
Home Video and the Nigerian Child: Implications on Academic Performance and Behaviour

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Abstract

This study is concerned with the influence of home videos on the academic performance and behaviour of school children as perceived by parents and teachers. Two null hypotheses were raised to guide the study. A questionnaire “Influence of Home Videos” (IHV) was used to collect the data which were tested at 0.05 level of significance using the t-test statistical analysis. The instrument was administered to 400 teachers and 400 parents randomly selected from five Local Government Areas of Edo State. The results show that home videos have influence on the academic performance and behaviour of school children. The implications of the findings for parents and teachers are that parents should regulate and monitor what children watch, teachers to emphasize home work, parents to keep pornographic and horror films out of the reach of children and moral instructions to be intensified in schools. The study recommends among other things that time should be allocated for watching films by children, educative film are to be encouraged and the content of films to be reviewed before allowing children to watch them.

In recent times, home video has remained an instrument of entertainment, information and education and it has overtaken more than half of other existing entertainment forms, which equally compete for time and attention of the average citizen. Since the early 20th century, the American film industry dominated the cinema across the world. In early 1910, Griffith a renowned film director shot the ever first movie in Hollywood titled “In old California”. Before World War I, filmmakers

gravitated to Southern California as the first Hollywood studio was opened in 1911 by the Nestor Company. The film making industry was later dominated by the Jews who were immigrants as racial prejudice prevented them from industries. By the mid 1940's, the film market was making 400 movies a year. Onokome (2004) noted that the Nigeria video film has transformed itself into an art, creating its own version of the Nollywood. The motion picture business grew from an estimated turnover of about 2.5 million in 1994 to a 3.4 million in 1999. Larkin (2006) noted that this development resulted in the production of over 600 films a year and this made Nigeria one of the largest film-producing nations in the world. Okoye (2003) observed that Ken Mnebue a resourceful Nigerian entrepreneur pioneered the Nigerian home video by producing "Living in Bondage" in 1992. However, Nollywood is arguably the third most vibrant film industry in the world after Hollywood and Bollywood.

Movies came into Nigeria through the colonial masters in 1930. According to Adieza (2004), these films were sponsored by Herbert Macaulay and was shown at the Glover Hall in Lagos. Film at this period was essentially meant to stimulate interest on the British Empire. In 1960 shortly after the independence, the first genre of Indigenous film produced was "Culture in Transition" an abridged version of Wole Soyinka's "The Strong Breed". "Kongi's Harvest" also heralded the Independence anniversary. Films during this period were shown in large cinema halls which often attracted large crowd, the film hall eventually became a rendezvous for criminals. The cost of showing film through these projectors was high, so in 1980 when home videos came into the country, it was embraced by all homes. Producers now shifted to the production of home videos which were cheaper and faster. Sor (2001) noted that by 1996, over 20,000 home videos were recorded in the film market.

With the influx of these videos with assorted themes in the market and the uncontrolled nature of sales and rentals, parents and children buy or rent films which may have adverse effect on the morals of the entire citizenry. Since much time could be wasted by children in watching some of these videos, there could be serious implications in their behaviour and academic performance.

Bride (1980) in a research report estimated that at the age of 18 years, a child spend more time watching the television than any other single activity beside sleep. It was also noted that at the first 15 years of the child's life, he loves watching the screen than going to school. The implication is that the general attitude to life of a child tries to find an established direction. The child is exposed to home videos through the television screen and so the tendency of the adolescent to be influenced by what he sees is very likely. Bride (2000) comments that the media of communication such as home videos are cultural instrument which serve to protrote or influence attitude, to motivate, foster the spread of behaviour patterns and bring about social integration.

So, a child begins to perceive what he sees in the home videos as a pattern of behaviour or culture that is acceptable. Perception and experience contribute to the development of a person's behaviour. What a child sees is often accepted as a norm, he tries to imitate.

Ker (2000) opined that since the mid-70's the film culture began to take root with the increase in the earning power of the Nigerian worker. Thus many average Nigerians could afford to own or have access to movies or video films of diverse kinds. The rural areas are no longer alien to the phenomenon of modern society as improved technology has made it possible for nearly all Nigerian citizens to enjoy this form of entertainment.

Home videos could be said to have both negative and positive influence on the Nigerian child depending on the type of film, the time, and the level of control parents are able to adopt. It is however clear that a child imitates what he sees hence he must be guided. Onokome (2004) stated that violence is one of the effects of home video. Children who watch a lot of violent films are prone to violent acts. There is the belief that people often accept the fictional representation in the media for their vivid and demonstrative relay of pictures. The Home-video is popularly considered by many people as a school of violence as it has the ability to hold its audience better than any conventional school. Ekwazi (2001) opined that when children identify themselves with admired aggressive heroes and heroines in the home videos and copy their behaviour whenever a relevant situation arises, the child is most likely to perceive a particular link between media mediated fantasy and concrete reality.

Adieza (2004) also noted that most home videos depict sexually related behaviour and when children watch such movies, they are sexually aroused especially the adolescents and this could often lead to such anti-social vices as sexual addition, lesbianism and homosexuality. There are the long-term and short-term effects of home video especially as it affects the behaviour of the child. Traits such as hostility may be the effect of watching films with violent content. This can stimulate aggressive thoughts and feelings. Adesanya (1984) believes that viewing violent programme can alter children's behaviour such as making the child afraid, worried and suspicious or increasing the child's tendency for aggressive behaviour.

Pornographic films have untold negative effects on the child as it escalates his sexual urge and he tends to venture into experimentation. The most dangerous is the fact that home videos takes children's time as noted by Adesanya (2004), thereby depriving them of maximum concentration on their school work such as revision of notes, assignments and even domestic chores. They prefer to remain glued to the screen rather than participate actively in home chores. In most Nigerian homes, that best form of entertainment is watching films. Most home videos have a time duration of one hour, thirty minutes and some two hours, so there is a high risk of obesity.

Okoye (2003) however advised that the home video may be as toxic as most people may see it. It depends on the modernization put into it. Some home videos could be educative and informative.

Objective of the Study

The problem of this study manifest from the behaviour of school age children. The assumption is that many school children have positive desire for watching films rather than concentrating on their school work. This positive desire occurs in the form of spending more time watching films and less time in school work which may result in absenteeism and lateness to school. Another problem could be found in the behaviour of these children who have been exposed to watching home videos without much control. They learn new form of speech pattern, dressing and immoral acts. Specifically, the questions to answer are:

1. Does watching of home video influence the child's academic performance?
 2. Does watching of home video influence the behaviour of the child?
- In order to provide a guide to the study, two null hypotheses were formulated and tested at 0.05 level of significance. The null hypotheses are:
1. Watching of home videos does not significantly influence the academic performance of children.
 2. Watching of home video does not significantly influence the behaviour of children.

Methodology

Using the stratified random sampling method, 400 teachers and 400 parent were selected for the study from five Local Government Areas in Edo State. The instrument, "Influence of Home Videos" (IHV) was designed by the researcher. The instrument consisted of sections A and B. Section A sought information on personal data of the parent and teacher; while section B consisted of 20 item questions. The items sought information on the respondent's perception of the influence of home videos on the behaviour and academic performance of children. The Likert type scale of strongly Agree, (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) was used. Experts in the Faculty of Education at the Niger Delta University, Wilberforce Island, Bayelsa State ascertained the face and content validity of the instrument. The instrument was further subjected to a pilot test in order to ascertain its reliability. In the pilot test, the instrument was administered to 50 subjects: 25 teachers and 25 parents. The 50 subjects who would not take part in the main study were randomly selected but they displayed the same characteristics of the respondents in the main study.

The data collected from the pilot test were subjected to statistical analysis using split half reliability. The computed result showed 0.71 and the instrument was therefore considered to be highly reliable.

The instrument (IHV) was administered to the randomly selected respondents by the researcher. The researcher visited the sampled school teachers and parents, he personally administered the questionnaire. He guided the respondents through the exercise and collected back the questionnaire at the end. Through this method the researcher received 100% response rate.

Results

Table 1: T-table analysis of the influence of Home Video on academic performance

Groups	N	X	SD	t-value
Parents	400	12.33	14.03	2.39
Teachers	400	10.11	12.14	

*Significant at 0.05, critical t+1.96, df = 798

The result of the influence of Home video on student academic performance as shown in Table 1 gave a t-value of 2.39. The value is higher than the critical value of 1.96 at 0.05 level of significance. Hence it can be said that home video has a significant influence on the academic performance of children.

Table 2: T-Test Analysis of the Influence of Home Video on the Behaviour of Children

Groups	N	X	SD	t-value
Parents	400	14.10	13.01	2.10
Teachers	400	12.31	11.31	

*Significant at 0.05, critical t+1.96, df = 798

The result of the influence of home video on the behaviour of children as shown in Table 2 gives a t-value to 2.10. The value is higher than the critical t-value of 1.96 hence the behaviour of children can be influenced by watching home videos.

Discussion

The result of the analysis shows that home video has influence on the academic performance of children. That is children who are exposed to watching home videos without certain measures of control may perform poorly in their academic work. The findings supports Arulogun (2009) and Adesanya (2004). The possible reason for the finding is that when children are over-exposed to home videos, their thought, emotions and interest are always geared toward such films and this will definitely affect their

level of concentration. Over indulgence in film watching could make some children sleep late at night thereby affecting their work apart from lateness or absenteeism.

Another finding in the study is that home video influences the behaviour of children. This supports Ekwuzi (2001), Adieza (2004) and Onokome (2004). The possible reason for this finding is that the child's mind at this time is highly impressionistic. There is a high tendency of imitation. The home videos parade actors and actresses who children often imitate. Violent acts, precocious sexuality, emulation of movie star in terms of immoral dressing, slangs and other anti-social vices are easily copied.

Implications of the Findings for Parents and Teachers

The study has found that home videos can influence the academic performance and behaviour of children. These findings have implications for parents and teachers in the following ways:

1. Parents should help to regulate and monitor the type of films children watch.
2. Teacher should ensure that they give regular homework to occupy the children so that they do not spend much time in watching films.
3. Parents should allocate special time for watching films by children and avoid late night movies.
4. Pornographic and horror films should be kept out of children's reach by parents.
5. Moral instruction must be taught in schools by teachers.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Less time should be spent by children in watching films so as not to affect their academic performance.
2. Educational films should be encouraged.
3. The content of films must be reviewed and assessed before allowing children to watch them.
4. The children should be actively occupied with activities that would enhance positive moral development.
5. Home work must be encouraged and monitored by both teachers and parents.

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