

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In the 1900's, the British colonialists introduced film into Nigeria, using it for the intentions of propaganda, while the church used it to disseminate the gospel. The colonial Administration and the church regarded film not only as a form of entertainment, but also as an important means of communication (Akpabio, 2003). Films are also referred to as motion pictures which involves projection into the screen of a series of images to create an illusion of motion. It is one of the most common forms of entertainment, allowing people to familiarize themselves for a short period in an imaginary world (Olaleye, 2007).

Film has been considered one of the greatest influences in our modern life and movies have been viewed as a way of comfort for people to relax and while away time especially for the youths and teenagers. Film effects can be traced back into the late 1920s. The first coordinated social scientific research or investigation into the impact of these effects began in foreign countries at that time. It was supposed to evaluate the harmful effects of films on societies. The emergence of this medium as a common source of mass entertainment and information in the 1950s posed similar concerns about potential harms; especially in connection with young audiences (Gunter, 2004).

In this modern era, the function of television is solely entertainment, which is a very vital aspect of mass communication. It is the tool in which information is propagated to diverse numbers of people. Television interacts to both the eyes and the ears. The emergence and distribution of TV channels around the globe has elusively changed the qualities of social relationship. Television is the mirror of the world; that is, we can see what is happening in different regions of the world through it. Television's glamour and beauty has attracted all dimensions of culture that literally magnetized teenagers. Most experts agreed with the evidence that teenagers emulate what they see on the television without understanding the negative implications. It has been observed recently that teenagers are no longer making time for their studies or helping out with domestics or, however, some parents are being vegetated for their wards in catering. Those behaviours of

subject refractoriness influence their formative ages and other behavioural patterns (Brown, N. J and Bassey-Duke V. 2014).

In Nigeria now, the influence foreign films have on teenagers has become a cause of concern. Film is a medium that transmits moving images, teens spend more time in front of television and then forfeit their regular activities. Nevertheless, evolving lifestyles, i.e. clothing, communication, eating habits are correlated with foreign films and they also assume that the things they see are real. It can therefore be imbibed. Watching movies have been known to have both positive and negative impact on the student's mind as well as on his or her overall character and mental development. It may be worth watching movies with social message or pure fun, but films with too much violence, romantic messages and mean messages are not good for students and young people (Kubay & Larson, 1990). It is necessary to come to realize how much importance and attention foreign films on our TV screen should be given or not.

Teenagers in Brief

Teenagers are referred to as adolescents between 13 and 19 years of age. It is a stage of conversion: mentally, socially, physically, making them wiser and able to make up their own minds. They are usually at a point in their lives when they are just beginning to deeply break their dependency on their parents, at least as far as their own identification is concerned. The media is something that most teenagers rely on and see the same way, and sadly, as most teenagers are still searching for their own identity, they are much more sensitive to criticism, and all the potential peer pressure from the media will overshadow what they have developed from their own personalities based on the opinions of others, what they think and feel. Without comprehending it, they can just pick up someone else's opinion rather than innovating theirs with the way the media is currently operating.

1.2 STATEMENT OF THE PROBLEM

Through initiating the public into modern lifestyle practices, the mass media have created an enormous convincing impact on the way of thoughts and behaviours of people. Films play a significant role in shaping the behaviour habits of teenagers in all media as they begin to react

to what they see and hear indicating that their behavioral tendency is at risk. To this end, this research seeks to find out how foreign films influence the moral values and behavioural patterns of teenagers in Ibadan, Oyo State.

1.3 OBJECTIVES OF THE STUDY

The aim of this study is to examine the influence of foreign films on the behavioural pattern of Nigerian teenagers in Ibadan, Oyo State. Specifically, the study sought to:

1. To ascertain the level of exposure to foreign films among teenagers in Ibadan, Oyo state.
2. To find out the perceived most affected part of teenagers behaviour by foreign films.
3. To find out the type of foreign films that they are mostly exposed to.

1.4 RESEARCH QUESTIONS

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

1. What is the level of exposure to foreign films among teenagers in Ibadan, Oyo State?
2. What are the perceived most affected part of teenagers behaviour by foreign films?
3. What are the types of foreign films that they are mostly exposed to?

1.5 SIGNIFICANCE OF THE STUDY

The study will be significant because it will identify the influence of foreign films on Nigerian teenagers, the study will help them identify how their behavioural pattern (attitude towards life, way of thinking, dressing, eating and language) is regulated by the content they are exposed to and depict the negative and positive influence of foreign films to the teenagers. And it will also help to put the behaviour of the teenagers in check.

It will be of great benefit to students who will be able identify how their lifestyles are being shaped due to the contents they are exposed to, and also take control of what they expose themselves to considering the fact that excessive or constant exposure leads to cultivation.

Furthermore, it will be significant to the Academic community as they will be able to utilize the literatures citations, data analyzed and the recommendations put up in this study.

Finally it will be relevant to the Nollywood industry in the sense that they will be able to utilize their platform to promote Nigeria and Africa's cultural values. Also the society at large who might be interested in this area of study and want to make further researches about it.

1.6 SCOPE OF THE STUDY

The subject scope of this study is centered on examining the perceived influence of foreign films on the behaviour of teenagers in selected schools in Ibadan, assessing the positive and negative influence of foreign films on our teenagers. The study is restricted to teenagers using two selected secondary schools (a private and a government school) which includes (IGS) Ibadan Grammar School and Ecwa model school in Ibadan, Oyo State.

1.7 DEFINITION OF TERMS

Perceived: To become aware or conscious of something; come to realize or understand.

Influence: This is the effect something or someone has on something or someone else. It could be positive or negative.

Foreign: Trait of another place or part of the world. In this case, this means putting up with a nation that is not ours (Nigeria).

Films: A medium that disseminates moving pictures.

Behaviour: The manner in which one responds to one particular thing, occurrence, or question.

Pattern: This is the way a person performs his or her life-time activities or functions. Alternatively, it can be seen as the regular or normal way anything occurs.

Teenager: A teenager from adolescence to adulthood. They fall into the 13 to 19 age group.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

In this chapter that is essentially about reviewing relevant literature, the conceptual framework that will be undertaken for the sake of the basic concepts that have been defined as important to this research. The theoretical framework will present the theories and examine them in terms of their theoretical basis, the empirical literature will contain a review of related studies of authors related to the concept under study.

2.1 Conceptual Framework

2.1.1 History of Television

Television is a form of satellite communication, often shortened to telly, used to relay moving images in monochrome (black and white) or in color, in two or three dimensions and in tone. Television is a medium for advertising, entertainment and news. It was available in simple experimental forms in the late 1920s, but it would still be several years before the new developments were sold to consumers. After World War II, an updated version of black-and-white TV broadcasting became popular in the United States and Britain, and television sets in homes, corporations, and institutions became common. During the 1950s, television was the primary vehicle for shaping public opinion. In the mid-1960s, colour television was introduced in the US and in most other developing countries.

Different types of archival storage devices such as Betamax and VHS tapes, high-capacity hard drives, DVDs, flash drives, high-definition Blu-ray discs and cloud digital video recorders have made it possible for audiences to access pre-recorded content such as home videos on their own time. TV and video programming storage is now available on the cloud for several reasons

especially the convenience of remote retrieval. At the end of the first decade of the 2000s, digital television broadcasts rapidly grew in prominence. Using high-powered radio frequency transmitters to transmit the signal to individual television receivers, TV signals were initially only transmitted as terrestrial broadcasts. Alternatively, television signals are transmitted via coaxial cable or optical fibre, via satellite networks, and have been distributed via the Internet as analog signals since the 2000s and until the early 2000s. But by the late 2010s, the transition to digital television is expected to be completed worldwide..

2.1.2 The Concept of Film

According to Aldana, 2004, "Film is a powerful tool, because of its conversational nature, which can create or break the culture of people." It also plays a part in men and women's everyday lives and the way they view problems and conduct their own lives. Most researches, particularly in developed countries, indicates that films affect a wide range of attitudes and teenagers behavior. Huesmann and Taylor (2003) conclude that television / film has power over the decision of young people, their claim is that teenagers embrace without doubt whatever the television / film tells them. Teenagers are responsive to any minor media change as their ideals and perceptions have not completely advanced. Film as a platform affects teenagers ' dressing habits in terms of fashion culture, which has made them believe in a specific style of dressing, i.e. the kinds of clothes used in acting, music events, advertisements and celebrity shows are shown to society To make one look beautiful and presentable, as the best dressing. "Films have been collectors, manufacturers, and distributors of social intelligence throughout history" Dominick (2005). He emphasized this belief by stating that "the three distinguishing features of films are, first, that they attract the most skilled audience group, and second, that films are the most in keeping with cultural, economic and social trends. Lastly, as films attract viewers, so does it influence social movements.

.2.1.3 Adolescents and films

Films are a source of humor and social activators, there is a conversion into a new world where the mind is at ease the moment you engage in watching a movie. Watching films / movies influence the habits of teenagers: their daily behavior, fashion, way of speaking, expression,

feelings, and ideas even as they are motivated to create their own unique character. Foreign films have many strong teenage styles, and excellent opportunities for perceptual learning. According to Bello (2011), teens are most probable to become deeply involved in circumstances which concern their changing world views and increasing position in society. Such issues include the development of personality, school life, moving away from home, driving and cutting. They also have strategic weapons which aim to whelm the cultural values of Africa. In Nigeria, average teenagers spend their time either watching foreign films in front of a TV screen, computers, telephones or cinema screen that can have violent effects and negative strain on them. Today, due to the development in technology, films can be viewed through multiple platforms such as downloading from the internet onto smartphones, laptops even without using TV.TV screens were however more surrendered to foreign films than to Indigenous programmes.

Olaleye (2007) stressed that while wrong films give youths the wrong ideas, watching films improves the emotional growth of young people. Therefore, it is important for teenagers to recognize that images are often used to manipulate and mislead people, and that such images are strong enough to convince them to purchase certain goods or to inspire them to behave in a specific way. And there is a need for them to differentiate between what is being altered and bonafide.

2.1.4 Influence of the Media on Teens

The world and society where we live is captivating. We take advantage of various media programmes right from the beginning of a day to the end. At the end of the day, you can take advantage of the latest news from your TV and enjoy your favorite music on the radio and even link to the rest of the world through the World Wide Web. With the click of a button, our society is becoming more and more able to be educated, amused, enlightened and linked to the other individuals. A life without the media cannot be imagined. Today's teenagers and youths are probably the media's most important users. As Burtina (2005) puts forth the idea that the issue of how much influence media has over our decisions can be put to the test with the right and ability to make our own choices as intelligent as we are. Mass media play a crucial role in people's lives in society as they act as platforms for news, information, education, promotion, and a sharing of ideas platform.

They also contribute to the knowledge transfer across national frontiers and from one location to another. Media influence can be subtle and clear on the teens. For instance, advertisement that is often aimed at teenagers because they are aware of products and images. On the other hand, media control can be indirect too. For example, on TVs and different social media, sexualized images and violent content, as well as vulgar language in news media, documentaries will teach them how to act. The fact is that teens should always keep in mind that they are reflecting on the films they watch and not being real instead of striving to be like them because not everything that the media presents is positive.

2.1.5 The consequences of Film

The consequences of television violence are indeed a significant area of media consequences: foreign films profess violence. They illustrate new forms of torture and physical violence that inspire the young mind to imbibe these behaviours. Boys who grew up watching violent films were more prone to violence. The handling and firing of weapons became a general consciousness. Dialogue, conversation and peaceful demonstration that used to be used as a method for peace settlement, while terrorism and abduction, Abduction, assassination and militancy have become the way of youth to do things. Another field is the fact that it decreases moral principles and expectations, it is not pleasing to learn that Nigerian teenagers have accomplished themselves in a culture where moral norms are seldom attended, they are now behaving in the exact manner in which actors and actresses behave in foreign films, some of which may not be true life situation. As a result of what they see in foreign films that seem to depict crime and gangstarism, teenagers may injure or kill themselves. Heavy exposure to television is believed to be one of the causes of violent behaviour, crime and abuse in society, according to Meltzoff and Moore (1977). The influence that the mass media will have on a given situation continues to this day a topic to deliberate on.

.2.2 Theoretical Framework

Many scholars have written about the media's influence, especially television, on youth and teens because the effect has been of great concern to many people and it has generated a lot of feedback and is still generating. That shows the degree to which the media can be considered

important, particularly television. The study is grounded on two theories which includes: theory of cultivation and social learning theory as the theories are of great relevant in every academic work.

2.2.1 Cultivation Theory

"Cultivation theory focuses on people's interpretation of social realities, how they can be affected by their interaction with media." "Cultivation theory notes that the more people watch media, the more likely they are to have a view of reality that is similar to the reality representation of television" (Gerbner et al., 1979) (Zaharopoulos, 2001). This was essentially proposed to analyze television's long-term impact on its viewers / audiences. The theory suggests that heavy television consumption "cultivates" reality experiences compatible with the world view portrayed in TV programs. Some young people in Nigeria believe that what they see on foreign TV programs is a reality and they need to develop habits, attitudes, behaviours and beliefs as seen in the TV programmes. According to the theory, people who regularly watch television are likely to be affected by messages from the media world that are thus considered to contribute independently to the way people view social reality. Television has proved to be so important in our lives that people waste more time watching television, rather than doing meaningful activities. In this century, TV has fundamentally changed human lives that one cannot imagine without it being that it offers a lot of knowledge and enjoyment that it would be disturbing to get rid of and boring. It might not have been possible to get to know the actual happenings in the society.

Gerbner (1977) argues that television cultivates and mainstreams viewers; where mainstreaming is the phase by which television brings various groups into a dominant culture's mainstream of values. It is sometimes assumed that television helps both teenagers and youths embrace foreign lifestyles so which is why they are in the forefront of foreign cultural values consciously or unconsciously.

Heavy exposure to television, Meltzoff and Moore (1977) are believed to be one of the causes of violent behaviour, violence and crime within society. The theory claims that the media typically portrays a world view that is not rooted in reality. Television pictures are an illusion or an

interpretation of what actually happens. However, based on the driving force of cultivation theory, due to excessive exposure to foreign films, there is a strong propensity for Nigerian teenagers to get consumed or immersed in foreign cultures.

2.2.2 Social Learning Theory

The theory of social learning tends to challenge why people inhabit the world just as they do. It was proposed by Albert Bandura, a psychologist at Stanford University. According to (Anaeto, Onabanjo, and Osifeso, 2008), the theory implies that a lot of learning develops by watching others' behaviour. Bandura (1986) proposed that people acquire general attitudes and behaviours by patterning other people's behaviour, studying and patterning behaviour, beliefs, habits and abilities by observing other people, or through observing electronic (TV) or print media (Newspaper). This is in line with the impact mass media has on the viewers, not limited to other people's actions in the region. Based on this same theory, people often learn from observation before actually performing those acts. Teenagers and young adults are great viewers of entertainment and by viewing movies their mindsets, perceptions and behaviour can be altered. Through heavy exposure to films, teenagers acquire knowledge of fashion / styles, communication skills, actors' eating habits and actresses in films; as they have role models that influence their view, attitude and behavioural pattern.

2.3 Empirical Review

Some past researches that have been conducted in relation to this concept is being reviewed in this section.

Georgina Samaila, [2016] conducted a research on the Influence of Foreign Television content on AUN students, Yola Adamawa State. The researcher used Cultivation Theory as the theoretical basis that claims, according to this report, that "the more people watch television, the more likely they are to have a view of reality that is similar to the reality representation of television." The design of quantitative research was adopted to realize the objective existence of the sample and also the design of qualitative research adopted. This means the researcher followed the mixed approach of data analysis using Focus group discussion and content analysis

where the researcher derived from the participant's viewpoint and evaluated it based on their level of agreement to influence television content.

At the end of the study, AUN students are affected by the level of access to foreign television programs with regard to lifestyles, food, communication, dressing and sexual orientation and the most watched program among AUN students which resulted to the fact that foreign television content has influence on AUN student to some extent on a general note considering the outcome of the focus group discussion and the aggregate consensus on the conclusion of the focus group discussion among the four group of focus group participant. Exposure is often done via TV set and a laptop as the tool used to absorb the foreign content. The study found that in terms of food, lifestyle, community, education, sexual orientation, social interaction and it was known that a large number of students agreed to be somewhat affected by the foreign content they viewed.

Okeoma Felicia (2012) The influence of home movies on the dressing patterns of students from Abia state tertiary institutions was examined. The survey's research method, with a sample size of 400, was adopted. The questionnaire was an instrument of data-research. Findings showed that the home movies in their dress styles celebrate African ideals. This is in contrast to the apparent practice in Western and foreign films where the latest trend is in the swap of roles as manifested in dress culture swaps between the male and the female gender. This illustrates that the dressing style of Abia State high school students is influenced by home videos. The study recommends, among other things, that the home cinema sector use its medium to promote the very rich cultural values of Nigeria and Africa. In addition, the tourism industry should cash in on the broad audience attracted by the entertainment industry to rebrand, package and portray the good picture of Nigeria as a nation with reasonable economic opportunities and moral values.

Apuke and Dogari (2017) Conducted a research on the influence of western films on the dressing pattern of students at Taraba State University, Jalingo. The research examines fashion patterns among institution students and finds that the most imitated types / dressing styles of the students are styles such as hip hop / hippies, corporate / cocktail, and make-up / hairstyle, popular in American films. Incidentally, such dressing habits are considered an anomaly in African culture. The form of the survey was used to gather data for the research in which university students were administered 220 copies of the questionnaire across all study levels. The results of this research seem to indicate a connection between students' exposure to western films

and their choice of dressing, even though the study does not statistically verify this postulate. The study recommends proper parenting and therapy, uncompromising religious instruction, and strict dress code enforcement as a panacea for tertiary institutions social problems.

Oberiri and Kwase (2017) Research on the influence of television programmes on youth dressing patterns in Nigerian tertiary institutions was carried out. This study is essentially intended to examine the effect of television programs on youth dressing patterns at Taraba State University, Jalingo. The researchers used Taro Yamane's formula to select 100 students who formed the sample frame and used the methodology of the focus group and quantitative survey. 8 participants formed the focus group, while the questionnaires were distributed to 100 selected students. Data collected for the quantitative survey were coded in SPSS version 22 and presented in tables with frequency counts and simple percentages, whereas textual analysis of the focus group was performed. Among other things, the research revealed that the most preferred are entertainment / musical programs.

The study also showed that teenagers imitate the hip hop/hippies and make-up/hairstyles shown on TV programs than any other form of dressing and make them seem indecent by imitating such dressing. Finally, it was recommended that universities and other tertiary institutions take the dress code issue seriously, punish students who are found to be wanting, and also that local TV presenters dress decently at all times and understand that they are role models and that young people easily copy anything they do.

Oberiri and Kwase (2017) conducted another research on Western Television Programmes and Its Influence on the Cultural Values of Students' in Taraba State University, Jalingo, Nigeria. The findings were backed up by an empirical study on 145 study area respondents. For this work a cross-sectional survey design has been adopted. Along with the availability / convenient sampling technique, the bottle spinning sample technique was used. The study also made use of the questionnaire as a means for collecting quantitative data. The SPSS (Statistical Packages for Social Sciences) was used for data analysis and subsequently used manual procedures to justify these. Six research questions were used in empirical justification of the work.

In conclusion, the study found that Nigerian youth prefer to watch Western television programs more than indigenous television programs, and this has a major influence on their cultural values.

It recommends that there is a need for a constant review of the educational content of the Nigerian education system in order to save the undue influence of Western television programs on the cultural values of youth, so that its culture is clearly expressed.

James, Daniel and Nnamdie (2017) Investigated the influence of foreign television programmes on the westernization of Nigerian youth. It is noteworthy that there is growing concern about the decline in the cultural values of Nigerian youth. This ugly situation is sometimes tied to the influence of foreign TV programs. Foreign programs not only undermine the cultural values of Nigerian youth, but also affect young people's behaviour and the prevalence of foreign attitudes and habits among them. The study is driven by the cultivation theory that suggests that heavy viewing on television "cultivates" views of reality that are consistent with the worldview presented in television programs. In Nigeria, some young people considerably perceive that what they see on foreign TV programs is a reality and, as shown in TV programs, they need to cultivate habits, attitudes, behaviours and values.

Johnson & Adegoke (2016) carried out a research on the influence of Western entertainment television programmes on the behaviour of Nigerian youths. The research was rooted in the Theory of cultivation and Social Learning. Using survey method, and questionnaire as its tool; a total of 300 students were chosen from Babcock University and Covenant University. Findings showed that Western film television shows affected Nigerian youth's dressing style (60.7%), sexual conduct (60.5%) and eating habits by (58.7%); the youth demonstrate aggressive behaviour, mimic foreign language and engage in public show of love by viewing Western television programmes. It has been recommended that program creators be more imaginative and original in the development of aboriginal products, minimize the focus on body image and help parents reduce the amount of sexual and aggressive content they expose their wards to at home by having family programmes viewing time.

Aliyu Sambo and Bello Ibrahim (2015) carried out a research which examined The Effects of Foreign Movies on the Nigerian Teenagers: A question of cultural promotion, with a case study

of Bauchi metropolis. The study applied the Cultivation theory to situate correctly the nature of the test work. Using the survey method, where 100 questionnaires were administered randomly to teenagers of Bauchi that were evaluated and translated. This study's population is the total number of people living in Bauchi metropolitan area. As at 2006, the population census indicated that the total population of the metropolis of Bauchi was 493, 810, while the study centered on teenagers.

The study intended to use 150 individuals as a survey to assess the population as a whole. The sampling method to be used in this case is random sampling, which is the least biased of all sampling techniques, there is no subjectivity, and each member of the total population has an equal chance of being selected. At the end of the study, it was found that in most cases foreign films have a negative impact on teenage cultural values. Most of them seek to adapt to the western way of life these foreign films come with. Therefore, the study recommends that parents, Governments, society and religious leaders should help raise awareness among the youths about the need for cultural promotion.

Nkang, Akah and Nkang (2015) investigated the consequences of Home Videos Degenerating Morals among Adolescents in Calabar Municipality and Calabar South Local Government Areas of Cross River State. It specifically sought to determine whether there was any connection between teenage home video and degenerative behaviors. Two research questions and two hypotheses were created to direct the study toward achieving this study's objective. To gather data from 97 respondents a standardized questionnaire was used. The research covered two Local Government Areas throughout the province.

The research design adopted for the study was descriptive survey. The data gathered were analyzed using descriptive and inferential statistics such as frequency, percentages and correlation statistics for the Pearson Product Moment. The study results showed that foreign videos among adolescents contribute significantly to aggressive activities and to drug misuse (cigarette and cannabis). Based on the study findings, it was advised among other aspects that: parents should control the sort of programming that their children watch on home television; the government should track and regulate film companies who distribute violence-oriented films and on-screen smoking for public and home viewing purposes.

Sammy Baya and Dr. Hellen (2014) the research investigated the impact of TV viewing in influencing the sexual behaviour of adolescents. Taking into consideration the following three fundamental concerns: (1) how television influences adolescent sexual behaviour, (2) the extent to which television viewing can determine adolescent sexual behaviour, and (3) the potential dangers associated with television exposure to sexual content. The paper found that adolescents often try sexual knowledge from TV content rather than their parents or Adults are drawn to sexual content programmes and conclude by reflecting on the immediate need to tackle the influence of television on the sexual conduct of adolescents by giving them essential understanding and behavioural skills in interactive settings.

Fernando (2016) examined the impact of foreign films on teenagers as it affects the promotion of cultural heritage in African society. One of the key challenges that African leaders have had to solve long after independence on the African continent is the preservation of African cultures in their natural forms that were potentially distorted or ruined by the colonial masters under their rule. There is no question that in general, adolescents and young people are important segments of society that could play a role in fostering African cultures. Unfortunately, however the mindset and lifestyle of adolescents in African communities have been profoundly influenced by Western film exposure to such an extent that they have become hardened acolytes and supporters of Western cultures rather than embracing African cultures. The analysis followed qualitative as well as quantitative research approaches, and finally found out that western films exert great importance In this way, the effect on adolescents in Nigerian society creates cultural differences for the native cultures. It then ended by recommending a way forward towards rebuilding and fostering African traditions, as it affects adolescents in special respect to Nigerian society.

After these research works have been reviewed, it was observed that none of the researchers above made any attempt to use secondary schools as their target population to measure the influence foreign films have on teenagers as they can be easily manipulated and also tend to react to what they watch and hear from TV, instead they focused on Tertiary institutions and local government areas which is the gap this study tends to fill.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter provides the overview of the overall research structural plan and data collection process that will help to achieve the study's desired objectives. It involves research design, study population, sample size, sampling technique, measuring instruments, validity and reliability, methods of data collection and presentation and analysis of data methods.

3.1 RESEARCH DESIGN

A research design is a structure or a blueprint document that explains how the research will be carried out during the investigation, according to Osuagwu (2002). In order to accomplish the research ongoing, the process of survey research will be used to achieve the study's goals. A method of survey research is a form of method of research that allows the researcher to pick a relative part of a population that has common attributes to reflect the population. Therefore, Survey method was adopted in the study.

3.2 POPULATION OF THE STUDY

Population is the number of inhabitants either the total number or the number of a particular race or class or in a given place country or city. According to Onodugo (2010), Population is the totality of subjects which meet a given set of criterion. The total population of this study is 1168 using the addition of these two secondary schools in Ibadan. Ibadan Grammar School (IGS) which is (960) and Ecwa model college (208).

3.3 SAMPLING TECHNIQUE

The Multi-Stage method employs a mixture of techniques which are the purposeful sampling and the convenience sampling and where the samplings are carried out in phases is the sampling technique or process that the researcher adopted. Purposeful sampling is also known as a selective technique that is chosen on the basis of population characteristics. The researcher used purposive, according to this report, since it focuses on age 13-19, which is most appropriate to students of SS1-SS3, and in this case two schools were chosen. Finally, the convenience sampling, which is often a non -probability sampling method involving the sample being taken from the near-to-hand portion of the population, i.e. people were chosen because they are readily available.

3.4 SAMPLE SIZE

Sample size is a direct count of the number of samples measured or observations being made. According to Evans et al. (2000, p. 16), Sample size is the number of observations in a sample. The sample size for this research work was gotten from the total population of the study which was 1168 but after using Taro Yamane formula which is

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

n= Desired sample size

N= Population size under study

e= Error margin

l= Constant

Therefore, the desired sample size adopted for the study was 297.

3.5 MEASURING INSTRUMENT

A standardized questionnaire that contains demographic data (a statistical characterization of the human population, e.g. age, sex, etc.) and psychographic data that essentially answers questions based on the research subject was the instrument used by the researcher in collecting data for the study. A questionnaire is a study tool consisting of a set of questions for the purpose of collecting respondent data. Okoro (2001) admits that the questionnaire has considerable merits for collecting information from individuals about their beliefs, attitudes, behaviors and perceptions of a given phenomenon to weigh in its favor. It consists of close-ended questions that were in plain English in order to ensure consistency and also in Likert scale format of five points.

3.6 VALIDITY AND RELIABILITY

The questionnaire was crafted in such a way as to accurately represent the phenomena under study as the method used in carrying out this research. The validity of the tool of this study was checked and accepted by the supervisor, thus obtaining a go-ahead prior to distribution.

3.7 METHODS OF DATA COLLECTION

Data used in the research was collected through questionnaires. The questionnaires were distributed to the respondents and information obtained was used for the analysis.

3.8 METHODS OF DATA ANALYSIS AND PRESENTATION

For the analysis, the Quantitative research method was used. The systematic scientific study emphasizing objective measures and mathematical, numerical analysis through the use of questionnaires is quantitative. Therefore, in the analysis of data and interpretation of the information gathered in the report, basic tables, frequencies, numbers and percentages was used. Quantitative research methodology was chosen for this study because it helped to calculate the

level at which Nigerian teenagers, Ibadan precisely, are exposed to and analyzed their influence on foreign films.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

INTRODUCTION

In this line of study, questionnaires were distributed to various respondents because it's a survey data. In this chapter, the collected data will be analyzed with various statistical tools which will be made up of the following sections; response rate analysis, tables, charts and frequencies/percentages and discussion of results. The 297 online copies of questionnaires distributed to the respondents were filled, giving it a high response rate of 100%. Therefore, 297 questionnaires will be used for the analysis.

The following are the specified research questions;

1. What is the level of exposure to foreign films among teenagers in Ibadan, Oyo State?
2. What are the perceived most affected part of teenagers behaviour by foreign films?
3. What are the types of foreign films that they are mostly exposed to?

4.1 DATA PRESENTATION/ ANALYSIS

4.1.1 DEMOGRAPHIC DATA

Table 1: *Respondents Age Distribution*

Age Bracket	Frequency	Percentage%
13-15yrs	154	51.9%
16-19yrs	127	42.8%
20yrs	16	5.4%
Total	297	100%

In the table above, 154(51.9%) respondents are between the ages of 13-15 years, 127(42.8%) respondents are between the ages of 16-19 years and only 16(5.4%) respondents are 20 years. This clearly indicates that majority of the respondents are between the ages of 13-15years.

Table 2: *Gender Distribution*

Sex	Frequency	Percentage%
Male	142	47.8%
Female	155	52.2%
Total	297	100%

In the table above, 142(47.8%) are male respondents while 155(52.2%) are female respondents. This shows that majority of the respondents are female students.

Table 3: *School*

School	Frequency	Percentage%
IGS	184	62%
ECWA	113	38%
Total	297	100%

The above table shows that 184 respondents, representing 62% are in IGS while 113 respondents representing 38% are in ECWA. This further implies that the school with the largest number of respondents is IGS.

Table 4: *Class*

Category	Frequency	Percentage%
SS1	96	32.3%
SS2	106	35.7%
SS3	95	32%
Total	297	100%

In the table above, 96(32.3%) respondents are in SS1, 106(35.7%) respondents are in SS2 and 95(32%) respondents are in SS3.

Table 5: *Field*

Category	Frequency	Percentage%
----------	-----------	-------------

Art	103	34.7%
Science	96	32.3%
Commercial	98	33%
Total	297	100%

In the table above, 103(34.7%) respondents are Art students, 96(32.3%) respondents are Science students while 98(33%) respondents are Commercial students.

Table 6: *Religion*

Category	Frequency	Percentage%
Christianity	204	68.7%
Islam	93	31.3%
Total	297	100%

The table above shows that 204 respondents representing 68.7% practice Christianity while 93 respondents representing 31.3% practice Islam. Thus, most of the respondents are Christians.

4.1.2 ANALYSIS OF RESEARCH QUESTION ONE

What is the level of exposure to foreign films among teenagers in Ibadan, Oyo State?

Question 1: I have access to Television

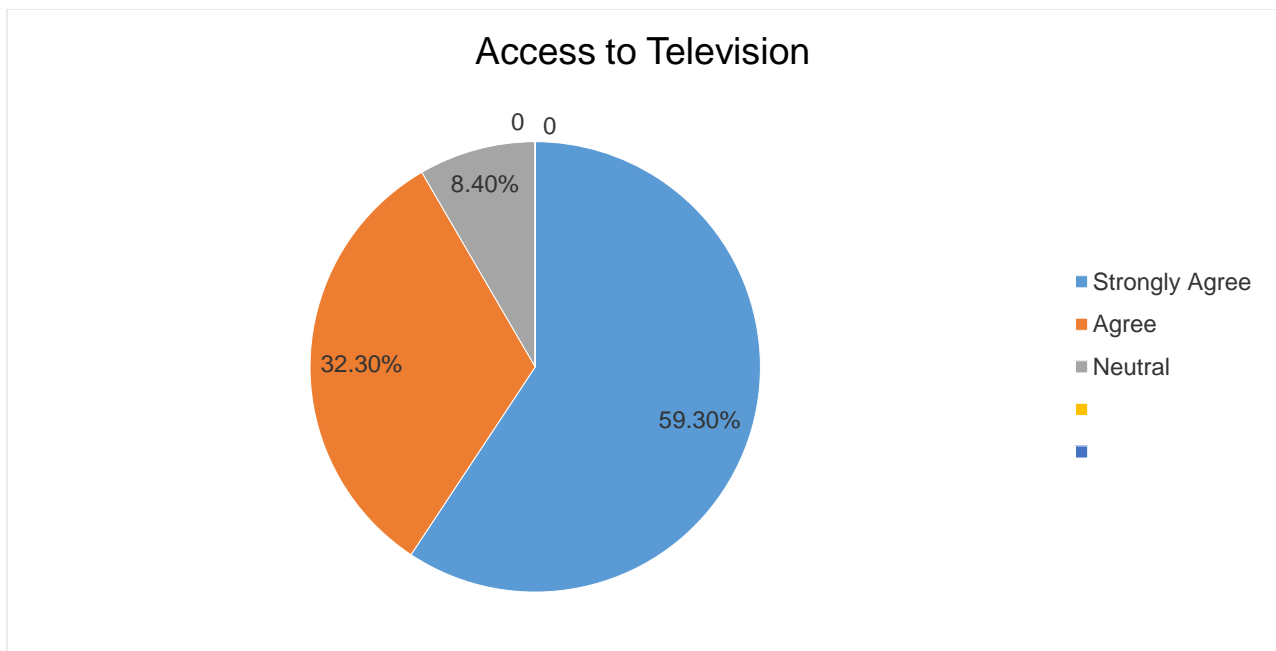
Table 7: *Showing if respondents have access to Television.*

Category	Frequency	Percentage%
----------	-----------	-------------

Strongly Agree	176	59.3%
Agree	96	32.3%
Neutral	25	8.4%
Disagree	-	-
Strongly Disagree	-	-
Total	297	100%

In the table above, 176(59.3%) respondents Strongly Agreed that they have access to television, 96(32.3%) respondents Agreed that they have access to television, 25(8.4%) respondents are neutral about having access to television, none of the respondents Disagreed or Strongly Disagreed to the access of television. Summarily, majority of the respondents have great access to television.

The responses will also be represented with a pie chart below.



Question 2: I watch foreign films

Table 8: *Showing if respondents watch foreign films.*

Category	Frequency	Percentage%
Strongly Agree	132	44.4%
Agree	98	33%
Neutral	30	10.1%
Disagree	25	8.4%
Strongly Disagree	12	4.0%
Total	297	100%

In the above table, 132(44.4%) respondents Strongly Agreed that they watch foreign films, 98(33%) respondents Agreed that they watch foreign films, 30(10.1%) respondents are Neutral about watching foreign films, 25(8.4%) respondents Disagreed to watching foreign films and lastly, 12(4.0%) Strongly disagreed to watching foreign films. Summarily, most of the respondents watch foreign films.

Question 3: I prefer foreign films to Nigerian films

Table 9: *Showing the respondents preference of foreign films to Nigerian films.*

Category	Frequency	Percentage%
Strongly Agree	105	35.3%
Agree	125	42.0%
Neutral	39	13.1%
Disagree	20	7%

Strongly Disagree	8	2.6%
Total	297	100%

In the table above, 105 respondents representing 35.3% Strongly Agreed that they prefer Foreign films to Nigerian films, 125 respondents representing 42.0% Agreed that they prefer Foreign films to Nigerian films, 39 respondents representing 13.1% are Neutral about the preference of Foreign films to Nigerian films, 20 respondents representing 2.6% Disagreed that they prefer Foreign films to Nigerian films while 8 respondents representing 2.6% Strongly Disagreed that they prefer Foreign films to Nigerian films. Above all, majority of the respondents prefer foreign films to Nigerian films.

Question 4: I watch foreign films most times

Table 10: *Showing if respondents watch foreign films most times.*

Category	Frequency	Percentage
Strongly Agree	122	41.1%
Agree	94	31.6%
Neutral	40	13.5%
Disagree	19	6.4%
Strongly Disagree	22	7.4%
Total	297	100%

The above table shows that 122(41.1%) respondents Strongly Agreed that they watch foreign films most times, 94(31.6%) respondents Agreed that they watch foreign films most times, 40(13.5%) respondents are Neutral to watching foreign films most times, 19(6.4%) respondents Disagreed that they watch foreign films most times, 22(7.4%) Strongly disagreed that they watch

foreign films most times. This indicates that more than average of the respondents watch foreign films most times.

Question 5: I also use my smartphone to watch foreign films in my idle time

Table 11: Showing the respondents usage of smartphone to watch foreign films in their idle time.

Category	Frequency	Percentage%
Strongly Agree	99	33.3%
Agree	90	30.3%
Neutral	45	15.2%
Disagree	37	12.5%
Strongly Disagree	26	8.8%
Total	297	100%

In the above table, 99(33.3%) respondents Strongly Agreed that they use their smartphones to watch foreign films in their idle times, 90(30.3%) respondents Agreed that they use their smartphones to watch foreign films in their idle times, 45(15.2%) respondents are Neutral to the usage of smartphones to watch foreign films when idle, 37(12.5%) respondents Disagreed that they make use of their smartphones to watch foreign films in their idle times and lastly, 26(8.8%) Strongly disagreed that they make use of their smartphones to watch foreign films in their idle times. Summarily, most of the respondents make use of their smartphones to watch foreign films in their idle times.

4.1.3 RESEARCH QUESTION TWO

What are the perceived most affected part of teenagers behaviour by foreign films?

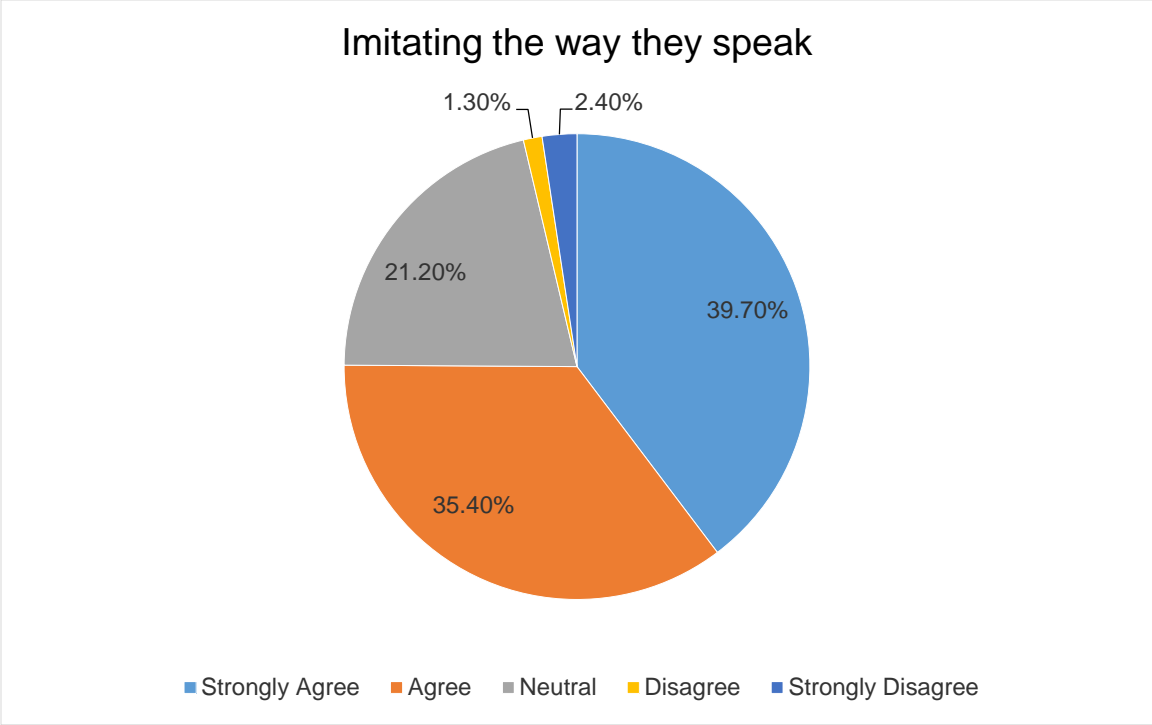
Question 6: I often imitate the way they speak

Table 12: *Showing if respondents imitate the way the foreign actors and actresses speak*

Category	Frequency	Percentage%
Strongly Agree	118	39.7%
Agree	105	35.4%
Neutral	63	21.2%
Disagree	4	1.3%
Strongly Disagree	7	2.4%
Total	297	100%

The table above indicates that 118(39.7%) respondents Strongly Agreed that they often imitate the way they speak, 105(35.4%) respondents Agreed that they often imitate the way they speak, 63(21.2%) respondents are Neutral about imitating the way they speak, 4(1.3%) respondents Disagreed that they often imitate the way they speak, while 7(2.4%) respondents Strongly Disagreed that they often imitate the way they speak. Thus, a larger proportion of the respondents often imitate the way they speak.

This will also be further represented by the pie chart below.



Question 7: It has affected my mode of dressing

Table 13: Showing if watching foreign films have affected the respondents' mode of dressing.

Category	Frequency	Percentage%
Strongly Agree	100	33.7%
Agree	89	30%
Neutral	88	29.6%
Disagree	12	4.0%
Strongly Disagree	8	2.7%
Total	297	100%

The table shows that 100(33.7%) respondents Strongly Agreed that foreign films have affected their mode of dressing, 89(30%) respondents Agreed that foreign films have affected their mode of dressing, 88(29.6%) respondents are Neutral about foreign films affecting their mode of dressing, 12(4.0%) respondents Disagreed that foreign films have affected their mode of dressing, and lastly, 8(2.7%) respondents have Strongly Disagreed that foreign films have

affected their mode of dressing. So, majority of the respondents are of the fact that watching foreign films have affected their mode of dressing.

Question 8: In what way has foreign films shaped your behaviour?

Table 14: Showing how foreign films have shaped the behaviour of the respondents.

Category	Frequency	Percentage%
Positively	103	34.7%
Negatively	145	48.8%
Both	22	7.4%
Not sure	27	9.1%
Total	297	100%

The table above indicates that 103 respondents representing 34.7% said that it has shaped their behaviour positively, 145 respondents representing 48.8% said that it has shaped their behaviour negatively, 22 respondents representing 7.4% said that it has shaped their behaviour in both ways, while 27 respondents representing 9.1% are not sure. However, foreign films have shaped majority of the respondents' behaviour negatively.

4.1.4 RESEARCH QUESTION THREE

What are the types of foreign films that they are mostly exposed to?

Question 9: I prefer Romantic ones.

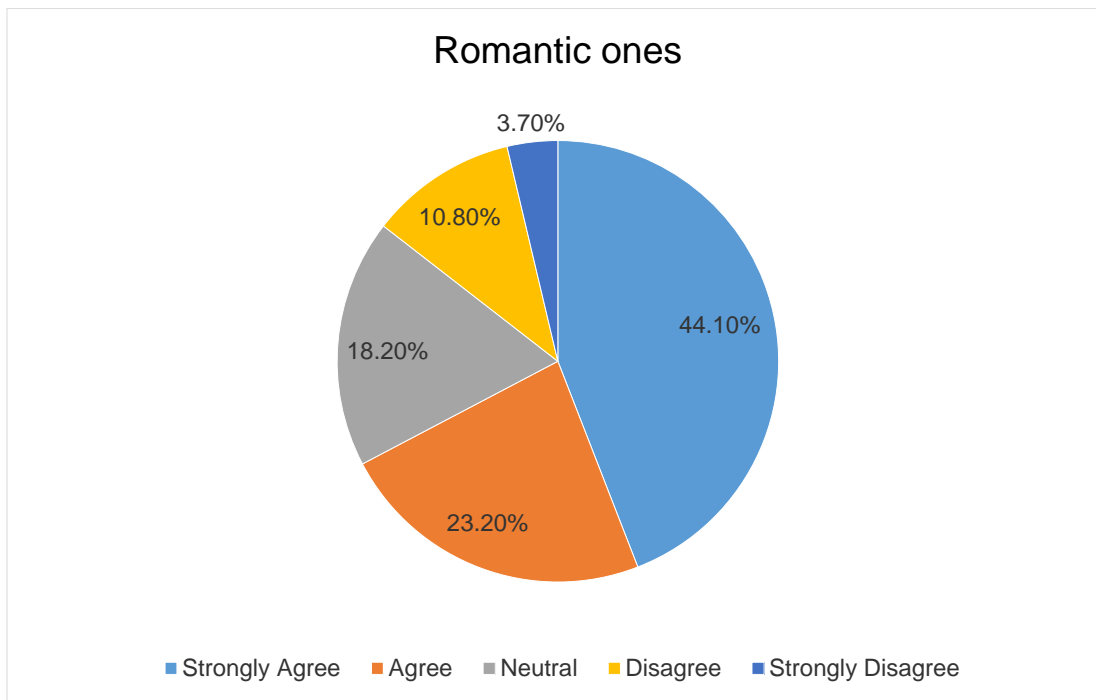
Table 15: Showing if respondents prefer Romantic ones.

Category	Frequency	Percentage%
Strongly Agree	131	44.1%
Agree	69	23.2%
Neutral	54	18.2%
Disagree	32	10.8%
Strongly Disagree	11	3.7%

Total	297	100%
-------	-----	------

In the table above, it shows that 131(44.1%) respondents Strongly Agreed that they prefer romantic ones, 69(23.2%) respondents Agreed that they prefer romantic ones, 54(18.2%) respondents are Neutral about the preference of romantic ones, 32(10.8%) respondents Disagreed to the preference of romantic ones and 11(3.7%) Strongly disagreed to the preference of romantic ones. Therefore, it is clear that majority of the respondents prefer to watch romantic foreign films.

Below is the pie chart used to represent the respondents.



Question 10: I prefer Horror.

Table 16: Showing respondents that prefer to watch Horror.

Category	Frequency	Percentage%
Strongly Agree	85	29%
Agree	80	27%
Neutral	64	21.5%

Disagree	48	16.2%
Strongly Disagree	20	6.7%
Total	297	100%

The table above indicates that 85(29%) respondents Strongly Agreed that they prefer Horror, 80(27%) respondents Agreed that they prefer Horror, 64(21.5%) respondents are Neutral about the preference of watching Horror, 48(16.2%) respondents Disagreed to the preference of Horror films, and 20(6.7%) respondents Strongly Disagreed to the preference of Horror films. Thus, a larger proportion of the respondents prefer to watch Horror foreign films.

Question 11: I watch Action films.

Table 17: *Showing respondents that watch Action films.*

Category	Frequency	Percentage%
Strongly Agree	100	33.7%
Agree	72	24.2%
Neutral	69	23.2%
Disagree	39	13.1%
Strongly Disagree	17	6%
Total	297	100%

In the table above, 100(33.7%) respondents Strongly Agreed that they watch Action films, 72(24.2%) respondents Agreed that they watch Action films, 69(23.2%) respondents are Neutral about watching Action films, 39(13.1%) respondents Disagreed that they watch Action films, while 17(6%) respondents Strongly Disagreed that they watch Action films. Above all, most of the respondents watch Action films.

Question 12: I prefer Comedy

Table 18: *Showing respondents that prefer Comedy.*

Category	Frequency	Percentage%
Strongly Agree	66	22.2%
Agree	58	19.5%
Neutral	79	26.6%
Disagree	68	22.9%
Strongly Disagree	26	8.8%
Total	297	100%

The above table clearly shows that 66(22.2%) respondents Strongly Agreed that they prefer Comedy, 58(19.5%) respondents Agreed that they prefer Comedy, 79(26.6%) respondents are Neutral about the preference of Comedy, 68(22.9%) respondents disagreed that they prefer Comedy and lastly, 26(8.8%) respondents Strongly Disagreed that they prefer Comedy. Summarily, majority of the respondents are Neutral about the preference of Comedic films.

Question 13: I watch more of Adventures.

Table 19: Showing respondents that watch more of Adventures.

Category	Frequency	Percentage%
Strongly Agree	51	17.2%
Agree	28	9.4%
Neutral	86	29%
Disagree	96	32.3%
Strongly Disagree	36	12.1%
Total	297	100%

In the table above, 51(17.2%) respondents Strongly Agreed that they watch more of Adventures, 28(9.4%) respondents Agreed that they watch more of Adventures, 86(29%) respondents are Neutral to watching Adventures, 96(32.3%) respondents Disagreed that they watch more of Adventures, while 36(12.1%) respondents Strongly Disagreed that they watch more of Adventures. Hence, majority of the respondents disagreed to watching more of Adventures.

4.2 DISCUSSION OF FINDINGS

From the data presented above, the following interpretation will be pulled out as regards how they answer and reflect the research questions for this study.

4.2.1 Findings for research question one

Questions 1, 2, 3, 4 and 5 were drafted to answer the research question using the 5 point Likert scale. The research question sought to know the level of exposure to foreign films among teenagers in Ibadan, Oyo State. Question 1 asked if the respondents have access to Television and the responses revealed that 176(59.3%) representing majority of them have great access to Television.

Question 2 wanted to know if respondents watch foreign films and it was revealed that most of the respondents 132(44.4%) actually watch foreign films.

Question 3 asked to know if the respondents prefer foreign films to Nigerian films and the findings indicates that a greater number of 125 with a percentage of 42.0% prefer to watch foreign films to Nigerian films.

Question 4 further asked to know if they watch foreign films most times and the responses revealed that a large proportion of respondents 122(41.4%) watch foreign films most times.

The last question which is 5 was asked to know if respondents also use their smartphones to watch foreign films in their idle times and the indication is that most of the respondents 99(33.3%) actually use their smartphones to watch foreign films in their idle time. The findings concluded that Research question one has been adequately answered by the responses to the questions presented, as there is an affirmation that the teenagers in Ibadan are well exposed to foreign films. And according to Huesmann and Taylor (2003) Television/film has power over the decision of young people ,their claim is that teenagers embrace without doubt whatever the television/film tells them.

4.2.2 Findings for research question two

Questions 6, 7 and 8 were drafted to answer this research question. The research question is to know the perceived most affected part of teenagers behaviour by foreign films?

Question 6 was asked to know if respondents often imitate the way the foreign actors and actresses speak and the responses revealed that a larger proportion of them which is 118(39.7%) often imitate the way they speak. This in turn influences the teenager's language in one way or the other.

Question 7 was asked to know if foreign films have affected the respondents' mode of dressing and the responses indicated that watching foreign films have affected the mode of dressing of most of the respondents' 100(33.7%).

Question 8 was asked to know the ways foreign films have shaped the behaviour of the respondents and it was revealed that most of them with a percentage of 48.8% (145) said it has shaped their behaviour negatively, which is higher than the percentage of respondents that said it has shaped their behaviour positively which is 34.7%(103). Thus, answers to the research question two were adequately provided by the responses to question 6, 7 and 8 as it has been clearly revealed that indeed foreign films have affected teenagers' behaviour and this agrees with what Bandura (1986) said in social learning theory that people acquire behaviour by patterning other people's behaviour, beliefs, habits and abilities by observing other people or through electronic or print media.

4.2.3 Findings for research question three

Questions 9, 10, 11, 12 and 13 were drafted to answer this research question using 5 point Likert scale. The research question is to know the types of foreign films that they are mostly exposed to.

Question 9 was asked to know if the respondents prefer romantic ones and the responses showed that a percentage of 44.1% equivalent to 131 respondents actually prefer romantic ones.

Question 10 was asked to know if they prefer Horror and the responses indicated that majority of the respondents 85(29%) prefer to watch Horror.

Question 11 was asked to know if the respondents watch action films and it was revealed that quite a large proportion of the respondents which is 100(33.7%) watch Action films.

Question 12 was asked to know if they prefer comedy and it was clearly shown that majority of the respondents of about 79(26.6%) are neutral about the preference of comedy that is, they have no personal preference about watching comedic foreign films.

Question 13 was asked to know if respondents watch more of Adventures and the responses proved that 96(32.3%) which signifies that most of the respondents do not watch adventures. This concludes that Research question three has been adequately answered by the responses to the questions presented, as there is an affirmation that the teenagers in Ibadan are mostly exposed to Romantic ones, supported by Horror and Action films which could also be assumed that they influence them negatively. This also agrees to what Meltzoff and Moore (1977) that heavy exposure to television is believed to be one of the causes of violent behaviour, crime and abuse in the society.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

Teenagers, particularly the impressionable age group of 13-19, tend to be easily affected by imitating what they see in the media, especially the medium of foreign films. If they attempt to wear away Nigerian cultural values, replacing them with foreign cultural values, the influence these foreign films have on teenagers is negative, but if they try to improve Nigerian cultural values, they are therefore considered positive. In this analysis, three objectives and research questions were put forward, data for the research was collected by the distribution of online questionnaire (google forms) and the survey method was therefore adopted. During the analysis, the data was analyzed in a few areas using tables, frequency, percentages, and Charts with a sample size of two hundred and ninety-seven (297), the population size was one thousand, one hundred sixty-eight (1168). So, in analyzing the results, 297 responses were used. Having carried out the study, the major findings showed that:

- Teenagers in Ibadan are exposed to foreign films.
- Teenagers' mode of Dressing and speaking habits are the perceived most affected part of teenagers behaviour by foreign films as the speaking habits carries a large number of percentage than the mode of dressing.
- Teenagers are mostly exposed to Romantic, Horror and Action films.

5.2 CONCLUSION

Based on the findings, it is obvious that foreign films have influence on the behavioural pattern of Nigerian Teenagers in Ibadan, Oyo state which is basically the speaking habits and mode of dressing. But the influence is positive on one hand because it is evident that teenagers actually enjoy watching it as a means of entertainment as they even watch it when they are idle but the main point is that it is more of negative influence because of the type of films they are exposed to and the fact that a higher percentage of them watch foreign films most times.

The films are Romantic (expressing sexual love and romance), horror (horrible films that creates fear and terror in a person) and Action (films which story-lines basically involves fights that could make a person behave violently). Such movies tend to manipulate the behaviour of teenagers.

5.3 RECOMMENDATIONS

The study therefore recommends the following:

1. In order to persuade teenagers to understand that they should not focus too much on television content, adolescents should be exposed to general lectures in their different colleges, as they can greatly influence an individual's thoughts or opinions and also the films they watch that are mostly mere fictions and not based on reality.
2. Parents should also be careful as to what their children wear in and out, especially in this era, where everything is trendy now.
3. The media should follow a constructive media approach to subject matters that involve cultural imperialism.
4. The Nigerian films industry should use its medium to promote Nigeria and Africa's vibrant cultural values.
5. Teens should also watch movies that uphold strong moral standards and promote good lifestyles, and refrain from watching movies that teach others how to be aggressive or teach young stars how to enhance their sexual lives.
6. The school authorities should provide guidance and counselors with ways to visit their schools occasionally to emphasize to adolescents that it may be very damaging for them to watch foreign films excessively.

5.4 LIMITATION OF THE STUDY

The limitation of this study is that the researcher was unable to distribute copies of questionnaire to the students physically because schools were closed down due to the covid-19 pandemic.

Instead the researcher distributed online to the target population. Also there was a delay in the responses which made the research work quite slow to complete.

REFERENCES

- Akpabio, E. (2003). *Themes and Conflict of Nigerian Home Video Movies*. Unilag Personality and social Psychology Vol 4 No 1 , 589-595.
- Aldana, C. (2004). *Can Media Regulation Help in the Search for Equality? Media Development: Journal of the World Association for Christian Communication*, Volume 51 (4).
- Aliyu S.A & Bello I.H. (2015) *The Effects of Foreign Movies on the Nigerian Teenagers: A question of cultural promotion, with a case study of Bauchi metropolis*.
- Anaeto, S.G, Onabanjo, S.O, & Osifeso, B.J. (2008). *Models and theories of communication*. Maryland: African Renaissance Books Incorporated.
- Anigbo, F.O. (2019). *Influence of foreign movie on the behavioural disposition of students (case study of Godfrey Okoye)*. Other thesis, Godfrey Okoye University, Ugwuomu Nike, Enugu.
- Apuke, D.O. (2016). *Influence of Western Films on Students' Dressing Pattern at Taraba State University, Jalingo*.
- Apuke O.D & Kwase A.D. (2017) *Western Television Programmes and It's Influence on the Cultural Values of Students' in Taraba State University, Jalingo, Nigeria*. Canadian Social Science Vol. 13, No. 1, 2017, pp. 21-32.
- Bandura, A. (1994). *Social cognitive theory of mass communication*. In J. Bryant & D. Zillman (Eds.), *Media effects: Advances in theory and research* (pp. 61–90). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Bandura A. (1986) *Social foundations of thought and action: A social cognitive theory*. Englewood, Cliffs, NY: Prentice Hall.
- Brown, N.J, Basse-Duke. (2014) *Hollywood Imperialism on Calabar- south Teenagers*. The score sheet. Vol.2, pp.11-25.

- Dominick, R.J. (2005) *The Dynamics of Mass Communication: Media in the Digital Age* (8thed). McGraw Hill.
- Encyclopedia Wikipedia. (2014). *Television*. Retrieved from [https:// www.google.com](https://www.google.com).
- Evans, et al (2000) *Sample Size*: Mathworld.wolfram.com.
- Fernando, M. (2016) *Impact Assessment of Western Films on Teenagers and the Question of Cultural Promotion in African Society*. Vol.2, No.3, pp.21-33
- Gerbner G. (1977) *Cultivation theory*.
- Gerbner, G. (1998). *Cultivation analysis: An overview*. Mass Communication & Society, 1 (3/4), 175-194.
- Georgina, S. B. [2016] *The Influence of Foreign Television content on AUN students*.
- Gunter, B. (2004). *The Question of Media Violence* in Bryant J. and Zillman D. (eds.), *Media effects- advances in theory and researches*, Pp 163-211, Hilldate NJ: Lawrence Erlbaum Associates.
- Huesmann, L.R, & Taylor, L.D. (2003) *The case against the case against Media violence*. In D.A. Gentile (Ed.), *Advances in applied developmental psychology. Media violence and children*. (P.107-130).
- James, A.J, Daniel, C.A & Nnamdie, U.D. (2017) *Influence of Foreign Television Programmes on the Westernization of Nigerian Youths*. International Journal of International Relations, Media and Mass Communication Studies Vol.3, No.1 pp.24-39, March 2017.
- Kubay, R & Larson. R. (1990) *The use of the experience of the new video media among children and young padolescents*. Communication Research, 17(1), pp 107-130.
- Mckee, B. (2009) *Negative influences of Media on the Society*.
Retrieved June 5, 2010, from <http://www.isulongseophil.net/articles/negative-influernces-of-media-on-thesociety.html>
- Meltzoff, A. N & Moore, M.K. (1977). *Imitation of facial and manual gestures by human neonates*. Science 198 75-78. 10.1126/science.198.4312.75.

- Nkang, R.A, Akah, L.U & Nkang, U.A. (2015) *Degenerating Morals among Adolescents in Calabar Metropolis: The Role of the Movie Industry in Nigeria.*
- Nnabuko. J. O & Anatsui. T.C. (2012) *Hollywood movies and Nigerian Youths- An Evaluation.*
- Oberiri, D.A, Kwase, A.D. (2017) *Influence of Television programmes on youth dressing Pattern in Nigerian Tertiary Institutions*, International Journal of International Relations, Media and Mass Communication Studies Vol.3, No.2 pp.32-45.
- Okeoma, F.C. (2012) *A Study of the Influence of Home Movies on the Dressing Patterns of Students of Tertiary Institutions in Abia State.*
- Okoro, N. (2001) *Mass communication research: Issues and Methodologies.* Nsukka: AP Express publishers.
- Olaleye, V. (2007) *Perception of Nigerian youths on the Influence of western films.* Unpublished undergraduate long essay of the Department of Mass communication, college of Development studies, Covenant University.
- Onodugo .(2010) *Fundamentals of Applied Research and Sampling Techniques: International Journal of Medical and Applied science*, 2(4), 124-132.
- Sammy Baya, S.Y & Hellen K. M .(2014) *The Impact of Television Viewing in Influencing Adolescents Sexual Behaviour*, International Journal of Scientific and Research Publications, Volume 4, Issue 5, May 2014.
- Suleimanu, U & Nnamdi, E. (2011) *Perceived role of Entertainment Television in shaping social behaviour of Teenagers.* Vol. 9, Number 1.
- Zaharopoulos, T. (2001). *Traditional Family Relationships and Television Viewing in Greece: TBS Archives*, 6.

APPENDIX

QUESTIONNAIRE

Department of Mass Communication,
College of Humanities, Management and Social Sciences,
Mountain Top University, Ogun State.

Dear Respondent,

I am Raji Precious Aduragbemi, a final year student of the department of Mass Communication, Mountain Top University, Ogun State. I am currently conducting a research on the *Influence of foreign films on the behavioural pattern of Nigerian Teenagers in Ibadan* in partial requirement for the award of a Bachelor of Science (B.Sc.) degree in Mass Communication.

Your honest response to this questionnaire will be effective for this academic endeavor and I will ensure that every information and facts rendered shall be treated with extreme confidentiality and will be used strictly for the purpose of this research work.

Thanks for your co-operation.

SECTION A: BIO-DATA

Instruction: Please kindly tick the option you consider the most appropriate

1. Age: a. 13-15yrs () b. 16-19yrs () c. 20yrs and above ()
2. Sex: a. Male () b. Female ()
3. Class: a. SS1 () b. SS2 () c. SS3 ()
4. Field: a. Art () b. Science () c. Commercial ()
5. Religion: a. Christianity () b. Islam ()

SECTION B

The Likert 5 Point scale is used in construction of the questionnaire to elicit your responses opinions on each statement. The adopted options and scales are as follow: Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD). Please tick as appropriate.

S/N	Statement	SA	A	N	D	SD
	LEVEL OF EXPOSURE TO FOREIGN FILMS AMONG TEENAGERS IN IBADAN					
6	I have access to Television					
7	I watch Foreign films					
8	I prefer foreign films to Nigerian films					
9	I watch foreign films most times					

10	I also use my smartphone to watch foreign films in my idle time					
	PERCEIVED MOST AFFECTED PART OF TEENAGERS BEHAVIOUR BY FOREIGN FILMS	SA	A	N	D	SD
11	I sometimes imitate the way they speak					
12	It has affected my mode of dressing					

13. How has foreign films shaped your behaviour?

- a. Positively
- b. Negatively
- c. Both

S/N	TYPE OF FOREIGN FILMS THEY ARE MOSTLY EXPOSED TO	S	A	N	D	SD
14	I prefer Romantic ones					
15	I prefer Horror					
16	I watch Action films					
17	I prefer Comedy					

d. Not sure

18	I watch more of Adventures					
----	----------------------------	--	--	--	--	--