

Nollywood and Generic Reading: Sampling public Opinion on Nigeria Children's Films

Nkemakonam Aniukwu (PhD)

Theatre and Film Studies, Nnamdi Azikiwe University,
Awka

nj.aniukwu@unizik.edu.ng

08036088275

Abstract

The Nigeria Film Industry tagged Nollywood is a multimillion dollar industry making waves all over the world. The industry came into limelight in the year 1992 with the production of *Living in Bondage*. Most film scholars believe that the film unearthed the country's hidden talents and ushered in a lucrative business which many sectors of the Nigerian economy keyed into. Nevertheless, since the inception of the industry little efforts have been made in utilizing the industry's many potentials in educating Nigerian children. This study examines the generic reading of children films and samples public opinions on Nollywood films. Often times, most children watch films and go on to practice or imitate the film characters' behaviour, attitudes, mannerism and so on and so forth. Therefore, it is pertinent to deduce that film could make or mar child's character formation, as such, necessitating that whatsoever that should be presented to a child audience must be scrutinized to meet up with the educational and moral values of the child. The researcher adopted quantitative research method so as to sample consumers' opinions on the relevance of Nollywood children film content. The study discovered that most adults do not take film rating and parental guidance seriously, as such; most children watch films meant for adults' consumption and in most cases with no one saddled with the

responsibility of explaining to the young audience the underlying metaphor of the subject matter treated in the films. The researcher recommends that parents/teachers/adults should endeavour to monitor and censor the content of films watched by children at home, schools, or at neighbours' houses. The emphasis is on influencing the children positively for more reforming and beneficial effects on their character formation and ideological leanings.

Keywords: Nollywood, Children, Content/Genre

Introduction

Who is a child and what are the contents of children films? The study focuses on the children within Jean Piaget's Concrete Operational Stage of Cognitive Development (From 6 to 11 years). At this stage of development, children begin to think more logically, but their thinking can also be very rigid. Children at this age bracket are often influenced the most by what they see, therefore; whatever they are exposed to at this stage of their lives needs to be looked into. On the other hand, **children's film** could also be seen as a **family film**, which is a film category that contains children or relates to them in the context of home and family. One may say that children's films stories are designed and made specifically for them and not necessarily for the general audience, nevertheless there is a striking variation between Children film and family film because while family films are made for a wider appeal with a general audience in mind, Children's films' genres come in several major forms like realism, fantasy, adventure, animation, war, musicals, and literary adaptations. Possible lessons that may be derived from such films, their developmental impacts on the young audience, and their educational values to the children are put

into cognizance in designing the genres. With the above definition in mind, it becomes difficult to define Nollywood children Film contents.

Children films in this study are categorized based on the thematic preoccupations they interrogated. Eric Hunter defines classification “As the grouping together of like things according to common qualities or characteristics. This automatically implies to the separation of the unlike” (1), Children films interrogate child related issues and in most cases have children actors. The themes/subthemes range from Obedience to Rewards, Disobedience, Larceny, Magic, Stubbornness, Spiritual and demonic powers, Mischief, Greed, Hatred, Commitment and responsibility among others. However, the handling of the above-mentioned themes in Nollywood children movies one could argue is yet to yield the needed positive results on the child-audience. This argument stems from the fact that most of the films in treating children problems tend to interrogate adult chauvinism and in other instances fails to focus on the child’s academic stimulation.

Nollywood Children Films and Generic Appraisal

Some of the films with children contents/themes and children actors in Nollywood film Industry are: *The Maid and the Kids* (2018), *The Amazing Kids*, (2018) *My Children Gives me Hell* (2018), *Save the Kids* (2018) *My kids and I* (2017) *Obama: The Postmaster* (2017 online), *Tears of My Child*, (2017) *My Child, My World* (2017) *The Magic Bible* (2015), *Home Alone* (2015) *Sunday School Children* (2015), *Two Rabbits* (2014) *Village Rascal* (2012), *The Mirror Boy* (2011), *Jack & Jill* (2011), *The Rain Maker* (2009), *Forgive Me Father* (2009), *2 Intelligent Criminals* (2009), *Village Destroyers* (2007), *Power as of Old* (2007), *Spirit of a Prophet* (2007), *Bird Flu 2* (2007), *Stubborn Flies* (2007), *Magic Cap* (2006), *Blessed Son* (2006), *Sweet Money* (2006), *Kaduna 1 and*

2 (2006), *Brain Masters* (2006), *Royal Messenger* (2006), *Young Masters* (2006), *Brain Box* (2006), *Baby Guards* (2005), *I Think Twice* (2005), *Reggae Boys* (2005), *Village Boys* (2005), *Mr Ibu and sons* (2004), *Not by Height* (2004), *Lagos Boys* (2003), *School Dropouts* (2003), *The Tom & Jerry* (2003), *Nwa Teacher* (2003), *Baby Police* (2003), *Cain & Abel* (2003), *2 Rats* (2003), *Akpu-Nku* (2003), *Twin Brothers* (2003), *Aki na Paw Paw* (2002), *Aka Gum* (2002), *Aki na Ukwu* (2002), *Okwuna Uka* (2002). One of the major concerns of this study is to interrogate children genre (s) if any in Nollywood children films. The categorization above places Nollywood film Industry as an industry that is vast in terms of contents/genres because most of the films are also meant for adults' viewership, with melodramatic, drama, and comedy genres. In consonant with the above observation exploring genre apposite for children film in an industry that has come of age becomes a necessity. Writing about "Trends in Nollywood: A Study of Selected Genres" Ayakoroma states that:

In concluding the study on the generic development in the contemporary Nigeria film industry, it can be posited that there have been no remarkable attempts in the areas of animated and science fiction (sci-fi) films. The probable reasons for film practitioners' non-incursion into these genres include among others, the serious technical demands, budget, time needed to plan and produce such genres, the market, and the fact that there is no assurance on the prospects of financial returns on such productions (96)

Ayakoroma's position may be true when one sees it from the perspective of children contents in which animation,

fantasy and science fiction genres fall in. Then, his position does not mean that Nollywood film industry does not have films with contents/genres meant for child's viewership. Apart from the films listed above, there are other films which could be said had children contents and thus interrogated children's issues.

It is also pertinent to note here that the aforementioned films require adult supervision or parental guidance so as to guide and explain to the child audience situations or scenarios he may not understand or events that he is too young to explain their motives. From observations this has not been the case as ninety-five percent of the aforementioned films are hosted on YouTube video channel and other online platforms. Unfortunately, most of the films are not rated or any viewer's discretion advice given. So anyone can have access to the films, download them and see the contents at his or her own time. The above films could be said to be children films due to the presence of some children favourite actors (Chinedulkedieze and Ositalheme) who are seen and presented as children in most Nollywood films. Although in some of the films they played adult roles which again question the place of the Nigeria child in Nollywood film industry. The difficulty here is that most children may not be able to distinguish the actors' adult roles from the actors' children roles. Why constantly using these actors as children actors in the industry one may ask? Barclays Ayakoroma once more, notes that:

Over the years, the industry has established its own star system; but such film stars are called "selling faces" by the EPs. They are referred to as selling faces because the inclusion of such artists meant increased sale of such films. The EPs then decide as to which selling faces are to use (sic) and which new faces are to introduce (sic) in the given films. (53)

From the ongoing argument, one can say without any shade of doubt that the selling faces of children films in the Nollywood film industry are Chinedu Ikedieze and Osita Iheme who are far from being children in terms of age and in terms of their personalities in real life. This revelation thus places the two actors as children's "Teachers in Shadows" hence, most children tend to see them as their equal and subsequently learn from their actions on screen.

Theoretical Framework

Children are very important elements of any society since the continuous existence of the society lies in them. Therefore, their affairs, the learning materials, the modules of teaching and the overall wellbeing of such individuals should be treated with utmost priority. This study is anchored on Albert Bandura's Observation, Learning and Imitation Behaviour Theory. Therefore, interrogating the influence of Nollywood film content on Nigerian child may highlight how film affects them socially, emotionally, physically and otherwise since. Bandura's studies in the 1960's provided evidence that modelled behaviour (aggression) is spontaneously imitated by children or adolescents. According to Bandura "The best and more effective way to teach children new ways of acting is to show them the behaviour you want them to display." (10) One nagging question is "Has Nollywood films content impacted on the Nigerian children? If yes, "Is the impact positive or negative? Osakue Omoera posits "That there has been a lot of hue and cry about how video-films have purportedly had a negative impact on the Nigerian audience, especially children who tend to imitate most violent acts that they see on the screen" (33). Supporting Osakue's position, Emmanuel Eregare asserts that:

The effect or influence of the home video could be seen every day amongst Nigerian

children like these examples: A boy offended his mother, and when he was being disciplined with a cane, the boy shouts ‘Odechi’,(sic) ‘e no dey enter’. ‘Odechi’s (sic) is a pidgin coinage of characters in some Nigerian home movies. These characters in the films use certain charms to prevent gunshots from doing them harm when they shout ‘Odechi’(sic). One should try to picture what would happen when the child comes across real guns.(269)

One could contend that children with the following mind-set could imbibe the spirit of doing anything with the hope that nothing can harm them like the characters they see in films. A child who sees a film is not a passive audience but an active audience as accentuated in Eregare’s discovery.

Adults’ Opinions on Nollywood Films and Children: Quantitative Evaluation

The study was carried out in 2019, in Awka South Local Government Area of Anambra State Nigeria. Awka South L.G.A has the following Towns (i) Amawbia, (ii) Awka (iii) Ezinato (iv) Isiagu (v) Mbaukwu (vi) Nibo (vii) Nise (viii) Okpuno (ix) Umuawulu. The researcher limited the area of coverage of the study to Awka metropolis because the town has more school children and there is a teeming numbers of civil servants in the town more than the other towns mentioned above. The presence of the above mentioned personnel made it an ideal area to investigate the topic under study. The population size also is one hundred and fifty (150) respondents (parents/adults) drawn within the area of the study. The researcher took the judgment step of stating that since the questionnaires were shared among 150 persons, each question stands as 1% of the overall percentage for a question.

The following formula is used for the calculation of the data collected.

$$\frac{\text{Response}}{\text{Total number of questionnaire}} \times \frac{100}{1}$$

The questionnaires were taken to the respondents at different places such as their offices, and their homes.

Section A. (Demographic Characteristics of Respondents)

Table 1: Age of the Respondents

S/N	AGE	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
1	18-25	17	11.33%
2	26-39	86	57.33%
3	40 and above	47	31.33%
	TOTAL	150	100%

Table 1, shows that 17 persons, representing 11.33% of the respondents are between 18 to 25 years old. 86 persons, representing 57.33%, of the respondents are between 26 to 39 years old, while 47 persons, representing 31.33%, of the respondents are between 40 years and above.

Table 2: Distribution of Respondents according to Gender

S/N	GENDER	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS
1	MALE	82	54.67%

2	FEMALE	68	45.33%
	TOTAL	150	100%

Table 2, shows that 82 people, representing 54.67% of the respondents are male, while 68 people, representing 45.33% of the respondents are female.

Table 3: Distribution of Respondents According to Marital Status

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	MARRIED	103	68.67%
2	SINGLE	47	31.33%
	TOTAL	150	100%

Table 3, shows that 103 people, representing 68.67% of the respondents are married, while 47 people, representing 31.33% of the respondents are single.

Table 4: Educational Qualification of the Respondents

S/N	QUALIFICATION	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	GCE/WAEC	10	6.67%
2	B.Sc./B.A./HND	80	53.33%
3	M.Sc./M.A.	36	24.00%
4	PhD	24	16.00%
	TOTAL	150	100%

Table 4 presents the academic qualifications of the respondents to be as follows: 80 people, representing 53.33% of the respondents possess BA/B.Sc./HND certificates, 10 people, representing 6.67% of the respondents, hold a GCE/WAEC Result. 36 people, representing 24% of the respondents, are M.sc/MA degree holders; 24 people, representing 16% of the respondents, are Ph.D. holders.

Table 5: Distribution of respondents according to Occupation

S/N	OCCUPATION	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	Civil Servant	83	55.33%
2	Student (MA, PhD.)	40	26.67%
3	Business	10	6.67%
4	Others	17	11.33%
	TOTAL	150	

Table 5 indicates that 83 people, representing 55.33% of our respondents are civil servants; 40 people, representing 26.67.6% of our respondents, are students, 10 persons representing 6.67% of the respondents are traders, while 17 people, representing 11.33% of our respondents engage in other occupations.

SECTION B. Presentation of Data and Analysis

Table 6: At what age would you say someone is a child?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	0-2	05	3.33%
2	0-7	10	6.67%

3	0-11	92	61.33%
4	0-15	25	16.67%
5	0-18	18	12%
	TOTAL	150	100%

Table 6, shows that 92 people, representing 61.33% of the respondents believe that a child is someone between the age of 0-11; 25 people, representing 16.67.6% of the respondents, believe that a child is someone between the age of 0-15; 18 persons representing 12% of the respondents believe that a child is someone between the age of 0-18; while 10 people, representing 6.67% of the respondents believe that a child is someone between the age of 0-7; only 5 persons representing 5.33% of the respondents believe that a child is someone between the age of 0-2.

Table 7: Do you think children understand things the same way adults do?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	YES	11	7.33%
2	NO	139	92.67%
	TOTAL	150	100%

Table 7, shows that 139 people, representing 92.67% of the respondents believe that children do not understand things the way adults do while 11 people, representing 7.33% of the respondents, believe that children do understand things the way adults do.

Table 8: Do you watch film with your children or young siblings?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	YES	49	32.67%
2	NO	41	27.33%
3	SOMETIMES	60	40%
	TOTAL	150	100%

Table 8, indicates that 49 people, representing 32.67% of the respondents watch films with their children or siblings. 41 people, representing 27.33% of the respondents, do not watch films with their children or siblings, while 60 people, representing 40% of the respondents, sometimes watch films with their children or siblings.

Table 9: Do you know what film rating is?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	YES	142	94.67%
2	NO	8	5.33%
	TOTAL	150	100%

Table 9, shows that 142 people, representing 94.67% of the respondents understand what film rating while 8 people, representing 5.33% of the respondents, did not understand what film rating is. The above result shows that most of the respondents are knowledgeable in film rating.

Table 10: Do you think Nigerian parents abide by film rating?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	NO	145	96.67%
2	YES	5	3.33%
	TOTAL	150	100%

Table 10 shows that 145 people, representing 96.67% of the respondents think that Nigerian parents do not abide by film rating rules while 5 people, representing 3.33% of the respondents, believe that Nigerian parents abide by the film rating rule.

Table 11: Do you think watching film is good for a child?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	YES	105	70%
2	NO	45	30%
	TOTAL	150	100%

Table 11 shows that 105 people, representing 70% of the respondents think that seeing films is good for a child, while 45 people, representing 30% of the respondents, think otherwise.

Table 12: What genre of film do you think is meant for a child?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE RESPONDENTS
1	Cartoons	35	23.33%
2	Action movie	10	6.67%
3	children story	86	57.33%
4	Horror	02	1.33%
5	Others	17	11.33%
	TOTAL	150	100%

Table 12, indicates that 35 people, representing 23.33% of the respondents believe that cartoon story genre is suitable for a child audience, 10 people, representing 6.67% of the respondents, believe that action movie genre is suitable for a child audience, 86 persons representing 57.33% of the

respondents believe that children story genre is suitable for a child audience, 2 people, representing 1.33% of the respondents believe that horror story genre is suitable for a child audience, while 17 persons representing 11.33% of the respondents believe that others genre not listed is suitable for a child audience.

Table 13: Reason for your opinion and why should children watch the film genre you selected?

Children's movies are specifically tailored to meet the needs of children	It will make them learn more things	Because it gives an intro to the world
Its educative	Stories are good for the mental development of children	Hence, children story will be appropriate in aiding the mental development of children
Because it's their rating and we'll prepared specifically for them.	That is the best film for their stage	Considering the influence of characters, Children story will nurture them positively
Some have moral content	It's impact on the children at such tender age.	This is because it contains children or relates to them in the context of home or family
Educational films as in general it can be	It will help them to learn and understand the	They(children) tend to learn from films they watch

cartoon or children story	good things they are meant to know as a child	either positive or negative
Because what children see on screen has effect on their behaviour	It teaches them little things	At that age ,they are still tender, whatever they learn at the age will shape their life in years to come
It helps them learn things which you as the parent might not be opportune to teach your children.	All movies advice on the age worthy to see any particular movie.	I choose children story because it is not addictive like the cartoon network and also it is a platform where children learn about certain things whole growing up, helps them learn things that are good for them and stay away from things that could put them in ‘harm’s way’ danger.

<p>They communicate better.</p>	<p>Children stories can contain various issues directly meant for the consumption of a child, while cartoon can sometime be categorized as made for children, except for cartoons specially tailored to cater for the formal educational need of the children (alphabets, sounds and number cartoons) sometimes the contents can be highly sensitive and confusing for a child usually when the content is not culturally familiar with the said child. Children stories can sometimes contain universal</p>	<p>It helps them to learn better.</p>
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	truths that children of all ages can consume.	
Education	At that age they need educational cartoons and not adult movies that may expose them to infatuations.	Most of these children stories teach good morals but with a character the children can relate with.
They have to carry on with their age. On things they need to know.	Because Cartoons were intellectually made for kids, it's just in their nature to see animated objects dramatizing to	Most cartoon nowadays are displaying immoral and sexual scene like 'Granche'

	do anything that could not be real and that's what kids want	
To widen how they think	Because apart from Cartoons ,there are movies that children can watch with the understanding aid of the parents	Aside cartoons and children's stories, there are other movies that teach children how to view life and improve their morals
It's the best for kids.	Because not all children story movie imbibe morals, some has negative impacts on the child.	Probably because of his/her level of understanding. Children don't interpret information like adults do.
Because it has less inappropriate scenes	Because if focus more about children	Educational films
Majority of them are already censored to meet the needs of Children	I did not choose cartoons because some of them have same sex scenes. Children story will be more appropriate.	It will improve their brain

They tend to learn fast with the aid of film	Children stories that depict issues which bothers on children because it will enable them learn faster and for easy assimilation.	Discussing social issues and teaching morals using children help them to understand the world from their own perspective.
It is specifically for children so certain requirements and restrictions must have been adhered to	Because children learn by what they see and if present to them something bad they learn from it and most times even imitate actions	It exposes them to different aspects of life and teaches them new things.
Due to their level of understanding	Because it is their level of understanding.	Because .when watching a children story, they learn moral lesson from it
The reason is because it focuses mainly on child's development, formations and character.	Educative The story would enable them relate with their environment	Because not all cartoons are children story based.

The above answers are some of the responses supplied by the respondents on why they prefer or disapprove a particular genre for child audience viewership.

Table 14: Do you think that what children see on the screen has an impact on their socio-cultural/moral/emotional behaviours?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	YES	145	96.67%
2	NO	5	3.33%
	TOTAL	150	100%

Table 14, shows that 145 people, representing 96.67% of the respondents believe that what children see on the screen has an impact on their socio-cultural/moral behaviours, while 5 people, representing 3.33% of the respondents, believe that what children see on the screen does not have an impact on their socio-cultural/moral behaviours.

Table 15: What is your advice to parents concerning film censorship?

Very important, because I feel our children deserves moral protection.	Allow children to watch motivating films.	They should be more aware of these rules and help carry them to the later for the sake of these children.
They should look in-depth.	Parents should be mindful of the type of films their children are exposed to	Strictly monitor their movement.
Parents should really censor what their children see because they tend	Parents should take it seriously.	Parents should always abide by film ratings if their children must watch

to misinterpret most of these things.		movies, or else they should stop watching movies entirely and engage more on other recreational activities.
Don't expose your children to secular videos.	Parents should help the children to know that they can always click the "back button ", turn off a film or put a book aside to avoid inappropriate content.	Monitor what your kids watch.
I advise then to ensure strict adherence.	Parents should abide by the censorship of a movie.	Parents need to pay more attention to films that are censored and not suitable for kids under certain age.
They should know the kind of films they buy for their children; if possible they should watch the film first before putting it for their children to watch so that they will	They should abide by the age range for every movie.	The rate of their children watching films should be reduced.

know the content of the movie.		
They should abide by its rules.	They should keep eyes on what their children watch and put some security measures.	They should select or go through every movie selected for their children.
Censorship gives you power over what your children see, and some cables like DSTV give you access to that. With censorship you won't worry about the contents of what your children visually consume. TV time for children is not bad, but too much of it might be very distracting for your child's development.	None	Parents should be very careful about what their children watch especially at that tender age, they must look up the contents of such movies and film shows to be sure they are suitable for the viewing of the young minds. This will make film censorship a big deal and something to always consider when choosing thing that kids watch.
Parents should please adhere to it.	Watch what their children watching.	Parents should always checkout to what their children are

		exposed to watch.
Parents should be alert when issues concerning censorship arises, so children won't watch movies that are not meant for them.	Parents should adhere strictly to it.	They should abide by it.
They should adhere to it.	Parents shouldn't allow children watch movies rated above 18 unless they have watched such movies themselves and found out that they actually have no harmful content like nudes etc in it.	My simple advice is for parents to understand the importance of the film rating and abide by it.
They should always adhere to it and make sure that even the under rated movies are not having any sexual or immoral scene.	The parents should scrutinize the films before allowing the children to watch it.	Parents should be more careful on the movies there children watch.
It's of paramount importance that parents watch and censor the kinds of movies their children	After playing a movie for your kids ask them what they learnt to make sure they are not scandalized by	They should abide to them, they aren't there for no reason.

watch because most of the time our children replicate what they watch into their daily life and living.	what they saw and add one or two advice to it from what they had seen.	
Parents should always watch films with their children or watch it before they do, and limit their access to the television.	They should pay attention to what their children view on air.	Parental guidance is very important and should be taken seriously when letting their kids watch films.
Take it very seriously, make time to guild them properly and monitor the flow of their behavioural pattern.	They should be aware of it and put it into consideration.	It will do parents a lot of good to stick strictly to ratings and make sure the cables are censored properly.
Parents should make sure they consider the age rating of any film, if possible see its content before allowing their children to see it.	They should be mindful what their kids watch.	Take it serious and see any movie before you allow your children view it.
They should firstly scrutinize a movie before	They should observe the rating of any film and	Parents should (not be) watching movie that are meant

allowing the children to watch.	obey it. It should be taken seriously. Parents must censor the film the children watch.	for adult alongside with their kids because it kills there moral reasoning.
I advocate for total censorship.	They should understand what ratings are and follow strictly to reduce child's exposure to the immoral act shown in our movies today.	Guard your children's mind.
See what your child sees on the screen.	Please see the films to know if it's suitable to your child.	None

Some pieces of advice on the need to ensure that children see what they are meant to see in movies, and understand the content, as well as reducing the time children spend in front of a television set.

Table 16: Generally speaking, do you think Nollywood film contents are suitable for children?

S/N	RESPONSE	NUMBER OF RESPONDENTS	PERCENTAGE OF RESPONDENT
1	SOME ARE	76	50.67%
2	YES	9	6%
3	NO	53	35.33

4	Others	12	8%
	TOTAL	150	100%

Table 16 confirms that 76 people, representing 50.67% of the respondents think that some Nollywood film contents are suitable for children, 9 people, representing 6% of the respondents think that Nollywood film contents are suitable for children, 53 persons representing 35.33% of the respondents think that Nollywood film contents are not suitable for children, while 12 people, representing 8% of our respondents have other opinions regarding the question.

Summary and Discussion

The above data presentation and analysis show that greater percentage of Nigerian parents/adults understood that film could be relevance in character formation of children, as some of them see and enjoy watching Nollywood“drama” films. The above observation stems from the fact that most Nigerian film narratives are drama ‘on screen’ that deals with human conducts and the society, children no doubt like drama as the researcher witnessed in the cause of this study. According to FestusIdokoand HanatuDantong, Drama in Education uses:

Dramatic elements of movement, voice, concentration, improvisation and role-play aid the personal development of the pupil... At the same time the use of DIE equips the child with a wide range of interpersonal skill in communication, relationships etc (134)

The film narratives incorporate all the above mentioned elements and this in turn, informs the actions and activities of the people of a society that a child learns from through the projected activities and images on the screen. Are

these films' contents good for children? Parents provided answer to the above question in Table 11 which shows that 105 people, representing 70% of the respondents think that seeing films is good for a child, while 45 people, representing 30% of the respondents, think otherwise. Table 10 shows adults' negligible attitudes towards the upbringing and education of children and this in turn leaves children to the mercy of screen-type education and upbringing where the kids are taught by the teachers in the shadows. (Their models)

Greater percentage of parents/adults allows their children to watch films and in most cases watch films with them as indicated in tables 8. The dramatic portrayal of characters in films cannot be over emphasized; film encourages the development of individual personal resources-sensory perception, intellect, imagination, powers of concentration. Films' actions are reliant on the messages, themes, and overriding metaphor of the films contents projected to a child. According to Gordon Valilins as quoted by Festus and Hanatu, opines that:

By participating in dramatic activities we not only realize our own individuality and express our own thoughts, ideas, feelings, needs, and demands, but we also brought into immediate contact with others who are also expressing these aspects of self. We are forced to take these 'others' into account and in so doing we acquire a sense of personal and social integrity and hopefully achieve a balance between the two. (137)

Going further, Vallins is of the opinion that plays (Film) plunge the young child into the exploration of things, through touching, tasting, smelling, looking, listening and manipulating. In watching films, children begin to learn their future roles in the society, unfortunately most of the children films do not provide children with brighter future roles as

witnessed in some of the aforementioned Nollywood children films. In essence, the film narratives should provide children with emotional, physical, spiritual growth, intellectual, and educational development, as well as social and behavioural skills. The truism of Albert Bandura's Observation, Learning and Imitation Behaviour Theory which is the theory employed in this study is in consonant with Vallins's standpoint. The theory postulates that children, tend to learn from the mass media and model their behaviours on dramatic personae. Therefore, the content of the learning materials is of paramount importance to the upbringing of children.

Conclusion and Recommendations

Child's upbringing could be said to be the most collaborative of efforts that requires the input of every sane person in the society and it brings together a stunning collection of talented people who among other things, may form a family bond or group of professionals to create the best environment for children to excel regardless of their individualities, Nollywood is one of such avenues. The study has established through parents and adults in Awka metropolis that Nollywood films have more of negative impact on the upbringing of children as most of the films are not suited enough to mould a child's character formation positively and serve his educational needs. On whether what a child sees on the screen has impact on his socio-cultural/moral/emotional behaviours, parents' opinions as analysed in Table 14, indicates that 145 adults, representing 96.67% of the respondents believe that what a child sees on the screen has an impact on his/her socio-cultural/moral/emotional behaviours, while 5 people, representing 3.33% of the respondents, believe that what child sees on the screen does not have an impact on his/her socio-cultural/moral behaviours. Higher percentage believes that the influence of film on a child's socio-cultural/moral/emotional behaviour is noticeable, as such, film narratives meant for a

child's consumption should be scrutinized and demeaning characteristics of film characters avoided in children content. Greater percentage of respondents in table 12, recommends that Nollywood film industry should adopt children story based genre to interrogate the affairs of children in the society. However, the study is not yet concluded as the researcher intends to work with children to ascertain the impact of Nollywood films in their lives. The researcher therefore recommends that for six to eleven year-olds, films with the following themes/subject matter are especially recommended: animal films, films with young actors, good adventure films, and comedies adapted to their age. Human values must dominate in films meant for children's consumption. Also, parents/teachers/adults should endeavour to monitor and censor the content of films seen by children at home, schools, or at neighbours' houses. The emphasis is on influencing the children positively for more reforming and beneficial effects on their character formation and ideological leanings.

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