to more violence and therefore, are affected by what he calls the “Mean World Syndrome”, that is, the idea that the World is worse than it actually is. The focus here actually is on heavy viewers, since the light viewers have other sources of information and outlets that influence their version of reality, rather than the heavy viewers whose main source is the television they watch.

Through the Cultivation Analysis, Gerbner and other cultivation theorists tried to prove that violence, love, hatred, cheating, infidelity, etc, are more prevalent in the television world than the real world. Hence, they attempt to correlate television content with the dispositions of heavy viewers.

Some of their findings include:

- Acceptance of violence by children as normal in real life.
- Increased fear of walking alone at night
- Mistrust of people in general
- The “Mean World” syndrome hence, heavy viewers are easily frightened and they are too cautious of their environment or the real world around them.
- The Main Streaming Mechanism (a homogenous outlook on life irrespective of viewers’ demographics.)

Gerbner’s thesis has been criticized by some writers who believe that he was myopic in his definition of heavy viewers. The critics argue that he tried to bring in his own values into the theory by “deciding what to consider violence and by assigning numerical values to heavy television viewing”. Nonetheless, they quite agree that there is some correlation
between the consumption of violent images and aggressive behaviors in children which
the children eventually grow up with.

Paul Hirsch (1980), particularly argued that since Gerbner and his associates did
not adequately control other extraneous variables, there was no basis for them to have
concluded that television wields such a strong influence on people’s perception of social
reality as they claim. He argues that if one controls a number of different variables all at
the same time, only a minimal effect would be left to be attributed to television.

**Economics of Mass Media**

The media are not charity organizations; they exist to make profit. Strangeness/oddity
which is a very important news value most of the time determines what makes news in the
print and electronic media. This may explain why there is so much violence in both the
television and video programmes that the media present.

Research reports published in the early 1970s have shown that there is a lot of violence on
television programmes. Consequently, there is a steady increase of violent programme
viewing in the past 30 years. By the 1990s, there was an increase in the number of
popular children’s programmes with violent themes, and particularly those in which the
heroes use violent means to solve problems and settle disputes.

Because people like to watch sensational and striking events, the media equally present to
them what they desire. According to media reports, we live in a violent society, art tends
to imitate the modes of life as portrayed by the society. For, according to Zev Braun,
(1990) CDBS television Executive, it would be better to clean the society than to clean the
reflection of that society. In Howard Stringer’s views (1993), the television industry is
only holding a mirror to the society. This may thus, justify the fact that media executives
publicly claim that the reason why there is so much violence in the media is that the society is filled with violence and the media has the responsibility to accurately depict the society in their products and through their programmes. According to Scott Stossel (1993), shooting and other types of violence are easier and cheaper to cover on news programmers. In his word: "Community events and other” educational” programming are often left out. Non-violent materials do not sell as much as the violent kind. It is no wonder why this type of programming prevails.”

The average person agrees that the purpose of broadcasting is to inform and entertain. Similarly, broadcasting licenses are awarded to television networks with the belief that they will broadcast in the “public interest, convenience and necessity” (Hamilton, 1998:33). It therefore, stands to reason that networks consider what to broadcast based on what the public want. However, the true purpose of course, is not so much to inform and entertain, as it is to provide an audience for product advertisements. In his book Selling Out America’s Children, Walsh (1994) discussed how television programming and advertising, two influential voices in American culture today work together to shape our values. The story scenario may not be too different here in Nigeria. Generally speaking, the job of the media executives is to hold an audience in order to sell their advertiser’s product. In order to hold their audience, they do what it takes to hold the audience’s attention. According to Walsh (1994, 2001); and Jhally, (1994.), the most common attention-grabbing topics are sex, violence and humour. Consequently, television commonly features these topics (In the end, as a result of seeking the most profitable programmers, media executives are creating programming that promotes violence, irresponsible sex and materialism. In this
respect, media executives are benefiting from a product that is, in many ways, unhealthy for their audiences especially children.

Young viewers are often sought after because of their relative inexperience with ads, and the fact that their products and brand name preferences are less strongly entrenched make them potentially more easily influenced than other audiences Walsh and (1994).

Hamilton (1998) provides a detailed analysis of the use of violence on television as a marketing strategy to ensure a viewing audience. He explains that “the portrayal of violence is used as a competitive tool in both entertainment and news shows to attract particular viewing audience”. Demographic characteristics of those who appear to prefer violent programmes are thus very important to television executives.

Rationale for the Portrayal of Violent Films or Exposure

It is not to be assumed that the personnel of the media sit down to produce nothing but violent films. For every production there is a purpose. It may be to draw attention to certain national issue or problem. It may be to teach some lessons. The film may be portraying a fact situation. In all these, the inferences some children may draw may differ from those of others and also from the inferences by the adult as shall be shown presently.

One day at Tinubu Square, Lagos, a policeman in uniform saw a suspected thief jumping down through the window. The policeman walked towards him; he took to flight; the policeman pursued him, and caught up with him. The man fought back, hitting the policeman in order to escape. He tore the policeman’s dress. The policeman disabled him with his truncheon before some on-lookers rallied round them. When asked what had happened, some of the children, who watched the incident reported that the policeman as
usual, was “beating one man”. What these children saw is the violence and this may have been based on their stereotype opinion of the ‘Bobby’. The story would not have been different if the scene was in a video or television. One issue that arises is a conflict between the duty to present facts of situations and the public policy, which demands, that children should be shielded away from violent exposures. In such circumstance, it appears the former would prevail over the latter. The implication is that there will always be some amount of violence available for consumption.

Theoretical Framework

This section presents the basic mass communication theory upon which this thesis is hinged that is the Cultivation theory, as well as a summary of other theories of mass communication which have bearing on cultivation theory. These are the Observational Learning theory and the Catharsis theory.

George Gerbner’s cultivation theory.

This theory considers the way the excessive exposure to the media, especially through the television and other interactive media subtly shapes the users’ views of the world and social reality. This theory was initially presented by George Gerbner and his associates (Gross, Morgan and Signorelli) in their Cultural Indicators Project as the Cultivation Hypothesis. Thereafter, it became the Cultivation Theory. Some concepts emerged with the Cultivation Hypothesis. The major one being the Mainstreaming Effect. This means the “homogenization of people’s divergent perceptions of social reality into a convergent mainstream” (Harris, R. J. 1994:21). Others include the Mean-world Syndrome,
Commonality of world view and the-middle-of the road-view. The theory posits that viewers learn “facts about the real world through observing the world of television.” The viewer automatically stores memory traces got from the television and later uses the stored information to formulate beliefs about the real world (Hawkins & Pingree, 1990). The concrete base behind this cultivation theory is that: the more viewers watch television, the more their faith in the television version of reality. (Gerbner, G & Gross L, 1976).

Methodologically, the Cultivation theory compares heavy and light viewers of television by using the correlation research methods. Generally, the results show that the world view of the heavy viewers more likely resembles that of the television world than those of the light viewers. Hence, those who watch a lot of violent television programmes see the world as a more violent place (mean world-sim to that of reality). The social reality cultivated through mainstreaming is varied. These include: understanding of sex roles, (Morgan 1982, Preston 1990), political attitudes, (Gerbner, Morgan, Signorelli 1984; Gerbner et al 1986; Morgan 1989), also cultivated through mainstreaming are health behaviours and health practices (Gerbner et al, 1981a).

Cultivation hypothesis has equally been applied cross-culturally (Morgan, 1990; Morgan and Shanahan, 1991, 1992).

Critique

Influential as this Cultivation Theory is, it has its own weaknesses. The main one is the fact that it did not consider what would happen if other socio-demographic variables are controlled. Several studies have shown that a careful control of these other variables will drastically reduce or eliminate cultivation effects. Supporting this view, Ogwezzy (2004)
in Olurode and Soyombo (2004) observed that:

- television may not be the engine driving real life violence because people learn about novels, dramas, books, homes, (domestic violence [life]), street, government such as those in the National Assembly, etc. Therefore television violence must be understood as a complex scenario and an indication for social relationships.

While agreeing with other critics that the television has brought about radical changes in the way children grow up, children learn and live in our society, she contends that there are a lot of other socio-cultural factors responsible for children’s perception of their society including their previous attitudes. According to her, the media, can hardly convert their audience viewpoint overnight, rather they can reinforce their old attitudes.

Conclusively, while the media plays a vital role in shaping the world views, aspirations, and social reality of the users, it combines with other innate and socio-cultural devices and factors to determine their perception of social relations.

Also, some of the assumptions underlying the cultivation theory have been criticized. For instance, the theory seems to assume without demonstrating it, that the messages of television are essentially uniform ((Hawkins & Pingree, 1981); and that viewers accept what they see as perceived reality (Slatter & Elliott, 1982). Based on the available Literature on Children and the media violence, this study partly hypothesized that excessive consumption of EMV will influence Nigerian children’s perception of social relations.

This study intends to confirm or repudiate these facts, essentially since the logistic regression analysis used for this study has the good characteristics of controlling every other dependent variable before testing a particular variable. At the end of this study, one
would be able to confirm whether or not Nigerian children accept what they see as perceived reality.

**Related Theories**

**Bandura’s Observational Learning Theory**

This theory states that viewers, especially children, learn and imbibe certain behaviours by observing, and copying some television stars, who they consider as their role models. Hence, people can learn aggressive behaviours by observing aggression on Television. Research on observational learning suggests that children who view aggressive behaviors involving the body (e.g., biting and kicking are likely to imitate the behavior (e.g. Bandura, 1973, 1983), which is likely to result in harm to child peers. Other reports indicate that repeated pairing in the media of guns with violence, leads to the formation of permanent links in the memory, such that the mere presence of a gun enhances the likelihood of aggressive responding. (e.g. Anderson, Benjamin, & Batholow, 1998; Bartholow, Anderson Carnagey & Benjamin, 2002, Berkowitz & LePage, 1967.)

**Basic Postulates**

- Most human behaviours are learned observationally through modeling
- Children learn both specific aggressive behaviour and attitudes through observational learning.
- Through imitation and vicarious reinforcements children develop habitual models of behaviour that are resistant to extinction (Bandura, 1977).

The extent to which children imitate an actor is greatly influenced by the reinforcements an actor receives (Bandura, 1963. For example, if an actor is rewarded for a behaviour a
child is more likely to imitate that behaviour (Bandura 1965; Bandura et al, 1963a, 1963b; Walters et al, 1963). If an actor is punished for a behaviour, a child is less likely to imitate that behaviour (Bandura, 1965, Walters & Parke 1964).

Unfortunately, most violent acts perpetrated on television go unpunished. Going by the result of the National Television Violence study (NTVS) of 1996, almost 75% of violent acts on television go unpunished. Incidentally, many violent acts on television are perpetrated by characters with valued characteristics. The NTVS study again indicated that 40% of the violent acts are by characters who “possess valued characteristics that would make them attractive role models for viewers”.

Furthermore, Huesmann (1988, 1998) posits that “children learn what might be called social scripts for complex aggressive behaviour from observing violent actions in the media”. Scripts are programmes “from how to solve social problems” (Huesmann & Miller, 1994). Children may employ these scripts automatically with little or no thought. Accordingly, a script is often suggested by what a child observes. The child fantasizes about behaving in similar ways. This fantasy about TV violence is what exacerbates the effects of viewing violence. (Huesmann, 1998).

Seemingly the Observational (Social) Learning Theory recognizes the fact that much of human learning takes place through watching other people model violent behaviour. Bandura (1994:61-90) contends that social learning is particularly effective through a mass medium such as television which gives a “multiplicative: power from a single
model transmitting new ways of thinking and behaving to many people in different locations”.

The characteristics that make children vulnerable to what they see include:

- sex, age, family ties and background,
- The portrayal of the actor as possessing valued characteristics
- Reinforcements / rewards received by the actor who is their role model
- Psychological traits such as, self-esteem, determination, fear etc.

**Seymour Feshbach’s Catharsis theory**

The idea of Catharsis was originated by Aristotle during his discussion of the purpose and effect of Greek tragedy. He observed that members of an audience experienced a variety of emotions while viewing a play, and that the audience, though not in danger themselves, when the hero is threatened, experience fear. This does not affect their behaviour directly; instead they express their fears through the actions of the hero. This arousal and expression of emotion results in a purgation or Catharsis of the emotion. This means that the viewers are less likely to experience this emotion in future.

However, the major study on Catharsis was that conducted by Seymour Feshbach in 1955 in which he studied the reactions of some “insulted and uninsulted” groups of students during a fantasy task aimed at expressing aggression after being insulted. He observed that the insulted students were less aggressive than the uninsulted ones.

The catharsis theory claims that violent television content performs some useful psychological functions for the viewers. This is because, watching aggressive programmes help people to release their pent-up angers, anxieties and frustrations, rather than physically inflict injury and pain on others. This theory is one of the theories that
deals with “coping with media effects”. It contends that the relevant pattern of action by the individual results in some gratification, including relief from some stressing situation.

Folarin, (1988) defines Catharsis as the process by which built-up emotions are released through experiencing situations that appear to deal with such emotions and frustrations. The theory asserts that in the normal course of our daily lives, we build up frustrations that eventually lend to aggressive behaviour. The Catharsis process, thus cleanses us of such frustrations through our vicarious participation of others’ aggression, by watching media violence. Hence, such media (television) content serves as harmless vehicles for relieving the feeling of hostility and frustrations. This eventually lessens the need or urge to engage in aggressive behaviour. The Catharsis theory further holds that exposure to violent media programmes reduces the probability of violent behaviours in general, particularly, by children.

However, the postulations of the theory do not suggest that the theory is problem-free. Hence, one may disagree with the theory when it is compared with the postulations by other theories that are opposed to it (such as the aggressive cues, observational learning and reinforcement theories).

Going by the views of Maclean, (1972) that “theory can be thought of as our understanding of the way things work”, the media personnel especially those who plan the programmes for children must be cautious in their use of televised violence messages. Furthermore, managers, producers and artistes should relate media violence to positive learning principles and to the socio-cultural contexts of the audience.
Criticisms of Catharsis Theory

This theory has, however been criticized for the following reasons:

- That there are no convincing data to show that watching violent acts reduces tension or the propensity to act aggressively (Doob & wood, 1972)
- That the one field study often cited as catharsis effect (Feshbach & Singer, 1971) has methodological flaws which even the authors have recognised. (Huesmann, Eron, Berkowitz & Chaffee, 1991).
- A lot of studies have already shown that violence viewing and aggression are positively, related, which contradicts the Catharsis hypothesis.

Perception Theory

This theory deals with the way people see things. It is the assignment of meaning to sensory information. Burgoon and Ruffner (1978:104) define perception as the process of making sense out of experience. To Corner and Hawthorn (1980:29), perception is “how an individual makes sense of his or her world”. In their opinion, one’s perception is a factor of his or her psychological dispositions, past experiences, cultural expectations and social relationships.

This process of interpreting sensory information which the perception theory advocates, is quite complex. Berelson and Steiner (1964:88) confirm this when they state that “perception is the complex process by which people select, organize and interpret stimulation into a meaningful and coherent picture of the world”. Bennett, Hoffman and Prakash (1989:3) observe that “perception is notably active; involving learning, updating and interacting with the observed”.

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According to Severin and Tankard (2001:73), decoding, which is a process of receiving and interpreting messages, involves perception. To them, perception is the taking in of stimuli through the senses and the subsequent processing of that information.

Our perception of the world around us is determined by certain factors. Notably are the two types of influences identified by researchers: the structural and functional influences. The “structural” influences on perception come from the physical aspects of the stimuli to which one is being exposed. The “functional” influences are the psychological factors that influence perception and thus, introduce some objectivity into the process.


**Subliminal Perception**

Subliminal Perception is perception that takes place below the threshold of awareness (Severin and Tankard, 1992:67). This is similar to Subliminal embeds, which are static elements or stimuli planted in print ads. They are usually too small or vague to be consciously recognized. In both cases, the audience is being subtly introduced to some stimuli which they may not have consciously accessed. A number of studies in subliminal-perception have shown that people can respond to stimuli below the threshold of awareness.

Subliminal perception arises as a factor of the unconscious consumption of subliminal embeds (hidden words or symbols) from television programmes or adverts. The viewer is influenced by these embeds. Thus, even against their wishes, the audience unconsciously consumes a lot of violence through some programmes, especially adverts which, more often than not, are aired during primetime. In the same manner, these audiences subliminally perceive conflict or cooperation in the interactions of the social relations of
people around them. What they perceive, is however, a function of host of factors ranging from their backgrounds, educational levels, life experiences, beliefs, religion to their social-economic statuses.

The children are not left out in this whole process. So, while they on one hand consciously consume EMV, they also on other hand imbibe some unwholesome messages, effortlessly. This in part, accounts for why children are highly exposed to, and consume much violence through the electronic media which consequently influences their view of the world they live in.

2.6 Empirical Studies

There are divergent views about the influence of media violence on the society, and it cannot be denied that television disseminates a great deal of violence. What is not certain and less obvious is the instincts which the violence sparks in a particular individual, what dimensions it takes and what the consequences will be. The measurement of cultivation effects has provided some insights into the diverse nature of cultivation effect.

Cultivation effect refers to the influence of television viewing on people’s attitudes, beliefs and perception (L.J Shrum: 2007). Shrum, however, contends that the size and reliability of the cultivation effect may differ as a function of the dependent variables. Among such variable is direct experience. For instance, those who have had direct experience with crime exhibit greater cultivation effects than those without it. (Gerber, Gross, Morgan and Signorelli: 1980, Shrum & Bischack: 2001).
Many communication scholars and even those from other fields and disciplines have either written or critiqued works on children and the media. Emphasis have often times been on the consumption of media violence by children through the media, essentially, the television. Others have concentrated on film and video games as veritable sources of media violence. Even from the medical sciences researches have been conducted which show that early exposure to television, video/computer games poses a risk to children.

A review of empirical studies conducted on children and media violence (Busselle & Shrum 2003, Shrum 1996) revealed that more recent researches have begun to investigate the psychological processes that may underlie cultivation effects. Some of these studies have come up with very positive effects of television viewing, actually showing that “television viewing increases the accessibility of relevant information from memory and the respondent use the ease of recall as the basis for their judgments.”

A number of studies have shown that the consumption of EMV can create a lot of problems for a nation by shaping the opinions of the children e.g. Anderson & Bushman (2002, 295: 2377-2379), Wilson & Strasburger (2003), Bushman & Huesman (2001:223).

Others have confirmed that, a lot of violence is incorporated into the mass media messages, programmes or games that are easily accessed by children due to the proliferation of the electronic media. Recent researches have shown that a majority of these games are extremely violent in nature “involving mass killings as the primary strategy for winning the game, and containing extremely gory graphics to depict it all” Anderson & Bushman (2001, 12: 353 – 359). Other researches with similar views include: Bartholow & Anderson (2002, 38:283 – 290), Dietz (1999, 38: 425 – 442).
Fredrick Zimmerman studied the influence of long period of exposure to and the consumption of television and video/computer games on children etc. He came up with the conclusion that long exposure to the media (television, video and computer games) inhibits language development and learning abilities; worse still, it causes aggressive behaviours in the children later in “life as well as affect their health generally”. He advised that parents, guardians and caretakers in kindergartens should not allow the children to stay in front of the television for a long period.

Gentile, et al., (2003) summarized the researches that have been done over 40 years and presented a broad range of approaches and findings to confirm what has long been suspected - the fact that media violence has profoundly negative effects on children. They presented the scientifically documented negative effects on children to include the: aggressor effect, the bystander effect, and the appetite effect.

On the African scene, some works have equally been done which were edited by: Norma Pecora, Enyonam Osei-Hwere, Ulla Carlsson and published by NORDICOM. Though they can not be compared to the copious literature from the Western scene, they reflect a wide-range of issues and concerns related to children’s media culture in Africa. Most of these works address the role of entertainment television in Addis Abba, Ghana, South Africa, Kenya, and Zambia and in the lives of Muslim children.
Similar works by Nigerian Authors

In Nigeria, related works include those done by Sobowale and Odukomaiya. The procedure and findings of their works as analyzed by Okoye (2004:33, 35) are summarized below. Idowu Sobowale and his associates (1999) conducted a study entitled: “The impact of video films on children and adolescents in Lagos state”

The objective of their study was to determine if video films had any “direct effects” on the children. Through the survey research design they administered 941 copies of the questionnaire (in 1997) to the children selected by a multi-stage sampling technique. At the end of the study, Sobowale and his associates came up with following important findings. Regarding media exposure, it was found that the children were adequately exposed to all available media. The study reported that over 80% had access to radio and television; 78.9% had access to video and 91 said that they read newspapers often bought by their parents. According to the study, the children use the media so as to satisfy their needs of being informed, educated and entertained.

The study equally found that video films had specific impact on the children as they had affected the relationship between the children and their parents positively.

Accordingly,

about 31% said the films had enhanced their ability to relate freely with their parents, ten percent said they had been emboldened to talk to them: and 12.9% could now ask for things they needed and 14.3% could now tell their parents if they, (their parents) were wrong. About 4% of the students would now insist on what they wanted (p.8).

Sobowale et.al. concluded that the films exert “considerable influence” on the children. Consequently, they argued that since children could easily pick negative habits from the films, there was a need by the stakeholders in the film industry, especially the National
Film and Video Censors Board (NFVCB) to ensure that harmful materials were not allowed in the films watched by children and adolescents.

However a number of conceptual and methodological weaknesses can be picked on Sobowale’s study. For instance, the sample excluded the entire population of those children who are out of school. Millions of children of school age are believed to be out of school in Lagos state. These include the ubiquitous youngsters who engage in menial work or just idle about, some of them engaging in deviant behaviors. A survey of the media habits of these less privileged ones and the values of the electronic media to them would have been quite ideal. Furthermore, as rightly observed by Okoye (2005:35), Sobowale’s questionnaire was not exhaustive to probe into the intricate subject of the impact of video films on the respondents. Besides, children are known to give responses which they expect the elders to approve while hiding their true attitudes and practices. As such, a survey cannot easily ascertain some likely influences of video films on the children, such as romance with the opposite sex, learning of violent behavior and smoking. Again, even the best behaved children may be tempted to devote more time to video watching, at the expense of domestic chores and school homework.

Odukomaiya (2000) conducted a study on “Media Behaviour of Adults and Children in a Nigerian city”. In this study, he tried to examine how adults and children in Abeokuta, the capital of Ogun state in South western Nigeria, select and use the mass media. Using the survey research design, he conducted the study with the aid of a 24 point questionnaire administered to a population sample selected by a multi stage random sample. His findings were: that the respondents generally owed and used radio and television and that most parents claim that their children watched television only a few hours daily (between
two to four pm). Regarding the impact of television on the children, while some parents said their children copied “violence” from it, others said the children learnt good behaviour from the tube.

However, a major shortcoming of the study was the absence of cross-tabulations of the independent variable of the title with the demographic variables such as age, education, year in school, income and sex. The essence would have been to find out the extent to which these social demographic variables predicted media use.

Formation And Measurement Of Attitudes

Formation of Attitudes
Abelson (1972:20) is of the view that information modulates attitudes. According to him, attitude is determined by information, old and new, available to someone about the properties of an object. Confirming this view, Sherif and Sherif (1969:333) assert that most of a person’s social attitudes are derived from dictums, formulas and examples within the family, church, school, mass media of communication, etc. Fishbien and Ajzen (1935:789) maintain that attitudes are learned through experience. Their belief is that attitude towards an object is determined by a person’s salient belief that the object possesses certain attributes. This means that for someone to form an attitude towards an object, the person will consistently select attributes of the object whose prevalence or deficiency affects the individual’s attitude towards the object. This is in line with the observation of Sherif and Sherif when they contend that having an attitude “… is a matter of degree rather than an all-one affair”. As for Kiesler et al (1969:107), attitude response
is “two dimensional or double-arrowed in sort of chaining mechanism”. This means that the response is both to the “observable stimulus as the stimulus is to the observable response”. Hence, to Doob (1947: 136), attitude is both cue-and-drive producing. From the fore-going, it can be easily inferred that attitudes, whether learned or informally acquired, can be both cause and effect. Hence, the violent programmes consumed by the children can be some kind of cue which can drive them into forming certain attitudes towards the objects and subjects in their social environments.

Measurement of Attitudes

As a social being, man has strong attitudes which cannot easily be measured physically. Different categories of people in the society hold different positions on various significant issues in the society and in human relations. The children are not exceptions as they have their own dispositions towards life too. Whenever the need arises to ascertain these dispositions, they need to be measured through a scale. This has to be a psychosocial scale of measurement. According to Sherif & Sherif (1969:337), psychosocial refers to social facts and their schemes of categorization based on consensus. This scale defines consensus on what is acceptable and in what degree, what is objectionable and in what degree, within a given group or for the various group composing society. The group in question for this study is the Nigerian children whose perceptions of social relations need to be measured in order to ascertain how the media contents they consume influence their views of the social world around them. Attitude measurement is the assessment of an individual’s response to a set of social objects or
situation by observing a sample of behaviour from an attitude universe (Green, in Garnder, 1948: 338).

Kiesler et al., (1969:107) identified five techniques of attitude measurement, namely:

- Self report
- Observation of overt behaviour reaction to partially structured stimuli,
- Performance on objective tasks
- Physiological reactions

Social scientists regard the self-report technique as the most popular. The technique has four basic types of attitude scales, viz: Thurstone, Likert, Semantic Differential (Osgood) and the Guttman’s Scales. For this study, only the Likert scale will be explained as it is the researcher’s scale of choice.

The Likert Scale

This is a scale developed by Rensis Likert, for the measurement of attitudes. This technique which has been widely and successfully used is a discrete five-point-scale used to measure a person’s attitudes about a particular object. Through this scale, each response can be converted to a number upon which the principles of measurement will be applied; the figures summarized and then results compared. According to Ofo, (1994: 74) “the respondent, reacts to statements with varying degrees of intensity on the alternatives which range from strongly agree to strongly disagree…” The Likert scale is equally a five-point interval scale used to state the level of agreement or disagreement with a statement of an attitude, belief or judgment. The alternatives often used in the Likert scale is strongly agree, agree, undecided, disagree and strongly disagree.

This scale involves the construction of opinion statements (about an attitude object) which represent the two general categories of “favourable and unfavourable”. The
respondent indicates the extent of agreement by indicating one of the graded series of five points ranging from strongly agree to strongly disagree. The essence is to allow the subject enough range to express the degree of his agreement or disagreement with the statement about the object.

The responses of strongly agree are scored 5, agree are score 4, etc (refer questionnaire) until the strongly disagree category which is scored 1. Hence, the most favourable response to each item is scored 5 while the most unfavourable is scored 1. So, each person has a score from 1 to 5 on each item. A person’s total score representative of an overall attitude on the topic studied is simply the sum of item scored. (Carlsmith et al 1976). The higher the score, the more positive the respondent’s attitude is viewed to be and vice versa. The Likert scales, like social distance scales, yield ordinal measurement because differences in numerical values are not equal.

Of all the four scales, this study has chosen the Likert scale because of the larger range of responses typically given in this scale. Besides, it gives the respondent enough latitude to show exactly where his interest lies along a continuum of responses.
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CHAPTER THREE

METHOD OF STUDY

Research Design

A research design is a plan which a study uses for collecting, collating and analyzing a set of data. For this study, the research design of choice is the Survey method. This is very relevant due to the relatively large study population and the need for a questionnaire. Lindemann (2003:29) defines a survey as: “any systematic collection of data that uses a questionnaire and recognized sampling technique”. Also the survey is relevant because according to Bettinghaus (1968:22), “it is the most appropriate method for getting information from people concerning their perceptions, opinions, attitudes and behaviours”. Again Baran (2002:48) pointed out among other things, that “the survey is particularly useful for identifying and measuring the extent of the relationship between two or more phenomena”. The descriptive survey design is appropriate for obtaining information pertaining to the demographic variables of age, sex, social economic status, religion etc and for relating the information to the opinions, beliefs, values and behaviours of some group of people (Berger 2001). This is the focus of this chapter.

The survey design, according to Babbie (1973:45) has the important characteristic of ‘Parsimony’ (which is captured through representativeness) since a large amount of data can be collected with relative ease. Confirming this view, Sobowale (1983:25) pointed out that: “the survey method helps to standardize the researcher’s questions in the same way, guarantees as much as possible uniformity of answers from the respondents and facilitates data processing through easy coding”. In consonance with these views, is Churchill’s (1976:75) opinion that “the survey technique attempts to be representative of some
unknown universe, both in terms of the number of cases included and in the manner of their selection”. Still underscoring the values of the survey research, Osuala (1990:81) asserts: “surveys do more than merely uncover data, they interpret, synthesize and integrate data and point to implications and inter-relationships”.

Baran (2002:48) lends credence to these views saying that “Survey is particularly useful for describing the characteristics of large population; it is flexible and ideal for identifying and measuring the extent of the relationship between two or more phenomena”

In considering the cost implications of research studies, Wimmer and Dominick (1989:102) contend that “the cost of survey is reasonable, considering the amount of information gathered”, all else being equal.

All these qualities of the survey method if properly designed make it a most efficient method of social research. It is “probably the best method available to a social scientist interested in collecting data for describing a population too large to observe directly” (Babbie, 1983:83).

3.2 Population of the Study

Generally, population refers to the group of interest or items from whom a researcher wants to obtain information. According to Akinbo (2004:3), the population of a study is the totality of the units under consideration. The population of this study consists of Nigerian children, termed “the totality of the group under consideration”. That is, the group from which the statistical data are to be derived. Thus, the population for this is the 59.2 million Nigerian children, going by the 2006 National census which showed that 42.3
% of Nigerians (i.e. 59.2 million) are children below the age of 14. They are equally “the
group of interest to whom the researcher intends to generalize the results of this study”.
Hence this population must be specified in order not to “mislead or deceive the readers”.
(Popoola, 1999:49).

The specific population for this study consists of Nigerian Children between ages 8 and
14 years resident in Lagos State. This limitation in scope is due to financial and time
constraints. Otherwise, a survey of 36 states of the federation or the 6 (six) geopolitical
zones in the country would have been quite ideal.

**Study Area**

This study was carried out in Lagos State of Nigeria in the South West Geopolitical Zone
of the Country. Lagos state is located in the Western part of Nigeria on the narrow coastal
plain of the Bright of Benin. According to the United Nations Study (1999) and the Lagos
State Regional Master plan, its population is above 12 million people having recorded
5,725,116 out of 88,992,220 people in Nigeria. It has a density population of 20,000 per
sq. km, for built up metropolitan Lagos.

Going by the recent analysis recorded by (Http://en.wikipedia.org/wiki/.Nigeria) on the
2006 national census, the population of Nigeria is 140,003,452 that is, precisely, 140.3
million Nigerians. Out of this number, 59,221,498.70 precisely, 59.2 million i.e., (42.3%)
of the total population are children under 14 years of age i.e. (0-14 years which equally falls
within the study’s population).

However, the parallel census conducted by Lagos State simultaneously with the Federal
The census of 2006 as recorded by (Http://www.Lagos.gov.ng) showed that, although Lagos state is the smallest state in Nigeria, with an area of 356,861 hectares of which 75,755 hectares are wetlands, yet it has the highest population, which is over five per cent of the national estimate. The state has a population of 17 million out of a national estimate of 150 million. The UN estimates that at its present growth rate, Lagos state will be third largest mega city in the world by Y2015 after Tokyo in Japan and Bombay in India.

Metropolitan Lagos, an area covering 37% of the land area of Lagos State is home to over 85% of the State population. The rate of population growth is about 600,000 per annum with a population density of about 4,193 persons per sq. km. In the built-up areas of Metropolitan Lagos, the average density is over 20,000 persons per square km.

Current demographic trend analysis revealed that the State population growth rate of 8% has resulted in its capturing of 36.8% of Nigeria’s urban population (World Bank, 1996) estimate at 49.8 million people of the nation’s million population. The implication is that whereas country population growth is 4/5% and global 2%, Lagos population is growing ten times faster than New York and Los Angeles with grave implication for urban sustainability.

Lagos metropolis which is the actual study area has a concentration of the different ethnic groups in Nigeria. Most of them fall into three socio-economic income groups of low medium and high income strata. From the population distribution according to LGAs shown by that study, it becomes obvious that the highly populated areas of the State are the low or middle income sections. Taking a clue from the total percentage of children as cited in Wikipedia, it becomes obvious that a lot of children abound in Lagos. It is for
these reasons that Lagos was considered suitable for this study as it actually may be truly representative of Nigeria. Besides, being the commercial and economic capital of Nigeria, Lagos is generally believed to be a microcosm of Nigeria.

Sample

A sample is a group of items taken from the population for examination. This means that a sample should represent the population. The samples for this study have been obtained through the systematic random sampling technique. According to Sobowale (1983:38), once the first element of a sample is picked through a table of random numbers (TRN), all other elements of that sample become known.

The sample adopted consists of 500 children selected from 5 Local Government Education Authorities (LGEAs). This means 100 respondents from each LGEA in Lagos state. Then, 2 schools were selected from each LGEA using the Local Education Directory (LED), sourced from the State Universal Basic Education Board (SUBEB). From each school 50 pupils were sampled making 25 pupils per class.

Sampling Technique

The sample for this study is obtained by the use of a systematic random sampling technique.

By this technique, once the first element in the sample is picked through a table of random numbers (TRN), all other elements of that sample become known Sobowale (1983:38). To achieve this systematic random sampling technique, a good sampling frame must be used.
**Sampling Frame**

A sampling frame is the “list of elements from which a probability sample is selected” (Babbie 1973:89). There is need for the appropriate selection of samples so as to get the appropriate information required for describing the population from which the sample has to be drawn. For the purpose of this study, the sample frames used are the best available and they include:

1. Official Records of SUBEB showing the Local Government Education Authorities (LGEAs)
2. Official Record of SUBEB showing the list of schools in each of the LGEAs.
3. School registers listing names of pupils in primaries 4 - 6.

Hence, a listing of all the elements in the population is necessary. The list of the 20 Local Government Education Authorities (LGEA) extracted from official records of the Lagos State Universal Basic Education Board (SUBEB) is as follows:

1. Agege 11. Ikorodu
3. Alimosho 13. Lagos Island
5. Apapa 15. Mushin
7. Epe 17. Oshodi-Isolo
10. Ifako-Ijaye 20. Sura

It is interesting to observe that the LGEAs correspond with the Local Government Areas (LGAs) contained in the Constitution of the Federal Republic of Nigeria, (1999:1051).
3.4.3 Sampling Procedure

The sampling procedure used for this study is a multi-stage systematic sampling technique. The merit of this technique is that it accommodates all the different levels of sampling which this study requires. The various stages of randomization are:

Stage 1: Sampling Interval

The sampling interval is obtained by the formula:

\[
\text{Number of LGEAs in Lagos State} = \text{Sampling Interval (S.I)}
\]

\[
\text{Number of LGEAs to be sampled}
\]

By substitution: \( \frac{20}{5} = 4 \)

In this context the sampling interval is 4.

Fig 1. Formula for Sampling Interval

Stage 2: Selection of LGEAs

The second stage is the selection of the 5 LGEAs. By the use of a computer generated Table of Random Numbers (TRN), it is possible to pick the first LGEA (No 4, Amuwo-Odofin). The sampling interval (4) enables one to arrive at other LGEAs appearing at intervals of 4, namely, No 8 (Etiosa), No 12 (Ikorodu), No 16 (Mushin) and No 20 (Surulere). This is in line with Sobowale’s assertion that, “once the first element is picked, every other item becomes known”.

The essence of this exercise was to avoid bias and to ensure that each element has equal opportunity of being selected.
The 5 LGEAs selected for this study therefore are:

1. Amuwo-Odofin LGEA
2. Eti-osa
3. Ikorodu
4. Mushin
5. Surulere

Stage 3: Selection of schools (10)

Two (2) schools are to be used from each LGEA, making altogether 10 schools. For this purpose, a list of all the schools in each LGEA was obtained from SUBEB. A systematic random sampling was then applied, using Table of Random Numbers. Below are the schools indicated.

The ten (10) schools selected from the 5 LGEAS

1. UPE Primary School, Festac. Amuwo-Odofin LGEA
2. Festac Primary School, Festac Eti-osa
3. Ikoyi Primary School, Orsbone Rd Ikorodu
4. Model School, Ikoyi
5. Community Primary School, Ikorodu Mushin
6. U.A.M.C (Eleja) School, Igbogbo Surulere
7. Holy Rosary Primary School, Mabo st.
8. St Jades Primary School, Ilasa
9. Ideal Primary School, Falolu Rd.
10. Sanya Primary School, Surulere
Stage 4: Selection of Classes

Two classes from each of the selected schools were used for the survey. Each school has different arms of the classes’ four to six. The procedure adopted was to list all of the arms of the classes on ground, obtain the sampling interval, apply the systematic random sampling procedure, and use the TRN to obtain the designated two classes.

Stage 5: Selection of Pupils

A total of 500 respondents were picked for the study, i.e., 100 from each LGEA made up of 50 from each of the two schools. In other words, 25 pupils were picked from each of the two classes in each school. The selection method is first to obtain the list of all the pupils in classes four to six, using the class registers (sampling frame). By using the sample interval and the systematic sampling procedure (TRN) these pupils are identified. This sampling method is considered most appropriate for the study. It is the method most frequently used, in media research. It equally saves time, resources, and effort compared to simple random samples. Wimmer and Dominick (1987:75), however, warn that the degree of accuracy of systematic sampling depends on the adequacy of the sampling frame. This caution served as a guide in the choice of sampling frame for this study.

Stratification of Sample

A stratified sample is necessary when a research requires a particular characteristic, segment or stratum of the population. This study on the Nigerian children’s consumption of EMV and their perception of social relations is one of such. Wimmer and Dominick (1987:77) outlined the characteristics or traits of interests such as: age, sex, religion, education, and political affiliation. The research topic was accordingly formulated to
encompass the age and the educational level of the samples and these have been adequately reflected in the questionnaire.

**Data Collection Instrument**

The data for this study were sourced through a self-administered questionnaire. The research instrument is a 35-item questionnaire consisting all of multiple choice (closed-ended) questions and no open-ended questions (see appendix 3). This is so designed because of the age category and level of education of the respondents.

The questionnaire is in three sections, A, B and C. The first section is designed to obtain information about the respondents’ demographic background (age, sex and educational level,) and their exposure to mass media messages which are informative, educative or for entertainment). The second part focuses on questions relating to the key variables of the research title. Under this section, eight (8) attitudinal questions were asked which would elicit information on the respondents’ perception of social relation. Section C was based on questions that would provide information on their socio-economic statuses.

**Procedure for Collecting Data**

Following an introduction letter from the Department of Mass Communication, University of Lagos, the Executive Chairman of Lagos State Universal Basic Education Board (SUBEB) gave approval for the use of the schools and granted access to required official records, e.g.: the records listing all the primary schools in Lagos State.

The SUBEB records assisted the research in its sampling frame for the selection of the 5 LGEAs and the 10 schools for the survey. Five separate letters were addressed to the
Education Secretaries of the LGEAs used (refer appendix 2a-e). These letters were presented to the different Headmasters/Headmistresses of the schools in each of the locations visited. Subsequently, the field work was commenced and accomplished with a few hitches.

**Training of Research Assistants**

For the purpose of this study, particularly in the area of data collection from the respondents, two research assistants were hired to assist the researcher. Both of them were trained on how to administer the questionnaire to the respondents and to explain to them any aspect of the questionnaire not very clear to them. The two assistants were carefully selected based on their experiences. Hence, one of them, a female is a 400-level student of the Department of Mass Communication, University of Lagos, Akoka Campus, who already has a good knowledge of media/social research. Her ability to speak Yoruba fluently was a great advantage as she could readily interpret some parts of the questionnaire to a few of the pupils who were not too sure of how to fill in the questionnaire. The second assistant is a male and a teacher in Ajao Estate Primary School, Airport Road, Lagos. Being a young man who has taught in the primary school for up to 7 years, he has a good knowledge of how to interact with the pupils to elicit the data required.

Two training sessions were held for the research assistants. Each session lasted for one hour, during which period they were trained on how to go about the administration of questionnaire. They were paid honoraria so as to encourage them to take the job seriously.
Data Analysis

Data collected were analyzed using frequency tables, percentages, and higher statistical techniques such as the Pearson’s Chi-square and Logistic Regression. Hence, the univariate, (analyzing one variable at a time), bivariate (analyzing two variables at the same time) and multivariate (analyzing more than two variables together) levels of analyses became possible.

The data were presented in three sections. The first section deals with the demographic characteristics of the respondents, that is, the respondent’s sex, age, religion and family background. The second section is the examination of the relationship between the respondents’ characteristics and the major variables of the study. In both sections, the percentage distribution of the respondents in terms of their demography was descriptively represented. Tables are employed to show the percentage distribution of the respondents to the relevant variables to establish the relationships between the major variables of the research. The Chi-Square, was used to analyze the data pertaining to the children’s exposure to and consumption of electronic media violence, while those pertaining to their social relations were analyzed using a higher statistical technique, the logistic regression analysis. This was very necessary since this is a co-relational study.

Validity and Reliability

There is a need to evaluate every research instrument using criteria, such as validity and reliability.
Validity

This refers to the degree to which the contents of a research instrument can test the sampled subjects. That is, the extent to which a given research instrument can predict the behaviours of the population of a study. The pertinent question for the purpose of validity is “Does the instrument measure what it is meant to measure?” Both the internal and external validity of the research instrument are germane to the authenticity of the study. Internal validity is achieved through the careful analyses of the hypotheses so as to avoid artifacts. Artifacts are extraneous variables, which could allow some rival explanation of results (Campbell and Stanley, 1963). External validity is very vital because it determines the generalisability of the results of the study (Cook and Campbell, 1979). This is done by replicating the study to see if it will pass the test of accuracy. In this regard, the researcher is conscious of the fact that the external validity of a project can be affected by the analysis of the variables of the research title. This study has adequately taken care of this problem as it meets Cook and Campbell’s guidelines for increasing external validity viz:

a. Ensuring that samples are representative of the population under investigation.

b. Ensuring that samples represent the groups to which the results will be generalized.

More importantly, a pre-test of the research instrument was done through a Pilot study conducted with the pupils of the University of Lagos Staff School.

Reliability

This refers to the extent to which the test or instrument is consistent in measuring what it does measure. Hence, reliability should ask the question “if the same instrument is applied to the same sample or similar samples will it yield the same results?” It is the degree of consistency of a measuring instrument. The essence of using a questionnaire for
this study is because it elicits information directly from the respondents. Hence, the primary data collected through the questionnaire are often the best and so are quite reliable. This is so because the questionnaire is meticulously constructed, the distribution processes and responses monitored, and the analyses planned and carried out in line with laid down guidelines.

Validation of the Research Instrument

To ensure validity of the research instrument, the questionnaire was pre-tested, using the method of ascertaining reliability posited by Asika (2002:73). The pre-test was done by conducting a pilot study using a sample of 50 pupils from the UNILAG staff school. At the onset of the pre-test, the pupils were addressed by the researcher who took pains to explain the purpose of the exercise to them and solicited their cooperation with the research assistants.

Pilot Study

Prior to the main study a pilot study was conducted so as to test-run the research instrument, determine the correctness or appropriateness of the parameters of the research instrument. This enables the researcher to correct any problem of coding and or analyses that might have arisen during the final data analyses process. A small sample of 50 pupils formed the population. The research instrument used in the pilot study was the same used for the main study except for some minor corrections which became necessary after the test-running. The questionnaires were administered to 50 pupils of University of Lagos Staff School, Akoka, Lagos.
Report of Pilot Study

Wimmer and Dominick (1985) have said that the best way to discover whether a research instrument (questionnaire) is adequately designed is to pre-test it. To this end a pilot study was conducted.

Objectives

At the successful completion of this pilot study, the researcher would be able to:

- Confirm whether the research approach is correct or not
- Identify areas of possible misunderstanding or confusion and amend them.
- Select, where appropriate, proper phrasing and vocabulary for writing the questions.
- Check, identify and correct problems, delete or re-write questions, or change open-ended to close-ended question, or vice versa.
- Verify that all response options have been provided in the questionnaire.

Population and Study sample

The target group in contemplation of the research title is the Nigerian Children. For the purpose of this Pilot Study, a small group of 50 school pupils from the University of Lagos Staff School was considered reasonable for determining whether the research approach is adequate and for refining the proposed questionnaire where appropriate.

Technique

The Pilot Study took place at the question-writing stage. Respondents were primaries 4-6 pupils of the University of Lagos Staff School. The researcher conducted a preliminary discussion about the questionnaire. This was to ensure that the questions were clear and understandable. The questions were self-administered.
Result

The Pilot Study recorded a return rate of 100% since all the 50 questionnaires administered were duly completed and returned. Out of the 33 questions administered, some confusion was observed in two. In one of them, (question 10), most of the respondents recorded more than one answer option. In the other, (question 18) most of the respondents did not answer the specific bi-polar adjective of their choice. Analysis showed that the answer options for the area of residence captured mainly the central area of Lagos and neglected the farther areas such as Mile 2, Mile 12, and Ikorodu etc. These, surprisingly, the pupils included as their own options. The analysis equally showed that one item (question 25) was omitted in the process of printing out the questionnaire. Hence only 32 questions were on the questionnaires than 33 questions as the questionnaire was originally intended.

On the average the typical respondent is a primary five or six male pupil whose parents own a television and video to which he or she has access. He or she watches in a group everyday, particularly, cartoons, drama and sports in that order. Violent Programmes enjoy 54% preference. Despite the violent nature of the television and video actors, he or she opts to replicate or imitate the characters which he or she perceives as role models.

Conclusion

The pilot Study was successful and response categories were adequate and complete. The results were comparable to that of the final survey. Furthermore, a second run-through is not therefore, necessary. The primary questionnaire were averagely refined where appropriate, to reinforce the clarity and understandability as well as the reliability and validity criteria.
REFERENCES


  Wadsworth.


CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analyses and interpretation of data collected from the research survey. The relevant variables are presented and analyzed; and the hypotheses of interest are tested.

The data for this study were collected through the survey method, using a questionnaire as the research instrument. Five hundred copies of the questionnaire were distributed, all of which were duly completed and returned, giving a return rate of 100%. The research instrument dealt with the core variables of this study viz.: exposure of Nigerian children to television and video violence and their perception of social relations, as well as a diversity of the respondents’ characteristics in terms of age, gender, level of education and socio-economic status, among others.
BACKGROUND AND CHARACTERISTICS OF RESPONDENTS.

Table 1a: Demographic Profile of Respondents.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9 years</td>
<td>104</td>
<td>20.8</td>
</tr>
<tr>
<td>10-11 years</td>
<td>209</td>
<td>41.8</td>
</tr>
<tr>
<td>12-13 years</td>
<td>127</td>
<td>25.4</td>
</tr>
<tr>
<td>14 years and above</td>
<td>60</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>227</td>
<td>45.4</td>
</tr>
<tr>
<td>Female</td>
<td>273</td>
<td>54.6</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christianity</td>
<td>371</td>
<td>74.2</td>
</tr>
<tr>
<td>Islam</td>
<td>96</td>
<td>19.2</td>
</tr>
<tr>
<td>Traditional</td>
<td>17</td>
<td>3.4</td>
</tr>
<tr>
<td>Others</td>
<td>8</td>
<td>1.6</td>
</tr>
<tr>
<td>No response</td>
<td>8</td>
<td>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 4</td>
<td>185</td>
<td>37.0</td>
</tr>
<tr>
<td>Primary 5</td>
<td>179</td>
<td>35.8</td>
</tr>
<tr>
<td>Primary 6</td>
<td>136</td>
<td>27.2</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 1a shows the distribution of the respondents in terms of age, gender, religion, educational level and the socio-economic background of the respondents. It shows that 45.4% of the respondents are male children, while 54.6% are females. It is pertinent to note that, although the 2006 population census recorded more males (71,709,859) than females (68,293,683), nation-wide and even in Lagos state (males - 4,678,020) and (females – 4,555,514), the researcher observed that there were more female children than male children in the schools as well as classes (Primary 4-6).

The age distribution of the respondents shows that the 8-9 years category constitutes 20.8%, the 10-11 years group makes up 41.8%; the 12-13 year age category records 25.4% while those aged 14 years and above make up 12.0% of the entire respondents. The highest representation of respondents is within the age category of 12 years, which includes more than two-fifth of the respondents. This is an indication that majority of those in the classes covered are within this age category.

Christians constitute 74.2% while the Muslims are 19.2%. Those who observe Traditional religion make up 3.4% while respondents who believe in other religions, as well as those who do not believe in any religion at all make up 1.6% each. The purpose of this question was to determine whether religion plays any role in the exposure of children. Whether this reflects the distribution in the larger society could not be confirmed, because there is no recent census data in the country showing the distribution of the population by religion.

Table 1a also shows that a majority of the respondents, 37.0%, are primary 4 pupils, followed by Primary 5, with 35.8%, and then Primary 6, with 27.2% being the least.
Table 1(b): Socio-economic demographic characteristics of Respondents.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educated Professional</td>
<td>93</td>
<td>18.6</td>
</tr>
<tr>
<td>Senior Civil Servant</td>
<td>86</td>
<td>17.2</td>
</tr>
<tr>
<td>Junior Civil Servant</td>
<td>64</td>
<td>12.8</td>
</tr>
<tr>
<td>Business man / woman</td>
<td>231</td>
<td>46.2</td>
</tr>
<tr>
<td>Artisans</td>
<td>26</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Father's level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School</td>
<td>25</td>
<td>5.0</td>
</tr>
<tr>
<td>Secondary School</td>
<td>83</td>
<td>16.6</td>
</tr>
<tr>
<td>Polytechnics / College of Education</td>
<td>102</td>
<td>20.4</td>
</tr>
<tr>
<td>University</td>
<td>290</td>
<td>58.0</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Mother's level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School</td>
<td>36</td>
<td>7.2</td>
</tr>
<tr>
<td>Secondary School</td>
<td>106</td>
<td>21.2</td>
</tr>
<tr>
<td>Polytechnics / College Of Education</td>
<td>102</td>
<td>20.4</td>
</tr>
<tr>
<td>University</td>
<td>56</td>
<td>11.2</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Respondent's residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ikeja/Anthony/Ajao Estate</td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td>Ikoyi/Victoria Island</td>
<td>54</td>
<td>10.8</td>
</tr>
<tr>
<td>Surulere/Yaba/Akoka/Shomolu/Bariga/Oworo</td>
<td>103</td>
<td>20.6</td>
</tr>
<tr>
<td>Oshodi/Isolo</td>
<td>137</td>
<td>27.4</td>
</tr>
<tr>
<td>Ikorodu/Mile 12/Owode Inirin</td>
<td>103</td>
<td>20.6</td>
</tr>
<tr>
<td>Apapa/Festac/Satellite Town</td>
<td>90</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Type of Apartment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One room</td>
<td>79</td>
<td>15.8</td>
</tr>
<tr>
<td>Room &amp; Parlour</td>
<td>137</td>
<td>27.4</td>
</tr>
<tr>
<td>One bedroom flat</td>
<td>64</td>
<td>12.8</td>
</tr>
<tr>
<td>Two bedroom flat</td>
<td>70</td>
<td>14.0</td>
</tr>
<tr>
<td>Three bedroom flat</td>
<td>95</td>
<td>19.0</td>
</tr>
<tr>
<td>Duplex</td>
<td>50</td>
<td>10.0</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 1b shows that most of the respondents’ parents are businessmen and women, constituting 46.2% of the total respondents. This is followed by the educated professionals with 18.6%. Those whose parents are senior and junior civil servants make up 17.2% and 12.8% respectively. The least is 5.2% whose parents are artisans. The implication is that a majority of the respondents’ parents whose occupation is business are most likely to be outside their homes for several hours of the day, thereby providing very minimal parental guide to their children or wards in relation to their electronic media viewing habits.

A look at the highest educational levels of the respondents’ parents shows that 58.0% of their fathers are university graduates; this is followed by those who attended the polytechnics or colleges of education, showing 20.4%. Those with secondary school education constitute 16.6% while a few who have only the primary school education represent 5.0% of the total respondents. This result implies that majority of the respondents come from homes with high educational backgrounds.

The educational level of the respondents' mothers shows that 51.2% of them have university education, 20.4% attended the polytechnics or colleges of education, 21.2% have secondary school education while 7.2% have only primary school education. This result is similar to that of their fathers, thus, supporting the view that the majority of respondents come from educated homes.
EXPOSURE TO MEDIA & MEDIA VIOLENCE

Table 2: Exposure and Access to Television and Video

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N= 500</td>
<td>(%)</td>
</tr>
<tr>
<td>TELEVISION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have television at home:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>486</td>
<td>97.2</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
<tr>
<td>Watch television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>482</td>
<td>96.4</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
<tr>
<td>VIDEO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have video at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>471</td>
<td>94.2</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
<tr>
<td>Watch video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>459</td>
<td>91.8</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This section on exposure to television and video presents the number of respondents who have access to television and video at home and those who do not have. It also presents the number of children who actually watch television and video and those who do not.
Table 2 shows that 97.2% of the children were exposed to television while 2.8% responded negatively to being exposed to television. Similarly, 96.4% have access to television while 3.6% do not have access to the television. Access means availability and opportunity to use the electronic media. This is often determined by availability of resources and the freedom to access the equipment. The study further shows that 96.4% of them watch television at home, indicating a high level of exposure of children to that medium. The remainder of the children may not have television at home but watch outside either in their friends’ houses or by the roadside electronic students when running errands outside their homes.

Regarding the respondents’ exposure to video, the table shows that 94.2% have video at home, while only 5.8% do not have. Out of this number that is exposed, 91.8% of them watch video at home, also giving a small margin of 2.4% over those who do not watch video. When compared to those of them who watch television, it shows that the respondents are more exposed to television than video.

This could be due to the fact that a majority of homes may not have video sets whereas an average Nigerian home has at least one television set.

The overall result of this Table implies that children are highly exposed to the electronic media under study and they equally access these media heavily. However, they are more exposed to the television than video.
Table 3: Types of Television programmes watched and frequency per week

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of watching TELEVISION per week</td>
<td>N= 500</td>
<td>(%)</td>
</tr>
<tr>
<td>No day of the week</td>
<td>36</td>
<td>7.2</td>
</tr>
<tr>
<td>One to three days a week</td>
<td>138</td>
<td>27.6</td>
</tr>
<tr>
<td>Four to six days a week</td>
<td>54</td>
<td>10.8</td>
</tr>
<tr>
<td>Seven days a week</td>
<td>272</td>
<td>54.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Programme(s) watched on television*</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newscasts</td>
<td>90</td>
<td>18.0</td>
</tr>
<tr>
<td>Cartoons</td>
<td>229</td>
<td>45.8</td>
</tr>
<tr>
<td>Entertainments</td>
<td>70</td>
<td>14.0</td>
</tr>
<tr>
<td>Sports</td>
<td>9</td>
<td>1.8</td>
</tr>
<tr>
<td>Drama</td>
<td>92</td>
<td>18.4</td>
</tr>
<tr>
<td>Documentary</td>
<td>13</td>
<td>2.6</td>
</tr>
<tr>
<td>Others</td>
<td>14</td>
<td>2.8</td>
</tr>
</tbody>
</table>

*This is a multiple response question which implies that the frequency cannot total up to 500, just as the percentages cannot add up to 100%.

The study’s quest into the type of television programmes most often watched by children shows that each respondent watches a variety of programmes over the television. Hence, the sum of the percentage is more than 100. From the Table above, 18.0% of the children use the television for the purpose of listening to newscasts; 45.8% watch cartoons; 14.0% watch entertainment programmes; 18.8% watch sports; 18.4% watch drama; 6.4% watch documentaries; while 2.8% use the television for other purposes. This results show that a majority of children (229 or 45.8%) prefer cartoons, followed by sports (94 or 18.8%) and then drama (92 or 18.4%) which are programmes that are highly violent in nature.
The survey also looked at the frequency of use of the television. Table 3 also shows that majority of the children (54.4%) watch television seven days a week, followed by those who watch for one to three days (27.6%), then four to six days a week (10.8%). Only a few of them (7.2%) do not watch at all. The fact that more than half of the total numbers of respondents watch the television every day underscores the high level of exposure of the children to television programmes.

Table 4: Types of Video items watched and frequency per week

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of watching video per week</td>
<td>N= 500</td>
<td>(%)</td>
</tr>
<tr>
<td>No day of the week</td>
<td>69</td>
<td>13.8</td>
</tr>
<tr>
<td>One to three days a week</td>
<td>193</td>
<td>38.6</td>
</tr>
<tr>
<td>Four to six days a week</td>
<td>79</td>
<td>15.8</td>
</tr>
<tr>
<td>Seven days a week</td>
<td>159</td>
<td>31.8</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Programme(s) watched on video</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicals</td>
<td>105</td>
<td>21.0</td>
</tr>
<tr>
<td>Cartoons</td>
<td>193</td>
<td>38.6</td>
</tr>
<tr>
<td>Entertainments</td>
<td>86</td>
<td>17.2</td>
</tr>
<tr>
<td>Sports</td>
<td>78</td>
<td>15.6</td>
</tr>
<tr>
<td>Drama</td>
<td>125</td>
<td>25.0</td>
</tr>
<tr>
<td>Documentary</td>
<td>33</td>
<td>6.6</td>
</tr>
<tr>
<td>Others</td>
<td>37</td>
<td>7.4</td>
</tr>
</tbody>
</table>

*This is a multiple response question which implies that the frequency cannot total up to 500, just as the percentages cannot add up to 100%.

Table 4 shows that 38.6% of the respondents watch video one to three days a week; 31.8% watch seven days a week; 15.8% watch four to six days a week. This result is slightly
different from the distribution of the television which has the highest percentage of those who watch daily. Besides, the percentage of those who do not watch television (7.2%) is double the percentage of those who do not watch video (13.8%). This underscores the fact that the video is not as prevalent in the respondents’ homes, as the television is.

A look at the distribution of video items preferred by the respondents’ show that the most often watched is cartoon (38.6%); followed by drama (25.0%) then musicals (21.0%). Entertainments and sports constitute (17.2%) and (15.6%) respectively while documentary (6.6%) is watched by only few. The respondents (7.4%) equally use the video for other purposes not listed in the questionnaire. Again this result shows that majority of the respondents prefer cartoons and drama which are often times very violent in outlook. The implication is that the children may actually be consuming more violence from the video they watch than any other media message. The figures in this table could also not sum up to 100% because of the response nature of the question.

Table 5: Source of Television programme(s) and Video most often watched

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source of Television Programme(s) watched often</strong></td>
<td>N= 500</td>
<td></td>
</tr>
<tr>
<td>Local / Indigenous</td>
<td>265</td>
<td>53.0</td>
</tr>
<tr>
<td>Foreign / Imported</td>
<td>235</td>
<td>47.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Source of Video Programme(s) watched often</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local / Indigenous</td>
<td>259</td>
<td>51.8</td>
</tr>
<tr>
<td>Foreign / Imported</td>
<td>241</td>
<td>48.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also looked into the source of television programmes and video items most often watched by the children. The result showed that 53.0% of the respondents watch
television programmes from indigenous sources while 47.0% watch programmes from foreign sources.

As for video, 51.8% watch from indigenous sources, while 48.2% watch imported video items. It can be concluded that the children watch more programmes and videos from indigenous sources than from imported sources. The preponderance of real TELEVISION local Channels and home Videos explains why most children are exposed to local media than foreign ones.

Table 6: Consumption of violent Television and Video acts

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N= 50</td>
<td></td>
</tr>
<tr>
<td><strong>Tele Violent Acts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes to consumption of violent acts</td>
<td>275</td>
<td>55.0</td>
</tr>
<tr>
<td>No to consumption of violent acts</td>
<td>125</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Video Violent Acts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes to consumption of violent acts</td>
<td>280</td>
<td>56.0</td>
</tr>
<tr>
<td>No to consumption of violent acts</td>
<td>220</td>
<td>44.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The inquest into the susceptibility to the consumption of television violence shows that just a little over half (55.0%) of the children responded that they consume violent television acts, while 45.0% responded negatively. As for consumption of video violence, the result shows that 56.0% consume video violence while 44.0% do not.

There is a striking observation made in respect of the respondents’ exposure to television and video and their consumption of violent acts. Table 2 shows that a higher percentage
(97.2%) of respondents is exposed to television violence while (94.2%) were exposed to video violence. However, a higher percentage consumes video violence (56.0%) than those that consume television violence (55.0%). The implication is that since the fewer that consume video are more susceptible to media violence, it then means that video is more dangerous than the television.

**TEST OF HYPOTHESES**

In this section of the report, hypotheses of the study were tested so as to confirm or repudiate the earlier results got from the univariate analysis through the frequency tables.

Similar studies have been conducted on children and exposure to electronic media violence. Most of the studies established the fact that the children were adequately exposed to all available media, especially video films, and that the films exert considerable influence on the children and adolescents. This study has found that primary school pupils are highly exposed to both indigenous and foreign television programmes and video from which they equally consume a lot of media violence. Consequently, it can thus, be argued that undue exposure to foreign media programmes and films can lead to the displacement of our culture in favour of alien culture. The implication is that the children will abandon our cultural norms and engage in some risk behaviours which come along with uncontrolled (uncensored) foreign television programmes and video films that they watch.
Major Hypothesis

Alt Hypothesis: Children who consume television programmes and video that contain a lot of violence will see more conflict than cooperation in the interactions among people than those children who consume television programmes and videos that contain little or no violence.

Null Hypothesis: There is no significant relationship in the perception of social relations in the interactions amongst people between children who consume television programmes and videos that contain a lot of violence and children who consume television programmes and videos that contain little or no violence.

Table 7a: Cross-tab of Consumption of Television Violent Acts and Perception of Social Relations.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television Violence</td>
<td>Perception of Social Relations</td>
<td>Perception of Social Relations</td>
</tr>
<tr>
<td></td>
<td>Cooperation</td>
<td>Conflict</td>
</tr>
<tr>
<td>Yes</td>
<td>158 (57.5%)</td>
<td>117 (42.5%)</td>
</tr>
<tr>
<td>No</td>
<td>133 (59.1%)</td>
<td>92 (40.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>291 (58.2%)</td>
<td>209 (41.8%)</td>
</tr>
</tbody>
</table>

$\chi^2 = .140$; df = 1; C. = .017; P = .709 (Not Significant)

The Pearson Chi-square of .140 is not significant at $\alpha = 0.05$. It thus implies that the children’s level of consumption of television violence does not influence the way they perceive the world around them. The P value of .709 shows that there is no significant
relationship between consumption of television and video violence and perception of social relations. The null hypothesis is thus accepted.

Table 7b: Cross-tab of Consumption of Video Violent Acts and Perception of Social Relations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Violence</td>
<td>N (%)</td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Perception of Social Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>157 (56.1%)</td>
<td>123 (43.9%)</td>
<td>280 (100.0%)</td>
</tr>
<tr>
<td>Conflict</td>
<td>134 (60.9%)</td>
<td>86 (39.1%)</td>
<td>220 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>291 (58.2%)</td>
<td>209 (41.8%)</td>
<td>500 (100.0%)</td>
</tr>
</tbody>
</table>

$\chi^2 = 1.185; \ df = 1; C = .049; P = .276$ (Not Significant)

The Pearson Chi-square of 1.185 is not significant at $\alpha = 0.05$. It, therefore, implies that the children’s level of consumption of video violence does not influence the way they perceive the world around them. Also the P value of .276 shows that there is no significant relationship between consumption of video violence and perception of social relations. The null hypothesis is thus accepted.

The major hypothesis can, therefore not be upheld. This means that the amount of television and video violence the children consume does not influence their perception of the world around them. It does not determine whether they perceive conflict or cooperation in social relations.
Alt Hypothesis 1: A majority of children will watch television and videos at least three days of the week.

Null Hypothesis 1: There is no significant relationship between children’s level of exposure to electronic media and their consumption of television and video violence.

Table 8a: Cross tabulation of Frequency of Exposure and Consumption of Television Violent Acts.

<table>
<thead>
<tr>
<th>Consumption of Television violence</th>
<th>Exposure to Television</th>
<th>1-3 days</th>
<th>4-6 days</th>
<th>7 days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes consumes violent acts</td>
<td></td>
<td>95 (54.6%)</td>
<td>30 (25.6%)</td>
<td>17 (10.2%)</td>
<td>142 (55.0%)</td>
</tr>
<tr>
<td>No does not consume violent acts</td>
<td></td>
<td>79 (45.4%)</td>
<td>34 (34.6%)</td>
<td>13 (7.8%)</td>
<td>126 (45.0%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>174 (100%)</td>
<td>54 (100%)</td>
<td>272 (100%)</td>
<td>500 (100%)</td>
</tr>
</tbody>
</table>

$\chi^2 = 4.184; df = 2; C = 0.091; P = 0.123$ (Not Significant)

The test shows that there is no significant relationship between degree of exposure to the television and consumption of television violence. With a Pearson’s chi-square value of 4.184, a P value of 0.123 which is higher than 0.05 and a low contingency coefficient of 0.091, the null hypothesis is accepted at $\alpha = 0.05$. This implies that it is not the level of exposure of children to electronic media that determines their consumption of television and video violence. It may just be the selection and intensity of the violent programmes they watch.
Table 8b: Cross tabulation of Frequency of Exposure and Consumption of Video Violent Acts.

<table>
<thead>
<tr>
<th>Consumption of video violence</th>
<th>Exposure to the Video</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-3 days</td>
<td>4-6 days</td>
</tr>
<tr>
<td>Yes, consumes violent acts</td>
<td>151</td>
<td>43</td>
</tr>
<tr>
<td>No, does not consume violent acts</td>
<td>111</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>262</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 0.599; \text{df} = 2; C = 0.035; P = 0.741 \text{ (Not Significant)} \]

Similarly, for the video, with Pearson Chi-square value of 0.599 and \( P = 0.741 \) and a low contingency coefficient of 0.035, the null hypothesis is accepted at \( \alpha = 0.05 \). This implies that what matters really may not be the level of exposure to electronic media but rather, the content of the video items they consume.

The result of the two tests (table 8a & 8b) show “P values of \( P = 0.123 \) and \( P = 0.741 \) respectively. This implies that it is not the level of exposure or children to electronic media that determines their consumption of television and video violence. It may just be the selection and intensity of the violent television programmes and video they watch.

This is worrisome as children who watch television and video for only a few days per week, may largely concentrate attention (viewership) on only or mainly violent programmes.

With the Pearson Chi-square statistics from both television and video consumption analyses, it can thus be concluded that there is no significant relationship between children’s level of exposure and their consumption of television and video violence.
Alt Hypothesis 2: A majority of children will spend 3 hours or fewer watching television programmes and video.

Null Hypothesis 2: There is no significant relation between children’s level of exposure to electronic media and their perception of social relations.

Table 9a: Time spent watching the Television daily.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours per day</td>
<td>N = 500</td>
<td></td>
</tr>
<tr>
<td>Three hours or less</td>
<td>317</td>
<td>63.4%</td>
</tr>
<tr>
<td>More than three hours a day</td>
<td>145</td>
<td>29%</td>
</tr>
<tr>
<td>No response</td>
<td>38</td>
<td>7.6%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 64.035; \text{df} = 1; P = .000 \quad \text{(Significant)} \]

Majority of the respondents (317) watched the television for three or less hours a day. From the Pearson’s Chi-square of 64.035, the result is significant at \( \alpha = 0.05 \). The null hypothesis is thus rejected. Majority of the respondents spend three hours or less watching the Television daily.

Table 9b: Time spent watching the Video daily.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours per day</td>
<td>N = 500</td>
<td></td>
</tr>
<tr>
<td>Three hours or less</td>
<td>348</td>
<td>69.6%</td>
</tr>
<tr>
<td>More than three hrs a day</td>
<td>138</td>
<td>27.6%</td>
</tr>
<tr>
<td>No response</td>
<td>14</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 90.471; \text{df} = 1; P = .000 \quad \text{(Significant)} \]

Majority of the respondents (348) watched the video for three or less hours a day. From the Pearson’s Chi-square of 90.471 and a \( P = .000 \), the result is significant at \( \alpha = 0.05 \). The null hypothesis is thus rejected. The second hypothesis, therefore, holds.
Alt Hypothesis 3: Children who are exposed to foreign Television programmes and videos are more likely to view Television and video violence than those who watch local programmes.

Null Hypothesis 3: There is no significant relationship between source of programmes watched by children and their exposure to television and video violence.

Table 10a: Cross-tab of Source of Television programmes most often watched and consumption of Television Violent Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Exposure</th>
<th>Source N (%)</th>
<th>Programme N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To violence</td>
<td>Local/Indigenous Source</td>
<td>Foreign/Imported Source</td>
<td>Total</td>
</tr>
<tr>
<td>Yes</td>
<td>130 (49.1%)</td>
<td>145 (61.7%)</td>
<td>275 (55.0%)</td>
</tr>
<tr>
<td>No</td>
<td>135 (50.9%)</td>
<td>90 (38.3%)</td>
<td>225 (45.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>265 (100.0%)</td>
<td>235 (100.0%)</td>
<td>500 (100.0%)</td>
</tr>
</tbody>
</table>

$\chi^2 = 8.047; \text{ df =} 1; C = .126; P = .005$ (Significant)

Pearson’s Chi-square value = 8.047; and P = .005 indicate that the result is significant at the $\alpha = 0.05$. The null hypothesis is thus, rejected. This means that there is a significant relationship between source of programs watched and exposure to television violence. It also implies that Children, who are exposed to foreign television programmes, are more likely to be exposed to violence than those who watch local television programmes. As Table 10a shows, while only 49.1% of those who watched local programmes mainly were exposed to violence, 62% of those who watched foreign programmes were exposed to violence.
Table 10b: Cross tab of Source of Video programmes most often consumption of Video Violent Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Video Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local/Indigenous</td>
<td>128 (49.4%)</td>
<td>152 (63.1%)</td>
</tr>
<tr>
<td>Yes</td>
<td>152 (63.1%)</td>
<td>259 (100.0%)</td>
</tr>
<tr>
<td>No</td>
<td>89 (36.9%)</td>
<td>241 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>259 (100.0%)</td>
<td>241 (100.0%)</td>
</tr>
</tbody>
</table>

\( \chi^2 = 9.440; \ df = 1; \ C = .136; \ P = .002 \) (Significant)

Pearson’s Chi-square value = 9.440; and P = .002 indicate that the result is significant at the \( \alpha = 0.05 \). The null hypothesis is thus, rejected. Similarly, as in the case of television violence, children who watch more of foreign video items, consume more violence than those who watch indigenous videos. There is therefore an urgent need to review the content of the imported videos that flood the Nigerian entertainment industry.

Alt Hypothesis 4: Older children will be more exposed to television and video violence than younger ones.

Null Hypothesis 4: There is no significant relationship between age and exposure to television and video violence.

Table 11a: Cross-tab of Age Category and level of Consumption of Television Violent Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes to consumption of Tele Violent Acts</td>
<td>35 (33.7%)</td>
<td>69 (66.3%)</td>
</tr>
<tr>
<td>8 – 9 yrs</td>
<td>119 (56.9%)</td>
<td>90 (43.1%)</td>
</tr>
<tr>
<td>10 – 11 yrs</td>
<td>80 (63.0%)</td>
<td>47 (37.0%)</td>
</tr>
<tr>
<td>12 – 13 yrs</td>
<td>41 68.3%</td>
<td>19 (31.7%)</td>
</tr>
<tr>
<td>14 yrs and above</td>
<td>275 (55.0%)</td>
<td>225 (45.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>275 (55.0%)</td>
<td>225 (45.0%)</td>
</tr>
</tbody>
</table>

\( \chi^2 = 27.051; \ df = 3; \ C = .227; \ P = .000 \) (Significant)
This table shows a systematic increase in the percentage of the age categories in their consumption of television violent acts. The least age category—which is 8-9yrs, represents 33.7%, the 10-11 yrs age category- 56.9%, the 12-13yrs category- 63.0%, while the oldest category of 14yrs and above represents 68.3%. Conversely, there is a systematic decrease in the level of consumption of television violence as age category decreases. The number of respondents in the least age category (8 – 9 yrs) who do not consume television violence is 66.3%, the middle age categories (10–11yrs) and (12 – 13 yrs) record 43% and 37.0% respectively while the oldest category (14 yrs and above) constitutes 31.7%. Hence, decrease in age equally reflects a decrease in the consumption of television violence.

Pearson Chi-square value of 27.051 and P = .000 show that there is a significant relationship between the variables at α = 0.05. The null hypothesis is thus, rejected. The fourth hypothesis therefore, holds.

Table 11b: Cross tab of Age Category and level of Consumption of Video Violent Acts

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Yes to consumption of Video Violent Acts</td>
<td>No to consumption of Video Violent Acts</td>
<td>Total</td>
</tr>
<tr>
<td>Age: 8 – 9 yrs</td>
<td>38 (36.5%)</td>
<td>66 (63.5%)</td>
<td>104 (100.0%)</td>
</tr>
<tr>
<td>10 – 11 yrs</td>
<td>128 (61.2%)</td>
<td>81 (38.8%)</td>
<td>209 (100.0%)</td>
</tr>
<tr>
<td>12 – 13 yrs</td>
<td>73 (57.5%)</td>
<td>54 (42.5%)</td>
<td>127 (100.0%)</td>
</tr>
<tr>
<td>14 yrs above</td>
<td>41 (68.3%)</td>
<td>19 (31.7%)</td>
<td>60 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>280 (56.0%)</td>
<td>220 (44.0%)</td>
<td>500 (100.0%)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 22.136; \quad df = 3; \quad C = .206; \quad P = .000 \quad (\text{Significant}) \]

Similarly, with the video, there is an increase in consumption of video violence as age increases. The least age category 8 – 9 years) represents 36.5% while the highest category 14 years and above constitutes 68.3% of those who consume video violence. For those who do not consume video violence, the reverse is the case. The highest age category (14
yrs and above) shows a remarkable decrease 31.7% in the number of respondents who do not consume video violence.

A Chi-square statistic of 22.136 and $P = .000$ both show that there is a significant relationship between the variables at $\alpha = 0.05$. Hence, the null hypothesis is rejected.

It can therefore be concluded that there is a significant relationship between age and exposure to television and video violence. This means that the older the children the more exposed they are to television and video violence. The fourth hypothesis, therefore, holds.

Alt Hypothesis 5: Boys will be more exposed to television and video violence than girls.

Null Hypothesis 5: There is no significant relationship between gender and exposure to television and video violence.

TABLE 12a: Cross-tab of Gender and Consumption of Television Violence Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>132 (58.1%)</td>
<td>95 (41.9%)</td>
</tr>
<tr>
<td>Female</td>
<td>143 (52.4%)</td>
<td>130 (47.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>275 (55.0%)</td>
<td>225 (45.0%)</td>
</tr>
</tbody>
</table>

$\chi^2 = 1.667; \ df = 1; \ C = .058; \ P = .197$ (Not Significant)

A total number of 273 (54.6%) of the respondents are females. Out of this number, 143 (52.4%) consume television violence, while 130 (47.6%) do not. The males are fewer in number, constituting 227 (45.4%). Out of this, 132 (58.1%) consume television violence while the remaining 95 (41.9%) do not. With the Pearson’s Chi-square value of 1.667 and
P = .197, the null hypothesis is accepted at α= 0.05 since the result shows no significant relationship between the variables. This means that gender does not influence exposure to television violence.

Table 12b: Cross-tab of Gender and Consumption of Video Violence Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th></th>
<th>Frequency (Percentage)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td></td>
<td>N (%)</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes to consumption of</td>
<td></td>
<td></td>
<td>No to consumption of</td>
<td></td>
</tr>
<tr>
<td>Video Violent Acts</td>
<td></td>
<td></td>
<td>Video Violent Acts</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>131 (57.7%)</td>
<td>96 (42.3%)</td>
<td>227 (100.0%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>149 (54.6%)</td>
<td>124 (45.4%)</td>
<td>273 (100.0%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>280 (56.0%)</td>
<td>220 (44.0%)</td>
<td>500 (100.0%)</td>
<td></td>
</tr>
</tbody>
</table>

\[\chi^2 = .493; \text{ df} = 1; \text{ C} = .031; \text{ P} = .483 \] (Not Significant)

On the consumption of video violence, the female respondents are also more in number, 273 (54.6%), out of which 149 (54.6%) consume video violence while 124 (45.4%) do not. The males are 227 out of which 131 (57.7%) consume video violent acts while 96 (42.3%) do not. With a Pearson Chi-square statistics of .493 and \(P=.197\), the result is not significant at \(\alpha = 0.05\).

Since there is no significant relationship between gender and consumption of television and video violence, the null hypothesis is thus accepted. The findings of these analysis shows that males are not more exposed to television and video violence than their females’ counterparts as would be generally anticipated. Rather, the females consume television and video violence more than their male counterparts, both relatively and numerically. This could be due to the fact that females are often kept at home to perform
household chores during which process they may often steal out time to watch the television or video while the males are out of their homes either playing football or other outdoor games.

**Alt Hypothesis 6:** Children of parents with higher socio-economic status will be more exposed to television and video violence than those from lower socio-economic status.

**Null Hypothesis 6:** There is no signification relationship between Children’s Socio-economics Status and exposures to television and video violence.

**Table 13a:** Cross-tab of Parents’ Socio-economic Status and children’s consumption of Television Violent Acts.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
<td></td>
</tr>
<tr>
<td>Socio-economic Status</td>
<td>Yes to consumption of</td>
<td>No to consumption of</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Tele Violent Acts</td>
<td>Tele Violent Acts</td>
<td></td>
</tr>
<tr>
<td>Low socio-economic</td>
<td>123 (52.6%)</td>
<td>111 (47.4%)</td>
<td>234 (100.0%)</td>
</tr>
<tr>
<td>status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High socio-economic</td>
<td>152 (57.1%)</td>
<td>114 (42.9%)</td>
<td>266 (100.0%)</td>
</tr>
<tr>
<td>status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>275 (55.0%)</td>
<td>225 (45.0%)</td>
<td>500 (100.0%)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.055; \ df = 1; \ C = .046; \ P = .304 \text{ (Not Significant)} \]

A composite measure of socio-economic status was employed. The factors in the index include father’s level of education, mother’s level of education, nature of accommodation and parents’ income.
Though the table shows that majority of the respondents are from high socio-economic homes, yet the Pearson Chi-square statistics 1.055 shows that there is no significant relationship between the variables at $\alpha = 0.05$ in respect of consumption of television violent Acts. This means that the children’s socio-economic backgrounds do not influence their level of consumption of television violence.

**Table 13b: Cross-tab of Parents’ Socio-economic Status and children’s consumption of Video Violent Acts.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Socio-economic Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low socio-economic status</td>
<td>121 (51.7%)</td>
<td>113 (48.3%)</td>
</tr>
<tr>
<td>High socio-economic status</td>
<td>159 (59.8%)</td>
<td>107 (40.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>280 (56.0%)</td>
<td>220 (44.0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>500 (100.0%)</td>
</tr>
</tbody>
</table>

$\chi^2 = 3.286; \text{df} = 1; \text{C} = .081; \text{P} = .070$ (Not Significant)

Regarding their consumption of video violent acts, the Pearson Chi-square of 3.286 and P = 0.070 equally show that there is no significant relationship between the variables at $\alpha = 0.05$. It also means that the children’s socio-economic backgrounds do not influence their level of consumption of video violence.

With these results, the null hypothesis is thus, accepted. It can therefore be concluded that there is no significant relationship between the children’s socio-economic statuses and their exposure to television and video violence.
This could be due to the proliferation of the mass media and the influx of “infotech” which has made access to media equipment and messages very easy, irrespective of whether the children belong to the low or high socio-economic class.

**Alt Hypothesis 7:** Children from higher socio-economic background will perceive social relations as involving more conflict than cooperation.

**Null Hypothesis 7:** There is no signification relationship between Children’s Socio-economics background and their perception of social relations.

**Table 13c** Cross-tabulation of Parents’ Socio-economic Status and Perception of Social Relations.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (Percentage)</th>
<th>Frequency (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N (%)</td>
<td>N (%)</td>
</tr>
<tr>
<td>Perceptions of Social Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Low socio-economic status</td>
<td>138 (59.0%)</td>
<td>96 (41.0%)</td>
</tr>
<tr>
<td>High socio-economic status</td>
<td>153 (57.5%)</td>
<td>113 (42.5%)</td>
</tr>
<tr>
<td>Total</td>
<td>291 (58.2%)</td>
<td>209 (41.8%)</td>
</tr>
</tbody>
</table>

$\chi^2 = .108; \; df = 1; \; C = .015; \; P = .742$ (Not Significant)

The Pearson Chi-square of .108 with $P=.742$ is not significant at $\alpha = 0.05$. Hence, the null hypothesis is accepted. This establishes the fact that children’s socio-economic backgrounds do not influence their perception of social relations. It can thus, be concluded that the children’s socio-economic status is not a factor in this study.
MULTIVARIATE (REGRESSION) ANALYSIS

This section of the study presents the multivariate analysis whereby the simultaneous relationships among the several variables of this study were established. Accordingly, the independent variable of this study (exposure to electronic media violence) will be explained using a variety of dependent variables. These dependent variables include: gender, age, religion, parents’ level of education, source of television programme, violence and type of accommodation. A model (Table 16) is also designed to address variables that affect perception of conflicts in social relations.

Table 14 below looks at the simultaneous relationships between consumption of television violence and the dependent variables of the study.

The odds ratios do not reveal a clear relationship between consumption of television violence and exposure to the television. Those who watch daily were four times more likely to consume television violence than those who watch between one and three days weekly. Ironically, those who watched between four to six days were found to be less likely to consume television violence than those who were less exposed to the television than themselves. This suggests that those who watched for less than four days may be watching for longer periods of the day than those who watched between four and six days.

The study shows an odds ratio of 0.580 for those who watch for four to six days while those who watch for seven days a week has odds of 1.438. This is significant only at 95 percent. This could mean that it is not the level of exposure that predicts consumption of EMV. It could well be the rate, measured by the number of hours watched per day.
People who chose other religions were less likely than Christians to consume television violence. The study revealed that religion is not a factor in predicting consumption of television violence. As is shown in Table 14 above, Islam and the Traditional religions are not significantly at greater/lesser odds of consuming television violence. This means that no religious organization, (which is one of the social institutions that influence children) has significantly affected the consumption of television violence by its adherents, more or less than other religions, with the exception of ‘others’.

The result further shows that there is a significant positive relationship between class (level of education) and consumption of television violence with an odds ratio of 2.141 which is significant at $\alpha = 0.001$ (99.9%) level of significance for primary six pupils. This means that primary six pupils are two times more likely to consume television violence than primary four pupils. This supports the view that one’s educational level and age (older Children) highly influence the consumption of EMV. So, null hypothesis 4 is rejected.
### Table 14: Logistic Regression Model for consumption of Television Violence

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>S.E</th>
<th>Odds ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exposure to the TELEVISION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 3 days a week (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>4 – 6 days a week</td>
<td>-0.544</td>
<td>0.219</td>
<td>0.580*</td>
</tr>
<tr>
<td>7 days a week</td>
<td>0.363</td>
<td>0.152</td>
<td>1.438*</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Female</td>
<td>-0.138</td>
<td>0.106</td>
<td>0.871</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 – 9 years (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>10 – 11 years</td>
<td>0.193</td>
<td>0.165</td>
<td>1.213</td>
</tr>
<tr>
<td>12 – 13 years</td>
<td>0.088</td>
<td>0.192</td>
<td>1.092</td>
</tr>
<tr>
<td>14 years and above</td>
<td>0.303</td>
<td>0.261</td>
<td>1.354</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christianity (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Islam</td>
<td>0.196</td>
<td>0.361</td>
<td>1.216</td>
</tr>
<tr>
<td>Traditional religion</td>
<td>0.603</td>
<td>0.514</td>
<td>1.828</td>
</tr>
<tr>
<td>Others</td>
<td>-2.213</td>
<td>0.910</td>
<td>0.109*</td>
</tr>
<tr>
<td>No response</td>
<td>1.299</td>
<td>0.763</td>
<td>3.665</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pry 4 (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Pry 5</td>
<td>0.203</td>
<td>0.144</td>
<td>0.816</td>
</tr>
<tr>
<td>Pry 6</td>
<td>0.5</td>
<td>0.179</td>
<td>0.367</td>
</tr>
<tr>
<td><strong>Source of TELEVISION programme</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local (reference category)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign</td>
<td>0.455</td>
<td>0.108</td>
<td>1.576**</td>
</tr>
<tr>
<td>Foreign</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Father’s level of education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pry school (reference category)</td>
<td>0.006</td>
<td>0.21</td>
<td>1.006</td>
</tr>
<tr>
<td>Secondary school</td>
<td>0.041</td>
<td>0.232</td>
<td>1.0</td>
</tr>
<tr>
<td>Poly/College of Education</td>
<td>0.221</td>
<td>0.190</td>
<td>1.247</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mother’s level of education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pry school (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Secondary school</td>
<td>-0.090</td>
<td>0.214</td>
<td>0.914</td>
</tr>
<tr>
<td>Poly/College of Education</td>
<td>0.120</td>
<td>0.231</td>
<td>1.128</td>
</tr>
<tr>
<td>University</td>
<td>0.172</td>
<td>0.185</td>
<td>1.187</td>
</tr>
<tr>
<td><strong>Type of accommodation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One room (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Room and parlour</td>
<td>0.520</td>
<td>0.264</td>
<td>1.682*</td>
</tr>
<tr>
<td>One bedroom flat</td>
<td>-0.304</td>
<td>0.314</td>
<td>0.738</td>
</tr>
<tr>
<td>Two bedroom flat</td>
<td>0.635</td>
<td>0.307</td>
<td>1.888*</td>
</tr>
<tr>
<td>Three bedroom flat</td>
<td>0.477</td>
<td>0.285</td>
<td>1.611</td>
</tr>
<tr>
<td>Duplex</td>
<td>-0.114</td>
<td>0.347</td>
<td>0.893</td>
</tr>
<tr>
<td>Others</td>
<td>-1.469</td>
<td>1.851</td>
<td>0.230</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.515</td>
<td>0.385</td>
<td>0.597</td>
</tr>
</tbody>
</table>

* = p < 0.05; ** = p < 0.01; *** = p <0.001

**Levels Of Significance**

* = p < 0.05  This means that the result is significant at 95% level

** = p < 0.01  This means that the result is significant at 99% level

*** = p < 0.001  This means that the result is significant at 99.9% level
Also, there is a significant positive relationship between source of television programmes watched and consumption of television violence. Those who consume foreign programmes were 1.6 times more likely to consume television violence than those who watched local programmes with an odds ratio of 1.576. This is significant at 0.001 level of significance, which means that the relationship is very high (99.9%). Null hypothesis 3 is thus rejected and the alternate hypothesis holds.

There are inconsistencies on the effect of nature of accommodation. Only those who indicated room and parlour and two bedroom flats were significantly more likely to consume television violence than those in one room apartments. At 1.682 and 1.888 for room and parlour and two bedroom flats respectively, there is a significant positive relationship at 0.05 (95%) level of significance. This result shows that there is no clear-cut relationship between socio-economic status and consumption of television violence.
Table 15: Logistic regression model for consumption of Video violence

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>S.E</th>
<th>Odds ratio</th>
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</tr>
<tr>
<td>1 – 3 days a week (reference category)</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>4 – 6 days a week</td>
<td>-0.092</td>
<td>0.184</td>
<td>0.912</td>
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<td>7 days a week</td>
<td>-0.039</td>
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<td><strong>Sex</strong></td>
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<td>Female</td>
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</tr>
<tr>
<td><strong>Age</strong></td>
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<td>8 – 9 years (reference category)</td>
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<td>10 – 11 years</td>
<td>0.382</td>
<td>0.166</td>
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<td>12 – 13 years</td>
<td>-0.240</td>
<td>0.187</td>
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<td>14 years and above</td>
<td>0.331</td>
<td>0.256</td>
<td>1.393</td>
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<td><strong>Religion</strong></td>
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<td>Islam</td>
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<td>0.823</td>
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<td>Traditional religion</td>
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<td>0.507</td>
<td>1.662</td>
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<tr>
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<td>Pry 5</td>
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<td>0.997</td>
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<tr>
<td>Pry 6</td>
<td>0.580</td>
<td>0.170</td>
<td>1.785**</td>
</tr>
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<td><strong>Source of video films</strong></td>
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<td>Foreign</td>
<td>0.302</td>
<td>0.100</td>
<td>1.353**</td>
</tr>
<tr>
<td><strong>Father’s level of education</strong></td>
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<tr>
<td>Pry school (reference category)</td>
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<td>1.0</td>
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<tr>
<td>Secondary school</td>
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<td>0.897</td>
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<td>Poly/College of Education</td>
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<td><strong>Mother’s level of education</strong></td>
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<tr>
<td>Secondary school</td>
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<td>University</td>
<td>0.225</td>
<td>0.182</td>
<td>1.252</td>
</tr>
<tr>
<td><strong>Type of accommodation</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>One room (reference category)</td>
<td>-</td>
<td>-</td>
<td>1.0</td>
</tr>
<tr>
<td>Room and parlour</td>
<td>0.125</td>
<td>0.248</td>
<td>1.133</td>
</tr>
<tr>
<td>One bedroom flat</td>
<td>-0.072</td>
<td>0.301</td>
<td>0.931</td>
</tr>
<tr>
<td>Two bedroom flat</td>
<td>0.592</td>
<td>0.294</td>
<td>1.807*</td>
</tr>
<tr>
<td>Three bedroom flat</td>
<td>0.665</td>
<td>0.280</td>
<td>1.945*</td>
</tr>
<tr>
<td>Duplex</td>
<td>-0.437</td>
<td>0.332</td>
<td>0.646</td>
</tr>
<tr>
<td>Others</td>
<td>-1.047</td>
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<td>0.351</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.003</td>
<td>0.346</td>
<td>1.003</td>
</tr>
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</table>
The most significant predictors of consumption of video violence are class and source of video films. Just as in the case of consumption of television violence, Primary six pupils are 1.8 times more likely to consume video violence than primary four pupils. With an odds ratio of 1.785 at 0.01 (95%) level of significance, null hypothesis 4 is rejected and the alternate hypothesis upheld. This further supports the result on television violence.

Source of video films watched also has a positive significance with the consumption of video violence with an odds ratio of 1.353 at 0.01 (99%) significant level, the null hypothesis 3 is again rejected and the alternate accepted. This means that the source of films watched is a factor, as those who watch from foreign sources are 1.4 times more likely to consume video violence than those who watch local videos. Other variables positively significant at 0.01 (99%) level are age and type of accommodation. Only those in the 10-11 year category were 1.5 times more likely to consume video violence than the 8-9 year category. Also those in flats (two and three bedroom flats) were almost twice (odd ratios 1.807 and 1.945 respectively) likely to consume video violence than those in one room accommodation. The highest category (duplex) does not significantly differ from the reference category.
Table 16: Logistic regression model for perception of conflict in social relations

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>S.E</th>
<th>Odds ratio</th>
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<td>Exposure to the video</td>
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<td>1 – 3 days a week (reference category)</td>
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<td>-</td>
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<tr>
<td>4 – 6 days a week</td>
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<td>-</td>
<td>1.0</td>
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<tr>
<td>4 – 6 days a week</td>
<td>0.294</td>
<td>0.209</td>
<td>1.342</td>
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<tr>
<td>7 days a week</td>
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<td>10 – 11 years</td>
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<td>1.011</td>
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<td>12 – 13 years</td>
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<td>14 years and above</td>
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<td>0.814</td>
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<td>Religion</td>
<td></td>
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<tr>
<td>Christianity (reference category)</td>
<td>-</td>
<td>-</td>
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<td>Islam</td>
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<td>Traditional religion</td>
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<td>Others</td>
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<td>0.703</td>
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<td>Pry 5</td>
<td>0.081</td>
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<td>Pry 6</td>
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<td>Pry school (reference category)</td>
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<td>University</td>
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<td>One room (reference category)</td>
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<td>-</td>
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<tr>
<td>Room and parlour</td>
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<td>0.244</td>
<td>1.060</td>
</tr>
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<td>One bedroom flat</td>
<td>-0.651</td>
<td>0.304</td>
<td>0.521*</td>
</tr>
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<td>Two bedroom flat</td>
<td>0.123</td>
<td>0.289</td>
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<td>Three bedroom flat</td>
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<td>0.612</td>
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<tr>
<td>Duplex</td>
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<td>0.322</td>
<td>1.038</td>
</tr>
<tr>
<td>Others</td>
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<td>Consumption of TELEVISION violence</td>
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<tr>
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<td>-</td>
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<tr>
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Consumption of television and video violence does not predict the perception of conflict in social relations. Only persons living in one bedroom flats were marginally less likely to perceive conflict in social relations than those in one room apartments.

The study shows that those in one bedroom apartment, with an odd ratio of 0.521 are less likely to perceive conflict in perception of social relations. Other categories do not however differ significantly from the reference category. This suggests that there is a need for further studies on what determines the perception of conflicts in social relations since the consumption of Television and Video violence does not predict perception of social relations in this study.

DISCUSSIONS AND CONCLUSION
Using the children of Lagos State as study sample, this study has shown that Nigerian children who consume a lot of electronic media violence, do not significantly perceive more conflict than cooperation in the interactions among people than those children who consume little or no violence. After controlling other variables, the results showed that consumption of television and video violence does not predict the perception of conflict in social relations (Table 16).

It means one needs to seek other explanatory variables in understanding the reasons for these behaviours. It is necessary to point out that certain factors differentiate children who consume a lot of electronic media violence (EMV) from those who consume little or none. These differences are mainly in age, gender, source of EMV and socio-economic status of the children’s parents.
The study generally showed that Nigerian children are highly exposed to the electronic media, with a majority of them watching for seven days a week, while a good number equally watches television and video for up to three days a week. Generally, majority of them watches for three hours or less a day. The source of EMV consumed by them is mainly foreign or imported programmes and video.

Whereas the result could not reveal a clear relationship between exposure and consumption of EMV, age was shown to have a lot of influence on their consumption of EMV. Gender and religion were, however, not a factor in the study. The initial statistical test (chi-square) showed that children from higher socio-economic homes are not more exposed to EMV than those from lower socio-economic homes; besides, their socio-economic status does not affect their perception of social relations. The regression analysis showed that only type of accommodation appears to be slightly related to consumption of violence.

The higher statistical result (regression) showed that the most significant predictors of consumption of EMV are class (age) and source of television and video. The study also found that type of residence that is, socio-economic status, is associated with consumption of EMV; hence, the children’s socio-economic backgrounds influences their consumption of EMV. Whereas, consumption of television and video violence does not predict the perception of conflict in social relations, the socio-economic status of the children is a correlate of perception of conflict in the social relations.

In all, eight null hypotheses were proposed and tested: one major and seven minor ones. Three of them (Hypotheses 2, 3, & 4) showed significant relationships among the
variables, hence, they were rejected, while their alternate hypotheses were upheld. The major hypothesis and the remaining four (Hypotheses 1, 5, 6 & 7) did not show significant relations among the variables and so were accepted while their alternate hypotheses were rejected.

Generally, the study showed that Nigerian children are highly exposed to the electronic media, specifically, the television and video. They prefer the foreign sources of electronic media to indigenous ones. Consequently, they access imported television programmes and videos more than the local ones, and thereby, consuming a lot of electronic media violence through these foreign sources. This is a dangerous trend, which if uncontrolled, could make Nigerian children become alienated from cultural and traditional norms. Although the children’s socio-economic backgrounds do not influence their exposure (consumption) of EMV, it does influence their perception of conflict in social relations of the people around them.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The main purpose of this study was to investigate the relationship between the exposure of Nigerian children to television and video violence and their perception of social relations. The study also examined the relationship between the demographic variables of age, gender and the socio-economic status of the respondents and their perception of conflict in social relations. The survey method was used for eliciting information from primary school children in Lagos State, in the South Western geo-political zone of Nigeria. The multi-stage systematic random and stratified sampling techniques were used in selecting 500 pupils from 10 schools in 5 Local Government Education Authorities in Lagos State. These are: Amuwo-Odofin (n=100), Eti-Osa (n=100), Ikorodu (n=100), Mushin (n=100) and Surulere (n=100). The data collection instrument was the structured questionnaire. A total of 500 copies of the questionnaires were administered with a 100% return rate. Data were analysed at three levels: univariate, bivariate, and multivariate. The univariate level examined the background and characteristics of respondents. The bivariate analysis tested the eight hypotheses of this study, using the Statistical Package for Social Sciences (SPSS) to calculate the Chi-Square test of significance; and the multivariate regressional analysis tested the relationships between (the demographic) and (the dependent) variables of the study.
Research questions were asked and hypotheses formulated at the onset of this study. This study sought answers to the following research questions.

**Major Research Question**

Do children who consume television programmes and videos that contain a lot of violence see more conflict than cooperation in the interactions among people than those children who consume television programmes and videos that contain little or no violence?

**Minor Research Questions**

1. How much time do children spend watching television programmes and videos?
2. How much attention do children pay to violent acts and expressions in television and videos?
3. Do children who are exposed to foreign television programmes and videos consume EMV more than those who watch local programmes?
4. Are older children (11–14 years) more exposed to television and video violence than younger ones (8–10 years)?
5. Are boys exposed to television and video violence more than girls?
6. Are children of parents with higher socio-economic status exposed to television and video violence more than those with lower socio-economic status?
7. Do children from higher socio-economic background perceive social relations as involving more conflict than cooperation?

The hypotheses formulated from these questions are:

**Major Hypothesis**

Children who consume television programmes and videos that contain a lot of violence will see more conflict than cooperation in the interactions among people than those children who consume television programmes and videos that contain little or no violence.
Minor Hypotheses

1. A majority of children will watch television and videos at least three days of the week.
2. A majority of children will spend 3 hours or fewer watching violent television programmes and videos.
3. Children who are exposed to foreign television programmes and videos are more likely to view television and video violence than those who watch local (indigenous) television programmes and videos.
4. Older children will be more exposed to television and video violence than younger ones.
5. Boys will be more exposed to television and video violence than girls.
6. Children of parents with higher socio-economic status will be more exposed to television and video violence than those of lower socio-economic status.
7. Children from higher socio-economic background will perceive social relations as involving more conflict than cooperation.

Data relevant to these questions were sourced through a 35-item self-administered questionnaire. The first part of the questionnaire elicited information on the demographic profiles of the respondents while the second part handled the exposure to EMV and the respondents’ perception of social relations. This was done by asking them to indicate their degree of agreement or disagreement over some set of attitudinal statements. So, perception of social relations was measured by an eight-item, five-point likert-type scale.
The study found that a majority (97.2%) of Nigerian children are exposed to EMV, while 2.8% are not. More females (54.6%) were found to be exposed than the male (45.4%). Some relationships were established by the study as is displayed in specific tables under the bivariate analysis. These include the relationship between:

(a) age and consumption of electronic media violence
(b) source of television programmes and video
(c) socio economic status of parents and perception of conflict in social relations

The three regression analyses models further confirm these relationships outlined. Accordingly, the first regression analysis model confirmed the relationships between:

(a) the high level of exposure to, and consumption of EMV;
(b) the source of television programmes/videos watched and the consumption of EMV.

On the other hand, the third model showed that neither the consumption of EMV nor the socio-economic backgrounds of the children could predict the perception of conflict in social relations.

The findings did not support the major hypothesis which proposes a direct relationship between media violence and the perception of social relations. However, there is a significant positive correlation between age and consumption of EMV. The results of the chi-square analyses are further confirmed by the results of the three models of regression analyses which indicate the different levels of significance amongst the variables being tested.
The first regression analysis showed that daily viewers are 1.4 times more likely to consume EMV than those who watch television for between one and three days. Also, those who are older and who are in the higher class (Primary 6) are 2.1 times more likely to consume television violence than those in Primary 4. Similarly, those who watch foreign television programmes are 2 times more likely to consume television violence than those who watch local programmes.

The study thus, provides a subtle evidence to support Gerbner’s views that long-time period of viewing results in the consumption of electronic media messages which may influence and shape one’s view of life and reality. It further shows that viewers who watch for 3 hours or less, consume as much violence as those who watch for four hours or more on an average day. Hence, in the light of this study, heavy viewers could be said to be those who watch television intensively for 3 hours or more a day.

The second regression model further supports the results of the first model, while the analysis on the third model confirms the earlier results that, neither exposure to, nor consumption of EMV predicts the perception of conflict in social relations.

The implication of the findings of this study bears on the level of exposure of Nigerian children to EMV and the influence of the violent messages they consume on their lives. The children see the television, film and video stars as their role models. So they model their own lives on the characters of these television stars, more so, when these characters are not punished for the wrongs or evils they perpetrate. The children thus, use the messages and information gotten through the electronic media in combination with other societal and psychological factors to define reality. This may, perhaps, account for the
level of violence in the society today. Besides, other environmental factors such as, poverty, family disorders etc., could affect how these children define reality even when they become youths. It is the youths that are unleashing terror on the society; involved in the internet fraud and scam and other delinquent behaviours. Though the result shows that they watch more of foreign videos, the indigenous films they watch, popularly called “home videos”, contain as much violence which is even so crudely presented by the media that they could deprave the sensibilities of any normal child. Hence, Nollywood is equally considered a factor to watch and control.

Summary of Findings
Below are the highlights of the findings of this study:

1. The most available electronic media that the children are exposed to and from which they consume EMV in Nigeria are television and video. The research showed that both the male and female children are highly exposed to television and video and that they consume these media contents heavily.

2. Though both sexes consume television and video violence heavily, the females are more exposed than the males. The wide disparity between male and female respondents’ access to these media may be explained in terms of the strength of gender representation among the respondents. More females are enrolled in the primary schools than the males. Since the study recorded 54.6% females and 45.4% males, it can be generalized to the gender distribution of enrolment of primary school children in Lagos state.
3. Based on George Gerbner’s assessment, only 29% of the respondents of this study are heavy viewers, (i.e. those who watch for 4 hours or more, yet majority of the respondents (55.0% for television, and 56.0 for video) consume a lot of violence through the electronic media. This means that Nigerian children who watch for 3 hours or less of an average day consume as much violence as Gerbner’s heavy viewers on an average day. This suggests that the effects of the viewing habits of Nigerian children may even be worse than what Gerbner and his associates worried about.

4. There is minimal parental guidance for Nigerian children’s television and video viewing since the analysis showed that majority of the parents and guardians are businessmen and women. Parents in this category are often out of their homes most of the time, hence, they are not available to observe and guide their children’s viewing habits.

5. There is a positive correlation between age and the consumption of EMV. The study, however, showed that the children’s socio-economic status is not a correlate of the consumption of EMV.

6. The socio-economic backgrounds of the respondents do not influence their exposure to, and consumption of EMV. Rather, their socio-economic backgrounds influence their perception of conflict in social relations.
7. The children were more exposed to local television programmes from which they consumed a lot of violence, than video items. However, with the video, they consume more of foreign or imported materials from which they equally consume a lot of media violence than the local video items. This affirms the general view that the anti-social /negative and violent behaviors which the children exhibit are most likely learnt from the foreign television programmes and video items they watch.

Conclusion

The world appears to be a violent place as portrayed by the electronic media, hence, children tend to become frightened and apprehensive and so become suspicious of everyone and everything around them. This may induce the tendency for a majority of them to exhibit some violent outrages at the slightest provocation. This may also account for the high level of crime in our society today because the tendency is that majority of these children may grow to become delinquent youths.

Studies seem to substantiate this view that delinquent conduct is learned behaviour. That is to say that those who become delinquent were exposed and susceptible to the influence of either delinquent associates or the consumption of EMV programmes. Influence may be considerable on viewers who are more highly sensitive, mentally disturbed, less emotionally stable or very unimpressionable.
William Clifford (1974:53) confirms that there is at least a possibility that values and standards are propagated by mass communication. Perhaps, the real influence of mass communication is to spread a type of the philosophy of life with indirect significance for crime, rather than being responsible for any immediately initiative behaviour. On the other hand, the United States National Commission on the Causes and Prevention of Violence (1969) definitely stigmatized violence on the television as a “’contributing factor’ to violence”. Blummer, H and Hauser, P in Oyakhiremen (1999) believe that motion pictures were a factor of importance in the delinquent careers of 10% of their male offenders’ responses.

The probability therefore is that the spate of crime emanating from the consumption of EMV will definitely escalate if left unchecked. The question arises: how does one control this situation? Who will undertake this great task? What are Nigerian scholars, parents, guardians and media executives doing about this excessive exposure of the children to EMV? A stitch in time, they say, “saves nine”. The estrangement of Nigerian youths from their cultural norms is almost getting out of hand. The youths’ involvement in different kinds of crime can be traced to the accumulation of the EMV they may have consumed from the electronic media, as well as other socio-cultural factors. As the results of data showed, their excessive exposure to EMV, especially through the foreign sources results in their consumption of violent acts which may even be alien to the Nigerian society. Scholars across the globe (such as, Gerbner, Signorelli, Groebel, Huesmann, Singer and Singer, Anderson etc.) are making serious efforts to arrest this situation. There is the need to pursue this problem to its logical conclusion. Nollywood has taken its own toll on the children also because the violent acts they consume from the local indigenous
programmes and video items influence them in one way or the other. Continued exposure to EMV could turn them into a group of alienated human beings who may gradually develop apathy for their societal and cultural norms. This has become a serious and controversial societal problem and so, needs to be given the desired attention. Studies such as this research can be very useful in proffering some solutions. This study is, therefore, very significant to all the people that have a stake in building up a healthy Nation. A nation made up of children and future youths who we can proudly call ours.

The study therefore, points to the direction of the need for the review of the school curriculum for Nigeria children. The results of the analyses indicate that efforts need be concentrated on how to make Nigerian Children more meaningfully engaged academically, while still providing them with some entertainments programmes for recreation. Two things that require urgent attention from the result of this study are that:

- The females are more exposed to and consume more EMV than their male counterparts.
- The children consume and learn by observation, (Albert Bandera’s observational Learning theory) more violent acts from foreign programmes and videos, than from indigenous sources.
Contributions to Knowledge

- The study shows a shift from Gerbner’s findings, which has become an article of faith in classical Mass Communication research tradition, that heavy viewers are those who watch television for four hours and above on the average day. It is this category of viewers that are likely to be affected by media violence. The present study showed instead, that even those who watch for less than 4 hours a day equally consume a great deal of violence; just as much violence as those who watch for more hours a day.

The findings of this study have increased our understanding of the relationship between children’s exposure to television and their understanding of social reality in the Nigerian context.

- The study contextualized Gerbner’s Cultivation theory within Nigeria’s socio-demographic realities.

- It provided a tool for curriculum development, parental education and involvement in children’s media consumption and viewing habits.

Recommendations

In the light of the findings that Nigerian children consume more violence from the foreign media than indigenous ones, the government should device a means of formally educating the public about the harmful effects of the excessive exposure to, and the consumption of electronic media violence (EMV) on the viewing audience and the general public.

The government should initiate mass media campaigns through which specific messages on the effects of media violence and the risk of paying much attention to foreign media
can be spread across the whole nation. Parents should preview the video films their children watch or the games they play. Also they need to watch television with their children jointly, rather than isolating the children. Government should device a means of counseling parents, especially those doing jobs that keep them outside their homes for long periods of the day. They should be intimated about the risks of allowing their children watch, unguided, television or video games, especially the video games. The counseling could be organized through the offices or the Local Government Areas (LGAs).

Just as television can teach children aggression, it can equally impart important lessons about the damages violence does to individuals, as well as the entire society. The government should ensure that television, the most passive of media, is used in a way that the grassroots can access the important messages sent through it. Government should regulate the broadcast media, especially in terms of the treatments of children’s programmes.

Because parents are ultimately responsible for the entertainment their children consume, they should be properly informed either by the government or the Nigerian Broadcasting Commission, (NBC) as this will help them make meaningful decisions concerning their children’s viewing preferences and habits. The government, should, through the NBC enact laws that would compel owners of television programmes and video games and films to attach to each programme, appropriate information about ratings of the entertainment programmes. The parents themselves should monitor the regulatory organizations, and make meaningful inputs whenever necessary.

Part of the findings of this study is that the female children are more exposed and consume more EMV than males. This is a disturbing trend as Nigeria may turn out more females
with antisocial behaviours than males. The implications is that the female children who are perhaps, often kept at home to perform some domestic chores, spend most of their time watching television and video. It will therefore be pertinent to engage these children more meaningfully whenever they are at home.

The NBC should, therefore, ensure that the children’s television should be educational in its broadest form, such that, it will achieve some social good.

There should be more parental involvement and control of the media content their children consume. There should be proper governmental control through the close monitoring of the broadcast media in the area of children’s programming and by training children to shun violent programmes. The government should equally instruct the NBC to enact laws that will boycott sponsors of violence and the violent programmes themselves.

**Suggestions for Further Studies/Research**

Some of the suggestions of this study stem from its limitations, others from its findings, especially, their implications. The major limitation of this study is that it was conducted in only one geographical area-the South Western Geo-political zone of Nigeria. Besides, the sample constituted only of children in public schools. A survey of at least two geographical zones, perhaps the two extremes- North and South of Nigeria would have been ideal. Equally, a comparison of the level of exposure of Nigerian children in public schools and in private schools in Lagos State would have given a more in-depth assessment of the relationship between the exposure of Nigerian children to electronic
media violence and their perception of social relations, especially in terms of their socio-economic backgrounds. This could not be done due to time and logistic constraints.

Another crucial limitation was the age range (8-14 years) of the sample used. Some of the children did not respond to some questions on the research instrument, even in spite of all the efforts made by the researcher and research assistants to physically explain each question to them. This could be perhaps, because they still did not understand these questions. Further research may therefore be necessary using even a younger age category (5-10 years) but employing a combination of the survey and Focus Group Discussion (FGD) as the research method so as to obtain parallel samples for the study.

The findings of this research point to the fact that the children are more exposed to foreign video tapes and items, from which they consume a lot of violence. It may be necessary to examine the reasons for their favourable disposition towards foreign media; and how their exposure to EMV influences their behaviours. Such a study will further highlight some aspects of correlation between exposure and perception of social relations.

Another important implication of this study is that since the result shows a shift from the popular Gerbner’s opinion that heavy viewers are those who watch television for four (4) hours and more, it is, therefore, very pertinent to examine the reasons why Nigerian children who watch for even only three (3) hours or less equally consume a lot of violence.

One of the findings of this study is that a majority of children watch television alone (without the company of their parents) with peer groups. This may make them consume a lot of electronic media violence as they prefer and mainly watch programmes and games that are highly violent in nature. Further research should be focused on a comparison of
the perception of social relations among children who watch television alone (unguided) and those who watch in the company of their parents (parental control).

Finally, since neither the exposure to, nor consumption of television and video violence (EMV) predicts, the children’s perception of conflict in the social relations of people around them, there is a dire need for further studies on:

(i) what determines conflict in social relations

(ii) what is responsible for the anti-social and risk behaviours of contemporary youths.
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APPENDIX I

Letter to SUBEB for obtaining permission to use schools in Lagos state for the study’s field work.

NATIONAL OPEN UNIVERSITY OF NIGERIA
(Office of the Dean, School of Arts and Social Sciences)

12th June, 2007.

Executive Chairman
SUBEB
Maryland, Lagos.

Sir,

REQUEST FOR ASSISTANCE TO CONDUCT RESEARCH SURVEY

The bearer, Mrs. C. Onwubere, is a Coordinator (Communication) in the School of Arts and Social Sciences, National Open University. She is currently a Ph.D candidate. Her research title is:

“Nigerian Children’s Exposure to TV/Video Violence: Cultivation Theory and Perception of Social Relations”.

Part of the Research design/requirements is to carry out a survey on Primary School Children (aged 8 – 14 years) in five LGAs in Lagos State. It is in this connection I write to request for the following assistance.

(i) To grant her access and use of document listing all the Primary Schools in Lagos State
(ii) To grant her permission to use the Primary Schools to be identified through random sample technique for the research survey.

I look forward to your cooperation in the matter.

Thank You Sir.

[Signature]
Dean
APPENDIX II

QUESTIONNAIRE FOR PILOT STUDY

My name is Chidinma Onwubere, a PhD candidate in the Department of Mass Communication, University of Lagos. I am conducting a research on TV and Video Violence and Nigerian Children as part of the requirements for the award of the Doctor of Philosophy (PhD.) degree.

I shall be very grateful if you would answer these questions sincerely as the information supplied will be solely for this study.

Instruction

Please circle the number that best corresponds with your response.

1. How old are you? 1. 8 – 9 years 2. 10 – 11 years 3. 12 – 13 years 4. 14 years and above

2. What is your sex or gender? (1) Male (2) Female


4. What class are you in?
   Primary 4
   Primary 5
   Primary 6

5. Do you have television in your house? 1. Yes 2. No

6. Do you watch television? 1. Yes 2. No

7. How many days of the week do you watch TV?
   No day of the week 1
   One to three days a week 2
   Four to six days a week 3
   Seven days a week 4

If your answer to question 7 above is ‘No day of the week’ (i.e. 1), then
8. How much time do you spend in watching TV any day that you watch?
   - One hour 1
   - Two hours 2
   - Three hours 3
   - Four or more hours 4

9. What type of programme(s) do you watch on the TV?
   - News casts 1
   - Cartoons 2
   - Entertainments 3
   - Sports 4
   - Drama 5
   - Documentary 6
   - Other, specify please………………… 7

10. How many times a week do you watch Video?
    - No day of the week 1
    - One to three days a week 2
    - Four to six days a week 3
    - Seven days a week 4
    
    If your answer to question 10 above is “No day of the week”, i.e., 1, then

11. How much time do you spend in watching Video any day that you watch?
    - One hour 1
    - Two hours 2
    - Three hours 3
    - Four or more hours 4

12. What type of programme(s) do you watch on the Video?
    - Musicals 1
    - Cartoons 2
    - Entertainments 3
    - Sports 4
    - Drama 5
    - Documentary 6
    - Other (specify)……………………… 7

13. What is the source of TV programme(s) you watch most often?
    - Local (indigenous) 1
    - Foreign (imported) programme(s) 2
14. What is the source of Video programme(s) you watch most often?

<table>
<thead>
<tr>
<th>Source</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (indigenous)</td>
<td>1</td>
</tr>
<tr>
<td>Foreign (imported) programme(s)</td>
<td>2</td>
</tr>
</tbody>
</table>

15. Do the programme(s) that you watch on television contain violent acts and violent verbal exchanges?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
</tr>
</tbody>
</table>

16. Do the programme(s) that you watch on videos contain violent acts and violent verbal exchanges?

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Not sure</td>
<td>3</td>
</tr>
</tbody>
</table>

   If your answer to Question No. 16 is ‘yes’,

17. How much violence do the programme(s) you watch on television contain?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>1</td>
</tr>
<tr>
<td>Little</td>
<td>2</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
</tr>
<tr>
<td>A lot</td>
<td>4</td>
</tr>
</tbody>
</table>

18. How much violence do the programme(s) you watch on videos contain?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little - Very little</td>
<td>1</td>
</tr>
<tr>
<td>Much – Very much</td>
<td>2</td>
</tr>
<tr>
<td>Just a few - Some</td>
<td>3</td>
</tr>
<tr>
<td>A lot – Quite a lot</td>
<td>4</td>
</tr>
</tbody>
</table>

19. How much attention do you pay to violent acts and violent verbal exchanges in the programme(s) that you watch on the TV?

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Little</td>
<td>2</td>
</tr>
<tr>
<td>Some</td>
<td>3</td>
</tr>
<tr>
<td>A great deal</td>
<td>4</td>
</tr>
</tbody>
</table>
20. How much of violent Act or verbal exchanges do you notice in the programme(s) you watch on the Video?

None 1
Little 2
Some 3
A great deal 4

Numbers 21 – 28 are a series of statements that we want you to respond to. Please circle the Number that best corresponds to your response, from Strongly Agree to Strongly Disagree.

21. People in my community support one another in times of difficulty

Strongly Agree 1
Agree 2
Undecided 3
Disagree 4
Strongly Disagree 5

22. My friends and relatives always work together.

Strongly Agree 1
Agree 2
Undecided 3
Strongly Disagree 4
Disagree 5

23. Members of society are always fighting over one thing or the other.

Strongly Agree 1
Agree 2
Undecided 3
Disagree 4
Strongly disagree 5

24. People around me do not quarrel with one another.

Strongly Agree 1
Agree 2
Undecided 3
Disagree 4
Strongly disagree 5
26. Members of society always care for one another

| Strongly Agree | 1 |
| Agree          | 2 |
| Undecided      | 3 |
| Disagree       | 4 |
| Strongly disagree | 5 |

27. People in my Community say negative things about one another.

| Strongly Agree | 1 |
| Agree          | 2 |
| Undecided      | 3 |
| Disagree       | 4 |
| Strongly disagree | 5 |

28. Members of my family disagree with one another most of the time.

| Strongly Agree | 1 |
| Agree          | 2 |
| Undecided      | 3 |
| Disagree       | 4 |
| Strongly disagree | 5 |

29. What is your father’s occupation?

- Educated Professionals (e.g. Doctors, Lawyers, Engineers, Architects, Pilot, Lecturers etc)
- Senior Civil Service
- Junior Civil Service
- Business man/woman
- Artisans (e.g. Mechanics, Bricklayers, Welders, Carpenters, Plumbers, Vulcanizers etc)

30. What is your father’s level of education?

- Primary School 1
- Secondary School 2
- Polytechnic or College of Education 3
- University 4

31. What is your mother’s level of education?

- Primary School 1
- Secondary School 2
- Polytechnic or College of Education 3
- University 4
32. Which area of Lagos do you live in?

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikeja/Anthony/Ajao Estate</td>
<td>1</td>
</tr>
<tr>
<td>Ikoyi/Victoria Island</td>
<td>2</td>
</tr>
<tr>
<td>Surulere</td>
<td></td>
</tr>
<tr>
<td>Yaba/Akoka/Orile</td>
<td>3</td>
</tr>
<tr>
<td>Ajegunle/Orile/Suru Alaba</td>
<td>4</td>
</tr>
<tr>
<td>Bariga/Oworoshoki</td>
<td>5</td>
</tr>
<tr>
<td>Oshodi/Isolo/</td>
<td>6</td>
</tr>
<tr>
<td>Other, specify please</td>
<td>7</td>
</tr>
</tbody>
</table>

33. What type of apartment do you live in?

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>One room</td>
<td>1</td>
</tr>
<tr>
<td>Room and parlour</td>
<td>2</td>
</tr>
<tr>
<td>1 Bedroom flat</td>
<td>3</td>
</tr>
<tr>
<td>2 Bedroom flat</td>
<td>4</td>
</tr>
<tr>
<td>3 Bedroom flat</td>
<td>5</td>
</tr>
<tr>
<td>Duplex</td>
<td>6</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>7</td>
</tr>
</tbody>
</table>
APPENDIX III

REVALIDATED QUESTIONNAIRE FOR THE MAIN STUDY

My name is Chidinma Onwubere, a PhD candidate in the Department of Mass Communication, University of Lagos. I am conducting a research on TV and Video Violence and Nigerian Children as part of the requirements for the award of the Doctor of Philosophy (PhD.) degree.

I shall be very grateful if you would answer these questions sincerely as the information supplied will be solely for this study.

Instruction
Please circle the number that best corresponds with your response.

2. How old are you? 1. 8 – 9 years 2. 10 – 11 years 3. 12 – 13 years 4. 14 years and above

2. What is your sex or gender? (1) Male (2) Female


4. What class are you in? Primary 4 5 6

5. Do you have television in your house? 1. Yes 2. No

6. Do you watch television? 1. Yes 2. No

7. Do you have video in your house? 1. Yes 2. No

8. Do you watch video? 1. Yes 2. No

9. How many days of the week do you watch TV? No day of the week 1 One to three days a week 2 Four to six days a week 3 Seven days a week 4
If your answer to question 9 above is ‘No day of the week’ (i.e. 1), then

10. How much time do you spend in watching TV any day that you watch?
   - One hour 1
   - Two hours 2
   - Three hours 3
   - Four or more hours 4

11. What type of programme(s) do you watch on the TV?
   - News casts 1
   - Cartoons 2
   - Entertainments 3
   - Sports 4
   - Drama 5
   - Documentary 6
   - Other, specify please 7

12. How many days of the week do you watch Video?
   - No day of the week 1
   - One to three days a week 2
   - Four to six days a week 3
   - Seven days a week 4

   If your answer to question 12 above is ‘No day of the week’ (i.e. 1), then

13. How much time do you spend in watching Video any day that you watch?
   - One hour 1
   - Two hours 2
   - Three hours 3
   - Four or more hours 4

14. What type of programme(s) do you watch on the Video?
   - Musicals 1
   - Cartoons 2
   - Entertainments 3
   - Sports 4
   - Drama 5
   - Documentary 6
   - Other (specify) 7

15. What is the source of TV programme(s) you watch most often?
   - Local (indigenous) 1
   - Foreign (imported) programme(s) 2

16. What is the source of Video programme(s) you watch most often?
   - Local (indigenous) 1
   - Foreign (imported) programme(s) 2
17. Do the programme(s) that you watch on television contain violent acts and violent verbal exchanges?
   - Yes 1
   - No 2
   - Not sure 3

18. Do the programme(s) that you watch on videos contain violent acts and violent verbal exchanges?
   - Yes 1
   - No 2
   - Not sure 3

If your answer to Question No 18 is ‘yes’

19. How much violence do the programme(s) you watch on television contain?
   - None 1
   - Very little 2
   - Little 3
   - Some 4
   - A lot 4

20. How much violence do the programme(s) you watch on videos contain?
   - None 1
   - Very little 2
   - Little 3
   - Some 4
   - A lot 4

21. How much attention do you pay to violent acts and violent verbal exchanges in the programme(s) that you watch on the TV?
   - None 1
   - Very little 2
   - Little 3
   - Some 4
   - A great deal 4

22. How much of violent act or verbal exchanges do you notice in the programme(s) you watch on the Video?
   - None 1
   - Very little 2
   - Little 3
   - Some 4
   - A great deal 4

Numbers 23 – 30 are a series of statements that we want you to respond to. Please circle the Number that best corresponds to your response, from Strongly Agree to Strongly Disagree.

23. People in my community support one another in times of difficulty
   - Strongly Agree 1
<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. My friends and relatives always work together.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. Members of society are always fighting over one thing or the other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. People around me do not quarrel with one another.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. People around me often abuse one another.</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Undecided</td>
<td>1</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>28. Members of society always care for one another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Undecided</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. People in my Community say negative things about one another.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. Members of my family disagree with one another most of the time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Agree 2  
Undecided 3  
Disagree 4  
Strongly disagree 5  

31. What is your father’s occupation?  
- Educated Professionals (e.g. Doctors, Lawyers, Engineers, Architects, Pilot, Lecturers etc) 1  
- Senior Civil Service 2  
- Junior Civil Service 3  
- Business man/woman 4  
- Artisans (e.g. Mechanics, Bricklayers, Welders, Carpenters, Plumbers, Vulcanizers etc) 5  

32. What is your father’s level of education?  
- Primary School 1  
- Secondary School 2  
- Polytechnic or College of Education 3  
- University 4  

33. What is your mother’s level of education?  
- Primary School 1  
- Secondary School 2  
- Polytechnic or College of Education 3  
- University 4  

34. Which area of Lagos do you live in?  
- Ikeja/Anthony/Ajao Estate 1  
- Ikoyi/Victoria Island 2  
- Surulere /Yaba/Akoka 3  
- Ajegunle/Orile/Suru Alaba 4  
- Bariga/Oworoshoki 5  
- Oshodi/Isolo/Mushin 6  
- Apap/Festac/Satellite 7  
- Ikorodu/Mile12/Owode Oni Irin 8  

35. What type of apartment do you live in?  
- One room 1  
- Room and parlour 2  
- 1 Bedroom flat 3  
- 2 Bedroom flat 4  
- 3 Bedroom flat 5  
- Duplex 6  
- Other (please specify)……………… 7
APPENDIX IV

MAP OF NIGERIA (STUDY’S POPULATION)
APPENDIX V

MAP OF LAGOS STATE (STUDY AREA)
# APPENDIX VI

## THE AUTHENTIC CENSUS: Lagos State Social Security Exercise and Population Figure

<table>
<thead>
<tr>
<th>Local Government</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agege</td>
<td>564,239</td>
<td>468,825</td>
<td>1,033,064</td>
</tr>
<tr>
<td>Ajeromi-Ifeodun</td>
<td>723,644</td>
<td>711,651</td>
<td>1,435,295</td>
</tr>
<tr>
<td>Alimosho</td>
<td>1,099,656</td>
<td>947,370</td>
<td>2,047,026</td>
</tr>
<tr>
<td>Amuwo Odofin</td>
<td>301,012</td>
<td>223,959</td>
<td>524,971</td>
</tr>
<tr>
<td>Apapa</td>
<td>264,728</td>
<td>257,656</td>
<td>522,384</td>
</tr>
<tr>
<td>Badagry</td>
<td>187,427</td>
<td>192,993</td>
<td>380,420</td>
</tr>
<tr>
<td>Epe</td>
<td>153,360</td>
<td>170,274</td>
<td>323,634</td>
</tr>
<tr>
<td>Eti-Osa</td>
<td>460,124</td>
<td>523,391</td>
<td>983,515</td>
</tr>
<tr>
<td>Ibeju-Lekki</td>
<td>49,613</td>
<td>49,927</td>
<td>99,540</td>
</tr>
<tr>
<td>Ifako-Ijaiye</td>
<td>380,112</td>
<td>364,211</td>
<td>744,323</td>
</tr>
<tr>
<td>Ikeja</td>
<td>328,778</td>
<td>319,942</td>
<td>648,720</td>
</tr>
<tr>
<td>Ikorodu</td>
<td>364,207</td>
<td>324,838</td>
<td>689,045</td>
</tr>
<tr>
<td>Kosofe</td>
<td>527,539</td>
<td>407,075</td>
<td>934,614</td>
</tr>
<tr>
<td>Lagos-Island</td>
<td>461,830</td>
<td>398,019</td>
<td>859,849</td>
</tr>
<tr>
<td>Lagos-Mainland</td>
<td>326,433</td>
<td>303,036</td>
<td>629,469</td>
</tr>
<tr>
<td>Mushin</td>
<td>684,176</td>
<td>637,341</td>
<td>1,321,517</td>
</tr>
<tr>
<td>Ojo</td>
<td>507,693</td>
<td>433,830</td>
<td>941,523</td>
</tr>
<tr>
<td>Oshodi-Isolo</td>
<td>514,857</td>
<td>619,691</td>
<td>1,134,548</td>
</tr>
<tr>
<td>Somolu</td>
<td>517,210</td>
<td>507,913</td>
<td>1,025,123</td>
</tr>
<tr>
<td>Surulere</td>
<td>698,403</td>
<td>575,959</td>
<td>1,274,362</td>
</tr>
<tr>
<td><strong>STATE TOTAL</strong></td>
<td><strong>9,115,041</strong></td>
<td><strong>8,437,901</strong></td>
<td><strong>17,552,942</strong></td>
</tr>
</tbody>
</table>


APPENDIX VII

LIST OF LOCAL GOVERNMENT AREAS (LGAs) WHICH CORRESPOND WITH THE LOCAL GOVERNMENT EDUCATION AUTHORITIES (LGEAs) IN LAGOS STATE

<table>
<thead>
<tr>
<th></th>
<th>Name of Local Government Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agege</td>
</tr>
<tr>
<td>2</td>
<td>Ajeromi-Ifeodun</td>
</tr>
<tr>
<td>3</td>
<td>Alimosho</td>
</tr>
<tr>
<td>4</td>
<td>Amuwo-Odofin</td>
</tr>
<tr>
<td>5</td>
<td>Apapa</td>
</tr>
<tr>
<td>6</td>
<td>Badagry</td>
</tr>
<tr>
<td>7</td>
<td>Epe</td>
</tr>
<tr>
<td>8</td>
<td>Eti-Osa</td>
</tr>
<tr>
<td>9</td>
<td>Ibeju-Lekki</td>
</tr>
<tr>
<td>10</td>
<td>Ifako-Ijaye</td>
</tr>
<tr>
<td>11</td>
<td>Ikeja</td>
</tr>
<tr>
<td>12</td>
<td>Ikorodu</td>
</tr>
<tr>
<td>13</td>
<td>Kosofe</td>
</tr>
<tr>
<td>14</td>
<td>Lagos Island</td>
</tr>
<tr>
<td>15</td>
<td>Lagos Mainland</td>
</tr>
<tr>
<td>16</td>
<td>Mushin</td>
</tr>
<tr>
<td>17</td>
<td>Ojo</td>
</tr>
<tr>
<td>18</td>
<td>Oshodi-Isolo</td>
</tr>
<tr>
<td>19</td>
<td>Shomolu</td>
</tr>
<tr>
<td>20</td>
<td>Surulere</td>
</tr>
</tbody>
</table>

It is interesting to observe that the LGEAs correspond with the Local Government Areas (LGAs) in Lagos State as contained in the Constitution of the Federal Republic of Nigeria, (1999:1051).
APPENDIX VIII

List of Schools Selected from the five LGEAs used for the study

A. AMUWO-ODOFIN

1. UPE Primary School 3rd Avenue, between ‘H’ & ‘K’ Close, Festac Town
2. Festac Primary School, Festac 7th Avenue, ‘D’ Close, Festac Town

B. ETI-OSA

3. Ikoyi Primary School, Orsbone Rd Osborne Road Ikoyi
4. Model School, Keffi, Ikoyi Girls Modern Academy, 3 Manuwa st, Keffi

C. IKORODU

5. Community Primary School, Ikorodu Lagos road, Itoyolo
6. U.A.M.C (Eleja) School, Igbogbo Jia-Olu Ademile Street, Igbogbo

D. MUSHIN

7. Holy Rosary Primary School, Mabo Mabo Street, Surulere.
8. St Jades Primary School, Ilasa Ilasamaja Road, Mushin.

E. SURULERE

9. Ideal Primary School, Falolu Rd. Falolu Road, Surulere.
10. Sanya Primary School, Surulere 2 Sanya Street, Ijesha.
APPENDIX IX

Private Television and Radio Stations in Nigeria

A. Private Television

1. Clapperboard (CBTV, now defunct) Lagos
2. Degue Broadcasting Network (DBN)
3. Channels Incorporated Limited (Channels TV) Lagos
4. Multi International Television Lagos
5. Africa Independent Television (AIT) Lagos
6. Galaxy Pictures Television (Galaxy TV) Ibadan
7. Desmins Broadcasting limited, Kaduna
8. Minaj Systems in Obosi, Anambra
9. DSTV
10. Television Continental

B. Private Radio Stations

1. Ray Power 100.5FM 1994
2. Ray Power II 106.5 FM 1996
3. Rhythm 93.7 FM
4. Cool FM
5. Eko FM
6. Star FM
7. Choice FM
8. Unilag FM
9. NOUN FM
10. Radio Continental