A Survey Of Effects Of Online Films, Pornography Use And Romantic Heterosexual Relationships On Moral Behaviour Of Secondary School Students In Onitsha South LGA Of Anambra State

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Abstract

This paper work, designed to survey the effects of online films, pornography use and romantic heterosexual relationship on moral behaviour among secondary school Students in Onitsha local government area of Anambra State is predicated on two research questions: To find out if secondary school students watch online films. To find out if Hollywood films shape the attitudes, behaviors and general lifestyle of secondary school students. The study adopted a survey research design. The population of the study consists of six thousand, nine hundred (6,900) students from twenty (12) in the state government-owned secondary schools in the Onitsha South Local Government Area of the State. Out of the above population, two hundred (120) pupils (respondents) were randomly selected as sample population. Out of the above population, two hundred (120) respondents were randomly selected as sample population. 10 each from 12 secondary schools. The structured questionnaire was validated and used as the instrument for collecting data titled "Questionnaire on Students Pornography Use and Romantic Heterosexual Relationships" (QSPURHR). The instrument was subjected to reliability testing, the Cronbach Alpha Method was used to determine the internal consistency of the instrument and it yielded an overall co-efficient of 0.81 for the instruments. The findings reveal a high rang of acceptance on the impact of home video/movies on the moral behaviour of students in secondary school. The following recommendations were made: the government of Nigeria both at the state and federal level should strategize on screening and regulating what the movie industry is displaying through television and online shows so that the cultural, social and moral behaviour of the society is not destroyed.

Introduction

There is hardly any home today without a television. Unfortunately people are carried away by the pleasure of television without cross examining the negative influence of television on our lives especially with particular reference to the youths. A situation where the young people could spend three to four hours watching television movie or videos could justify the fact that home videos/movies viewing among young people have engendered myriads of bad habits and behaviours. In most homes, many adolescent and youths glued their eyes on the television watching movies of all kinds. Some movies that are may adversely affect their emotion, psychic, moral behaviour and cognitive development. The prevalence of immoral behaviour among youths has been linked with the types of programmes, movies they view. Recent research has shown that high rate of crimes in Nigerian schools and society at large could be related to influences of bad movies or videos they watch. For instance, the display of pornographic films or shown during most the Nigerian movies has affected many youths and exposed them to all forms of sexual harassment like practice of homosexuality, incest to mention but a few. Practices like adultery, witchcraft and ritual practices are glamorously shown; and most of the young people do not border about the end of the practice which is usually shown at the end of the movies. Marriages and family breakdown is being trivialized.

The effect of television movies could be seen in different ways ranging from presenting model of behaviour for the viewers, information to viewers that extend far beyond one's personal experience or environment and lastly to suggesting appropriate values and ideas for particular positions among others. Psychologists and sociologist has confirmed that people especially the youth are highly influenced by what they see to a great extent very gullible. Most young people accept it as subconsciously as an acceptable code of conduct in a contemporary society, no wonder the popular slogan among Nigerian youth is "the in thing".

Online-Films

Researchers have empirically proved that most films appeal to the emotions of its viewers and ultimately affect their worldview. Because of the developing emotions of adolescents, films can have a huge effect on their lives. In a study of the retention rate of film details between different age groups, Rosen (2011) found out that both children and adults remember best, materials that have high emotional appeal that they easily understand and is concerned with the movie plot. The materials that youths will emotionally relate with differ from that of adults and children. Youths are most likely to become emotionally interested in the situations that concern their changing views of the world and growing status in the society. These issues include identity formation, college life, moving away from home, driving and cutting out parental control.

According to Bello (2011), the level of emotional involvement of youths, with film content can affect aspects of their psychosocial development. In the Nigerian society, the situation is quite alarming, in that, Hollywood films considerably influence attitudes and moral values of youths; and worse still, Nollywood films, which are mostly anchored on western

models, consolidate these films; thereby promoting western values in the Nigerian societies. This is not to say that films are completely negative. Huesman and Morse (2018) noted that films are media of choice for many adolescents. It shows them some interaction and experiences which they may have encountered or will encounter latter in their development. Olaleye (2017) also added that while wrong films give youth's wrong ideas, watching films does benefit youth's cognitive development. The sexuality of youths in Nigeria and sub-Saharan Africa is seriously going through transformation from what it used to be in the past.

Bello (2015) attributes this to the effect of modernization caused by industrialization, education, exposure, and enculturation, through the importation of foreign films and cultures that are alien to the Nigerian cultures and values. Unfortunately, the internet has contributed in no small measure, to the removal of guilt, fear, and shame associated with unconventional sexual activities. In a study carried out by longe et al (2011) in Ofojebe (2018) it was discovered that, the sexuality trends among youths in Nigeria today is culturally alien to Nigerian society in the past. The authors further pointed out that among other factors, exposure, and enculturation through various foreign films especially American ones have been widely responsible for the ugly situation. It is therefore important for youths to understand that images are sometimes used to manipulate people and that these images are powerful enough to persuade us to buy certain products or encourage us to behave in a particular way. There is a need for youths to be able to differentiate between information and misinformation, truth and fabrication.

Film Effects

One area media effects debate that has attracted much interest is the effects of television violence and sexually explicit material portrayed in films on children and youths. Kalin (2014) in his study of media effects says television program serves as a black board from which the children and the youth copy violent behavior. Research has shown that human beings begin imitating other humans at a very early age, and the observation of the behaviors of others is the likely source of many of young child social skills Bandura, (2017). Access to visual media has increased dramatically in the past decade, with cassettes recorders, cable, and satellite television greatly expanding the children and young adults to movies and programs intended for adults. Although propensity for violence is unique in America, in Nigeria the same can be said of televised sexually explicit materials. This is believed to have effect on how children perceive the world and how they behave. Media effects studies have examined the negative effects that result from the vicarious capacity, such as the learning of aggressive behavior through viewing film violence. When carried to its worst extreme, the modeling of such behavior has linked to violence and brutal "copycat" Olaleye (2017). According to Meltzoff and Moore (1977) in Ofojebe (2018), heavy exposure to television is believed to be one of the causes of aggressive behavior, crime, and violence in the society. The potential of the mass media for social mobilization, education, and attitude change has been recognized and has been exploited in different parts of the world with varying degrees of success. But the effect that the mass media will produce at given situation still remains a subject of debate even today (Egbo, 2013; Egbochukwu, 2008). Summing up what was known about the effect of the mass media, Berelson (1948) in Ofojebe (2018) submitted that some kinds of communication on some kinds

of issues brought to their attention of some kinds of people under some kinds of conditions have some kinds of effect

Pornography Use

Anti-pornography feminists argue that pornography only depicts women as sexual objects that are inferior to men, which reinforces sexist attitudes (Dworkin 2015; MacKinnon 2014, 2016). Pro-pornography feminists argue that pornography is sexually empowering for women, and is a celebration of the human body (Baron 2010). Brosius, Weaver and Staab (2013) used a random sample of 50 pornographic video tapes to analyze the themes depicted in the sexual scenes. Overall, they found that women were depicted as sexual objects that were there only for the purpose of the male to have an orgasm. This dynamic is portrayed the most clearly when identifying the number of orgasms each sex is depicted as experiencing. In 100% of the scenes, the male had an orgasm; in less than 1% of the scenes the female had an orgasm. This ratio, along with other sexual acts found in the footage, suggests that pornography has a chauvinistic approach to sex, which supports the objectification of women. Thus, it is important to evaluate whether or not repeated exposure to pornography will result in more negative attitudes toward women as individuals, in both men and women, because of the degradation of women that routinely occurs in pornographic scenes.

Ofojebe (2018) found that the more men were exposed to pornography, the more negative their attitudes were toward women and the more positive their attitudes were towards acts of sexual aggression. As a result, pornography users are more likely than non-pornography users to disrespect women sexually, accept acts of sexual aggression as normal, and blame rape victims (Bowen 1987) in Obiakor and Ononye (2020). However, Padgett, Brislin-Slutz, and Neal (1989) in Ofojebe (2018) found that participants who reported watching less than one hour of pornography per month expressed more positive attitudes toward women than women themselves. It should be noted that this study pre-dates the Internet. Before Internet pornography, the typical pornography user was exposed to significantly less pornography than the typical pornography user today who gets the bulk of her/his pornography from the Internet. Additionally, pornography varies in type and theme. Sabina et al. (2008) were particularly concerned with the degree of exposure to deviant sexual activity online before the age of 18. Boys in their study who had repeated exposure to pictures of sexual violence were more likely to view acts of sexual aggression positively. Kingston et al. (2008) predicted that pornography use would only be a predictor of recidivism of sexual assault for individuals who were already at high risk for re-offending. They found that pornography use made a significant contribution to recidivism of sexual assault regardless of the individual's baseline risk level. This means that individuals who had been incarcerated for sexual assault and exposed themselves to a high level of Internet pornography after incarceration, re-offended more often than individuals who did not expose themselves to pornography after incarceration for sexual assault, regardless of their base line risk level for re-offending. However, the type of pornography viewed was a stronger predictor of recidivism than the frequency of use. Sexual assault offenders who engaged in even a low level of violent pornography re-offended more frequently than those who exposed themselves to a high level of nonviolent pornography (Kingston et al. 2008).

Pornography Use and Romantic Heterosexual Relationships

Understanding the differences in how men and women experience pornography psychologically and physiologically is crucial to the understanding of pornography use in romantic relationships. Schneider (2000) in Ofojebe (2017) found that "the ways in which women use Internet pornography differed from men's Internet pornography use." Both genders can be equally physiologically aroused by viewing sexual activities online; however, men were more psychologically aroused than women. Additionally, men tended to be drawn to pictures and movies that are based on arousing images and women tended to be drawn to stories and online sex chat rooms, or anything that more closely resembled a relationship. Allen et al. (2017) theorized that the different gender experiences of pornography might be due to the fact that men and women have similar physiological responses to different types of pornography, but women have a more negative psychological response to pornography. For example, women were more likely to rate a pornographic scene as disturbing, wrong, or degrading, regardless of their physiological arousal.

Couples have a unique experience with Internet pornography and if a preoccupation with pornography occurs from one or both partners, there is typically a deterioration of romantic, family and work life (Zitzman and Butler 2015). Bergner and Bridges (2012) found that the dynamics of a relationship change if one partner is using pornography. That partner begins to use pornography in a secretive way. The act of using it, hiding it, and feeling guilty about it makes the other partner feel inadequate, and the user is emotionally withdrawn from her or his partner, which leads to sexual dysfunction and deteriorated emotional intimacy. Gana, Trouillet, Martin, and Toffart (2011) found that when younger people or males grow bored in a relationship, they are more likely to masturbate to pornography than older people or females. Additionally, Egbo (2013) and Egbochukwu, (2008) found that men are more likely to masturbate to pornography when in a relationship if they do not have a close relationship with their fathers. Explanation for the results indicates that men, who have strong communications growing up with their fathers, learn about sexuality from their fathers instead of from Internet pornography. If they have a father who teaches them that women need to be respected sexually and that one of the ways to show that respect is by practicing monogamy without use of pornography, the adult son is more likely not to use pornography in his romantic relationships.

Bridges, Bergner, and Hesson-Mcinnis (2003) conducted a study that revealed that women experience a negative view of themselves, their partner, and their relationship once they learn of their partner's pornography use. They exhibit almost identical behaviors and emotions as someone who experiences infidelity in a relationship. This dynamic has been identified as "pornography distress" (Bridges et al. 2003).

Effects on Children

The impact of a parent's use of pornography on young children is varied and disturbing. Pornography eliminates the warmth of affectionate family life, which is the natural social nutrient for a growing child. Other losses and traumas related to the use of pornography when a child is young include:
- encountering pornographic material a parent has acquired;

- encountering a parent masturbating;
- overhearing a parent engaged in "phone sex";
- witnessing and experiencing stress in the home caused by online sexual activities;
- increased risk of the children becoming consumers of pornography themselves;
- witnessing and being involved in parental conflict;
- exposure to the co-modification of human beings, especially women, as "sex objects";
- increased risk of parental job loss and financial strain;
- increased risk of parental separation and divorce;
- Decreased parental time and attention—both from the pornography-addicted parent and from the parent preoccupied with the addicted spouse.

Also, parents may disclose their struggle with the addiction to pornography to their children, intentionally or unintentionally, thereby distorting their children's sexual development.

Guidance and Counselling

Skenner (2001) in Ofojebe (2018) defines guidance and counselling as the art of helping boys and girls to plan their own actions wisely in full light of all the facts that can be mustered about themselves and the world in which they live and work. The aim is to help the individual learn to discover his unique personal resources, to develop them properly and use them wisely in pursuit of goals that are satisfying to them and are constructive to the society. Guidance and counselling is the process of helping individuals to discover and develop their educational, vocational, and psychological potentialities and thereby, to achieve an optimal level of personal happiness and social usefulness. According to Geshinde (2010) the aims and objectives that guidance and counselling set out to be accomplish include the following:

1. To contribute to the improvement of standard of education, for example, poor memory, inability to adjust to school environment, underachievement, ability to decide on subject, inappropriate educational programme, learning disabilities such as mental retardation, truancy, school anxiety and school dropout.
2. To help individual deal effectively with development problem as well problem arising from the gradual disappearances of the extended family system, mass movement of cities, the importance of technology and foreign culture.
3. To help an individual identity and know special aptitudes and abilities to make realistic choice of careers. For example in the third national development plan, it was orally that absence of career counselling in educational training system in the past must be held responsible for the frustration observed among the nations' young men and women.
4. To help individual develop adequate value and moral discipline that are necessary for the building of a just society. The adolescent engages in nefarious activities to the extent that many of them become juvenile delinquents, drug addicts, and underachievers.

Guidance and counselling is a meaningful nomenclature for a double edged functional academic and professional discipline. Akinade (2012) sees guidance and counselling as an applied psychology to human endeavours be it educational, vocational and social personal in dimension. Bark (2013) defined guidance and counselling as the assistance made available by qualified and trained persons to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burden.

Generally, students are faced with problems of inappropriate vocational choices, emotional inadequacy and social-personal problems.

Guidance and counselling therefore provides appropriate assistance to students for better understanding and acceptance of their personalities and endowment, proper knowledge of their strengths and weaknesses, attitudes and worth as unique individuals (Arowolo, 2013). Guidance and counselling is also a process of helping people to discover their needs, interests and capabilities in order to formulate their own goals and make plans to realize them. Kasomo (2009) observes that Guidance and Counselling is useful in helping individuals face the realities of life; identify talents, interests, needs and attitudes.

Several scholars such as Ormrod (2003), Heward, (2003), Wadsworth, Milson and Cocco (2004) opined that guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students and teachers. Guidance and counselling can be seen as an assistance given to students by a specially trained guidance counsellor to resolve their educational, vocational and emotional problems. This counsellor has been trained academically to render the services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Guidance and counselling therefore is a human oriented programme which is based on helping the individual to define and redefined his goals and aspirations in life pursuits for greater productivity.

The purpose of guidance and counselling in school according to Bradrock (2001) is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout. Eliamani, Richard and Baguma (2013) also add that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. However, guidance and counselling in educational system was established to help all students to develop their capacities to the fullest. These capacities include intellectual, social, physical and moral capacities. Lunenburg (2010) states that the aims of guidance and counselling are similar to the purposes of education in general to assist the students in fulfilling their basic physiological needs, understand themselves and accept their efforts in developing associations with peers, balancing between permissiveness and control in the educational setting, realizing successful achievement and providing opportunities to gain independence. Though, there are different aspect of guidance and counselling, but the focus of the school guidance and counselling is on three major areas which include: Educational, vocational, and personal-social guidance and counselling.

Statement of the Problem

The largest sampling of contents of Internet or online films watched by secondary school students reveals a disturbing amount of violence as well as unrealistic views of racial and sexual relationships. The rate of rape, mass failure and other problems caused by internet, it was discovered that youths are greatly exposed to internet films. To this end, this research seeks to validate that claim and find out how these films affect the moral values of Nigerian youths, using secondary school Students as a case study.

Research Questions

i.   To what extent do home video/movies affect moral behavior of secondary school students in Onitsha South Local Government Area of Anambra State?

ii.   What are the strategies to use to ameliorate the impact on the general lifestyle of secondary school students in Onitsha South Local Government Area of Anambra State?

Methodology

This study used a survey research design. School survey was utilized because it facilitated in collecting a large amount of data from a sizeable population. A school survey research design provided guidance for a comprehensive study of existing educational conditions undertaken to determine the overall effectiveness of the school programme with a view toward improvement where indicated. The area of the study is Onitsha South local government area of Anambra State. The population of the study was one thousand, two hundred (6,900) students from twenty (12) secondary schools in the local government area. Out of the above population, two hundred (120) pupils (respondents) were randomly selected as sample population. Out of the above population, two hundred (120) respondents were randomly selected as sample population. 10 each from 12 secondary schools. The researcher engaged an assistant to help in the face to face distribution of copies of the questionnaire to the 120 respondents. There were allowed a week to complete the questionnaire, after which they were collected. The entire questionnaire was collected. None was lost.

A structured questionnaire was distributed to the students of both sexes. It was designed to match the aims and objectives of the study. The questionnaires contained items designed to cover the research questions that will help elicit answer and solution to parental influence on career choice of secondary school students. The draft questionnaire was given to the supervisor of the project work and two experts in measurement and evaluation for face validation. Based on their opinion, important modifications were made, and the final instrument was obtained. The reliability of the items was based on the estimates of the variability among the items. The reliability coefficient was determined using scores from the test retest technique that was used. This is because the method was more accurate as it determines the stability of the instrument. A reliability coefficient of at least 0.7 of the cronbach alpha was considered high enough for the instruments to be used for the study (Neuman, 2000). The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covered the objectives of the study. The questionnaire was personally administered by the researcher. The researcher distributed a total of 200 copies of the questionnaire to the SSII students randomly selected for the study in the 20 selected secondary schools in Onitsha South local government area of Anambra state. The data gathered through the questionnaire were analyzed using tables, mean scores and frequencies. The information relating to the research question were collated and presented for analysis and interpretation. However, the score for each respondent was obtained by using the modified likert type scale with assigned values as follow: The decision rule of this study is done in the way that any value above 50% or the mean score of 2.5 is agreed. While any value that is less than 50% or the mean score of 2.5 is disagreed.

Results

Research Question One

To what extent do home video/movies affect moral behavior of secondary school students in Onitsha South Local Government Area of Anambra State?

Table 1: Mean Scores of Respondents on how Home Video/Movies affect the Moral Behaviour of secondary school students in Onitsha ?

S/N	Statements	Mean	Remarks
1.	It brings about violence and aggressive behaviours on the viewer	3.6	Accepted
2.	It bring about poor academic performance	2.5	Accepted
3.	It affect effective brain development	2.5	Accepted
4.	It encourages poor reading culture	2.8	Accepted
5.	It causes rise in crime rate	3.8	Accepted
6.	It leads to immoral practices	3.9	Accepted
7.	It influences the viewer orientation	3.0	Accepted
8.	It deals on the emotional sensation of the viewer	2.8	Accepted
9.	Some programmes could be obnoxious and vile	3.5	Accepted
10.	It occasional represents and as suits of the altering visual images like in the case of pornographic shows.	2.9	Accepted
11.	It could change and affects viewers modes.	3.0	Accepted
12.	It could lead to laziness and lack of interest in other household chores.	3.1	Accepted
13.	It decreases social interaction time	3.5	Accepted
14.	It also teaches children to expect instant	3.0	Accepted
15.	It damages the cultural image of Nigeria	3.5	Accepted
16.	It encourages religious triumphalism	2.9	Accepted
17.	It brings about sexual assents or other sexual related immoralities.	3.9	Accepted
	Grand mean	**3.23**	

Source: Field work 2021

Table 1 above shows that items 1-10 on how home video/movie industry affects the moral behaviour of students in secondary schools in Onitsha South Local Government Area obtained a mean above 2.50. The grand mean of 3.23 indicates high level of acceptance of the items in the above as the impact of home video/movie industry on Secondary School students.

Research Question Two

What are the strategies to use to ameliorate the impact on the general lifestyle of secondary school students in Onitsha South Local Government Area of Anambra State?

Table 2: Mean Scores of Respondents on how the Impact, could be ameliorated among the Students.

S/N	Statements	Mean	Remarks
18.	Effective guidance and counseling classes and teaching of Christian moral education	3.8	Accepted
19.	Parents to take control of what their family's view and habit of view it.	3.9	Accepted
20.	By educating children especial primary and secondary school students on the good and bad effect of home videos.	3.0	Accepted
21.	Enforcing restriction on their taste to avoid incessant viewing.	3.5	Accepted
22.	Limiting the amount of time children spend watching movies.	2.8	Accepted
23.	Encouraging children to criticize and analyse what they have learnt.	2.9	Accepted
24.	Watching together with the children so as to explore media together and discuss their educational value.	3.5	Accepted
	Grand mean	**3.34**	

Source: Field work 2021

Table 2 shows that respondents agreed with the items listed above as ways of ameliorating the impact of the home video/movies among students in Secondary School. The grand mean of 3.34 is above the criterion mean of 2.50 which shows high level of acceptance of the items as ways of ameliorating the impact of home video/movies among students.

Summary of the Findings

Discussion of Findings
Result as show in Table 1 showed a grand mean of 3.23 which indicates high rang of acceptance on the impact of home video/movies on the moral behaviour of students in Onitsha local government area of Anambra State. This is finding quite understanding because most of the movies on the television affect Nigerian religion and social values. This is in line with Kolade (2016) who said that the effect of what the home video display is one of the major factors that destroys Nigerian tradition heritage. In his statement Nigerian tends to buy ideas from the western world and drops the rich cultural heritage of people. No wonder most of our youths lacks family attachment, respect for elders and constituted authorities. This finding is interesting because lack of respect for cultural laws, personalities and oneself constitute the basic of moral degradation in Nigeria. According to Uganwa, what we view tends to create a world of visual associations, that is, it alters our visual mind are destroyed. Television movies is a sources from which behaviour could be learned, and most of the behaviours if not corrected guided or checkmated and could lead to total destruction of the individual especially in the case the adolescents. Most films/videos are violent aggressive and anti-social in nature hence could dead to developmental brain change, an increase in stereotyping and inhibition of creativity and imagination, which tends to affect academic performance of school children.

The findings of Table 2 of revealed various ways in which the impact of home video/movies could be ameliorated among students in Onitsha local government area of Anambra State. The respondents however agreed that approaches like sanitizing children on

the good and bad effect of home videos/movies, taking control of what children view in the television, watching movies with children, encouraging children to criticize and analyze what they have learnt would go a long way to ameliorate the impact of home movies in Nigeria. This is agreement with the findings of Idown (1988) who said that parents could guide what they children watch; as a measuring of eliminating all the unwanted behaviour associated with what is being displayed in the home videos. This is quite interest because parental guidance has a lot to do in the child's behaviour. Parents who watch television, movies with their children stands better chances of knowing what they watch that others who do not. No wonder Agunwa (2009) said that any person watching a single violent movie can become more aggressive especially if the person is a child or adolescent. Movies like power rangers, Averts or spider man could change a child's mindset of his world. The findings also revealed the adequate and effective teaching of Christian moral education could help in during children's moral education is majority geared towards shaping a child's moral behaviour. This implies that proper teaching and guidance could help ameliorate the consequences of the impact of home video/movies among secondary school pupils.

Conclusions

The research identified various websites, Hollywood films and that some of the movies has negative impact on the moral, psychological, emotional and cultural lives of the viewers. Thus, there are many ways the negative effect of home movies could be ameliorated in our society especially among students in Onitsha local government area of Anambra State.

Solution to the myriads of home movies has also been sought, thus the need to adhere strictly to the demands of parents, hence they are children's first care giver. If the negative impact of home movies are not checkmated it will make its usefulness as a loadable means of communization.

Recommendations

The following recommendations were made:

1. The government of Nigeria both at the state and federal level should strategize on screening and regulating what the movie industry is displaying through television shows so that the cultural, social and moral behaviour of the society is not destroyed.
2. Since television has tremendous impact on all, its management is necessary so that the desired effect will be achieved. Parents as a matter of fact should direct and restrict what their children watch. This means that parents should devote time to teach children on the positive and negative effect of what they view.
3. Television videos/movies is a laudable means of communication and so should not be banned, but should be regulated by communication bodies, hence the need to ban some movies that contradict our culture, tradition and moral.
4. Television movies should not be viewed by children in isolated places like their rooms; rather it should be placed where adults will guide what they view.
5. Effective teaching of moral education should be encouraged both in the schools and at home to ensure that children learn and understand the need for compliance.

6. General public should speak out to the media organizations on the quality entertainment that could edify the moral upbringing of a child, that airing such that could lead them into violence and immoral sexual practice.

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