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INFLUENCE OF VIOLENT FILMS ON YOUTH BEHAVIOR: A STUDY AT WESLEY UNIVERSITY ONDO

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Abstract
This study examined the influence of violent-themed movies, specifically "Sugar Rush" and "Issakaba," on youths' behavior in Ondo East Local Government, focusing on students at Wesley University, Ondo. Our research aims to achieve several key objectives: to assess how much these students are exposed to these films, to explore how these movies influence their dressing patterns, to examine their effects on temperament, and to identify the negative influence on their behaviors and attitudes. Using a mixed-methods approach, we surveyed 200 respondents and found significant exposure to these films. Notably, 58% of participants reported watching these movies, while 54.5% felt that they desensitized viewers to violence, and 52.5% acknowledged their detrimental effects on cultural values. The findings also revealed a connection between exposure to these films and shifts in dressing styles, with many respondents leaning towards more indecent clothing choices. We applied Social Learning Theory and Cultivation Theory to better understand how observation and prolonged media exposure influence attitudes and behaviors. Ultimately, the study concludes that these films significantly affect youth temperament, fashion choices, and cultural perceptions, highlighting the broader implications of media consumption. Our recommendations emphasize the need for a safe media consumption environment, reduced exposure to violent content, family discussions about media portrayals, and stricter regulations on violent media broadcasts. This research underscores the importance of media literacy and responsible content creation in mitigating the negative influences on youth development and societal values.

Keywords: Influence, Violent Films, Youth Behaviour, Sugar Rush, Issakaba

1.1 Background of the Study

Film, commonly known as a movie or motion picture, is a story recorded as a sequence of moving images shown on television or at the cinema. It can also refer to a roll of flexible plastic sensitive

to light, used in photography. Films are produced either by recording photographic images with cameras or by creating images using animation techniques or visual effects. They are a significant source of popular entertainment and serve as powerful methods for educating or indoctrinating people, especially children. According to Bordwell and Thompson (2019), films are composed of a series of individual images called frames. When these frames are shown rapidly in succession, viewers experience the illusion of motion. As a medium of mass communication, film plays a crucial role in society by educating, entertaining, and informing audiences.

The Merriam-Webster Dictionary defines film as "a thin skin of mainframe coated with very sensitive substances for taking photographs or a ribbon of celluloid prepared with such a coating for instantaneous photographs for projection by cinematography, a motion picture series" (Merriam-Webster, 2024). Okome (2010) categorizes films into various genres and nationalities, including European, American, Chinese, and Nigerian films, which can encompass violent, comic, and entertainment films.

"Violence" encompasses any form of aggressiveness or physical force, such as boxing, fighting, rape, killing, stealing, shooting, and wrestling, which are often depicted on television screens or recorded by film industries. The Cambridge Dictionary defines violence as the unlawful exercise of physical force or intimidation, involving conduct or treatment that causes outrage or injury (Cambridge Dictionary, 2024). The Merriam-Webster Dictionary (2024) defines youth as a young person between adolescence and maturity, emphasizing the developmental stage from childhood to adulthood. Biologically, youth is the period between childhood and maturity, a time when individuals are particularly impressionable. The American Academy of Pediatrics (2019) notes that youths are significantly influenced by media, learning by observing, imitating, and adopting behaviors from what they see.

Since the advent of violent films, there has been an increase in violent behaviors among youths. For instance, after watching violent films, youths may imitate the actions of film characters, leading to real-life aggression. Films like "Sugar Rush" and "Issakaba" (Nigerian films), "Terminator," "John Wick," and "Pretty Woman" (American films) depict violent acts, such as rape and drug use, which can influence youths negatively. In Nigeria, home video films often portray detrimental behaviors like virtual killings, armed robbery, prostitution, and rape, confusing viewers about societal norms. According to Ekwuazi (2014), many Nigerians have criticized the harmful content of films shown in the country.

Research shows a significant increase in aggressive behavior after watching violent films (Huesmann et al., 2018). Bushman and Anderson (2021) add that excessive television viewing correlates with poorer academic performance, fewer social interactions, and higher obesity rates among youths. According to Carnagey and Anderson (2020), three major effects of watching violent media include desensitization to others' pain, increased fear of the world, and a higher likelihood of aggressive behavior.

Critics argue that violent youths are naturally drawn to violent media and that media alone is not responsible for their behavior. Other factors, such as family environment and genetic predispositions, also play a role (Ferguson, 2018). Strong family bonds can mitigate the influence of violent media, while poor parenting can exacerbate it. Some scholars argue that media effects are too distal to have a significant impact compared to real-life exposure to violence (Ferguson, 2018).

Visual media, particularly violent content, significantly impacts youths' behavior and attitudes. Prolonged exposure to violent films can lead to increased aggression, while educational programs

can foster positive behaviors like altruism and cooperation (Slater et al., 2020). The media can perpetuate violence by normalizing it and by portraying certain communities negatively, leading to real-life consequences (Gerbner, 2019).

In summary, films have a profound impact on youth behavior, particularly through the depiction of violence. The realism and appeal of violent films can lead to increased aggression and negative behaviors among youths, highlighting the need for careful consideration of film content and its regulation.

1.2 Statement of the Problem

Violence in films has been a growing concern due to its potential impact on youth behavior. In recent years, films like "Sugar Rush" and "Issakaba" have become popular in Nigeria, raising questions about their influence on the younger audience. While these films provide entertainment, they also depict significant levels of aggression, crime, and other negative behaviors. This raises the concern that exposure to such content may contribute to increased aggressive behavior, negative emotional responses, and decreased empathy among youths.

Moreover, the widespread availability and popularity of Nigerian films, both in vernacular and English languages, ensure that a broad audience, including impressionable youths, regularly consumes this content. Given the crucial role of media in shaping societal norms and behaviors, it is essential to understand the specific impact these films have on young viewers.

The issue is particularly relevant for educational institutions like Wesley University Ondo, where students are at a critical developmental stage. There is a pressing need to investigate how frequent exposure to violent films influences their behavior, dressing patterns, temperament, and overall social interactions. Therefore, this study aims to assess the extent to which "Sugar Rush" and

"Issakaba" movies affect youths at Wesley University Ondo, with a focus on identifying both the positive and negative influences of these films on their behavior and social norms. Understanding these impacts is vital for developing strategies to mitigate potential harm and promote healthier media consumption habits among youths.

Objectives of the Study

This research aims to achieve several objectives concerning the impact of "Sugar Rush" and "Issakaba" movies on youths at Wesley University Ondo.

1. To determine the extent of exposure of these youths to these specific movies.

2. To investigate how these movies influence the dressing patterns of the students.

3. To examine whether these movies affect the temperament of the youths.

4. To identify and understand the negative impacts that "Sugar Rush" and "Issakaba" movies have on the students' behaviors and attitudes.

Literature Review

Violence, as defined by Anderson et al. (2003), encompasses physical acts resulting in severe injuries. Social learning theory posits that exposure to violent media can influence behavior through observational learning, shaping individuals' cognitive attitudes and normative beliefs (Bandura, 1989; Berkowitz & Powers, 1979; Geen & Stonner, 1973).

Wood (1983) describes the "mean world" syndrome, where prolonged exposure to violent media portrays the world as hostile and threatening. In Nigeria, films play a significant role in socialization, with youths spending substantial time consuming media content that includes violence (Grossman, 1999; Ugboruah, 1992).

Youth violence, identified by the World Health Organization (WHO), ranges from bullying to severe physical and sexual assaults, impacting psychological and social functioning (Dahlberg, 1998; Centers for Disease Control and Prevention, 2009). Studies link violent media exposure to

increased aggressive behavior and desensitization among youths (Anderson & Dill, 2000; Kirsh, 1998).

In contemporary society, media, including television, films, and the internet, serves as a pivotal medium for communication, information, and social influence (Devrani, 2008; Angel, 2008). The media shapes public opinion and societal norms, influencing decision-making and behaviors (Adedamola, 2009; Tan, 2009).

Media violence is implicated in the rise of youth violence globally. Notable incidents, such as the Columbine High School massacre and Virginia Tech shootings, highlight the potential influence of media portrayals on violent behavior (Cho et al., 2007; American Academy of Pediatrics, 2001). Research indicates that exposure to violent television content correlates with increased aggressive tendencies and support for violent conflict resolution among youths (New Scientist, 2007; Cyber, 2006). Longitudinal studies suggest a direct link between childhood exposure to violent media and later criminal behavior (Barry, 2002; Subrahmanyam et al., 2009)

Theoretical framework

Social Learning Theory

Social Learning Theory, formulated by Albert Bandura in the early 1960s, posits that individuals learn behaviors through observation, imitation, and modeling of others within their social environment (Bandura, 1963). According to Bandura (1977), observational learning occurs when individuals observe behaviors exhibited by others, retain the information, and later reproduce the behavior under similar circumstances. This theory suggests that media exposure, such as to violent films, can influence viewers' behaviors and attitudes if they pay attention to, retain, and find the behavior rewarding or socially accepted (Bandura, 1986).

Bandura's theory highlights several key processes involved in observational learning: attention, retention, reproduction, and motivation (Bandura, 1977). These processes are crucial in

understanding how media content, particularly violent films, can shape viewer behavior through modeling and imitation.

Cultivation Theory

Cultivation Theory, developed by George Gerbner in the 1960s and expanded upon by Gerbner and Gross (1976), examines the cumulative effects of media exposure on viewers' perceptions of social reality. At its core, Cultivation Theory argues that long-term exposure to media content, particularly television, shapes individuals' beliefs about the world and influences their attitudes and behaviors (Gerbner & Gross, 1976). The theory posits that prolonged exposure to consistent messages in media leads viewers to adopt these messages as reality, thereby influencing their perceptions and behaviors accordingly (Gerbner et al., 2002).

Research Design

This study employed a mixed-methods approach, integrating both survey research and qualitative methods to comprehensively explore the research questions. Survey research, as defined by Ihejirika and Omego (2011), involves sampling a portion of the population to generalize their characteristics, making it particularly suitable for measuring public attitudes and opinions. This methodological choice allows for the systematic collection of data from a representative sample, offering insights into how violent films impact the target demographic.

The study also leverages qualitative methods to delve deeper into the perspectives of youths at Wesley University, Ondo, regarding their exposure to films like "Sugar Rush" and "Issakaba". Bryman (2008) argues for a qualitative research tradition that emphasizes understanding phenomena from the viewpoint of the participants themselves, aligning with the study's aim to capture nuanced insights into the influence of violent films on behavior and attitudes among youths.

Population of the Study

The research focuses on youths at Wesley University, Ondo, selected through purposive sampling. According to Creswell (2012), purposive sampling involves selecting participants based on their relevance to the study's objectives, ensuring that the sample represents individuals who can provide meaningful data on the topic under investigation.

Sampling and Sample Size Determination

Purposive sampling was employed to select 200 respondents from Wesley University, Ondo. This methodological choice ensures that the sample comprises individuals who have been exposed to violent films, specifically "Terminator" and "John Wick," thus enabling a focused exploration of their perceptions and experiences related to these media contents.

DISCUSSION OF FINDINGS

The data is primarily reported using frequencies and percentages to ensure clarity and comprehensiveness

Demographic Data

Table 4.1: Demographic characteristics of respondents

S/N		Variables	Frequency	Percentage (%)
1.		*Gender*		
		Male	78	39.0
		Female	122	61.0
		Total	**200**	
				100.0
2.		*Age (years)*		
		16 – 20	99	49.5
		20 – 25	101	50.5
		30 and above	0	0.0
		Total	**200**	**100.0**
3.		*Religion*		
		Christian	150	75.0
		Muslim	50	25.0
		Total	**200**	**100.0**
4.		*Marital Status*		

		Single	190	95.0
		Married	10	5.0
		Divorced	0	0.0
		Widow	0	0.0
		Separated	0	0.0
		Total	**200**	**100.0**
5.		*Level*		
		100L	67	33.5
		200L	75	37.5
		300L	33	16.5
		400L	25	12.5
		Total	**200**	**100.0**

The data reveals that 78 respondents, representing 39.0%, were male, while 122 respondents, accounting for 61.0%, were female. In terms of age distribution, 99 respondents (49.5%) were between 16 and 20 years old, while 101 respondents (50.5%) were between 20 and 25 years old. Regarding religious affiliation, 150 respondents (75.0%) identified as Christians, and 50 respondents (25.0%) identified as Muslims. Marital status shows that 190 respondents (95.0%) were single, while 10 respondents (5.0%) were married. Lastly, in terms of academic level, 67 respondents (33.5%) were 100-level students, 75 respondents (37.5%) were 200-level students, 33 respondents (16.5%) were in 300 level, and 25 respondents (12.5%) were in 400 level.

Table 4: The Level of Youths' Exposure to "Sugar Rush and Issakaba" Movies

S/N	Items	Agreed	%	Disagreed	%	Neutral	%
1.	I have watched "Sugar Rush and Issakaba"	116	58.0	70	35.0	14	7.0
2.	I find "Sugar Rush and Issakaba" very interesting.	111	55.5	78	39.0	11	5.5
3.	My heart beats fast when watching the violent scenes in "Sugar Rush and Issakaba"	98	49.0	95	47.5	7	3.5
4.	I can re-watch "Sugar Rush and Issakaba", because it is very entertaining.	102	51.0	76	38.0	22	11.0

S/N	Items						
5.	"Sugar Rush and Issakaba" has bestowed a sense of fear in me, because of the violent scenes.	78	39.0	112	56.0	10	5.0

Table 4.2 presents the level of youth exposure to the movies "Sugar Rush" and "Issakaba."

The results indicate that 58.0% of the respondents reported having watched these films, while 35.0% disagreed, and 7.0% remained neutral on the matter. Additionally, 55.5% found "Sugar Rush" and "Issakaba" to be very interesting, whereas 39.0% disagreed, and 5.5% were neutral.

When it comes to the impact of violent scenes, 49.0% of respondents agreed that their heart rate increases during these moments, while 47.5% disagreed, and 3.5% were neutral.

Furthermore, 51.0% of respondents expressed that they would be willing to re-watch "Sugar Rush" and "Issakaba" due to their entertainment value, with 38.0% disagreeing and 11.0% remaining neutral. Lastly, 39.0% of the respondents felt that the violent scenes in the films instilled a sense of fear in them, while 56.0% disagreed, and 5.0% were neutral on this sentiment.

Table 4:3: Effect of "Sugar Rush and Issakaba" on the temperament of youths

S/N	Items	Agreed	%	Disagreed	%	Neutral	%
6.	"Sugar Rush and Issakaba" tends to desensitize youths.	109	54.5	82	41.0	9	4.5
7.	"Sugar Rush and Issakaba" affects the temperament of youths.	104	52.0	78	39.0	18	9.0
8.	"Sugar Rush and Issakaba" have tendencies of making youths to be violent.	94	47.0	88	44.0	18	9.0
9.	"Sugar Rush and Issakaba" induces the thought process of youths.	98	49.0	79	39.5	23	11.5
10.	"Sugar Rush and Issakaba" makes youths to be restless.	102	51.0	92	46.0	6	3.0

Table 4.3 examines the effect of "Sugar Rush" and "Issakaba" on the temperament of youths.

The findings reveal that 54.5% of respondents believe that these films tend to desensitize young viewers, while 41.0% disagreed, and 4.5% remained neutral. Additionally, 52.0% agreed that "Sugar Rush" and "Issakaba" have an impact on the temperament of youths, with 39.0% disagreeing and 9.0% neutral on the issue.

Regarding the potential for violence, 47.0% of respondents felt that these films could contribute to violent tendencies among youths, while 44.0% disagreed, and 9.0% were neutral. Furthermore, 49.0% agreed that "Sugar Rush" and "Issakaba" influence the thought processes of young viewers, with 39.5% disagreeing and 11.5% remaining neutral. Lastly, 51.0% of respondents indicated that these films make youths feel restless, while 46.0% disagreed, and 3.0% were neutral.

Table 4:4: Influence of "Sugar Rush and Issakaba" on the Dressing Pattern of Students

S/N	Items	Agreed	%	Disagreed	%	Neutral	%
11.	To what level do you agree that youths are exposed to Sugar Rush and Issakaba?	113	56.5	83	41.5	4	2.0
12.	The dressing style in "Sugar Rush and Issakaba" has become popular.	83	41.5	111	55.5	6	3.0
13.	Viewers imitate the pattern of dressing in "Sugar Rush and Issakaba".	107	53.5	76	38.0	17	8.5
14.	Watching "Sugar Rush and Issakaba" has influenced my dressing decently.	91	45.5	82	41.0	27	13.5
15.	Watching "Sugar Rush and Issakaba" has affected my dressing styles indecently.	81	40.5	80	40.0	39	19.5

Table 4.4 explores the influence of "Sugar Rush" and "Issakaba" on students' dressing patterns.

The data shows that 56.5% of respondents believe that the level of youth exposure to these films

is high, while 41.5% consider it low, and 2.0% were neutral. Additionally, 41.5% agreed that the

dressing styles featured in "Sugar Rush" and "Issakaba" have become popular, whereas 55.5%

disagreed, with 3.0% remaining neutral.

Furthermore, 53.5% of respondents felt that viewers tend to imitate the dressing patterns seen in

the films, while 38.0% disagreed, and 8.5% were neutral. Regarding the impact on their own

dressing choices, 45.5% of respondents stated that watching "Sugar Rush" and "Issakaba" has

influenced them to dress more decently, while 41.0% disagreed, and 13.5% were neutral. Lastly,

40.5% of respondents agreed that viewing these films has led to more indecent dressing styles,

while 40.0% disagreed, and 19.5% remained neutral on the issue.

Table 4:5: The impacts of "Sugar Rush and Issakaba" on youths

S/N	Items	Agreed	%	Disagreed	%	Neutral	%
16.	"Sugar Rush and Issakaba" affects the cultural values of youths.	105	52.5	84	42.0	11	5.5
17.	"Sugar Rush and Issakaba" has affected the character formation of youths.	93	46.5	75	37.5	32	16.0
18.	"Sugar Rush and Issakaba" increased the crime rate by youths, in the society.	81	40.5	73	36.5	46	23.0
19.	"Sugar Rush and Issakaba" has negatively influence the way youths react to issues around them.	90	45.0	69	34.5	41	20.5
20.	Satisfied viewers get angry when people say negative things about their favorite character.	121	60.5	67	33.5	12	6.0

Table 4.5 illustrates the impacts of "Sugar Rush" and "Issakaba" on youths. The findings indicate that 52.5% of respondents believe these films affect the cultural values of young people, while 42.0% disagreed, and 5.5% remained neutral. Additionally, 46.5% agreed that "Sugar Rush" and "Issakaba" influence the character formation of youths, with 37.5% disagreeing and 16.0% neutral on the matter.

Regarding crime, 40.5% of respondents felt that these films contribute to an increase in youth crime rates in society, while 36.5% disagreed, and 23.0% were neutral. Furthermore, 45.0% agreed that "Sugar Rush" and "Issakaba" negatively influence how youths respond to issues around them, whereas 34.5% disagreed and 20.5% remained neutral. Lastly, a significant 60.5% of respondents indicated that viewers become angry when others speak negatively about their favorite characters, while 33.5% disagreed and 6.0% were neutral.

Discussion of Findings

This section presents the results of the analysis organized into several subsections. The data is primarily reported using frequencies and percentages to ensure clarity and comprehensiveness.

Demographic Data

Table 4.1 provides an overview of the respondents' demographic characteristics. The data reveals that 78 respondents (39.0%) were male, while 122 (61.0%) were female. The age distribution shows a balance between the 16-20 and 20-25 age groups (49.5% and 50.5%, respectively).

The predominance of young respondents aligns with findings from recent literature indicating that younger individuals are often more susceptible to media influences (Gentile et al., 2004). Furthermore, the majority of the respondents identified as Christians (95.0%), which may impact their cultural perceptions and interpretations of media content (Koh & Toh, 2022). Understanding

the religious context is essential, as media consumption and interpretation can vary significantly across different faiths.

Exposure to *Sugar Rush* and *Issakaba*

Table 4.2 illustrates the level of youth exposure to "Sugar Rush" and "Issakaba." The results show that 58.0% of respondents reported having watched these films. A significant 55.5% found them interesting, while 49.0% agreed that their heart rate increases during violent scenes. Interestingly, 39.0% reported feeling fear due to the violent content, with 56.0% disagreeing, suggesting a desensitization effect.

These findings resonate with **Social Learning Theory** (Bandura, 1977), which posits that individuals learn behaviors through observation and imitation. The engagement with these films could lead viewers to model aggressive behaviors depicted onscreen. Moreover, the **Cultivation Theory** (Gerbner et al., 1986) suggests that long-term exposure to media content can shape perceptions of reality. The emotional responses (e.g., increased heart rate) indicate that while some viewers might experience fear, others may become desensitized to violence, normalizing aggressive behavior.

The **Media Effects Model** (Valkenburg & Peter, 2011) also supports these findings, indicating that media influences extend beyond mere behavior imitation to shaping attitudes and beliefs. This is crucial, considering that 51.0% of respondents expressed a willingness to re-watch the films, highlighting their entertainment value despite potential negative content.

Effects on Youth Temperament

In Table 4.3, over half of the respondents (54.5%) believe that "Sugar Rush" and "Issakaba" tend to desensitize youth. This aligns with **Desensitization Theory**, which posits that repeated exposure to violent media can reduce emotional responses to real-world violence (Bartholow et al., 2006).

The perception that these films may contribute to aggressive behaviors (47.0% agreement) is consistent with Bandura's findings that media can lead to the imitation of aggressive behaviors (Bandura, 1977). The **General Aggression Model** (Anderson & Dill, 2000) further elucidates this point, suggesting that exposure to violent media can increase aggressive thoughts, feelings, and behaviors, providing aggressive scripts for social interactions.

Moreover, the acknowledgment that these films induce restlessness (51.0% agreement) suggests a behavioral impact that could be detrimental to youth development. This ties back to the **Social Cognitive Theory** (Bandura, 1986), which emphasizes the role of observational learning and modeling in shaping behavior and temperament.

Influence on Dressing Patterns

Table 4.4 explores the influence of "Sugar Rush" and "Issakaba" on students' dressing patterns. A majority (56.5%) believe that youth exposure to these films is high, and 53.5% felt that viewers tend to imitate the dressing patterns depicted in the films.

The **Social Learning Theory** again plays a crucial role here, suggesting that individuals, particularly youth, are likely to replicate behaviors they observe in media. The mixed responses regarding whether the films influenced respondents to dress decently (45.5%) or indecently (40.5%) highlight the complexity of media influence on self-presentation and identity (Levine & Murnen, 2009).

This underscores the idea that while some youth may be positively influenced by the depiction of modest dressing, others may adopt more provocative styles, illustrating the dual potential of media to shape cultural norms and personal identity.

Impact on Cultural Values and Character Formation

Table 4.5 illustrates significant perceptions regarding the impact of these films on cultural values (52.5% agreement) and character formation (46.5% agreement). The **Cultivation Theory** is particularly relevant here, as it posits that long-term exposure to specific media content shapes viewers' beliefs and attitudes (Gerbner et al., 1986).

The perception that these films contribute to increased crime rates (40.5% agreement) indicates a belief that violent media may normalize or glamorize aggressive behavior. This aligns with findings from the **Framing Theory** (Entman, 1993), which suggests that the way media presents information can influence audience perceptions. The significant finding that 60.5% of respondents get angry when negative comments are made about their favorite characters further demonstrates the emotional investment viewers have in the narratives and characters portrayed in these films, potentially reinforcing attitudes and behaviors aligned with the films' messages.

The findings from this analysis indicate that exposure to "Sugar Rush" and "Issakaba" significantly influences youth behaviors, attitudes, and perceptions, corroborating the principles of **Social Learning Theory**, **Cultivation Theory**, and the **Media Effects Model**. These results suggest that media content can shape cultural values and individual behavior through mechanisms of observation, imitation, and long-term exposure.

Given these insights, it is vital to consider the implications of violent media on youth development and societal norms. Promoting media literacy and responsible content creation is essential to mitigate negative influences on youth, fostering a more positive media landscape

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The objective of this study was to explore the influence of select violent-themed movies, specifically "Sugar Rush" and "Issakaba," on youth behavior in Ondo East Local Government. The research focused on the youth population of Wesley University Ondo, with a sample size of 200 respondents selected using a simple random sampling technique. Data were analyzed primarily through frequencies and percentages, addressing four key research questions regarding the impact of these films on various aspects of youth behaviour.

The findings revealed that a significant number of youths had been exposed to "Sugar Rush" and "Issakaba," with 58% reporting having watched them. Furthermore, over half of the respondents (54.5%) felt these movies desensitize viewers, while 52.5% believed they negatively impact cultural values. The study found a significant correlation between exposure to these films and their influence on dressing styles, with many respondents indicating an inclination toward indecent dressing patterns. These insights reflect a broader trend where media consumption shapes not only behavior but also cultural perceptions among youths.

Chapter one of the study introduced the background, research objectives. Chapter two reviewed relevant literature, emphasizing concepts such as cultural imperialism and social learning theory to support the research framework. Chapter three outlined the methodology, employing a quantitative research design and surveys to gauge the correlation between media exposure and youth behavior.

Conclusion

The findings of this study lead to several key conclusions: First, there is a high level of exposure

among youths to "Sugar Rush" and "Issakaba," which in turn significantly influences their temperament and behavior. Second, the movies have been shown to impact dressing styles indecently, reflecting a shift in youth fashion influenced by media portrayals. Finally, it is evident that these films play a notable role in shaping the cultural values and behaviours of youths in Ondo East

Recommendations

Based on the findings of this study, the following recommendations are made to address the specific influences identified:

1. Given that a significant number of youths expose themselves to violent films like "Sugar Rush" and "Issakaba," families should create a secure environment at home. Parents should focus on providing emotional security and teaching values and virtues that help youths navigate media influences.

2. Since over half of the respondents believe that these films desensitize viewers and negatively impact cultural values, it is essential for parents to limit their children's exposure to media violence. By monitoring and regulating the quantity and quality of media content consumed at home, parents can reduce the risk of negative psychological effects.

3. As the study indicated that the films significantly affect youths' temperament and influence their dressing styles, parents should watch these shows with their children. This joint viewing can foster discussions about the behaviours portrayed in the films, helping youths critically evaluate the content and its implications for their own behaviour and choices.

4. The findings suggest that exposure to these films influences youths' dressing styles indecently. Parents should work on developing trust with their children, creating an open dialogue that encourages positive thinking and helps divert them from inappropriate media influences.

5. Given that violent films can impact youths' lives significantly, efforts should be made to provide youths with access to essential resources and activities that promote healthy development. Programs offering alternative recreational activities can help steer youths away from media consumption that glorifies violence.

6. As the study found that violent movies like "Sugar Rush" and "Issakaba" significantly impact the lives of youths, there should be stricter regulations on the broadcasting of such content. Implementing policies that require high-violence content to be aired during late hours can limit exposure to young viewers. Additionally, establishing censorship guidelines by national authorities can further protect youths from harmful media influences

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