

## HOLLYWOOD IMPERIALISM ON CALABAR-SOUTH TEENAGERS- THE SCORE SHEET

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**ABSTRACT:** *The onus of this thesis hung on ascertaining Hollywood imperialism on the behavioral pattern of teenagers in Calabar-South Local Government Area of Cross River State, Nigeria. A multicultural milieu atomized as Efik, Efut and Ejagham clans. Pigeon English and Efik are their diglossia. An area intimately stigmatized by an obnoxious phobia. This study was between June 2013 and November, 2013; and it uncovered the root causes of these attritions. Here, the Social Cognitive Theory, created a paradigm shift from a humble African belief to the polemics of Hollywood imperialism, experimented on 200 teenagers of age bracket 12 to 25 years as sample male and female. A survey method questionnaire titled 'Individual Experience Questionnaire' (IEQ) was used for data collection. Using statistics, it was revealed that: (i) 55.8% acculturated Hollywood movies influenced teenagers' aggressive behaviour. It unveiled the presence of different secret cults, emanating from popular Western cultures. Within this precinct, these cult groups meted mayhems: prostitution, child abandonment and other nefarious threats, mostly perpetrated by primary and secondary schools' dropouts, broken homes and poor parental care as authenticated by personal interviews. (ii) 97.5% posited that Hollywood movies do not depict Nigerian trado-cultural hegemony; thus leading to a shift from indigenous to alienists' culture instead of mummifying the unique 'Africanism.' While concluding that Hollywood imperialism has caused a shift in youth behavioral paradigm in Calabar-South, it was recommended amongst others that Government (through FVCB) should enhance a curtail of Hollywood film shows while adopting/encouraging philanthropic youth based projects such as the Obioma Liyel Imoke's Destiny Child Centre and Mothers Against Child Abandonment.*

**KEYWORDS:** Hollywood, Imperialism, Teenagers, Calabar-South, Score Sheet, And Pro-Social Behaviour.

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### Prologue

Recreationally, movies are meant to convalescent a hard day's work. For entertainment, it soothes emotion from instability, establishes equilibrium; or as moral instructors. Constructively the reverse is sometimes the case as most of the movies perpetrate acts of violence, murder, rape, trafficking, nudity, smoking, drug abuse, sexual indulgence, etc., capable of corrupting the vulnerable. As pigeonholed into their recalcitrance, most miscreants neglect their dressing codes and behavioral etiquettes, thereby eschewing moral victory for vicious circle. As regards cultural hegemony, Cole (2014) repurposes this in "the wearing of trousers by women as an English idiom suggesting that the wearing of trousers mean transfer of power from men to women. When one

says a woman wears the trousers in the house, one implies that the man is henpecked". This insurgency on African cultural values is revealed in most of Calabar-South children between the ages 10 to 16 years who infiltrate Calabar Municipality to unleash injudicious acts are predominantly aborigines of Akwa Ibom State. The female sex hawkers are found in leggings and trousers (showcasing their sexist symbols) at nights around recreational centres along Bogobiri, Marian road and Atekong axes haggling for survival, while the male counterparts are pickpockets and thieves. In the morning, over 50 of them sleep at verandas of shops opposite NAKS Hotels (former NAF Hotel) on Marian road in Calabar Municipality. This postulation was acknowledged by the researchers' field survey, 2013. Opportunistically, tackling this unpleasant scourge, Agboola (2014) anchored it as "creating change of attitude by the youths is crucial. Only self-education can make them successful. One can only earn a living with education; but with self-education, one can earn a fortune. They must pursue their passion vigorously and that will open doors for them."

Retrospectively, motion pictures history will be inconsequential without Hollywood. There are different kinds of films ranging from romance, adventure/epic, detective, horror, crime, war, pornography. These movies are viewed on television, cinema screens, through video machines such as VHS, VCD, DVD, and computer CD ROM, and digitalized mobile phones. Majority of Hollywood movies, flourishing in Nigeria's markets containing scenes which are uncensored and should be prohibited to teenagers. Many researchers have agreed with the facts that teenagers imitate what they see on screen without knowing the negative implications. In recent times it has been observed that teenagers no longer create time for their studies or helping out with domestics, or moreover some parents are vegetated in catering for their wards. These acts affect their formative ages and other behavioral patterns in abject recalcitrance.

## **THEORETICAL FRAMEWORK**

The theoretical framework for this study is 'Social Cognitive Theory.' Within this Social Cognitive Theory is observational learning process which explains that learning of behaviour is done through observing behaviour of another person called a 'model' (Bandura, 1986: 13). According to Bandura, this theory takes place in four steps:

- 1). Paying attention and perceiving the most critical features of another person's behaviour. Many children and movie viewers pay attention when they are watching movie and some develop emotional feelings for their model's behaviour in the movie.
- 2). Remembering the behaviour: teenagers remember mostly, violence scene, rape scene, sexual scene, etc., As it is easier to destroy than to build so is it also in movies where viewers mostly remember the violent and negative scenes than the positive ones.
- 3). Reproducing the action: in a scene from the 1993 film *The Programme*, a character who wishes to demonstrate his toughness lies down on the centre line of a highway at night as cars and trucks speed by in both directions. In the movie, he walks away unscathed, proving that he's afraid of nothing. Soon after watching the movie, several teenagers were killed in separate incidents in which they lay in the centre of a darkened road and were run over by coming traffics (Hinds, 1993). Research on modeling shows that the people frequently learn and imitate the aggression they observe, being motivated to learn and carry out the behaviour. Teenagers try to mimic the

behaviours of their models. Many want to speak, dress like their models, and they also learn new ideas and new things in movies.

### **Concepts and Opinions**

Western movies as Hollywood extravaganzas have been criticized severely for its negative influence on cognitive and affective development of children. The children develop nonchalant and a lackadaisical attitude towards their academics and prefer to exercise their psychomotor domain by imitating the actions and various characters as well as unconventional behavioral pattern provided by movie actors and actresses. Hollywood movies contain a lot of pornography scenes. Pornography inflames improper sexual desires and makes aberrant behaviours appear to be appealing (Awake, 2007). Rape, sadism, gang rape, bestiality and other subjects like pornography, all feature as entertainment. Pornography reflects the debased mentality that promotes improper sexual desires in children. Films like *Original Sin*, *Indecent Proposal*, *Friends of the Family*, *The Unfaithful*, *Silva*, *Sexy Gladiators*, shows sex, nudity, smoking, violence and makes them captivating and appealing to the viewer's mind. Iyorza (2014) further exposes these evils by accepting that promoting of cultures through Western television programmes like drama, dance, music and advertising negatively affects viewers. Violent and aggressive behaviour depicted on the television screen consumes children and affect teenagers. The trend is on the increase with a great help in communication technological development where they receive great amount of information regarding new fashion and fad and other products. With the opportunity provided by the new media, Nigerian youths today spend more time watching global television programmes such as musicals which are corrupted with nudity and suggestive dance steps, drama series with strong story-lines of love, action movies featuring gangsters, acts of shooting, and killings, as well as modes of walking which are unacceptable in the context of African culture.

Huesmann, Moise-Titus, Podolski and Eron (2003), typified violence in children as "childhood TV – violence viewing, aggressive and violent behaviour persists into adulthood. Children who spend most of their time in watching Hollywood movies use violence provisos to resolve issues when they grow into adulthood. Hollywood movies as foreign movies show glamorized violence. They often promote violent acts as fun and effective ways to get what the children want without thinking about consequences." Some Hollywood movies have positive influence as Liebert et al., (1982: 86), insisted "that movie viewing helps in the development of cognitive domain. Movie lay emphases mainly on speed, images and emotions, these make people regard them as short-lived and frivolous. Movies also on the other hand exert information that viewers can watch, observe, learn and draw out positive lessons which can also change one's behaviour positively."

Pro-social behaviour is one of the positive influences of movies on teenagers. Movies or television programmes with positive role models can influence viewers to make positive lifestyle changes. Certainly, the reverse can also be the true pro-social behaviour which includes such things as helping, sharing, comforting, friendliness and self-control (Eisenberg, 1991). Sprafkin, Liebert and Poulous (1975), carried out a study "to test potentials using episodes from the 'lassie' series where the lead children character risks his life to save a puppy. The 'Brady bunch' had no such dramatic incident. The children were asked to choose between sacrifice and self-interest. The children who had seen the pro-social lassie episode were more willing to help than those who watched other programmes."

Huesmann (1994: 117), revealed that using educational videos as a means of learning resulted in higher students achievement in school science projects. According to Huesmann, many children learned about other environment by viewing in movies or television documentaries such environment could be rain forest, Savannah, waterfalls, ranch, parks, scientific exploits etc. on *Discovery World* and *National Geography* (DStv cable Channels). However, they also learn about animals such as Giraffes, Leopards, Lions, Crocodile, Elephant, etc. from *Nat Geo Wild* (DStv cable Channel). He also added that movies give information which the viewers may not be able to acquire. Movies increase the children's cognitive and affective domains. They also enhance the children defensive skills through watching Chinese films like karate, taekwondo, kick-boxing and other martial arts on *Black-Belt TV* (DStv cable Channel).

“Movies as means of communication, also serve as source of entertainment to the viewers. It reduces stress, and boredom. Some movies lighten the mood of the viewers and become enjoyable. They also influence children positively by presenting motivating and educational programmes, increasing children's information about the world beyond their immediate environment and providing models of pro-social behaviour” (Hall et al., 1990). Media technologies have made movie viewing easy, it can be viewed on different television channels, satellites, cable networks like DStv, Hitv, Cmtv, GOtv, Star Time, Mytv, internet, iPod, etc. it can also be viewed on phones.

According to Dacey and Travers (2006: 207), “television is a medium of entertainment which permits millions of people to listen to the same joke at the same time and yet remain lonesome.” Movies presents children with a world that is different to the one in which they live. It exposes children to a wider variety of viewpoints and information than they might get from their parents, teachers and peers. Some Hollywood movies demonstrate that education and entertainment can work well together. Watching movies makes the children to experience a world of learning that is both exciting and entertaining. Teaching can be accomplished in both direct and indirect ways; in the direct way, a teacher tells the children exactly what they are going to be taught and then teach them while in real life, social skills are often communicated in indirect ways. Rather than merely telling children, one should co-operate with people on movies or television programmes that can explain to children what it means to be co-operative and what the advantages are.

Operationally, in crystallizing media imperialism, Omoera and Ibagere (2010) recalled that “media imperialism is a notional framework which has been subsumed under the broader umbrella of cultural imperialism. According to White (2001), cultural imperialism has been used as a framework by scholars of different academic backgrounds and persuasions to explain phenomena in the areas of international relations, anthropology, education, sciences, history, literature and sports. He therefore reconsiders the concept of cultural imperialism theory as it relates to communication discipline. White (2001) contends that a review of the international communication literature will reveal different terms such as ‘media imperialism’ (Boyd-Barrett, 1977); ‘media are Americans’ (Tunstall, 1977); ‘structural imperialism’ (Galtung, 1979); ‘cultural synchronization’ (Hamelink, 1983); ‘cultural dependency and domination’ (Link, 1984; Mohammadi, 1995); ‘electronic colonialism’ (McPhail, 1987); ‘communication imperialism’ (Sui-Nam Lee, 1988) ‘ideological imperialism’ and ‘economic imperialism’ (Mattleart, 1994) – all relating to the same basic notion of cultural imperialism.”

### **Effects of Hollywood Movies on Teenager's Aggression and Pro-social Behaviour**

Does movie merely stimulate a child to go out and buy a star war ray gun, or can it trigger an attack on a playmate? In one longitudinal investigation, the amount of violence viewed on television at age eight was significantly related to the seriousness of criminal acts performed as an adult (Huesmann, 1994:112). In another investigation, long term exposure to television violence was significantly related to the likelihood of aggression in 12 to 17 years old boys (Belson, 1978: 9). Boys watched the most aggression on television where they are most likely to commit violent crimes ... be aggressive in sports, threaten violence towards another boy, write slogans on walls or break windows. The same is replicable in Calabar-South, many youths and politicians belong to one cult or the other, these cults fight for supremacy in their different domains and by so doing they kill themselves and at times destroy innocent lives like the December 2011 saga of 'Sky-low versus Buccaneers'. It is in that vein that gangster movies are related to cultism, 'godfatherism', which is the practical ideologies, endorsed by Nigeria's politicians who also encourage robberies. This could be as a result of watching Hollywood movies from where they may have learned how to attack their opponents. Young people mimic what they watch and most of these movies make violence look attractive. In Calabar-South, the youths have factions, examples: 'Bayside', ID Boys (Idang Boys), 'Nsidung', 'Itak Udara', these factions are breakaway factions of 'Agabar'. They fight each other or innocent people with guns, machetes, bottles etc., and these fracasas are seen in many gangster movies.

The 'Agabar' group is headed by a president. They have no specific dressing code. They are always war inclined, mostly confronted in 'aggros' with opposing factions. They paraded with concealed weapons and prepared charms and amulets for protection. There are no age barriers; both sexes are accommodated into the cult, mostly if a senior male member is dating the female. It was founded in 1999. The 'Itak Udara', a special cult, identified as unique in their meeting point, which is under 'Chrysophyllum Albidun' tree ('Itak Udara/Agbalumo' tree) at Etim Edem bus/stop motor-park. They come out on special dates: festive and burials of their members, no specific uniform. Dangerous weapons are allowed and females are permitted to join depending on their relationships with the males. The 'Nsidung', 'Desert Boys', 'Idang Boys' are of the same clique, carrying similar idiosyncrasies, (Effiong, interviewee).

'Tinkkoriko' was founded by Orok Otu Duke, a three time Cross River State House of Assembly member – representing constituent one in Calabar-South, from 2003 – 2011. This group was for both sexes, wore a symbolic mask as a smiling babyish face, the least age into the group was 18 years and above. They were not noted for carrying weapons and causing mayhems in town. They wore white T-shirts with black trousers. The white T-shirts also bore the symbol of the mask. One of the popular aims of the group is to bring together all aggrieved politicians, including other heated political issues. Their regular outing date is on the 26<sup>th</sup> of every December. And it is a combination of all members of factional groups under one roof. On their outing dates, they were always escorted by policemen. The others are 'Iyata Boys', operating around Hawkins, Edibe Edibe axes and 'Nung Ekpo Boys' controlling Ekpo Abasi and St. Maris precincts (Eshiet, interviewee).

In another study, high levels of violence in cartoons such as *Scooby-Doo* can make children more aggressive, researchers claimed. They found that animated shows aimed at youngsters often have

more brutality than programmes broadcast for general audiences. And they said children copied and identified with fantasy characters just as much as they would with screen actors. Cartoons aimed at children, such as *Scooby-Doo*, contain more brutality than programmes meant for general audiences. The study also found that youngsters tended to mimic the negative behaviour they saw on TV such as rumour - spreading, gossiping and eye-rolling. The U.S. psychologists' quizzed 95 girls aged ten and eleven about their favorites TV shows, rating them for violent content and verbal and indirect aggression. The shows included *Lost*, *Buffy the Vampire Slayer*, *American Idol*, *Scooby-Doo* and *Pokémon*. The researchers found that output aimed at children as young as seven, which included a number of cartoons, had the highest levels of violence. They recorded 26 acts of aggression an hour compared with just five in shows aimed at general audiences and nine in programmes deemed unsuitable for under-fourteens. Results indicated that there are higher levels of physical aggression in children's programmes than in programmes for general audiences, the study said (Kirsh, online).

Violent elements in cartoon animation are highly present in most of the Hollywood cartoons. Violence in cartoons is an integral part of cartoon content. In fact, frequency of violence in cartoons is higher than in live-action dramas or comedies. However, there are qualitative differences between the acts of violence depicted during live-action dramas and those depicted in cartoons. Cartoon violence meant for a youthful audience (as opposed to animated films for adults, such as *Heavy Metal*) tend to involve minor acts of violence: realistically portrayed death in graphic acts of violence which are seldom televised. Additionally, cartoons sanitize the outcomes of violence, in that it is unusual to see the victims suffering in a life-like manner. In contrast, live-action dramas regularly involved major acts of violence (e.g., rape and murder), and the pain and suffering of the victim is often highlighted. Although many violent cartoons meant for youthful consumption contain comedic elements, but should be absorbed with caution examples are *Woody Wood-pecker*, *Scooby-Doo*, (cartoon violence, online). *Samurai Jack*, *X-Men Evolution*, and *Batman: The Animated Series* depict animated violence, with little to no comedic elements. Moreover, for these types of animated shows, violence is found at the beginning and end of disputes. Presence or absence of comedy during violence is an important consideration when evaluating the effects of viewing cartoons on youth, for there is both theory and research to support the contention that comedic elements may camouflage and trivialize depictions of violence, (Kirsh, online).

In Bandura's Social Learning Theory, the cultural perception is that, ways of behaving are learned by observing others and that, this is a major means by which children acquired behaviour depending at least in parts on factors other than acquisition (Bandura, 1977: 128). Children learned from observing portrayals on television as well as from observing the actions of lives of persons. In an incident which happened in Calabar-South, where a nursery school pupil whose father was a policeman, picked up his father's gun that was kept on the centre of the table and shot the father, these are some aggressive behaviours posed by these youths, (Eshiet, interviewee).

Although, Freedman (1984) argued that the influence of television violence do not warrant the conclusion that television violence causes aggression, however, many experts argued that television violence can induce aggressive or anti-social behaviours in children. Of course, television is not the only cause of aggression. There is no one single cause of any social behaviour. Aggression like all other social behaviours; has a number of determinants. Movies and television

programmes can also teach children that it is better to behave in positive pro-social ways than in negative, which is anti-social ways. In a television programme associated with pro-social behaviours in children. Leifer, (1973: 76) selected a number of episodes from the television drama, it reflected positive social interchanges. In the demonstration, children who watched two men fighting over the amount of space available to them copied this behaviour and later applied the pro-social lessons that they had learned in social situations. Considering that many children spend more time in-front of the television sets watching movies and programmes than they do with their parents. Even-though, it is only one of the many mass media that affect children's behaviours, movie is one of the influential medium. Movies have a lot of negative influencing conducts which affect the way the children behave, reason, act or play. Some influencing conducts in movies are sexually explicit, objectionable language, violence and smoking.

**Sexual explicit:** sex scenes now occupy Hollywood movies and other aspect of mass media in America. Sexual content have increased in recent years in Hollywood movies and this growing trend has caused teenagers to now consider media as one of the main form of sex education. Contemporary Hollywood movies bombard the screen with messages and images that teach unhealthy practices against Nigeria's ethical standards; objectifying women and influencing debauchery of incest and promiscuity among Nigeria's teenagers. Movies such as *Sexy Gladiators*, *Silva*, *9 Songs*, etc., are the types that can stimulate erotic emotions. There is a rise in teenage pregnancy in Calabar-South, where teammates share intimacies beyond the prohibited degree of kindred.

**Objectionable language:** teenager pick up some words or slangs in movies. These words are not in accord with the children upbringing in Nigeria's culture. They pick up or copy aggressive words and ways of responding aggressively to people around them. It have become a habit in Calabar-South that young people should know some slangs so as to be able to flow when communicating with their friends. Many of these are picked from movies while some are been coined by them. 'Galala', typical haircuts used by European fan club supporters. The median hair from the back to the forehead is left to grow wild, while both sides of the head are skinned. Sometimes the median hair could be jerry-curled, tinted or left as 'Dadah' (Rastafarian hairdo). 'Swagga', is a popular culture introduced even at the Nigerian tertiary level of education, situations where the youths of this generation use to appreciate someone's lifestyles. This could be culminated from the mannerism in dressings, speaking, walking or attitude of conventionalizing his thought with this generation's youth.

**Violence:** many researchers are of the opinion that exposure to violent movies can create fear in a child's mind, resulting in nightmares, fear of darkness, etc. frequent exposure to violent movies can make children to believe that violence is the normal way of life. Watching violent movies mostly can make a child to become violent himself. Violent is commonly demonstrated in Calabar-South, the factions and cultists fight using weapons such as guns, machetes, rods, bottles, etc., to injure and maim their opponents.

**Smoking:** some researchers have demonstrated that exposure to portrayals of smoking in films is strongly associated with adolescents giving a try whether it is just a few puffs or experimenting with papers or packs over a period of time. Although, it is not only movies as a factor that influence

teenagers to smoking cigarettes and taking hard drugs, researchers still found that exposure to smoking in movies especially Hollywood is related to teenager's experimentation with cigarettes. Smoking in movies is portrayed as a means by which a person can relief his or herself from stress be it emotional or physical stress and this is mostly done by the centre character. Teenagers love to be identified and also carry out identity roles hence forming self-concept and as such copy what their models act in movies. Many teenagers in Calabar-South, who are cultists and non-cultists smoke and take hard drug which they call 'itiat or stone,' they also take cocaine, marijuana, Indian Hermes, cigarettes, etc. On the basis of the above expositions as well as the identified major independent variables of teenagers' aggressiveness/restiveness in the area; Nigeria's cultural heritage and youth behavioral idealism, created three research questions posed as giving focus to this study, they are:

- 1). To what extent does Hollywood movies influence the teenagers' behaviour in terms of aggressiveness?
- 2). To what extent does Hollywood movies represent Nigerian cultural heritage?
- 3). To what extent does Nigerian teenagers learn new ideas from watching Hollywood movies?

## RESEARCH METHODOLOGY

**Research Design:** The research design adopted for this study was the ex-post facto design, a sub-division of the descriptive research as stipulated by Isangedighi, (2012: 99). This was because the variables of the study had already occurred far before the period the researchers conducted the study; hence, the researchers only determined the relationships among these variables.

**Study Area:** The study was conducted in Calabar-South Local Government Area of Cross River State; a sub-division of the old Calabar province which was created as an autonomous local government area for effective political administration in 1997.

**Sampling Technique:** The cluster and simple random sampling techniques were used in selecting the 200 youth/teenagers (male and female) that formed the representative sample of the study. Cluster sampling was adopted in identifying the 10 registered social youth characteristics in the study area – each constituting a cluster. So, Agabar, Bayside, Desert Boys, Idang Boys, Itak Udara, Nung Ekpo Boys, Nsidung, Iyata Boys, Skylow and Tinkkorikor, all constituted cluster 1 to 10 respectively. The clubs are characterized by non-homogeneity of membership which ranged between 125, 150, 200, 300, to 540 as highest; but equal samples of 20 members (10 each of males and females) were randomly selected from a total pool of 3925 registered members' population to constitute the representative sample, 100 or 50% each by gender, (C. R. S. Min. of Youths and Sports, 2013).

**Instrument of Study:** Two instruments were used for data generation; a structured interview schedule and a 26 – item questionnaire – titled "Restiveness and Individual Experience Questionnaire" (RIEQ). It was developed by the researchers and validated by a test and measurement professional in the Faculty of Education, Cross River University of Technology (CRUTECH). The questionnaire consisted 2 parts 'A' and 'B', part 'A' with 6-items, meant to elicit data from respondents' demography such as: membership of club, sex, age range, marital status, educational qualification and occupation. Section 'B' on the other hand consisted of 20 argumentative items meant to elicit respondents' opinions on their experiences as club members in relation to social activities/social vices associated with restiveness in Calabar-South Local



Government Area. Respondents were expected to show their extent of involvement in Hollywood activities, social interaction with other clubs, and extent of influence of characteristic films they watch daily. Items in this section of the instrument were developed on the 4-points Likert's 'Scale Type' of 'SA' for strongly agree, 'A' for agree; 'D' for disagree and 'SD' for strongly disagree. Furthermore, section B of the questionnaire was sub-divided into 4, (1, 2, 3 and 4) with sub-section B<sub>1</sub> items measuring extent of influence on their behaviour/restiveness; B<sub>2</sub> on the extent of Hollywood influence on cultural heritage, B<sub>3</sub> on extent of influence on teenagers ideologies, while B<sub>4</sub> measured the rates of watching of Hollywood movies; imitation of Hollywood models; choice of Hollywood movies, rate of learned aggressiveness from movies, representation of Nigeria's cultural heritage, and rate of pro-socialism. After developing items, the instrument was tested for reliability, using the 'Shift-half Method' as stipulated by Joshua (2005: 65); and according to the educational test and measurement expert mentioned earlier, a reliability coefficient  $Y_{xy} = 0.723$  was got, (and when converted to actual reliability coefficient with Spearman Brown's 'Prophecy Test'), it gave a final reliability coefficient  $-Y_{tt}$  of 0.839\*; this was declared high enough for the questions used in the questionnaire for generating data for the actual study. The reliability was conducted on 30 CRUTECH students in the study area, but this sub-area replicate was not part of the sub-area earmarked for selection of the study sample.

**Data Analysis:** Generated data were prepared by coding, and the codes extracted and scored in a person-by-item matrix table (called data bank). It was from this data box that data were extracted, summarized and subjected to statistical analysis using population t-test for one-sample mean procedure; the results are presented in tables 1 to 10.

## RESULTS AND INTERPRETATION ON GENERAL QUESTIONS

**Table 1: Frequencies of watching Hollywood movies**

Question	Number of Respondents	Percentage
<b>How often do you watch Hollywood movies?</b>		
Always	98	60%
Sometimes	43	26%
Rarely	22	14%
<b>Total</b>	<b>163</b>	<b>100%</b>

**Source: field survey – September, 2013.**

**Table 1** shows the frequencies at 60% for always, 26% for sometimes and 14% for rarely. This indication shows that the frequency of watching Hollywood movies is very high.

**Table 2: Responses on imitation of Hollywood models**

Question	Number of Respondent	Percentage
<b>Do you see Hollywood characters as role models?</b>		
Yes	89	66.3%
No	74	33.7%
<b>Total</b>	<b>163</b>	<b>100%</b>

**Source: field survey – September, 2013.**

**Table 2** supports the fact that 66.3% of Hollywood characters are idolized by Nigerian youth. 33.7% do not share this opinion and discountenance the philosophy.

**Table 3: Responses on choice of Hollywood movie**

Question	Number of Respondents	Percentage
<b>What choice of Hollywood movie do you prefer?</b>		
Adventures/Epic	13	8%
Crime/Detective	20	12%
Documentary/Christianity/news	1	1%
Horror	12	7%
Mafia/ 'gangsterism'	45	28%
Pornographic	38	23%
Romance	17	10%
Seasonal films	3	2%
War	14	9%
<b>Total</b>	<b>163</b>	<b>100%</b>

**Source: field survey – September, 2013.**

**Table 3** explains the level of what interests the respondents in their quest for entertainment, by observations noticed that only 1% represented interest in documentary, Christianity or foreign news. 99% represented interest for moral debased characterization.

### Research Questions

**Table 4: Responses on learned aggressiveness from Hollywood movies**

Question	Number of Respondents	Percentage
<b>Is aggressiveness inspired from Hollywood movies?</b>		
Yes	89	55.8%
No	74	44.2%
<b>Total</b>	<b>163</b>	<b>100%</b>

**Source: field survey – September, 2013.**

The research question one was “to what extent does Hollywood movies influence the teenagers’ behaviour in terms of aggressive behaviour?” The answer to this question was obtained from the data analyzed in **Table 4**, from the analysis 55.8% of respondents ticked ‘YES’ for being inspired aggressively from Hollywood movies while 44.2% of respondents ticked ‘NO’. The findings of this study showed that Hollywood movies influenced the teenagers’ aggressive behaviour. Because, majority of Hollywood movies portray violence as glamorous acts and make it look like a socially or conventional behaviour in venting injustice in a society.

**Table 5: Responses on whether Hollywood movies represent Nigerian cultural heritage**

Question	Number of Respondents	Percentage
Are Nigerian cultural heritage represented in Hollywood movies?		
Yes	4	2.5%
No	159	97.5%
<b>Total</b>	<b>163</b>	<b>100%</b>

Source: field survey – September, 2013.

Research question two was “to what extent do Hollywood movies represent Nigerian cultural heritage?” In answering this question the data analysis from **Table 5** was used. From the analysis of **Table 5**, 2.5% respondents ticked ‘YES’ while 97.5% of respondents ticked ‘NO’. From the findings of this study, Hollywood movies do not depict Nigerian cultural heritage. Hollywood movies are used by Americans to showcase their own culture and to dominate other culture by making other culture look inferior.

**Table 6: Responses on learning pro-socialism from Hollywood movies**

Question	Number of Respondents	Percentage
Do you learn pro-socialism from Hollywood movies?		
Yes	163	100%
No	0	0%
<b>Total</b>	<b>163</b>	<b>100%</b>

Source: field survey – September, 2013.

The research question three was “To what extent do Hollywood movies influence the teenagers’ pro-socialism?” In answering this question, the data analysis from **Table 6** was used. From the analysis of the table 100% representing 163 respondents ticked ‘YES’ and no objection. Hence, from the findings of the study, Hollywood movies have stigmatization on the respondents’ pro-social behaviour.

Population t-tests analyses **Tables 7, 8, 9, and 10** for Research Questions 1, 2, and 3: extent of Hollywood movies influence on teenagers’ aggressive/restive behaviour. N=163

	N	$\bar{X}$	SD	df	tp
Cal. Sig.					
Hypothetical mean:	-	12.50	-	-	
7). Ext., aggressive/restiveness behavior (obsvd):	163	16.402	3.121	162	15.559*
.000					
8). Ext., Nig. Cultural heritage representation:	163	9.959	2.333	162	-8.974*
.000					
9). Ext., of new ideas acquisition thro’ movies:	163	17.014	3.615	162	12.858*
.000					
10). Overall/mean effect of Hollywood movies:	163	14.967	3.023	162	10.418*
.000					

\*Significant results for all groups’ interpretations at  $P < .05$ ;  $df = 162$ ,  $\text{crit-t} = 1.968$

From tables 7, 8, 9, and 10, all the calculated population t-values of 15.559% (for aggressive/restive); -8.954\* (for Nigeria's cultural heritage representation); 12.858\* (for new ideas acquisition through Hollywood movies) and 10.418\* for overall influence of Hollywood movies on teenagers' behaviours were respectively higher than the critical t-value of 1.968 needed for significance at .05 alpha level with 162 degrees of freedom. These results were indicative that the respondents' mean scores were far higher than the hypothetical mean score of 12.50 derivable from the study instrument. By these results it was exposed that:

- 1). The extent to which Hollywood movies influence teenagers' behaviour in terms of aggressiveness/restiveness was significantly high.
- ii). The extent to which Hollywood movies represent/portray Nigeria's cultural heritage is significantly (or negatively) low/poor by respondents low mean scores.
- iii). The extent to which Nigerian teenagers learn new ideas by watching Hollywood movies in terms of the general purpose of the study, table 10  $t_p$ - result portrayed (or ascertained) that Hollywood movies generally influence the behaviour of teenagers in Calabar-South Local Government Area of Cross River State, Nigeria.

## DISCUSSION OF FINDINGS

The result of research question one revealing that the extent to which Hollywood movies influence teenagers' behaviour in terms of aggressiveness/restiveness is very high and in consonance with Huesmann (1994), in his longitudinal study revealed that the amount of violence views of TV by age 8 was significantly related to the acts performed by the child. Consequently, it becomes glaringly clear that the modern trends of youth's delinquencies experience in the area of Hollywood movies and their influence were high on Calabar-South youths. Who in his study found that when youths are exposed to behaviour racketeering they become easily motivated and so become easily influenced by copying such life-styles. With respect to the results of research question two, significantly, negative result showed that the more teenagers are exposed to Hollywood movies the higher the extent to which they degenerate in cultural heritage, hence the less the extent to which they can promote Nigeria's cultural heritage. This finding agrees with Belson's (1978) observations that long time viewing of Hollywood movies had only encourage cultural attitudes of the Western world which is basically fraught with high crime rate, thereby lowering the expected respect for Nigerian culture and dignities. Research question three lies in the Social Cognitive Theory findings of Bandura (1986) that Nigerian youth tend to develop character from learning of behaviour through observing and accepting behaviour of another person as role model. And these characteristics are frequently stigmatized in name-calling as invincible protagonists like *Rambo* (Sylvester Stallone), *Enter the Dragon* (Bruce Lee), Jacky Chang's slapsticks, *Terminator* (Arnold Schwarzenegger), *Ben 10*, *Avatar* (Air Benders), etc.

### Summary of major findings

This summary which should be regarded as contributions to knowledge bank is as follow:

- 1). The extent to which Hollywood movies influence teenagers' behaviour in terms of aggressiveness/restiveness was significantly high. This implies that given the current trend of Hollywood influence on these youths the amount of aggressiveness and restiveness in the area in question is bound to be in the increase and this will be very disastrous to the society at large.

ii). The extent to which Hollywood movies portray Nigeria's cultural heritage is significantly and negatively low by respondents low mean scores. This implies that if this trend is allowed to persist it will lead to extinction of Nigeria's cultural norms and values.

iii). The extent to which Nigerian teenagers learn new ideas by watching Hollywood movies in terms of the general purpose of the study, table 10  $t_p$ - result portrayed (or ascertained) that Hollywood movies generally influence the behaviour of teenagers in Calabar-South Local Government Area of Cross River State, Nigeria. The implication here is that there likelihood of having peace in the study area is evasive.

Generally, this study was designed to determine whether Hollywood movies have influenced teenagers in Calabar-South Local Government Area. The study analyzed the influence of Hollywood movies on the behaviour of the teenagers in the local government area. Hollywood movies indicated causes of aggressiveness, but in overall causes of the teenagers' anti-social traits had influenced them negatively in abandoning Nigerian cultural heritage (in-terms of respect for the elderly, globalizing Nigerian moral values and language in avoiding extinction. As the leaders of tomorrow the teenagers should be properly guided on the type of movies they should watch and should not see Hollywood movies as real life.

## **EPILOGUE/CONCLUSION**

Recognizably, teenagers often try to emulate what they see on screen in-order to be heroes themselves. It is common to see young people trying to mimic the stunts and heroic deeds performed by their role models on screens like the aggressive behaviour, violence, etc. Apparently, each country or region has its own culture and it is necessary to preserve them in-order to exhibit cultural diversity to the future generations. There are a lot of scenes that are being acted in Hollywood movies that might not conform to the mindset of the African society. Teenagers tend to have a false impression that they too should dress, speak and act the way the actors and actresses behave. They intend to copy what they see. This might destroy Nigeria's culture and tradition which is highly undesired by them. Many of these Hollywood movies are released to the market without appropriate warnings on their packets; this might result to cognitive dissonance of the contents of those movies to the parents.

From the general observations, it was explicit that Obioma Imoke, wife to the governor of Cross River State was poised to have her pet projects, "since 2007 that her husband became governor, she has rolled quite a number of programmes and projects to make a difference in the lives of street and abandoned children, teenage mothers, widows and rural women amongst others. She founded the Destiny Child Centre (DCC) to rehabilitate street children in Calabar metropolis in making them become functional members of the society, initiated the Mothers Against Child Abandonment (MACA) to help teenage girls pushed out by their parents or rejected by the man responsible for their pregnancies to give birth and bring up their babies. The teenage mother is tutored, mentored, taught a trade or encouraged to go back to school after delivery, while the babies are looked after by the centre and re-united with the mother later," (Imoke, online).

## RECOMMENDATIONS

The following recommendations were put forward:

1. Parents should know the movies' content before watching with their children or allowing them to watch, therefore, parental guidance should be enforced.
2. The teenagers should be given specific time in weekends to watch movies recommended by their parents.
3. A child who is not properly dressed should not be allowed to leave the home to anywhere. This lies on the parents.
4. Parents should not keep television, video machines and computers in their children's room.
5. The teenagers should watch movies in the sitting room that is open to every member of the family.
6. Seminars and talks should be organized for the teenagers on the needs for positive self-concept and reasons why they should not mimic negative behaviour. These will go a long way to improving their lives and behaviours positively.
7. Private and more governmental social organisations should intensify the effort of curbing these wandering children on Nigeria's streets. These neglected acts will definitely produce serious arm robbers in future. They should be given a reorientation on choosing a better career than stealing or robbing.
8. National Film and Video Censor Board (NFVCB) and broadcasting stations in Nigeria should always scrutinize the content of movies not only Hollywood movies but all movies in Nigeria.

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#### **ACKNOWLEDGEMENTS: INFORMATION ON CALABAR-SOUTH SECTS**

Miss Gloria Umoh Effiong, age: 26 years. Residing at 34, Atamunu, Calabar-South Local Government Area, Cross River State. Date and Time: 24th May, 2013 at 2:30 p.m. at her residence.

Mr. Emmanuel Akpan Eshiet, age: 38 years. Residing at No. 22 Atu Street, Calabar-South Local Government Area, Cross River State. Date and Time: 27th and 29th May, 2013 at 10:23 a.m. and 12:11 p.m. at his residence.