

**PARENTAL INTERVENTION ON NEGATIVE EFFECTS OF ENTERTAINMENT
MEDIA ON NIGERIAN YOUTH'S: A STUDY OF BIG BROTHER NIGERIA**

BY

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CERTIFICATION

I certify that this work was carried out by **Ndulue David Ikechukwu** at the Department of Mass Communication, Mountain Top University, Ogun State, Nigeria under my supervision.

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DEDICATION

This work is dedicated to God Almighty, my creator, my backbone, my source of wisdom, knowledge and understanding. He has been the source of my strength throughout this project and on His wings only have I soared. Many thanks to my parents and my entire family for their immense support, as well as all of the lecturers in Mountain Top University's department of Mass Communication for impacting knowledge in me.

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ABSTRACT

Parental intervention is a strategy designed to give parents and social-worker an insight into their child's needs and how they can support them. Parental intervention can be particularly helpful when a child has an unacceptable behavior or disability and educational needs. Ever since the establishment of Big Brother Naija was, it has remained a platform for Nigerians from various spheres of the nation to showcase their cultural heritage. It also employed the qualitative variant and also, adopt the field survey research design. The population of the study consisted of respondents drawn from Parents whose children are in private secondary schools in Ifako-Ijaye local government area, Lagos. The selected 5 private schools. The study made use of qualitative method for data collection. 341 respondents who were conveniently sampled. The collection of data was analyzed and the result were presented through tables, frequencies and percentage. The finding of the study revealed that majority of the respondents asserted to the fact that they use parental controls and content restrictions options on the TV decoder in order to ensure the kids do not have access to it. The study recommended The parents should be disciplined enough to not watch these shows when they have their kids around, not the one they send them inside when they are watching it, this act of discipline will be a lesson to the kid and make him also not to watch it.

KEYWORDS: Parental Intervention, Big Brother Naija, Ifako Ijaye

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

The entertainment media which is part of mass media, is undoubtedly one of the major tools that catch the attention of young people, teenagers and or youths in an interesting way today. The mass media (journals, magazines, radio or podcast, television, films and the social media such as V-logs) can perform vital roles in the development of a society like serving as a medium for argument, civil participation, re-direction, socialization, mobilization, erudition and entertainment. (Lasswell, 2013) According to an online journal; Carnegie Mellon University, Broadcast television will carry on with the experiences of vital changes as television will continue to be interactive and routined for viewers.

Reality Television Shows (RTS) such as Big brother Naija, MTN Project frame , Nigeria Idol, Gulder Ultimate Search, Maltina Dance Hall, Glo Naija Sings, etc. is a category of television producing or programming documents which have off-hand or unscripted situations and real time occurrences and often headline an earlier unknown cast. It often spotlights individual drama and or conflict to a far greater extent (Laitto, 2015).

Reality Television Show has been proven recently, as the favourite among the youths, particularly those within the age range of 18-25 (Chikafe & Mateveke, 2012). According to Roscoe, (2001) and Malakoff, (2005), reality television Shows' are productions where persons or individuals are put in extra ordinary positions or place, their experiences are transcribed as they react to their surroundings. Reality television is comparatively new in the Nigerian broadcasting space but has been nearby since the dawn of the golden age in the continents of Europe and America. Today the

genre remains widely- known and valuable and deems for half of all programming on both broadcast and cable, generating an estimated 6 billion dollars in yearly revenue (DeVolld, 2019). Reality television practically has some profit-making benefits to television houses or stations but criticized for promoting violence, sex and immoral scenes among other criticisms.

Big Brother Naija, which is the focus of this research was formerly known as Big Brother Nigeria. It is a reality TV show that is grounded on the Big Brother TV series in which 12 contestants or players live in a separated house and compete for a large cash prize of \$100,000. They are continuously monitored and observed by television cameras which are placed at various or multiple corners of the house. (Ekwe et al., 2019),

Furthermore, Ekwe et al., (2019) stressed that BBN like all other Big Brother formats, has had her share of controversies or squabbles on issues regarding sex, nudity, violence, cheating and voting unfairness. The case of sexuality in BBN is critical as house mates live in the house for several weeks, fall in love and start having sex, in the bedroom and bathroom. There are several cases of house mates who were accused of sexual immorality: Nina and Miracle, Anto and Lolu for example were accused of being sexually attracted to each other. These accusations came from their fellow house mates. The sexual activities have, however, elevated a lot of moral anxieties among parents, teachers and guardians, as youths, teenagers spend most of their time seeing Big Brother Naija .(Wilfred, Grace & Joy, 2019) Consequently, exposure to big brother among other forms of entertainment and relaxation by young people, especially children, has caused some uneasiness given the potential harm this could impose on their social development (Longe et al., 2007; Okoye, 2011; Russell, 2016).

Studies have revealed that parental intervention approaches (by means of guidance and direction of child media use) has proved efficient not only lessening the contrary impact of media on youth's collective development and growth, but has been vital in utilizing its positive impact (Clarks, 2011).

Thus, this study aims to highlight parental intervention on negative effects of entertainment media on children in Lagos Nigeria.

1.2 STATEMENT OF THE PROBLEM

Ever since the establishment of Big Brother Naija was, it has remained a platform for Nigerians from various spheres of the nation to showcase their cultural heritage and to boost unity in the country. it appears that the reality TV show (BBN) has also been advocating immorality or profligacy through the display of improper and or indecent scenes. The BBN displays sexual frolics, insults and adult content on open cameras thus, raising moral questions.

Media use by youth has often prompted concerns given that, fear from their mind can render them(youth) much more at risk or vulnerable to harm emerging from media content such a s big brother naija. (Daramola, 2003). This worry has given rise to bids by parents, wards to regulate the use of media by children via measures like hampering content that can be live during family belt periods and classifying films, reality Tv shows as not suitable for children (Mba, 2006).

Several studies have been conducted regarding media effect in general, but rarely have studies been carried out on the negative influence of the reality TV show; Big brother Naija on children and the ways parents can intervene. Thus, this calls for scholarly studies.

1.3 OBJECTIVE OF THE STUDY

The following are the study's objectives:

- I. To find out the extent parents intervene or prevent their youth's consumption of adult content in reality Tv shows like Big Brother Naija BBN.
- II. To determine the strategies employed by parents to prevent their children from viewing of adult content on Big Brother Naija.
- III. To determine the effectiveness of the strategies adopted by the parents in shielding their children from viewing adult content on Big Brother Naija.
- IV. To investigate other factors that can affect parental intervention on their youth viewing of Big Brother Naija.

1.4 RESEARCH QUESTIONS

Because of the study's goal, the following research questions are required.

- I. To what extent do parents intervene or prevent their children from viewing adult content on. BBN ?
- II. What are the strategies parents employ to prevent their children from viewing the adult content of BBN ?
- III. Are the strategies been employed by the parents effective in shielding their children from viewing adult content on BBN?
- IV. Are the factors that can affect parental intervention on their youth viewership of BBN?

1.5 SIGNIFICANCE OF THE STUDY

This study can be of significance to the following stakeholders:

- I. The learned Community as school information can be sought after when a research similar with the topic is considered.
- II. Parents as they can be influenced to pay attention to the negative aspects of Big brother Naija such as sex scenes, violent and adult content and act accordingly.
- III. The organizers who can learn to improve on what they broadcast on Tv to the viewers who are also children who can be easily influenced.

1.6 SCOPE OF THE STUDY

This study emphasizes parental intervention on negative effects of entertainment media (Big brother naija) on youth in Lagos state.

1.7 ABOUT BIG BROTHER NAIJA

Big Brother Naija, which is the main point of this study was previously known as Big Brother Nigeria. It is a reality TV show that is built on the Big Brother TV series where 12 contestants live in an isolated or separated house and compete for a mammoth cash prize of \$100,000. The contestants are continuously observed or watched by television cameras placed at various angles and corners of the house. The show was first broadcasted on the DSTV Channel 37, between March 5 to June 4, 2006 with Katung Aduwak emerging winner. In 2017 the second season of the show (*See Gobe*) returned after a long break, Efe Michael, from Warri Delta State was declared winner of the Show. The following year, the season 3 kick started (*Double wahala*); 28 January to 22 April 2018; Miracle Igbokwe emerged winner. In 2019 the season 4 edition began (*pepper dem*) from 30 June to 6 October and lasted for 99 days. Mercy Eke emerged winner and first female to

win the reality Tv show. In 2020, the season 5 edition (*lockdown*) began on 19 July 2020 to 27 September; Omamilekin ‘Laycon’ Agbeleshe emerging winner. The season 6 edition (*shine ya eye*) began on the 24 July to 3 October 2021 with Hazel Oyeze ‘whitemoney’ emerging winner. (Ekwe et al., 2019).

1.8 LIMITATIONS OF THE STUDY

TIME: There is a limited time in carrying out this work.

FINANCE: At the time of carrying out this research there was no enough money to explore internet and travel as much as possible to the study area.

1.9 DEFINITION OF TERMS

- I. **PARENTAL INTERVENTION** -These are strategies by parents to affect their youth behavioral, and attitudinal tendencies towards BBN.
- II. **NEGATIVE EFFECTS** -An unpleasant experience or situation.
- III. **ENTERTAINMENT MEDIA** -This are forms of mass media which include reality Tv shows.
- IV. **YOUTH-** young persons who are between infancy and maturity.
- V. **BBN-** Big Brother Naija is a reality TV show.

CHAPTER 2

LITERATURE REVIEW

This chapter will cover the past or previous study carried out with regards to parental intervention on negative effects of entertainment media on Nigerian children. This chapter will be divided into three parts namely: Review of concept, Theoretical framework, and Empirical studies.

2.1 REVIEW OF CONCEPT

2.1.1 PARENTAL INTERVENTION

It widely known in erudition that children may not experience media in a void as their environment can hone the nature of their experience with regards to the media (McLean & Griffiths, 2013). Parental mediation or intervention has been illustrated as one of the most important ways of managing television's domination on youth (Buijzen and Valkenburg, 2005). Parents and wards who have strong beliefs that television can have contrary or negative effects on their youth are likely to intervene or mediate (Valkenburg et al., 1999; Warren, Gerke, and Kelly 2002; Weaver and Barbour, 1992), while parents with a positive attitude or belief towards television view it as an effective tool and a means of reinforcing positive teachings (Austin et al., 1999)

Chakroff and Nathanson, (2008) suggest that there are three basic forms or ways of parental media control: restraining controls, active or vibrant controls and cooperative/supportive controls. Restrictive controls, according to Coyne et al., (2014), comprise of rules and or restrictions that are aimed at safeguarding youth from the media.

Active controls, on the other hand, can refer to parents making efforts in explaining to and talking media or particular media contents with their youth. In this approach, parents can, monitor their children's media consumption by making available, the information on news reports, reality TV shows, educational programmes. Active controls may also involve parents' explaining the differences between reality and fiction. Active intervention or mediation can increase youth mistrust towards entertainment media contents (Austin, et al., 1999).

Cooperative or supportive controls involves co-exploring and co-playing; here parents attend youth mutual media consumption or use (for instance, by watching reality TV shows together and being cautious of adult scenes). Unlike active control, co-explore had no need for explicit conversations. Co-explore can either be enduring (for example, when a parent enters the room when the child is seeing a TV show or vice versa) or intentional/deliberate when parents seek to join their children in what they are doing (Clarks, 2011).

Some studies reveal that media monitoring or watching can be great in families. Parents who are more concerned about the effects of media, who indicate wholistic regulation, and those who have a closer relationship with their adolescent/youth are also are more likely to observe or watch their adolescent's media use (Nathanson, et al., 2002; Padilla-Walker & Coyne, 2011; Padilla-Walker, et al., 2012).

Furthermore, the amount and location of televisions in a home and the manner the family uses the social sphere can influence parental intervention or mediation practices (Buckingham,1993; Weaver and Barbour, 1992). Livingstone, (2002) reveal that children can increasingly have televisions, computers, and gadgets in their bedrooms, which may prevent intervention or mediation due to location, place, and privacy.

2.1.2 NEGATIVE EFFECTS

Television and other broadcast or live media have been in continuance for 100 years. As a matter of fact, there have been thoughtful concerns about the impact of mass media on youth's attitude or behaviour since inception. Past studies on the effects of television such as Bartholow & Anderson, (2002); have shown that immediate or nearest family such as parents, wards, and siblings can thoroughly influence what children learn or copy from viewing experience. Moreover, the family space can also provide a major reference for how young children experience reality TV shows and interactive media (McLean, & Griffiths, 2013). Thus, considerations such as the parents' financial history, religious backgrounds, educational status and opinions regarding the importance and effect of specific forms of the entertainment media or content tends to hold the bulk and nature of children's experience in regard to such entertainment media or content (Beauregard et al., 2009). As a matter of fact, the extent to which parents are aware and perceive the effects of entertainment media on youth's have been realized to remarkably influence their response or reaction to their children's exposure to such media (BBN).

Multi-choice Nigeria after 10 years of being off the air, announced the continuation of Big Brother Nigeria, many Nigerians expressed doubts not due to a lack of interest in the show where yearly winners become millionaires, but mainly, because they did not want to be involved with the disturbing level of observed or seen immorality and "absurd things" that have become a part of the reality TV show. (Okwudiri et al., 2019). They stressed that, BBN, like all other Big Brother formats, has had contentions on issues such as nudity, sex, violence, swindling and voting bias.

Television, like other forms of communication media, has been slated for its dysfunctional part in the attempt to educate, inform and also entertain its audience. Television functions or performs to, translate news, entertain, inform, broadcast social and cultural standards and also influence in

commercials. However, some of the dysfunctions in the steps include support of escapism and obsession among its audience or viewers, cultural, unity, debasing sexuality, illustrating a false image of reality, stereotype creation towards programme and also the advocacy of ethnocentrism (Rabiu, 2010; Ayeni & Odey, 2016).

Negative happenings and or conditions that are tense can create problems for both parents and children (Briere, 1992). The entertainment media, which includes cinema, television, reality TV and music, can influence young people's belief and opinions of norms and behaviour. Evidence opines that seeing violent behaviour on television may make some youth more violent. From a moral and or spiritual point of view, some Christian spiritual leaders in Nigeria have described the reality TV show as evil and indecent show that should be banned or blacklisted by youths who value decency (Odotuyo, 2019). Others perceive BBN as a show of immorality; nudity, sex, and profanity visually more than educative or edifying attributes (PM News editorial, 2019). Yakubu suggest that BBN is indecent and stupid; a means of cumbersome madness in homes and on the streets focused at advocating ground values, majorly adultery, love for money; nudity and sex (Yakubu-Hammer, 2017).

2.1.3 ENTERTAINMENT MEDIA

Reality television is a type of programming that aims to show the offhand or unscripted actions of habitual people rather than inclined conversation or dialogue yielded by actors (Allen, 2017). Reality television can be in any of the following forms: Animated Series, Drama, Soap Opera, Sitcom, Television Serials, TV Documentary, Game Show On-demand and Streaming TV and Reality TV (PopOptiq, 2020). It involves ordinary persons who are consecutively filmed as they go about living their day to day life or on a peculiar set with a group of persons functioning or performing as the same. Reality television is entirely meant for entertainment reasons and not for any exceptional knowledge or informative uses (PopOptiq, 2020). This reveals that reality TV has no other importance asides entertainment. Reality television can promote itself to have some benefits and morals for the participants. It can promote housemates/contestants and propel them to fame as media celebrities throughout the timeframe of the competition. Sometime after the competition, some housemates easily get endorsement deals as brand ambassadors and models. Others are hired to act while others become more popular especially if they were born with a silver spoon.

BBN is a reality television show that starts with an audition for interested contestants or prospective housemates who are mostly young persons(adults). A total of about 20 to 25 housemates or more are given access into a house where they are supposed to stay for a time frame of 3 months. According to Iyorza, (2021) The Housemates are dislodged on a weekly basis until the last housemate emerges the winner by virtue of votes from the audience who are fans of the programme. The program or reality TV show has been discussed to be a gluing avenue for housemates for some who have maintained friendship, gotten affianced and married with children. By means of advocacy, their dramatic and musical talents in the TV show has also showcased

some cultural customs of ethnic factions in Nigeria. Thus, have delighted and educated the audience or spectators on some aspects of life (Bada, 2019).

Television audiences in Nigeria have expressed contrasting opinions about Big Brother Naija (BBN) reality show. The Nigerian television audiences are constantly increasing and complicated in nature; thus, experiencing or perceiving television programmes contrastingly (Iyorza & Abu, 2020). Some sections of the viewers have disapproved the BBN show for celebrating immorality on live record while others discuss that the show of adult related acts and nudity, violence and to a large extent, needless gossips about love could be uncivil to Africans, and also crucial for derivation of study.

2.1.4 NIGERIAN YOUTHS

The argument of mass media (entertainment) and children has grown important not only because of its acquaintance but as a sequel of its effects on children's attitude and behaviour. Youths are often unveiled to diverse social environments. Hence, they respond differently to mass media (entertainment). An average African child has a distinct social environment or space from that of a child in an advanced nation, such as Britain or America (Gbadeyan, 2008). In Nigeria, youths are not unveiled to those relaxations their counterparts in advanced nations are exposed to. There are scarce recreational or relaxation facilities in most developing countries such as Nigeria, where youths have relaxation centers in few cities like Ibadan, Lagos and Abuja. This as a result, makes them(children) rely on seeing television as a past-time and means of relaxation. (Kadiri and Muhammed, 2011) the youths watch television and reality TV shows for long periods immediately after they return from school from about 2.00 pm till late hours in the night. As a result, they are unveiled to so many hours of television adverts, commercials and programmes which can eventually have consequences on their behaviour. (Kadiri and Muhammed, 2011). youths are

enclosed by mass media and are ideal targets, because they are ardent or keen viewers. Most of the big brands and publicizing agencies make use of television for instance, to try and dominate youth as users. Their behaviour is a result of such influences hence, they make choices of what they consume, maintain their preferred brands and persuade their families' choice (The Courier UNESCO 2001; Children Now, 1998; Gbadeyan, 2008).

2.2 THEORETICAL FRAMEWORK

2.2.1 SOCIAL LEARNING THEORY

Albert Bandura in 1977 propounded the Social Learning Theory. Bandura believed learning could not take place without external reinforcements such as interaction between individuals, immediate environment and behaviour or attitude. Social learning theory can emphasize the importance of examination and imitation that takes place from a person's point of view through the personalities depicted via mass media, and how it can bring a change in the manner, enlightenment, attitudes and moral or standards of the reception. The social learning theory is based on **four assumptions** namely:

- Individuals can learn via attention or observation.
- Learning may not actually lead to transition or change.
- Meditational approaches can influence people's behaviour or attitudes.
- Reinforcement and penalties have indirect consequences on behaviour and learning also.

2.2.2 PARENTAL MEDIATION THEORY

The theory of parental intervention or mediation explains the connection between parents and their youth with regards to the youth's media usage. It is a bid to describe the standards taken by parents to balance or monitor their children's media use style (Nathanson, 2001; Nathanson, 2010; Rasmussen, White, et al., 2016). The focus of the theory is that parents can direct contrary or positive attitudes about the media their children are being unveiled to, hence the need to impose certain rules in order to monitor children in their adulterant age and disclosure to certain types of media (Nathanson, 2001; Nathanson, 2010; Clark, 2011; Rasmussen, White et al., 2016).

2.3 EMPIRICAL REVIEW

Results of research that regards parental intervention on negative effects of entertainment media on Nigerian youth's can confirm the importance, as well as the existence of relationships between entertainment media and youth's.

Clarks, (2011) suggest that due to the rising presence of media in day to day life and the demand of youth's to make use of the media, parental interest with media consumption is a vital aspect in intervention. Generally, irrespective of whether intervention methods are dominated by restriction controls, vibrant controls or co-explore controls.

Strage and Brandt, (2008) studied the role parenting styles (intervention) can play in the lives of university students and realized that prior parenting conducts can continue to be vital in the lives of the students. Respondents were 100 fresh engineering students at the University of Kentucky. The more independence, demand and backing parents provided, the more students were bold and

persistent in their academics as with children and adolescents. The research also revealed a relationship between speculative self-potency and parenting styles.

Onwukwe, Njemanze, Njoku and Obia, (2017) investigated the effects of violent movies (violence on reality Tv) on belligerent behaviors of children. Two hypotheses were systematized. Thirty-eight participants were picked using random sampling and were at random grouped into four parts. They comprised 24 males and 24 females within the age bracket of five to seven years with a mean score of 6.37 and a standard deviation of 0.82. After the experimental scheme, the respondents were monitored from a distance for a period of 30 minutes and their responses were recorded. The data gotten were evaluated using paired samples t-test and the result revealed that violent movies (violence in reality TV) have a serious effect on aggression in children.

Entertainment media can be used as a medium where children and adolescent disclosure can be incited. For example, a parent of a 10-year-old mixed race boy happily explained,

my son is the type you have to draw things out of him as far as what ensued in school or, what's going on in his mind. He never speaks anything. As soon as we are seeing a show or movie and something comes up, you know, he may acknowledge or mention, oh, what happened, the other day. So, it keeps me in the know off what is going on with that age group. (Strasburger, Wilson, & Jordan, 2009, p. 499)

Weaver and Barbour, (1992) did a research and revealed that, although there exist mixed proofs on whether parental intervention is effective, there are also differences in children's response of restrictive intervention. For instance, 49% of children revealed they have no rules for television, and 42% of those children revealed that television is on most of the time in their house (Roberts et al., 1999).

Similarly, Livingstone and Bovill, (1999) found that three in four parents report that they tell their child when they should or should not see television and videos. Interestingly, only one in three children reveal their parents actually do this.

According to Roberts et al., (2005) 46% of young children report that their families have no rules on TV use, and this percentage can increase as children grow older. The research revealed that, an estimated 25% of 8-18-year-olds live in “high TV position” homes where there are no laws about viewing TV and where the TV is on most of the day/time.

youth who have parents with top levels of association with their media can feel better and more positive about speaking with parents concerning media (RobbGrieco and Hobbs, 2009). According to the research, some children noted that they enjoy speaking to their parents about media, as one student remarked,

“I like it because I get to know if they don’t want me to play, visit, read or listen to that thing,” and another responded, “I like speaking to my parents about that kind of stuff (TV shows) to see what is familiar about me and them. I feel nearer to them when I’m speaking to them about that kind of stuff” (RobbGrieco and Hobbs 2009, 8)

CHAPTER 3:

METHODOLOGY

3.1 RESEARCH DESIGN

Research design are basically of two, the qualitative and the quantitative methods or variants. This research employed the qualitative variant and also, adopt the field survey research design. With an aim to gather data for specific issues from a sample in other to get different views and opinions from a larger or broader population. Data will be gotten by making audio records, taking photographs of detailed interviews from the participants under study.

3.2 POPULATION AND SAMPLE SIZE

3.2.1 POPULATION

A population can be referred to as a compilation of an individual or a group that split similar attributes. The population of the study will consist of respondents drawn from Parents whose children are in private secondary schools in Ifako-Ijaye local government area, Lagos. The selected private are school ; Ifako International school, Gibraltar Secondary School, Always Excellent Secondary school, Starfield International secondary school and Manuels private school.

3.2.2 SAMPLE SIZE

A sample size refer to a chosen or selected group under research area which can reasonably embody the entire population of attraction i.e. a sample of population which has the attributes that are necessary to the study analysis or scrutiny. One local government (Ifako-Ijaye LGA) was selected in Lagos and all the parents in the private secondary schools in the location make up the

population for the study. They are over 3000 In number. A sample size of 341 was selected for the study.

3.3 SAMPLING TECHNIQUE

Convenient sampling was adopted in the survey. The choice was informed by the fact the study population could be obtained but the various strata could not be obtained so the sampling method was handy in getting a fairly representative sample. However, as opposed to random probability sampling, this is a non-probability sampling in which it is not all participants that have equal chance of being selected for the survey (Asika, 2005 p.70).341 participant for the study was selected by the researcher approaching the parents in the 5 selected school any parents who showed interest and gives consent was selected for the study. The breakdown of the participant includes : sixty-eight parents where selected from 5 different private secondary school given which accumulates to three and forty-one (341) parents in total which where selected for the research. Using the online version of the Taro Ya-mane formula, the sampling size for this study was three hundred and forty-one (341). the researcher selected respondent's from the five privates schools. The researcher thus distributed the populace equally as ; sixty-nine (69) parents from Ifako international school, sixty-eight (68) from Gibraltar Secondary School, sixty-eight (68) from Always Excellent Secondary school , sixty-eight from Starfield International secondary school and sixty-eight (68) from Manuels private school.

3. 4 INSTRUMENTS FOR DATA COLLECTION

This study made use of the questionnaire for data collection. The questionnaire has been inserted into a google form which was presented in the parent's Whatsapp platform for the selected 5 private secondary schools. The link for the google form was sent from the schools management to the parent's whatsapp platforms.

A total of three hundred and forty-one (341) questionnaires were distributed to the whatsapp platforms of the parent's.

3. 5 VALIDITY & RELIABILITY OF MEASURING INSTRUMENT

The research instrument is presented to an academic professional or veteran for accurate analysis and counsel which led the researcher towards corrections and suggestion to ensure the reliability of the research. The questionnaire was valid as it is ideal for estimating or measuring what it has been considered for, which is parental intervention on negative effects of entertainment media on Nigerian youths with emphasis on Big Brother Naija. The instruments were also satisfied to be reliable in measuring the variables raised in the study.

3. 6 METHODS OF DATA COLLECTION

Data collection entails gathering and estimating information on targeted variables in an earlier established routine, which ensures that the researcher arrives at good or relevant answers. The use of structured questionnaire to know what parents think is ideal for children regarding media intervention through. Specifically, for this study, a google form was created for the survey and the

link forwarded to the parents Whatsapp platforms of the selected 5 private schools. The data generated were coded and analyzed using the Statistical product and services solution (SPSS).

3.7 METHOD OF DATA ANALYSIS

Data Analysis refer to the manner or method in which the data collected will be presented and interpreted in a purposeful manner and in which findings and resolutions are given for Observations.

Statistical product and services solution (SPSS) to calculate the mean, median and range of field data. The interpretation will be represented in tabular format clearly showing the analysis of collected data.

CHAPTER FOUR

DATA ANALYSES AND INTERPRETATIONS

4.1 Preamble

This chapter focused on presentation, analysis and interpretation of data collected through the use of questionnaire that was filled by the study of the respondents. The data analysis is needed to show the results of the research carried out and also make comments on data collected and get to a conclusion based on the data collected. Three hundred and forty-one (341) is the estimated sample size however two hundred and twenty respondents were reached.

4.2. Demographic Information

Table 4.2.1: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 35 years	9	4.1	4.1	4.1
Valid 35-45 years	77	35.0	35.2	39.3
Valid 46-60 years	110	50.0	50.2	89.5
Valid 61 years and above	24	11	11	100.0
Total	220	100.0		

Source: Field Survey 2022.

The table 4.2.1 shows that 4.1% of the respondents are less than 35 years, 35% between 35-45 years, 50% between 40-60 years, 24% are between 61 years and above.

Table 4.2.2: Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	114	51.8	51.8	51.8
Valid Separated	46	20.9	20.9	72.7
Valid Divorced	60	27.3	27.3	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.2.2 shows that 51.8% of the respondents are married, 20.9% are separated and 27.3% are divorced.

Table 4.2.3: Religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Christianity	97	44.1	44.1	44.1
Valid Islam	123	55.9	55.9	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.2.3 shows that 44.1% of the respondents practice Christianity and 55.9% practice Islam.

Table 4.2.4: Tribe

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yoruba	84	38.2	38.2	38.2
Valid Igbo	30	13.6	13.6	51.8
Valid Hausa	65	29.5	29.5	81.4
Valid Others	41	18.6	18.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.2.4 shows that 38.2% of the respondents are Yoruba, 13.60% are Igbo, 29.5% are Hausa and 18.6% are Others.

Table 4.2.5: Educational qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No formal education	65	29.5	29.5	29.5
Valid Primary Schl. Cert.	19	8.6	8.6	38.2
Valid WASCE/GCE	12	5.5	5.5	43.6
Valid HND/B.SC/B.A	90	40.9	40.9	84.5
Valid Post Graduate	34	15.5	15.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.2.5 shows that 29.5% of the respondents have No formal education, 8.6% obtained Primary School Certification, 5.5% obtained WASCE/GCE, 40.9% obtained HND/B.SC/BA and 15.5% are Post Graduate.

Table 4.2.6: You are familiar with the Big Brother Nigeria Reality Show

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	196	89.1	89.1	89.1
No	24	10.9	10.9	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.2.6 shows that 89.1% of the respondents are familiar with the show and 10.9 are not.

4.3. Respondent's View on the extent to which they intervene or prevent their youth's consumption of adult content in reality tv shows like Big Brother Naija

Table 4.3.1: I often limit the television screen time of my children at home in order to prevent them from consuming adult content on reality TV shows

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	62	28.2	28.2	28.2
Agree	107	48.6	48.6	76.8
Undecided	32	14.5	14.5	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.1 shows that 28.2% of the respondents strongly agree that they often limit TV screen of their children, 48.6% agree, 14.5% undecided and 8.6% strongly disagree.

Table 4.3.2: I am always at high alert to see what my children see on the reality shows they watch

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	38.2	38.2	38.2
Agree	85	38.6	38.6	76.8
Valid Undecided	19	8.6	8.6	85.5
Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.2 shows that 38.2% of the respondents strongly agree that they are always on high alert to see what their children see on the reality show, 38.6% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.3: I often times limit my children to educative television show when I am around the house

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	35	15.9	15.9	15.9
Agree	84	38.2	38.2	54.1
Valid Undecided	19	8.6	8.6	62.7
Disagree	82	37.3	37.3	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table shows 4.3.3 that 15.9% of the respondents strongly agree that often limit their children to see educative TV show when they are around, 38.2% agree, 8.6% undecided and 37.3% disagree.

Table 4.3.4: I always make sure the television is turned off at a particular time in the day

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	57	25.9	25.9	25.9
Agree	62	28.2	28.2	54.1
Valid Undecided	82	37.3	37.3	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.4 shows that 25.9% of the respondents strongly agree that they always make sure the TV is turned off at a particular time in the day, 28.2% agree, 37.3% undecided and 8.6% strongly disagree.

Table 4.3.5: I encourage my children to avoid adult content on the reality TV shows

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	112	50.9	50.9	50.9
Agree	57	25.9	25.9	76.8
Valid Undecided	19	8.6	8.6	85.5
Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.5 shows that 50.9% of the respondents strongly agree that they encourage their children to avoid adult content on the reality TV show, 25.9% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.6: Blocking some television channels that are not appropriate for children.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	85	38.6	38.6	38.6
Agree	84	38.2	38.2	76.8
Valid Undecided	32	14.5	14.5	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.6 shows that 38.6% of the respondents strongly agree in blocking some television channel that are not appropriate for their children, 38.2% agree, 14.5% undecided and 8.6% strongly disagree.

Table 4.3.7: Monitoring the kind of contents children, particularly the younger ones watch on television.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	85	38.6	38.6	38.6
Valid Agree	84	38.2	38.2	76.8
Undecided	19	8.6	8.6	85.5

Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.7 shows that 38.6% of the respondents strongly agree in monitoring the kind of contents, particularly the younger ones watch on TV, 38.2% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.8: Making use of the parental controls/content restrictions options on the television decoder

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	107	48.6	48.6	48.6
Agree	62	28.2	28.2	76.8
Valid Undecided	32	14.5	14.5	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.8 shows that 48.6% of the respondents strongly agree in making use of the parental control options on the TV decoder, 28.2% agree, 14.5% undecided and 8.6% strongly disagree.

Table 4.3.9: Setting the schedule for watching television for the children

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	38.2	38.2	38.2
Agree	85	38.6	38.6	76.8
Valid Undecided	19	8.6	8.6	85.5
Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.9 shows that 38.2% of the respondents strongly agree in setting the schedule for watching television for the children, 38.6% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.10: Leading by example by avoiding watching some television contents when the children are around

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	85	38.6	38.6	38.6
Agree	84	38.2	38.2	76.8

Undecided	32	14.5	14.5	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.10 shows that 38.6% of the respondents strongly agree that they lead by example by avoiding watching some TV contents when their children are around, 38.2% agree, 14.5% undecided and 8.6% strongly disagree.

Table 4.3.11: Shielding of children from adult content helps them in absorbing only the positive information from the television.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	85	38.6	38.6	38.6
Agree	89	40.5	40.5	79.1
Valid Undecided	19	8.6	8.6	87.7
Disagree	27	12.3	12.3	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.11 shows that 38.6% of the respondents strongly agree that shielding of children from adult contents helps them in absorbing only the positive information from the TV, 40.5% agree, 8.6% undecided and 12.3% disagree.

Table 4.3.12: Shielding of children from adult contents helps to shape their upbringing in general

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	107	48.6	48.6	48.6
Agree	62	28.2	28.2	76.8
Valid Disagree	32	14.5	14.5	91.4
Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.12 shows that 48.6% of the respondents strongly agree that shielding of children from adult contents helps to shape their upbringing, 28.2% agree, 14.5% disagree and 8.6% strongly disagree.

Table 4.3.13: It also helps them to place a positive value on sex education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	57	25.9	25.9	25.9
Valid Agree	85	38.6	38.6	64.5
Valid Undecided	32	14.5	14.5	79.1
Valid Disagree	46	20.9	20.9	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.13 shows that 25.9% of the respondents strongly agree that it also help them to place a positive value on sex education, 38.6% agree, 14.5% undecided and 20.9% disagree.

Table 4.3.14: Shielding children from adult contents makes them value interpersonal relationships

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	84	38.2	38.2	38.2
Valid Agree	85	38.6	38.6	76.8
Valid Disagree	32	14.5	14.5	91.4
Valid Strongly Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.14 shows that 38.2% of the respondents strongly agree that shielding children from adult contents makes them value interpersonal relationship, 38.6% agree, 14.5% undecided and 8.6% strongly disagree.

Table 4.3.15: It also places a positive value on their education and knowledge of human nature

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	85	38.6	38.6	38.6
Valid Agree	84	38.2	38.2	76.8
Valid Undecided	32	14.5	14.5	91.4
Valid Disagree	19	8.6	8.6	100.0

Total	220	100.0	100.0
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Source: Field Survey 2022.

The table 4.3.15 shows that 38.6% of the respondents strongly agree that it also places a positive value on their education and knowledge in human nature, 38.2% agree, 14.5% undecided and 8.6% disagree.

Table 4.3.16: The limited presence of the parent at home affects their intervention on what their children view on television

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	85	38.6	38.6	38.6
Agree	84	38.2	38.2	76.8
Valid Undecided	32	14.5	14.5	91.4
Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.16 shows that 38.6% of the respondents strongly agree that the limited presence of the parent at home affects their intervention on what their children view on TV, 38.2% agree, 14.5% undecided and 8.6% disagree.

Table 4.3.17: The peer pressure from their friends affects the effectiveness of parental intervention on what the children view on television

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	84	38.2	38.2	38.2
Agree	85	38.6	38.6	76.8
Valid Undecided	19	8.6	8.6	85.5
Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.17 shows that 38.2% of the respondents strongly agree that peer pressure affects their effectiveness of parental intervention on what the children view on TV, 38.6% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.18: The schedule of the television programme also makes it very difficult to properly monitor the children

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	85	38.6	38.6	38.6
Agree	84	38.2	38.2	76.8
Valid Undecided	32	14.5	14.5	91.4
Disagree	19	8.6	8.6	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.18 shows that 38.6% of the respondents strongly agree the schedule of the TV programme makes it very difficult to properly monitor the children, 38.2% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.19: The kind of discipline in the family is one of the major factor that affect the effectiveness of parental intervention

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	109	49.5	49.5	49.5
Agree	60	27.3	27.3	76.8
Valid Undecided	19	8.6	8.6	85.5
Disagree	32	14.5	14.5	100.0
Total	220	100.0	100.0	

Source: Field Survey 2022.

The table 4.3.19 shows that 49.5% of the respondents strongly agree that the kind of discipline in the family is one of the major factor that affects the effectiveness of parental intervention, 27.3% agree, 8.6% undecided and 14.5% disagree.

Table 4.3.20: The level of hype of the reality show on television makes it difficult for parental intervention

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	142	64.5	64.5
	Undecided	51	23.2	87.7
	Disagree	27	12.3	100.0
	Total	220	100.0	100.0

Source: Field Survey 2022.

The table 4.3.20 shows that 64.5% of the respondents agree that the level of hype of the show on TV makes it difficult for parental intervention, 23.2% undecided and 12.3% disagree.

4.4 Discussion of Findings

This section's discussion is based on the finding of the field workout and the findings of the four research questions addressed in the study. Each research question was explained in the section based on the findings of the qualitative data analysis. The following are the results of the analysis and interpretation.

Research Question 2: the extent to which they intervene or prevent their youth's consumption of adult content in reality tv shows like Big Brother Naija

As shown in table 4.3.1 where 169 respondents of 220 strongly agreed and agreed that they most time limit the hours of which their children sit down in front of the television screen in order to prevent them from watching bad stuffs. table 4.3.1 shows that 28.2% of the respondents strongly agree that they often limit TV screen of their children, 48.6% agree, 14.5% undecided and 8.6% strongly disagree. It can also be seen in Table 4.3.3 that 119 of 220 respondents often time limit their kids to watching and enjoying just educative contents. The table shows 4.3.3 that 15.9% of the respondents strongly agree that often limit their children to see educative TV show when they are around, 38.2% agree, 8.6% undecided and 37.3% disagree.

In a nutshell based on the analysis done, it shows that the majority of the parents of the 5 selected private schools actually limits their children's consumption of adult content in reality TV shows like Big Brother Naija.

The assumption on the parental mediation theory is that parents have the power to influence their children's attitudes about the adult content they expose them to, necessitating the imposition of rules to keep an eye on their children as they grow older and restrict their access to a particular TV shows.

This finding comprises of rules and or restrictions that are aimed at safeguarding youth from the media. Active controls, on the other hand, can refer to parents making efforts in explaining to and talking media or particular media contents with their youths.

Research question 3; says that **What are the strategies parents employ to prevent their children from viewing the adult content of BBN**

As seen in Table 4.3.6 76.8% of the respondents lock some television channels from the reach of their children as they find such television channel not healthy and needed for the growth of such kid. Also, in table 4.3.8, majority of the respondents asserted to the fact that they use parental controls and content restrictions options on the TV decoder in order to ensure the kids do not have access to it. Not even when they stumble on it by mistake.

Research question three states that are the strategies being employed by the parents effective in shielding their children from viewing adult content on BBN It can be said that it does helps them in effectively safeguarding and keeping their kids. Table 4.3.11 shows that children from adult content helps them in absorbing only the positive information from the television. And it also helps in shaping the minds of children as seen in table 4.3.12.

Research question four sort to know that are the factors that can affect parental intervention on their youth viewership of BBN It can be said that the limited presence of parents at home in effectively monitoring what the kids watch and not watch. Also. Table 4.3.18 shows that majority of the respondents believe the schedule of the television program also makes it very difficult to properly monitor the children.

This finding is in line with the finding of the study by Livingstone, (2002) reveal that children can increasingly have televisions, computers, and gadgets in their bedrooms, which may prevent intervention or mediation due to location, place, and privacy.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Preamble

This chapter presents the summary and conclusions of the study to examining the influence of parental intervention on negative effects of entertainment media on Nigerian youth.

5.2 Summary

The study objective was to examine the influence of parental intervention on negative effects of entertainment media on Nigerian youth. The study targeted Big Brother Naija as the entertainment media, google form links containing the question used in reaching a decision in this study was sent out to groups of parents.

This study was structured into five chapters. Chapter one looked into the background of the study identified the problems of the study, objectives of the study were defined, research questions were formulated. The significance of the study was highlighted, the scope was stated, a brief introduction regarding the case study was made, limitations of the study was equally stated and then ended with definition of terms used in the body of work.

Chapter two dealt with three basic components of the study. These are the conceptual framework which dealt with the concept of the study and it explains all the terms used in the study. The theories in relations to the study were equally stated with the work adopting the theory of social learning by Bandura (1977) and parental mediation theory. The empirical review of previous journals and materials in line with the study broadened the researcher's knowledge of the scope of the subject matter of study interest and pointed out existing gaps now filled by the current research effort.

Chapter three presented the methodology for the study. Essentially, the chapter discussed the design and population of the study. An appropriate sample size was determined and selected using random sampling method. Type and source of data was also discussed, instruments of data collection and measurement of variables. Chapter four dealt with the analysis of responses gotten and also made a discussion based on the findings of the study.

This chapter gives the summary of the study as well as the findings and their implications. Conclusions were drawn and recommendations made.

5.3 Conclusion

The study concluded that parents do their best in monitoring and ensuring that the children are not by any chance or in any way affected by the negativity and immoral doings that comes with entertainment. Big Brother Naija is an entertainment reality program that is rated 18, hence they sometimes display some immoral activities that happens in the house. The parents ensure that their kids time on television is limited so as for them not to seat and watch adult contents all day.

Parents converse with their kids and make enquiries about reality shows that things that they watch on television in the name of getting entertained, some parents only allow their kids watch programs that are educative and enlighten them on what adult contents is about while encouraging them to avoid feeding their eyes and mind such contents as it may have negative effect on them. The children television time is on schedule and time where adult contents are being displayed, the parents ensure that the children are not watching at such time.

It can be said that for proper and moral upbringing of kids and helping shaping their minds. Parental intervention in entertainment contents that the children view and spend time watching is imminent.

5.4 Recommendations

The following recommendations were made;

- i. In shaping the minds and grooming children into a better individual, there is a huge responsibility on the parents to monitor and ensure their kids only consume healthy contents into their mind and not contents that may seem too large for them such as the ones shown in Big Brother Naija. Hence, there is need to ensure children are not watching such entertainment show.
- ii. Parental locks on television channels that can expose the minds of children to adult contents should be placed so as to ensure the kids do not have access to them even when they are not around.
- iii. The parents should be disciplined enough to not watch these shows when they have their kids around, not the one they send them inside when they are watching it, this act of discipline will be a lesson to the kid and make him also not to watch it.

5.5 Contribution to Knowledge

This study will be beneficial to agencies that educates and train parents on how to raise their children in a moral and upright way. It will also be beneficial to parents as some of them requested for a copy upon completion. It will be beneficial to whoever encounters it as it provides knowledge on the subject matter.

It also adds to the list of existing knowledge on the subject topic.

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APPENDIX
PARENTAL INTERVENTION ON NEGATIVE EFFECTS OF ENTERTAINMENT
MEDIA ON NIGERIAN YOUTHS
(A STUDY OF BIG BROTHER NAIJA)

QUESTIONNAIRE

Dear Respondent,

I am a final year student of Mass communication at Mountain Top University, in partial fulfillment of my bachelor's degree. I am conducting research on the topic '**Parental Intervention on negative effects of entertainment media on Nigerian youth: A Study of Big Brother Nigeria.**' I humbly request that you complete the questionnaire. This is strictly for academic purposes and the information you provide will be treated with utmost confidentiality.

Sincerely,

David Ndulue Ikehukwu

1	I often limit the television screen time of my children at home in order to prevent them from consuming adult content on reality TV shows					
2	I am always at high alert to see what my children see on the reality shows they watch					
3	I often times limit my children to educative television show when I am around the house					
4	I always make sure the television is turned off at a particular time in the day					
5	I encourage my children to avoid adult content on the reality TV shows					

SECTION C: THE STRATEGIES EMPLOYED BY PARENTS TO PREVENT THEIR CHILDREN’S FROM VIEWING OF ADULT CONTENT (BBN)

Please kindly read through and select the option that best applies to you

Keys: SA=Strongly Agree, A=Agree, U= Undecided, D=Disagree, SD=Strongly Disagree

S/N	STATEMENTS	SA	A	U	D	SD
1	Blocking some television channels that are not appropriate for children.					
2	Monitoring the kind of contents children, particularly the younger ones watch on television.					

3	Making use of the parental controls/content restrictions options on the television decoder					
4	Setting the schedule for watching television for the children					
5	Leading by example by avoiding watching some television contents when the children are around					

SECTION D: THE EFFECTIVENESS OF THE STRATEGIES ADOPTED BY THE PARENTS IN SHIELDING THEIR CHILDREN FROM VIEWING ADULT CONTENT ON (BBN)

Please kindly read through and select the option that best applies to you

Keys: SA=Strongly Agree, A=Agree, U= Undecided, D=Disagree, SD=Strongly Disagree

S/N	STATEMENTS	SA	A	U	D	SD
1	My child(ren) are shielded from the adult content on BBN.					
2	My child(ren) now read more books than they watch TV.					
3	My children feel free to discuss TV content					
4	I discovered that my child(ren) are no longer interested in the BBN.					
5	I discover that my child(ren) device their ways of watching BBN from other sources like YouTube, Facebook and vlogs.					

SECTION E: OTHER FACTORS THAT CAN AFFECT PARENTAL INTERVENTION ON THEIR YOUTH VIEWING OF (BBN)

Please kindly read through and select the option that best applies to you

Keys: SA=Strongly Agree, A=Agree, U= Undecided, D=Disagree, SD=Strongly Disagree

S/N	STATEMENTS	SA	A	U	D	SD
1	The limited presence of the parent at home affect their intervention on what their children view on television					
2	The peer pressure from their friends affect the effectiveness of parental intervention on what the children view on television					
3	The schedule of the television programme also makes it very difficult to properly monitor the children					
4	The kind of discipline in the family is one of the major factor that affect the effectiveness of parental intervention					
5	The level of hype of the reality show on television makes it difficult for parental intervention					