

**NOLLYWOOD IMPERIALISM AND ACADEMIC  
PERFORMANCE IN BASIC SCIENCE SUBJECT AMONG  
SECONDARY SCHOOL STUDENTS IN CALABAR SOUTH  
LOCAL GOVERNMENT AREA OF CROSS RIVER STATE,  
NIGERIA**

**UMOH,  
EDET OKON (PhD)**

 **OPEN ACCESS**  
**The American Journal of  
Social Science And  
Education Innovations**

JULY 2020

Page No.: 1-23

Volume-II Issue-VII

PUBLISHED:

05 JULY 2020

[www.usajournalshub.com/index.php/tajssei](http://www.usajournalshub.com/index.php/tajssei)

**Copyright:** Original content  
from this work may be used  
under the terms of the  
Creative Commons  
Attribution 4.0 licence.

**ABSTRACT:** - The purpose of this study was to examine Nollywood imperialism and academic performance in basic science among secondary school students in Calabar South Local Government Area of Cross River State, Nigeria. In order to achieve this purpose, four objectives, four research questions and four hypotheses were formulated to guide the study. The ex-post facto research design was used for the study. This design was considered suitable for the study because the variables under study were assumed to have occurred and could not be experimentally manipulated in the course of the study. The population of this study is 5,458 junior secondary school students from 8 Government schools of the Local Government Area. The sample of this study comprised 200 students from 4 secondary schools within the area. Simple random sampling was used for the selection. An instrument titled 'a questionnaire on Nollywood imperialism and academic performance of students in junior secondary schools was used for data collection. Simple percentage and t-test statistical tool were used for data analysis. The results of the analysis revealed that there was no significant influence between student's interest, socialization, level of watching and imitation of Nollywood films on their academic performance. It was concluded that other factors like teacher's qualification and interest, poor and irregular remittance of salaries to teachers, and poor infrastructures in most schools may be responsible to poor academic performance. It was recommended that government should train and deploy more basic science teachers, remit teachers' salaries and allowances regularly, provide necessary infrastructures in the schools, and teachers should be sincere and honest in delivering their service in their various duty posts.

## **INTRODUCTION**

**BACKGROUND TO THE STUDY**

Learning is an act of acquiring new, modifying and re-enforcing previous knowledge, skills, values and behaviours which may involve synthesizing other types of information (Wikipedia, 2016). It is culmination of successful classroom learning that will lead to a positive academic performance, which is the outcome of education. For learning to be established and for academic performance to be satisfactory, student/teacher or institution has to achieve their educational goals. Tevena, (2015) said school learning is a focused and rational process aimed at acquisition of a focused rational process aimed at acquisition of social experience in a systematic and summarized way. It has the potential of leading to progressive and relatively permanent changes in the personality.

Actually education began informally at family level to formally at school setting following the direction of Western education system. It was first monitored by the missionaries, and then taken over by the colonial government in 1920 following Phelps-Stocke's Committee. From 1947-1970 education policy in Nigeria developed from standard, elementary, primary, to secondary and higher education. This was made possible from successful proceedings of curriculum conference of 1969, whose aim was at specifying the objectives and directions which education should follow in Nigeria. Their deliberations resulted in the formation of National Policy on Education which is still in use till date.

Before adoption of the policy most schools were owned and run by private groups or community which leads to varying in curriculum, poor quality, poor performance, poor funding and patronage. The output was equally poor as student's result from West African School Certificate was unsuccessful. The adoption of National policy on Education creates a common goal on education, National philosophy for education, objectives for secondary schools, aims for tertiary education, roles for teacher's education, functions for science and technical education, need for women education, education for the living and control for public schools. The term Nollywood is another name for our locally produced films generally regarded as Nigerian Cinemas and Nigerian films (Acquint, 2012). The name was coined out by Norimitsu, Onishi in 2002 when he was mirroring qualities of films from Hollywood and Bollywood. It refers to 'noting wood', which is creating something out of nothing. It describes the whole activities taking place at Nigerian film industries either in English, Igbo, Hausa, Efik or any other Nigerian dialect; and it's found to be world's third largest producer of films (Ayengho, 2012).

Nollywood are free movies showed by National, State and Private stations, commercial and business centres, and by individuals to be watched at homes (home movies), viewing centres and relaxation points for entertainments, to relieve stress and boredom.

It is a potential instrument for education but observed with positive and negative effects. It is a good medium for discharging messages useful in socialization, information, education and entertainments due to its ability to easily capture the minds of the viewers.

Nollywood plots depict situations that viewers understand and witness daily; romantic shows, comedy, occult practice, cooked cops, prostitution and shows on HIV/AIDS. A concerned Nigerian Taiwo, T., complained in that there is mis-representation of Nigeria by Nollywood industry as these makers are espousing culture imperialism, instead of

promoting the National outlook. Onah, (2013), expressed worry over the impact of Nollywood on the education of children at homes. The African (home) story telling where children were occupied with stories that described how the world came to being, explanatory narratives describing why things are the way they are, why dogs are being domesticated, and others, are obsolete and now replaced with nollywood shows (Amana & Omale, (2015).

Where the show is presented, children are observed quiet, with interest, killing their times, devoting concentration, and even forgetting other missions to watch the films. It is also observed that in their gathering they discuss and practice what was watched without regard to their parents or the teachers.

With the advents of nollywood film from 1970s, children are seen complete their roles to be free before 7.00pm till midnight watching presented movies from Nigerian studios, home film stock or viewing centres. Here different movies are presented for education, entertainment, comedy, acting-out, drama and story making. Children now have time with the actor/actress, imitating and mimicking their acts and speech. These actually cause them to acquire good use of English skills and speaking power. Some who were shy of self expression became vocal and out spoken in the public. Some family who were pre-occupied with use of vernacular can mix their local dialect with easily spoken English after watching an interesting and understandable film. This gradually reduces the concern and desire to study and follow-up school lessons as notes and text books are abandoned for night movies. Home works and assignments are equally deferred until forgotten till last date for submission.

Jari, (2014) comment that mass failure of the year's WAEC was related with Nollywood and effects of social network/media. That instead of students facing their studies, they indulge in 2go, facebook, Twitter and others.

It is on this regard that the researcher is poised at investigating Nollywood imperialism and academic performance among secondary school students in Calabar South, to advice parents and teachers on the need to supervise their children's reading habit, educate the public to reduce their rampant Nollywood publications and the Clergies to preach against worldliness and immorality.

## **THEORETICAL FRAMEWORK**

This study is centred or anchored on two theories namely: Social Cognitive Theory (SCT) and Stimulus Response Theory.

### **Social Cognitive Theory (SCT)**

This theory was propounded by Albert Bandura in 1932 and is referred by Wood, (1989) in research journal of personality, that modelling can be useful in co-operating new strategies into training. Here students acquire self regulated function from observing models. The central idea in this context is that children copied models from movies and

this influence their attitudes and learning. The relationship is observed in 3 phases thus:

1. The child pays attention and watches others in the film as they act and perform, and there after develop emotional feeling for their model's behaviour.
2. The child keeps remembering the behaviour like violence, aggression, shooting, sexy shows, dance and others.
3. The child reproduces these effects by demonstrating them on a fellow playmate, brother/sister, at school or home. Others mimic their model by their speech, dressing and walking styles.

### **Stimulus Response Theory**

Stimulus response theory was propounded by Thurdinke, (1874). The idea of the theory was that behaviour manifests as a result of interplay between stimulus and response. It is based on the assumption that behaviour is learnt and that stimulus and response are associated and modified by consequences. In his law of effect theories, behaviours following consequences which are satisfying to individuals are likely to be repeated. In relationship, as children watches Nollywood; they obtain pleasure, happiness, and are not rebuked nor condemned by parents. This means that it's an accepted and welcomed habit, hence they go on with it. At their free time and among peers, they term to demonstrate or mimic their watched actors.

### **STATEMENT OF PROPLEMS**

A close observation of our society in recent times made by the researcher has revealed that majority of the products of today's secondary school system lack the functional skills needed to contribute positively to the society. Majority of the students are repeating classes, some are dropping out of school in spite of the efforts of the government. The result of students performance in west Africa school certificate examination (WAEC) analysis also revealed that only 25% of these students passed with the national minimum requirements of 5 credits including English language and Mathematics (WAEC, 2015). Also the Unified Tertiary Matriculation Examination (UTME) result in Cross River State based on a written test which was released in March, 2015 revealed an avalanche of poor result where out of more than 80 thousand candidates who wrote the examination, only 20 scored above 250 marks.

It must be stressed that education can not be an instrument per excellence for achieving national development where the secondary education is not effectively producing quality school leavers. The unfortunate scenario could be attributed to be the reason for the fallen standard of education in the country. This ugly trend has however birthed series of researches and in spite of the efforts made by researchers to enhance student's performance, the trend still continues unabated. Though, little has been done on the role of Nollywood imperialism on student's academic performance in school. It is not an exaggeration to state that in recent time, Nollywood films have grown in fame and popularity among Nigerian household and beyond, it has both serve an educative as well as entertaining roles and as such youths are not left out. Since most parents are educated

in catering for their offspring, they occupy most of their time in watching Nollywood films. This has made most students to spend a greater percentage of their time watching movies, which would have been put into productive reading consequently they invest little time into academics. This might definitely have influence on their academic performance, because when you do not read, there is no where you can perform well academically. It is a common sight to see a student watching downloaded movies on their phones in sensitive and highly organized forum like Church, mosque and classrooms. Some are so carried away that even as they are walking along the highway, they keep watching. It is possible that with constant and frequent watching of these movies that the academic performance of students can be influenced either negatively or positively.

It is therefore against this back ground that this study is prompted to examine Nollywood imperialism and academic performance amongst secondary school students in Calabar South Local Government Area of Cross River State.

### **Purpose of the Study**

The objective of this includes:

1. To examine the relationship between students interest in Nollywood films and academic performance
2. To examine the relationship between student's socialization from Nollywood films and academic performance
3. To examine the relationship between levels of watching Nollywood films and academic performance
4. To examine the relationship between acting/imitation of Nollywood films and academic performance

### **Research Questions**

The following are proposed research questions to guide the study:

1. To what extent does interest in Nollywood relates with academic performance?
2. To what extent does socialization from Nollywood films relates with academic performance?
3. To what extent does levels of watching Nollywood films relates with academic performance?
4. To what extent does acting/imitating Nollywood films relates with academic performance?

### **Statement of Hypothesis**

The following null hypotheses are formulated to guide this study:

1. There is no significant influence of student's interest in Nollywood on their academic performance.
2. There is no significant influence of students' socialization from Nollywood on their academic performance.
3. There is no significant influence of students' watching of Nollywood films on academic performance.
4. There is no significant influence of students' acting/imitating of Nollywood films on academic performance.

### **Significance of the Study**

This study would be beneficial mainly to the students as they would be advised and directed on when and how to spend their precious time regarding Nollywood films. As this always distracts and deprives them of studying time, concentration, interest and love for their studies. This will give room to introduction of societal morals and cultural heritage to future generation.

Parents will equally gain knowledge on the kind of film they should introduce to students below 20 years. They will also be furnished on dangers of over exposing children to bad news, evil experience and fearful sights. They will be enlightened of the needs to monitor their children's activities and prevent them from joining wrong peer groups.

Teachers would be furnished on good counselling direction to ensure effective learning which would occupy students to replace movie interest.

The public will equally benefit of exposing children to early enjoyment and hustling, but to adopt learning and follow up of studies to improve academic performance.

The studies will further create room for other researchers to investigate on other causes of societal problems with their solutions.

### **Assumption of the study**

The following assumptions are presumed for studies:

1. That Nollywood activities among students can be investigated
2. That the variables involved in the study are all measurable
3. That the Influence of Nollywood activities on academic achievement can be measured or quantified.

### **Scope of the Study**

This study is restricted to the following variables of the study:

- Easy socialization from watching Nollywood shows
- Interest of students on Nollywood films
- Levels of watching Nollywood films



- Acting/imitation of Nollywood actors
- Academic performance of students on basic science

### **Limitations of the Study**

The study was hindered by the following problems:

1. Lack of time to shuffle between work schedule, family commitments and Church activities almost hindered the work. This was handled by adequate allotment of time and apportioning of schedules to some colleague and my family members.
2. Poor funding as a result of individual sponsorship, enough fund was needed to procure power supply, computer accessories, internet subscriptions, transportations, employing of research assistant and motivating some respondents to co-operate. This was relieved by my wife's assistance.
3. Derailment in personal health and my family almost halt the progression of the studies, but this was tackled by God's intervention and medical approach.
4. Government policies through Nigerian University commission, State Government Agencies against ownership and driving of personal vehicles severally paralysed and discouraged interest for the study. This was resolved by personal courage and strong determinations to forge ahead and reach to goal.

### **DEFINITIONS OF TERMS OR OPERATONAL DEFINITION OF TERMS**

Imperialism: Emergence of powerful practice, policy, way of life over already existing practice in such a way as to eradicate it so as put up the new.

Nollywood: The Nigerian popular film industry which is based at Lagos—popularly known as Nigerian films.

Recalcitrance: A state of resistance to authority or control, difficult to control, disobedience and incompilance to directives and orders.

### **METHODOLOGY**

#### **DESIGN OF RESEARCH**

The ex-post facto research design is used for the study. This design is considered suitable for the study because the variables under investigation are assumed to have occurred, and cannot be experimentally manipulated in the process of the study. The research design utilizes the instruments like questionnaires, interview for the collection of data in order to accurately and objectively study causes after they might have presumably exerted influence on another variable. This research design is suitable for opinion and attitude studies, hence the reason for its adoption in the study.

## AREA OF THE STUDY

The area of this study is Calabar South Local Government Area, which is in the Southern Senatorial District of Cross River State, Nigeria. She was created out of Calabar Municipality to be a Local Government Area in 1999, and has its headquarters at Anantigha. It has an area of 264 km<sup>2</sup> and a population of 191,630 at the census of 2006. Its postal code is 540. It is bounded northwards by Calabar Municipality, south, east and west by Calabar River draining to form the Atlantic Ocean.

## POPULATION OF STUDY

The population of study comprises all students of junior secondary 2 and 3 students in all the 8 Government Secondary Schools of the Local Government Area. This is made up of 5,458 students (Cross River State Post Primary School Management Board, Ministry of Education, 2016).

## SAMPLING SIZE

A simple random sampling was used to select 4 schools out of the 8 at 50% to attain adequate representation and to avoid bias. The 4 schools would be approached with 50 copies of questionnaires, resulting at 200 sampling size.

## SAMPLING METHOD/TECHNIQUE

The sample of this study consists of 200 respondents drawn from 4 schools in Calabar South Local Government Area of Cross River State.

### LIST OF GOVERNMENT SECONDARY SCHOOLS IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

S/NO	NAMES OF SCHOOLS	JSS 2	JSS 3	TOTAL
1	GOVERNMENT SECONDARY SCHOOL ATU	436	525	961
2	TECHNICAL SCHOOL MAYNE AVENUE	466	471	937
3	SECONDARY SCHOOL HENSHAW TOWN	369	370	739
4	SECONDARY SCHOOL UWANSE STREET	375	254	629
5	SECONDARY SCHOOL ANANTIGHA	201	156	357
6	SECONDARY SCHOOL IDANG STREET	255	249	504
7	SECONDARY SCHOOL LAGOS STREET	256	74	330
8	PINN-MARGARET SECONDARY SCHOOL ATA KPA STREET	505	496	1001
	TOTAL	2,863	2,595	5,458

Sampling method/technique will be simple random sampling and purposive sampling. Simple random is relevant to get at the number of schools and students representing the



population of study without bias. While purposive technique also known as judgmental, selective or subjective sampling will enable the researcher get at the real people of study with attitude and life style relevant for the research.

## **RESEARCH**

### **Case Processing Summary**

## **INSTRUMENT**

An instrument titled 'Questionnaires On Nollywood Imperialism And Academic Performance of Students in Junior Secondary Schools' was developed by the researcher to be used for collection of data. The instrument consists of 2 sections: A and B. Section A is to elicit demographic information from the respondents and consists of 5 questions. Section B is used to measure the variables of the study. Same consists of 1-20 items measuring the 4 independence variable, 5 questions for each variable; and 1-20 items used to test the component of the dependent variable.

## **VALIDITY OF THE INSTRUMENT**

The instrument were validated using face validation method, where copies were given to experts to check if the items in the instrument measure the variable they are supposed to measure. Based on the useful suggestions and contributions from the experts, a valid instrument was developed by the researcher.

## **RELIABILITY OF THE INSTRUMENT**

In order to establish reliability, the instrument 'Questionnaires on Nollywood Imperialism and Academic Performance of students in Junior Secondary Schools' will be administered to 20 students who will be selected from the area of study but will not be included in the main study. The scores obtained from the study will be subjected to internal consistency method using Cronbach's Alpha Analysis. A higher reliability co-efficient is expected to be achieved from the instrument.

## **CRONBACH'S ALPHA RELIABILITY FOR THE ENTIRE INSTRUMENT**

	N	%
Valid	20	100.0
Cases Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.864	20

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
48.4500	88.892	9.42826	20

### ADMINISTRATION OF THE INSTRUMENT

The researcher will personally visit the sampled 4 schools and obtain permission from the concerned authorities to carry out the research. The instrument will be administered by the researcher and research assistants who are the class teachers or Basic Science teachers of each of the schools. A total number of two (200) hundred copies of the instrument will be given to the respondents; same are expected to be filled and returned same day to avoid lost or missing.

### PROCEDURE FOR DATA ANALYSIS

Simple percentage and t-test statistics are the relevant statistical tools that are useful for analysis the obtained data. They are efficient in converting data into information and knowledge, and in exploring the relationship between variables. Simple percentage is a descriptive statistical tool which when used, indicates the number of respondents per one hundred, which represents any of the options per item. The t-test is used to compare the values of the means from two samples and test whether it is likely that the samples are from populations having different mean values. The independent sample t-test compares two means. It assumes a model where the variables in the analysis are split into independent and dependent variables. The model assumes that a difference in the mean score of the dependent variable is found because of the influence of the independent variable. Hence, the independent sample t-test is an analysis of dependence and it's one of the most widely used statistical tests.

## RESULT AND DISCUSSION

### General description of data/variables

In this study, data were collected from different categories of respondents on different variables. The classification of the respondents on the basis of their characteristics is as shown in table 3.

TABLE 3: CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF THEIR DIFFERENT PERSONAL CHARACTERISTICS

PERSONAL CHARACTERISTICS	CATEGORY/NUMBER OF RESPONDENTS	PERCENTAGES
1. Gender	1. Male = 93 2. Female = 107	46.5 53.5
2. Age	1. 10 years = 10 2. 11 years = 14 3. 12 years = 41 4. 13 years = 48 5. 14 years = 43 6. 15 years = 44	5.0 7.0 20.5 24.0 21.5 22.0
3. Class	1. J.S.S 2 = 42 2. J.S.S.3 = 158	21.0 79.0
4. Parents educational level	1. Up to FSLC = 21 2. SSCE = 56 3. 1 <sup>st</sup> Degree = 53 4. Post graduate = 70	10.5 28.0 26.5 35.0
5. Parent's employment status	1. Unemployment = 14 2. Bus/self employed = 106 3. Clergy = 3 4. Civil public/servant = 77	7.0 53.0 1.5 38.5

Besides the physical or personal characteristics of the respondents, data were also collected on a number of variables. These includes student's level of interest on Nollywood, level of socialization, level of watching Nollywood and level of acting/imitation of actors and students measures of academic performance. The summary of the scores obtained on these variables is as shown in table 4.

TABLE 4: SUMMARY OF SCORES OBTAINED ON THE MAJOR VARIEBLES OF THE STUDY

STUDY VARIABLES	CATEGORY/NUMBER OF RESPONDENTS	PERCENTAGES
1. Level of interest in	1. Low interest = 69	34.5

Nollywood	2. High interest = 131	65.5
2. Level of socialization in Nollywood	1. Low level = 60 2. High level = 140	30.0 70.0
3. Level of watching Nollywood	1. Low level = 148 2. High level = 52	74.0 26.0
4. Level of Acting/imitating Nollywood actors	1. Low level = 62 2. High level = 133	33.5 66.5

## Hypothesis one

In the null form, the first hypothesis of the study stated that there is no significant influence of student's interest in Nollywood on the academic performance. Here, the independent variable is student's interest in Nollywood. This was assigned two independent levels of being either high or low. In order words, the respondents were classified into two independent groups based on their interest in the score they obtained on the scale measuring the variable in the instrument, the two groups of respondents were therefore required to be compared in their academic performance. On doing this, independent t-test was considered the most applicable tool. The result of the analysis is as summarized in table 5.

TABLE 5: RESULT OF INDEPENDENT T-TEST ANALYSIS OF THE INFLUENCE OF STUDENT'S INTEREST IN NOLLYWOOD ON THEIR ACADEMIC PERFORMANCE

Student's Level of Interest	N	MEAN	SD	T-Value
Low Interest	69	7.49	2.234	
				0.55
High Interest	131	7.30	2.464	

$$P > 0.05, \quad df = 198, \quad \text{critical } t = 1.97$$

As shown in table 5, the influence of academic performance is equivalent to the calculated t-value of 0.55. This is found to be less than the critical t-value of 1.97 at 0.05 level of significance with 198 degree of freedom. On the basis of this result, the null hypothesis is retained. This is interpreted to mean that student's interest in Nollywood activities does not exert any significant influence on their academic performance.

## Hypothesis two

The second hypothesis of the study stated in its null form that there is no significance of student's socialization from Nollywood on their academic performance. To test this hypothesis, the students used in the study were classified into two groups based on their extent or level of socialization from Nollywood. The two groups were therefore required to be compared with regards to their academic performance. Given that the independent variable was assigned two independent levels (high and low) and the dependent variable was measured continuously, independent t-test was considered the most useful tool for its

analysis. The result obtained is as presented in table 6.

**TABLE 6: RESULT OF INDEPENDENT T-TEST ANALYSIS OF THE INFLUENCE OF STUDENT'S SOCIALIZATION FROM NOLLYWOOD ON THEIR ACADEMIC.**

Level of socialization	N	MEAN	SD	T-VALUE
Low Level	140	7.56	2.311	
				1.69
High level	60	6.92	2.506	

$P > 0.05$ ,  $df = 198$ , critical  $t = 1.97$

In table 6, the calculated t-value is 1.69. This represents the observed influence of socialization in Nollywood on student's academic performance. As shown, calculated t-value of 1.69 is less than the critical t-value of 1.97 at 0.05 level of significance with 198 degree of freedom. On the basis of this, the null hypothesis was retained while the alternate is rejected.

The interpretation of this is that the level of socialization from Nollywood does not exert any significant influence on students' academic performance.

### Hypothesis three

The null of the third hypothesis of the study stated that there is no significant influence of watching Nollywood film on student's academic performance.

Here, the independent variable is the level or extent to which students watch Nollywood film. This was assigned two levels of being either high or low based on the frequency obtained using the research instrument constructed to measure the variable. The respondents were classified on the terms of their academic performance. To do this, independent t-test was used. The result is as presented in table 7.

**TABLE 7: RESULT OF INDEPENDENT T-TEST ANALYSIS OF THE INFLUENCE OF LEVEL OF WATCHING OF NOLLYWOOD FILM BY STUDENTS ON THEIR ACADEMIC PERFORMANCE**

Level of watching of Nollywood	N	MEAN	SD	t-value
Low level	148	7.46	2.459	
				1.007
High level	52	7.10	2.154	

$P > 0.05$ ,  $df = 198$ , critical t-value = 1.97

In table 7, the calculated t-value is 1.007. This is found to be less than critical t-value of 1.97 at 0.05 level of significance with 198 degree of freedom. Thus, the null hypothesis is to be retained. The interpretation of this is that student's level of watching nollywood film has no significant influence on the academic performance.

### Hypothesis four

In its null form, the last hypothesis of the study stated that there is no significant

influence of student's acting or imitation of nollywood films on their academic performance. To test this hypothesis, the respondents were grouped into two on the basis of their extent or level of imitation or acting of Nollywood films. The two groups were then required to be compared in their academic performance. This was done using the independent t-test statistical tool. This choice was made because the dependent variable was measured continuously. The summary of the result is as shown in table 8.

TABLE 8: RESULT OF INDEPENDENT T-TEST ANALYSIS OF THE INFLUENCE OF STUDENT'S LEVEL OF ACTING/IMITATION ON THEIR ACADEMIC PERFORMANCE

Level of acting/ Imitation of Nollywood	N	MEAN	SD	t-value
High level	133	7.53	2.268	
				1.351
Low level	67		2.585	

$P > 0.05$ ,  $df = 198$ , critical  $t = 1.97$

In table 8, the influence of students' level of acting/imitation on their academic performance is equivalent to the calculated t-value of 1.97 at 0.05 alpha level with 198 degree of freedom.

With this result, the alternate hypothesis is rejected while null is retained. The meaning of this is that, student's level of acting/imitation has no significant influence on their academic performance in the study setting.

## Discussion of Findings

The essence of this section of the report is on the discussion of the findings made in the course of this investigation. This is done in relation to the literature earlier reviewed. To ensure clarity in doing this, the presentation is made on a finding-by-finding basis.

### Student's interest in Nollywood film and their academic performance

The data collected on the hypothesis containing these variables were analysed using the independent t-test statistical tool. It was found that there is no significant influence of student's interest in Nollywood film on their academic performance. In other word, it is observed from the analysis of the data collected that students with low interest in Nollywood films are not significantly different from those with high interest with regards to their academic performance.

The implication of this finding is that poor performance in academic among students is not as a result of high interest in Nollywood films. In other words, it is not due to the level or amount of interest that students have in Nollywood films, that make them fail exams significantly. Be this as it may, it is obvious to submit that student's extent or level of interest in Nollywood has influence on their academic performance. This is made clear from the mean scores in academic achievement of the two groups of learners. It is observed that the mean score of students who have low interest in Nollywood is greater than their counterpart with high interest ( $7.49 > 7.30$ ). However, even though this is numerically significant, it is statistically not significant as confirmed by a calculated t-value of 0.55 as opposed to a critical value of 1.97.

Even though this finding is a true reflection of the data collected and analysed, it



does not agree with what we see practically on a day-to-day basis. Thus, the finding is contrary to several researchers such as Choji (2014), Onah (2015), and Onesie & Osire (2015) among others. These scholars observed that young people are now-a-days more addicted to Nollywood films and that this has sown in poor academic performance that is seen commonly these days.

### **Student's socialization from Nollywood on their academic performance**

The data collected on the hypothesis containing these variables were analysed using independent t-test statistical tool. It was found that socialization from Nollywood does not pose significant influence on academic performance of students. In other words, it is observed from the analysis of collected data that students with low level of socialization are not significantly different from those with high level of socialization regarding their academic performance.

The implication of the finding is that poor performance in academic among students is not as a result of high socialization from Nollywood. In other words, it is not socialization that caused them to fail exams. But as it may, it is submitted that student's level of socialization in Nollywood has influence on their academic performance. This is made clear from the mean scores in academic achievement of two groups of learners. It is observed that the mean score of students with low socialization in Nollywood is greater than their counterpart with higher socialization ( $7.56 > 6.92$ ). However, even though this is numerically significant, it is statistically not significant as confirmed by a calculated t-value of 1.69 as opposed to a critical value of 1.97.

Though finding is the reflection of collected and analysed data, it does not agree with what is practically seen in our daily practice. Hence, the finding is contrary to that of most researchers Daramola (2005), Oslow (2003), Mcquil (2005) and Okome (2008) who noted that socialization in Nollywood influence the societal cultural and social material most of which cannot be expressed in the public.

### **4.3.3 Student's level of watching Nollywood on their academic performance**

Data collected on the hypothesis containing these variables were analysed using t-test statistical tool. It was found that the level of watching Nollywood film has no significant influence on their academic performance. Invariably, it is observed from the analysis of collected data, that students with low level of watching are not significantly different from those with high level of watching when measured with their academic performance.

Implication of this finding is that poor performance in academic among students is not as a result of high level of watching Nollywood films. Failing examination has nothing to do with watching Nollywood but it can be conceived that student's level of watching Nollywood film has influence on their academic performance.

This is made clear from the mean score in academic achievement of the two groups of learners. It was revealed that the mean score of students with low level of watching Nollywood film was greater than those with high level of watching ( $7.46 > 7.10$ ). However, though this is numerically significant, it is statistically not significant as confirmed by a calculated t-value of 1.007 as opposed to critical t-value of 1.97.

Though finding is a reflection of calculated and analyzed data, it does not agree with what is practically seen in our daily encounter. This finding is contrary to what researchers like Brown & Bassey-Duke (2014), Adesanya (2004) and Moreno (2009) said, that Nollywood deprives a child's maximum concentration on their school work.

#### **4.3.4 Student's Acting/imitation of Nollywood on their academic performance**

Data collected on the hypothesis containing these variables were analysed using t-test statistical tool. It was deduced that there is no significant influence of student's imitation of Nollywood on their academic performance. In other words, it is observed from the analysis of the data collected that students with high level of imitation is greater than those with low level of imitation when measured with their academic performance.

This implies that poor performance in academic among students has nothing to do with acting and imitating Nollywood actors. When a child fails his exam, it is not as a result of acting/imitation of his model from film but can still be considered that level of imitation has influence on their academic performance.

This is made clear from the mean score in academic achievement of two groups of learners. It was revealed that the mean score of students with high level was greater than those with low level of imitation ( $7.53 > 7.04$ ). This is a proof that calculated t-value is 1.351 as opposed to critical t-value of 1.97.

This aligns with notions of researchers like Stephen (2010) and Oladunjoye (2016) that what a child sees on the screen is regarded as an accepted behaviour and pattern of cultural practice, and they try imitating them instead of studying.

### **SUMMARY CONCLUSION AND RECOMMENDATION**

#### **Summary of the study**

The study was carried out to examine Nollywood imperialism and academic performance in basic science among secondary school students in Calabar South Local Government Area of Nigeria. In order to achieve this purpose, four objectives, four research questions and four hypotheses were formulated to guide the study. The ex-post facto research design was used for the study. This design was considered suitable for the study because the variables under study were assumed to have occurred and could not be experimentally manipulated in the course of the study. The population of this study is 5,458 junior secondary school students from 8 Government schools of the Local Government Area. The sample of this study comprise of 200 students from 4 secondary schools within the area. The researcher used simple random sampling in selecting the respondents for the study. An instrument titled 'A Questionnaire on Nollywood Imperialism and Academic Performance of students in junior secondary schools' was used for data collection. The researcher with the help of his research assistant went to the four government secondary schools to serve the questionnaires. They met the student preparing for their Junior West African School Certificate Examination and were excused, intimated and convinced to be respondent for the study. After data collection, simple percentage and t-test statistical tool

were used for data analysis. The result of the analysis revealed that there was no significant influence between student's interest, socialization, level of watching and imitation of Nollywood films on their academic performance. It was concluded that others like teacher's qualification and interest, poor and irregular remittance of salaries to teachers, and poor infrastructures in most schools may be responsible to poor academic performance. It was recommended that government should sponsor, train, produce and employ more basic science teachers, remit teacher's salaries and allowances regularly, provide necessary infrastructures in the schools, and teachers should be sincere and honest in delivering their service in their various duty posts.

## **Conclusion**

Based on the findings of the study, it was revealed that:

1. There is no significant influence of student's interest in Nollywood and their academic performance.
2. There is no significant influence of student's socialization from Nollywood on their academic performance.
3. There is no significant influence of student's level of watching Nollywood film on academic performance.
4. There is no significant influence of student's acting/imitating Nollywood films on academic performance.

## **Recommendation**

Based on the conclusion of the study, the researcher recommended are made to enhance academic performance in basic science:

1. Government should train/produce proactive basic science teachers into secondary schools.
2. Government should be faithful in remitting teacher's benefits in term of salaries and owed allowances as promised. This would enable them be contented in their salaries, and put in their best towards impacting knowledge.
3. Government should provide necessary infrastructure to ensure conducive learning environment with science laboratories for concrete learning to be attained in all secondary school setting.
4. Teachers should be honest and sincere to themselves to deliver service in time, assess students, check their notes to be up-to date, diagnose to detect cause of poor performance and liaise with parents to correct the detected lapses.

## **SUGGESTION FOR FURTHER STUDIES**

On the basis of the findings of this study, the following suggestions were made for further studies:

1. A similar study should be conducted on effect of mother tongue on student's academic performance.
2. Impacts of employment status on student's academic performance.
3. Effects of urbanization on student's learning output in Government Secondary School, Uwanse Street, Calabar

## REFERENCE

- Abdulbaqi, A. (Oct. 2014) [naijaGists.com](http://naijaGists.com) : Usman Dan Fodiyo University.
- Adesanya, A. (2004), The film industry: Starring or starving, *The Guardian*, January 29.
- Ajilore, O. (2013), *Effect of Domestic Violence Films On The Youth: An excursion of Media Violence Theories and Persuasion Theories*
- Annie, W.; Howard, W. S.; Mildred, M. (1996), "Achievement and Ability Tests - Definition of the Domain", *Educational Measurement 2*, *University Press of America*, pp. 2-5, [ISBN 978-0-7618-0385-0](https://www.amazon.com/dp/0761803850)
- Arong, F.E. and Ogbadu, M. (2010), Major causes of declining quality education in Nigeria from Administrative perspective. *Canadian Social Science*, 6(3)61-76.
- Ayengho, Alex (23 June 2012). ["INSIDE NOLLYWOOD: What is Nollywood?"](http://www.e24-7magazine.com/2012/06/23/inside-nollywood-what-is-nollywood/). E24-7 Magazine. NovoMag. Retrieved 18 February 2015.
- Bandura, A.; Wood, R. (1989). "Effect of perceived controllability and performance standards on self-regulation of complex decision making". *Journal of Personality and Social Psychology*, 56 (5), 805-814
- Belson, W. A. (1978). Television Violence and the Adolescent Boy. London: Saxon House.
- Bossaert, G; S. Doumen; E. Buyse; K. Verschueren (2011). "Predicting Students' Academic Achievement After the Transition to First Grade: A Two-Year Longitudinal Study". *Journal of Applied Developmental Psychology* 32: 47-57. [doi:10.1016/j.appdev.2010.12.002](https://doi.org/10.1016/j.appdev.2010.12.002).
- Brown, NJ. and Bassey-Duke, V. (2014), Hollywood Imperialism on Calabar-South Teenagers- the score sheet, *British Journal of Psychology Research* Vol.2, No.2, pp.11-25, June 2014, Published by European Centre for Research Training and

Development UK ([www.ea-journals.org](http://www.ea-journals.org))

Capara, G.; Fida, R.; Vecchione, M.; Del Bove, G.M.; Barbaranelli, C.; Bandura, A. (2008). "Longitudinal analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement". Journal of Educational Psychology, 100" (3), 525-534

[Copyright © 2009-2015 The Tide Newspaper Coporation.Powered](#)

Ekweariri, C. (2015), Nollywood and the quest for Relevant education in Nigeria: a culture.

Ekwuazi, Hyginus (1991) "the communicatie import of film in National Development" in Umoh, Solomon (ed) Topical Issues in Communication Arts, Uyo: Modern business press.

Ferri, ZO (2009), TV and academic achievements. Indonesia Journal of Language and Communication, 6(2)332-336.

Fehintola, J. O. & Audu, U. J. (2012), Impact of Home Video Watch on the Academic performance of students in selected public secondary school in Ido Iga of Ibadan Metropolis, Nigeria

Haynes, J. (2000). *Nigerian video films*. Ohio: University press.

<http://www.researchcage.com>

<http://www.vanguardngr.com/2014/05/nollywood-films-sending-positive-negative-messages-viewers/>

**[Info@Thisisnollywood.com](#) (2006).**

Isom, M.D. (1998), The social Learning Theory. Jubrin, U. M., (2008), 'Nollywood films Are Harmful To Children', Nigerian Film.com

Liebert, R. M., Sprafkin, J. N., and Davidson, E. S. (1982). The Early Window (2nd Ed.). New York: Pergamum Press.

Mcquail, Dennis (2005), Mcquail's Mass Communication Theory, London: Sage published Limited.

Naira Land Forum (2016), Actress Rita Edochie's Children Join Nollywood—Entertainment

Nigeria: Nollywood—2004 in retrospect

Obenson, TA (2014), Chronicling the Junty World of Nigerian Cinema in "Nollywood Babylon".

- Odejobi, C. O. (2012), Influence of watching Yoruba Home Video films on Secondary School students Academic performance in Yoruba language in Ile-Ife Metropolis, Osun State, Nigeria
- Okome, O. (2008). "It is Difficult to Ignore Nollywood." Film Nigeria: International Journal of Nigerian Film 1. 1 pp. 6-7.
- Oladunjoye, P. (Ph.D), Home Video and the Nigerian Child: Implications on Academic Performance and Behaviour, Department of Educational Foundations, Niger Delta University, Wilberforce Island.
- Oloyede, C.A. (2012), Nollywood; Immorality and Nigerians, Department of Mass Communication, Bayero University, Kano.
- Onokome, O, & Haynes, J. (2000). "Evolving popular media: Nigerian video films" in Haynes, J. (2000). Nigerian video films. Ohio: University press.
- Popoola, A. A. (2008) Effect of TV & Radio distractions on undergraduate students, mathematics test performance. Parkinson Journal of Social Science, 5(s)407-410
- "Post Offices- with map of LGA". NIPOST. Archived from [the original](#) on 2012-11-26. Retrieved 2009-10-20
- Sheriff, I., Wills, T.A., Sargent, J.D. (2010), Effects of Visual Media Use on school performance: A perspective study. J. Adolesc Health 46 (1): 52.
- "St. Thomas Aquinas". New Advent. Retrieved 2012-05-06
- Taiwo, T. (2013), The Nation's News Paper co-operation
- Tina, S. and Melinda, L. S. (2007), The effect of T.V. on Time Spent Completing an assignment. J. undergraduate psychal Resource, Pp2
- Uchenna Onzulike, (2004), "Nollywood: the influence of the Nigerian movie industry on African culture" in Human communication. Vol. 10, No, 3, p 204 *Op. Cit.*, pp 231-242.
- Von Stumm, Sophie; Hell, Benedikt; Chamorro-Premuzic, Tomas (2011). "The Hungry Mind: Intellectual Curiosity Is the Third Pillar of Academic Performance". Perspective on Psychological Science **6** (6): 574-588. [doi:10.1177/1745691611421204](https://doi.org/10.1177/1745691611421204). Retrieved February 11, 2012.
- Wade, ZV. "Nollywood Dress Habits and its Effect on University Students." MAJAC: Makurdi Journal of Arts and Culture, 10(1), 2012: 230-245.



## **ANNEXURE1**

### **QUESTIONNAIRES ON NOLLYWOOD IMPERIALISM AND ACADEMIC PERFORMANCE OF STUDENTS IN JUNIOR SECONDARY SCHOOLS**

Dear Respondent,

I am a student of National Teacher's Institute Calabar Centre, carrying out a research study on Nollywood Imperialism and Academic Performance of Students in Junior Secondary Schools in Calabar South Local Government Area of Cross River State. The result is to be reverted into effective management and improvement in teaching learning activities in learning institutions.

Your co-operation will help in the successful and timely completion of the study.

Please your information will be given extreme confidentiality.

No name or address is required on the questionnaire.

You only have to tick (✓) your answer at the appropriate box.

Thanks for complying.

### **QUESTIONNAIRES ON NOLLYWOOD IMPERIALISM AND ACADEMIC PERFORMANCE OF STUDENTS IN JUNIOR SECONDARY SCHOOLS**

#### **SECTION A**

#### **PERSONAL DATA**

Please tick (✓) on the appropriate box

1. Sex of Respondent:

Male ( ) Female ( )

2. Age of Respondent:

10 years ( ) 11 years ( ) 12 years ( ) 13 years ( ) 14 years ( ) 15 years and above ( )

3. Academic class:

JSS 2 ( ) JSS 3 ( )

4. Parent's educational level:

Up to FSLC ( ) Up to SSCE ( ) First Degree ( ) Post graduate ( )

5. Parent's employment status:

Unemployed ( ) Business/self employed ( ) Clergy man ( ) Civil servant/Public servant ( )

#### **SECTION B**

S/NO	ITEMS	SA	A	D	SD
	<b>TESTING INTERESTS IN NOLLYWOOD ACTIVITIES AND THEIR ACADEMIC PERFORMANCE</b>				
1	I like watching Nigerian films				
2	we have television in our house				

3	I can watch Nigerian films any where I like				
4	We have varieties of Nigerian films				
5	We do borrow new and interesting films				
	<b>TESTING STUDENTS SOCIALIZATION FROM NOLLYWOOD ACTIVITIES</b>				
6	I learnt good interactions from watch films				
7	I derived fluent speaking abilities from watched films				
8	I acquire boldness from films				
9	I can face any challenges due to my experience from film shows				
10	I know many people and places from watching television				
	<b>TESTING STUDENT'S LEVEL OF WATCHING NOLLYWOOD FILMS</b>				
11	I cannot stay for a day without film				
12	I can watch films for over 3 hours				
13	I watch every type of films				
14	I can watch films along with my studies				
15	Watching movies can cause poor academic performance				
	<b>TESTING STUDENT'S ACTING/IMITATION OF NOLLYWOOD FILMS</b>				
16	I have a model from my favourite movies				
17	I love my actor's dressings				
18	Students loves imitating their actors				
19	Watching films changes life styles				
20	I will love to be an actor				

### TEST ON BASIC SCIENCE

Please answer the following questions by putting a circle on the correct option. Feel free as you do this.

- Choose from the list of option, the good conductor of heat.  
(a) Candle stick (b) Ceramic plate (c) String wire (d) Earthen pot
- The joint that allows movement in all directions is called-----  
(a) Hinge joint (b) Ball and socket joint (c) immoveable joint (d) Moveable joint
- The material that permits heat to pass through them easily is called-----  
(a) Bad conductor of heat (b) Fair conductor of heat (c) Poor conductor of heat  
(d) Good conductor of heat
- Choose the best suitable options:  
(a) Positive and Positive poles (like poles) attract

- (b) Positive and negative poles (unlike poles) attract  
( c ) Positive and negative poles (unlike poles) rebel  
(d) Positive and negative poles (unlike pole) reject
5. Fuse is made up of-----  
(a) Metal (b) wood or rubber (c) Water or sand (d) Stone or gravel
6. The measurement of length and breath is called-----  
(a) Metre (b) Litre (c) Grams (d) Kilograms
7. Water freezes at the temperature of-----  
(a) 100<sup>oc</sup> (b) 0<sup>oc</sup> (c) 30<sup>oc</sup> (d) 150<sup>oc</sup>
8. When water boils, it boils at the temperature of-----  
(a) 100<sup>oc</sup> (b) 200<sup>oc</sup> (c) 50<sup>oc</sup> (d) 0<sup>oc</sup>
9. \_\_\_\_\_ is used in measuring temperature?  
(a) Thermostat (b) Hydrometer (c) Thermometer (d) Barometer
10. The following food stuff is not sources of protein:  
(a) Meat (b) Millet (c) Milk (d) Beans
11. The following are respiratory pathways except\_\_\_\_\_  
(a) Nose (b) Lungs (c) Trachea (d) Larynx
12. The following are animals without backbone, except\_\_\_\_\_  
(a) Snail (b) Spider (c) Lizard (d) Cockroach
13. The following are good food for energy except\_\_\_\_\_  
(a) Beans (b) Corn (c) Sugar (d) Semovita
14. The following deficiency vitamin leads to anaemia:  
(a) Vitamin k (b) Vitamin C (c) Vitamin B12 (d) Vitamin E
15. Which vein takes the blood away from the liver?  
(a) Portal vein (b) Liver vein (c) Iliac vein (d) Hepatic vein
16. Which of the following prevents formation of starch from plants?  
(a) Oxygen (b) Carbon dioxide (c) Chlorophyll (d) Light
17. Which of these creatures feed from decomposition?  
(a) Goat (b) Fish (b) Bread mould (d) Maize
18. Which of the following is not the property of a metal?  
(a) Conductor of heat (b) Conductor of electricity (c) Conductor of light  
(d) density
19. Which of these chemical formulas represents potassium nitrate?  
(a) KNO<sub>3</sub> (b) CO<sub>2</sub> (c) NaCl (d) CuSO<sub>4</sub>
20. The ability of the kidney to produce much urine when we drink much fluid and less urine when we drink less fluid is called\_\_\_\_\_  
(a) Osmosis (b) Osopharynx (c) Osmotality (d) Osmoregulator