Influence of Televised Violence on the Undergraduate Students of Abia State University, Uturu, Abia State, Nigeria

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***Abstract:** The study investigated the influence of televised violence on undergraduate students in Abia State University, Uturu, Abia State Nigeria. To facilitate this study, 392 undergraduates were randomly selected and three specific objectives and three null hypotheses were postulated. The objectives were to investigate whether heavy television viewers are more influenced by televised violence than moderate or light viewers; to find out if age and gender influence the extent of the effect that televised violence has on the students; and to determine the influence of televised violence on Abia State University students. Data were collected using televised violence scale (TVS) and analyzed using descriptive statistics, while the Chi-square analysis was used to test the hypotheses postulated for the study. This study revealed that heavy televised viewers are more influenced by televised violence than moderate and light viewers. The study further revealed that age and gender of the viewers do not influence the extent of the effect that televised violence has on the students. Finally, the study showed that there is significant influence of televised violence on the behaviour of Abia State University students. It was recommended among others that regular enlightenment programmes and seminars should be organized by the school authority to educate and enlighten the students on the dangers of exposure to televised violence. Also, television producers should be more creative in showing the perpetrators of violent acts being punished rather than justifying violent acts. Lastly, the National Broadcasting Corporation (NBC) should ensure that they thoroughly monitor television content and reduce violent portrayals.*
***Key Words:** Violence, Influence, University, Nigeria, Television*

I. Introduction

The increasing rate at which violence is portrayed on television coupled with the increasing exhibition of violence in most Nigerian universities is raising concern as to whether or not televised violence causes aggressive or violent behaviour. There have been series of media reports of unabated cases of violence among undergraduates of Abia State University (A.B.S.U), Uturu, Nigeria (Okoli, 2016). Cult clashes among rival secret cult groups have left many persons; cult members, innocent students and workers dead or seriously wounded.

Observable evidence shows increased incidents of murder, armed robbery, and rape, kidnapping and hired assassins among students in this tertiary institution. What is more worrisome is that despite all forms of regulations and punitive measures put in place by the university authorities, and punishments spelt out by the constitution of the Federal Republic of Nigeria against crime and its related offences, criminal and violent activities still persist in this university.

Various scholars, political groups, and organizations have reported that there is clear and consistent evidence that televised violence causes real-life aggression and violence (Kaplan, 2012; Berkowitz & Geen, 1967; Berkowitz, 1965). Youths are increasingly becoming heavy consumers of television programmes (especially entertainment programmes) and various external researches indicate that many of the programmes directed at youths have violent content (Kaplan, 2012 et al). This study is aimed at ascertaining the influence of televised violence on undergraduate students.

Statement of the Problem

The rate of rioting, killing, rape, assault, kidnaping, robbery, use of explosives and the likes by university undergraduates in Nigeria is increasing without measure and visible control systems. Speculation as to the causes of the recent display of violence by these university undergraduates has reignited debates about televised violence and its effects on youth behaviour. Violence in the television programmes has increasingly reached dangerous proportions. Kaplan (2012), notes that virtually two-thirds of television programmes contain some form of physical violence. Although, youth violence could be caused by other factors like poverty, family weakness, peer pressure, child abuse, exposure to domestic and community violence, and other psychiatric disorders, this research aimed at finding out the influence of televised violence on undergraduate students. This

study focused on the undergraduates of Abia State University, Uturu as a segment of university undergraduates in Nigeria.

Objectives of the Study:
1. To determine if heavy television viewers are more influenced by televised violence than moderate or light viewers.
2. To determine if age and gender influence the extent of the effects that televised violence has on the student-viewers.
3. To determine the influence of televised violence on Abia State University students.

Hypotheses of the Study:
For the purpose of this study, the following null hypotheses were tested.
- Heavy television viewers are not more influenced by televised violence than moderate or light viewers.
- Age and gender do not influence the extent to which televised violence affect the student-viewers.
- There is no significant influence of televised violence on the behaviour of A.B.S.U students.

Significance of the Study:
- Youths: It will help youths to be cautious about the amount of violent contents they watch regularly.
- Students: It will help to give students a stepping stone to do further research on the subject matter thus, serving as an addition to existing literature on the subject matter.
- Broadcasters: It will also help broadcasters to make conscious efforts at reducing violence portrayal on television programmes and be cautious of the context in which violence is depicted on screen.
- Society: It will help the society to take measures on addressing the increasing rate of violence in universities.

Theoretical Framework:
This study was anchored on social learning theory and uses grafication theory. The social learning theory suggests that much learning takes place through observing the behaviour of others. This theory was propounded by Albert Bandura in 1977 and has been particularly valuable in analyzing the possible effects of televised violence. This theory recognizes that people can bypass the rather inefficient approach to learning and can acquire some behaviours simply by observations and storing the observations as guide to future behaviours. Social learning theory acknowledges that humans are capable of cognition or thinking and that they can benefit from observation and experience. The theory recognizes that much human learning takes place through watching other people model various behaviours.

This theory is also referred to as the "imitation or modeling theory" (Perry, 2002). In this theory, humans adapt, learn and maintain behaviour patterns that have worked in the past even if they worked occasionally. This learning process begins in early childhood. Children develop many complex aggressive behaviours merely by watching their parents and significant others in their communities and school environment through modeling or imitation. A child and by extension the youth's aggressive behaviour pattern therefore is often acquired through the modeling or imitation of other people. Violence observed among undergraduate students is assumed to follow this pattern of behaviour that is learnt from others. According to Bandura when a child's imitative behaviour is reinforced or rewarded by praise and encouragement from significant models, the probability that the behaviour will occur in the future is increased. He identified three major types of models; the family members, members of one's subculture and symbolic models provided by the media (Bandura, 1977). The imitation or modeling theory suggests that people learn aggressive behaviours from television and then go out and reproduce them. This might be especially true if viewers identify aggressive characters that are rewarded or not punished (Perry, 2002).

Bandura (1986) identified some contextual factors that can increase attention to television violence in a television programme. First is attractive perpetrator which is more likely to be imitated and identified with, by viewers especially the youths than the unattractive characters. Secondly, the extensiveness of the violence may also facilitate and heighten imitation. Repeated exposure to violent television fare functions as a form of cognitive rehearsal, thereby strengthening and reinforcing aggressive scripts stored in the memory. Indeed studies have shown that heavy viewing of violent scenes on television can have a significant impact on learning aggression through imitating others' aggressive actions (Hoesmann, Eron, Berkowitz and Chaffee, 1992)

The uses and gratification theory was first propounded in the 1940's, and reviewed in 1974 by Blumler and Katz and 1985 by Rosengren, Palmgreen and Werner. The uses and gratification theory is one of several audience theories to envisage the audience not as passive and easily manipulated but active users of mass mediated messages. Hence, it moved from the classical approach of the functionalist theories of Harold

Lasswell, Paul Lazersfeld, Everrett Rogers and Shoemaker, whose main focus was on what the media do to the audience, and what the audience does with the media.

The uses and gratification theory argues for the pre-existence of needs and intentions that direct media attendance toward gratifications and uses respectively" (Anderson, 1996). The use of media is thus highly selective and motivated by the social and psychological needs of the individual. Rubin (1994) has argued that audience activities – the deliberate choice by users of media content in order to satisfy their needs is the core concept of uses and gratification approach. Onyekosor and Nwankpa, (2014) while explaining the uses and gratification approach, says that the theory perceives the recipient as actually influencing the effect process, since he selectively chooses, attends to, perceives and retains the media messages on the basis of his/her needs, beliefs, etc. "Instead of asking 'what kinds of effect occur under what conditions?'; the question became: 'who uses which content, from which media, under which conditions and for what reasons?'"

The desire to use media is influenced by a host of social and psychological factors (Weaver, 1991; Finn, 1992; Krcmar & Greene, 1999). Those very factors (e.g., sensation seeking, neuroticism), however, that have been implicated as motivators for media exposure have also been used to explain problem behaviours. For example, sensation seeking predicts both exposure to violent media (Krcmar & Greene, 1999) and aggressive behaviour (Zuckerman, 1994). Several studies on the uses and gratification theory have revealed several ways of classifying audience needs and gratifications. Some have spoken of immediate and deterred gratifications (Schramm, Lyle and Parker, 1961) while others have called them informational -educational and fantasist - escapist, entertainment (Weiss, 1971)

The uses and gratification theory helps us to understand the viewing of violent programmes on television. That is, it offers some explanations to why people watch such action movies as "Commando", "Bad Lieutenant", "I Spit On Your Grave", "The Assassin", "Deadly Affairs", "Blood Relatives", "I Almost Got Away", "True Crimes With Aphrodite Jones", "Swamp Murders", wrestling shows like World Wrestling Entertainment(WWE), news programmes with contents on rioting, kidnap, ritual killings, suicide bombings, cult clashes, etc. The theory helps us to understand that audience who watch programmes on television, do so, not as passive audience but as active audience who use the television to gratify certain needs (these needs vary with individuals). Audience members are active in the sense that they make choices of what programmes they want to be exposed to, depending on the needs they intend to gratify; hence, they choose programmes they believe can gratify such needs. For instance, some individuals derive satisfaction by mere watching people display expertise in manipulating and using sophisticated guns and other weapons alike; to such persons, non-violent programmes would not give them the needed satisfaction; action movies would be preferred. The fulfillment of the needs of the audience can be obtained from the contents of a medium from a particular genre within the medium, from the social setting within which the medium is used and from general exposure to the medium (Onyekosor and Nwankpa, 2014).

In relation to the study, this theory suggests that the undergraduate students have various needs that they aim at satisfying by intentionally getting exposed to certain television programmes. Hence, some students intentionally get exposed to violent television programmes because the programmes have proven to be the best source for their need gratification.

II. Literature Review

Onyekosor and Nwankpa (2014) investigated the relationship between television programme preference and perception of crime among youths in tertiary institutions in Port Harcourt, Nigeria. The study aimed at finding if the choice of television programme preferred by youths in tertiary institutions affects their perception of crime as something good and gratifying. The study also tried to find out the gratification sought by youths through viewing violent television programmes; and the content of Nigerian Television Programme that is violent in nature. The study revealed that 47% of the youths preferred movies/films, 21% sports, 22% news, 9% documentary, while 1% preferred other programmes. Hence, youths have higher preference for movies/films to any other television programme type. This preference could be attributed to youth's passion for adventure, fantasy and action-packed activities which could be as a result of their hormonal make up which stimulates them towards action, which they enjoy in movies. This is in line with Centrewall (1992) who found that youths and children are more vulnerable to television violence since they are more adventurous and heavy imitators of what they see on a social medium as television. The study also revealed that youths view violent television programmes to seek such gratifications as vicarious violence, caution, entertainment, bravery, and others. In other words, youths who watch violence on television see television as a training camp or as an instructor for violent act. The study further stated that those who watch vicarious violent television shows often go out and reproduce them. Dominick (2002) also found that there are factors guiding preference and exposure of youths to violent television programmes such as; diversion and relaxation, guidance and advice, social contact, value reinforcement, emotional release, identity formation and confirmation, cognition, lifestyle expression, security, sexual arousal, filling time, violence and aggression. However, vicarious violence was rated highest among

other gratifications sought by youths in that study. The study further showed that violent television programmes do not inhibit but rather toughen youths who watch them; and programme content having guns was rated most violent by respondents followed by ritual killing, robbery, kidnapping, fighting and death. Quarrelling was considered the least violence in a television programme. Exposure to the portrayals involving guns can also elicit aggressive thoughts hereby predisposing an individual to aggression. Atkin (1982) also noted that the realism of portrayal of guns in a television programme would generate more attention if handled or perpetrated by attractive character. This is because attractive characters are likely to be attracted to viewers especially youths who easily adopt them as role models than unattractive characters.

The study generally summarized that there is a significant relationship between television programme preference and the perception of crime among students in tertiary institutions. The findings of the study rightly support the disinhibition hypothesis (Severin and Tankard, 2001) which suggests that television violence lowers peoples' inhibitions about behaving aggressively towards other people. By this hypothesis, television violence and other criminal activities portrayed in television programmes might be teaching a general norm that violence is an acceptable way of life.

An incident was reported on the 6th of October 1977, where a court in Miami, USA convicted 15 year – old Renald Zamora of the murder of 82 year old Elimo Hagger (Perry, 2002). Zamora was also convicted of burglary and possession of firearms while committing the said crime. Zamora's defense lawyer, Ellis Robin, argued that the young man was innocent of the crime because he suffered from temporary insanity linked to habitual exposure to television violence. According to him, Zamora regularly spent several hours daily watching extremely violent programmes on television. He became especially obsessed with the TV character Kojak and wanted to shave his head in imitation of the TV actor Telly Savalas. Supposedly, years of viewing had left the youth unable to distinguish, when he murdered the woman, between the fantasy world on television and reality. It was shown also, that youths who watch violent television programmes see crime as an acceptable way of life. This study also revealed that youths prefer movies/films to other television programmes; and the more youths watch violent content of television programmes, the more they tend to apply violence in their social relations.

An association between television violence and aggression has been well established by recent studies by Gerbner, Gross, Morgan, Signorielli, and Shanahan (2002) indicating that teenagers and young adults who watched more than one hour of television daily were more likely to commit violent crimes and engage in other forms of aggressive behaviour later. Gerbner (1976) notes that while practically everyone watches television, not everyone watches at the same rate. Hence, television viewing is classified into three categories;

Heavy viewing: This category concerns individuals who watch television programmes for 4 or more hours a day.
Moderate viewing: This category concerns individuals who watch television programmes for 2 to 4 hours a day.
Light viewing: This category concerns individuals who watch television programmes for less than 2 hours a day.

According to Gerbner (1976), those who spend more time watching television are more likely to perceive the real world in ways that reflect the most common and recurrent messages of the television world, compared to people who watch less television but are otherwise comparable in terms of important demographic characteristics. Heavy TV viewing creates an exaggerated belief in a "mean and scary world" (Gerbner, 1976).

In Hughes (1980) study about cultivation theory, he showed that measuring alienation and fear of walking near one's home at night related to heavy television watching. "Much of the content of television programmes involves violence, Gerbner and his associates argued that persons who spend many hours each day watching television are exposed to such a heavy barrage of violence and crime-related imagery that they come to view the world as more violent and more dominated by criminal concerns than it really is" (Hughes, 1980). As a result, they found that "such persons will tend to have inaccurate perceptions about the amount and kinds of crimes committed in the real world, to inaccurately estimate the number of persons engaged in law enforcement, to trust others less, to become alienated, and to experience an unwarranted amount of generalized fear, reflected in taking excessive precautions against violence and in being afraid to walk alone at night in their own neighborhoods" (Hughes, 1980)

Johnson(1975), after his study on aggression and TV watching at Columbia University in New York, noted that watching just one hour of television a day can make a person more violent towards others. In some circumstances, TV watching increases the risk of violence by five times. His research indicated that the effect was seen not just in children, as has been suggested before, but in adults as well. "Watch an hour of prime time TV, and you will probably witness three to five violent acts. Children's programming has even more violence; sports, news, commercials" (Johnson, 1975). Johnson followed up over 700 families in New York State between 1975 and 2000. He discovered that the link between aggression and TV watching was strongest for males during adolescence and for females, during early adulthood. The associations held true even after accounting for known

risk factors for aggressive behaviours. These factors included childhood neglect, growing up in a dangerous neighbourhood, low family income, low parental education and psychiatric problems. However, the type of the TV programmes watched was not recorded.

According to Hetsroni (2007), the amount of violence in prime-time TV shows has slightly increased. Additionally, violence is not limited to the TV shows themselves; it is also very common in advertisements (Blackford, Gentry, Harrison, & Carlson, 2011). It is the same for movies. Violence is very common in top-grossing movies, and has steadily increased during the last 40 years (Bleakley, Jamieson, & Romer, 2012; Monk-Turner, Ciba, Cunningham, McIntire, Gregory, Pollard, & Turner, 2004). Many movies today contain such violent scenes as ritual killings, armed robbery, murder, cultism, etc. Diefenbach and West (2001) found that murder is one-thousand times more present on the small screen, but rape is three times less present, and robbery and aggravated assault are more or less similarly represented. Overall, TV drama is approximately fifty-percent richer in violent crime and ten-times poorer in non-violent property crime. Action movies rate higher in the display of weapons, especially guns. Moreover, the perpetrators in violent movies are commonly displayed as more attractive and more intelligent than average (McIntosh, Murray & Manian, 2003).

Some studies by media researchers like Atkin, Greenberg, Korzenny, and McDermott (1979) indicate that different children are affected differently by media violence. Similarly, not all portrayals of violence in the media have the same effect. It is therefore important to examine the characteristics of individuals, of media content, and of social environments that may increase or decrease—that is, moderate—the influence of media violence on aggressive behavior. A number of factors have been proposed as possible moderators, some on the basis of the psychological theorizing reviewed in the previous section, some because of empirical evidence that seems to suggest their importance and others for both reasons.

Many viewer characteristics have been hypothesized as moderators of how people interpret and react to violent media content. Observational-learning theory suggests that the viewers' age and gender can influence the extent to which they identify with the depicted aggressive characters, which may in turn influence learning and enactment of the observed aggression. Relatively low intellectual competence might intensify the effects of exposure when the story plots are fairly subtle and complicated. A high level of aggressiveness might result in an enhanced susceptibility to media-violence effects by affecting the perception of violence in the observed scenes (Haridakis, 2006). It is known that various viewer characteristics do make a difference.

Particular attention has been focused on the impact of aggressive predispositions (Atkin, Greenberg, Korzenny &Mc Dermott, 1979; Comstock & Strasburger, 1990; Malamuth & Check,1985), provocation (Berkowitz & Alioto, 1973), various personality traits (Gunter,1985; Johnston, 1995; Krcmar & Greene, 1999; Tamborini, Stiff, & Heidel, 1990;Weaver, 1991), attraction to violent fare (Christenson, 1992), age (Huesmann, Eron,Lefkowitz, & Walder, 1984; Lefkowitz, Eron, Walder, & Huesmann, 1977), and environmental factors such as social class (Dominick & Greenberg, 1972; Frost & Stauffer, 1987), peer influence and experience with crime (Weaver & Wakshlag, 1986). However, Haridakis (2006) in his work on Predicting Viewer Aggression in Male and Female Television Viewers classified some viewers characteristics which determine how they interpret and react to violent media content:

A significant body of research has shown that gender is an important demographic factor to consider in the study of media uses and effects. Gender can influence the uses and effects of television violence (e.g., Alexander, 1985; Atkin et al., 1979; Cantor& Nathanson, 1997; Scharrer, 2001; Wilson & Weiss, 1993). Research has suggested that boys are more interested in and more regular viewers of violent television fare than are girls (e.g., Atkin et al., 1979; Cantor & Nathanson, 1997). Males also may be more likely than females to be aggressive or antisocial after watching media violence (Hearold, 1986; Paik & Comstock, 1994; Wood, Wong, Chachere, 1991). Outside of a media context, research has suggested that males simply are more aggressive than females (Harris, 1996). Although prior research has suggested that men may be more physically aggressive than women, the disparity between the genders may not be as great on levels of verbal aggression (Harris, 1996). In addition, there is some evidence that women may be more prone than men to indirect aggression, such as social manipulation, spreading malicious rumors, and gossip (Bjorkqvist, Osterman, & Lagerspetz, 1994: Hines& Fry, 1994; Osterman, Bjorkqvist, Lagerspetz, Kaukiainen, Landau, Fraczek, & Caprara, 1998). Some researchers have also suggested that women at times (e.g., in domestic settings) may be as likely as men to be overly aggressive (McNeely & Mann, 1990; Strauss& Donnelly, 1993). Certainly men and women are socialized differently and may use media fare for different reasons. For example, Zillmann and Weaver (1996) suggested that adolescents use violent fare such as horror films to learn traditional gender roles (e.g., boys to develop command of fear and girls to develop protective need). But whether differences in background and media use motivation influence aggression differently in men and women is not fully understood.

One of the most common approaches to investigating the link between media violence and violent behaviour is the usage of brief laboratory experiments. A typical example is the study by Barlett, Branch, Rodeheffer and Harris (2009) who randomly assigned 69 male participants to play either a violent video game (Mortal Kombat) or a non-violent video game (Hard Hitter Tennis). Afterwards, they assessed aggressive

behaviour using the 'hot-sauce' paradigm in which people are asked to choose an amount of hot sauce to be given to another person who explicitly states that he or she dislikes hot and spicy food. The participants who played the violent game chose to administer significantly more hot sauce than those who played the non-violent game. Assessing aggressive behaviour in the laboratory is often difficult, since many forms of aggression (punching, kicking, or insulting) cannot be ethically manipulated in experimental settings. Hence, several ways of ethically assessing aggressive behaviour in the laboratory have been developed such as; hot-sauce paradigm, the presentation of loud noise to an opponent (Arriaga, Esteves, Carneiro, & Monteiro, 2008), and the assignment of difficult puzzles to ensure another person's failure (Saleem, Anderson, & Gentile, 2012).

McLeod, Atkin and Chaffe (1972) gave 698 adolescents a list of the most common prime- time television programmes and asked them how frequently they watched these programmes. Each of the television programmes was assigned a violence score by independent raters, and the violence score of each programme was multiplied by each participant's frequency score. At the same time, the adolescents were also asked about different aspects of their own violent behaviour (physical violence). The researchers then predicted violent behaviour using the media violence scores. They found that the adolescents who watched more violent television shows also reported more aggressive behaviour. One major advantage of cross-sectional studies is that even extreme outcomes like assault, robbery, or murder can be investigated (e.g. Ybarra, Diener-West, Markow, Leaf, Hamburger, Boxer, 2008).

Huesmann, Moise- Titus, Podolski and Eron (2003) asked 450 children about their media habits and aggressive behaviour. Fifteen years later they asked the same persons about the same topics once more. They found that aggressive behaviour as an adult could be predicted by the amount of violence the participant watched as a child, even after controlling for how aggressive the person was as a child. In contrast, the amount of childhood aggressive behaviour did not predict the amount of violent media consumed as an adult.

III. Methodology

Population of the study

The total population of the entire students of Abia State University is 18,940. A sample of 392 students out of the 18, 940 students was used for this study. They were 147 males and 245 females, within the age range of 16 and 40 years and drawn from four faculties.

Sampling technique:

The researchers adopted two sampling techniques namely; simple random sampling technique and purposive sampling technique. The simple random technique was used to select four (4) out of the eight (8) faculties in Abia State University, Uturu listed under the population of the study. The Faculties were Humanities and Social Sciences, Biological and Physical Sciences, Business Administration and Law. The purposive sampling technique was used to select respondents who were exposed to televised violence in the various departments in the selected Faculties.

Instrument

A 22 item Televised Violence Scale (TVS) developed and validated by the researchers was used for this study. TVS was designed on a four Likert form with a high percentage score indicating acceptance and presence of televised violence.

Procedure

The researchers, on the getting consent and willingness of the undergraduate students from the chosen faculties administered the Televised Violence Scale on the participants on one on one basis. Out of 450 TVS distributed, 392 that were correctly completed and returned were used for the study.

Statistics and data Analysis

Data collected through the TVS were analyzed using simple tables, frequency and percentages. Chi-square analysis was used to test the three hypotheses postulated for the study.

IV. Results

Table 1: Chi square summary table showing the influence of televised violence on heavy and moderate television viewers

RESPONSES	O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
SA	217	182	35	1225	6.7
A	168	192.5	-24.5	600.25	3.11
D	7	17.5	-10.5	110.25	6.3
SD	0	0	0	0	0
TOTAL					16.1

The above table shows that the calculated value of the chi-square (16.1) is greater than the critical or tabulated value (7.8) at 0.05 level of significance and (k-1) (h-1) degree of freedom and as such heavy television viewers are more influenced by televised violence than moderate or light viewers.

Table 2: Chi-square summary table showing the effect of age on televised violence among student- television viewers

RESPONSES	O	E	O-E	O-E^2	$\frac{(O-E)^2}{E}$
Yes	385	381.5	3.5	12.25	0.03
No	7	10.5	-3.5	12.25	1.17
Total					1.2

$X^2$0.05 (1) degree of freedom: X^2=1.2, P=0.05, df= 1, X^2/u=3.841
From the table above, the calculated value of the chi-square (1.2) is less than the critical or tabulated value (3.84) at 0.05 level of significance and (k-1) (h-1) degree of freedom.
Thus, we conclude that age does not influence the extent to which televised violence affects the students.

Table3: Chi-square summary table showing the influence of gender on televised violence among student- television viewers

RESPONSES	O	E	O-E	O-E^2	$\frac{(O-E)^2}{E}$
Yes	378	381.5	-3.5	12.25	0.03
No	14	10.5	3.5	12.25	1.17
Total					1.2

$X^2$0.05 (1) degree of freedom: X^2=1.2, P=0.05, df= 1, X^2/u=3.841
Since the calculated chi-square (1.2) is less than the table value (3.841), we conclude that gender does not influence the extent to which televised violence affects the student-television viewers.

Table 4: Chi-square summary table showing the influence of televised violence on the behaviour of student- television viewers

RESPONSES	O	E	O-E	O-E^2	$\frac{(O-E)^2}{E}$
SA	147	182	35	1225	6.7
A	217	192.5	-24.5	600.25	3.1
D	28	17.5	10.5	110.25	6.3
SD	0	0	0	0	0
TOTAL					16.1

$X^2$0.05 (3) degree of freedom: X2=16.1, P=0.05, df= 3, X^2/u=7.815
Since the calculated chi-square (16.1) is greater than the table value (7.815), we reject the null hypothesis (H$_0$).
Thus, we conclude that there is significant influence of televised violence on the behaviour of A.B.S.U students.

V. Discussion of Findings

The findings show that heavy television viewers are more influenced by televised violence than moderate television viewers. The present finding is in line with Onyekosor and Nwankpa (2014), whose study revealed that youths have higher preference for movies to any other television programme type; they attributed this preference to youth's passion for adventure, fantasy and action-packaged activities. In line with Centrewall (1992), since youths are more adventurous and heavy imitators of what they see on television, they are vulnerable to televised violence. The present researchers are of the view that since the youths' preferred movies rather than news, drama and sports, often contain violence a reflection of the society, they would invariably become more vulnerable to televised violence. Again, the present ICT age has through social media, enhanced the viewing time and opportunities for the youths who of course spend more time on movies that often contain violence.

Statistical evidence indicated that a majority of the respondents were positive that the programmes (news, drama, movies, sports, music) have effect on students depending on how often they are viewed. This is in line with Gerbner's (1976) study on heavy TV viewing which revealed that those who spend more time watching television are more likely to perceive the real world in ways that reflect the most common messages of the television world.

In Hughes' (1980) opinion, "much content of television programmes involves violence.

On the effect of age and gender on televised violence, the findings of this study show that the age and gender of the viewers do not influence the extent to which they exhibit violence. Though these findings seem to

be in contrast to some popular views, the researchers are of the opinion that the reveal consistency in view of the youth who think alike, face the same world and are fed by the same televised movies.

The third findings of this study showed a positive impact of televised violence on youth behaviour. This gives credence to Anderson (1996) opinion on the uses and gratifications theory in which he stated; "the use of media is thus highly selective and motivated by the social and psychological needs of the individual". The finding is also in line with the result of the study by Nwankpa and Onyekosor (2014) where it was revealed that youths view violent television programmes to seek such gratifications as vicarious violence, caution, entertainment, bravery, and others. persons who spend many hours each day watching television are exposed to such a heavy barrage of violence and crime-related imagery that they come to view the world as more violent and more dominated by criminal concerns than it really is" hence, "such persons will tend to trust others less, to become alienated, and to experience an unwarranted amount of generalized fear, reflected in taking excessive precautions against violence (Hughes, 1980).

In the researchers' opinion, television viewers relatively reflect what they consume in a T.V content filled with violence. What people spend time on always influence them and they unconsciously act or exhibit what they see, love and often are exposed to perceive. For such viewers of televised violence, violence seems to be the best solution for conflict; the society is a dangerous place to dwell and the best way to survive is to be aggressive, and of course, show little or no concern to the victim of violence.

VI. Conclusion

The study has demonstrated that televised violence has significant influence on the student-viewers' behaviour and the influence becomes stronger with heavy television viewers than their moderate or light viewing counterparts. The age and gender of the television viewers did not influence the extent televised violence injected violent behaviours in them. It is therefore, reasonable to conclude that violence on our television is becoming unhealthy and therefore requires an immediate attention of television producers, the National Broadcasting Corporation (NBC), and the society in general. We hereby postulate that:

1. Since violent television programmes have negative influence on television viewing of A.B.S.U students, regular enlightenment programmes and seminars should be organized by the school authority to educate and enlighten the students on the dangers of exposure to televised violence.
2. Producers of television programmes should be more creative in showing perpetrators of violent and criminal acts being punished, and should be able to present alternatives to the use of violence in solving problems. They should understand that the most harmful violent programmes are not necessarily the bloodiest, but are those in which the aggressive is rewarded for violence, and in which aggression is portrayed as justified.
3. The National Broadcasting Corporation (NBC) should ensure that they thoroughly monitor television content and reduce violent portrayals.

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